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ELLiC

2nd English Language & Literature International Conference
Universitas Muhammadiyah Semarang (Unimus)

**“EDUCATION 4.0:
Trends and Future Perspectives
in English Language Education,
Linguistics, Literature, and Translation”**

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

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2nd ENGLISH LANGUAGE AND LITERATURE INTERNATIONAL CONFERENCE (ELLIC) PROCEEDINGS

EDUCATION 4.0:

Trends and Future Perspectives in English Language Education, Linguistics, Literature and Translation”

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Foreword

The “Education 4.0: Trends and Future Perspectives in English Language Education, Linguistics, Literature, and Translation”, Hopefully, this conference is fruitful for Researchers, Academicians, Universities, Professionals, and Teachers to promote and choose the appropriate approaches, strategies, models as well as materials which are creative and innovative dealing with fusion of cyber and physical system.

We would like to thank Prof. Dr. Masrukhi, M.Pd, the Rector of Unimus, Dr. Sri Darmawati, the Vice Rector of Unimus for Academic Affairs, and Mrs. Yesika Maya Ocktarani, the Dean of Foreign Language and Culture Faculty, for their full supports. I extend my gratitude to all the speakers for attending, and the ELLiC committee members for their efforts to organize this prestigious event.

Finally, we would also like to extend our sincere gratitude to all of the paper presenters comprising teachers, lecturers, undergraduate, graduate, and postgraduate students from Indonesia, Thailand, Myanmar, Vietnam who have shared their bright and inspiring ideas to be published on the proceeding of the conference. Our honor to the board of reviewers and editors who have worked hard for publishing the proceedings. We do hope that readers enjoy reading the papers in the proceedings and find them enlightening and useful.

Dr. Dodi Mulyadi, M.Pd
The Chairperson

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KEYNOTE & PLENARY SPEAKERS

STUDENT-CENTERED LEARNING AND EXTENSIVE READING

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Abstract

The aim of my talk is to explore the relationship between student-centred learning (SCL) and extensive reading (ER), and how to bring the two closer together in the classroom. I will first (re)examine the concepts behind SCL and the key features normally associated with this approach to learning, i.e., the degree of personalized learning, level of student engagement and motivation, and student control over learning. I will then discuss the theoretical underpinnings (e.g., input theory and skill learning theory) and key characteristics (e.g., appropriate reading materials in terms of choice and variety) of ER in order to determine the extent to which ER is compatible with SCL. I will then provide research evidence demonstrating how the marriage between SCL and ER could lead to enhanced student learning, i.e., greater mastery of the target language and a more positive attitude towards language learning.

LEARNING FL IN PSYCHO-SOCIO-RELIGIOUS PERSPECTIVE

Djamaluddin Darwis

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Abstract

Language is one of the basic needs for human beings, because besides as personal being, human is social being as well. Human does not live alone in an isolated island, he lives in a community with many people from different ethnical and cultural background. The role of a language has been recognized significantly as tool for social communication and cooperation. The contact of many different people with varieties of background has been taking place for the past centuries. A lot of loaned words in a certain language is an evidence that there has been contact between two nations with different language background. There are many influential factors why people learn foreign language. This brief paper is trying to explore the background of learning foreign language. Among of the factors are psychological, social and religious. In term of psychology human has psychological potential to acquire language through learning. Learning is defined as psychological process to change the behavior. There is close relationship between psychology of language and psychology of learning which includes attitude, motivation, intelligence, aptitude and other related factors. The other factor is social factor, language is part of social life, we are aware that there is a close relationship between language and society. We know that there is no language without society as language user, and there is no society without language as a means for communication. We cannot use a language for communication without involving society, with whom we are going to talk. In learning foreign language it is not only learning linguistic skill but also communicative skill, how to use learned language in authentic communication. There are many social reasons why people learn foreign language, among of the reasons are educational, commercial, political, cultural and the likes. The other factors of learning foreign language is religious purpose, either it is because of the teaching of the religion explicitly or implicitly orders to learn foreign language or because of religious obligation to spread religious belief to people all over the world. In Islam there are many verses in the Holy Quran that state the importance of learning language, foreign language and also human potentials in mastering language. The Holy Book also states the importance of human communication in order to work together to achieve social welfare. Learning foreign language (Arabic) also very important for ritual reason and for educational reason, because the Holy Book, the Word of God is written in Arabic language.

EXTENSIVE READING

Expanding the English Program by Creating Autonomous Learners

Thomas Koch

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Abstract

Extensive Reading has been shown to be an effective way of increasing English learners' language skills. In this presentation we look at why extensive reading should be a part of every language program and how to implement the program. It also will explore the differences between intensive reading and extensive reading and some of the misunderstandings about the appropriate materials for extensive reading. Teachers often apply the standards of intensive reading to the materials recommended to their students in extensive reading. The justification for the use of the Start with Simple Stories (SSS) extensive reading program is provided to make extensive reading materials accessible to the students. Finally, two online extensive reading websites will be provided where teachers can monitor student reading activities.

VOCABULARY LISTS

Construction Methods and Applications

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Abstract

It goes without saying that vocabulary plays such a vital role in second language learning. Second language learners find it challenging to communicate and use language effectively without sufficient words. One main objective of language learning and teaching is, therefore, to expand second language learners' vocabulary size as efficiently and rapidly as possible in a poor input environment. This group of learners does not have a privilege like their first language counterparts who have opportunities to gradually increase their vocabulary knowledge. In this presentation, roles of vocabulary and vocabulary lists in second language learning will be discussed. Methods in selecting words necessary for second language learners to focus on and for teachers to pay attention to when teaching as well as for curriculum development, instructional materials, and classroom activities will be presented.

Keywords: vocabulary, methods for word selection, second/foreign language learners



LANGUAGE TEACHING

ACQUIRING SECOND LANGUAGE OF READING SKILL THROUGH GENRE-BASED APPROACH

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Abstract

The purpose of this study was to find the effect of acquiring second language of reading skill through Genre Based Approach. Participants were divided into two treatments groups, and each group was assigned to do the same test, containing sections which involved reading items. Post-test was held immediately after the experiment was over. The results indicated that the score of the experimental group that is taught by using genre based approach is higher than control group were not taught by using genre based approach. It was proved that the students did better in mastering their reading skill when they were taught by using genre based. The data shows that the experimental group increases the mark significantly rather than the control group which applied other methods. So, the researchers concluded that this method will help students to get more understanding in term of reading.

Keywords: reading, GBA, SLA

Introduction

The acquisition of language is a process by which people get the capacity to understand, produce, and use words understand and communicate. The language acquisition usually refers to the acquisition of the first language, which is learning the acquisition of babies from their native language, not the second acquisition of language, related to acquisition (in young and adult learners) of additional languages. This capacity involves taking various capacities including syntax, phonetics, and extensive vocabulary.

In developing students' language acquisition in reading skill, students face some problems such grammar, vocabularies, etc. Even though teacher tries to simplify the reading material, they will get the difficulties on some parts. In the reading areas, they are asked simply to catch the information of the text or certain simple discourse. Some questions also ease the students in having vocabulary mastery, such as looking for synonym and antonym.

By knowing the problem above, the researchers try to teach reading skill in certain topic using other method; Genre-Based Approach. Genre-Based Approach is

tried to improve students' abilities in getting information of the text. In term of reading comprehension, students' understanding will be the most important things to be developed. Using this method, the researchers will look for the increasing of students' way in getting the message of the text. The researcher will focus on the applying this method to solve the students problems in reading skill development. This research is guided by answering these questions: (1) How is implementation of Genre Based Approach in teaching reading to the seventh grades of SMP N 2 Surodadi, Tegal? and (2) Does GBA give positive effect on the stuent's' reading achievement at studentsof SMP N 2 Surodadi?

Theoretical Framework

English is the language used as a medium of communication and as the first language used for others around the world (Hornby, 2008, p. 147). Thus, English has become the main communication medium for people in various countries in the world. English has been used as the official language for use in the international world. English is the most representative language of all languages.

English is very important and useful for students, because many media both from books and internet media about English and can increase knowledge.

Language acquisition refers to first language acquisition, which studies learn acquisition of their native language, rather than second language acquisition, which deals with acquisition of additional languages. Possessing a language is the quintessentially human trait: all normal humans speak, no non human animal does. Pinker (1987) says, “Language is the main vehicle by which we know about other people's thoughts, and the two must be intimately related. Every time we speak we are revealing something about language, so the facts of language structure are easy to come by; these data hint at a system of extraordinary complexity.” Thus, learning a first language is something every child does successfully, in a matter of a few years and without the need for formal lessons. With language so close to the core of what it means to be human, it is not surprising that children's acquisition of language has received so much attention. Anyone with strong views about the people mind would like to show that children's first few steps are steps in the right direction. Here, there are some children's language acquisition stages.

Reading skill is the one of the skill which needs students' ability to understand and catch the meaning of the text. To achieve the objective of the learning process, Brown (2001, p. 298) provides some consideration: (1) bottom up and up-down processing, (2) schema theory and building knowledge, (3) the role of affect and culture, (4) the power of extensive reading, (5) adult literacy training. Those all consideration will help the students' rhythm to specify the message will be gotten.

In doing learning reading, we should consider there are advices to more pay attention of the written language. After students look at the written language, they will understand the concept of the text. There are types of written language based on

Brown (2001, p. 302): nonfiction, fiction, letters, greeting, diaries, memos, message, announcement, newspaper, academic writing, forms, application, invitation, comics, etc. After knowing the types of the text, there are the characteristic of written language will be asked student's attentions: (1) Permanence, (2) Processing time, (3) Distance, (4) Orthography, (5) Complexity, and (6) Vocabulary.

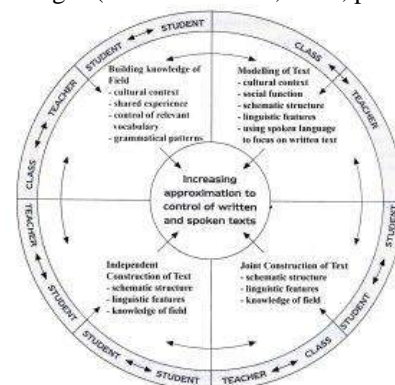
Genre Based Approach

According to Callaghan and Rothery, (1988) as cited in Hammond et al. (1992, p. 17) ruled that the classroom programming is based on four stages in a Teaching-Learning Cycle (Adapted from Callaghan and Rothery, 1988) which are aimed at providing support for learners as they move from spoken to written texts. These stages are identified in Diagram 1 below. They involve the selection and sequencing of classroom tasks and activities and are related to the starting points of topic or type of text.

The four stages in the Teaching-Learning Cycle are:

- Stage One** : Building the context or field of the topic or text-type
- Stage Two** : Modeling the genre under focus
- Stage Three** : Joint Construction of the genre
- Stage Four** : Independent Construction of the genre

Diagram 1. The teaching-learning Cycle in four stages (Hammond et al., 1992, p. 17)



a. Stage one: Building Knowledge of the Field

The stage of building knowledge of the field is extremely important for adult learners, especially ESL learners, as it is the point at which overall knowledge of the cultural and social contexts of the topic is built and developed. It is stage that discussion of cross-cultural similarities and differences occur so that an understanding of the purpose of various written genres within Australian society can be developed. The range and nature of activities here depend on the extent of the learners' second language development and the degree of their familiarity with the topic or text type. It is important for all learners to have an understanding of the topic before being expected to write about it.

b. Stage two: Modeling of the Text

If the teacher introduces a genre for the first time in a classroom, in this case, the teacher begins with the modeling stage. The teacher should do some steps begins with introduce a model of the text to the students, and then discuss the social function or purpose of the text to the students. After that ask the students to suggest local or community issue to support their argument, finally demonstrate the text in front of the students.

c. Stage Three: Joint Construction of the Text

The second stage of the cycle is the joint construction of the genre. During this stage teacher and class work together to produce a text, the teacher guides the students into the joint construction with questions that focus on the stages of the genre.

d. Stage Four: Independent Construction of the Text

In this stage, the teacher can do those following steps in the classroom as suggested by Callaghan and Rothery. First, choose a new topic and research the topic as

preparation. Second, the student writes a draft. Third, the students consult with the teacher about the draft. Fourth, the teacher assesses the students' development in writing the genre. Fifth, editing and publishing provide an optional final step in the teaching cycle. Sixth, the students reach the point where they can undertake writing a genre in a completely independent fashion.

There are the detail process in teaching certain material which is divided into two cycle; spoken cycle and written cycle. This division eases both students and teacher to understand the material. In each cycle, it will be included the detail step which characterize that it is a learning using Genre-based Approach.

Previous Studies

1. Luu Trong Tuan. "Teaching Writing through Genre-based Approach". The article.

This research is an endeavor to examine the impact of genre-based approach on students' writing performance as well as students' attitudes towards the implementation of genre-based approach in writing learning. Research findings reveal that most of the students gained the control over the key features of the required recount genre in terms of social purposes, language features and schematic structure. The necessity and usefulness of the application of teaching-learning cycle into learning the recount genre was predominantly recognized among students.

2. Mahmoud Azaz. "Integrating the Genre-Based Approach into Teaching Writing in Arabic as a Foreign Language". The article.

Research on teaching writing in Arabic as a less commonly taught language is still in its infancy. Motivated by the dearth of research on the integration of the genre-based approach into teaching writing in Arabic and the absence of such an approach, this paper proposes a genre-based framework for teaching writing in Arabic. Building on

conclusions drawn from recent research, it proposes four specific guiding principles. Furthermore, it offers a model lesson plan that shows an instructional sequence of how a single genre, which is congratulation letters, both personal and formal, can be effectively taught. Moreover, results of a survey conducted on a selected group of instructors of Arabic (n = 10) showed that they responded very positively to the proposed model. The guiding principles and the lesson plan are aimed to offer the underlying theoretical knowledge and a practical example for teaching this genre and other relevant ones in Arabic.

3. Ismail Ibrahim Elshirbini Abd-ElFatah Elashri. "The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhar Secondary Students' Writing Skills and their attitudes towards writing". The article.

This study aimed at developing some writing skills for second year secondary stage students and their attitudes towards writing through using the genre based approach. Hence, the problem of the study was stated in the following statement: "The students at Al Azhar secondary schools are not good at writing. As a result their writing skills are weak. Consequently, they develop a negative attitude towards writing". They need to be trained in the skill of writing and there is a dire need to use a genre-based approach to writing content. The study adopted the experimental design, i.e., using an experimental group and a control group. The experimental group received genre-based instruction while the control group received traditional writing instruction. The genre-based instruction was provided to the experimental group at Satamooni Al-Azhar Secondary Institute for Girls at Satamooni whereas the traditional writing instruction was provided to the control group at Roda Al-Azhar Secondary Institute for Girls at Roda; both institutes are located in Dakahlia Governorate. The instruction lasted for nine weeks for each group. The instruction took

place in the second term of the academic year 2010/2011. The following instruments were designed by the researcher: A Writing Performance Test, A Holistic Scoring Rubric, An Analytic Scoring Rubric and A Writing Attitude Scale. The present study provided evidence for the effectiveness of using genre-based Approach in developing students' writing performance and attitudes towards writing. Further, the study highlighted the advantages of using genre-based approach in developing writing skills and attitudes towards writing.

Methodology

1. Research Method

In this research the writer using quantitative method. "Quantitative research methods are used to examine questions that can best be answered by collecting and statistically analyzing data that are in numerical form" (Crowl, 1996, p. 16)

2. Population and Sample

"Populations are groups consisting of all people to whom a researcher wishes to apply the findings of a study" (Crowl, 1996, p.15). The population of this research is the eighth grade students of SMP NEGERI 2 SURODADI. The sample of the research is class VII A. "Samples are subsets of people used to represent populations" (Crowl, 1996, p. 15). The sample was selected by using random sampling technique.

3. Instrument

In this research the writer used pretest and posttest. The writer gave pretest before the teaching learning process and give posttest after the teacher learning process has been completed.

4. Data Collection Technique and Analysis

This information obtained through a set of work sheet paper which given to the students. The data took from the result of a writing test pretest and posttest. The data collection processed approximately in January 2018 until February 2018.

Variables employed in this research are the data obtained from the students' worksheet paper concerning the use GBA in learning genre of text material. The variable of the research are both in interval scale. As it was seek for mean comparison, the best analyzing statistic is the test. The writer analyzed and processed the data using SPSS to get the result. According to Fraenkel and Wallen (2009, p. 186) SPSS is a computer program that can be used to calculate many of descriptive statistic that we describe in text, including means and standard deviations, z scores, correlations, and regression equations. SPSS can also be used to conduct many hypothesis tests, including independent and repeated measures t-test, analysis of variance (ANOVA), and chi-square tests. In this case the writer counted the data to see the homogeneity and normality of the instrument before the writer give the pre test, treatment and post test to the student.

Findings and Discussion

The data description explains about acquiring second language of reading skill through genre based approach. To get the data, the writer used a test as the instrument of the research. The type of this test was reading multiple choice test. Reading test was given to experimental and control group, and must be done in 60 minutes. Each group consists of 30 students of seventh grade students of SMP Negeri 2 Surodadi Kabupaten Tegal.

To see whether it gave the positive effect or not to the students, the writer calculated the result of mean, median, modus, standard deviation of variant between experimental group and control group. They were compared to get the further data.

To answer the problems formulation proposed in this research as well as test the hypothesis, then the writer used formula t-test. It can be found a significant effect between both samples.

After the writer got score of unity of variant and t-test then the writer can get the result of whole computation was shown on the following table:

Notes	Experimental Group	Control Group
N	30	30
Rs	92,5 – 100	72,5 – 100
$\sum X$	2947,5	2795
\bar{X}	98,2	93,3
Me	100	95
Mo	100	97,5
SD	2,286	6,226
S ²	5,22	38,92

In which; Result of Sample (N); Median (Me); Range of Score (Rs); Modus (Mo); Result of Score ($\sum X$); Standard Deviation (SD); Mean (\bar{X}); Variant (S²).

To find whether there was significant difference between the experiment group and the control group, the result was tested by t – test formula.

After counting t-test and t-table on the data analysis above, it is known that the result of t-test is 4,2 and after the writer consulted into t-table with 5% (0,05) significant level and the degree freedom (df), it is known that the result of t-table is 1,645. It proved that the result of t-test is higher than t-table (4,2 > 1,645).

Because the result of the t-test was higher than t-table, so the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted. It means that there was significant effect of the experimental group and the control group.

Conclusion and Suggestions

Based on the computation result, the writer concludes that there is a positive effect of using Genre Based Approach media toward the students' Reading skill of the seventh grade students of SMP N 02 Surodadi, Tegal. This statement is strengthened by the result of data analysis. The result of this data proved that the research hypothesis is accepted, so the null hypothesis (h₀) is rejected. It can be concluded that the use of Genre Based Approach gives positive effect

towards students' Reading Skill, and it is effective to be used in teaching and learning reading process.

Based on the result of the research, the writers give some suggestions that would be helpful to make English teaching and learning in Elementary School level be successful.

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THE USE OF METACOGNITIVE STRATEGIES IN EFL READING COMPREHENSION

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Abstract

The following study aims to find out which is the highest use of metacognitive reading strategies among the academic learners majoring ELT students, Faculty Education and Teacher Training UIN Walisongo Semarang. There is only one class which administered to this study. It consists of forty three students; ten male and there are thirty three female ones. First of all metacognition discusses the process of an individual in planning and managing oneself in order to achieve his or her goal. In other words, metacognitive strategies are steps take for improving their language performances. Based on SORS (Survey of Reading Strategies) questionnaire, there are three categories being scored in metacognitive strategies. They are global reading strategies, problem-solving strategies, and support reading strategies. The result shows that academic learners mostly apply the problem solving strategies, followed by global reading strategies, and support reading strategies.

Keywords: metacognitive strategies, EFL learners, reading comprehension

Introduction

Reading is one of the fundamental skills that every educated person needs to acquire to a considerable extent both in their native language and their second or foreign language. Needless to say, reading is not a skill which can be acquired naturally or in an automatic way, but it must be learned and practiced through formal instruction and experience. Therefore, a conscious effort is required in order to analyze and comprehend the ideas within the continuous development of a text.

Reading academic texts in English is an essential ability to survive in university lives mainly for students of English as a Foreign Language (EFL) and English as a Second Language (ESL) since they have responsibility to carry a great range of assignments that depend on reading (Levine, Ferenz, & Revez, 2000).

The skill of reading goes beyond the ability of simply recognizing letters and sounding them. The essential step in the skill of reading is the comprehension of the material. Relatively, Goodman (1988, p. 11) proposes two views on reading; with the first one he accepts it as “matching sounds to letters”, and with the second one he

indicates that it is a mystery, that “nobody knows how reading works”. In a probable manner Goodman was under the sway of MacLeish (1968, p. 43) who asserted that “readers of all written languages are ‘getting’ sounds from the printed page”.

In addition, a good reading skill will help very much those who want to continue their study to the higher level or to get job. As stated by Haris and Sipay (1977, p. 1); they said that technology advances more occupations tend to require higher level education or specialized training in which improved reading ability plays a vital role. Automation has eliminated the job of many unskilled or semi-skilled workers, many of whom were not even functionally literate and became unemployed or chronically unemployable because they did not process in other positions.

Reading English text, as a foreign language is not the same as reading in our first language. The former is more difficult than the last one. Learners encounter difficulties in vocabulary, structure, or in any other feature of the languages. It is not surprising that those difficulties make them frustrated. There are many factors that

influence the reading ability. Haris and Smith state:

There are five factors that are identified as the primary determinants of reading comprehension in the figure: background experience, language abilities, thinking ability, affection (interest motivation, attitude, feeling) and reading purposes. These factors really influence the students' reading comprehending ability. (1980, p. 20)

Reading involves comprehension. In the comprehension process, students should not read the material for a long time just to get the thorough comprehension. Reading in that way may not lead the reader to a full understanding about what s/he reads, it is wasting time. Therefore, students should improve the reading speed and skimming in all reading course.

Therefore this project is designed to know the participant's difficulties in reading academic texts and give instructional interventions which focus on teaching some metacognitive reading strategies in order to solve the participant's problems in reading comprehension, particularly in academic English texts.

1. Learning strategy

Learning strategies have been described by Wenden and Rubin (1987, p. 19) as "any sets of operations, steps, plans, routines used by learner to facilitate the obtaining, storage, retrieval, and the use of information". It was argued by Richards and Platt (1992, p. 209) that "learning strategies are intentional behavior and thoughts that learners make use of during learning in order to develop reading understanding among students, learn, or remember new information". Learning strategies are also illustrated by O'Malley and Chamot (1990, p. 1) as "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

Therefore, learning strategies are seen as special ways of processing information that improve comprehension of the information. Whereas prior descriptions

of learning strategies paid more attention to products of learning and behaviors reflecting unobservable cognitive process, definitions eventually provided clearer understanding of learners think and during language learning. Hence, it is stated by Cohen (1990, p. 4) that "learning strategies are process which are consciously selected by learners and which may result in action taken to enhance the learning or use of second or foreign language through storage, retention, recall, application of information about language".

Learning strategies are the total effort that students need to process, understand, and adopt the information introduced in learning-teaching processes or in their individual preparation (Tay, 2013). In other words information in cognitive and affective processes (Kafadar, 2013a). As it is understood from definitions, learning strategies include more than one activity. Different classifications of these activities are seen (Kirby, 1984 cited in Hewitt, 2008; Weinstein & Mayer, 1986; Mayer, 1988). Learning strategies that underline this study are classified into categories cognitive and affective by Gagne & Driscoll (1998). Cognitive strategies are separated into five sub-groups as: attention strategies, storage strategies in short time memory, coding strategies, restoration strategies and monitoring strategies.

2. Metacognitive strategies and L2 reading comprehension

Reading requires language comprehension, some sort of semantic processing, and the ability to understand the meaning of the visual symbols which provide the form of language to be comprehended. Reading, per se, must involve not only particular type of language behavior, but also special form of non-verbal thinking (i.e., metacognition) (Waterhouse, 1980). Furthermore, the crucial issue of the role of metacognitive awareness in reading will be stated by knowing and understanding two dimensions of metacognitive ability, which have discussed above. Therefore, it is expected to make a student aware of what is

needed to perform effectively, and then it is possible to take steps to achieve the goals of reading condition more effectively. It is also asserted that the student will be able to conceptualize the reading process by thinking what she is doing in reading (Carrell, 1989). Forrest-Pressley & Waller (1984) suggested that in term; of metacognition, reading is not merely decoding process from print to sound and comprehending the written material, but it also involves advanced reading strategies and knowledge about those skills and how to control them. When skilled readers decide to read, they usually have particular purpose in mind. Therefore, they do more than decode a word; the skilled readers know that there are various ways to decode and can do something on their decoding activities, such as monitor them, change and then predict their sufficiency.

Methodology

This study was conducted with 41 male and female of EFL learners with the ten male students and thirty three female students UIN Walisongo Semarang. Commonly, “experiments are carried out in order to explore the strength of relationships between variables (Nunan, 1992). This research is categorized as an experimental research since it attempts to provide treatment to experimental group and maintain control over all factors that may affect the result of an experiment.

The students’ metacognitive awareness of reading strategies was administered by employing the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) which was designed by Mokhtary and Reichard (2000). The researcher used Likert scale which range from 1 to 5 for scoring it. The instrument was administered during a regular class in reading comprehension subject.

Results

The data was analyzed quantitatively. The descriptive statistic for students’ perceived use of individual strategies and the overall

mean of each of the three categories of metacognitive reading strategies were also included. For the component of global strategies, the mean score was 3.5. In fact, the students used previewing text before reading as one of the highest usage (M=4.17). This showed that these students demonstrated a capacity of planning of reading.

Support strategies were used by students to enhance understanding and memory. The result showed that the learners’ use of support strategies were in the range of moderate to high for example, the frequent use of reference materials such as dictionaries (M=3.82, SD=0.91) and finding relationships (SM=3.60, SD=0.97). Within the category problem solving strategies, all 8 strategies were reported to be of high usage. This showed that learners were generally conscious of their comprehension process and were able to take appropriate actions when comprehension breaks down. Based on high range of strategy use (M=3.63-4.43), it can be said that these students used problem solving strategies to solve their comprehension problems when the text was difficult.

Conclusion

With metacognitive reading strategies, students were aware of their goals. Therefore, they were able to monitor the reading process, check their reading comprehension, arrange strategies, evaluate their strategy application and after evaluation, adjust their choice of strategy if needed. Learners will be more motivated in using metacognitive strategies in reading comprehension through effective monitoring of comprehension process which were considered important in developing skilled reading.

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VOWEL AND DIPHTONGS ERROR ANALYSIS OF RANDOM SECONDARY STUDENTS OF SEMARANG

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Abstract

Second language acquisition can be a significant issue which leads to the study of language transfer and interference. Since there are many problems faced regarding pronunciation, then this paper is aimed at revealing and describing the errors in pronouncing English sounds made by the Javanese native speaker secondary students who learn English as their second language. Vowels and diphthongs pronunciations are examined closely in this study. Mix method was used started by the qualitative one and quantitative one to know the percentage of each data. The source of the data was some recording of students' interview and then it was transcribed into broad transcription without suprasegmental features. In analysis, the distinctive features are applied to establish phonological patterns of pronunciation errors. The results of this study revealed that Javanese Native Speaker made some errors in pronouncing English sounds, especially in diphthongs case in which all speakers experience phonetic interferences: substitution and under differentiation.

Keywords: phonology, error analysis, vowels, diphthongs, secondary students

Introduction

Nowadays, English is the world most widely studied language. It is used as both second and foreign language. There are millions of foreign students from other countries who use English in both written and oral communication. So, they need sufficient skills to use it. There are four skills which should be learned by students in learning English, namely: reading, writing, listening and speaking. All of them are important for mastering English. In reading comprehension, students must possess number of vocabularies knowledge and they should understand some reading strategies to help them in their activities. In writing skills, students should have good knowledge of grammar, and they should also have a number of vocabularies in their memories. While in speaking and listening, right pronunciation becomes crucial thing.

The pronunciation of English is influenced by differences of geographical areas where English is spoken. In this case, Trudgil (1994, p. 2) in Hakim (2012) stated that people speak different kind of English depending on where they are coming from

and what kind of social background they come from.

There are several previous studies concerning second language acquisition from phonological perspective. Hakim (2012) analyzed pronunciations of phonetics b, d, g, j, and ð in English pronunciation produced by Javanese Students in English Study Program of STAIN Bengkulu. He concluded that there are 2 phonetics that are difficult to be lost by Javanese students, such as: /d/ and /ð/.

Another study was also conducted by Nurfita (2015) which focuses on the phonological and phonetic (phonic) interference of first language (L1) by Turkish, English and Malaysian native speakers when learning Indonesian as a second language (L2). In her study, she found that Malaysian, Turkish, and English speakers produced phonic interference when learning Indonesian. There are four kinds of phonic interference produced by the learners; substitution, under-differentiation, over-differentiation, and re-interpretation. The biggest number of phonic interference is re-interpretation, followed by substitution,

over-differentiation, and the least is under-differentiation.

This study therefore focuses on pronunciations of English vowel sounds produced by Javanese native speaker, particularly secondary students in Semarang. The problems revealed in this study are: (a) what are vowel phonetics errors produced by random secondary students in Semarang? (b) How do Javanese Students utter six monophthongs vowel sounds: /ɪ/, /i:/, /e/, /ɔ:/, /æ/, and /u:/, that influence their Javanese pronunciation in English? (c) How do Javanese Students utter two diphthongs vowel sounds: /ei/ and /ou/ that influence their Javanese pronunciation in English? and (d) What are the factors which influence English phonetic errors produced by random secondary students in Semarang?

In order to increase comprehension of Javanese students' English pronunciations, two students from Semarang who use Javanese as their mother tongues are as research subjects. This paper is intended to extend comprehension in phonological study in matter of English vowels pronunciations produced by Javanese native speakers.

1. Second Language Learning

Second language is related not only with the first language, but also related to the learning any new language in a foreign language context (Dulay, Burt & Krashen, 1982, p. 11). Further, Ellis (1997, p. 3) described that second language learning is a process which is experienced by the person who studies any language other than one first language. According to Ellis, (1994, pp. 11-12) second language is the language, which plays as institutional and social role in the community. For example, Indonesian as a second language is learnt in Indonesia, English as a second language is learnt in Singapore, New Zealand, Nigeria, and South Africa.

2. Language Transfer and Interference

It has been discussed that first language (L1) is influential on second

language acquisition (L2), either through positive or negative transfer. Dickerson (1975) in Corder (1982, p. 96) described that the acquisition of the phonological system of a second language is an continual process of restructuralization of the mother tongue phonological system into phonological system of target language. Foreign accent in L2 speech production however is caused by the interference from the L1. Learners are likely to interpret sounds in an L2 through the "grid" of their L1 phonology (Trubetzkoy, Wode, in Flege 1995, p. 237).

Dulay, Burt & Krashen (1982, pp. 101) stated that positive transfer is an expected result in acquiring a new language, since the L2 pattern is similar to L1 pattern. Agreeing this statement, Brooks (1960) in Ellis (1994, p. 300) defined positive transfer as similarity between L1 and L2 pattern, so L2 acquisition could take place without difficulty. Continuing this, Wardhaugh (in Odlin, 1989, p. 130) offers simply definition of positive transfer: "where two languages were similar, positive transfer would occur".

3. Javanese and English Vowels Phonetic Systems

a. Javanese Vowel System

i	u	i	u
e	ə	o	ɔ
ɛ	a	ɔ	a

SYSTEMATIC PHONETIC REPRESENTATION UNDERLYING REPRESENTATION

Figure 1. Javanese Vowels according to Hayward (1999)

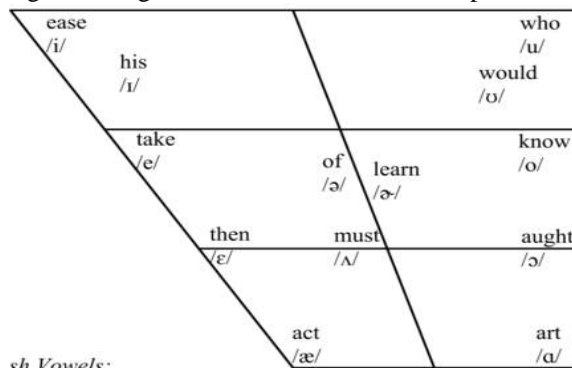
Discussing Javanese [ɪ] and [ʊ], Hayward (1999, p. 198) cites Van Zanten's (1989) study of Javanese speakers' production and perception of the Indonesian vowels [e] and [o] as support for her claim that [ɪ] and [ʊ] are identified with the vowels [e] and [o]. Van Zanten's production test showed that for Javanese speakers the vowel space for [e] was nearly identical with the vowel space for [ɪ], and similarly the vowel space for [o] was nearly identical with the

vowel space for [ʊ]. The perception test showed that the Javanese speakers often misidentified the Indonesian vowel [e] as [I], and [o] as [ʊ]. Although preliminary, Hayward's earlier study also supports this claim. It shows that [u] and [o] were the same vowel for the single subject participating in the study (Hayward 1993, p. 9). In Hayward's (1999, p. 203) analysis, the vowels [i], [e], [ɛ], [u], [o], and [ɔ] are derived from the vowels /i/, /ɛ/, /ɔ/, and /u/ as showed in fig. 1 above.

b. English Phonetic System

The number of vowels in English varies by dialect, with most speakers of American English having eleven stressed vowel phonemes in their inventory: /i, ɪ, e, ɛ, æ, ɑ, ɔ, o, ʊ, u, ʌ/ (Hualde 2005, Bradlow 1995). Of these, two are traditionally considered to be phonetic diphthongs: /eɪ/ and /oʊ/ (often transcribed as [eɪ] and [oʊ]). These vowels and diphthongs are shown with word-examples below.

Figure 2. English Vowels with Word-Examples



4. Distinctive Feature

Schane (1973, pp. 25-36) defined the appropriate features into eight features, but only five of them will be mentioned, due to its relevancy with this study: binary features, major class features, manner features, place of articulation features, and body of tongue features.

Binary features are related to opposite characteristic (plus and minus) to explain whether the attribute is present or not, such as [+voiced] for voiced and [-voiced] for voiceless. Binary system has the

purpose to show members of pairs, such as voice-voiceless, nasal-oral or rounded-unrounded.

In the vowel classification, the parameters are high, mid, low, front, back, rounded, and unrounded. The parameters relating to backness and rounding are also binary. Since, there is only two degrees, plus (+) and minus (-) to differentiate a single feature, there must be two features conjointly to specify or differentiate three degrees, such as high, mid, and low. For that reason, Schane decided *high* and *low* as the degrees of independent features.

Methodology

Both qualitative and quantitative methods were applied in this study (Creswell, 1994; Frankland Wallen, 1990). This means that this study used mix-method. The first step, the data from the recording of the interview was transcribed into broad transcription, means that it was not the narrow one, therefore, there were no suprasegmental features discussed in this study such as intonation and stressing in the words they produced. After transcribing, the data were displayed as can be seen in the findings and discussion. The next step was categorizing the data from the recording with list of vowels and diphthongs stated in research questions. Then, errors made by the students were counted into percentage. After the percentage is done, the errors were analyzed by distinctive features to produce several generative phonology rules about them.

Findings and Discussion

The findings of vowel and diphthongs errors pronunciations are presented in percentage table below.

Table 1. Productions and Percentages of Errors

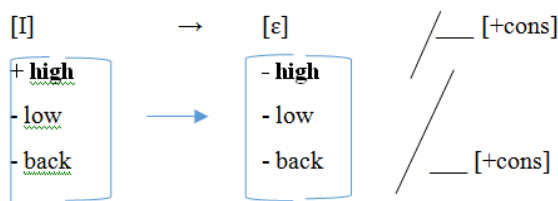
English Sounds	Phonemes	Errors	Percentage
Vowel	/ɪ/	[e], [ɛ]	12.58%
	/i:/	[ɛ], [I]	8.86%
	/e/	[ɛ]	7.59%
	/ɔ:/	[ɔ]	5.06%

	/æ/		26.58%
	/u:/		8.86%
Diphthong	/ei/	/e/	17.72%
	/ou/	/o/	10.12%

It has been stated earlier in theoretical framework that Japanese and English vowels systems are quite different. For example, in table below sound [I] in initial and final position changes to sound [ε] by the speaker 2. In initial position, sound [I] also changes to sound [ε] by both speaker.

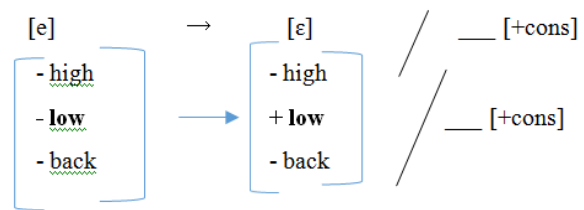
This kind of errors are examples of Substitution is the most general pattern of phonic interference that occurs when phonemes of first language are similar with the ones in second language but have different phonetic realizations or different pronunciation (Weinreich, 1979, p. 19). This is in line with the statement of Van Zaten (1989) that Javanese speakers often misidentified the Indonesian vowel [e] as [I] because the vowel space of their productions are near for Javanese speakers. Furthermore, vowel [e] in Javanese phonetic system is derived from vowel [ε]. Dudas also (1976) argues that Javanese has six phonemic vowels and ten allophonic variants by mentioning that [e/ε], [o/ɔ], [i/I], and [u/ʊ] are alternating vowels.

Two distinctive features rules of these errors above can be made as follows:



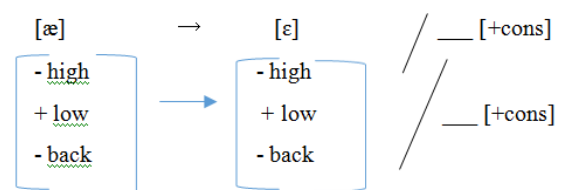
Based on the rule above, first we can see that the sound [I] will change to the sound [ε] when it is followed by consonants, so the errors happen only in initial and medial position. The second is that, the features of the sound [i] and [ε] are similar. Both of them have [- low], [- back], and [- rounded]. The only difference is that, the

sound [I] is height vowel whereas the sound [ε] is mid vowel. As for the changing of sound [I] to sound [e] which also occur, it is not made into distinctive rules considering that sound [e] is derived from sound [ε] in Javanese vowel system Van Zaten (1989). Javanese speakers tend to change [e] sound to [ε] when it occurs in initial and medial position. The only differences between [e] and [ε] is the height of the tongue. [e] is considered as high vowel, while [ε] is low vowel.



More than substitution, this study also finds another phonic interference called under-differentiation. It is a type of interference when the first language lacks a contrast that exists in second language. In this study, it occurs when the sound [æ] which exists in English as L2, is replaced by the sound [ε] and [e] by Javanese speakers, because Javanese as L1 lacks [æ] sound.

This replacement may occur because sound [æ] is really close in its articulation place with [ε] sound. They are both low, front, and unrounded vowels. But the only difference is [æ] sound is positioned lower and rounder that [ε] sound.



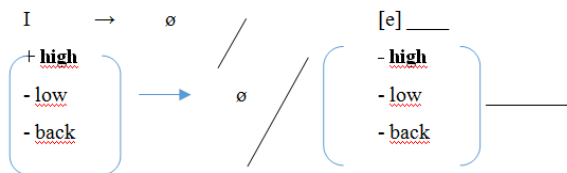
Under-differentiation also happens in production of diphthongs [eI] and [oU]. Diphtong [eI] is replaced by sound [e], while diphtong [ou] is replaced sound [o] by Javanese speakers. It can be categorized as vowel deletion which occurs because phonetic roles in Javanese language doesn't permit vowel followed by another vowel (diphthongization), and this is caused by

differences of Javanese and English phonetic roles.

[u] sound is deleted when it is preceded by [o] sound. In this deletion, [o] sound is known as lower than [u] sound, therefore [o] sound is considered as [-high] in its distinctive features, while [u] sound is considered as [+high].

The case of no vowel clusters in Javanese is also shown by the deletion of sound [I] in diphthong [eI] as shown in table below. We can see that [I] sound is deleted when it is preceded by [e] sound. In this deletion, [e] sound is known as lower than [I] sound, therefore [e] sound is considered as [-high] in its distinctive features, while [I] sound is considered as [+high].

The distinctive role is shown below.



The case of vowel deletion produced by Javanese native speakers caused from differences of phonetic rules between English and Javanese. The deletion in Javanese speaker pronunciation is more toward the vowel with higher articulation place, e.g. [I] is deleted in diphthong [eI] and [u] is deleted in diphthong [ou], which means that when vowel cluster happens, the deletion will occur toward vowel with higher place of articulation.

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Conclusion

It is evident that Javanese and English truly has different phonetic systems. Javanese

native speakers experience errors in producing English vowels, especially diphthongs, because vowel cluster is not permitted by Javanese phonetic roles. In Javanese pronunciation itself, [e] and [ɛ] sound often substitutes each other, because [e] is derived from [ɛ]. This rules then often brought up unconsciously by the speaker when pronouncing some vowel which is close to them in place of articulation, such as [I] is replaced by [ɛ] and [e] is replaced by [ɛ]. These errors can be categorized in phonetic negative interference included in substitution and underdifferentiation. In summary, the place of articulation holds important role in pronouncing certain vowel, therefore, the errors occurred caused by differences in phonetic system and the interferences which is also part of learning any new language.

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COACHEE-CENTERED COACHING

Toward the Implementation of Learner-Centered Learning in the Context of Indonesian 2013 Curriculum

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Abstract

Coaching is a type of professional development focusing on professional dialogue to build teacher capacity to enhance the success of learning and the quality of education in general. Coachee-centered coaching gives model to the coachees the implementation of learner-centered learning. This paper describes the model of presenting coaching materials through coachee-centered coaching dealing with the implementation of 2013 curriculum in EFL class. The study was designed qualitatively. The data were accessed from 6 teachers of English at State Islamic Junior High School in Semarang-Indonesia (MTsN2 Semarang). The materials and the procedures of implementation were formulated based on need analysis through teaching observation, lesson plan analysis, and Focus Group Discussion. In term of material presentation, the coachee-centered coaching was implemented through such methods as Demonstration, Scientific Approach, Lecturing and Discussion, Problem-Based Learning, Task-Based Learning, Inquiry Learning, Presentation-Practice-Production.

Keywords: coachee-centered coaching, pedagogic competence, EFL class

Introduction

Teacher pedagogical competence as a part of teacher professionalism may be developed through workshops, self-observation/monitoring, coaching, team teaching, teaching portfolios, action research, lesson study, etc. Coaching is devoted primarily on teaching learners new skills. There are four steps required to deliver the skills. The steps are: (1) presentation of the theory or skill, (2) demonstration of the skill, (3) repeated opportunities to practice the skill under both simulated and actual classroom conditions, (4) repeated feedback on the practice efforts (Keith & Robert, 1991: 200-204).

Lofthouse, Leat & Towler (2010, p. 8) have defined coaching as focused professional dialogue aims at aiding the coachees in developing certain professional skills to improve their teaching repertoire. The coachees are commonly given space to experiment new classroom strategies. As it purposes to enhance teaching repertoire, coaching needs to meet the following key qualities: (1) promoting professional

dialogue on teaching issues that are of interest to the coachee, (2) planning, developing and evaluating teaching activities in collaborative way, (3) facilitating experimentation and reflection, (4) fostering reflection that will help effective teachers when planning and evaluating their teaching by discussing pedagogical issues in their teaching (McGrane & Lofthouse, 2010, p. 188).

“Coaching is inherently a reflective process.” (Jackson, 2004, p. 57) As a reflective process, coaching is directed at making better changes to the sector becoming its focus of attention. In educational field, coaching program is a form of teacher professional development expected to improve the quality of teaching learning process, which ends up with the quality of students’ outcomes. In EFL class, reflective practices may be done through journal writing, peer observation, lesson report, and classroom action research. The area may be covered in the reflection are teachers’ and learners’ beliefs, teacher decision making, teachers’ role, the structure

of a lesson, classroom interaction, classroom activities, and language use (Richard, 2007, p. v-vii). Such a comprehensive reflection contributes to the better EFL class and students' language competence and performance, which is prospectively achieved through learner-centered learning.

Meanwhile, the Indonesian 2013 Curriculum, through the Permendikbud No. 65/2013, 81A/2014, 103/2014, and 22/2016 on the Process of Learning suggests fourteen principles to gain graduate competence standard and content standard as follow: (1) From informing to learning, through learning activities, learners are stimulated to search for rather than given information, (2) from teacher as the only source of learning to varied sources of learning, (3) from textual to process approach which emphasizes on scientific approach, (4) from content-based learning to competency-based learning, (5) from partial to integrated learning, (6) from learning which ends up with sole answer to multi dimensioned answers, (7) from verbal learning to learning which facilitates applied skills, (8) the improvement of balance between physical and mental skills (hard and soft skills), (9) learning which prioritizes culturalization and empowerment of learners as long-life learners, (10) learning which implements modeling values, boosts students' ideas and willingness, and grows students' creativity, (11) learning which is not only conducted at school, but also at home and at students' community, (12) learning which implements the principle that anyone is teacher, anyone is student, and anywhere is class, (13) learning which makes use of information and communication technology to enhance the efficiency and the effectiveness of learning, (14) learning which acknowledges individual cultural background differences of learners. By implementing such principles a teacher will be good at designing and implementing learner-centered learning which stimulate students to be autonomous and self-directed. The awareness of learning anywhere, anytime, from anyone

will bring students to have good competitive performance.

In addition, the 2013 Curriculum also accommodates the 21st century skills which are represented through creating varied learning activities and conducting proper assessment. The integration of 21st century skills mainly deals with learning ability and innovation comprising critical thinking, problem solving, innovation, creativity, communication, and collaboration (Wang, 2014, cited in Asoyayan, Ashreef, & Aljasser, 2017, p. 105). Integrating the skills, teachers need to be good at designing and implementing student-centered learning accommodating the skills. Teachers must be prepared for more complex work environment, have good literacy in the use information and communication technology.

Considering the characteristics of learning of 2013 Curriculum which are covered in its fourteen principles, the presentation of the materials was also done through coachee-centered coaching. That kind of presentation was expected to model "learner"-centered learning and to familiarize the coachees with some of teaching methods which were appropriate with the principles of learning of 2013 Curriculum.

This paper describes the implementation of coachee-centered coaching. The coaching program covered three activities, i.e. Focus Group Discussion, Presentation of Materials, Implementation of Materials, and Reflection. The description mainly focuses on the presentation of seven of the fifteen materials, i.e. Using Songs in EFL Class, Learning Principles and Activity-Based Learning, Scientific Approach, Inquiry Learning, Teaching Grammar, Problem-Based Learning, Assessing Attitudes, Knowledge, and Skills.

Methodology

This study is descriptive qualitative study, which was carried out with six EFL teaches of an State Islamic Junior High School in Semarang-Indonesia (MTsN2 Semarang), who taught first, second, and/or third year.

The coaching program was aimed at strengthening the teachers' pedagogic competence dealing with the implementation of the Indonesian 2013 Curriculum. Before proceeding the coaching program, observation of teaching learning process, review of lesson plan, and interview with the EFL teachers through Focus Group Discussion were done. All the activities were carried out to identify the area of problems of the implementation of 2013 curriculum ranging from planning, implementing, assessing and evaluating, from which the choice of coaching materials and the procedures of coaching were fixed.

Findings and Discussion

It has been mentioned in the previous part that coachee-centered coaching was expected to model "learner"-centered learning and to familiarize the coachees with some of teaching methods which were appropriate with the principles of learning of 2013 Curriculum. It was also aimed at giving model of participant-centered activities. Besides, that kind of material presentation proved the teachers that promoting the implementation of meaningful learner-centered learning was not only on the lip surface since the coach also modeled the learning. That modeling might energize the coachees to bring the practice in their classes.

The material presentation spent six meetings in six weeks. Each meeting lasted 70 minutes. The table below shows the materials presented and discussed from the first to the ninth meetings together with the methods of delivery:

Table 1. List of Materials and Methods

Week	Material	Method
1	Using Songs in EFL Class Learning Principles and Activity-Based Learning Learning Methods in the 2013 Curriculum	Demonstration Scientific Approach Lecturing and discussion
2	Teaching Vocabulary Scientific Approach Inquiry Learning	Demonstration Problem-Based Learning Task-Based Learning

3	Teaching Grammar Problem-Based Learning Genre-Based Instruction	Demonstration Scientific approach Task-Based Learning
4	Teaching Listening and Speaking Contextual Learning	Lecturing and discussion Lecturing and discussion
5	Teaching Reading and Writing Assessing Attitude, Knowledge, Skill	Lecturing and discussion Inquiry Learning
6	Process Skills (Planning, Implementing, Assessing and Evaluating A Lesson)	Presentation-Practice-Production

Researcher as the resource person implemented participant-centered sessions. It was represented through the choice of method in every session. Before starting the session, the researcher usually shared or invited the teachers to share some teaching strategies, warmer, or filler in the form of game or song. Each material was supported with individual or pair worksheet.

As the materials were packed based on need analysis of the teachers, they joined almost every session enthusiastically. Some questions were raised. The big problem of the presentation session was the limitation of time. Two learning hours were not enough to discuss every matter sufficiently. To cope with this problem, worksheets were usually done outside the meeting and discussed in the next meeting before the session began.

In fact, the teachers' understanding of the materials still needed to be improved. This was proven from the way they did their worksheet which was still imperfect. Some questions were not answered and some answers were not written comprehensively. That might be due to much schoolwork they had to handle, which spent most of their time at the school.

Conducting coaching during school holiday might have been able to maximize the effectiveness and the efficiency of the program. The teachers would have devoted their time to the professional development program maximumly.

Due to the limited space, this paper only explains coachee-centered presentation of 4 materials only.

1. Using Songs in EFL Class

This material also functioned as a kind of warmer. The model song was entitled *Caterpillar* with the following lyrics:

Caterpillar Caterpillar
 Where are you? Where are you?
 Stay in your cocoon. Stay in your cocoon
 What do you do? What do you do?

Within fifteen minutes the researcher as the coach demonstrated the use of “Caterpillar” song to teach verbal and nominal sentences with the following sequence of activities.

Table 2. Presentation Sequence of Using Songs in EFL Class through Demonstration

Coach	Coachees
Modeling how to sing the song	Singing the song together
Asking the coachees to answer the questions “Where are you?” and “What do you do?” (the 2 nd and the 4 th lyrics)	Answering the questions
Asking the difference of construction between the answer to the first and the second question.	Identifying the difference of the construction which is nominal and verbal sentence.
Asking the difference of the construction between the first and the second question	Identifying the difference of the construction between the first and the second question
Eliciting and modeling the change of the first and the second answers into negative and yes-no question	Paying attention to the elicitation and modeling
Assigning the coachees to translate <i>Sayasukamembaca</i> ‘I like reading’ (verbal) and <i>Bukubacaaninibagus</i> ‘This reading book is good’ (nominal) and change the sentences into negative, yes-no questions, and information questions	Translating and changing the sentences into negative, yes-no questions, and information questions
Inviting the coachees to	expressing one

express one verbal and one nominal sentence about themselves and change the sentences into negative and interrogative	verbal and one nominal sentence about themselves and change the sentences into negative and interrogative sentences
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Such a modeling also familiarized the coachees with teaching grammar through text. Most of them preferred teaching grammar deductively by not being based on text. Inductive grammar teaching through text may make students more critical and creative.

2. Learning Principles and Activity-Based Learning

Refreshing teachers with learning principles is the very basic activity to make them aware of the principles and set their EFL class based on the principles as mentioned in the Permendikbud No. 22/2016, juncto Permendikbud No. 65/2013, and Permendikbud No. 104/2014.

In addition the teachers were also refreshed with activity-based learning with such features as being interactive and inspiring, being enjoyable, challenging, motivating active participation of students, being contextual and cooperative, giving enough space to idea, creativity, and self-reliance, being based on talent, interest, ability, physical and psychological development of students.

A meaningful class will be possessed by an EFL teacher who succeeds in implementing the fourteen principles of learning and the principles of activity-based learning above. Thus, the target of learning will be reached.

Putting those materials in the second session, after the warmer session; Using Songs in EFL Class, was expected to make the teachers aware of the importance of implementing those principles in EFL class, why did the teachers need to be consistent with the principles, what would the students get through implementing the principles.

The materials were delivered through scientific approach. Presentation of those materials took thirty minutes with the following activities.

Table 3. Presentation Sequence of *Learning Principles and Activity-Based Learning* through Scientific Approach

Stages	Coach	Coachees
Observing	Having the coachees read the fourteen principles of learning and the characteristics of activity-based learning	Reading and understanding the fourteen principles of learning and the characteristics of activity-based learning
Questioning	Providing chance to the coachees to raise questions dealing with the parts of the materials they need to learn more	Raising questions dealing with the parts of the materials they need to learn more
Exploring	Providing chance to the coachees to discuss the answers to the questions and giving confirmation	Discussing the answers to the questions and paying attention to the confirmation
Associating	Having the coachees do a reflective worksheet (make reflection on the teachers' previous teachings to identify whether they met the principles and the components!)	Completing the worksheet by identifying the principles of learning which had and had not been implemented
Communicating	Having the coachees share their reflection	Sharing their reflection
Creating	Having the coachees to list and share some alternative ways to implement the principles and activity-	Listing and sharing some alternative ways to implement the principles and activity-based

	based learning	learning
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Most of the coachees were still unfamiliar with the fourteen principles of learning and activity-based learning. They said that the materials made them aware of what their EFL classes should be. When they were asked about some alternative ways to implement the principles and activity-based learning they came up with some ideas about teaching English through songs, game, and video.

3. Inquiry Learning

Inquiry Learning (IL) puts questioning as the key of seeking knowledge or information. It covers five steps, i.e. (1) Questioning: composing some questions about the topic introduced by a teacher through a table, chart or quick questionnaire; (2) Planning: planning data collection and analysis, students may consult with the teacher some possibilities of solving the problem and whether the question has been specific; (3) Data collection and analysis: working in pairs or in group or individually to solve the problems/questions; (4) Conclusion drawing: concluding the answers to the questions; (5) Application and follow up: applying the results and exploring further questions (Direktorat Pembinaan Sekolah Menengah Pertama, 2016, p. 45).

The material was introduced through a video show using lecturing and discussion. Table 4 summarizes the activities.

Table 4. Presentation Sequence of *Inquiry Learning* through Task-Based Learning

Coach	Coachees
Playing a video describing the implementation of inquiry learning and instructing the coachees to summarize the procedure of implementing the method	Paying attention on the show and listing the procedure of implementing of implementing inquiry learning
Eliciting from the coachees procedure of implementing of implementing inquiry learning	Sharing the ideas and responding others' ideas
Giving an example of implementing inquiry learning to teach report text	Paying attention to and comprehending the example

Assigning the coachees give another example of teaching a text	Working in pairs drafting learning activities
Giving confirmation after sharing session	Sharing the ideas and responding others' ideas
Assigning the coachees to describe the activities using inquiry learning to teach a text (Choose a Basic Competence and sequence activities to teach the competence implementing Inquiry Learning. Don't forget to formulate indicators and objectives of learning!)	Drafting an activity implementing inquiry learning

	vice versa
Assigning to construct a recount text in which thecoachees use active and passive sentences	Constructing a recount text in which thecoachees use active and passive sentences

✘ Jessica Johnson was out walking with her husband when she was attacked by an unsupervised Alsatian dog. Jessica's leg was bitten, and she had to have stitches in two wounds. Two days later, because the wounds had become infected, Jessica was admitted to hospital. Even after she was discharged, she needed further treatment –and she was told to rest for two weeks.

✘ Jessica is self-employed and her business was affected while she was sick. Also the trousers and shoes she had been wearing at the time of attack were ruined by bloodstains, and had to be thrown away.

✘ Jessica told us, "I'm now trying to get compensation from the owners of the dog."

Figure 1. Sample Text to Teach Grammar

4. Teaching Grammar

The sample demonstrated in the session was teaching grammar using a text as vehicle. It was aimed at accommodating text-based learning. The material became the focus of attention was passive voice which was taught through a text entitled *Dog Attack*. The demonstration is sequenced in table 5.

Table 5. Demonstration Sequence of *Teaching Grammar through Text*

Coach	Coachees
Asking to list words may be used in a text entitled <i>Dog Attack</i> – figure 1	List the corresponding words
Feeding unidentified words, such as <i>stitches, bloodstains, discharged, admitted.</i>	Listing the additional words
Asking <i>Who was attacked? Where? How badly? Who was to blame? How long was she off work? What other losses did she suffer?</i>	Finding the answers
Asking which sentence used in the text; <i>An unsupervised Alsatian dog attacked her or She was attacked by an unsupervised Alsatian dog</i>	Finding the answers
Asking to conclude the voice and the construction of the two sentences	concluding the construction of the two sentences
Asking to find other passive voices in the text	finding other passive voices in the text
Asking to change the coach's active sentences into passive and vice versa	changing the active sentences into passive and

In the session, the coach also explain briefly about the implementation of estafette sentence with the procedures: (1) The class may stand up forming a big circle; (2) Student A makes a positive sentence in a focused tense and voice; (3) Student B corrects the sentence if it is grammatically or semantically incorrect, changes the sentence into negative if it is correct; (4) Student C correct the B's sentence or changes it into interrogative sentence directly if it is correct. The instruction may be flexibly changed based on grammar item becoming the focus of learning.

Conclusion

Coachee-centered coaching maximizes the coachees participation and activeness in coaching program. Hence, more time is given to the coachees to learn by doing, which in turn enhances the skill of implementing the coaching materials.

Experiencing in taking the benefit of involving in the model of coaching, the coachees inspire to implement learner-centered learning. The learning model is also expected to improve the effectiveness and the

efficiency of learning which is proven through the attainment of standardized learning outcomes.

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TEACHING ENGLISH FOR SPECIFIC PURPOSES THROUGH TASK-BASED APPROACH IN A HOSPITALITY COLLEGE

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Abstract

This research is intended to investigate the effectiveness of teaching English for Specific Purposes (ESP) through the task-based approach in a hospitality college. This research is of a descriptive and qualitative study. It uses six stages: pre-task, task, planning, report, analysis, and practice (British Council, 2018) along with three techniques for collecting data: observation, questionnaire and in-depth interviewing. There were 34 students of Hotel Department at Sahid Tourism Institute of Surakarta and an English lecturer prepared as research subjects. The research findings show that: (1) students were very active in teaching and learning ESP through task-based approach; (2) students used their ESP in authentic situations that felt like the “real world”; and (3) at the end of the teaching and learning process, their knowledge of ESP improved. The findings indicate strongly that not only did the teaching English for Specific Purposes through task-based approach develop the students’ English speaking skills effectively but also increased their hospitality knowledge.

Keywords: English for specific purposes, task-based approach, hospitality college

Introduction

The main goal of teaching English for Specific Purposes (ESP) in a hospitality college is to prepare students to be able to communicate well before joining internships in hospitality industries. Unfortunately, as reported by Purnomo (2016), during the students’ duties of internship in hotel industries, there were still many complaints from the supervisors and the guests related to the students’ poor ability in using English for oral communication.

Related to the above condition, ESP lecturers in a hospitality college are required to be creative, innovative and may adopt distinctive teaching methods to reach the main goal. So, the teaching quality of the lecturers is very crucial to conduct. One of the teaching methods that is believed to be able to improve students’ ESP is teaching with a task-based approach.

Many interesting studies have been done on task-based approach in English language teaching up to now. Willis (2009) described that task-based language teaching provides learners with natural exposure

(input), chances to use language (without fear or getting things wrong) to express what they want to mean (output), to focus on improving their own language as they proceed from Task to Report stage, and to analyze and practice forms. In addition, Marsakawati (2016) found that task-based learning and teaching technique is a rewarding teaching strategy which can be applied, particularly in ESP contexts. It surely provides a direct shoot to fulfilling students’ needs and the learning objective can be achieved effectively. Then, Whyte (2018) recommended that the next step in promoting effective ESP learning and teaching in higher education contexts lies on the definition of particular domains and the systematic application of principles of task-based learning and teaching to each. In this way, teaching can respect the specificity of ESP contexts in the design of appropriate language courses based on authentic tasks which motivate learners and promote effective language learning.

Based on the above problems, the research was intended to investigate the

effectiveness of teaching English for Specific Purposes (ESP) through the task-based approach in a hospitality college.

Methodology

This study is of a descriptive and qualitative nature. It uses six stages: pre-task, task, planning, report, analysis, and practice (British Council, 2018) along with three techniques for collecting data: observation, questionnaire and in-depth interviewing. There were 34 of second- year students studying at Hotel Department of Sahid Tourism Institute of Surakarta and an English lecturer prepared as research subjects.

Through task-based approach students learned English for Specific Purposes with the following topics: (1) handling reservations, (2) meeting tourists at the airport/railway station, (3) providing information upon arrival on the way to the hotel, (4) handling checking in, (5) handling telephone inquiries, (6) giving directions, (7) giving information about art performances and entertainment, (8) beginning a tour and describing the itinerary, (9) describing points of interest on the tour route, (10) serving meals at restaurants, (11) describing process used in making art objects, (12) bargaining for souvenir prices, (13) describing tourist sites and (14) handling checking out (Purnomo, 2016).

Findings and Discussion

Adapted from British Council (2018), the model of teaching ESP through task-based approach was formulated into six stages. Furthermore, this is a lesson with the topic of handling check-in in that uses a speaking exercise.

1. Pre-task

The lecturer introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This

gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

The time for pre-task is 20 minutes. To highlight words and phrases, students are given a task to repeat a list of vocabularies expressed by their lectures. The next step is they should understand the meaning of the vocabularies in L2 (Indonesian Language).

2. Task

The students complete a task in pairs or groups using the language resources that they have as the lecturer monitors and offers encouragement.

The time for the task is 20 minutes. Students do the task in twos and have a dialogue simulation on handling check-in. Match them with another pair to discuss their ideas and any similarities and differences.

3. Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile, the lecturer is available for the students to ask for advice to clear up any language questions they may have.

The time for planning is 15 minutes. Each pair rehearses presenting handling check-in dialogue. Teacher walks around, helps them if they need it and notes down any language points to be highlighted later.

4. Report

Students then report back to the class orally or read the written report. The lecturer chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage, the lecturer may also play a recording of others doing the same task for the students to compare.

The time for the report is 15 minutes. Class listen to the plans, their task is to choose one of them. They can ask questions after the presentation. The lecturer gives feedback on the content and quickly reviews

what was suggested. Students vote and choose one of the handling check-ins.

5. Analysis

The lecturer then highlights relevant parts from the dialogue of the recording for the students to analyze. They may ask students to notice interesting features within this dialogue. The lecturer can also highlight the language that the students used during the report phase for analysis. The time for analysis is 20 minutes.

6. Practice

Finally, the lecturer selects language areas to practice based on the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

The time for analysis is 50 minutes with the following steps: (1) write on the board five good phrases used by the students during the task and five incorrect phrases/sentences from the task without the word that caused the problem. Students discuss the meaning and how to complete the sentences; (2) ask the students to underline the useful words and phrases; (3) highlight any language you wish to draw attention to e.g. language for offering assistance, agreement etc and (4) students write down any other language they wish to remember.

Conclusions

Based on the findings and discussion, conclusions can be drawn as follows:

1. The task-based approach is a good model for teaching English for Specific Purposes at tourism college.
2. Students were very active in teaching and learning process and they learned in authentic situations that felt like the “real world”.
3. At the end of the teaching and learning process, students’ knowledge of ESP improved.

4. Not only did the teaching English for Specific Purposes through task-based approach develop students’ English speaking skill effectively, but also increased their hospitality knowledge.

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FACILITATING STUDENTS' VERBAL CREATIVITY IN EFL WRITING COURSE

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Abstract

This article reported a pedagogical attempt to facilitate students' verbal creativity (hereafter: VC) in EFL writing course. This study was aimed at (1) providing students with learning activities that could promote students' VC; (2) promoting students' VC in EFL writing class; and (3) revealing students' perception towards the implementation of the pedagogical attempt in promoting students' VC. To achieve the aims, a collaborative action research was employed. The subject of this study was 30 of the second-grade students of English Education Department in a private university in East Java, Indonesia. The data in this study was taken from class observation, VC test, and in-depth interview. The results show that (1) the nine-learning-step proposed by Avila (2015) was implemented. Those nine steps are remembering English grammar and structure, creating a fictional story, promoting creative writing, boosting vocabulary through screenwriting, sharing a speech, circle of life, drawing and speaking, asking and answering questions, and asking the students to create their own activities. (2) From the VC test, it was also revealed that through Avila's (2015) nine-learning-step, the students' VC is facilitated and promoted. (3) The students also have a positive attitude and positive feedback towards the implementation of the nine-learning-step. The findings of this study might have implications for EFL writing teachers and students.

Keywords: verbal creativity, EFL writing course, pedagogical attempt, collaborative action research

Introduction

Promoting student's creativity (including verbal creativity) in schools is pivotal as learning entails thinking (Rababah et al., 2017). This is due to creativity is one of the factors that can be used to find solutions to problems. In fact, most students fail to use their higher order thinking skill in which it will affect their successful achievement in their profession in later life (Rababah & Melhem, 2014). Creativity is crucial for students as it is an imperative and effective skill. In writing, creativity also plays a crucial role. Creativity in writing (or VC) is a means for individuals to reflect their feelings, emotions, opinions, reactions, and notion to the readers in a distinct literary manner (Shorofat, 2007).

Flower & Hayes (1980) elaborate that writing process involves planning, translating and reviewing. Planning comprises of generating the idea, organizing

idea and setting the goal. Translating comprises of producing language that is in line with the ideas from the writer's brain. In this case, creativity plays a crucial role in producing ideas in the planning process. Flower & Hayes' (1980) model of creativity in writing is presented in the following figure.

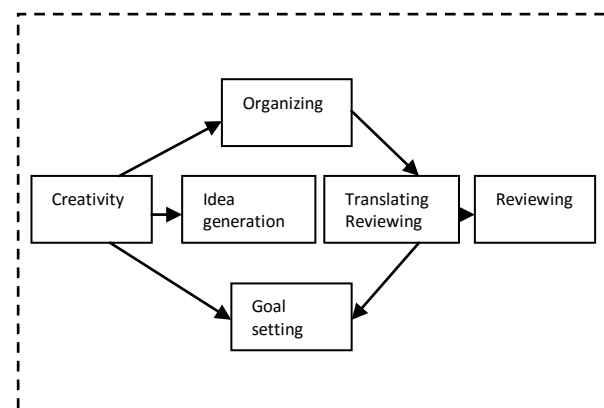


Figure 1. The relationship between creativity and writing (Flower & Hayes, 1980)

Many studies have revealed that verbal creativity plays a significant role in EFL writing (see Al-jarf, 2015; Izadi, Mehri; Khoshsima, 2015; Pishghadam & Mehr, 2011; Rababah, Luqman; Melhem, 2014; Rababah, Halim, Mohamed, & Jdaitawi, 2013; Rababah, Alshehab, & Melhem, 2017; Weisi & Khaksar, 2015). Verbal creativity is an ability to think creatively and to measure one's fluency, flexibility, and originality of a verbal form, which deals with words and sentences. Moreover, verbal creativity is an ability to form and create new ideas and then combine them into something new referring to the existing information. The new ideas reflect fluency, flexibility, and originality that can be seen in divergent thought revealed verbally (Munandar, 2009).

Realizing the importance of verbal creativity in EFL writing, teachers should be aware of VC in teaching EFL writing course. Students' verbal creativity should be stimulated through teaching and learning process. Verbal creativity can be stimulated through pedagogical activities (Avila, 2015). The successful implementation of verbal creativity in EFL writing class also depends on teacher's beliefs about creativity (Bereczki & Kárpáti, 2018). Therefore, it is urgent for EFL writing teachers to be able to develop learning model which could promote VC in EFL writing class.

Based on the results of the preliminary study conducted to the second graders of English Education Department of IKIP PGRI Bojonegoro who take EFL writing course, it was revealed that students do not notice their VC. Further, the result of VC test (which is proposed by Munandar, 2009) shows that the mean score is 108.2. This is categorized as the low level of VC since they are the second-grade students of English Education Department. Normally, the English Department students' VC is \geq 116.

After conducting an in-depth interview with the teacher and students, it was revealed that the students' low level of VC is caused by the scarcity of learning

activities which could promote VC implemented in EFL writing class. The teacher does not pay a serious attention to students' VC. He only pays attention to students' writing product without considering other factors that could affect students' writing skill. Further, the students admit that the VC test given by the researchers in the preliminary study was their first experience.

During the observation is preliminary study, it was observed that the students are usually taught with a traditional method where the teacher uses a marker and writes the lesson on the board. In regard to that tradition, the researchers suggest that fact that educators have to be quite prepared to teach, rather than just cover the units of an English book with its requirements. It is important for teachers to give students a sense of what to expect in the course while making the class fun, entertaining, and beneficial for the learners (Avila, 2015).

To overcome the problems identified above, it was proposed the nine-learning-step (Avila, 2015) to be implemented in EFL writing class. It is the activities that could strengthen English teachers' views on how to carry out their tasks in a more innovative, creative way, distancing them from just explaining on the board or following a book. Having such kind of activities will benefit teachers while they embark on this difficult, but rewarding task, especially those practitioners who will be confronting several students to please.

Methodology

The design of this study was action research which followed the process related to (Carr & Kemmis, 1986). It was chosen since action research is an approach that could be a huge step toward making the positive changes in the English class that creative activities are meant to achieve. Further, Kemmis & McTaggart (1988) add that action research means to plan, act, observe, and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life. This action research was done

collaboratively with EFL writing teacher and the researchers.

The subject of this study was the II-A class, consisting of 30 students, of the second-grade of English Education Department, Institute of Teacher Training and Education of PGRI Bojonegoro, East Java, Indonesia. This study was done in the even semester of the academic year of 2017/2018.

The data of this study was taken from class observation, VC test, and in-depth interview with students (taken purposively). The VC test instrument used was the test which was designed by Munandar (2009). There are six sub-tests with four items in each of this VC test. The six sub-tests items are word initials, word creation, sentence formulation from three letters, similar characteristics, extraordinary uses of words, and consequences of effects. An in-depth interview with students was also done as triangulation process (see Creswell, 2012). The data resulted from VC test was analyzed quantitatively, and the data yielded from observation and interview was analyzed qualitatively.

The procedures of this action research were first, the researchers conducted a preliminary study to reveal the problem and its causes. Then, the researchers tried to propose the solution for the problem. In implementing action research, there are four stages, i.e. planning, acting, observing, and reflecting (Kemmis & McTaggart, 1988). Those stages will always be done in two cycles (each cycle consisted of two meetings).

Findings and Discussion

1. Learning Activities to Promote Students' VC

As previously stated in the research objectives, the first aim of this study was to provide learning activities (pedagogical attempts) to promote students' VC. There are nine steps which were implemented in EFL writing class. The nine-learning-step implemented is based on the theory proposed

by Avila (2015). The elaboration of those steps is as follows.

a. Remembering English grammar and structure

In this activity, The teacher asked the students make a small group consisting of 4-5 students. In each group, Each student had to speak one word following the structure of the previous word already spoken. For example, Student A would speak "I". Then, Student B would continue with another word following the structure of the word Student A spoken. For example, Student B would speak "I bought" because the students had already known that a personal pronoun is followed by a verb. Student C would follow through with the third word: "I bought a book," and so on. Consequently, students would remember grammar and structures in the language and they would be listening to their peers.

b. Creating a fictional story

Still, in the group, the students were asked to create their own story. Each student must speak one complete sentence. Then, the other student will continue the friend's sentence by creating a fictional but logic story. For example:

Student A : Yesterday, I saw a fairy Godmother

Student B : She called my name

Student C : Then, she gave me a magic pencil

Student D : Everything that I draw using that pencil became real

..... (so on) until the story is complete.

During the process of learning, the teacher guides the students and encourage them to use their dictionary to make up the story.

c. Promoting creative writing

In this activity, the students were asked to write an imaginative story. But, first, the teacher gave them a sheet of paper. On the paper, it was a sentence "it was a very hot Sunday afternoon". Then, the student in each group had to write 3 sentences in 3 minutes dealing with the written sentence on

the paper. The group which had the best story, grammar and content got the points.

d. Boosting vocabulary through screenwriting

In this activity, the students were given a short movie to watch. After watching the movie, the students were given the script of the screenplay. Then, they tried to find difficult words from the script and guessed the meaning from the context of the scenes.

e. Sharing a speech

In this activity, the students were asked to do writing and sharing a speech about any topic they wanted. They were given 15 minutes to write their speech. After they had finished writing, then, they started sharing their ideas through speech.

f. Circle of life

In this activity, the students were asked to make a circle. In the circle, they write an important thing/person in their life, e.g. mother. Then, they stood up in front of the class and tell how important a mother is for their life.

g. Drawing and Speaking

In this activity, the students, in the group, were asked to draw an object on the board one by one. Then, he/she describe the picture which was drawn and why it was drawn. The next is another student, from the same group, came up and draw another object besides the pal's picture on the board and did the same thing. After all members of the group had finished drawing, they had to make a story based on the series of pictures they drew on the board.

h. Asking and answering questions

In this activity, the students were asked to write some questions about the effects of events if those events do not happen in daily life, e.g. what will happen if people do not have a mouth?. Then, they pals had to answer the questions by giving some alternative answers.

i. Students' autonomy in creating their own activities for EFL writing

The last, the students were asked to create their own activities for EFL writing. They, even, were permitted to work in the group and/or individual. Some of them did guessing game, discussion, browsing on the internet, and many more activities that could help them find ideas in EFL writing.

2. Students' VC in EFL Writing Class after the Implementation of the nine-learning-step

Since this study was an action research, there were four stages that were done by the researchers, i.e. planning, acting, observing, and reflecting (Kemmis & McTaggart, 1988). In the planning stage, the researchers prepare everything dealing with teaching and learning process, i.e. making the lesson plan, preparing learning activities, making the test instruments, preparing appropriate media, and so on. In acting stage, the researchers implemented the nine-learning-step as previously described. During the acting stage, one researcher became a teacher, and another researcher became an observer. So, acting stage and observing stage were actually run at the same time. The last stage is reflecting. It was done after the learning process happened. The researchers collaboratively reflected the process of learning through discussion and looking at the observation sheets and notes.

a. Cycle I

At the end of the learning process of the cycle I, the students were given a VC test. The VC test was developed based on six indicators (Munandar, 2009), i.e. (1) Able to create some words based on the beginning of word given (to measure the fluency), (2) Able to create some words based on the letters provided in one word (to measure fluency of words and word structures), (3) Able to construct sentences of five words based on the letters provided (to measure the fluency in expressing something in the form of sentence with correct grammar), (4) Able

to find out the object of the two same characteristics (to measure the fluency in expressing ideas), (5) Able to find out unusual usages of the daily objects or things (to measure flexibility and originality of minds), and (6) Able to find out or predict the effects of an event (to measure fluency in expressing ideas and the ability to elaborate an idea). The followings are the results:

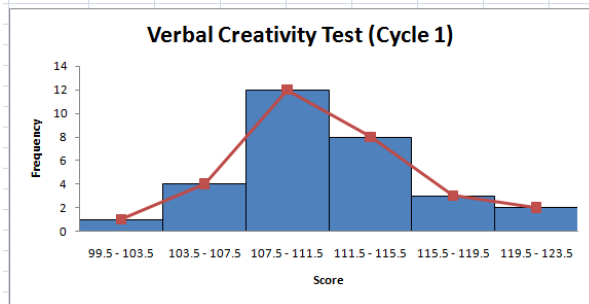


Figure 2. The Results of VC Test in Cycle 1

The results of VC test after the Cycle 1 show that there is the improvement in students' VC. The mean score of the students' VC is 112. The highest score is 123 and the lowest score is 100. However, this improvement is still considered not significant compared to the students' VC gained in the preliminary study. Therefore, it was decided to conduct the second cycle.

Before conducting the second cycle, the researchers firstly analyzed the weaknesses of the cycle 1. From the notes taken from observation and reflection stage, it was known that the teacher still did not optimally organize the nine-learning-step during teaching and learning process. It was also revealed that not all students got the same turn in taking part of the learning process. Some students were also confused with the learning activities due to the unclear instruction is given by the teacher. Then, from these points of reflection, the cycle 2 was carried out.

b. Cycle 2

In cycle 2, the teacher conducted re-planning, re-acting, re-observing, and re-reflecting. The teacher improves the points that became weaknesses in cycle 1. After the

cycle 2 was done, VC test was re-tested to the students. The results are the followings.

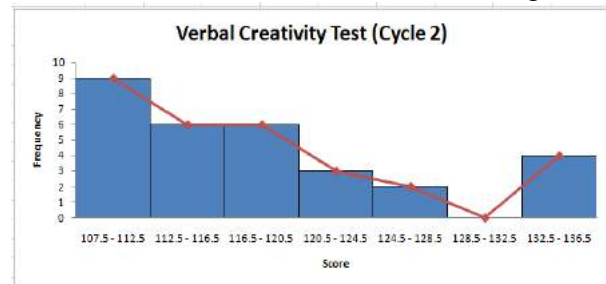


Figure 3. The Results of VC Test in Cycle 2

The results of VC test after the Cycle 2 show that there is the significant improvement in students' VC. The mean score of the students' VC is 118,4. The highest score is 136 and the lowest score is 108. However, this improvement is significant compared to the students' VC gained in the preliminary study. Therefore, it was decided to stop the action.

The students' VC improvement from the preliminary study, cycle 1, and cycle 2 based on each indicator are presented in the following figure.

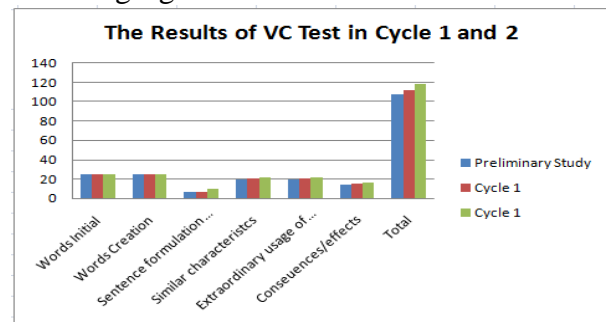


Figure 4. The Students' VC Improvement in Each Indicator

The detail data can be seen in the following table:

Table 1. The Students' VC Improvement in Each Indicator

	Words Initial	Words Creation	Sentence formulation from 3 letters	Similar characteristics	Extraordinary usage of words	Consequences/effects	Total
Preliminary Study	25	25	6,2	19	19	14	108,2
Cycle 1	25	25	7	20	20	15	112
Cycle 2	25	25	9,4	22	21	16	118,4

3. The students' perception towards the implementation of the pedagogical attempt in promoting students' VC

The last objective of this study was to reveal the students' perception towards the implementation of the pedagogical attempts to promote students' VC. To meet that objective, a class observation and an in-depth interview with students were conducted.

During the observation, it was found and noted by the observer that in some parts of learning activities, the students faced some difficulties, e.g. when the students were asked to make a fictional story, creative writing, and circle of life. These difficulties were faced by the students not only in the first cycle but also in the second cycle. However, in the second cycle, the students' confusion was a bit decreasing since that was the second time for them having such kind of activities. Yet, although they seemed to have some difficulties, it was revealed that the students were very motivated. They were actively participating in the learning process, even though, not all of them got the same chance to practice.

To validate the data gained from observation, the researchers used an in-depth interview with some of them. The followings are the results:

(R = Researcher, S = Student)

- R : "What do you think about the teaching and learning process implemented in EFL writing class?"
- S1 : "I think the learning activities were very challenging. The learning activities really make the students to actively participate in. It's motivating..."
- S2 : "The class was fun and challenging. We do different things as usual. It can make the students learn writing, make a fictional story, learn grammatical aspect, think outside the box, and many more."

From the interview above, it can be inferred that the pedagogical attempts implemented in EFL writing class are challenging and motivating. The students can learn verbal language unconsciously. And they have a positive attitude towards the learning activities.

R : "Do you have some difficulties with the learning activities? If yes, what are they?"

S1 : "Sure, especially when we were asked to make a fictional story, for example. We, at first, do not know what to do. The instruction given by the teacher is unclear. Another part is when we were asked to make a circle of life. We were confused to express our ideas."

S2 : "Yes, of course. For example, when we were asked to write a creative writing. It was a very challenging for me and for all students. (laughing..)"

R : "Do the difficulties you have discourage you to learning?"

S1 : "I don't think so. The difficulty in learning is normal. In fact, it makes me more motivated since the activities are very interesting and fun."

S2 : "No, it never discourages me. I think the fun activities make me and all students happy."

From the transcript above, it can be inferred that although the students face difficulties during the learning process, they never feel discouraged.

R : "What advantages can you take from the learning activities implemented in EFL writing class?"

S1 : "I think, I can learn more vocabularies, I can learn to think outside the box, I can learn writing a fictional story, and many more."

S2 : "Ya, the learning activities make me learn much about grammar, vocabulary, creative writing, and so on."

R : "Do you think that the learning activities can help you to promote your VC?"

S1 : "Sure, of course. My VC score was increasing than before."

S2 : "Yes, I think so. My VC score is better."

The advantages that the students can take from the learning activities are, it can make them learn the verbal language, thinking outside the box, and sharpening the students thought in creative writing. Besides, the students also admitted that the activities can help them to promote their verbal creativity.

Conclusions

From the findings of this study, the conclusions are as follows.

First, a specific pedagogical attempt can be implemented in EFL writing to promote students' VC. In this case, the nine-learning-step proposed by Avila (2015) was implemented as a pedagogical attempt in EFL writing class. The steps have been elaborated in findings.

Second, after the implementation of the nine-learning-step, it is proven that those learning activities could promote students' VC. The students' VC improved significantly after the learning process. It means that the students' VC can be promoted through the nine-learning-step implemented in EFL writing class.

Third, the students have a positive attitude towards the implementation of the pedagogical attempt in EFL writing class. Even though they also faced difficulties during the learning process, they never feel discouraged. In fact, it is motivating and encouraging.

From these conclusions, it is suggested to EFL writing teacher to not only pay attention to students' writing (product) but also the process of writing, including students' VC in EFL writing. In order to promote the students' VC, he/she could implement this nine-learning-step in EFL writing class, or other pedagogical attempts that could promote students' VC.

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THE IMPLEMENTATION OF E-SPEAK IN EFL CLASSROOM What do teachers think?

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Abstract

The development of technology rapidly affects the education field. Internet connection may ease teachers and learners in getting the learning source including audio for listening activity which can be downloaded easily. Even though it is easy to get listening materials, there is no guarantee that every listening material will cover students' needs or learning objective. The possible solution to this problem is creating the listening material by using Text to Speech. Text to speech namely E-speak may convert text into an audio. It can help teachers to solve the lack of listening material issue. Furthermore, it is also important to know the quality of the output from the E-speak and it can be known from the teachers' perception. Therefore, the researcher is interested in investigating EFL teachers' perceptions toward the use of E-speak in creating listening materials. This study used qualitative method with individual interview technique. There were eight EFL teachers who served as the sample of this research. Several steps were done in order to gain teachers' perceptions toward the use of E-Speak: (1) computer training was done to make EFL teachers familiar with the E-speak; (2) the listening material produced by teachers was put in Google site to be delivered to students; (3) an interview was done to gain EFL teachers' perceptions toward E-Speak. The findings show that EFL teachers give positive responses toward the integration of E-speak. EFL teachers found it useful to use this digital approach in the language learning process.

Keywords: listening materials, text to speech program, e-speak, EFL teachers' perceptions.

Introduction

The development of Information, Communication, and Technology (ICT) may ease teachers in obtaining listening material especially from online sources. There are many listening sources that can be used as native like listening material to encourage the appropriate model for language use. Online sources such as British Broadcasting Company (BBC), British Council, Central News Network (CNN) and other similar websites may help students in getting authentic learning material and direct them to real example of spoken English.

Even though it is easy to get the listening materials, the validity of the material itself could be a problem that will be faced by students, that is, the listening material may lack of universal validity and students experience (Herri Mulyono, Devi Nur Vebriyanti, 2016). The use of audio materials do not suitable with the classroom

procedure, there is no evidence could show that the listening materials could be used in every situation (Sha, 2010). The validity of the material is important to be concerned, since students have their own characteristic that should be along with the listening material prepared by teachers. If teachers prepare listening material which is not appropriate with students' listening skill, it may make students fail to follow the learning process. Besides, there is still other problem due to the lack of students' experience in exposing to native like listening materials. They may find it difficult to comprehend the listening material due to the less of native-like listening materials treatment (Chang & Read, 2006).

Teachers in Indonesia tend to avoid having listening activity in the class because the dependency to the online listening material (Adnan, 2012). They may not find the suitable material so they avoid the

listening section. This dependency leads teachers to face another problems such as the technical problems deals with the facilities and services provided by the school (Herri Mulyono, Devi Nur Vebriyanti, 2016), even though the Indonesian government has provided strong support for technology integration at schools (Firman & Tola, 2008), many English teachers are still restricted to have access to the internet (Son, Robb, & Charismiadji, 2011). Meanwhile, it is already proved that integrating technology is beneficial for language learning (Dashtestani, 2012).

Text to Speech has already been considered as potential tool to be used in language learning. TTS was used in several researches such as research on reading (Robert A. Stoddena, Kelly D. Roberts, Kiriko Takahashia, Hye Jin Parka, Norma, 2012), and pronunciation (Yi-Ching Huang, Lung-Chuan Liao, 2015). Moreover, TTS is seen as the solution for the lack of listening material spoken by native speakers. The TTS program is considered as a benefit for EFL teachers which help them in adapting the native speaker voice to contextualize listening materials and fit the students' English proficiency (Sha, 2010). Besides, The TTS program may benefit students' in term of pronunciation model, reading assistant, and conversational partner (Handley & Hamel, 2005). From those studies, it can be concluded that TTS can benefit the learning process. Since it can convert Text into Speech, TTS is seen as a possible solution to the lack of listening material. Although it may give benefits to student and teachers, it is also important to investigate the quality of the TTS output. In addition, in order to ease students in accessing the learning material, the output of TTS will be put in the Google site. Google sites is one of the feature from Google that may make an online learning is possible. These two applications are considered to be useful for teachers in creating and delivering the listening material. Therefore, the researcher is interested in conducting this

research related to the use of Text to Speech and Google site in EFL classroom. The researcher is interested in investigating the quality of the TTS output and Google site which can be known from teachers' perception.

Methodology

The present study used qualitative method with narrative qualitative design. The researcher used purposive sampling for conducting the research. Participants of this research are EFL teachers from private English course. The study was conducted in a private English course. First, computer training was done in order to help teachers familiar with TTS and Google site. After several meetings, teachers were asked to make their own listening material and put it in Google site. Then, teachers delivered the prepared listening material to students. Finally, interviewed was done after several meeting using TTS listening material.

Findings and Discussion

Most of the teachers respond positive toward integration ICT in English language learning. They stated that the integration Text to Speech and Google site help them in preparing material to be delivered in the classroom. Text to Speech and Google Site are considered as an accessible and easy program to be used as the learning assistance.

“I think TTS will help me preparing listening material because it's quite accessible for both teacher and learners. Not to mention, we can evaluate the material we have given to our students” - Teacher A-

“Google Site is a very good aid in assisting teacher to deliver materials. It can be an efficient mean to present the material, submit tasks, and provide feedback for both teacher and learners. The layout is clean, minimalist, and pretty handy so basically everyone can use it” -Teacher A-

“This is the first time for me to use Google site and it is interesting. It is a good way in delivering material especially in online service. It is easy to be used and I can create my own online class by using Google site. I can put my learning objective and also the material there, even I can create a good visual for a web like, additionally it can be accessed whenever and wherever by my students, so distance won’t be a problem anymore” –Teacher D-

EFL teachers also confirm that TTS may help their students improving their listening comprehension skill since TTS and Google site are easy to be accessed, so students may have more time to learn English independently. Additionally, by integrating ICT during the learning process, they think that it can boost students’ enthusiasm toward the given lesson.

“I think the students will benefit in a way that they can have the access to the materials and train themselves independently. Moreover, integrating this kind of ICT form in learning may boost their enthusiasm regarding to the lesson given” –Teacher B-

“the audio is a native like listening material, so by using TTS I can help my students to be familiar with spoken standard English, then I think it can help them in improving their listening skill”-Teacher D-

In terms of the output of the TTS program, most of EFL teachers said that it can be used for teaching listening comprehension. The output is already like native speaker especially the pronunciation of every single word. Teachers may choose the speakers, even they may choose the spoken English dialect that may lead to the various type of the audio or output.

“in terms of pronunciation, the output produced by TTS is already native like and the audio is also clear” –Teacher A-

“anyone can choose what accent they want to have from this application, so

they can have the native ones as well” –Teacher C-

Besides, they also mentioned that the output of TTS program corresponded to the classroom needs. TTS lets them create listening material which is appropriate with the learning syllabus include its competence and objective.

“I can create my own material which will appropriate with the syllabus”-Teacher F-

Moreover, the output of TTS leads teachers and students to get the appropriate pronunciation. Teachers also stated that TTS output appropriate to students’ English proficiency and their daily live situation.

“It is the first time for me to use this program, and it is very useful. It helps me in preparing listening material, and I also can make it based on the syllabus and my students’ English competence, it is also easy to be used” –Teacher C-

Furthermore, while using TTS in creating listening material and deliver it using Google site, EFL teachers also found some weakness that is being problem in integrating TTS and Google site in learning process. The first weakness of TTS is the way of the output producing system, since teachers need to get right pronunciation, some typos might be a problem, because TTS only convert words to sound without any confirmation whether the typed word is correct or not. Besides, for several text such as narrative text or conversation text, TTS can’t produce a good intonation to be considered as natural output for listening comprehension, additionally TTS can’t produce appropriate tone for some punctuations such as question mark. These weaknesses make the output of TTS become less interesting because the tone is not various.

“Although TTS output already spoken by native speaker, and already native like listening product but sometimes for

several kinds of text, it is a little bit strange to listen to it. When we want to make conversation using this program, the intonation of speaker is kind of flat, so it doesn't sound natural, it can reduce students' attention and less interested in joining the class. Additionally, when there are some punctuations, the app can't interpret the appropriate intonation for those punctuations"-Teacher E-

"The weakness of TTS is the speaker's tone and voice doesn't vary that much so it can confuse the listener." -Teacher B-

While preparing the listening materials, EFL teachers also found some technical problem related to TTS and Google site integration. They did not find advanced setting for better output in TTS program, besides they also find it difficult in uploading the material to Google site since they need to upload it first in Google Drive. Moreover, when students find problems while listening, there is no chat bar that can be used for contacting the teacher and friends in order to solve students' problem by discussion.

"it doesn't have advanced setting for intonation, or event a setting that can help me to put some backsound for making better output, it doesn't speak appropriate intonation for punctuations. There is no setting to make it into MP3 directly" -Teacher E-

"when I want to upload my prepared material, I need to use my Google drive, so it kind of take time, I need to upload it in Gdrive then I upload it again to my Google site, there is no direct button to transfer my material to Google site" -Teacher D-

"what I found is kind of technical problem such as when my students want to have the audio from the Google site, they need to download it first, they can't listen to it directly from the Google site, moreover material that we upload sometimes cannot be opened. Then, when they find any problem during the online learning process, there is no such kind of chat bar that can help them to

have discussion with their friends or me as their teacher. We may say that this Google site promote one way learning"-Teacher B-

The findings show that teachers give positive respond toward the use of Text to Speech in English language learning and also the support of Google site as the delivering media. Most of them stated that Text to Speech program may help them in teaching listening by using native like listening material. They consider that the output of TTS program is qualified enough to be used as the listening material. The developed material should be relevant to students' experiences and background, their target need, and their effective needs (Graves, 2000; Aryuliva Adnan, 2014). Besides, the Text to Speech program also lets them creating material based on the given syllabus and curriculum. This finding appropriate with criteria for developing material which is the material should have the relationship with the curriculum used (Nunan, 2009; Adnan 2014). Meanwhile, due to the use of Google site as the delivering media, they consider that it is useful to be used since it can help them in creating their online class, so the effect is letting their students accessing the material where ever they are.

Furthermore, the integrating of Text to Speech program and Google site lets EFL teachers to integrate technology, pedagogy, content, and their knowledge. The integration of those components may help them in improving their own professionalism. Teaching without following the development of technology may cause the teachers left behind from their students. Adding technology to the existing teaching and content domain is not the real meaning of a good teaching, it is more about the introduction of technology causes the representation of a new concept and requires developing a sensitivity to dynamic (Matthew J. Koehler, Punya Mishra, 2005). A new concept of teaching is important to be considered since the education environment is dynamically changed. The improvement of

technology should be beneficial for teachers and students. Besides using technology only, teachers need to develop pedagogical understanding when they would like integrate technology in their teaching in order to benefit students, so then they will be able to integrate pedagogical, content of their teaching, and technology which will be developed through their experience in using technology (Matthew J. Koehler, Punya Mishra, 2005).

In terms of the problem or weakness while using Text to Speech and Google site. The findings show that the output of TTS program is similar to native speaker since it can produce correct pronunciation although sometimes when the speed is reduced, the tone of the output become less natural. The reduced speed actually may help students in improving their listening comprehension (Griffiths, 1990; Zhao, 1997). It may happen because the reduced speed may give students time to comprehend what speakers say. It lets them processing the given information to get better understanding. But unfortunately, during the reducing speed, it may cause the monotony in the TTS output. Sha (2010) argues that if the speed of the output being reduced, all vowels and some consonants are strained; yet voiceless consonants remain unaffected, then it may cause the quality of the output become less natural. While for the Google site, the main problem is about technical problem such as there is no chat bar for discussing and sometimes they find it difficult in uploading the listening material since they have to upload it in Google drive first.

Conclusion

This research is aimed to know EFL teachers' perception toward the integrating Text to Speech and Google site during language learning especially for listening comprehension section. EFL teachers give positive response toward these two learning aids. They think that TTS program makes teachers be able to create their own listening material based on the students need or be

appropriate with the provided syllabus. EFL teachers consider that TTS is very useful to be used in teaching listening comprehension since it can produce correct pronunciation that may help students in improving their listening comprehension skill. Moreover the use of Google site also consider beneficial since it lets teachers creating their own online class which can be accessed by students whenever and wherever they want.

Although both TTS and Google site consider beneficial, there are some problems faced by EFL students while using those two teaching aid. The main problem for the TTS output is the audio which will be less natural if the speed was reduced or if there are some punctuation which cannot be converted to speech, so it leads to the monotony of the sound. While for Google site's problem faced by teachers are there is no chat bar that can be used for online forum and while uploading the listening material, they cannot directly upload it, EFL teachers should upload the material in Google drive first then re-upload it to Google site.

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READING SELF-EFFICACY AND ITS INFLUENCE ON STUDENTS READING PROFICIENCY

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Abstract

The objective of the study is to analyze the influence of self-efficacy on students' reading proficiency. The research had been done in English Education Program of Purworejo Muhammadiyah University involving 62 students from two classes of the fifth semester. Self-efficacy questionnaire and reading comprehension test were used to collect the data. The data were analyzed by using descriptive and inferential analysis. To test the hypotheses, correlation product moment and linear regression were applied. The finding shows that there is a positive and significant correlation between self-efficacy and reading proficiency as the r -value is 0.332 with $\text{sig.} = 0.004 < 0.05$. The regression test shows that self-efficacy contributes 11% to the achievement of reading proficiency while 89% was contributed by other factors. Self-efficacy has significant influence as the t -value 2.273 with significant level 0.008. The implication of the study is it is important to develop the students with positive self-efficacy during learning process as it can influence on their language achievement particularly in reading.

Keywords: Self-efficacy, influence, significant, reading proficiency

Introduction

English teachers or lecturers often wonder on the different learning results or learning achievement among their learners. No matter they have given them attention not only classically but also in group or individually. As a teacher we cannot just look at students' cognitive factors, but should also pay attention on psychological factors as well. By understanding these factors it is expected teacher can apply suitable learning strategy which can boost students learning outcome. There are many factors affecting English Proficiency, however in this review, the researcher only concerns on Social – psychological factors in second or foreign language acquisition. In SLA, earlier researchers called them individual differences. According to Ellis in Davies and Elder (2004) there are seven factors, namely Language Aptitude, Learning Style, Motivation, Anxiety, Personality, Learner Belief and Learning Strategies (Davies & Elder). While Freeman and Long (2014) described motivation, Attitude, Personality, Cognitive Style, Hemisphere specialization,

Learning Strategies, and other factors like memory, language disability, interest, sex and prior experience (Freeman and Long, 2014). On the other hand, Dornyei (2005, p. 7) described the Taxonomy of Individual Differences (ID) namely lists temperament, intelligence, attitudes, and abilities as the main focus areas (Dornyei, 2005), whereas in his recent overview of the field, Cooper (2002) talks about four main branches of IDs, abilities, personality, mood, and motivation. *Self-efficacy* was originally defined as a rather specific type of expectancy concerned with one's beliefs in one's ability to perform a specific behavior or set of behaviors required to produce an outcome (Bandura, 1977).

Bandura (1997) noted six sources which affect the development of self-efficacy beliefs: (a) mastery experience, (b) vicarious experience, (c) social persuasion, and (d) physiological states. People who have experienced successful performance in accomplishing a task, tend to have high self-efficacy, therefore past experiences play a

vital role in developing self-efficacy beliefs (Bandura, 1997).

When learners observe their friend and peers perform a task successfully; they develop positive beliefs about their own capabilities in performing the task and hence this experience can enhance the learner's self-efficacy. Encouragement and positive feedback affects self-efficacy. Learners develop high self-efficacy concerning a specific task when they receive encouragement from mentors, advisors, or superiors who are valued for their expertise in the particular domain assessed.

Self-efficacy, as a key element of social cognitive theory, refers to "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Learners' beliefs in their capabilities affect performance tremendously. Learners' beliefs can predict performance better than their real ability (Bandura, 1997). This is of considerable importance for educators in that students with high self-efficacy actually engage in doing a task, therefore they achieve higher score than those learner with low self-efficacy, even though they may have low ability. Bandura (1997) noted six sources which affect the development of self-efficacy beliefs: (a) mastery experience, (b) vicarious experience, (c) social persuasion, and (d) physiological states. People who have experienced successful performance in accomplishing a task, tend to have high self-efficacy, therefore past experiences play a vital role in developing self-efficacy beliefs.

When learners observe their friend and peers perform a task successfully; they develop positive beliefs about their own capabilities in performing the task and hence this experience can enhance the learner's self-efficacy. Encouragement and positive feedback affects self-efficacy. Learners develop high self-efficacy concerning a specific task when they receive encouragement from mentors, advisors, or superiors who are valued for their expertise in the particular domain assessed.

The aims of this study are: (1) to describe the correlation between self-efficacy and students' reading proficiency; (2) to explain the influence of self-efficacy on students' reading proficiency.

There are some earlier research in this area such Ghonsooly, et al. (2012) explored the relationship between EFL learners' self-efficacy in reading comprehension and their reading anxiety. Secondly, it explores the relationship between EFL learners' self-efficacy and their reading achievement. It also investigates whether high self-efficacious EFL learners experience higher anxiety than low self-efficacious EFL learners and whether high self-efficacious EFL learners perform better in reading or not. Two instruments were used in this study: a) an author-designed scale on EFL learners' self-efficacy in reading comprehension, b) the Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al. The Pearson formula and an independent t-test were used to analyze the data. The results indicated that there was a significant negative correlation between the participants' reading self-efficacy and their reading anxiety. The results also showed that high self-efficacious participants achieved higher scores in reading comprehension course than low self-efficacious participants. The findings of the study drew the attention of EFL teachers to encourage their learners seek ways to reduce their anxiety in reading L2 texts by improving their self-efficacy (Ghonsooly, 2012).

Naseri (2012) explored the relationship between reading self-efficacy beliefs, reading strategies use and reading comprehension level of Iranian EFL learners. In this study, Michigan reading comprehension test, a self-reported Reading Strategy Use Questionnaire, and a Reading Self-efficacy Questionnaire were administered to eighty Junior and Senior EFL students. The results of Spearman Correlation coefficient, descriptive statistics, and Canonical correlation indicated that a)

there were significant strong positive correlation between reading self-efficacy beliefs and reading comprehension and also between reading self-efficacy beliefs and reading strategies use, b) the most frequent use of reading strategy was found to be cognitive strategy, followed by testing strategy, meta-cognitive strategy, and finally compensatory strategy, c) regarding the gender, the relationship between Reading Self-efficacy and Reading Strategies used by Iranian EFL senior and junior students made no difference (Naseri, 2012).

Kargar and Zamanian (2014) explored the relationship between self-efficacy and reading comprehension strategies used by Iranian male and female EFL learners. The data of this study were collected by administering two questionnaires. A questionnaire of general self-efficacy and a questionnaire of reading strategy used. Results of the study revealed that there was a positive relationship between these variables. To find out whether there was any statistically significant difference between male and female learners regarding the use of reading comprehension strategies as well as the difference between male and female learners' self-efficacy, independent samples t-tests were used. Gender differences regarding these variables were not significant (Kargar & Zamanian, 2014).

Salehi and Khalaji (2014) investigated whether there was any significant relationship between reading self-efficacy beliefs and reading comprehension in Iranian EFL upper-intermediate learners. To achieve this goal, Longman reading comprehension tests, and Wang Reading Self-efficacy Questionnaire were administered to forty eight EFL upper-intermediate learners. An interview session was conducted. The results showed that there was a significant strong positive correlation between reading self-efficacy beliefs and reading comprehension. Thus, the learners' level in reading self-efficacy matched more with the item '*I can do it*'. Also, the results of the interview supported

the research findings (Salehi & Khalaji, 2014).

Research hypothesis

1. There is no correlation between self-efficacy and reading proficiency.
2. There is no significant influence of self-efficacy on reading proficiency.

Methodology

This research belongs to quantitative non-experimental 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.

To get the data the researcher used two types of instruments, they were test and non-test. The first was a questionnaire of reading self-efficacy to get the data on the students' self-efficacy level. The second was a reading test to get data of students' reading proficiency. 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 researcher also found the validity and reliability of the questionnaire and the reliability was 0.905.

After the data were completed the data were analyzed by using descriptive and inferential analysis. To test the hypotheses correlation and regression were applied. The test was done by using SPSS verse 22.

Findings and Discussion

There are two types of data namely Students' self efficacy and students' reading proficiency. The data were analyzed both using descriptive and inferential analysis. Based on the descriptive analysis students' self efficacy can be described as follow.

Below is the descriptive statistic of self-efficacy, based on table. the mean of self

efficacy is 82.44 with the minimum score 66 and maximal score 91.

Table 1. Descriptive Statistics of SE Score

Self-efficacy		
N	Valid	62
	Missing	0
Mean		82,44
Std. Error of Mean		,743
Median		84,50
Mode		85
Std. Deviation		5,847
Variance		34,184
Range		25
Minimum		66
Maximum		91
Sum		5111

Below is the histogram of students' self efficacy

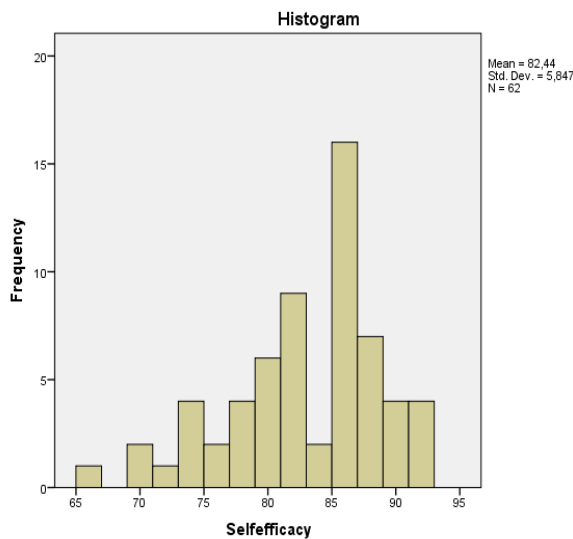


Figure 1. Histogram of Self-Efficacy

Based on the figure 1 the most frequent score is 85, while the least frequent are 65 and 70.

Below is the classification of Students' Achievement adopted from Arikunto (2009). The score is divided into five levels namely excellent, Good, Sufficient, Fairly Sufficient and Low.

Table 2. 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

The data of Reading Proficiency were taken from the result of reading test. There were 62 students took the test. The result is described below.

Based on the descriptive statistics the mean score of the test is 64.02, with the maximum score is 88 and the minimum score is 50. Based on the mean score the students' reading proficiency is in sufficient level.

Table 3 Descriptive Statistics of Reading Proficiency

Reading Proficiency		
N	Valid	62
	Missing	0
Mean		64,02
Std. Error of Mean		1,132
Median		64,00
Mode		65
Std. Deviation		8,916
Variance		79,492
Range		38
Minimum		50
Maximum		88
Sum		3969

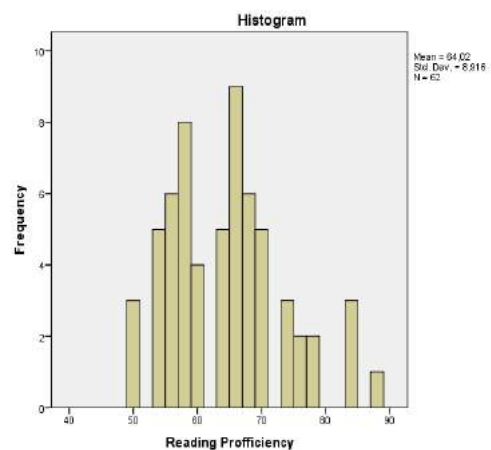


Figure 2 Histogram of Self-Efficacy

Table 4. Descriptive Statistics of SE and RP

	Mean	Std. Deviation	N
Self-efficacy	82,44	5,847	62
Reading Proficiency	64,02	8,916	62

Table 5. Correlations

		Self-efficacy	Reading Proficiency
Self-efficacy	Pearson Correlation	1	,332**
	Sig. (2-tailed)		,008
	N	62	62
Reading Proficiency	Pearson Correlation	,332**	1
	Sig. (2-tailed)	,008	
	N	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

The finding shows that there is a positive and significant correlation between self-efficacy and reading proficiency as the r-value is 0.332 with sig. = 0.004 < 0.05.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,332 ^a	,110	,095	8,481

a. Predictors: (Constant), Self-efficacy

Table 7. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	533,322	1	533,322	7,415	,008 ^b
	Residual	4315,661	60	71,928		
	Total	4848,984	61			

a. Dependent Variable: Reading Proficiency
 b. Predictors: (Constant), Self-efficacy

Table 7 found that F-value 7.415 with the significance level 0.008. As the Sig. lower than 0.05 (< 0.05) Ho is rejected. It means that self-efficacy has influenced significantly on reading proficiency.

Table 8. Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	22,326	15,348		1,455	,151
Self-efficacy	,506	,186	,332	2,723	,008

a. Dependent Variable: Reading Proficiency

The regression test shows that self-efficacy contributes 11% to the achievement of reading proficiency while 89% was contributed by other factors. Self-efficacy has significant influence as the t-value 2.723 with significant level 0.008.

The result of the study supported the earlier studies conducted by earlier researchers first Ghonsooly (2012): students with high self efficacy achieved higher scores in reading comprehension. Second, Naseri (2012) and Salehi and Khalaji (2014): there is strong positive correlation between reading self-efficacy belief and reading comprehension.

As it was mentioned by (Bandura, 1997) learners' beliefs in their capabilities affect performance tremendously. Besides, learners' beliefs can predict performance better than their real ability. The result of the study proves that self-efficacy contributes 11% to the achievement of reading proficiency while 89% was contributed by other factors.

Conclusions and Suggestions

1. Conclusion

There is a positive and significant correlation between self-efficacy and students' reading proficiency. Self-efficacy gives a positive influence on students' reading proficiency.

2. Suggestions

English teachers and reading lecturers should pay attention to students' psychological factors such as attitude, motivation, self-concept and self-efficacy or students' belief on their capability of carrying out the reading tasks. As it proves that students' self-efficacy could give positive effect on reading achievement.

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TEACHER ABSENTEEISM IN RURAL INDONESIAN SCHOOLS A Dilemma

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Abstract

One of the problems faced by rural Indonesian schools is teacher absenteeism which leads into low motivation of students in their teaching and learning process as their teachers rarely come to their schools. The research aims to investigate the causes of teacher absenteeism in rural Indonesian schools. The participants of this research were two former SM-3T teachers who were teaching in Sambas, West Kalimantan and Mamberamo Raya, Papua. This research employed a narrative descriptive method. The techniques of data collection comprised of in-depth interviews. The result of this research shows that the causes of teacher absenteeism in rural Indonesian schools are the teachers' low welfare, difficult access to schools, and natural environment problems, such as bad weather and floods. This study can extend the existing knowledge on rural Indonesian schools, especially in the problematic matter such as teacher absenteeism.

Keywords: teacher absenteeism, rural Indonesian schools, SM-3T program

Introduction

Government and private parties in Indonesia are organizing programs to support education in rural areas, such as *Sarjana Mendidik di daerah Terdepan, Terluar, dan Tertinggal* (SM-3T), *Indonesia Mengajar*, and *Sekolah Guru Indonesia*. These programs send young teachers from all over the country to many schools in rural and remote areas. The young teachers will devote their lives for a year teaching in those rural schools, and are expected to revive the education atmosphere in the schools. Their existence in the 3T area schools becomes a hope to advance education in rural and remote areas by conditioning the schools not only as the places to gain knowledge but also as the centers of social activities in these areas. This is line with the study conducted by Autti and Hyry-Belhammer (2014) which found that the schools in rural areas are not only a place to educate children but also the center of village social lives.

Indonesian government through the Ministry of Research, Technology, and Higher Education enacted a program called SM-3T which stands for *Sarjana Mendidik*

di daerah Terdepan, Terluar, dan Tertinggal (Graduates Educating in the Disadvantaged, Outermost, and Frontier Regions). SM-3T Program is a year program for teacher education graduates to devote their lives teaching in the rural areas of Indonesia which is disadvantaged, outermost, and frontier (3T) regions as a professional teacher preparation which will be followed up with Teacher Professional Education Program. The goal is to help the rural area overcome educational problems especially the shortage of teachers. It provides teacher education graduates with experiences as a form of professional attitude, nationalism, patriotism, care, empathy, and problem-solving as a part of developing education in rural Indonesian schools.

SM-3T program can be a solution in rural Indonesian schools with limited number of qualified teacher. Wang (2006) argue that it is difficult to invite teachers to teach in underdeveloped rural areas; as a result, schools in rural areas are left with old and less competent teachers. The problems raised by Wang also occur in Indonesia, where teachers who teach in rural Indonesian

schools are local teachers who are old and do not have enough competence to teach.

The problems in rural Indonesian school was revealed by Myriad Research (2015) who conducted a study in rural and remote areas in Papuan provinces, Indonesia. The study revealed that teachers had to teach multiple early grade classrooms because of a lack of teachers and there was a mismatch between teachers' academic backgrounds and the subjects they taught. This is of particular concern as the availability of teachers in rural Indonesian schools is in critical condition.

The limited number of teacher in rural schools leads to the situation where teachers have to take multiple roles: as the school principal and classroom teacher. As a result, he cannot do his job as principal optimally. In line with this, Raggl in Smit et al. (2015) stated that teachers in small schools share certain characteristics, such as dual roles; for example, a head teacher who also becomes a classroom teacher.

Besides, Prouty (2012) studying the phenomenon of teachers absenteeism in Papua and West Papua, Indonesia, stated that the access to the schools was one of the challenges facing the teachers in Papua and West Papua. One of the reasons the high rate of teacher absenteeism was due to the access to the schools. Yustina and Dahnilyah (2015, p. 530) stated that "problem encountered in Lany Jaya Papua are among others: shortage of teachers, unbalanced distributions of facilities and teaching staff, underqualified teachers, low competence and mismatched educational background of teaching staff". In this current study, the causes of teacher absenteeism that occurred in rural Indonesian schools especially in Mamberamo Raya, Papua and Sambas, West Kalimantan will be explored more deeply through the stories told by former SM-3T teachers.

Methodology

This study aims to find the cause of teacher absenteeism in rural Indonesian

school by using a narrative descriptive. Clandinin & Conelly (2000) postulated that "narrative inquiry is a way of understanding and inquiring into experience through collaboration between researcher and participants in the certain place" (p. 2). In this research, the causes of teacher absenteeism in rural Indonesian schools were narratively explored.

As a narrative study, the stories in this study were collected from two former SM-3T teachers who taught in Sambas, West Kalimantan and Mamberamo Raya, Papua. The technique of data collection was in-depth interview which later on was transcribed. After data collection, the research data were analyzed by using Constant Comparative Method (CCM). Constant Comparative Method is the process used in the qualitative research in which any newly collected data is compared with previously collected data that were collected in one or more earlier studies.

Results and Discussion

The in-depth interviews with the two research participants resulted in the explanation on the causes of teacher absenteeism in rural Indonesian schools as elaborated in this section. Participants in this research were former teachers from two different areas, namely Sambas, a part of Borneo Island, and Mamberamo Raya, a part of Papua Island. The data from the interviews indicated that the reasons for the absence of teachers in these two places are different. Therefore the explanation on the causes of teacher absenteeism is reported according to the contexts as follows.

1. The Cause of teacher absenteeism in Mamberamo Raya, Papua

Mamberamo Raya is one of 3T areas located on the island of Papua. Similar to other rural Indonesian schools, schools in Mamberamo Raya also faced critical teacher absenteeism issues. This was described by the former of SM-3T teacher where he had to teach alone in the school for several months.

He further claimed that the local teacher saw his arrival at the school as an excuse not to come to the schools. This is described by the participant in the following interview.

Dengan kedatangan saya di sana seperti sebuah 'kesempatan' buat mereka untuk memasrahkan sekolah kepada saya. Bahasanya "mumpung ada guru dari Jawa, kita bisa istirahat dulu" (MR, field note, interview, April 2018).

My arrival there is like an 'opportunity' for them to hand over the school to me. In their words "we got a teacher from Java, so we can have some rest" (MR, field note, interview, April 2018)

The bold (in Bahasa Indonesia) or underlined (in English) wordings indicate the reason of the absence of teacher from the school. MR reported that his arrival at the school was considered by local teachers as an opportunity for them not to come to teach because they thought the school was well-handled by teachers who came from Java. This attitude reflected the well-entrenched belief in Indonesia that teachers coming from or educated in the island of Java are superior compared to those from other big island. In line with this, the SM-3T participants have already possessed the pedagogical, social, personal, and professional competence as the indicators of the professional teacher (Hidayah and Marhaeni P.A., 2016, p. 167). This local teachers' mindset left the SM-3T teacher alone to handle the entire teaching and learning at school consisting of three classes. The teaching and learning process then couldn't run well since the teacher should move from one class to other classes in the same time.

After enduring several months of teaching alone, MR revealed that local teachers' welfare was another reason for teacher absenteeism. Late salary payment and poor financial management were the causes of local teachers' poor welfare as summed in this extract:

*Mereka lebih banyak menghabiskan waktunya **buat memenuhi kebutuhan***

hidup mereka di pedalaman, karena terkadang pemberian honor atau gaji dari PEMDA sering telat. Mereka sering beralasan "ngapain capek-capek mengajar di sekolah kalau kita punya hak tidak dibayarkan" (MR, field note, interview, April 2018).

*Mereka dapat sekitar 7,5 juta per tiga bulan ditambah tunjangan jadi total sekitar 10 juta. Tapi masalahnya itu mereka dapatkan sesuai dengan regulasi pembayarannya, di samping itu, **sifat mereka yang konsumtif membuat berapapun gaji yang mereka dapat serasa kecil dan tidak cukup*** (MR, field note, interview, April 2018).

They spend most of their time to work to fulfil their daily needs in remote areas because the salary payment from the district government is often late. They argued "why tired ourselves out by teaching if they don't pay for our work" (MR, field note, interview, April 2018).

They earn about 7.5 million rupiahs every three months, or in total of 10 million rupiahs in addition to their allowance. But the problem is they don't receive it in accordance with the payment regulation. Besides, their consumerist behavior makes whatever number of salary they receive insufficient to fulfil their needs (MR, field note, interview, April 2018).

MR reported that late salary payment forced local teachers to do side jobs in addition to teaching. He added that this issue also affected the local teachers' motivation to go to school to teach.

Additionally, another reason for the absence of teachers at school was the remoteness of the area they were living at. This circumstances isolated them from many public facilities. For this reason, local teachers often took days off to travel to the city for buying their daily needs and to collect salary and grant. MR highlighted several excuses that led the teachers to take days off from teaching. Those excuses are portrayed in the following excerpt:

Intinya, mereka tidak hadir ke sekolah karena malas, pemenuhan kebutuhan sehari-hari dan terlambatnya gaji atau honor yang mereka terima. Oh ya, ketersediaan ATK juga pengaruh, karena hampir satu tahunan kami tidak punya kapur tulis (MR, field note, interview, April 2018).

The point is, they don't come to school because they're lazy, daily needs fulfilment, and the late salary and allowance payment. Actually the availability of stationary also influenced their attendance, because for almost one year we don't have any chalk (MR, field note, interview, April 2018).

2. The Cause of Teacher Absenteeism in Sambas, Kalimantan

In contrast to the causes of teacher absenteeism in Papua, the cause of teacher absenteeism in Sambas, Borneo is the natural environment factors. Local teachers in Sambas were reported to be absent from school for the reason of bad weather. This is expressed by respondent KD in the following interview.

Sebenarnya ketika musim kemarau, guru-guru aktif datang. Tapi kalau sudah musim hujan, banyak guru yang tidak datang (KD, field note, interview, April 2018).

Actually during the dry season, teachers attend the school. But when the wet season comes, many teachers are absent from teaching (KD, field note, interview, April 2018).

The excerpt shows that the cause of teacher absence in Sambas is natural factor, namely bad rainy weather in wet season. He contrasted the absence of teachers in the wet season with the good attendance of teachers in the dry season. This becomes an irony because students keep going to school despite the rainy weather. This then becomes the cause of students not having teachers to teach them.

Another reason for the absence of teachers at school during the wet season was

poor school infrastructure such as muddy streets which made the access to school difficult. In addition, frequent flooding in the area was also cited as a reason for teachers not to come to school.

Ketika hari hujan, kondisi jalan menuju sekolah sangat sulit dilalui. Bahkan sering pula terjadi banjir (KD, field note, interview, April 2018).

When it rains, the road becomes very inaccessible. Sometimes, the rain also causes flood (KD, field note, interview, April 2018).

In addition to natural environment factors, the absence of teachers in schools was because teachers who were studying for undergraduate degree found the distance between their university and school too far away. KD stated that the local teachers who actively came to the school were only teachers who lived nearby the school.

Guru lokal yang aktif datang cuma dua orang, itu karena rumah guru-guru itu dekat dengan sekolah (KD, field note, interview, April 2018).

There are only two teachers who attend the teaching at the school regularly because they live nearby the school (KD, field note, interview, April 2018).

Conclusion

From the results of the above study it can be concluded that the characteristics of the absence of teachers in different context varied enormously. The cause of absent teachers in Mamberamo Raya can be attributed to teachers' welfare and the attitude that SM3T teachers are the replacement teacher, while the absence of teachers in Sambas is caused by natural factors, such as rain and floods that hinder them from going to school.

From the results of the study, the implications that can be elaborated are the need for a teacher training in rural Indonesian schools where in the training teachers are equipped with a responsible

attitude towards their duties at school. The government and involved stakeholders should also attempt to support the local teachers with an improvement in the salary system and local infrastructure.

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SOCIOCULTURAL FRAMEWORK Emotional Geography of a Female EFL Teacher in Rural Area in Indonesia

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Abstract

This research aims at exploring emotional geography of an EFL teacher taught in one of rural area in Indonesia. Emotional geography is explained through teacher emotions while dealing with teaching and learning activities in the area. It was a qualitative research that emphasizes on teacher emotions. The participant was a female English teacher who had taught in one of rural area in Indonesia. She had participated in a government program focusing on education in rural areas. The data of this research were collected through journal and interview. The participant wrote a journal related to her emotions while working in that area. Interview then was conducted to get the comprehensive data. The findings indicated one framework of emotional geography; sociocultural one. They showed some emotions emerged due to difference culture and social background between the participant and her working place. This description is beneficial for some parties particularly to give comprehensive input about what really happen in rural areas based on a female teacher perspective.

Keywords: emotional geography, EFL, rural area, sociocultural, teacher emotions

Introduction

English has spread widely around the world both as foreign and second language. Its massive spread even makes it considered as international language in which there are a lot of countries use it as official language, medium of instruction, or means of communication among people from different country who do not share the same language. As argued by Crystal (1997), this language has spread so extensively. As the consequence, there have been a lot of attentions given on English Language Teaching (ELT) in which most people try to seek the best way to learn English. Several issues which are important dealing with it are related to teachers, students, books and other supporting material, curriculum and government policies related to the language.

Teachers as a key role in the success of ELT are in charge for designing classroom activities. Indeed these activities determine the result of teaching and learning process. It may lead to a good result if they are prepared and designed well. Conversely,

they may worsen the process if the teachers do not have the ability needed. It means that teacher's ability has a significant contribution in determining the success or failure of ELT.

A "good" language teacher should possess some abilities related to the subject matter, the skill of how to teach this subject effectively or pedagogical knowledge, and so on. Moreover, it is also necessary to have an emotional ability. This is in line with Hargreaves' opinion (2001a) mentioning that teaching is not only about knowledge, skill, and cognition but also emotional relationships with the students, colleagues, and parents. It means that the teacher also should have an ability to deal with his/her emotions. They do exist and become an integral part of the teaching process. Whether it ends in a good or bad teaching process, it depends on how the teacher deals with the emotions.

Indonesia is one of those that consider English as a foreign language. Here English is taught at school in order to

prepare students with competitive skill in the future. It is a compulsory subject taught starting from junior high school although there are some elementary schools still teach English as their subject. Teaching English as a foreign language needs different approach and method compared to that as a second language. Particularly in Indonesia with its characteristics and features, some considerations are needed in order to teach English here.

As the largest and the most populous country in Southeast Asia, Indonesia is remarkably diverse in term of the people, language, culture, religion, ethnic, geographic feature and so on. There are approximately 260 million people living in this country and spread out to some big islands like Sumatera, Kalimantan, Java, and Sulawesi. These people speak different language although they have Indonesian as the national language. Unluckily not all people can speak Indonesian here regarding the fact that some people in rural areas cannot speak in this language. Only those who are educated in formal school can do that. These people also hold their own culture and religion which makes them different from each other.

Beside, the geographical feature of those islands is also different which sometimes creates a challenge for distributing facilities and infrastructure. Java as the central of government enjoys some privileges such as good transportation, technology, facilities, and etc. In other hand there are many islands which do not have such privileges; some regions in rural Kalimantan, Papua, Sumatera, and others. These areas are called 3T (the frontier, border, and less-developed areas). The developments of these regions are hindered by their geographical features such as mountains and seas. It takes more time and effort to develop these areas. Regarding to those varied points, teaching English in Indonesia needs different way that should correspond to its characteristics and condition. This is not only about

multicultural aspect embraced by the people but also geographical features that is not beneficial. Thus teaching English outside Java is considered as burden.

Regarding to the problems occur in Indonesia, this study attempts to explore teacher emotions while struggling with several limitations and differences as well. Teacher's emotion is one of significant aspect that could not be left behind in teaching learning activity. Based on Hargreaves's emotional geographic framework this study will explore comprehensively the distance felt by the English teachers in these 3T areas.

Hargreaves (2000) mentioned that emotional geographies investigates the spatial and experiential human interactions which can create a closeness and distance as well based on emotions experienced toward themselves, their world, and each other. Research on emotional geographies, however, is still limited on certain subject. Particularly in EFL context, Cowie (2010) investigated emotions of EFL teachers in Japan and Liu (2016) reported a narrative case study of non-native English teacher emotional experiences in the teacher community in England. Both researchers tried to find out emotions experienced by teachers who have to teach in foreign country meaning that they were challenged emotionally by different culture and working condition.

As suggested by Cowie that emotions may be especially prominent for language teachers living in a foreign country since they engage varied emotional challenges because of some changes in their work environment. Yet the challenge also comes from another aspect. It arises when EFL teachers in Indonesia have to teach in 3T areas. This constrain inevitably causes some distance for the teachers. This research tries to investigate the occurrence of teacher emotions in relation with sociocultural perspective.

Particularly in Indonesia in which the study of teacher emotions has not got much

attention, this research will give some beneficial inputs for the English teachers who have to handle complex situation while teaching. It is also significant considering that there are limited numbers of study related to both teaching English in rural areas and emotional geographic research. Finally for the government, the result of this study hopefully will help them in designing the program or curriculum for rural areas in Indonesia.

Methodology

The design of this study was qualitative. It explored emotions encountered by the teacher while teaching in rural area. The participant of this study was a female English teacher who had joined SM3T program. Her name was Rom (pseudonym). She taught in Maurole, Nusa Tenggara Timur, one of rural areas in Indonesia. The researcher collected the data through journal and interview. First, the participant was asked to write a journal about her emotions. Second, interview was conducted to get a deeper understanding about these data.

Findings and Discussion

This research emphasized its study only on sociocultural aspect of teacher emotions. It narrated emotions experienced by the teacher due to social and cultural perspective. The participant of this research was called Rom. Before teaching in Maurole, she lived in Yogyakarta. She was born in this city and got her degree in Universitas Negeri Yogyakarta. Since she was child, she was familiar with Javanese culture because most of people in her surrounding were Javanese. She was a moslem and have an opportunity to interact with people with different religion. Some of her neighbors were Hindu people and they could get along well. Thus, she was quite familiar with those who are different from them in relation with culture and religion.

When Rom was teaching in NTT, she had to deal with some differences related to culture and religion. She stayed in a house

belongs to one of people there. Most of people there were Christian including the family that she lived in. They also have different culture from her. However, these differences did not disrupt her especially related to her communication with them. After doing her job at school, she also participated in some activities such as teaching children in reading Arabic in the mosque and came to funeral. However, these activities sometimes made her worries. For example, when there was a prayer for funeral she did not come to the family who mourn to. In this occasion, she rejected this invitation since she was afraid of the food in the funeral. She was afraid whether those food were “halal” or permitted based on her religion or not. She explained this experience below.

“Actually in some occasions they invited me to the prayer held in the family who mourn, but because we have different religion, I did not come. The mother who shared a house with her suggested her to come, just sit and eat. But, because I was worried about the food then I decided to not come to the event.”

Instead of that uncomfortable feeling, she really appreciated their culture. Although they do not share the same religion, they still hold the humanity value. It can be seen when the mother who share the same house with her always put her name in her praying. Actually the mother was Christian and Rom was Moslem. But, it did not hamper the practice of caring with others. It was described as follow.

“Every time I had a plan to go somewhere, the mother always made sure that I will come home before night. If there were any chance it happened, she put my name on her praying list. At the beginning I did not believe it, but when the praying was done in our house then I saw it by myself. There was my name in that list. Actually I was in between; believe it or not.”

The difference of social and cultural aspect between the teacher and the society

where she lived inevitably existed. Whether she liked it or not she had to deal with those differences. For Rom who was already familiar with this situation, she could handle it well although still there was a few uncomfortable feeling.

Conclusion

From the findings above it can be concluded that the teacher who taught in rural area encountered some emotions that influenced her life. She had to refuse any funeral invitation because she was afraid of the food. She also surprised when the mother who had different religion from her put her name on the praying list. Those experiences happened and she had to deal with them.

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DEFENDS

A Strategy for Creative Students

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Abstract

DEFENDS is a strategy for defending position in writing. It is an acronym from Decide, Estimate, Figure, Express, Note, Drive and Search. In this strategy, students will follow the following steps: (1) decide on goals and theme, (2) estimate main ideas and details, (3) figure best order of main ideas and details, (4) express the theme in the first sentence, (5) note each main idea and supporting points, (6) drive home the message in the last sentence, and (7) search for errors and correct (Bisland, 2004, p. 57). For one thing, writing is one of four skills that are studied by students in learning English. Teacher needs to build the writing habit creatively. Whatever the reason, the teacher needs to help students build the writing habit so that they recognize writing as being a normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities (Harmer, 2007, p. 329). For another thing, creativity is the ability to produce original work and ideas (Kanematsu, 2016, p. 9). Test for Creative Thinking (TCT) is used to find a creativity index and scores for various categories like fluency, originality, elaboration and flexibility. A quasi-experimental design is used in this study to prove the effectiveness of the strategy. The attributive variable of this study is students' creativity. The test is in the form of writing test and creativity test.

Keywords: DEFENDS strategy, creativity, students creativity, writing creativity test

Introduction

Writing is one of four skills that are studied by students in learning English. Through writing, students can share their feelings, ideas, thoughts, information, and experiences in the written words. Harmer (2007, p. 329) states that teaching writing is a process of interaction between the teacher and the students where the teacher gives explanation about technical in writing. Teacher needs to build the writing habit creatively. Whatever the reason, the teacher needs to help students build the writing habit so that they recognize writing as being a normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities. Hopefully, the teacher can help the students to fulfill the needs of having good ability in producing good sentences and paragraphs. To create a well-organized writing, a writer should master the aspects related to writing. Brown (2004, p. 246) states there are five aspects of writing those are: content,

organization, vocabulary, syntax, and mechanics.

Due to there are some cases of the students cannot produce a good sentences and paragraphs, moreover having good ability on it, teacher needs to apply a method, technique, or strategy. Students' lack of writing skill may be caused by the inappropriate method, technique and strategy of teaching used by the teacher. In the classroom, teacher should be more creative in providing and applying appropriate and interesting method, technique or strategy in teaching writing skill. This is the most important thing that can affect students' writing skill.

There is a strategy from many strategies that can be applied by the English teacher to teach writing in classroom. The one of those strategies is DEFENDS that stands for decide, estimate, figure, express, note, drive, and search. DEFENDS is a strategy for defending position in writing. In this strategy, students will follow the

following steps: (1) decide on goals and theme, (2) estimate main ideas and details, (3) figure best order of main ideas and details, (4) express the theme in the first sentence, (5) note each main idea and supporting points, (6) drive home the message in the last sentence, and (7) search for errors and correct (Bisland, 2004, p. 57). Several purposes of DEFENDS strategy that explained by Catherine Collier (2017) in her book are to assist learners to defend a particular position in a written assignment, improve writing strategies, facilitate writing process, and strengthen learning to learn writing skill.

Methodology

This study used quantitative method. This was an experimental research that enables the researcher to identify casual relationship. Type of this experimental research was a simple factorial design 2 x 2 with post-test only design. This study was conducted at the eleventh grade students of SMA Muhammadiyah Sokaraja in second semester of academic year 2017/2018. In this study the researcher used 20 students of SMA Muhammadiyah Sokaraja as the sample. There were two instruments that used by the researcher, those were writing test and creativity test.

Findings and Discussion

Using DEFENDS strategy for students having high creativity will make them to think more creatively, so they can develop their ideas and create more effective learning experience. Because this strategy is students-centered, DEFENDS also allows students to exchange collective and individual feedback as a result they can produce a good writing especially an English text. Therefore, it requires students having high creativity in doing so, because high creativity students can organize and explore their ideas creatively and write better.

After got the result of creativity test and writing test, the researcher gave the

score to the students' paper works and made the result table as follow:

Table 1. Test Result Table

No.	Student	Creativity Score	Level	Writing Score
1	SS	87	High	82
2	EK	84	High	76
3	AP	76	High	82
4	ANK	74	High	74
5	L	73	High	78
6	NK	73	High	72
7	NS	73	High	80
8	AN	72	High	68
9	GF	70	High	62
10	TK	70	High	76
11	OL	69	Low	70
12	DRS	67	Low	72
13	FS	67	Low	68
14	AS	66	Low	70
15	IW	64	Low	64
16	LNI	63	Low	78
17	NR	62	Low	72
18	SNA	62	Low	79
19	ADA	61	Low	66
20	MWS	58	Low	70

From the table, the highest score of creativity test is 87 and the writing test is 82 with the same student. But for the lowest score of creativity test is 58 and the writing test is 62 with different student.

The sum score of the students who has high creativity is 750, so that the mean is 75 from 10 students. In other side the sum score of the students who has low creativity is 705, so that the mean is 70.5. The researcher can concluded that most students who has high creativity will get better result in writing after they has been taught by using DEFENDS strategy.

Conclusion

Based on the discussion the researcher can conclude that the students having high creativity have better writing skill than those having low creativity for eleventh grade students of SMA Muhammadiyah Sokaraja.

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COLLABORATIVE WRITING

Strengths and Weaknesses to Teach EFL Students and Its Relation to Students' Self-esteem in Writing

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Abstract

As the objectives of learning English is always changing time to time, the way of teaching English should be adjusted to the changeable learning objectives. Recently, the idea of working collaboratively has given so much influence towards the development of methodology in language teaching and learning. Collaborative writing has been broadly discussed as one of the best methods to teach writing. This study aims to describe the strengths and weaknesses of collaborative writing to teach writing for EFL students and how it links to their self-esteem. The method of this study is qualitative while the design of this study is case study. The data collecting techniques were observation, interview, and document analysis. The results showed that collaborative writing gives opportunity for EFL students to experience the better writing process where students can share and discuss in exploring ideas, developing ideas, expressing ideas, and evaluating the writing product. In terms of their self-esteem, students with low self-esteem were discouraged and tended depending on their writing work on the higher level students. In contrast, students with high self-esteem were encouraged in writing when they were responsible to lead their friends during writing process.

Keywords: collaborative writing, self-esteem, teaching writing, case study

Introduction

Writing as one of the four language skill to master for all EFL students leads researchers and TEFL developer to develop methods in teaching writing. Recently, the idea of working collaboratively that has given successful improvement in teaching learning process has resulted on the implementation of collaborative work in EFL writing class (Hawkey in Rostampour, et al., 2015, p. 46). By involving in collaborative learning, students can experience the better learning process in a student-centered learning. Besides, students have the same chance to participate actively in a collaborative learning context and construct their linguistic knowledge through interacting with other learners (Rostampur, 2015, p. 46).

Considering the development of teaching writing method, collaborative writing has been one of considered methods to be implemented in any levels of education. Although writing is still considered as individual work, collaborative writing, which is maximizing learners'

engagement and involvement in language learning practices, has turned into a value-laden, purposeful, and communicative objective. This collaboration provides the students with opportunities to interact and challenge their language knowledge in a more effective learning environment. Nelson and Murphy (in Widodo, 2013, p. 200) propose that in collaborative writing, the writing process that students must follow are finding idea and arranging ideas into written form, developing ideas by giving some data and information supporting their idea, evaluating their peer's writing. By passing the stages above collaboratively, the students will be easier to find and develop the idea of their writing. Besides, peer-review done in the last stage of the writing process enables students to improve their grammar mastery and critical thinking (Widodo, 2013, p. 200).

Many studies have been conducted to investigate the effectiveness of collaborative writing to teach writing and it reveals the fact that collaborative writing is one effective way not only to teach writing but

also to improve students' writing skill (Li & Zhu, 2017, Shahgoli and Farrokhi, 2016, Mehrdad et al., 2016). However, the study which describes how well collaborative writing implemented in writing class is merely found. In particular, research on students' perceptions of collaborative writing projects, "the nature of the [collaborative] writing process and of the written text produced" has received "scant attention" (Storch, 2005, p. 155). In fact, most of the research on collaborative writing is focused on texts produced for preparatory writing assignments and not on more extensive texts meant to stand on their own (Storch, 2005, p. 169). As Storch (2005, p. 169) notes, "To truly prepare students for collaborative writing it may require a re-conceptualization of classroom teaching". In terms of English Language Teaching for EFL students, there are any no sufficient studies exploring about the strengths and weaknesses of collaborative writing to teach EFL learners. To fill these practical and contextual gaps, this article attempts to review the strengths and weaknesses of collaborative writing to teach EFL students.

Meanwhile, writing is not only about the final written product but also it has a process. The writing process consists of a set of stages in writing. Writing has a complicated process in which both students' language competence and psychological condition are involved together (Al-Shourafa, 2015, p. 236). This means that beside of their language competence, their mental condition is very important to determine whether they can pass the writing process successfully or not. Shirvani and Tajadini (2014, p. 234) break the stages down into six stages namely brainstorming, planning, outlining, organizing, drafting, and revising. While working in these stages, students' cognitive and psychological aspects are involved together at the same time which determines the quality of the product. Some studies prove that by implementing collaborative writing in teaching writing, students are facilitated to

have better writing process in which they are supposed to be involved actively in sharing their knowledge of linguistics resources, discussing with others related to the topic and idea arrangement, and taking part in writing production (Widodo, 2013, p. 198, Rostampour, et.al. 2015, p. 53, Kessler, et al., 2012, p. 106). However, there is no sufficient study exploring how collaborative writing gives beneficial effect to the students' psychological condition which is viewed as the important factor in writing process. Therefore, this article will also review about how collaborative writing give effect in relation to students' self-esteem.

Self-esteem is one of psychological aspects giving a huge contribution to writing. Khansir and Abdolahi (2014, p. 156) argue that high self-esteem can help students to improve their language competence. Having high self-esteem can reduce students' anxiety during writing process and improve their motivation and belief that they can pass the writing process smoothly (Salem and Dyiar, 2014, p. 129). Besides, self-esteem functions as a motivation aspect helping them to support their ability in writing (Fahim and Rad, 2012, p. 24). Considering the influential contribution of self-esteem towards writing, it can be concluded that a good and effective writing method should facilitate students to have high self-esteem.

In fact, it is not an easy job to implement collaborative writing in a ideal way. Mrs. AR, a teacher implementing collaborative writing in a school that I observe found it pretty difficult to implement collaborative writing in her class. Though she has understood the principles in implementing collaborative writing in the writing class, she found that collaborative writing can roles as supporting factor or even inhibitor in writing. That some students have a better performance when they work at group and the other are the opposite is one of the problems she found in implementing collaborative writing. Besides, there are some influential aspects in writing that a teacher should consider but it is too difficult

to do so. From the explanation above, the investigation of strengths and weaknesses of collaborative writing to teach EFL students is worth taking into account as one of the measurement to the success of collaborative writing to teach writing for EFL students. This research was conducted at a Senior High School in Surakarta.

1. Research Questions

From the explanation above, the research questions are formulated as (1) What are the strengths and weaknesses of collaboration writing implementation for EFL learners?, (2) In what extent collaborative writing affects students' self-esteem?.

2. Research Objectives

The objectives of this study are (1) to find and describe strengths and weaknesses of collaborative writing to teach writing for EFL students and (2) to describe how collaborative writing relates to self-esteem. Whether or not, collaborative writing can support students to have high self-esteem.

3. Literature Review

Haring-Smith (in Hadjerrouit, 2011, p. 432) states that collaborative writing is a writing activity involving more than one person who gives the same chance and duty to contribute on the creation of a text. Collaborative writing can be implemented in a various techniques, such as by using technology as the media, such as wiki, Google docs, or the conventional techniques tool. "With the development and advancement of computer networks, online collaborative learning becomes possible even if students cannot meet in a classroom" (Macdonald, 2006, p. 234). Meanwhile, collaborative writing implemented in a classroom, can also be encouraged with the use of the World Wide Web. Many institutions have attempted to make use of technology in collaborative activities. Apart from blogs, wikis, chat rooms, forum, learning logs, Google Docs is an online suite

of digital tools that provides teachers with some powerful features to help 21st century students develop writing skills.

Some researches on collaborative writing prove that collaborative writing activities, as done in pairs or small groups, can have numerous affective benefits for the learner. Such activities can enhance student interaction in the EFL classroom, lower the anxiety associated with completing tasks alone and raise students' self-confidence (Johnson & Johnson, 1998; Raimes, 1998; Reid & Powers, 1993; Rollinson, 2005). Collaborative writing requires that students utilize a range of social skills that can help them to foster a sense of accountability, cooperation and community (Murray, 1992; Savova & Donato, 1991; Villamil & De Guerrero, 1996). In addition, Reid (1993, p. 19) suggests that collaborative writing efforts can increase motivation, risk-taking and tolerance among learners. Foster (1998, p. 43) notes that these activities can maximize student interaction in the target language.

Self-esteem is considered as one of important aspects in writing. Having high self-esteem is one of important factors in writing. According to Khansir and Abdolahi (2014, p. 156), self-esteem can help students to improve their writing. The role of self-esteem is used among students as an aspect of motivation that helps them to show their ability to write. Branden (1992, p. 8) states that self-esteem operates as the immune system of consciousness providing resistance, strength, capacity and believes of being attractive and intelligent to cope any challenges in learning process. Self-esteem has big roles in both writing process and writing product. It has four indicators that determine the level of self-esteem. In writing, each indicator has its own role to support writing skill. Those are competence, worthiness, acceptance, and confidence.

Moreover, writing has two dimensions which are product and process. As stated by Haynes and Zacarian (2010, pp. 89-90), learning to write is a developmental process that involves being able to

communicate meaningfully through writing, write for a range of purposes, use culturally appropriate terms, and use correct form and grammar. It implies that to have good writing product, students must master at least the four requirements above that involve students' cognitive competence in learning English. Meanwhile, in order to pass the writing process successfully, students must control their psychological condition. Many students determine to give up when they got problem in the process of writing. Therefore, in order to help them to solve problems during the writing process, students need to have high self esteem.

Methodology

The method of this research is case study. According to Stangor (2011, p. 138), a case study is an investigation of a single individual in which unusual, unexpected, or unexplained behaviors become the focus of the research. Thirty students of English Education Department of Islamic State University of Surakarta were used as the subject of this case study.

This research was started by conducting observation for one month in a writing class in which the collaborative writing was implemented. During the observation, the researcher observes how collaborative writing was implemented including the material, procedure, and the participation of the students. Besides, the researcher also notes the obstacle that the lecturer and students face during the writing process. Interview was used to obtain the data of students' self-esteem towards collaborative writing. The interview is open interview consisting of 9 questions. Seven students were chooses as the representative to be interviewed.

The validation of the data is triangulation. The researcher took triangulation of source concept in which data were collected from participants, event, and the document. The participants consisted of both the teacher and students of the schools. The events being observed are the teaching

practice of the teacher and the performance of the students in the classroom. The writer also checked the documents (field notes and interview transcript) as data source. By combining and analyzing the data from different sources, the trustworthiness achieved as well. After obtaining the data, the data were analyzed by using some techniques which are data reduction, data display, drawing conclusion and verification to analyze the data which are data reduction, data display, drawing conclusion and verification.

Findings and Disussion

Based on the pre-research interview, teacher (AR) defines collaborative writing as a method to teach writing whose most activities done collaboratively. In the pre-research interview, teacher AR also confirmed that not all the steps of collaborative writing were done maximally. Sometimes, teacher AR only implements some steps of collaborative writing because of the time allotment. Thus, teacher AR did not take the other steps maximally.

To get the data of the implementation of collaborative writing in teacher AR's teaching, pre-observation was conducted on the teaching-learning activities in the classroom. Based on the observation, teacher AR tried to implement collaborative writing maximally. Teacher AR actively guided the students and give clear instruction in each step of writing. In the first step, teacher AR guided students to find the topic of the writing by giving some choices of topic. After determining the topic of the writing, teacher AR guided students to make outline of their writing and make main sentence for each paragraph. Then, the students developing the main idea of each paragraph collaboratively. During the developing ideas, the students face some problems such as debating each other, getting stuck, and even getting confused with what they want to write. Teacher AR manages this situation by instructing the students to have a good communication with their group in order to

solve problems they face. In the end of writing process, the students did peer-correction. In doing peer correction, some students get difficulties to correct the grammar of their peer's writing because of the lack of grammar mastery.

In term of self-esteem, seven students were interviewed about their self-esteem condition after joining collaborative writing activities. Three of them have high academic achievement, two of them are in medium level and the last are the low academic achievement. From the interviewed, it is found that students having high academic achievement having better self-esteem. They stated that by having collaborative activity in writing, their perception of themselves increases since they compared themselves to their friends who are in the group with them. Besides, feeling that they are the smartest students in their group, they are motivated to help and assist the other member of the group during the writing process. Meanwhile, the medium level students don't have significant effect on their self esteem. In opposite, students with low academic achievement have negative effect on their self-esteem. The dominance of the smart students in their group leads them not to have the same chance in writing as the smart students have. As a result, the low students rely their work on the smart students.

Referring to findings, there are some points taken as the conclusions. The first is that steps of collaborative writing lead to high-quality of learning, as Kirby and Lawson (2012) argue that the core descriptors of high-quality learning are that the learning should be extensive, integrative, and generative. "High-quality learning must be extensive in the sense that it must include and be based on as large an array of relevant information and experience as possible." (Kirby and Lawson, 2012, p. 3) The steps of collaborative writing do support the extensive learning. In building relevant information and experience, the concept of collaborative writing requires students working together to solve problems.

Engagement and motivation are two factors that influence the process and its result (Siang and Santoso, 2016, p. 113). From the finding, it is proved that having high self-esteem and working collaboratively are closely related with motivation and engagement in learning process. Thus, it can be concluded that collaborative writing can improve both students writing skill and self-esteem.

Conclusion

From the discussion above, it can be concluded that collaborative writing is an effective method to teach writing for EFL students. Collaborative writing gives numerous benefits for both students' language competence and their self-esteem. Since collaborative writing focus more on the process, students are granted to have better writing process. It means that they have better skill in developing ideas, making their writing coherence, having better grammar and vocabulary mastery, and etc. In implementing collaborative in teaching learning process, the role of teacher is very crucial because students need to be assisted in doing collaborative tasks. Therefore, teacher should make good preparation dealing with teaching procedure that is going to be implemented in class.

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EFL TEACHERS ENGAGEMENT IN REFLECTIVE PRACTICE

What tools do EFL teachers utilize to reflect their teaching?

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Abstract

As lifelong learners, teachers should not stop learning and evaluating their teaching. One of the ways to “evaluate” teacher’s teaching is by conducting reflective practice. Reflective practice or sometimes called reflective teaching is not a new concept. It has long been applied in the field of education as a means to develop teacher professionalism. This study was aimed at reviewing some reflective practice tools utilized by EFL teachers in reflecting their classroom *performance* as an attempt to improve their teaching. 4 English teachers with teaching experience ranging from 7-24 years were involved in this study. Data were collected through interview and questionnaire. The data collected were analyzed by using interactive model data analysis by Miles, Huberman, & Saldana (2014). The result of data analysis informed some individual differences among EFL teacher’s preference in doing reflection over their teaching. Basically, there were 5 tools utilized by respondents to evaluate their teaching; learning journal, students’ feedback, peer observation, action research and audio/video recording. The finding indicated the role of reflective practice in teacher development was very vital since it was related to the improvement teaching quality and learning outcomes.

Keywords: reflective practice, reflective practice tools, teacher professional development

Introduction

Reflective practice as a tool for teacher professional development has long been practiced in the field of teacher education. Reflective practice is expected to improve teacher performance in the classroom which later on will affect students’ learning and learning outcomes. As lifelong learners, teachers should continue learning and make evaluation towards their teaching to create a meaningful learning for their students. Today, people need to evaluate “readily available, often contradictory and constantly changing information” (Dyke, 2006, p. 105) to engage with their social world. In that sense, reflection is a key component in becoming more aware of the concept of ‘self’ through tacit conceptualizations (Farrell, 2015). Related to this situation, reflective teachers need to pay more attention to “reflective practice” activity. Reflective practice is considered as an effective tool for teachers’ professional development because it triggers teachers to reflect or investigate their teaching by

looking at several aspect, such as teaching and learning materials, classroom activities, classroom management, etc. In other words, reflective practice is beneficial for teachers as Farrell (2012) argues reflective practice helps teachers make critical reflection to all aspects of their work, so they can make an informed decision for betterment of their work performance. While, Richards & Farrell (2005) say teachers need to get involved in reflective practice to keep up-to-date with curriculum trends, second language acquisition research, and assessment. Farrell (1999) opines reflective practice predominantly helps teachers develop a more profound and richer understanding of their own teaching style, methods and techniques; and how effectively they actually teach.

Dewey (1933) as cited in Dewey (2007) defines reflection as an “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it leads” (p. 6).

Schön (1983) adopts this concept of reflection and attempts to make it more applicable within the understanding of a professional practice by categorizing it into two types: reflection-on-action, the retrospective analysis of past experiences, and reflection-in-action, the almost spontaneous analysis of active thought (cited in Schon, 2016). Following the criticisms on Schön's models which is thought to be incomplete, van Manen (1991) adds the third dimension to Schön's model: reflection-for-action, a prospective type of reflection that focuses on the future of action, with possible alternatives and an action plan in mind (in Van Mannen, 2016).

Farrell (2004, p. 7) depicts reflective practice "requires teachers examine the values and beliefs about learning". Further, he builds up some reasons why teachers need to engage in reflective practice, those are; finding help when teachers feel helpless about their teaching, taking control over teachers working lives, and being empowered decision maker. Valli as cited in Farrell (2004), identifies that through reflective practice teachers can look back and make judgement about their teaching, and thereby they can find solution for teaching problems.

The use of reflective practice in educational field has been widely recognized worldwide. Farrell (2012) believes that the use of reflective practice in teacher professional development is based on the belief that teachers can improve their teaching by consistently and systematically make some reflections on their teaching. In order to apply reflective practice, teachers can select the appropriate existing tools with their needs. They could be teaching journal, peer observation, peer coaching, students' feedback, audio recording/video recording, or action research (Lee, 2007; Fatemipour, 2013; Soisangwarn & Wongwanich, 2014, and Susoy, 2015). The result of the study conducted by Fatemipour (2013) more specifically reveals 4 most effective tools of

reflective practice employed by teachers in conducting reflection.

The problem investigated in this current study is the engagement of EFL teachers in reflective practice. More specifically, it looks at some tools of reflective practice utilized by EFL teachers in doing reflection over their teaching. Regarding the aforementioned research problem, the goal of this study is to find out some tools utilized by EFL teachers in conducting reflective practice.

Methodology

This research falls under the category of qualitative study in the form of case study. There were 4 female English teachers with teaching experience ranging from 8-27 years involved in this study. To get the data, a set of questionnaire followed by in depth interview were employed. The questionnaire was used to see some tools of reflective practice used by the participating teachers, and then interview was conducted to understand the case better. Later on, data gathered through questionnaire and interview were analyzed by using interactive model analysis for qualitative data by Miles, Huberman, & Saldana (2014), it involves data condensation, data display, and verifying conclusion.

Findings and Discussion

The following table shows some tools utilized by EFL teachers in doing reflection on their teaching. Basically, there are 5 tools employed by the participants in reflective practice, those are teaching journal, peer observation, students' feedback, action research, and audio/video recording. There is no peer coaching session conducted by the participants, because to do this activity, they need support and funding from school. To make it clear, the percentage is presented in the table below:

Table 1. Summary of reflective practice tools utilized by EFL teachers

No	Tools Utilized	Percentage
1	Teaching journal	100 %

2	Peer observation	100 %
3	Students' feedback	100 %
4	Audio/video recording	25 %
5	Action research	50 %

From the table, it is seen teaching journal, peer observation, and students' feedback are the most common tools utilized by the respondents. Teachers admit they get some benefits from doing reflection through writing a teaching journal. As stated by **Teacher 1** in our interview:

“ I regularly write my classroom activities in my teaching journal. It is just like my diary. It records my day. Through writing a journal, I can evaluate my teaching. By looking back at my classroom I make some improvements for my next teaching. I really find it beneficial”

Peer observation is another common medium to reflect teachers' teaching. The respondent of the study elaborate in doing peer observation, they usually come to the classroom with certain observation sheet.

“through peer observation, I learn how to overcome classroom problems from other peers. I also learn about new teaching techniques. When we did peer observation we come to the classroom with an observation form. It is about teaching and learning process. The purpose is not to judge, but more to learn together by evaluating the practice which is not run well” (An interview with **Teacher 3**)

The next strategy applied by respondents to evaluate their teaching is by asking for students' feedback. They usually do it at the beginning of semester and by the end of each subtopic.

“ I always include my students in decision making. At the beginning of the semester, We always discuss some rules in our class. We also talk about their expectation toward learning English. Instead, I also ask for their feedback regularly. After completing 1 chapter, I evaluate my teaching and learning process by asking their opinion about my classroom. I usually spread questionnaire to evaluate my teaching. I am very welcome for any comments

related to my teaching” (An interview with **Teacher 4**)

From the table, it also can be seen that recording teaching is only done by one teacher. **Teacher 2** says recording lesson can help teacher looks deeper at their teaching

“I think, we need to record our teaching every time, if we really want to be a professional teacher. There are many things we can learn from the recording. There might be some activities we neglect during teaching process, by recording it, we can watch it later and then make decision to improve our future performance which will affect students' learning and learning outcomes”

Another finding, 2 participants also conduct action research as a form of reflective practice. But, unfortunately, it is not done seriously due to factors.

“I did a collaborative action research last year. I know it is very important to develop our critical thinking and writing ability through action research. But, I find it is really challenging. I teach 28 hours a week, and I also have additional duty from principal” (**Teacher 2** in our interview)

“I did action research several months ago. But I am stuck in chapter 3. I dont know how to finish it. I think, lack of support from school leads teacher to be lazy. There is no such reward for those who conduct research. And also lack of knowledge makes the condition worse” (**Teacher 1**)

From the finding of the study it is found 5 tools utilized by EFL teachers in doing reflection. The result of the study yields quite similar result to study by Fatemipour (2013). In his study, Fatemipour examines some tools of reflective practice utilized by teachers. As the result, he finds four most effective tools in teacher reflective practice namely; teaching journal, peer observation, students' feedback , and audio/video recording. Another point, this current study also finds some impediments for teachers to be reflective practioners, to mention, lack of training, lack of support

from institution , and heavy workload are some of them .

Conclusion

Based on the above finding and discussion, there are some conclusions drawn from this study:

1. There are 5 tools of reflective practice utilized by EFL teachers in doing reflection, with teaching journal, peer observation, and students' feedback as the most common reflective practice tools applied in participants' daily reflection.
2. Teachers encountered several problems when conducting reflection, such as lack of training, lack of support from institution , and heavy workload.
3. It is suggested to other researchers to conduct study on reflective practice with a wider sample, so we can be well informed about reflective practice among EFL teachers and its benefits

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CODE-SWITCHING To what extent it benefits in EFL classroom?

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Abstract

Bilingualism and multilingualism have been an issue in linguistics for decades and moreover the technology which shortens the distance between countries or even languages and evokes code-switching. Such phenomenon has been researched by many researchers and experts of linguistics to see what actually it functions. In EFL classroom, code-switching by some researchers has been considered as language barriers while others see code-switching as the communication strategy to ease the teaching-learning process. The two coined side are still developed and invited more creative researchers to reject or to support. Code-switching which commonly occurs in foreign language classroom is still under of unconscious state of both teachers and students to conduct. The code switching on this side will neglect based on the teachers and students who employ this in EFL classroom. This paper will be based on the literature study which have been mushrooming in the current state of code-switching.

Keywords: bilingualism, multilingualism, code-switching, EFL classroom

Introduction

For decades, bilingualism has been attracting many experts to deepen more about the development since 1950s. The work of bilingualism has never been so controversial since Weinrich's theory in 1968 which has been inviting experts to develop or reject. Bilingualism, as it is more common to use, has driven the experts to tailor more detailed definition to what factors are included. According to Grosjean (1998) assimilating knowledge of two languages or more is considered as bilingualism. In support, Brown (2007) defines bilingualism as the state of learning two languages concurrently by utilizing the same strategy. In order to achieve, determining the characterized context of languages should be employed. The notion of bilingualism will be different in each society means that every context happening in society will affect the bilingualism occurrence (Liddicoat, 1991). Country with many minority languages is more likely to be bilingual in minority community only. For instance, Indonesian immigrants in Thailand are minority and they will use

Thai language as the means of communication. One of possibility which establishes such an event is immigration (Liddicoat, 2008; Altarriba & Herredia, 2008; Appel & Musyken, 2005). In support, Schrauf (2008) defines the event as language environment submerging the bilingual. What affect the development of bilingual nowadays is supported by the increasing number of repertoire community in culture and language which drives the amount of bilingualism research.

Bilinguals were considered incapable because they could not use of language appropriately. This notion was finally tackled by the view of bilingualism evokes word awareness rather than incapability. Leopold (1961) states that bilinguals have the benefits to identify meaning in language. He further explains that this advance learning occurs before monolingual could absorb the meaning of the words. Bilinguals are aware of the meaning a word could bring. Vygotsky (1962) moreover cites that the amalgam or mixture of language and thought is hard to describe whether it is phenomenon of

thought or language but nevertheless the meaning is thing contents the component of word.

The bilingualism is inseparable from its use in teaching and learning process. After knowing the general context of the bilingualism regarding to its nature, the phenomenon that emerges from the bilingualism or even multilingualism in teaching and learning is code-switching. Code-switching was initially termed by Grosjean (1982) as language alternation (Hoffman, 1991) and the person who first to term the alternation of languages as code-switching was Haugen (1956) as he states 'a bilingual introduces a completely unassimilated word from language to his speech'. In code-switching, it is important to know the role of L1 employment during teaching and learning process. In broad view, code-switching is very likely to happen as it is originated from two different perspective, pros and cons.

The use of code-switching in EFL classroom has risen debatable notion between researchers. The reason to see the role of L1 in classroom setting has escalated the level of the concept emerging from many research. Some of the researchers support with the idea of using L1 in classroom and some are in opposed side of the L1 use in EFL classroom.

The cons side believes that the conducting L1 in the classroom is the lack of the competence. It is acceptable for teachers and students to use L1 in L2 context but to see beyond of its use, some experts believe it is based on the lack of competence. This is believed as the sign of laziness, sloppiness and any other weakness during teaching-learning process (Sridhar, 1996) or lack of competency (Baker, 2001; Brice, 2000; Brown, 2006; Moore, 2002; Probyn, 2005; Valdés-Fallis, 1978). This notion flies in face of the contrary side which provokes the use of L1 in EFL classroom setting because it may hinder the learning process (Ellis, 1984; Prucha, 1983). This is emerged due to the

discouragement of the use of L1 because the price it may take. The learning process, be afraid, will be shadowed by the existence of the L1 and the learning in classroom will get disturbed. Teachers are feared to be less focus on the classroom achievement. This is still debatable since other side of the experts believes that L1 serves as tool to bridge.

The pros side proposes the contrary of the aforementioned idea that L1 bridges the teaching learning process (Cook, 2001; Macaro, 2003; Ustünel, 2016). The rise of this concept is based on the positive functions in classroom since it builds the harmony and the cooperation between teachers and students. Although the class demands monolingual, bilingual situation is encouraged for its role to activate the prior knowledge (Caine & Caine, 1994; Paradowski, 2008). Moreover, students will tend to use L1 to communicate compare to L2 (Ustünel, 2016). The overpowering of the L1 is stimulated by the repertoire abilities to communicate to each other. For example, students with high achievement in English will not attempt to speak purely in English to others because they feel more comfortable to speak in the same L1. Eventually, beside the pro and cons of the role of L1 in classroom, it is still noticed as the tool in teaching and learning process in EFL classroom setting.

Going from the arisen notions, one should be aware to what purpose the L1 serves in EFL classroom. As mention above, L1 may serve as good or bad in EFL classroom. The thing that should be neglected is how teachers employ the L1 in classroom. To what existed literature, it is comprehensible to apply L1 in L2 classroom if it eases the learning process (Cook, 2001; Macaro, 2003; Ustünel, 2016). The most acknowledged of all proposers to the L1 use was started by the work of Lado (1957), to identify the linguistics gap of two languages in classroom setting. The directive purpose of L1 in EFL classroom is to serves some functions To be clear, some functions in general to serves the purpose of

employment are divided into three they are ideational functions, textual functions and interpersonal functions (Merritt et al, 1992; Ndayipfukamiye, 1994).

Methodology

The methodology of this research was by using the literature study in which the research will be based on the existed research conducted by previous researchers. The literature study occupies a very important position in the research. Although some people distinguish between library research and field research, both require bibliography. There is an inherent difference in library research with field research, the main difference being that it lies in the purpose, function or position of the literature study in each of the studies. Field research, library searching as a first step in order to prepare a research framework aimed at obtaining similar research information, deepens the theoretical study. While in literature research, library searching is more than just serving the functions mentioned for obtaining research data. Assertiveness library research limits its activities to library materials only without the need for field research (Zed, 2008, pp. 1-2).

The subjects of this research were books and journals related to the code-switching use in EFL classroom and those would be classified based on the content which will be elaborated in results and discussion.

Finding and Discussion

The importance of the code-switching in educational context is inseparable because it shows that through code-switching teachers and students try to build interaction and communication (Macaro, 2001). The communication flows more gently with the help of the code-switching. If we imagine, momentarily, if teachers and students insist to go through strictly in one language (in this case L2), we may find that they will acquire what they are supposed to achieve

but with a very square communication, as we do not wish. As Sert has evoked the two coined situation of some teachers allow their learners to use L1 and some stick to the zero tolerance of using code-switching.

To the defenders of the code-switching using, they see that it truly helps with effective strategy of bilinguals' situation. This is seen as the thorough experiment of comforting themselves into L2 and also for both languages they are happening within. Eldridge (1996) further argues that code-switching is very helpful in educational aims as it has benefactor sides of practical. It is also considered as the way of fostering students with low-level language ability to give a well-defined explanation and meaning of the given material.

Regarding the purpose of the code-switching in low-level students, the advance level students (as we afraid that their ability is affected) use code-switching not as same as low-level. They exploit code-switching as minimum level because they are already compatible with L2 or in simple sentence they do not look back to L1 as clarification of meaning or explanation but different use (Üstunel, 2016). Eventually, either in maximum or minimum force of using code-switching, it is still regarded helpful.

Students' constant code-switching, from teachers' perspective, adjourns the development of L2 because they will tend to use the L1 rather than L2. But to go beyond the employment, students' action is affected by different level of ability and communicative repertoire (Martin-Jones, 1995, 2000) so that they will eventually switch automatically and unconsciously (Skiba, 1997, Sert, 2005). For example, when high-level students already understand the material, the low-level students will ask whether to confirm or ask for re-explanation. Another motive of doing it, such as, students with mastery gap between L2 and L1 tend to switch (Sert, 2005). They find it hard to keep up with L2 demand while they are only competence in

L1. In other hand, students also code-switch because the different mastery with their teachers. In communicating, students wish to use L2 as their teachers expected but the distinction makes students code-switching. Then, what we can conclude from the notion is it is not about the maintenance of L1 that they conduct but how they negotiate with their abilities in learning process (Simon, 2001).

Teachers' code-switching also should be viewed based on students' perspective, how they value their teachers. Although Brown (2006) states that code-switching compensates for lack of ability, it is also a tactical tool to overpower the gaps and flaws of conversation (Brown & Heredia, 2005). Teachers' use of code-switching by Tarone (1977), like students in previous explanation, serves as communication strategy such as translation, appealing for assistance, mime (Macaro, 2005), paraphrase or even avoidance. To some concern, students' code-switching may be a result of teachers' as define by Üstunel (2016) as 'teacher-induced-code-switching' where students are encouraged to code-switch while teachers use English. In a conclusion, teachers and students try to adapt the use of their language to figure their status based on the given situation of bilinguals do.

To justify the code-switching in classroom although it is urged, both teachers and students must allocate both languages with same proportion without overweighting one. If the code-switching is done to deliver teaching material then it is encouraged no to do so. Lastly, the use of code-switching in classroom should be done regarding the learning goal even when teachers find it hard or students do. So, whether the engagement of teachers and students in code-switching should be declined if it purposively limits the L2 which should be accomplished. In some case, the urge to switch code by students because of pair work and teachers because

of management task, discussing unknown words or social interaction (Macaro, 2005).

There are so many accessible purpose of the alternation in classroom. Hence, after gathering from many resources below are the reasons of the code-switching employment in EFL classroom.

Time saving: Teachers' time allocation in teaching foreign language may take time if it is conducted by using L2 only and will be easier in L1 explanation. The concurrent use of both languages should be a meeting line of teaching and learning process as Nordin et al. (2013) states that the alternation will bring them at ease because it minimizes the confusion and they do not sense that language is difficult to learn.

Discourse gap filling: Lado (1957) and later supported by Sert (2005) state that what goes beyond the engagement of the code-switching is as filling of linguistics or mastery gap. It may happen that teachers are already mastery in English while students are not or between students with different language ability try to engage in classroom.

Communication facilitation: Macaro (2005) states 'bilinguals code-switch because they find it easier or more appropriate for the purposes of communication'. As he supports that code-switching is appropriately utilized as the communication means, it does not imply that code-switching is the only way of taking the class into goal but it alters teachers and students in engaging the teaching and learning process.

Lack of facility: Malik (1994) proposes that what motivates the code-switching is due to unmatched terminology or identical words from L2 to L1. In classroom especially with specific course may find that code-switching is very helpful because it gives them ease to facilitate the teaching and learning process.

Lack of register: Different with lack of facility, lack of register because they cannot find appropriate words in their L1 so

they will use L2 instead. According to Anderson (2006) bilinguals will switch because they find L2 sounds better than L1 during conversation. This more likely happens in EFL classroom due to the high traffic use of both languages.

Mood of speaker: On this term, per se, speakers' language will be determined by the state of mind during conversation. If speakers is stable then they will be able to produce the precise words in L2 otherwise in emotional state (e.g. exhausted, pleased, excited, fear, upset or distracted) they will not be able to find the right words and will switch (Skiba, 1997)

Habitual experience: Romaine (1989) affirms that the use of 'You know' or 'I mean' is usually inserted within sentence. This case is emerged due to the 'habitually mixed discourse'. This is very commonly used by both teachers and students in EFL classroom as they are engaged in more than one language.

Other than the purposes, teachers and students also should need to neglect to the function of the code-switching employment. There are so many functions it serves yet the researcher will elaborate based on the existed literature.

Translation: During the teaching and learning process, some problems may be encountered by teachers to deliver the material especially new vocabulary. Thus, code-switching has a role as part of translating the new words to the students so they can understand what the words mean (Brice et al., 1998; Uys& van Dulm, 2011)

Clarification: This functions to give a clear explanation to students by teachers also if they find it hard to describe words in L2. Code-switching has a positive meaning in EFL classroom for teacher to conduct the teaching process (Brice et al, 1998; Moore, 2002; Uys& van Dulm, 2011).

Checking Comprehension: The teaching and learning process will go smoothly if students understand the teaching material. Instead, if there is problem that they do not get the idea of the

material it is important for teachers to check after their students comprehension by switching as this will be effectively add the information to their understanding (Brice et al, 1998; Nordin et al., 2012).

Giving procedures and direction: Other than delivering material, procedures and direction of the task are also important because after the material it is essential to administer the task. But, what hardens the process is if students do not understand the procedures or the direction of the task (Brice et al, 1998)

Classroom management: Misbehaving is a common thing to happen in classroom and to discipline students it will be more effective by using L1 rather than L2 and this function is very helpful for teacher (Uys& van Dulm, 2011).

Drawing attention: Classroom may get boring or students will feel exhausted during teaching and learning process. While their attention are away, throwing code-switching is kind of meaningful so they will feel the repertoire of language in classroom (Azlan&Narasuman, 2013)

Learning strategy: In previous function of code-switching, it is mentioned that if teachers find students hard to understand the learning material, code-switching is considered as the learning strategy in EFL classroom because it smoothens the process (Brice, 2000; Uys& van Dulm, 2011).

Conclusion

The use of the code-switching in EFL classroom is very beneficial for the sake of material transferring from teachers to students. However, the use of codeswitching should be utilized wisely by teachers regarding to its pros and cons emerging from many experts. The use of the code-switching itself can be adjusted based on its purposes and functions. The given purposes and functions are not merely the guideline for teachers and students to employ the code-switching since it is developing based on the needs in EFL

classroom. Teachers and students as the classroom components should be aware that the excessive amount of code-switching use can deviate the object of the learning since students will get distracted from L2 achievements. The fair proportions of code-switching use will give higher chance of learning achievement in EFL classroom.

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TEACHERS PERCEPTIONS TOWARD THE IMPLEMENTATION OF CURRICULUM 2013

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Abstract

Teachers' perception toward the implementation of new curriculum is one of fascinating topic to be discussed. This study discovers teachers' perceptions toward the implementation of curriculum 2013, investigates factors affecting the application of curriculum 2013, and identifies the effect of teachers' perceptions into classroom practice. Through qualitative design, the study was conducted at one of private junior high schools in Solo, Central Java. The data were collected by interviewing, administering questionnaire, observing the classroom practices and reviewing the documents. The findings reveals that; (1) teachers have positive perceptions toward curriculum 2103 (2) there are four factors which influence teachers' perceptions toward the implementation of curriculum 2013, which includes teachers' teaching experience; teachers' educational background, teachers' teaching training, and teachers' personal experience; (3) teachers' perceptions contribute significantly in influencing teacher's decision making in the classroom related to the choice of learning and activities for students. Since teachers' perceptions have a powerful impact on teachers' classroom practices, teachers are required to improve their competences and keep up with the advance of knowledge and technology.

Keywords: 2013 curriculum, teachers' perceptions, classroom practices

Introduction

Curriculum is one of the essential elements in Education since its role is as a guideline in educational system. According to Minister of Education and Culture number 20, 2003 about national educational system, curriculum is a set of plans and arrangements covering education goals, contents, learning materials, and learning methods intended to serve as the guidelines in implementing the teaching and learning process to achieve the goals that have been set. Based on that definition, there are two dimensions of the curriculum, the first is setting the plan, content, and material, while the second is preparing the means used for learning activities. Curriculum as a guideline of education is always changing. The needs to change curriculum are influenced by several factors. Richards in Shofiya (2014) points out several factors affecting the change of curriculum: (a) the shift of paradigm in Education; (b) the change of the need in the field of education; and (c) the policy of the government (language policy). The change of

curriculum in Indonesia has gone through a long history since post-independence. Starting from the curriculum that was first called *Rencana Pelajaran 1947* to the newest one, Curriculum 2013. Muhammad Nuh, the previous Minister of Education says "Renewing and developing curriculum needs to be done because a curriculum should be able to go along with the era development" (Mulyasa, 2013, p. 60). The previous curriculum did not emphasize on the development of human resources character. For that reason, Curriculum 2013 focuses on building students' characters and competences. The goal of applying this curriculum is to facilitate Indonesian people to be productive, creative, innovative, and effective through integrated attitude, skills, and knowledge emphasis. In line with Mulyasa (2013, p. 65), Curriculum 2013 also proposes an idea to integrate attitude in education. Related to the execution of Curriculum, the perception of the teachers toward new curriculum is important since teacher is the one who implement the

curriculum in the classroom. Perception can be defined as a process that involves people to organize and interpret their sensory impressions with the aim of giving meaning to their environment (Robbins, 2005). According to Hornby in Srakang (2013, p. 17), perception refers to “an idea, belief, or an image that you have as a result of how you see or understand something. Pajares (1992) notes that teachers’ perceptions have a close relation to teachers’ beliefs. Therefore, it can be inferred that the words ‘belief’ and ‘perception’ can be used interchangeably (Moloi, 2009). Moreover, Kurniawati (2006) points that teachers’ belief are tools for understanding more about their practice and values in teaching. Jia (2004, p. 25) states that recognizing teachers’ perceptions and belief gains deeper understanding of teachers behaviors in the classrooms and provide guidance for enhancing teachers’ practice. Yu in Srakang (2013, p. 18) mentions that teachers’ perceptions influence what teachers do both inside and outside the classroom. Therefore, teachers need to be aware toward their beliefs about the teaching and learning process. It means that teachers’ perceptions are the basic assumptions of the teacher to make decision. In brief, teachers’ perception plays a significant role in the teaching and learning process since they do not only influence teachers’ decision making and teachers’ actions, but also provide significant insights into many aspects of education.

Thus, this study is interesting because it investigates not only the perceptions of teachers toward the implementation of Curriculum 2013 but also the effect of teachers’ perception of Curriculum 2013 into the classroom practice. The investigation is done in one of State Junior High School in Solo. Therefore, it is important to explore the teachers’ perception toward the implementation of Curriculum 2013 that may contribute to the teachers’ educational development.

Methodology

The method which was used in carrying out this research was descriptive method. Descriptive method is defined as a method that is intentionally done to collect information about a phenomenon as in the pure condition (Yin, 2011, p. 7). This research was done in sort of case study to find out and describe the teachers’ perceptions toward the implementation of 2013 Curriculum. This research was determined as a case study research which forms of a qualitative research focused on providing a detailed account of one or more cases. Moreover, this study can also be regarded as a case study since it was carried out in a small scale, a single case and focused on one particular instance of educational experience or practice and not be generalized (Cresswell, 2008). Merriam (1998, p. 19) defines case study as a study that is employed to gain in- depth understanding of the situation and meaning for those involved. The interest is in process rather than a specific variable in discovery rather than confirmation. In this research, the case is that there are some factors which influence teacher’s perceptions. Moreover, perception plays important role related to teachers’ particular action in making decision in the classroom practice. The assumption is then studied deeply which means that teacher’s perceptions influence teacher’s activity in teaching and learning process. The sources of data were two teachers as the respondent and teachers documents. To answer the research questions, four different data collection methods were employed: interviews, questionnaire, classroom observations and document analysis. The documents were written information which is in the form of important material which support the data collected from the interview and observation. In this study, the documents chosen were teacher’s note, syllabus, lesson plan and schedule. Then, the questionnaire used was close questionnaire which consist of statement or questions and its option about

types of teacher's perceptions based on predetermined options. Next, interview was a technique that is used by the researcher by having dialog with the interviewee. This technique was used to confirm the data collected by questionnaire. The classroom observation is applied in order to see what teachers' perception toward the implementation of Curriculum 2013 in live situations. The data source in the observation is the teachers' activity in every step of learning activities.

Findings and Discussion

1. Teachers' Perceptions toward the Implementation of Curriculum 2013

Perception is someone understanding's to interpret something. According to Kottler (2000, p. 94) perception is a process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. Teachers' perceptions regards new curriculum is essential to be investigated since it has big impact in educational process. Understanding the significant of new curriculum is the first thing that the teacher should do. It enables the teacher to respond the change of new curriculum professionally. However, curriculum change is not easy (Fullan, 2001). It automatically will give real impacts to the teachers who are expected to take up the challenge of the new curriculum; sometimes, it is often not supported by socializing the project to teachers maximally which enables them to have incomplete thought and understanding toward the essence of the curriculum (Cressdee, 2002). There are four indicators of teacher's perceptions; knowledge, emotion, behavior and motivation.

a. Teachers' Knowledge

i. Teachers' knowledge of curriculum 2013

All the teachers in this research had good understanding about 2013 curriculum. Their knowledge about 2013 curriculum was quite close to the basic principles of 2013

curriculum. Both of them thought that 2013 curriculum had objective to create active students and build a good character of the students as well as knowledge and skill. Thus, the students were not only clever but also have good attitude. The complete description of the teachers' knowledge can be seen as follow:

Teacher A : "I think 2013 Curriculum is better than KTSP because 2013 Curriculum is more complete. The steps of teaching activities are clearer. For me, teaching by using 2013 Curriculum is fun because children are more active in the classroom."

Teacher B : "I think curriculum 2013 is a curriculum that is referred to character based curriculum. Well, I think it's good, as long as the methods and activities really can be applied in class."

It was in line with the Act of National Education System Number 20 Year 2003 Article 1 Verse 1, which states that Education is a systematic and conscious effort to deal with a learning condition, and learning process in order that learners are actively involved in developing their own potential to gain religious spiritual power, self-control, good personality, high intelligence, good behavior, and sufficient skills which are required to meet the demands of the individual, society, nation, and country. Mulyasa (2013, pp. 64-65) stated that Curriculum 2013 is based on three main foundations: philosophical, juridical, and conceptual foundations. The philosophical foundation is Pancasila which gives many basic principles in education development. Another philosophical approach is educational philosophy which is based on moral and academic values accompanied by the needs of the students and society. By having good understanding about curriculum 2013, it encouraged the teachers to teach creatively and effectively so that it foster the students to understand the material given by the teacher and to be more active during teaching and learning process.

In short, the two teachers have almost the same definition of 2013 curriculum. The definition explained by the the teachers was already correct.

ii. Teachers' knowledge of the purpose of curriculum 2013

Both of the teachers agreed that understanding the purpose of curriculum was essential for the teacher before they implemented the curriculum in the teaching process. Teacher A and teacher B recognized that the purpose of curriculum 2013 was to refine the previous curriculum and to design intelligent student with a good attitude.

Teacher A : "The goal of K-13 is good so that children will be more active and will understand the knowledge well. Hence, they do not only memorize lessons but they also find out the answer by themselves."

Teacher B : "Curriculum 2013 basically intends to improve the previous curriculum. If the previous curriculum only emphasis on knowledge, in Curriculum 2013 as I said before, there is a character building, social value, and also a religious value. So, the goal is not only being knowledgeable in academic but also being intelligent from the emotional quotient (EQ) side. Not just IQ but also EQ. So it becomes balance).

It is aligned with Darsih (2014), she mentioned that the purpose of implementing curriculum 2013 is to build a prime character of in order to encourage and prepare the learners to play their roles in society positively and meaningfully because the previous curriculum only focuses on improvement of knowledge and cognitive aspect and not pay attention on attitude and students' creative thinking. Furthermore, Nur and Madkur (2014) explained that the character education is directed to give birth to generation with strong character, high integrity of moral and tough mental-spiritual behaviour. Mulyasa (2013, p. 65) elaborated

that the goal of applying curriculum 2013 is to facilitate Indonesian people to be productive, creative, innovative, and affective through integrated attitude, skills, and knowledge emphasis. Teacher's knowledge about the purpose of 2013 curriculum influence them in designing innovative teaching material which accordance to the purpose of 2013 curriculum.

b. Teachers' emotion

i. Teachers' satisfaction about the implementation of curriculum 2013

The two teachers had different satisfaction regarding the implementation of curriculum 2013. Teacher A felt satisfied with the implementation of curriculum 2013. Meanwhile, teacher B felt unsatisfied in implementing curriculum 2013. It was because she found some weaknesses during teaching and learning process when she applied curriculum 2013. The weakness is the class condition did not support the learning process. Besides, the characteristic of the students in each class was different.

Teacher A : "So far, I'm happy implementing Curriculum 2013. It has been done for few years. From the beginning, this school had already applied Curriculum 2013 and now applying this curriculum has become common activity. However, we must update the newest adjustment of Curriculum 2013."

Teacher B : "I think the implementation of the 2013 curriculum has not been maximized because I find a weakness in my teaching process. Maybe the lesson plan has already good. However, when I practice it in the classroom, there will be found some weaknesses. For example, when I applied a certain technique that I think it was a good technique. In fact, the class condition didn't not support. That was the weakness according to me."

Gibson, Ivanovich, and Donnelly (1985) state that strong emotion often warps perception. Someone's emotion also affects his/her perception. It can be said that teacher B had negative emotion since she felt unsatisfied with the implementation of curriculum 2013. However, she could manage her negative feeling by finding solution to overcome the weaknesses. She changed the technique in teaching based on the class condition.

ii. Teachers' anxiety toward the implementation of curriculum 2013

Both teachers had different perspective about their anxiety in applying scientific approach when teaching by using curriculum 2013. Teacher A did not feel worry in applying scientific approach as she has already felt the advantages teaching by using scientific approach. Whereas, teacher B felt worry because she was afraid if the students did not understand teaching material.

Teacher A : "I like teaching by using scientific approach, so I did not feel worry. It was because I could attain all the steps in scientific approach. Nevertheless, sometimes I change the technique. Besides, by applying scientific approach, the activity of teaching and learning could run well."

Teacher B : "Sometimes, I feel worry about my students' understanding. I still doubt whether my student can understand the lesson or not."

Darsih (2014) said that teachers need to adapt with the learning revolution based on curriculum 2013 which emphasizes a modern pedagogical dimension in learning process by using scientific approach. Syahmadi, (2013, p. 35) mentioned that scientific approach covers five steps namely observing, questioning, associating, experimenting, and networking. By using this approach, teachers are pushed to use multimedia to support their teaching and to be creative in providing teaching material for the students. Though teacher B felt worry if

she thought by using scientific approach, yet she kept focusing to teach her students by implementing other methods or approach which were more appropriate with the material so that her students could understand the material easily.

c. Teachers' Behavior

i. Teaching Approach

All teachers did not always implemented scientific approach in the teaching and learning process because of limited time. Though, both of the teachers made an effort to apply scientific approach. To overcome this problem, both teachers decided to continue the rest of scientific approach steps in the next meeting.

Teacher A : "I wish I can always use scientific approach. In the beginning I apply scientific approach but later to enhance students understanding I use teacher centre to discuss the material deeply."

Teacher B : Not yet, but I try to apply the 5 steps of scientific approach. Though, sometimes there are some obstacles. The main problem is the time, the time is not enough."

Sahirudin (2013) explained that the number of hours of learning English at class in the curriculum 2013 are less than that of previous curriculum. This brings a big challenge for both teacher and students to work harder in achieving goal in a limited time. Darsih (2014) added in curriculum 2013, the duration of English is very short, so it is hard for teachers to provide or improve students' competence by giving them exercise and opportunity to practice English.

ii. Teaching Order

Both teachers had the same perspective about teaching order. In this case, teaching order was about the implementation of the five steps of scientific approach in sequenced. Teacher A and teacher B tried to applied the five steps in sequenced. Nevertheless, the lack of time

was the main problem in implementing the five steps of scientific approach. According teacher B, for her the problem is not only limited time but also from the characteristic of the class she taught. There was a class which many active students and other class which had many passive students.

Teacher A : “So far, I always applied the five steps of scientific approach in sequenced. But, form my experience if we cannot finish it in one meeting, we can continue the five steps in the next meeting.”

Teacher B : ”Not yet. I have not applied the five steps of scientific approach in sequenced. It is because limited time and characteristic of the student. The solution is that I have to change the time with another subject and use another technique such as role play, TGT and TPR.

Darsih (2014) mentioned that the problem in questioning step of scientific approach was students especially in the first grade has difficulties to express their ideas, their opinions and their findings in English because they tend to use their mother tongue therefore teachers’ play important role in this step to guide their students to speak English confidently.

iii. Teaching Interaction

All the teachers mentioned that they always had interaction with the students. They also encouraged the students to be active in the class. Teacher A pushed her students to be active in teaching and learning process by giving games and applying interesting technique to attract the students. While, teacher B tried to make her students active by giving additional points for students who were active in the class.

Teacher A: “Yes, I encourage the students to be active by giving games, using role-play, jig-saw so that the students will not get bored.”

Teacher B : Certainly, I always invite the students to be active in the class by giving point to them. I also give additional point if they speak

English actively during the class. We also have a program, named “English Agent”. This agent will get a special pin and they have to speak by using English to other students and the other students should speak English to ‘English Agent’.

Nur and Madkur (2014) stated that teacher could be motivator for the students to make them excited to learn the material. Besides, maintaining the willingness of the students to explore the learning material is the hardest roles of the teacher.

d. Teachers’ Motivation

i. Teachers’ Willingness

All the teachers shared the same answer that they were eager to participate in the seminar of Curriculum 2013. Teacher A said that she was excited to join the seminar about Curriculum 2013 because she would gain knowledge to improve her skill in teaching. Furthermore, she explained that the seminar was mandatory from the government even though she was interested with the training since there was new information about Curriculum 2013.

Teacher A : “I do really want to join training about Curriculum 2013 because I can obtain new knowledge to enhance my teaching skill.”

Teacher B : “Yes, absolutely I do really need the seminar. It is because I have never taught by using curriculum 2013 before. When I was a college student, I taught by using KTSP curriculum. So that my understanding about curriculum 2013 was still low. The seminar is very precious for me because I can get knowledge about Curriculum 2013. Besides, I can share with other teacher from different school about curriculum 2013. “

Teacher B mentioned that she really needed the seminar about curriculum 2013 because she never taught by using curriculum 2013 before. Once she was a college student, she did field practice and

taught by using KTSP curriculum. Therefore, she need a training to enhance her comprehension about curriculum 2013.

ii. Teachers' Readiness

The data of readiness of the teachers were gathered from the interview and documentation. The question was about whether the teachers prepare lesson plan and learning material or not. The result of the interview showed that all of the teachers always prepared lesson plan and learning material before they taught. The material was not only from the government book but also from additional material from the teacher such as from pictures, story and even movie.

Teacher A always prepared the lesson plan before teaching. She mentioned that the challenge in implementing Curriculum 2013 was the material from the government is very simple and it made the students get bored. Consequently, teacher A should thought deeply how to make interesting material and activities so that the students would not get bored and interested in the lesson. Besides, she also said that the students should observe something. When they observe something, it would trigger their curiosity. When they observe something, it would trigger their curiosity about something such as a movie then she asked the students to find the information from the movie. Later, they discussed the information with their friends. Afterwards, they shared the result of discussion in front of the class. This activity made the students interested because they did not only learn from book but also could learn from other source like movie.

According to teacher B, she also prepared the lesson plan before teaching. The material was not only from the government book but she also combined from another book. If she found the material from handbook which was not appropriate with the government book, she would not use it. Otherwise, if the material from the book was appropriate she would apply the material. The approach and learning strategies that the teacher usually employed were scientific

approach and active learning such as role play and games to encourage students to be active and interested in teaching learning activities.

Teacher A : “Right, I always prepare the material before teaching. The challenge is that the material is too simple and it will make the students get bored. So, I have to think about the lesson plan, material, activities that will make them interested in the lesson.”

Teacher B : “Like what I said before, I do not only use text book. So I combine between Government book and handbook. If the material is not match with government book, I don't use it. If the material from the text book is match with the government book, I will use the material.

2. Factors that Influence Teachers' Perceptions in Implementing Curriculum 2013

a. Teachers' Teaching Experience

Teachers have same perception that experience gives impact to their perception and how the perception influence teaching practice in the classroom. They explained that experience was very important to complete the knowledge, which was delivered to students. Teacher A stated that her teaching experience about students' characteristic help her to employ curriculum 2013 better. Though, she said that she had to learn deeply about curriculum 2013 in order to make the student comprehend the teaching material properly. In line with teacher A, teacher B explained that her teaching experience when she did field practice program helped her in implementing curriculum 2013. Nevertheless, she said that this curriculum is new for her so that she needed to learn more about the curriculum. Furthermore, teacher B stated that the challenge in employing curriculum is how to insert moral value in the teaching material. She gave example, when she taught about Job, she explored the surgeon activity before

surgery. The surgeon and his team would pray before surgery thus the surgery would run well. From her explanation, it could be concluded that teacher B could put in the moral and religious value during his teaching activity.

Both responses indicated that teaching experience help them to applied the new curriculum and enriched the method in the learning process. However, they still kept on learning the new curriculum in order to master the curriculum deeply and deliver it to the student effectively.

b. Teachers' Educational Background

Teachers' educational background is another factor which contributes to teachers' perceptions. It relates to the degree that they have completed but also refers to the content teachers have learnt. The teachers' responses revealed that educational background is useful for them since it could shape their knowledge and perception and had impact to their practice Teacher A mentioned that her teaching background was beneficial to figure out the curriculum 2013. Besides, the skill and method that she applied when she taught in the classroom derived from her knowledge in university. In line with teacher A, teacher B stated that her teaching background could help her to comprehend the curriculum 2013. Even though, she added that she had to learn more about the curriculum. Based on this explanation, it could be assumed that educational background was beneficial to help the teacher comprehend the curriculum 2013 effectively. Furthermore, educational background also shaped teachers' basic knowledge of teaching and gave impact to their practice.

c. Teachers' Teaching Training

Teacher training is essential to help the teacher to figure out 2013 curriculum and to employ it in the classroom practice. Therefore, if the teachers did not understand the curriculum, they would gain difficulties in implementing the curriculum in the teaching learning activity. Teaching training

is the solution to train the teacher to upgrade the teachers' knowledge toward the 2013 curriculum. Both of the teachers thought that teachers' teaching training is useful for them. Teacher A stated that she agreed that teachers teaching training is effective for teachers to implement new curriculum. It is because in teaching training there was a trainer who gave material about 2013 curriculum, peer teaching between the teachers in the training and material which could improve the knowledge of the teachers. In accordance with teacher A, teacher B said that teacher training is advantageous for her because it could enhance her teaching capability. Moreover, by participating in the teaching training she acquired new knowledge about 2013 curriculum.

From the description above, it can be concluded that both teachers had the same opinion that teachers' teaching training is very significant for the teacher to more understand about 2013 curriculum. By attending the training, teachers could comprehend 2013 curriculum deeply and enhance their teaching ability. Besides, if they found difficulties in implementing 2013 curriculum in the classroom practice, they could ask the trainer about the solution and they could share with the other teachers in the training how to solve the problem together. Thus, it could be assumed that teacher who participates in teachers' training would gain better understanding about new curriculum and it will help them to face the difficulties in implementing new curriculum.

d. Teachers' Personal Experience

Teachers' personal experience which includes social interaction, interactions with colleagues and teachers' involvement in organization or community contribute to shape teachers' perception and knowledge. Teacher A and teacher B had different personal experience when they taught in the class. Teacher A made interesting activity to attract the students' attention. She tried to find interesting activity by searching video in

You Tube how to make students active. Based on her experience, students who did not understand the lesson but interest with the activity had willingness to learn more about the lesson. Meanwhile, teacher B had experience with students who have less independent. Then, she provided text and movie to encourage her student to be more independent. From the text and movie presented, she asked the students to analyze the character of the movie and make summary from the movie.

The finding revealed that both teachers had valuable personal experience with their students during teaching and learning process. Those experiences helped them when they found difficulties in implementing curriculum 2013. Teacher A and teacher B perceived that applying 2013 curriculum in the classroom practice was not difficult since they had personal experience which help them deal with difficulties in implementing 2013 curriculum. Thus, it could be concluded that personal experience influence teachers' perception in implementing new curriculum. This finding is in line with Richardson (1996), he discovered three factors which influenced teachers' perception and beliefs: personal experience, experience with schooling and instruction, and experience with formal knowledge both school subject and pedagogical knowledge.

3. The Effect of Teachers' Perception into the Classroom Practice

a. Teaching Process

This section showed the effect of teachers' perceptions toward the implementation of 2013 curriculum in the classroom practices based on the observation of their teaching practices and analysis of teachers' teaching document such as lesson plan, student's worksheet and syllabus.

Teacher's' perceptions toward the implementation of 2013 curriculum influenced classroom practices, i.e. what they perceived about 2013 curriculum was what they practice in the classroom. Teachers'

perception is the key factor that influences teaching process. Understanding the principal of new curriculum enabled teachers to adapt with the curriculum change and to apply it in the classroom. In line with this, this study used observation to find out the effect of teachers' perception about 2013 curriculum into classroom practice. There is a match between teacher A and teacher B perceptions and their practices in the classroom. Both teachers perceived that implementing 2013 curriculum was based on lesson plan and teachers' creativity in applying the material in the classroom practice. It can be seen on the observation result, these teachers implement their perception by using interactive activity. So that students were enthusiastic and active during teaching and learning process. It matches with their perception about teaching is students' centered. It is also aligned with the purpose of curriculum 2013 which expected to shift from teacher-centered to more student-centered.

b. Teaching Activity

Teachers employed five steps of scientific approach to expand and deepen students' knowledge about the material they learnt. The five steps of scientific approach are observing, questioning, experimenting, associating, and communicating.

i. Observing

In the step of observing all two teachers implemented it well. Teacher A provided the students a video of a town. There were some buildings in a town. She asked the students to observe the video. Then, she told the students to mention name of the buildings in the town. In the step of observing, there was no problem for teacher A. Everything ran smoothly. The school provided media such as LCD and sound system, so that the teacher could play video in the step of observing. The result of interview and questionnaire showed the same thing. Teacher B used pictures as the media in the step of observing. The picture was

based on the book. The teacher chose the picture was based on the topic of the book. The pictures were about things around you. After that, teacher B told her student to observe directly how many rooms in this school by walking around the school. For teacher B, there was also no problem found.

ii. Questioning

In the step of questioning, teacher A always invited the students to ask. However, there was only some students who always actively asked about the material given in the step of observing. Teacher B also guided the students to ask. She even encouraged her students by giving additional score to those who often ask. Hence, her students were still shy and only few of them who asked questions.

iii. Experimenting

In the first observation, Teacher A played a video about a town. In this experimenting step, the teacher told the student to create their own city. The students were free to draw any buildings in their town. The students did it in group. Meanwhile, teacher B in the first observation taught about things around you. Then, experimenting activity was conducted by making sentence about the functions of each room in this school. The student did it individually.

iv. Associating

Teacher A conducted associating by asking the students to make sentence to describe the building in city and describe who work at the building. Teacher B conducted associating step by asking the students to make a descriptive text about the buildings in their school.

v. Communicating

In the step of communicating, teacher A asked the student to come forward and presented the city they have made. Every group created the name for their city. Every student in one group had to present one

building and one job related to the building in the city. Teacher B asked the student to come forward and tell about the buildings in their school with their function.

In applying the five steps of scientific approach, both teacher A and teacher B did not find any difficulties. The teaching and learning process ran properly. The challenge was only limited time. Thus, the five steps could not be finished in one meeting. The solution was the lesson must be continue in the next meeting. From this explanation, it indicated that teachers' perception contributed in influencing teachers' decision making in the classroom related to the choice of learning activities of the student.

Conclusions

This study has explored teachers' perception toward the implementation of curriculum 2013. There are some conclusions which include 1) Teachers have good perception toward the implementation of curriculum 2013; 2) there are four factors influence teachers' perception in implementing curriculum 2013 such as teachers' teaching experience, teachers' educational background, teachers' teaching training and teachers' personal experience; 3) in practice, teachers' perception influence teacher's decision making in the classroom related to the choice of learning and activities for students.

In line with the findings of the research which revealed that there are some problem found in implementing curriculum 2013; it is suggested that teachers should improve their competences and keep up with the advance of knowledge and technology by participating any training, workshop and socialization of curriculum 2013. Besides, the teachers have to improve their various teaching, methods, and increase their creativity in making interesting material for the students. As a result, the teaching and learning process will be run smoothly and students will be more motivated in the learning process.

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AN EFFORT OF CHEMISTRY GRADUATE STUDENTS PUBLISHING AN ARTICLE IN SCOPUS-INDEXED JOURNALS

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Abstract

The global competition between universities encourages an increase in the number of article publications in various international journal publishers. The demand to have article publication is unequal with the ability of academic writing skill, primarily by graduate students who are mostly novice writers. This study aims to determine the efforts of postgraduate students to publish their articles in reputable international scientific journals in the framework of the process of academic writing. This study used questionnaires and interviews as a method to obtain data from graduate students majoring in chemistry who have Scopus-indexed article publications. The chemistry graduate students have difficulties in finding a topic, organizing paragraphs, revising the article, and proofreading. This study is expected to be a reference for academics who want to have Scopus-indexed publications and can be developed into teaching materials to provide practical steps for students in writing.

Keywords: international publication, academic writing, chemistry graduate students

Introduction

Writing an article to be published in Scopus-indexed journals is not a simple task. Students may have difficult experience in article writing. Moreover, lecturers also dealt with the difficulties of writing articles viewed from the low level of publication. Indonesian academics have difficulty writing to be published in national-accredited journals (Arsyad, 2016). The condition will be more challenging in writing article to be published in reputable scientific journals such as Elsevier, Springer, or Routledge that demanded excellent quality articles (Arsyad, 2017).

Having publications is essential for academics' life. Adequate academic writing skill is necessary for writing an article. A qualified article will earn real credit for scholars' reputation and career (Jiang, 2015). Having a positive credit is inseparable from the difficulties. Especially for non-native speakers, they have higher pressure from universities to have publications that associated with their academic career (Jiang, 2015).

The difficulties experienced by scholars vary according to their background. Several previous studies have shown the distress due to the high standards of the article requirement (Flowerdew, 2007), the English language ability (Curry and Lillis, 2004), and the negative feedback from the reviewer (Hewings, 2006). Scholars, especially novice scholars, must overcome these challenges to gain positive credit from the academic community. If they are failing to overcome the challenges, they will dwarf academic confidence as they are unable to compete in an international community.

About international publications, this study contributes to the knowledge of the attempts to publish articles in Scopus-indexed journals. This research took the subject of graduate chemistry students as a non-native speaker in one of the state universities in Surakarta. This research uses a framework of academic writing process approach to finding out what challenges faced by the respondents. The framework of the academic writing process became a

reference in the questionnaires and guided interviews construction.

Understanding the concept of academic writing is vital in writing articles. By having sufficient academic writing skills, students are expected to be able to produce qualified articles. The framework used in this research is the process of academic writing (Bailey, 2011; Murray, 2005; Nation, 2009; Trzeciak & Mackay, 1998). The process of academic writing contains pre-writing included writing purpose, reading: suitable sources, key points & note making, planning. Drafting included organizing paragraphs, references, and quotations, paraphrasing, avoiding plagiarism. Revising included re-writing and proof-reading.

Students should have effective strategies in writing an article. In the pre-writing process, students must define their purpose of writing, read related references, take note of the crucial information, conduct brainstorming, and create an outline. Meanwhile, drafting process students must have the adequate ability in writing the paragraphs, referencing related information, paraphrasing the information to avoid plagiarism. Moreover, revising process plays an essential role in article writing which includes re-writing the draft based on the revision process or reviewer feedback as well as conduct proofreading.

Methodology

This research was conducted on a micro scale in the form of one class of graduate students majoring in chemistry at one of the state universities in Surakarta. This study employed a purposive sampling technique that focuses on students who had publications in Scopus indexed journals. Data were collected in two ways: open-ended questionnaires and guided interviews. The questionnaires and open-ended interview guidelines are based on the framework of the academic writing process (Bailey, 2011; Murray, 2005; Nation, 2009; Trzeciak & Mackay, 1998). Data obtained from the questionnaire was followed by

interview method to obtain the comprehensive description. Data were analyzed qualitatively and presented by decrypting the results of the study.

Findings and Discussion

Based on the data obtained, this study shows some of the challenges faced by students in their efforts to have publications in Scopus-indexed journals. The questionnaires and interviews revealed that not all the parts that included in the process of academic writing to be a challenge that must be faced by students. The process of article writing begins with topic determination. Students have challenges to determine the research topic. Topics are essential because they are the basis for conducting research.

Determination of topics conducted by respondents cannot be separated from their supervisor research project. Supervisors had a significant role in the topic determination because the topic must be in-lined to their research project. Research in the field of chemistry requires a considerable cost so that respondents choose to take part in supervisors' research projects. Respondents need to adjust their interest to the subtopic offered in the research project.

Reading related sources surprisingly does not become an obstacle for the respondents even though they are not from English majors. The references they read are international journals that use English. Respondents do not have difficulties in understanding the article if the topic is still by their field. However, if the topic is a new topic, they will experience obstacles in understanding it. Respondents use electronic dictionaries to assist them in understanding related references.

Respondents have obstacles in the last process in pre-writing that is outlining. Respondents should be able to maintain the coherency of the writing framework. In addition, respondents should also adjust their draft design with supervisors. The counselor repeatedly rejected the outline offered by the respondent with various feedback. Among

the feedbacks are less detailed outlines, lack of reference sources, and less coherence outline.

Turning to the drafting process, respondents have some challenges in this process. Organizing paragraphs become quite tricky for respondents regarding their ability to write in English. Respondents feel less confident about their writing skills when associated with the use of specific scientific terms. In addition, the inter-sentence and inter-paragraph linkages also become the difficulties felt by the respondents.

The ability of academic writing has a significant effect on the ability to write articles. Respondents have barriers in the paraphrasing process. They have an inhibition in conveying the information they are reading into their understanding. With poor paraphrasing ability, their draft has high levels of plagiarism result when they performed plagiarism checks with the software.

The final process in article writing that becomes a challenge for respondents is that of rewriting and proofreading. Respondents experienced a challenge in understanding what the reviewer meant when giving feedback to the respondent's article. In addition, the review waiting time also hampered in the process of rewriting. In addition to the process of rewriting, proofreading also becomes an obstacle for the respondents. Proofreading is related to the ability of English proficiency. Furthermore, the cost of the proofreading process is also a challenge for the respondents.

The challenges faced by respondents derived from several causes. The experience becomes an essential key in article writing (Flowerdew 2008; Salager Meyer 2008; Swales, 2004). Respondents are novice writers who need more practice in article writing. Sufficient research experience will also encourage respondents to be more confident in writing articles. English proficiency (Curry and Lillis, 2004) is also an essential point in the ability to write

articles. Language skills play a role in writing the article respondents based on scientific vocabulary that must be compiled into an effective and clear sentence.

The overcoming strategies that respondents conducted in dealing with these challenges were taken in various ways. Internally what respondents conducted was read articles reference more, use the applications such as: Google translate, Grammarly, Turnitin to support them in the process of writing articles, and using research gate portal to discuss the problems they face. Externally, mentors play a significant role in overcoming the challenges faced by respondents. Determination of topic, provision of research, quality improvement of articles through discussion and guidance, and proofreading is external assistance obtained by respondents.

The critical success of respondents in overcoming the challenges faced in article writing lies in the research group by the chemistry department. The research group is the initiation of mentors to work together with students to be more productive. Respondents had clear time targets monitored in the research group. Each week the respondents must report their research progress within the research group. Problems that raised during research and article writing would be discussed in this research group to be solved together. Supervisor and respondents were willing to work well together so they could be more productive than other majors could.

Conclusions

Having a published article in Scopus indexed journal is a long way process. Students need to have adequate English skills and sufficient writing skills. Challenges will always appear in article writing. This study pointed out the graduate students of chemistry program had challenges to find topics, organize paragraphs, revise articles, and proofreading. Overcoming strategies were conducted with internally and externally. Internally, students conduct several strategies such as reading

more references, using application assistant, and using research portals. Externally, the mentor plays a major role in the success of the student articles for publication in the Scopus-indexed journal. Research groups also play an important role in the productivity of students to produce qualified research articles.

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EDUCATION 4.0 IN ENGLISH FOR SURVIVAL CLASS

What, why, and how is to promote it?

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Abstract

The purposes of this study are to explore the ways in promoting Education 4.0 in English for Survival class, to contend the reasons of promoting Education 4.0, and to discover the students' viewpoints toward the use of WhatsApp and Instagram platforms for promoting Education 4.0. The research method used in this study is a qualitative approach in the form of case study. The participants of this study are the students and lecturer of English for Survival class. The instruments of data collection are observation, interview, and teaching reflexive log. The findings show that there are three ways in promoting Education 4.0, seven reasons of promoting Education 4.0, and two different students' perspectives of promoting Education 4.0 in English for Survival class. In addition, the students and lecturer need to consider several aspects in promoting Education 4.0 in English Language Teaching.

Keywords: Education 4.0, speaking, WhatsApp, Instagram

Introduction

The term Education 4.0 is currently becoming a trend to be implemented in an educational setting. The educational setting starts to discover virtues of Education 4.0. Many benefits derive to the idea of the need for the educators, teachers, students, and educational stakeholders to support in the implementation of Education 4.0 in many subjects.

The term of Education 4.0 is derived from the term of Industry Revolution 4.0. Sadiyoko in Anggraeni (2018) contends that education field gets impacts of Industry 4.0 especially in the development of information and technology supports the students and teachers to assist their skills for the better future. It means that Education 4.0 contributes to the success of input and output in this 21st century of learning.

Puncreobutr (2016) proposes that the notion of Education 4.0 plugs away at how to manage the learning to succor the students and teachers to deal with development of information and technology in educational context. It can be inferred that the skills of students and teachers can be improved by applying Education 4.0.

Dealing with Education 4.0, this paper focuses on promoting Education 4.0 in English for Survival (EFS) class. English for Survival class is one of compulsory courses for speaking in English Education at Universitas Tidar (UNTIDAR).

In teaching EFS class, the lecturer tries to apply Education 4.0 by making use of two social media platforms that are Instagram and WhatsApp. Those platforms are familiar nowadays in which many people use it. It cannot be avoided that those platforms have drawbacks. However, the lecturer and the students concentrate on the positives sides of using Instagram and WhatsApp to support the teaching and learning process.

In teaching EFS class in which it is about speaking materials, the lecturer needs to pay attention to the development of teaching speaking. As Murcia (2001) reveals that providing best teaching in speaking is important, so the teachers have to follow the advancement of teaching speaking.

Referring to the trend of Education 4.0, the positive sides of Instagram and WhatsApp platform in learning EFS, and the development of teaching speaking, this paper

is aimed to explore three standout research questions as follows.

1. What are the ways to promote Education 4.0 in EFS class?
2. Why is Education 4.0 promoted in EFS class?
3. How are the students' perspectives toward the ways to promote Education 4.0 in EFS class?

Methodology

This paper used qualitative research design in the form of a case study. Gall *et al* (2003) stated that a research design that focused on the certain phenomenon was called a case study. The subjects of the research were the lecturer and students of English for Survival class of English Education Study Program at UNTIDAR.

The instruments of data collection were classroom observation, interview, and teaching reflexive log. Furthermore, the data collection procedures were as follows.

1. Doing classroom observation for knowing the implementation of Education 4.0 by using Instagram and WhatsApp in EFS class.
2. Interviewing the students in order to explore their viewpoints toward the use of Education 4.0 in EFS class.
3. Exploring teaching reflexive log in promoting Education 4.0 in EFS class.

The data analysis technique passed several steps. The first step was taking the classroom observation data. In this step, classroom observation protocol and photos were used to ease the researcher in completing the data. The second step was conducting the interview to the students by using semi-structured interview. The third step was scrutinizing the lecturer's teaching reflexive log.

Moreover, this research applied easy and simple procedure in which it could be used as a reference for another researcher who wanted to conduct the similar research idea of Education 4.0. The procedures were asking for permission to conduct the research in EFS class, doing classroom observations,

delivering interview, exploring teaching reflexive log, analyzing the data, elaborating the data, creating the research finding themes based on the data elaborated, and making the research conclusion.

Findings and Discussion

Education 4.0 in EFS class played an important role in scaffolding the students' speaking skill in this 21st century of learning. Based on the data analysis, there were three findings found as follows: 1) Three ways of promoting Education 4.0; 2) Seven reasons of promoting Education 4.0, and 3) Two different perspectives of promoting Education 4.0

1. Three ways of promoting Education 4.0
Promoting Education 4.0 in EFS class was a must in the educational context due to the lecturer needed to follow the advancement of teaching speaking in the 21st century of learning. Based on the classroom observation and teaching reflexive log, three ways were exposed to promote Education 4.0 as follows.

a. Teaching Methods

The lecturer shared in the teaching reflexive log that she applied different teaching methods in each meeting for avoiding the students' boredom and for helping the students to grasp the speaking material given.

The use of distinctive teaching methods implemented in EFS class contributed to the success of the teaching and learning process due to the students could follow the lesson well. The example of teaching reflective log was as the following.

Teaching Reflexive Log- Meeting 2

In today's meeting, I apply collaborative language teaching in teaching the materials about formal greeting; informal greeting; formal introduction; and informal introduction. The students are active in joining the classroom discussion and classroom activities. In this meeting I ask the

students to do classroom activities in peers and group. They create role plays that reveals the material discussed. However, it differs with the previous meeting in which I apply Communicative Language Teaching.

In the first meeting, I ask the students to be active individually. Therefore, they come forward and speak in 4 minutes for each student. This kind of activity develops students' confidence to speak in the front of people. Besides, in this second meeting, I need to pay attention to several students who still use Indonesian language sometimes in their discussion. Since English for Survival class is a speaking class, the students must use full English in the teaching and learning process. Therefore, it will be the students' daily basis to use English in the inside and outside classroom.

Furthermore, I also ask my students to create conversation and post their recording of conversation in the WhatsApp group of EFS class. It is one of ways of promoting Education 4.0 in the classroom. Education 4.0 covers the use of technology that enhances the quality of teaching and learning process, the development of students' critical thinking, and it is flexible activity.

Regarding to the teaching reflexive log, it could be stated that the different use of teaching methods could be a way to promote Education 4.0.

b. Assignments

Assignments also played an influential aspect in promoting Education 4.0 as long as the assignment revealed the characteristics of Education 4.0. In EFS class, the lecturer mostly used the platform of WhatsApp and Instagram as the media for the lecturer and students to give and upload the assignments given. The assignments given followed the learning objectives in the lesson plan, so the students had excellent learning outcome in EFS class.

Below was the example of the assignment given to be uploaded in Instagram.

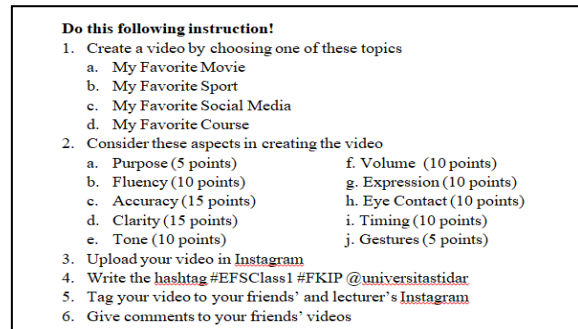


Figure 1 . Example of the assignment

Figure 1 showed that the students had to do the assignment and uploaded it in the Instagram by following the instructions stated. The assignment also reflected the characteristics of Education 4.0. Sadiyoko in Anggraeni (2018) mentioned that the characteristics of Education 4.0 were mobile assignments, students' need-based, flexible delivery, friends and teachers' reflective feedback, critical thinking development, active students, project-based, and evaluation process.

Besides, the teaching reflexive log in the tenth meeting shares that the students were very creative in doing their individual assignments that should be shared in WhatsApp group for drawing and explanation assignment, and in Instagram for sharing the students' favorites.

Below were the examples of students' assignment that were uploaded in WhatsApp and Instagram.

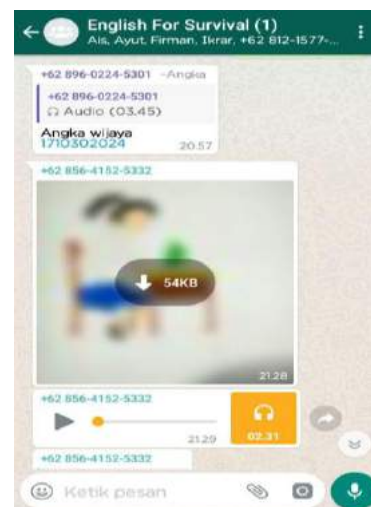


Figure 2. Outlook of students' assignments in WhatsApp



Figure 3. The student's assignment in Instagram

c. Roles of Lecturer and Students

In promoting Education 4.0 in EFS class, the lecturer and the students had to pay attention to their roles in teaching and learning process. The teaching and learning process focused on the students-centered learning in which the students must be active in the classroom. The students were asked to participate more in the discussion inside or outside the classroom. For instance, the students needed to give fruitful feedback to their friends' works in WhatsApp group or in Instagram. Therefore, it helped the students to participate actively in the discussion or classroom activities. Besides, the students were practiced to be autonomous learners or independent learners.

Furthermore, the lecturer's role was as a facilitator. It meant that the lecturer had a crucial role in facilitating the students' learning problems or their difficulties toward the materials given.

Regarding the teaching reflexive log, the lecturer stated that she was fully being the facilitator in EFS class due to she must be a facilitator so that the students were able to implement the characteristics of Education 4.0 students.

2. Seven reasons of promoting Education 4.0.

Promoting Education 4.0 derived to the notion of two sides, those were the pros and the cons. However, the teachers or lecturers; the students, and educational stakeholders had to focus on the reasons of promoting Education 4.0. Based on the classroom observations and teaching

reflexive log, there were seven reasons of promoting Education 4.0 as follows.

- a. Facing the era of millennial generation
- b. Developing students' speaking skill
- c. Exploring the benefits of applying Education 4.0
- d. Exploring the development of social media platforms for supporting teaching and learning process
- e. Joining the era of digital literacy students
- f. Joining the era of digital literacy teachers or lecturers
- g. Promoting autonomous learning

Those seven reasons were the keys which had to be emphasized in promoting Education 4.0. Many benefits were taken when Education 4.0 was implemented in teaching and learning process.

3. Two different perspectives of promoting Education 4.0

These perspectives reflected to the students' different perspectives toward the promotion of Education 4.0 in EFS class. Based on the interview conducted, the students viewed that promoting Education 4.0 in EFS class had advantages and disadvantages.

The advantages of promoting Education 4.0 covered developing students' speaking confidence, improving students' speaking proficiency, making Instagram and WhatsApp become positive social media platforms, and creating the active classroom atmosphere. It was proved by one of the students' response below.

Extract 1. Response of interviewing the student

"In my opinion, I get many benefits in joining EFS class that promotes Education 4.0. I can develop my speaking confidence because I must upload my speaking assignments in WhatsApp and Instagram so I must speak well."

However, there were several students who viewed that promoting Education 4.0 in EFS class provided disadvantages. The students viewed that the disadvantages were

the lack of internet connection and the indirect spoken feedback. One of the students responded the interview as follows.

Extract 2. Response of interviewing the student

“It is hard for me to upload the assignments in instagram if I don’t have good internet connection.”

Extract 3. Response of interviewing the student

“I like to get direct spoken feedback. If my assignments are uploaded in instagram, I cannot get direct spoken feedback, it is only written feedback.”

Conclusion

This paper is purposed to explore what, why, and how to promote Education 4.0 in English for Survival (EFS) class. The findings show that there are three ways, seven reasons, and two different perspectives in promoting Education 4.0 in EFS class.

Referring to those findings, it can be inferred that the lecturer and students need to consider several aspects such as teaching methods, types of assignments, students’ speaking skills, and supporting facilities. These aspects are highly to be underlined in order to promote Education 4.0 in English Language Teaching generally and in English for Survival class particularly.

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EMPOWERING CLASSROOM ENGLISH PROFICIENCY THROUGH COMMUNICATIVE PEER ASSESSMENT

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Abstract

Problems of delivering instructions have been faced by student teachers as the prospective EFL teacher candidates in many teaching practicum cases. This phenomenon has led to challenging discussions on how to cope with the problems. It also in one side brings about an awareness of the importance of empowering student teachers with good classroom English proficiency as one of the required skills that should be owned by English teacher candidates. This study reveals how Communicative Peer Assessment (CPA) works for developing the Classroom English proficiency of EFL teacher candidates. Referring to the research result CPA has been proven to give significant contribution to the teacher candidates in terms of some learning experiences, i.e. (a) allowing them to perform intensive communication practice; (b) stimulating the efforts of improving the classroom English performance through the peer teaching reflections; and (c) contextualizing the instructional English expressions.

Keywords: classroom English proficiency, Communicative Peer Assessment (CPA), student teachers, peer teaching

Introduction

Communication skill is highly required by English teacher candidates since they should be able to deliver various instructions in various context of real classroom interactions. Through a good communication skill student teachers will be able to provide appropriate directions, listen to feedback and adjust the next set of instructions (Love, 2012). A good communication skill also helps student teachers conduct an interactive English Language Teaching (ELT). An interactive ELT is an English class which facilitates and encourages students to give active participation in a classroom's communicative setting as suggested by Communicative Language Teaching (CLT) model which conditions classroom activities to be meaningful and able to involve real communication (Richard, 2006, p. 2). In this case, a teacher has an important role as a facilitator to stimulate students to communicate actively in the class, such as putting forward questions, answering teacher's questions, giving suggestions, and presenting a learning result. As a learning

facilitator, a teacher is endorsed to give effective instruction, meanwhile as suggested by Xhemajli (2016) effective instruction can work with active students which in turn can result in an active learning. Active learning usually occurs when the class is designed in such a way that allows students to have interaction and active cooperation so that there is an intensive exposure for students to practice their speaking skill. In terms of preparing student teachers with good communication skill, empowering classroom English proficiency is then an important thing to do because it contributes to student teachers' ability to deliver effective instructions to realize interactive teaching. In addition, one of the components of teachers' ongoing learning and development is the importance of teacher preparation (Kwangsawad, 2017).

Pre-Service Program for teacher candidates conducted by English Education Department in Higher Educations should put the effort of developing classroom English proficiency in a high priority since it is a major requisite for student teachers to be

able to facilitate an interactive ELT. One of the practicum subjects in the Pre-Service Program for student teachers is micro teaching class which gives them intensive opportunities to rehearse their teaching skill. There have been various techniques suggested to be implemented in micro teaching class, more specifically in terms of empowering student teachers' classroom English proficiency. This study tries to propose an alternative technique named Communicative Peer Assessment (CPA) by highlighting the contributions of the technique in assisting EFL teacher candidates to develop their proficiency of classroom English in peer teaching practices.

Communicative Peer Assessment (CPA) is an oral assessment towards a peer teaching performance based on several indicators/criteria. The technique is considered effective to expose students in an interactive communication setting during the reflection session of a peer teaching. The CPA technique is applied by teacher trainer in the session of teaching reflection conducted after peer teaching performance. Regarding teaching reflection activity, it is highly recommended activity to be done in a micro teaching class since it gives student teachers chances to analyze and evaluate any information given by their colleagues which may in turn lead to better changes and improvements in ELT performance (Tice, 2004). Furthermore, the comments from peer will give significant opportunity for gaining experience (Gocer, 2016).

In micro teaching class, peer teaching practice is the main activity done by student teachers successively. Peer teaching practice allows student teachers to have a role play in a classroom setting in which each student teacher should in turns serves as a teacher practicum, an attending student and an assessor. Love (2012) points out, "peer teaching has students take on a teaching role in a school setting in order to share their knowledge with other students". Peer teaching practice should be followed up with a session of reflection in which

Communicative Peer Assessment (CPA) technique is implemented. What is tried to be explored in this study is how Communicative Peer Assessment (CPA) works for developing the Classroom English proficiency of EFL teacher candidates. The study is conducted to give a highlight of learning experiences which are got through by student teachers during the use of Communicative Peer Assessment (CPA) in their micro teaching class. It is to find out what contributions given by the technique to the effort of improving student teacher's classroom English proficiency.

Methodology

It is a case study with qualitative research design which describes a case in micro teaching class at the English Education Department of Teacher Training and Education Faculty at Universitas Muria Kudus. The study gives a highlight on the implementation of Communicative Peer Assessment (CPA) in peer teaching activity in micro teaching class. CPA is an oral assessment towards a peer teaching performance based on several indicators/criteria. The indicators or criteria of the assessment in CPA include the following elements:

- a. The performance of using classroom English in opening a class and introduce the topic of learning
- b. The performance of using classroom English to deliver learning material
- c. The performance of using classroom English in engaging the learning material with context
- d. The performance of using classroom English in giving instructions
- e. The performance of using classroom English in giving feedback to the students' learning performance
- f. The performance of using classroom English in engaging students with learning activities
- g. The performance of using classroom English in giving instructions for the follow up of the learning

CPA technique is conducted in the session of peer teaching reflection in which the performing student teacher is assessed by their colleagues, serving as assessors, using the above criteria of assessment.

The procedures for conducting CPA technique are as follows:

- a. Student teachers perform peer teaching successively.
- b. While a student teacher is performing a teaching practice, an observation is done by the lecturer (pre-service teaching trainer) and 2 students serving as the assessors of the teaching practice performance.
- c. The activities in micro teaching class which include peer teaching practice, teaching reflection and CPA are recorded by using a audiovisual recording tool to support further analysis.
- d. After a teaching performance is completed, oral assessment is then given by the observers, i.e. two student teachers serving as the assessors. However, the other student teachers are also allowed to give comments, suggestions, or even criticism to their peer's performance of teaching.
- e. Final remark is then delivered by the lecturer (trainer) as the major assessor.

The above procedures of conducting CPA technique have been determined to see and explore to what extent CPA contributes to develop student teachers' classroom English proficiency.

Findings and Discussion

The study has found that Communicative Peer Assessment (CPA) contributes to empower student teachers' classroom English proficiency through some learning experiences, i.e. (a) allowing student teachers to perform intensive communication practice; (b) stimulating the efforts of improving the classroom English performance through the peer teaching reflections; and (c) contextualizing the instructional English expressions. The three aspects of student's learning experiences are

highlighted qualitatively during the proceedings of micro teaching class which are realized by conducting the series of peer teaching practice as the main activities done by the student teachers. The three aspects of learning experience shows that CPA technique works well in allowing student teachers to be exposed to intensive collaborative teaching practices which in turn practically enables them to rehearse their skill of delivering good and effective instructions in a classroom setting. The core point which is addressed in the study is the process of culturalizing collaborative learning efforts that encourages a collaboration of "learning by doing" process in ELT practices as further explored in the following discussions.

Regarding the first aspect of learning experience, i.e. how CPA works in allowing student teachers to perform communication practice, it is actually reasonable since CPA is an oral model of peer teaching assessment which creates a classroom communicative setting for the student teachers. Student's motivation to practice communication skill may be internally or externally driven. The external stimulation that motivates students to practice delivering ideas and suggestions allows them naturally improve their communicative competence. Though it is possible to count on the internal drives of learning motivation, but giving assignment (learning project) is to a certain extent more effective to endorse student's learning motivation. There is a perception which says "if you want to make your students learn, make them do it by giving a task". The perception is then familiarly addressed as the technique of "task based learning" or "project based learning". These learning model has been proven to be effectively create the awareness of autonomous learning and collaborative learning (if it is done in group). Since communication skill is the basic requisite for student teachers which scaffolds their instructional skill, then CPA is found to be an alternative technique to

develop student teachers' communicative competence.

Discussing the second aspect of learning experience, it is the way CPA works to stimulate the efforts of improving student teachers' classroom English performance through the activity of peer teaching reflection, it cannot be separated from the perspective that classroom English is the medium of instruction in ELT that should be well mastered by a teacher candidates. In this case, giving a broad opportunity for student teachers to improve their classroom English proficiency has found its effectiveness since opportunities always give a learning challenge for students. Most passive students prefer not to give ideas or comments voluntarily in the class but they can actually be encouraged by giving them opportunities to do so through a classroom setting which gives less psychological gap to them. CPA practically helps the passive students to participate in a classroom discussion which is designed with appropriate seating arrangement such as the U-shaped seating arrangement or circled seating arrangement. CPA enables student teachers to practice their classroom English skill since they are given a task to do a role play, i.e. serving as the performing teacher, attending students and the assessor. When playing the role as the performing teacher, they practice using classroom English. In the moment of playing the role as the assessors, they are given a broad opportunity to give comments, suggestions or even criticism to their colleagues who perform a teaching practice. They will naturally practice evaluating the use of classroom English by the performing colleagues. It is in practice a model of peer review or peer evaluation which allows them to do corrections for better performance of classroom English without a psychological gap hindering since they work with their own colleagues.

Finally, the third aspect of learning experience, that is the work of CPA to contextualize the student teachers' instructional English expressions. The seven

criteria of assessment as mentioned above shows how CPA technique directs the assessment of to what extent student teachers engage the learning context with the appropriate expressions in giving instructions. CPA leads the assessors to score the relevance of the learning topic with the expressions of classroom English used during the teaching practice. It consequently also helps student teachers enrich vocabularies which are close to appropriate context of the learning material. For example, when they teach narrative text they should be familiar with the expressions commonly used in telling stories, legends, and fables. In giving the oral assessment, the assessing students also get the chances to enrich their vocabularies since they have to suggest appropriate vocabularies when they found their colleagues making mistakes in expressing words, phrases or sentences. CPA brings about a collaborative efforts to the student teachers to work together in form of a reflective assessment to adjust the english expressions with the context of the learning material.

Conclusion

The result of the study shows that Communicative Peer Assessment (CPA) has been empirically found to give significant contribution to student teachers in terms of three (3) aspects of learning experiences, i.e. (a) allowing student teachers to perform intensive communication practice; (b) stimulating the efforts of improving the classroom English performance through the peer teaching reflections; and (c) contextualizing the instructional English expressions. It reveals that collaborative learning gives a meaningful support to the students to improve their achievement through a peer review or peer evaluation learning model.

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CARL RANSOM ROGERS' THEORY IN PARAGRAPH WRITING CLASS

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Abstract

This paper aims at describing the model of teaching paragraph writing based on *Carl Ransom Rogers'* theory. *Carl Ransom Rogers* is one of the leading figures of humanist learning theory. Based on this theory, the learning process is to help learners to be able to achieve their self-realization in accordance with the basic skills and uniqueness of the learners. The significance of the learner (significant learning) is very influential on the learning process. It occurs when learning is felt relevant to the needs and goals of the students. Related to the enactment of the President of the Republic of Indonesia number 87 of 2017 on September 6, 2017 on Strengthening Character Education (*Penguatan Pendidikan Karakter*), abbreviated as *PPK*, it is necessary to develop the models of teaching and learning of paragraph writing that can integrate the skills of writing and character education. It proved that implementing models of teaching paragraph writing through Question and Answer, Humanistic, Creative Problem Solving, Demonstration, Discussion, and Grouping Model supports the establishment of communication and personal relationships between persons and individuals, groups within the school community. It means that through those models, the learners can acquire the knowledge of writing and character education as well.

Keywords: *Carl Ransom Rogers'* theory, character education, humanist learning theory, paragraph writing skill

Introduction

Writing subject has a very important role in English Language teaching. This course is not only for fostering communication skills but also for transferring science and technology. This ability is an important indicator for the students' success in language learning. Writing activities require the students to be able to express ideas, knowledge, experiences, concepts, and feelings. The ability to write well can have a positive impact on our lives since writing can be an art, but it can also be the task of the artist to create the masterpiece. Without the competency and practice of basic writing skills, neither proficient works of written art can be fictional nor can any lives be influenced (Currier, 2008). Further it is stated by Alexander (2008), that strong writing skills may enhance the students' chances for success. In line with Alexander, Suleiman in Hosseini, et.al (2013) asserts that "writing is a central element of

language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development.". Examining this multidimensional nature of the writing process helps in comprehending of writing fundamentals. Hand et al. in Hosseini (2013) states that: "You can have the greatest technical skills in the world, but without solid communication skills, who will know and who can understand?" This raises a concern about the progression of ESL instructions from oral conversations to written prose.

Discussing the importance of writing in language teaching, it cannot be separated from the model of teaching writing itself. Along with the enactment of the President of the Republic of Indonesia number 87 of 2017 on September 6, 2017 on Strengthening the Character Education, it is necessary to develop the models of teaching and learning

of paragraph writing that can integrate the skills of writing and character education. Strengthening Character Education Program (*Penguatan Pendidikan Karakter*), abbreviated as *PPK*, is the education movement under the responsibility of the educational unit to strengthen the character of learners through harmonization of the heart, taste, thought, and sport with the involvement and cooperation between educational unit, family, and society as part of the National Movement of the Mental Revolution (*Gerakan Nasional Revolusi Mental/ GNRM*). The regulation states that *PPK* is implemented by applying *Pancasila* values in character education, especially among religious values, honesty, tolerance, discipline, hard work, independent creativity, democracy, curiosity, spirit of nationality, love of the country, respect for achievement, communicative, peaceful, reading, caring, caring, and responsible. The Implementation of *PPK* in the Education Unit of the Formal Education can be integrated in the intracurricular activities; Cocurricular; and Extracurricular. Based on the above statements, this study aims at describing the teaching model of paragraph writing based on *Carl Ransom Rogers' Humanistic Theory*.

Discussion

1. The Humanistic Learning Theory of Carl Ransom Rogers

Humanistic psychology or also called human psychology is a multifaceted approach to human experience and behavior, which focuses on the uniqueness and self-actualization of human beings. For some humanistic psychologists, it is an alternative, whereas for some other humanistic psychologists it is complementary to the traditional emphasis of behaviorism and psychoanalysis. Humanistic psychology also contributes to an alternative education known as humanistic education (the whole humanistic through real learning). The development of emotional, social, mental, and career skills in a career focuses on the

humanistic education model (Rachmahana, 2008)

Related to the theory of humanism, Carl Ransom Rogers is one of the leading figures of humanist learning theory. Rogers is an American psychologist and educational expert who was born on January 8, 1902 in Oak Park, Illinois, Chicago. Rogers says "when I trust students ... I change from a teacher and evaluator to a facilitator in the learning process". According to Rogers the learning process is to help learners to be able to achieve their self-realization in accordance with the basic skills and uniqueness of the learners. Rogers also said that the significance of the learner (significant learning) is very influential on the learning process. Significant learning occurs when learning is felt relevant to the needs and goals of the students. Furthermore Rogers said that every human being has the potential to learn naturally. Thus the learning process must be student oriented (student centered) because the learning process occurs abstractly and can only be observed if there are changes in behavior different from the previous one.

2. Teaching and Learning Model

Teaching or learning is a process that happens to know something new about knowledge. Teachers (lecturers) and students (students) are two important components that interact in the learning process. Teachers (lecturers) should be able to facilitate students to learn. Teaching / learning is the organizing and management of good classroom conditions between teachers (lecturers) and students with each other interact so that the acquisition of new knowledge for students who are the center of the activity. To facilitate the students to be required is the existence of a model of learning. Discussing the learning model, Joyce and Weil (2000) state that the learning model is the patterns or planning of a curriculum to select the learning materials, and guide the activities of the teacher (lecturer) in the learning process. In addition,

Singh and Sansanwal (1991) state that the learning model consists of guidelines for designing activities and the educational environment. Further they state that the characteristics of the learning model are:

- a. the existence of clear and specific learning objectives
- b. the existence of a specific environment
- c. the existence of clear assessment criteria
- d. the existence of specific and scientific procedures

Further, it is stated that a learning model should have six indicators, namely:

- a. Focus

Learning objectives and environmental aspects that make up the model

- b. Syntax

The sequence steps of the model / program

- c. Reaction principle

This is related to how teachers recognize and respond to student activities.

- d. Social System

It deals with the role of interaction and the relationship between lecturers and students, the type of rules for students.

- e. Support System

Additional support that demands and facilities that are usually in the classroom.

- f. Application Context

The application of a learning model needs to be tailored to the context of its purpose.

Based on these criteria, the development of paragraph writing teaching and learning model based on humanistic learning theory of *Carl Ransom Rogers* refers to the theory of Joyce and Weil (2000) as well as the humanistic learning theory of Carl Ransom Rogers.

3. The Model of Teaching Paragraph Writing based on Carl Ransom Roger

Greenberg and Rath (1985, p. 12) claim that writing is a powerful instrument of

thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on environment. Students are often unaware of the power of the written word, yet the written word enables the writer, perhaps for the first time, to sense the power of language to affect other. Through using, selecting and rejecting and rearranging language, the student comes to understand how language is used.

Since writing is a powerful instrument of thinking, it needs a certain model of teaching that can be able to integrate the knowledge of writing and values. Dealing with this, developing a model of teaching writing is needed. *Carl Ransom Rogers*' theory is used in developing this model. Based *Carl Ransom Rogers*' theory, the learning process is to help learners to be able to achieve their self-realization in accordance with the basic skills and uniqueness of the learners. The significance of the learner (significant learning) is very influential on the learning process. It occurs when learning is felt relevant to the needs and goals of the students. Based on Rogers' theory, there are some principles of learning. They are: a) the desire to learn, b) significant learning, c) learning without threat, d) self-initiated learning, and e) learning and change (Djiwandono, 2006).

Dealing with Rogers' theory in its implementation, the teaching-learning process must be open education, cooperative learning, autonomous learning and student-centered learning (Rumini, 1993).

Discussing this model, it cannot be separated from lecturer's/teacher's emotion during the teaching-learning process in the classroom. How the teacher manages the teaching-learning process in the classroom plays a great role in the successful learning. Based on *Carl Ransom Rogers*' theory, the writer proposes six models of teaching paragraph writing. They are as follows.

a. Question and Answer Model

Question and answer model is a model of teaching paragraph writing in which the teacher (lecturer) can help the students in comprehending the material by asking them some questions. In addition to that, the students also have rights to ask some questions to the teacher or lecturer if they felt that they did not understand of certain materials. This model can be implemented in teaching paragraph writing in order the students understand the learning material.

b. Humanistic Model

This model emphasizes the cooperation between students and teacher or lecturer. This model places the students as a whole. In this model, the students have chances to express their feeling, criticize and contribution for the better teaching-learning process. This model can be implemented in teaching paragraph writing by giving the students chances to give some inputs or contribution for improvement of the teaching-learning process. Arnold (1998) in Khatib (2013) views that the humanistic education places much emphasis on creating a moral climate in the group. Davis cites that such an approach is based on Habermas (1984, 1990) who has made important contributions regarding the place of values in discourse procedures. Arnold advocates an approach similar to Habermas 'ideal speech situation' where participants are free from coercion and deception can weigh evidence objectively, are open to other perspectives, and can reflect critically on their own assumptions.

c. Creative Problem Solving Model

Shoimin (2014), reveals that Creative Problem Solving (CPS) learning model is a model of variation in learning by solving problems through systematic techniques in organizing ideas and creative ideas to solve problems, followed by strengthening of skills. Creative Problem

Solving (CPS) learning model begins with systematic techniques, in the form of presentation of a problem by expressing ideas and creative mindset organized or systematic. After that based on ideas that appear, it is selected the right idea to solve the problem. The next step is the idea applied to solve the problem.

d. Demonstration Model

Demonstration is a very effective teaching model of teaching and learning because it helps the students to find answers by own effort based on correct facts. Demonstration is a teaching method that shows how the process of something happening. The demonstration method is methods that involve students in learning to demonstrate directly the process of something into learning materials. It can make the teaching clear and concrete, because the students can observe the objects to be demonstrated, then students can practice directly from what has been observed using the steps. It is in line with Towns & Grant (1997) that that state in order to develop significant learning, students must process information actively. Cooperative learning activities can create an environment in which students actively pursue their tasks by sharing insights, ideas and representations, providing feedback, and by teaching each other. The latter is also very consistent with studies that show that demonstrations in science encourage generalization because they promote active involvement by students and also enhance students' attention level. It may also be beneficial to include elements of cooperative learning in demonstration lessons, in order to improve students' understanding of what is taught (Eilks, Prins & Lazarowitz, 2013).

e. Discussion Model

Discussion is a process of exchanging information, opinions and experience. In the discussion, there is always a debate. In this method, it needs to have moderators, notaries and some participants. Dealing with the discussion model, Zarkasih (2009) states that

the benefits that can be obtained in the implementation of the discussion, are as follows:

- i. getting certainty whether he has understood or considered the thing he has learned correctly.
- ii. creating and developing attitude as well deeds of democratic students.
- iii. absorbing more what has been learned and what he hears through the opinions of his friends.
- iv. learning together or discussing in mastering the material learned better.
- v. growing the students' attitude and critical thinking.
- vi. having the ability to express opinions in a language that is good and right.
- vii. cultivating a sense of cooperation, tolerance and social sense.

f. Grouping Model

As a basic language skill for second language learners, Writing needs to be paid close attention to. How to achieve better results in English teaching and how to develop students' writing competence remain a great task for English teacher (lecrurer). Grouping model is one of the models that can be applied in teaching writing. The benefits of grouping model are as follows. Increasing the students' motivation to learn.

- i. Fostering a person's learning motivation.
- ii. Solving the problem learned easier, because it involves the minds of two or many people.
- iii. Developing better communication skills.
- iv. Helping someone develop special skills for collaborative efforts, which enable one to tackle a more complex problem than they can themselves.
- v. Improving understanding through discussion and explanation.
- vi. Giving and receiving feedback.
- vii. Learning to plan and managing the time

Dealing with grouping model, Li li, Luo and Chen (2015) state that how to group the students is an important issue that greatly influences the effectiveness of teaching and learning. Only when students are divided

into appropriate groups, can they cooperate and help each other in the learning process. On the contrary, the inappropriate group will reduce the expected effectiveness of these methods.

Based on the above description, it can be inferred that the above models are parts of humanistic learning model since those models teach the students to have a deep and unselfish sense of humanity. Through Question and Answer, Humanistic, Creative Problem Solving, Demonstration, Discussion, and Grouping Model, they emphasize that education first and foremost is how to establish communication and personal relationships between persons and individuals, groups within the school community. It in line with Arbayah's statement (2013) who states that according to humanistic theory, the purpose of learning is to humanize humans. Learning process is considered successful if the students understand their environment and themselves. Humanistic education emphasizes meaning personal of the child's existence. Learners are free to determine the purpose of education according to the needs and interest. The above models of teaching and learning of paragraph writing support the enactment of the President of the Republic of Indonesia number 87 of 2017 on September 6, 2017 on Strengthening the Character Education, on *Penguatan Pendidikan Karakter*), abbreviated as *PPK*.

Conclusion

Based on the above description on Carl Ransom Rogers' Theory in Paragraph Writing Class, it proved that implementing models of teaching and learning paragraph writing through Question and Answer, Humanistic, Creative Problem Solving, Demonstration, Discussion, and Grouping Model supports the enactment of the President of the Republic of Indonesia number 87 of 2017 on September 6, 2017 dealing with Strengthening the Character Education, on *Penguatan Pendidikan Karakter*), abbreviated as *PPK*. Through

these models, the learners can acquire both knowledge of writing and character education since education first and foremost is how to establish communication and personal relationships between persons and individuals, groups within the school community.

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STUDENTS' PERCEPTION TOWARDS TEACHER' QUESTIONS AND QUESTIONING TECHNIQUE IN ENGLISH CLASSROOM INTERACTION

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Abstract

This study was aimed at examining the perceptions of vocational high school students towards questions and questioning technique produced in classroom interactions. Questions play important role in classroom interaction, especially in the 21st century – in which critical thinking skills are the target of learning, beside content knowledge. Almost in every classroom, questions are used for various purposes. It might be given at the initial stage, when core activities take place, or at the end of the lesson. Therefore, it is important that teachers are skilful in questioning, know what types of questions can trigger critical thinking, are aware of whom the questions are for, how questions are used to manage classroom, etc. 98 students of a vocational high school participated in the study, responding to a questionnaire developed on the basis of the purposes of questions and the tactics for questioning. Descriptive qualitative was used as the method of explanation, with the help of questionnaire as the instrument for collecting data. SPSS data analysis application was used to get description of the phenomenon. The result showed that most students favored questions – they helped them learn. It sharpened their thinking ability. It reflected also the fact that teachers were quite skilful in questioning, as items of the questionnaire targeted information on purposes and tactics of questioning. We can say that questions and questioning techniques were well-practiced.

Keywords: students' perception, EFL classroom, purpose of questions, questioning technique

Introduction

Classroom activities bring successful learning when they are meaningful. When classroom activities involve questions, they are believed to help students learn better. In the case of English classroom, successful learning should mean mastery of both the language and the content. Questions in English classroom should provide chances for students to be actively involved in the learning process so that learning can be meaningful and thus becomes successful. That motivated the writer to explore more about students' perception towards their teachers' question practices. The study is going to find answers to the question: What are students' perceptions towards teachers' questions and questioning technique in English classroom interaction?

Based on several researches, indeed, questions are believed to have positive

impact in learning. It is important in a way that questions can stimulate thinking, learning and class participation (Hill, 2012, p. 6). Further, Hill (2012, p. 5), mentioning the work of Steven (1912), wrote that teachers must develop questions that stimulate reflective thinking. The kinds of questions involved in the classroom interactions should also be top consideration of teachers. Questions should stimulate thinking (Hill, 2012, p. 6). However, to avoid fear of giving wrong answers from students, teacher should start with simple questions. Scaffolding questions – beginning with the low level of questions to the higher level of thinking – is suggested. At the beginning of lesson, teacher may start with chit chat questions to create good atmosphere and lessen the tense and to create a schemata of what is going to be learnt. In the next step after pre-learning, teachers can

give more thoughtful questions – related to topic of the lesson. Questions in this phase can open discussions among students. This is where thinking process happens, in which students are invited to give reasons or arguments to the opinions or ideas given. At the end of the lesson, teachers can check students' understanding by giving kinds of concluding questions, to confirm whether or not students have learnt. The above explanation is derived from what writers have said about questions, that they can be given before-during-after learning process (Crawford, et al., 2005, p. 18 and Meredith D. Gall, in Wilen's *Questions, Questioning Techniques, and Effective Teaching*, 1987, pp. 27-29), and that questions serve various purposes – as mentioned by Wilen (1991, pp. 8-9), citing the result of research conducted by Carin, A.A., and Sund, R.B (1971), Groiser, P (1964), and Hyman, R.T (1979) - that "...educators have suggested other related purposes (of questions): (1) to stimulate student participation; (2) to conduct a review of materials previously read or studied; (3) to stimulate discussion of a topic, issue, or problem; (4) to involve students in creative thinking; (5) to diagnose student abilities; (6) to assess student progress; (7) to determine the extent to which objectives have been achieved; (8) to arouse student interest; (9) to control student behavior; (10) to personalize subject matter; and (11) to support student contributions in class." Concerning the techniques of questioning, Gibbs (2001) in Crawford, Saul, Mathews, Makinster' *Teaching and Learning Strategies for The Thinking Classroom* (p. 6) posed effective strategies for questioning in the classroom. Wragg and Brown (2001, pp. 28-37) gave clearer description of the tactics.

Methodology

The methodology used in this research is survey design. Survey design is categorized as quantitative research method as it uses mostly numbers to generate ideas, and grouped into non-experimental design, as explained by Lodico, et al. (2010, p. 24), that

"Non experimental research uses numbers to describe preexisting groups or to determine whether a relationship exists between variables." The study is basically describing students' perceptions of the teacher's questions behaviors, and thus is named descriptive survey design as it "aims to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about a current issue in education." (Lodico et al., 2010, p. 26). Another explanation is given by Creswell that survey design can be used to describe trends or opinions by studying a sample of population (2009, p. 12).

1. Participants

The participants were students of vocational high school; they were from 2 classes of mechanical engineering program and a class of mechanical engineering design class. They were in their second year. The school uses 2013 Curriculum.

2. Sampling

Convenient sampling method was used for the study, involving three classes of a mechanical engineering vocational school consisting of 98 students, all are male. The participants are students of a vocational school – 65 students are of mechanical engineering subject – class, 33 students are of design engineering subject – class.

3. Data collection procedure

As indicators for the questionnaire had been identified, items were made. They were written in *Bahasa Indonesia* to make them easier to comprehend. The questionnaire was group-administered to make it well-responded. It was distributed in the classroom during the free session after the second semester lesson ended.

4. Instruments

Closed-ended questionnaire consisting of 29 items was used to collect data. The items were 3-levels Likert scale: agree, unsure and disagree. To make the

questions more understandable, they were written in *Bahasa Indonesia*. Questionnaire items were derived from the theories mentioned about questions and questioning technique, the indicators were:

- a. Purpose of Questions
 - i. Encouraging thought, understanding of ideas, phenomena, procedures and values
 - ii. Checking understanding
 - iii. Gaining attention to task
 - iv. Reviewing and revisiting previous learning
 - v. For management purposes
- b. Tactics of Questioning
 - i. Structuring
 - ii. Pitching and putting clearly
 - iii. Directing and distributing
 - iv. Pausing and pacing
 - v. Prompting and probing
 - vi. Listening to replies and responding
 - vii. Sequencing

The purposes are coded as A (A1 to A5) and the tactics are coded as B (B1 to B7). The questionnaires were distributed in the classroom – in the form of paper-based copy. Students were expected to complete the questionnaire in less than 30 minutes. As they had already finished all the lessons, they were expected to feel relaxed in answering the items.

5. Data Analysis Technique

All students returned the questionnaire in more or less 30 minutes and they filled out the questionnaire completely. Data were analyzed using SPSS to see the validity and reliability. The result of the calculation can determine which items are valid and whether the result of the questionnaire can be categorized as reliable. Validity test used Pearson correlation method in which the coefficient must be > 0.199 . The reliability test used internal consistency technique, in which the Cronbach alpha coefficient must be > 0.6 . To describe the perception of the students,

descriptive statistics was identified. Percentages of each responses of each item were also presented. This will give picture of each indicator's responses. Conclusions are then derived from the data.

6. Procedure of the Research

The study was intended to see students' perceptions towards teachers' questioning practices. The writer followed the following steps: (1) identifying problem, (2) reviewing literature to determine indicators, (3) defining the population, (4) developing instrumentation plan, (5) collecting data, (6) analyzing data, and (7) writing report.

Findings and Discussion

1. Findings

The result of the validity test is as follows:

Table 1. Result of Validity Test

Item No	Pearson Correlation	Sig. (2-tailed)	r-tabel	Conclusion
P1	.275	.006	0.199	valid
P2	.241	.017	0.199	valid
P3	.394	.000	0.199	valid
P4	.339	.001	0.199	valid
P5	.316	.002	0.199	Valid
P6	.458	.000	0.199	valid
P7	.426	.000	0.199	valid
P8	.089	.383	0.199	Invalid
P9	.299	.003	0.199	valid
P10	.382	.000	0.199	valid
P11	.331	.001	0.199	valid
P12	.173	.088	0.199	invalid
P13	.042	.683	0.199	invalid
P14	.398	.000	0.199	valid
P15	.304	.002	0.199	valid
P16	.331	.001	0.199	valid
P17	.194	.056	0.199	invalid
P18	.134	.190	0.199	invalid
P19	.244	.016	0.199	valid
P20	.245	.015	0.199	valid
P21	.157	.123	0.199	invalid
P22	.175	.085	0.199	invalid
P23	.459	.000	0.199	valid
P24	.374	.000	0.199	valid

P25	.372	.000	0.199	valid	P5	A1	80%	18%	2%
P26	.409	.000	0.199	valid	P6	A1	80%	20%	0%
P27	.284	.005	0.199	valid	P7	B6	77%	20%	3%
P28	.245	.015	0.199	valid	P9	B5	68%	23%	9%
P29	.073	.477	0.199	invalid	P10	B5	69%	25%	6%
					P11	B1	85%	12%	3%
					P14	B3	78%	17%	5%
					P15	B4	52%	35%	12%
					P16	B4	82%	14%	5%
					P19	B2	86%	14%	0%
					P20	B2	85%	12%	3%
					P23	A1	69%	29%	2%
					P24	A5	34%	45%	22%
					P25	A1	82%	18%	0%
					P26	A1	83%	17%	0%
					P27	A1	80%	18%	2%
					P28	B6	80%	15%	5%

The result of validity test of the 29 items showed that 21 items were valid and 8 items were not valid, they were item 8, 12, 13, 17, 18, 21, 22 and 29. They were not valid as the r value of each item was less than the r table, which was 0.199. The other 21 items were considered valid. Therefore, conclusion can be drawn from the responses. Among the categories (A1-A5, B1-B7), 2 categories (A2 and B7) were not represented in the result, as the items were considered not valid.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.701	21

The result of reliability test, counted using the formula of Cronbach alpha coefficient, was 0.701. As the coefficient was 0.701, which was > 0.6 – the r table. Therefore, the questionnaire was considered reliable.

Table 3. Descriptive Statistics

	N	Min	Max	Mean	Std. Dev.
Perception	98	69.8	100	90.3	6.6
Valid N (listwise)	98				

The descriptive statistic test resulted in coefficient of 90.327. Based on the value, it can be concluded that students' perception towards the English teacher was very good, which meant that students had positive perception towards teacher's questioning practices.

Table 4. Responses in Percentage

Item	Code	Agree	Unsure	Dis-agree
P1	G	85%	14%	2%
P2	A4	62%	31%	8%
P3	A3	75%	17%	8%
P4	A1	80%	18%	2%

2. Discussions

The result of the study showed that students had positive perceptions towards the teachers' questioning practices. In general, students agreed that teachers should often give questions (G), as much as 85% students responded positively. The discussions below are presented in order of their categories (A1-A5, B1-B7).

On the average, 80% of the participants thought that questions functioned to encourage thought, understand of ideas, phenomena and procedures (A1). This means that the questions involved in their English classroom stimulated thinking, whether they were intended to understand the topic or used as discussion starters. Questions posed were also helpful in understanding the tasks they had to do and drawing conclusions of what they had learnt. Critical thinking was also practiced by using the question-answer talk. An item of A1 category was not quite well-responded (69%). The statement was: Teachers ask questions to find alternatives or other solutions. This might happen because the most of the questions posed during learning were well-responded, that they needed no more explanation because they were clear enough. The case might also be that teachers did not explore more after the

students gave answers. Giving more thorough questions – named “responses repertoire” (Willen, 1991, p. 10), in which the question-answer talk increases in terms of the level of questions - is believed to increase students’ thinking ability.

As to A3 category (question for gaining attention to task, warm ups), students gave quite well response. Based on the category, questions served as warm ups, they acted as knowledge builder and served to brainstorm. Given on the stage of pre-learning, these questions made a path that led to the targeted topic.

Next category was for category A4, in which questions posed by the teachers functioned to check comprehension of the previous learning. This is important when the lesson is connected or a continuation of the previous learning. In Indonesian context, a topic can be completed in more than 2 or 3 sessions. When this happens, teachers must make sure that students still remember what they have learnt, as it is a kind of prerequisite for the upcoming learning. Although the A4 item was not well-responded, 62% of the participants thought that teachers had given enough comprehension checks.

There might be times when a classroom is in a chaotic situation. Participants of the study, although the number was very little – only 34% - thought that teachers had posed questions which helped manage the classroom. 45% of the participants felt unsure of the situation. This can mean that such disorders rarely happen in their English classroom, as this vocational high school is famous for its discipline.

The next discussion concerns questioning technique or tactics. As mentioned earlier, a category was not represented in the responses (B7-sequencing) as it was not valid. For the first category (B1 – structuring), students perceived that their teachers gave enough clues and made the questions more comprehensible by providing guidelines so that they could answer them. 85% of the

students agreed to the statement that teachers helped students get the answers by providing clues and guidelines.

As much as 85% of the students felt that their teachers helped clarify the questions they had given. The teachers also use simple words when asking questions. In this case, simple meant words that are comprehensible. Wragg and Brown (2001, pp. 29-30) described the tactic of pitching (B2) as adjusting to the students’ level. They defined pitching as “estimating the right intellectual level of the people you are teaching, so that you neither bewilder nor patronize them” (p. 29).

To give equal chance for every student to take part in classroom talk, teachers should direct the questions to the class and distribute opportunity in a fair manner. Calling up names directly after giving questions is not suggested (Wragg and Brown, 2001, pp. 31-32). The writers also mentioned about “monitoring the body language of the students” (p. 32), because sometimes students feel unsure whether or not they get the correct answers. 78% of the students responded quite well for this item (B3).

Concerning wait time (B4), students thought that their teachers gave around 3 minutes-time to answer the questions. 52% of the students did not agree that wait time should be about 1 minute. This is a little bit contradictory to what Rowe (1987, pp. 96-97) explained that wait time usually lasted for seconds (wait time 1) or longer (for wait time 2). More than 1-2 minutes might not be effective. However, when questions need thorough thought, students might need more time to build ideas.

The rest of the categories deals with how teachers should respond to the students’ answers. They must listen attentively (B6), give positive rewards and feedback (B5), and when students give incorrect answers, teachers should respond wisely by prompting and probing. 80% of the students agreed that their teachers listened attentively to the students when they were trying to

answer teachers' questions. However, around 65% of the students thought that their teacher repeated the questions when students got them wrong, or asking further elaboration from the students. Yet, students felt that their teachers had given rewards and positive feedback to them.

In general, students' responses revealed that what the teachers had done in the classroom regarding questions and questions technique made good impression to them. They perceived them positively. It can also be said that the teachers had practice the techniques of questioning quite well.

Conclusions

The study had presented some questionnaire items that can be used for further research in exploring teachers' questioning practices. Although there are categories that are not represented in the responses, the result of the study can give a piece of picture of what has been going on in an English classroom of a vocational high school. Further exploration should be made to get thorough explanation for contradictory results. The method of sampling and not-piloted instrument should become the next researcher's consideration. The characteristics of the participants (all are male) might also need a little touch on the theory part. Above all, teachers and educators can learn from the result of the study, that students need questions in all the three phases of learning, pre-, during and after-learning. Giving chances for students to brainstorm their prior knowledge before learning will help build a concept and map of what they are going to learn. This will lead to the right path, to the topic that is about to master. During learning, teachers can pose questions to stimulate discussions among students or between teacher and students. Questions should be phrased in comprehensible language to invite more correct answers from the students. Re-phrasing and re-formulating questions when repeating the question might help students understand the questions better. When students are answering the questions, the

teachers should listen attentively and respond them in positive ways by giving rewards like all-thumbs-up or good words or giving feedback. Teachers can also ask students to elaborate their answers – this can promote critical thinking.

In conclusion, the study had answered its main question: What is students' perception towards teachers' questions and questioning techniques in English classroom interaction?

Based on the discussion, it can be said that the students or participants felt and perceived that the teachers' questioning practices were good.

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DISCORD APPLICATION

Turning a Voice Chat Application for Gamers into a Virtual Listening Class

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Abstract

Education 4.0 brings its various impact in many fields, including in teaching area. The fast growth of innovations used in teaching pushes teachers to inevitably bring technologies to their classrooms. Technology is a bridge in education 4.0. By using technology appropriately in teaching process, students can have their own personal learning and achieve learning goals in such not-boring ways. In listening class, boredom is an avoidable moment. Having monotonous activities in listening class will affect students' attitudes and response about their learning process. Introducing a new innovation to teach listening for second semester students of a university, this research tries to explore the use of discord application in their listening classes. Discord application is used to turn a conventional listening class into a virtual listening class, a monotonous listening class into an attractive listening class, and a face-to-face listening class into online-distance listening class. The finding shows that applying discord application in their listening classes can change the students' attitude while having the listening classes. Being more active, interactive, and motivated are shown by the students in the virtual listening classes when discord application is turned on.

Keywords: listening comprehension, education 4.0, virtual class, discord application

Introduction

The emerge of technology usage in education field, especially in English Language Teaching, has clearly given a massive effect for students. In education 4.0 era, teaching and learning are hardly separated from the use of technology. Technology can really assist the teaching and learning process. The use of technology can be beneficial both for teacher and for students. The use of technology as a media in teaching and learning process can be a solution for problems faced by teachers and students.

The 21st century generation continues to grow up with technology and students of this generation use technology with ease. The use of technology has changed people's abilities to access information including receive communication and has had a great impact on students' learning abilities (Pasupathi, 2013). The beneficial of the technology usage is also can be utilized for the success of students' listening

comprehension. In listening comprehension, students still encounter some difficulties.

Harmer (2008) groups four general categories of listening difficulties, they are characteristics of the message, the delivery, the listener, and the environment. In listening comprehension, students are expected not only to understand the message but also to create meaning in their mind about what the speaker says. Listening comprehension is the process of understanding speech in a first or second 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.

Rubin (2011) explains 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, in conducting activities for listening comprehension, they tend to be interactive and interpretive activities.

In line with the emerge of technology usage, the challenge in teaching listening is also raising. The demand in choosing appropriate technologies for listening class becomes an avoidable task for teachers. An appropriate technology here means a technology which can give students the opportunity to do the processes in listening comprehension from receiving to creating process.

Many studies have examined the effectiveness of particular technologies in producing language outcomes among students. O'Bryan and Hegelheimer (2007) studied how podcasting is an innovative way of teaching language in the classroom. Not only was the podcast viewed as an easy method by the instructor, the students also viewed podcasting as a positive tool by the students, despite the technical difficulties experienced.

Wang (2010) conducted a quasi-experimental study in China in order to determine whether the use of multimedia in “zero class hours” could lead to better listening comprehension results when compared to teaching in the traditional sense. However, the presence of technology in listening class seems to bring more advantages for the students.

This research tries to explain the use of one of the newest technology to move a conventional listening class into a virtual listening class. The use of Discord Application is a new innovation in supporting listening class, especially in education 4.0 era.

Discord Application is a voice chat application popular with gamers and streamers, that allows for Voice over Internet Protocol (VOIP) and messaging between users (Lacher, 2018). The application also allows the users to

contribute by posting various listening sources. By using the application, it is hoped that the students shed the traditional role as passive receptors.

Methodology

1. Research Design

This research is a qualitative research that aims to explain the behavior of students. The case study, which is one of the designs in qualitative research (Cohen, 2007), was applied in this study. The results of qualitative research play a very important role in which these results can provide insight into a topic although it can not be generalized to the entire universe.

2. The Subject of the Research

There were 31 students who participated in this research. They were the second semester students of Class 3 of Intensive Listening Class at Tidar University.

3. Research Instruments

In collecting the data, questionnaire and interview were used as the main instruments in this research. This research lasted for 8 meetings. At the end of the meeting, the students were asked to fill the questionnaire. There were five questions in the questionnaire related to the use of Discord Application in Intensive Listening Class.

The questionnaire was a closed-questionnaire with yes or no options. In the questionnaire, it asked about the suitability of the application, the easiness of the application, whether it can help the students in the listening class or not, students' enjoyment and enthusiasm in using the application during the listening class. Beside the questionnaire, the students were also interviewed by the researcher. It was a semi-structured interview. They were asked to explain the obstacles they faced while using the application in the listening class.

4. Data Analysis

Descriptive data analysis was done in this research. For the questionnaire, the researchers classified the questionnaire results from the students according to each question. There were 5 groups according to 5 questions in the questionnaire. Once grouped, the presentation of "yes" and "no" answers was counted. After the total percentage was obtained, the results of the interview are described and interpreted descriptively. As for semi-structured interviews, analysis and data conclusions are conducted descriptively.

Findings and Discussion

1. The Use of Discord Application

Discord is basically a voice and text communication application for online computer gamers (Lacher:2018). It is a mobile and PC application which is usually used by an online gamer group to communicate, both by voice or text message. It allows the user to directly talk, text, and also send various online sources, especially from youtube channel. Before conducting the listening class by using Discord, the researcher first created a channel namely Intensive Listening Class 3. The researcher created a voice and message channels, which will enable the students to respond by using voice or by texting.

The researcher held eight virtual meetings. Before starting the virtual class, the students were asked to download Discord on their mobile phone or laptop. Then, they joined the channel which has created before. During the virtual classes, the students were having various listening activities to engage their participation in the listening class. They were top-down and bottom-up listening activities. They were mostly engaged in many tasks which forced them to always give their respond actively. The students could also be asked to turn their microphone on and give their respond one by one. The figure of the listening channel by using Discord as as follow:

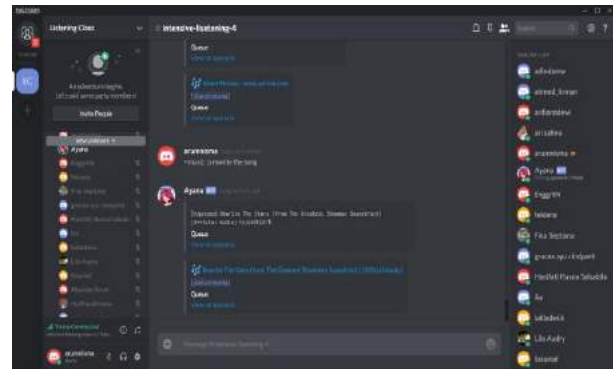


Figure 1. The listening channel created by using Discord

2. The Results of Questionnaire

After having 8 intensive virtual listening class, the students were asked to fill in a questionnaire. The questionnaire consisted of 5 yes-no questions. The questionnaire was a closed-questionnaire with yes or no options. In the questionnaire, it asked about the suitability of the application, the easiness of the application, whether it can help the students in the listening class or not, students' enjoyment and enthusiasm in using the application during the listening class. The results of the questionnaire are shown on the table below.

Table 1. The Result of Questionnaire

Questions					
Q 1	Q 2	Q 3	Q 4	Q 5	Total
30	30	29	27	29	145
97%	97%	94%	87%	94%	

The table above represents the number of the students who respond "yes" for each question. Each question represents different aspect. Question 1 asked about the suitability of Discord used in the listening class, question 2 asked about the easiness of Discord, question 3 asked whether Discord could help them in the listening class, question 4 and 5 asked whether the students enjoyed and enthusiastic using Discord in the listening class.

For the suitability, there were 30 out of 31 students or 97% of the students stated that Discord is suitable to use in the virtual

listening class. Discord is easy to use, it is proven by the students' response for questions number 2. There were 30 out of 31 students thought that Discord is easy to apply during the virtual listening class. It means only 1 of them who faced difficulty in applying Discord. For question number 4, there were 29 students or 94% of the students stated that Discord could help them during the virtual listening class. Last but not least, most of the students enjoyed and felt enthusiastic in joining the virtual listening class by using Discord. There were 27 out of 31 students who could enjoy the virtual listening class and 29 out of 31 students who had high enthusiasm in applying Discord in the virtual listening class.

3. The Results of Interview

After fulfilling the questionnaire, the students then were interviewed by the researcher, They were only asked a single question. The question itself asked whether they have difficulty in using Discord during the virtual listening class. Most of them had the same problem while using Discord. They mainly stated that having a bad internet connection could cause problem during the virtual class. There were 24 students agreed that internet connection really could impact the quality of Discord. When they had a poor internet connection, their connection to Discord might disappear in the middle of the class. They also had problem with the quality of the voice if they could not get a strong internet connection.

While some of the students stated that they had difficulty in operating Discord at the beginning, since Discord is a new tool for them. The rest of them did not have difficulty since they were already familiar with Discord.

Conclusion

From the result of the questionnaire and interview, most of the students gave positive responses and feedbacks towards the application of Discord In the virtual listening class. Discord itself is a new tool introduced

in the listening class. Most of the students were never used Discord before.

Bringing Discord as a new technology in the listening class is kind of a challenging yet advantageous breakthrough in a conventional listening class. It has been claimed by many researchers that applying multimedia tools can develop skilled learners because multimedia can create a learning environment wherein students practise their language skills and acquire target culture. Multimedia tools such as audio, video, computers, software, and Internet materials are considered effective and authentic tools which can help L2 learners successfully apply learning in real-life contexts (Sedjiu, 2017).

Since Discord serves multimedia content, it surely can give some benefits if it is used appropriately in the listening class. It can give more opportunities for the students to be engaged and participated more actively in the listening class. In using Discord, the students willy nilly had to participate both individually or in a group. It can increase their opportunity to always be engaged during the virtual listening class.

In addition, by using Discord, the students can have a virtual listening class anywhere. It means they don't need to attend to the class or language laboratory. As long as they can get a good internet connection, they can join in the virtual listening class. Still, the internet connection has a significant role the learning process.

Moreover, having the students enthusiastic and feeling enjoyable during the listening class can not be neglected. It is not an easy task, especially in the listening class, to make the students enthusiastic during the whole learning process.

The presence of Discord in turning the conventional listening class into a virtual listening class can be a breath of fresh air in teaching listening.

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THE DETECTED AND UNDETECTED ERRORS IN AUTOMATED WRITING EVALUATION PROGRAM'S RESULT

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Abstract

The investigation of error is quite challenging to be conducted at school and university. Interestingly, with the technology development, detecting error can be conducted by using an automated writing evaluation program. This study aimed to analyze the errors in writing by applying an automated writing evaluation program. This study applied a mixed methods research with exploratory design. The total of 48 undergraduate students participated in this study and each student submitted one essay which was then re-submitted to the automated writing evaluation program. As the result, there are 483 errors detected by the program which came from 21 types of errors. However, the program still left some errors undetected with the total number of 157 errors which came from 24 types of errors; 12 types of errors have been identified and 12 types of errors have not been identified by the program. From the result of the program, the use of automated writing evaluation program in detecting error seems giving some benefits for the user. However, the application of this program still needs the teacher and lecturer's supervision to reduce the weaknesses of the program in detecting the errors.

Keywords: automated writing evaluation program; detecting error; error; error analysis

Introduction

One of the problems in learning a foreign language is making an error. Previous studies in many EFL learning context have investigated the errors problems made by the students in writings. Various results of their research findings have been revealed in many aspects, including the types of errors (Pouladian, Bagheri, & Sadighi, 2017), the cause of errors (Bosuwon, 2013), and the frequency of error production (Pratiwi, 2015). However, in the reality, the identification of error is still viewed as a challenging demand to be conducted at school and university. The issue of big classroom size makes the error identification seem taking much time and effort (F. Wang & Wang, 2012; Wilson & Czik, 2016). As a solution in addressing this problem, the utilization of technology, such as an automated writing evaluation program, can help the teacher and the lecturer in dealing with error identification.

An automated writing evaluation program, acronymic as AWE program, is a

computer software which is utilized to evaluate writing. This writing evaluation program has analytical features which can be used to analyze writing. Several types of automated writing evaluation programs have been improved with artificial intelligence technology which can detect and analyze the sentence on grammar, syntactic, lexical, and discourse levels (Chou, Moslehpour, & Yang, 2016). Then, some versions of these programs have also been featured with diagnostic analysis and feedback to enrich the quality of evaluation given by the program (Chen & Cheng, 2008). Moreover, most of the automated writing programs nowadays are not only giving the result of detection, but also providing the correction and suggestion to improve the quality of writing (P. Wang, 2013; Wilson & Andrada, 2016).

Reflecting from the features built in the program, the automated writing evaluation program seems promising to help the teacher and the lecturer identifying the errors on their students' writings. With the

diagnostic analysis and feedback had by the program, this program may have a potential to be utilized as error detection. Previous studies have also conducted similar research on automated writing evaluation program utilization (Cotos, 2011; Ebyary & Windeatt, 2010; Scharber, Dexter, & Riedel, 2008; F. Wang & Wang, 2012), but their research only focused on evaluating the writings in general and did not focus on utilizing the program to detect and analyze the errors.

Thus, this study aimed to investigate the new potential of automated writing evaluation program for error detection and to evaluate the result of its error identification result. As the result, the outcomes of the study can be a consideration for the teacher and lecture in applying the automated writing evaluation program for identifying and analyzing the errors on their students' writings.

Methodology

This study applied a mixed methods research with an exploratory design. This research design allowed the researchers to investigate the study deeper by applying two approaches which are qualitative and quantitative approaches. The qualitative approach was applied to identify and to classify the errors detected by the program and the quantitative approach was applied to calculate the frequency of errors production in students' writings.

Related to the process of data collection, the data was gained from students' writings. There were 48 undergraduate students who participated in this study and each of them submitted an essay. These essays were then re-submitted to an automated writing evaluation program, namely *Grammarly* free-version program, to identify and classify the errors made by the students in their writings. The errors detected by the AWE system were underlined with red color and they were recorded in a log. Then, the result of program evaluation was re-analyzed manually to identify the undetected errors in students' writings. Thus, the

researchers analyzed the writings and record any errors found in another log. As the result, two logs were produced in this study in which one log of the detected errors and one log of the undetected errors. These logs became the primary data for the data analysis.

Related to the process of data analysis, the data was analyzed through two phases, which were qualitative phase and quantitative phase. In the qualitative phase, the errors recorded in each log were then sorted and classified based on its types. The process of classifying the errors was based on AWE program classification. After being classified, the process of data analyses moved to the second phase which was the quantitative phase. In this phase, the frequency of each type of error was calculated and the percentage of each frequency was identified. As the result, a complete description of types of errors and each frequency was created. Then, a further interpretation was also created in line with the findings of the study.

Findings and Discussion

This findings and discussion section is divided into three sub-sections. The first section discusses the result of error identification done by the AWE program. Then, the second section discusses the findings related to the errors which are found by the researchers but were not detected by the AWE program. Last, the third section discusses the results of error detection with the previous studies.

1. The Detected Errors

The utilization of AWE program as an error analyzer revealed some types of errors in students' writings. With the diagnostic features built in the program's system, this program detected the total number of 483 errors. Each of the detected errors was analyzed and the program also gave the explanation of error occurring in the sentence. This explanation became the consideration to classify the types of errors

detected by the program. Then, from the classification result, it was revealed that these 483 errors came from 21 types of errors (Table 1). From the result of evaluation, it can be inferred that the system used by the program has been quite successful in detecting the major errors made by students occurring in seven major classifications, i.e. grammatical rule agreements, incorrect forms of the word used, missing item needed in a sentence, additional item which is unnecessary, redundancy item, miswritten words, and rule of word capitalization.

Table 1. The Detected Errors

Types of Errors	Frequency
Missing a determiner	135 (27.95%)
Miswritten	61 (12.63%)
Subject-verb agreement	60 (12.42%)
Incorrect preposition	48 (9.94%)
Missing a comma	42 (8.70%)
Incorrect word class form	40 (8.28%)
Unnecessary comma	26 (5.38%)
Singular-plural agreement	22 (4.55%)
Missing a hyphen	13 (2.69%)
Quantifier-object agreement	13 (2.69%)
Unnecessary preposition	7 (1.45%)
Redundancy	3 (0.62%)
Modal-verb agreement	2 (0.41%)
Uncountable noun	2 (0.41%)
Incorrect word choice	2 (0.41%)
Capitalization	2 (0.41%)
Missing apostrophe	1 (0.21%)
Missing a preposition	1 (0.21%)
Unnecessary punctuation	1 (0.21%)
Missing an auxiliary verb	1 (0.21%)
Incorrect article form	1 (0.21%)
Total	483 (100%)

a. The Grammatical Rule Agreements

The result of AWE program evaluation detected the error on grammar rule agreements. The artificial intelligence system can detect the incorrect pair between words, such as subject-verb, quantifier-object, singular-plural, and modal-verb. This incorrectness was then evaluated and corrected by the system by changing the form of the word, such as shown in the following example, an example of quantifier-object agreement error detected in Text 10:

[1] Each plates has boundaries. (Text 10)
 [*] Each plate has boundaries.

The example above shows the recognition of the system in detecting incorrect pair between the quantifier *each* with the noun *plates*. Based on the explanation given, the quantifier *each* is used as singular quantifiers which should be paired with singular countable nouns. Therefore, the system suggests changing the plural noun *plates* into its singular noun *plate*.

b. The Incorrect Word Forms

The AWE program has detected some of the errors which are caused by the incorrect forms of the word used. This type of error includes the incorrectness of preposition, word class form, word choice, and article form. Similar to the previous error, the grammar rule agreement errors, the incorrect forms errors detected by the system were corrected by giving the correct form of the words, whether changing the preposition, word class, or even the word. An example below, which is taken from Text 30, shows the correction given by the system in dealing with incorrect word class form error.

[2] However, people have to response to this issue wisely... (Text 30)
 [*] *However, people have to respond to this issue wisely...*

The word *response*, which belongs to a noun, has been detected as an error in this sentence. The program corrected the word by changing it into its verb form, i.e. *respond*. The program also gave further explanation on the reason behind of the error which majorly comes from the confusion of the word class had by some words, including *response* and *respond*. Both of these words have similar meaning, but they belong to different word class family which can affect its usage in the sentence. Therefore, the system suggests changing the word into its appropriate form.

2. The Undetected Errors

After the result of the error detection was revealed, there were found some errors which were not detected by the program. There were 157 errors which were not detected by the program. Then, the researchers classified the errors based on its occurrences and the classification result revealed that these 157 errors came from 24 types of errors (Table 2).

Table 2. The Undetected Errors

Types of Errors	Frequency
Incorrect word class form	35 (22.29%)
Run-on sentence*	30 (19.11%)
Missing an auxiliary verb	16 (10.19%)
Misplacement of word *	14 (8.92%)
Subject-verb agreement	9 (5.73%)
Incorrect tense *	7 (4.46%)
Missing a verb (to-be) *	7 (4.46%)
Unnecessary preposition	6 (3.82%)
Incorrect word choice	5 (3.18%)
Missing a relative pronoun *	5 (3.18%)
Missing a conjunction	4 (2.52%)
Missing a subject *	4 (2.52%)
Singular-plural agreement	2 (1.27%)
Modal-verb agreement	2 (1.27%)
Redundancy *	2 (1.27%)
Multiple verb *	2 (1.27%)
Miswritten	1 (0.64%)
Unnecessary comma	1 (0.64%)
Quantifier-object agreement	1 (0.64%)
Missing a preposition	1 (0.64%)
Unnecessary auxiliary *	1 (0.64%)
Unnecessary article *	1 (0.64%)
Unnecessary relative pronoun *	1 (0.64%)
Multiple determiner *	1 (0.64%)
Total	157 (100%)

Interestingly, from the 24 types of errors, 12 of them have actually been identified by the AWE program and the other 12 types of errors, which are marked with (*) in Table 2, have not been identified by the program. This finding also revealed the weaknesses of the program in evaluating the writings submitted. It was identified that the sensitivity of the AWE program's system in recognizing the structure of the sentence was limited to some cases, including long phrase

identification, passive voice recognition, and question structure.

a. Long Phrase Identification

The first weakness identified in applying this AWE program for detecting errors is identifying long phrases failure. The system built in this AWE program failed in recognizing the main focus conveyed in a long phrase. The system calculates the proximity between the words in which the nearest word before the verb is identified as the subject of the sentence. However, the focus discussed in the phrase is located at the beginning of the phrase. As an example, one case was found in Text 46 which is shown below:

[3] The chemicals in Botox is made to relax the tense muscles. (Text 46)

From the example shown above, it can be seen that the focus discussed is the word *chemicals*. However, the system of the AWE program detects that the focus is the word *Botox*, which is located before the verb (to be) *is*. As the result, the verb (to be) *is* is identified as an appropriate verb form for the singular subject, *Botox*. In contra, the verb (to-be) should be *are* since the focus of the phrase is the word *chemicals*, not the word *Botox*. Thus, the identification of the phrase's focus still needs to be maintained to avoid a misleading context.

b. Passive Voice Recognition

Passive voice recognition becomes the second weakness had by the program. As the AWE program uses algorithm calculation, the artificial intelligence system can detect a sentence by identifying a noun, which becomes the subject of the sentence, and a verb, which becomes the predicate of the sentence. However, this system failed in recognizing the context of the verb used in the sentence, whether it is in an active form or in a passive one. The AWE system cannot differentiate the use of past participle as a verb indicating the past event or as a verb indicating a passive voice form. To make it

clearer, the example below shows a case of a sentence which is left uncorrected by the system.

[4] These photoreceptors mostly packed together in the center part of retina. (Text 33)

The sentence above was identified having a correct structure of grammar by the AWE program. The verb *packed* may be inferred as the indicator to tell the reader that the event happened at the past time and thus, the system identifies it as a past participle verb for past tense. However, reuniting to the context of the text whole fully, this sentence seems to miss the object which is being packed by the *photoreceptors* and the meaning of the sentence is more relevant when the verb *packed* is in a passive voice form. Thus, the failure in recognizing the context of the text causes the misleading process in passive voice identification and relevancy of the sentence.

c. Question Structure

This AWE program also has a weakness in identifying the structure of a WH-questions, i.e. *what, who, where, when, why, and how*. In English grammar, the structure of this question should consist of WH question word followed by auxiliary, subject, and verb as a predicate. Indifferent from what has been found in this study, this AWE program failed in recognizing the structure of this question and did not detect the sentence as a question. This recognition failure was found in the following example.

[5] Why we need them? (Text 7)

The AWE system detects the example of the question above having a correct structure. As what has been mentioned above, the structure of WH-questions should consist of WH question word followed with auxiliary, subject, and verb as a predicate and this sentence has consisted of WH-question word, i.e. *why*, a subject, i.e. *we*, and a predicate, i.e. *need*. However, the system

failed to recognize the missing auxiliary for this question. The algorithm of the program recognizes this question has a similar structure with an affirmative reported question in which it is started with the question word *why* which is identified as a relative pronoun, and then, the word *we* is identified as the subject and the verb *need* is identified as the predicate. Then, another possible rationalization for this miscalculation is that the result of this AWE program analysis seems not identifying the question mark put at the end of the sentence. Thus, from the miscalculation result, it may lead the user to keep their structure incorrectly by having a question with an affirmative structure.

3. Discussion

The main focus of this study is to examine the use of an automated writing evaluation program for detecting errors. It carried out the result of the program evaluation on students' writings. The program has detected 483 errors which came from 21 types of errors. This result becomes an evidence for the successful error identification by the program. In this study, the AWE program has detected various types of errors in students' writings, which cover grammar, spelling, and punctuation errors. Not only detecting the incorrect form, but this program also has detected the addition and omission of some syntactical items in the sentence. This result matches the features of AWE program which been identified by previous scholars. Related to the utilization of AWE program, this kind of program can diagnose the problem on grammar, syntactic, lexical, and discourse levels in writing i.e. errors (Chou et al., 2016; F. Wang & Wang, 2012) and it can be a positive input for language learner in understanding sentence structure. Moreover, the feedback and explanation provided by this AWE program after evaluating the writing seem beneficial for both teacher and students. This confirms that this AWE program can also enhance the quality of writing (Chen & Cheng, 2008; P.

Wang, 2013; Wilson & Andrada, 2016) since the correction and suggestion given may increase the user knowledge in writing, especially in English grammar. As the result, the use of an AWE program seems helpful for both teachers, who can use it for detecting the students' writing errors, and students, who can apply it for improving the writing quality.

Interestingly, it is also critical to note some weaknesses of this AWE program in detecting errors found in this study. It was found that there are 157 errors which were not being detected. The artificial intelligence system still has some misleading recognitions in detecting the errors, especially in dealing with long phrase, passive voice structure, and question structure. The majority of these misleading recognitions came from the less sensitive algorithm calculation in identifying the context of the sentence and the focus of the sentence. As the impact, these cases can influence the students' learning outcomes in which the students still keep their misconception in writing or even the result leads them to their confusion in revising the writing (Scharber et al., 2008). Even though this AWE program has detected various types of errors, the application of this AWE program in detecting errors still needs professional supervision to overcome the misleading result of the evaluation.

Conclusions

This study has investigated the application of an AWE program for detecting writing errors. The result of the program evaluation revealed the total number of 483 errors which came from 21 types of errors. These errors cover three major writing problems, i.e. grammar, spelling, and punctuation. However, the system of this program also still has some weaknesses in recognizing long phrase, passive voice structure, and question structure which result in 157 errors left undetected. From the result of the program evaluation, it indicates that the use of AWE program in detecting error seems giving some benefits for the user. However,

the application of this program still needs supervision from language expert to reduce the weaknesses of the program in detecting the errors. Therefore, the assistance from the teacher and lecturer is needed to overcome the misleading result given by the program; The teacher and the lecturer can add further explanation toward the error detected by the program and together with the students, revise their writings. The researchers believe that the result of this study can be a critical consideration for teacher and lecturer who are encouraged to apply an automated writing evaluation program for detecting writing errors.

Finally, a number of potential limitations of this study also need to be considered. First, the process of error detection using the AWE program was conducted only by the researchers without involving the students. The students only submitted their writings to the researchers and the researchers re-submitted these writings to the AWE program. The researchers assume that the participation of the students in using the AWE program may reveal new finding in which the students can give their opinions and views about the results of the evaluation. Therefore, further research is required to investigate the students' attitude toward the use of AWE program in detecting their writing errors. Second, this study only applied the free-version of AWE program, *Grammarly* program. As a free-version, the AWE program's utilized in this study has some limited features and it can influence the result of error detection and identification. Thus, further data collection would be needed to determine exactly the result of full-version of AWE program utilization in detecting errors.

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Note

Due to the page constraint, the researchers only discussed two types of errors detected by the AWE program in this paper.

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RUNNING DICTATION AS AN EFFECTIVE TECHNIQUE ON THE TEACHING WRITING SKILL

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Abstract

Writing is an activity to tell our ideas and thought about something in written form. Writing becomes an important skill to be mastered by the students to face the global era. It conveys that writing is used in every aspect of life, particularly for interacting and communicating with other people. Writing can be the most difficult thing to do because sometimes it is difficult to decide the words or even to produce a paragraph. One of the techniques that can be used in teaching writing is running dictation. Running dictation is a technique of dictation method that can be used for teaching writing cooperatively. It is a fun technique that can be adapted in a number of ways and it is fairly easy to prepare, explain, set up, and adaptable. Using running dictation to teach writing can avoid boredom for students because the technique help the students to brainstorm, elaborate paragraph and finish final paragraph. The objective of this study is to know whether or not the implementation of running dictation technique could be an effective technique in teaching writing skill. The method used in this study was an experimental research. The data collecting technique by using writing test to measure the students' achievement. The data analysis technique is applied by using t-test formula. This study compared between pre and post treatment which is using running dictation technique. The implementation of running dictation technique can improve students' writing, memorizing, communicating cooperatively with their group and of course it can improve students' creativity during teaching and learning process. Besides that, running dictation technique motivates the students to encourage the students to improve their writing skill. Finally, this technique gives good contribution and had a positive effect in improving the students' writing skill achievement.

Keywords: running dictation, effective, technique, writing skill

Introduction

For most of the students, writing is the most difficult skill to master. The difficulties can be both in the skills needed and the process of writing itself. Writing is more than a medium of communication. it means that writing is not just the way to communicate to each other but also as means of ideas and emotional expressions (Raymond, 1980). Birdsong and Mollins (2001) indicated that those learner who start learning L2 at early ages, learn better, and this age period is called critical period from 5 – 15 years. They believe learning L2 in this period happens more proficiently and after that learning is not really native like.

Good writers think, plan, write a draft, think, and rewrite until they are satisfied (Broadman and Frydenberg, 2002). They also add that writing is a continuous

process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are (1) assessing the assignment, students have to collect their ideas or their thought to transform in written form when they try to create a text and they have to understand well about the given topic in order to make the appropriate ideas; (2) generating ideas, the purpose of this step is to think a certain topic and generate as many ideas as possible; (3) organizing ideas; (4) writing the first draft, good writer should make sure to read their writing carefully in order to make changes and corrections before they consider it finished; (5) rewriting, rewriting is the one of the steps in writing process that is very crucial because it has been constructed by all aspects of writing

such as ideas, vocabulary, punctuation, grammar, style, and quality of expression in a completing paragraph; and (6) writing the final draft. Students have to apply the six steps of writing to get a better product in writing. The six steps of writing above help students and the other writers to write well because these steps are started from collecting ideas to create the ideas become paragraphs.

That is why writing might be considered as the most difficult skill for the students in every grade because there are many steps in writing process and students have to find their ideas to start their product; think about what to write, how to elaborate it, then arrange those ideas into some phrases to become a good writing project.

Writing is a process to translate experience and thought into arbitrary system. It means that to write well, we must have experience and we must be able to express our ideas into sentences or paragraphs (Martin, 1985). This is in line with Meyers (2005) statement, writing is speaking to others on paper or on a computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practices. As a process, writing is an action of discovering and organizing ideas, transforming them into words, putting them on paper, reshaping and revising them.

Students have not been taught to make their ideas flow on paper. They do not know how to write, feel stupid when they cannot find the right words, fear criticism, and want to avoid the emotional turmoil experienced when faced with a topic and a blank piece of paper (Cimoco, 1999). If the students always write what they want to write without the teacher asks them, their writing skill will improve well. So writing is also about a habit. We can differentiate between students who love writing and they do not. The students who love writing can make some paragraphs of a text well. Their sentences are grammatical, their ideas are meaningful, and every sentence in each paragraphs are quite creative. But, the

students who do not love writing that much will get lack of ideas when they try to write in a blank of a paper. That is why they have grammatical error, their sentences are not accurate, and they just can make at least one or two paragraphs.

Brown (2001) states that learning writing is just like learning to swim. Learning to swim can only be practiced if there is a body of water available and usually only if someone teaches too. People learn writing if they are member of a literate society. If someone wants to be able to swim, he cannot just master the theories to swim, but he has to get into the water to practice and apply the theories on himself. This is in line with writing skill, is someone wants to make a good writing, he cannot just focus on the theories, but instead he must plunge into the real writing world where he would practically involved in writing.

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures and appropriate strategies for planning, composing, reviewing, and revising written language. The ability to generate ideas and organize appropriate content for writing also needs some measure of creativity and imagination (Rief, 2006).

According to Byrne (1984) there are three factors which influence writing process, they are: (1) psychology problem, a teacher is expected to be able to write his/her own without the possibility of interaction or feedback, and itself makes the act of writing difficulties; (2) linguistics problem, a teacher must keep the communication through his/her own efforts and to ensure, both through his/her choice of sentences structure and by the way his/her sentences are linked together and sequenced, that the text he/ she writes or produces can be interpreted on its own; (3) cognitive problem, a teacher has to master the written form of the language and to learn certain structures which are important for effective communication in writing. A teacher learns how to organize

his/her ideas and thought in such a way that they can be understood by the reader who is not present, and perhaps by the reader who is not known to us.

To overcome those problems mentioned above, the English teachers need to be aware that writing should be taught in various ways and manners so that the students are interested in studying. The teacher should also phase the writing tasks from the simplest stage to the more complex one, so that the students are not frustrated with writing.

Running dictation can be one of interesting technique to improve students' writing skill. Running dictation is a fun technique that can be adapted in a number of ways and it is fairly easy to prepare, explain, set up, and adaptable. Dictation activities also promote the conscious learning of structures. Students performing dictation exercises are generally required to transcribe the text as accurately as possible, and follow up work usually involves various kinds of correction activities which focus directly on form.

Running dictation expected to be useful to facilitate the students in developing their writing achievement. Running dictation is the technique where the students work in group to dictate the sentence, there is a runner and the writer in each group (Hess, 2001).

Running dictation is a multi-skill task involving listening, speaking, reading, and writing. It is easy to prepare and practice. There are some steps of doing running dictation: (1) putting some copies of text on the wall, whiteboard or blackboard which are available in the classroom; (2) students are divided into some groups. The sum of groups and members of each group depend on how many students are in the class; (3) each student in a group will be a writer and the others will be runners; (4) first runner has to run and read the copy of the text on the wall. He has to remember what he has read. If he has remembered what he has read, he comes back to his group and tells to the writer about

what he read. The writer must write it correctly; (5) the second takes turn to do the same activity that first runner has done before. The other runners also do it. After all of groups have finished, each student of groups takes the original text and do correction about their working.

Methodology

The design used is experimental research design. The population of this research is all of the fourth semester students of English Education Department in IKIP PGRI Bojonegoro. There are two classes used in this research as a sample. First is experimental class and other is control class. Most research is conducted in order to explore the strength relationship between variables. Dependent variable is the students' achievement in the text score. Meanwhile, independent variable is the use of running dictation in teaching writing.

The instrument which is used in this research is an essay test. To collect the data needed in this research the researcher used rating scale from the both group. Some of the data are gained from the pre test and pos test that will be conducted at the beginning and the end of the treatment. To analyze the data, the researcher used descriptive and inferential statistic. The descriptive statistic is to know the mean, median, mode, and standard deviation from the score. Then, researcher analyzes the mean score from both groups using t-test formula to measure the significant.

Findings and Discussion

From the data taken from the result of the experimental group post test, it can be observed that the highest score is 83 and the lowest score is 64. the mean of the scores is 74.03, the mode is 64, the median is 74 and the standard deviation is 6.29. Meanwhile, the result of control group post test can be observed that the highest score is 76 and the lowest score is 60. the mean of the scores is 69.67, the mode is 72, the median is 72 and the standard deviation is 4.98.

After calculated the descriptive statistic from both group, namely experimental and control group, the researcher calculated t value. The researcher compares the value of t-observation with the value of t-table. The value of t-table with level of significant 5% is 2.02. The value of t-observation was 2.99. It means that the value of t-observation (2.99) is higher than the value of t-table (2.02), so the different of means between both groups is significant. Then, it can be concluded that the use of Running dictation technique can be a suitable technique in order to improve the students' writing skill achievement.

In the last treatment, the steps of running dictation run as usual from beginning until closing. Although the sentence longer than before, they could write and predict the sentence well. The students seemed have less noise can help them to listen and write better in this activity. They also seemed enjoy during the activity of running dictation. They saw running dictation as an activity for pupils who enjoy moving around and working in teams as stated by House et.al (2011).

Running dictation is a part of variation of dictation technique. Dictations help language learning by making learners focus on the language form of phrase and clause level construction, and by providing feedback on the accuracy of their perception. The value of a dictation is increased if the learners know what mistakes they made. A dictation text can be taken from material that learners have studied before. This technique help students learn by managing the time, being disciplined, cooperative and responsible. It also makes students more active in learning process.

There are many advantages of applying running dictation: 1) the students are able to learn from each other; 2) motivating and enjoying lesson for the students; 3) each student within the group has an equal opportunity to share.

Running dictation activity is very suitable to present any instructional materials

and student level. It is really effective in activating students especially when dealing with genre based text (Purnawati, 2017). Takeuchi (1997) did an experiment of dictating on 207 English language learners in Japan. Learners were given the dialogues in movie for more than 13 weeks. Finally, he observed the big change in writing of those students. Takeuchi concluded that his experiment proves that dictation is effective in foreign language teaching. Furthermore, Krashen (2003) believes in the use of dictation and controlled writing in university classrooms; because in using this technique for improving writing, considering skill and the range of the class is not needed. The use of dictation can provide some benefits for university EFL classroom management, as well. Dictation can be used successfully regardless of the class size or the range of skill because they work together and use grammatical text to complete the dictation.

The result is also in line with Oller (1979) who believes that the reason for considering dictation as a successful controlled writing is that learners can show what they really know about the L2 and how they use it in their real life. Oller also emphasizes that dictation is successful because listeners understand what they heard and then they combine that and produce piece of writing- they do it by recalling the previous knowledge in their mind.

Conclusion

Running dictation technique motivates the students to have wider ideas to write their text. By asking the students to do the task in groups, they enjoyed to finish the given tasks together. They also did better in individual task when they tried to develop their paragraph. The students got positive behavior in writing after applying running dictation technique. They could cooperate with their group and be more confident and active while they did group task and individual task during teaching learning process. Besides that, running dictation technique can avoid boredom and it is not

monotonous instead of helping the students generate their ideas. This technique will emerge joyful, interesting atmosphere in the classroom because the students feel like playing a game while they are learning.

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EDUCATION 4.0

The Students' Perspectives toward the Use of Instagram in English for Survival Class

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Abstract

Almost everyone today has an Instagram account which is used for posting and sharing status, news, and information. This study presents the students' perspectives toward the use of Instagram in English for Survival Class. A case-study is conducted to obtain the data. Twenty-nine students of English for Survival Class are involved as the participants in this study. The results of the study show the advantages and the obstacles of the use of Instagram in the English for Survival Class. The findings of this study show the participants have positive perspectives about the implementation of Instagram in their class. Moreover, nothing is perfect but the main point is to provide the students with opportunities to explore their ability.

Keywords: education 4.0, Instagram, students' perspectives, English for Survival

Introduction

Education 4.0 can be used to maximize the use of technology in teaching-learning process. Moreover, the technology used in this study is Instagram. Nowadays, almost everyone has an Instagram account which is used for posting and sharing status, news, and information. This condition also influences the teaching-learning process in every level. This study is done in the university level.

Boyd (2014) in Jeschke (2014, p. 22) states that many teens today go online to socialize with friends they know from physical settings and to portray themselves in online contexts that are more tightly wedded to unmediated social communities." It can be understood that digital learning or learning in society 4.0 has some new concepts. Those are new competencies (working habits), structures (social life), learning styles, and mental models (thinking and sensing). The working habits consist of multi-tasking, non-linear approach, and tech-savvy. The new social life consists of networked a community-oriented. The new learning styles consist of game-based learning and used to direct feedback.

Moreover, new mental models consist of scanned reading, fast response, and picture-oriented.

Methodology

A case-study is conducted to obtain the data. Twenty-nine students of English for Survival Class are involved as the participants in this study. They are asked about their perspectives of the use of Instagram in the English for Survival Class by the use of the open-ended questionnaire. The data collection procedures of this study are making the open-ended questionnaire, giving the questionnaire to the participants, asking the participants to fill the questionnaire, and collecting the questionnaire. Furthermore, the data were analyzed by reading the data, sorting the data, organizing, coding, and analyzing the data, then finally elaborating the data to get the findings. English for Survival is a compulsory subject in English Education Department of Tidar University. This subject aims to develop the students' ability of the language function both formal and informal, especially in the topics of introductions, small talks, around town, pastimes, activities, expressing needs and

likes, describing people, places, things, and retelling past events.

Findings and Discussion

The results of the study show the advantages and the obstacles of the use of Instagram in the English for Survival Class.

Since the focus of the speaking is on gaining communicative competence in English. The purpose is to eliminate inhibitions and to increase the confidence in oral speech. The use of Instagram has a benefit to give the students with the opportunity to express their ability in speaking. The use of Instagram is to increase the students' confidence in speaking. However, some students think that Instagram does not have a positive influence for their confidence. They might be not realize that their performance in using English better than before.

On the other hand, the rest of the students agree that the use of Instagram increase their ability in speaking in terms of confidence, performance, ideas, pronunciation, and happiness. By watching the students' performances uploaded on the Instagram, it can be said that the students' confidence increase. Before having an activity of uploading their dialogue on the Instagram, they seem to be shy when they are asked to speak in English. Some students seem to be passive maybe because they still try to think about what they have to express. However, after they are asked to do an activity which is uploaded on the Instagram, it can be said that their confidence is increasing. It might be because of some factors. First, they can express their speaking ability without shy feeling. Second, they can speak freely without hesitating the audience. Surprisingly, it is found that a passive student in the classroom activity before became active and expressive after being asked to upload the speaking activity on the Instagram. It can be assumed that today's generation is interested in the use of technology.

Furthermore, based on the questionnaire given to the participants, it is found that they were happy involved in the activity using Instagram. They said really enthusiastic in the speaking activity. They can express their feeling freely, creatively, happily, without worrying about anything. It also can be said that they enjoy the speaking activity by using Instagram because technology is their part of life.

Below are the examples of their performances on the Instagram.



Figure 1. Khotiyah's performance



Figure 2. Ninda's performance



Figure 3. Rifqi's performance



Figure 4. Summary of the students' performance

Conclusion

The findings of this study show the participants have positive perspectives about the implementation of the use of Instagram in their class. Moreover, nothing is perfect but the main point is to provide the students with opportunities to explore their ability.

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CHALLENGES OF TEACHING AND LEARNING ENGLISH FOR AIRLINES STAFF CANDIDATES

A Study from a Training Center

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Abstract

The growth of airlines industry in Indonesia triggers training centers to develop their courses; one of them is their English class. This study looks closer into an EOP course in an Indonesian training center, and reveals some challenges of teaching and learning English for Airlines Staff Candidates. Data are collected through some interviews with teachers and students, also document studies focusing on teaching materials, class activity, and final scoring within a training batch. Both teachers and students have issues which related one another hindering the objectives of teaching and learning that strongly impact the course output. The findings can support teaching evaluation, material development, ideas in teaching methodologies, and need analysis in aviation training.

Keywords: teaching English, airlines staff candidates, training center

Introduction

English for Specific Purpose is a broad topic that has attracted interest since its emergence in the middle of 20th century. (Basturkmen, 2010). The broad scope of ESP is divided into some sub topics, such like English for Academic Purposes, English for Occupational Purposes, and English for Vocational Purposes (West, 1994). One of the branches of English for Occupational Purposes is Aviation English (Moder, 2012) that is “English used by pilots, air traffic controllers, and other aviation professionals”. However, it is popular that this term is owned by the English used by pilots and air traffic controllers (Parohinog and Meesri, 2015; Karimi and Vahdani, 2014) since there have been many research under this topic. This might be because of its urgency. In aviation industry, the communication of pilots and air traffic controllers is very important, in order to ensure smooth flow and coordination. Alderson (2009) noted aviation accidents are caused by miscommunications on this.

Cutting's work in 2012 initialized views that communication among other aviation personnel deserves studies, too. Cutting described language used by airport

ground staffs under the position of: security guards, ground handlers, catering staff and bus drivers. Besides, Ting (2010) noted the detail on course design for airport ground staff working at the Information Desk.

Airlines service in Indonesia is growing rapidly. Recently, a significant total amount of customers have used the service, showing the improvement as much as 20% (INACA, 2018), and more airports are built. A good thing is that the interest on aviation professionals training is getting increased, either. Some prestigious events in ASEAN level related to Aviation Training Awareness were held started in 2011 supported by Ministry of Transportation and government-support organization, continue until present.

Aviation Training in Indonesia is barely found in university level. Usually, the professionals in aviation industry are trained in flight academy, college, and training center. They are offered programs they can choose based on their intended jobs such like to be pilots, cabin crew, ticketing / reservation, ground staff, flight safety, cargo service, and others (such like cleaning and wrapping). However, it seems like some institutions offered attractive programs such like short-term training in less than 6 months

and the students will get recommendation from the owner of the training center to get a job in the airlines company or other related service agents. In this short course, English is one of the subjects to master, so that the graduates can be qualified and competitive in the job field. Now the inquiry is that how the process of English teaching and learning in the training center occurs. What challenges are found there in teaching and learning process?

Methodology

This study intended to discover challenges of teaching and learning English for Airlines Staff Candidates by employing qualitative approach. Data are collected through in-depth interviews, discussion, and document studies focusing on the following points: teaching materials, class activity, and final scoring. Interviews and discussions involved some informants; three English teachers, an academic staff, and ten students (three of them taking ground staff program, seven students are into cargo service). Other than that, documents such like handouts, teaching journals, and lesson plan are examined for source triangulation. The researcher was also given a chance to observe a few class activities. The process of collecting and analyzing data continuously bundled together to complete information comprehensively, as Miles and Huberman (1994) noted that in Qualitative Design, Data Collection, Data Display, Data Reduction, and Data Verification or Conclusion connect each other.

Findings and Discussion

1. How English is brought into the classrooms

From document study and interviews, the researcher found that during this eight-week training program, the allotted time of learning English is 24 hours in total, involving three teachers for three separated English classes; Job Interview (6 meetings), Professional English (8 meetings), and Basic English (10 meetings).

2. Teaching Materials

In all those three afore mentioned English Classes, each teacher provides handout for the students, and usually the teachers arrange the content by themselves based on the direction of academic staff.

In English for Job Interview, the students feel that the materials are very helpful. They learned much about frequently asked questions in job interview through video and in-class practice or simulation. To cross-check, the researcher found that the handout of English for Job Interview is concise with well-organized content. It provides the questions mostly asked in the interview, answer tips with examples, and tips for interview preparation. The students feel that handout is easy to learn.

In the class of Professional English, the layout of the handout looked less organized. Its pieces of papers seemed loose and bundled in some groups, but the students looked confused when trying to show some written conversation practice because it was not in order, and there was no content list. The handout contained dialogue in the airport, ticket booking, and baggage handling. However, seeing the printed format and layout of the draft that is still rough here and there such like the front size, spacing, and margins, further revision and minor edit would be best. The students wish they could have a better handout, too, in order to get them learn better. Another thing is that tenses and grammar are taught in this class as an additional material in relation to dialogues provided, for example, the explanation about passive voice after baggage handling dialog.

For the class of Basic English, the handout is well-organized in an e-book file. This file contains materials about small talk, time and numbers, stating and refuting opinion, and how to do presentation in formal setting. Basic theory, examples, and exercises are provided in every chapter. The students like this e-book. However, they feel that sometimes it is hard to understand the content because of their limited vocabulary

and ‘high-level’ diction. This thing even makes the students whose English proficiency is low becomes more struggling.

3. Class Activity

The researcher had a chance to visit the class of English for Job Interview. At that time the students were introduced to job interview example through a video and they looked enthusiastic. The video was not played till the end, because it was a long video. Part played was when the interviewer asked about strength and weakness. The video was paused several times to make sure students got the meaning of sentences shown and students asked questions. Apparently the teacher carefully gave space for students so that they feel confident and comfortable with the materials.

After example and tips were provided, the teacher asked the students to think of their real answers if they are being asked the question of strength and weakness. The teacher asked them to find each three of their greatest strength and weakness. Then, she asked the students to practice answering the question in pairs.

During the latter session, it is clear that the students with low English proficiency struggled. They lack of vocabulary and less confident. Whenever they could not speak fluently, the other students who know better gave help.

In the class of Professional English, the activities were mostly conversation practice. Although on the handout were some tenses and grammar, the teacher did not spend time to discuss or explain them. The same problem was there, that the students with low proficiency struggled hard. They had long pause when they performed conversations.

In the last class, Basic English, the scope of materials are broader. However, some students still found it hard to keep up, mostly when it deals with listening and speaking practice. At many times they look confused and struggling, but the teacher is quite sensitive that she quickly noticed them.

This class needs full of creativity, and sometimes teacher brings games to the class.

4. Final Scoring

The three classes have different final scoring. In class of English for Job Interview, there will always be job interview simulation in the final meeting for scoring students’ performance. The students have to answer questions orally face-to-face with the teacher. They will be scored under the criteria: speaking, performance, and fluency.

In the class of professional English, it is surprising that the scoring was not to have students perform dialog, but job interview. The students informed that it was an exercise, even though English for Job Interview was also a different subject. However, some students stated that it is beneficial for them, such like killing two birds with one stone.

Lastly, in the class of Basic English, students are obliged to perform a formal presentation under the theme of culture and traditional wellness. For some students, the topic is less relevant with their study. They expected topics such like airlines or more basic talks.

5. Teaching Challenge

From the findings above, it is revealed that there are some teaching challenges in the English class of this training center. Teachers with English education background without knowledge about the field, or they are who quite professional and experienced in the field but no background in teaching English are difficult but true matter.

Another thing is that the teachers must teach students who have different (sometimes very big difference): ages, backgrounds (education, English skill level, community), interest, confidence. It seems that they need community or sharing group of English teachers in this special field, instead of being an independent fighter.

Meanwhile, in case about English teaching material, it is very important to conduct very thoughtful needs analysis

related to the learning goals and objectives, in order to make learning become more meaningful and specific. (Basturkmen, 2010; West, 1994; Williams, 2014; Paltridge and Starfield, 2013)

6. Learning Challenge

Students with poor English proficiency felt left very much behind. In reverse, top students feel bored and stuck when they actually wanted to learn more or other things in their level of proficiency. This will not happen if there are placement test prior to class starting. However, it is difficult to have ideal situation when there are just a couple students with limited time and teachers.

Conclusions

Rapid and positive growth of aviation industry should be supported by appropriate system and implementation in aviation training as an effort in order to have professional employees. Language is a very important aspect to pay attention. There should be a special attention for English for airlines service in Indonesia.

In the process, it is found some discrepancies between expectation (objectives) and reality in the teaching and learning materials. For a maximum result, there should be full effort in needs analysis, learning facilities, teacher training, coordination, and unity in order to overcome the challenges detected.

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LISTENING COMPREHENSION FOR TWELFTH GRADE STUDENTS IN SINAR HUSNI HIGH SCHOOL FOR MEN

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Abstract

The paper analyzes listening comprehension of English language skills for twelfth grade students at Sinar Husni high school in Medan. The paper answers the following questions: 1. what are the factors that determine students' interest in learning English? 2. How frequently listening educational instruments are used to improve the listening skills for student? 3. What are the common difficulties that face the respondents in the questionnaire implemented in this paper in terms of listening comprehension? Thus, the paper aims to find the factors influencing English listening comprehension and the strategies to be taken that might improve students' listening comprehension. The paper indicates that the current problems face students in developing listening comprehension skills are speed speech, limited knowledge of vocabulary, and limited knowledge of the subject in question. Further studies could be conducted to gauge the issue of listening comprehension at the university level-among university students-and the use of listening educational instruments.

Keywords: English language, Sinar Husni High School, listening comprehension, twelfth grade

Introduction

The demand for English speaking proficiency among students is rising. More specifically, listening comprehension has recently attracted considerable attention in Sinar Husni High School. Despite students having mastered the basic elements of English such as grammar and vocabulary, their listening comprehension is in general weak. Beginning in the early 70's, work by Asher, Postovsky, Winitz and, later, Krashen, brought attention to the role of listening as a tool for understanding and emphasized it as a key factor in facilitating language learning. Thus, listening has emerged as an important component in the process of second language acquisition (Feyten, 1991).

Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the first language mode that children acquire. It provides the foundation for all aspects of

language and cognitive development, and it plays a life-long role in the processes of communication. A study by Wilt (1950), found that people listen 45 percent of the time they spend communicating. This study is still widely cited (e.g., Martin, 1987; Strother, 1987). Wilt found that 30 percent of communication time was spent speaking, 16 percent reading, and 9 percent writing. That finding confirmed what Rankin discovered in 1928, that people spent 70 percent of their waking time communicating and those three-fourths of this time was spent listening and speaking.

According to Howatt and Dakin (1974), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously. In terms of language processing, it is now generally accepted that learners need access to both top-down as

well as bottom-up processing strategies. Bottom-up processing strategies focus on the individual components of spoken and written messages, i.e. phonemes, graphemes, individual words and grammatical elements which need to be comprehended in order to understand messages. Top-down processing strategies, on the other hand, focus on macro-features of text such as the writer's or speaker's purpose, topic of the message, the overall structure of the text (Nunan 1991:4).

Bottom-up listening involves the listener in scanning the input to identify familiar lexical items, segmenting the stream of speech into constituents, for example, in order to recognize that (a book of mine) consists of four words. In addition, bottom-up listening helps the listener in using phonological cues to identify the information in an utterance format. Finally, bottom-up listening helps the listener use grammatical cues to organize the inputs into constituents, for example, in order to recognize that in the book which I lent you (the book) and (which I lent you) are major constituents rather than (the book which I) and (lent you). Top-down listening strategies, on the other hand, involve the listener in assigning an interaction to part of a particular event, such as storytelling, joking, praying, complaining, assigning persons, places, and things to categories, inferring cause and effect relationships, anticipating outcomes, inferring the topic of a discourse, inferring the sequence between events, and inferring missing details (Richards 1990). In the context of English Academic Purposes (EAP), the listening skills required in a strictly academic sense are those needed for listening to lectures. However, the use of media is also of potential academic interest as news, broadcasting and documentaries are all potentially valuable learning aids (McErlain 1999).

Listening is often erroneously considered a passive skill. In fact, in order to decode a message that the speaker is delivering, the listener must actively contribute knowledge from both linguistic

and non-linguistic sources. The view of listening would involve the learner in listening to the message without paying attention to its component elements. Listening to a language can be defined as the ability to receive and decode oral communication by processing a language sample (McErlain 1999). Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing. In other words, listening is a two-way process involving reception, decoding of input, and production that involves predicting and compensating.

Methodology

In this paper, the author approaches listening skills from the perspective of students in classroom. A questionnaire is used as a neutral tool so as to find out the kind of methods used in teaching English skills and the kind of difficulties students face. The language used in the questionnaire is Indonesian and as such it was straightforward for students to answer the questions in the questionnaire. For purpose of the paper, the author distributed the questionnaire among Twelfth grade students in Sinar Husni High School for Men in Medan. There are 44 respondents. For the purpose of this paper, the author translated the questionnaire from Indonesian into English.

Like all other Sinar Husni students in high schools, participants in the questionnaire started learning English as a foreign language in the fifth grade. However, nowadays, students start learning English in the first grade. Participants in the questionnaire were homogenous in terms of linguistic skills, socioeconomic background, educational system, and field of study. The concept of this paper was given to students in the classroom through their teacher(s).

The author intentionally avoided conducting personal interviews with the students to give those participants the freedom to answer the questions and express themselves without any interference by the author.

Discussion and Data Analysis

By looking at the table below, it becomes clear that out of the total number of male students of (44) there are (21) who would like or have an interest in learning English language skill. In other words, these 21 male students constitute 47.7% of the total percentage of students. On the other hand, those male students do not have interest in learning English language skills amount to (23) students i.e. 52.3%. It is to be noticed that there is no big gap between those who expressed interest in learning English and those who did not show the same interest.

Table 1. Distribution of Respondent According to Interest in Learning English

Distribution of Respondents	Number	Percentage
Those who showed interest in learning English	21	47.7%
Those did not Express interest in learning English	23	52.3%
Total	44	100%

The paper highlights that the factors that affect students' interest in learning English include:

1. Importance of English in real life. The total number of respondents who gave the English language this importance in real life is (9) out of (21) who showed interest in learning English. In other words, the percentage for those (9) students is 40%.
2. Desire to learn foreign language because it is fun thing to do. The total number of respondents for this point is (7) out of (21) which amounts to 36%.

As for male students who expressed no interest in learning English, the total number of students is (23) i.e. 52.3% of the total number of the sample (44). The author

believe that this number is very high. Some of the reasons mentioned by these students for not being interested in learning English include: hardship they face in learning English; no enough time to learn; lack of continuity for learning English.

Table 2. Using Different Means to Enhance English Learning Skills

The means	Using the means				Total Number	%
	Answer yes Number	%	Answer no Number	%		
Radio	2	4.5%	42	95.5%	44	100
Tv	31	70%	13	30%	44	100
Tape recorder	8	18%	36	82%	44	100

The importance of utilizing learning tools, which is the topic of this paper, in mastering English language skills cannot be underestimated. Table 2 clearly indicates that using radio as a learning tool is low when compared with other tools or methods. More specifically, the percentage of respondents who used radio was 4.5% while 95.5% of the students do not use radio. It is expected that the rationale for the former students not to use the radio as a learning method can be contributed to their weakness in listening comprehension. TV occupies the first place among other learning methods. Around (31) students indicated that they use TV as learning method for listening comprehension. In other words, 70% of the total students use TV. The reason for this overwhelming use of TV can be contributed to the joy and entertainment one experience when watching TV so that students attention are attracted to the images displayed on TV.

According to the data displayed above, dependence on tape recorder to learn English language skills is low. As a matter of fact, just (8) students, i.e. 18%, said that they use this method to learn English. To put in a different way, 36 students said that they do not use the tape recorder method. The author believes that these statistics are disappointing as the percentage of those using tape recorder should be higher since this method

is easy to use, has low cost to own, and it can be easy moved from one place to another.

Moreover, using the tape recorder can help students record their own statements and hear again. It is unfortunate that the methods of radio and tape recorder are not well-used although they have so many benefits in helping students improve their listening comprehension. The presence of a teacher in a classroom is considered among the most important tools used in learning English language skills including listening comprehension. However, according the study conducted for the purpose of this article, it becomes clear to the author that teachers never use radio or TV as learning method. Somewhat, teachers use tape recorder. It is clear that there is weakness and limitation in using the different kinds of learning methods although some of these methods are easy to use and cheap to own. Therefore, using different learning methods should be inseparable part of the teacher's way of teaching English skills.

Analyzing the data collected for this paper points out that 54% of respondents have improved their listening comprehension via the teacher while the remaining percentage have not learnt much. In addition, students' listening comprehension based on the use of radio, TV, and tape recorder was very good (54%), good (30%), and weak (16%) respectively. As to the degree of satisfaction among students for the method used to learn listening comprehension skills for English language, about 30% of students were satisfied, 43% were moderately satisfied, and 27% less or minimally satisfied. The author is interested in knowing the issues students face in listening comprehension according to the following table 3:

Reasons	Yes	No	Total
1) Speech Speed:	22	22	44
Number	50%	50%	100%
Percentage			
2) Limited knowledge of vocabulary	29	15	44
Number	66%	34%	100%
Percentage			

and structures of sentences:			
Number			
Percentage	25	19	44
3) Limited knowledge in the discussed subject:	58%	42%	100%
Number			
Percentage			

Based on the data included in the previous table, it is to be noted that:

1. Speech speed by the speaker affect 50% of students in their ability to master listening comprehension of the English language while the other 50% of students do not consider speech speed an obstacle in the face of learning. The author believes that it is in the best interest of the first group of student to continue listening of the English language through the use of assisting tools to develop their listening skills.
2. Limited knowledge of vocabulary and structure of sentences constitute a hardship for 29 students i.e. 66% while 15 students i.e. 34% consider (limited) knowledge of vocabulary and structure of sentences do not amount to an obstacle in the face of developing their listening skills in English.
3. One of the reasons that students face a hard time in listening comprehension is limited knowledge of the topic in question. About 25 students i.e. 58% face difficulties in following up in discussion because they do not know fully the subject matter of discussion. On the other hand, 19 students i.e. 42% stated that their listening comprehension skill is not affected by their limited knowledge of the topic.

Conclusion

The paper has explored some of the factors that have influenced students' competence in English listening. The paper found that approximately 50% of respondents do not want to learn English because it is difficult.

Using learning aids such as radio could assist students in improving their listening skills. However, the paper highlighted the fact that students use these aids few times. In addition, the teacher himself/herself teach English without the use of any listening educational aids such as radio or TV while their use of recorder is very limited. Some of the obstacles that face the respondents in the questionnaire in developing listening comprehension skills include speed speech, limited knowledge of vocabulary, and limited knowledge of the subject in question. English listening comprehension is a complex process that needs gradual development. Improving students' ability as English speakers is a demanding process and there are still many factors, intellectual and cultural, subjective and objective, influencing language acquisition that need to be considered and further explored

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AN ANALYSIS OF GRAMMATICAL ERRORS ON STUDENTS' WRITING

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Abstract

This study was conducted to find out the grammatical errors on students' writing. Grammatical errors were analyzed based on surface strategy taxonomy by Dulay, Burt, and Krashen. It consisted of four types, they were omission, addition, misformation, and misordering. There were 27 students that became the subject of this research. The purpose of this research was to identify and describe the dominant types of grammatical errors on students' writing and to know to what extent the factors cause grammatical errors on students' writing. Qualitative and quantitative were chosen as the research design. Library research, analysis, documentation, writing test result, questionnaire, and interview were used as the instruments of the data collection. The result of this research showed that the number of errors occurred was 810 errors. Omission errors had the biggest percentage with the percentage of 37%, followed by addition errors with the percentage of 32%. Misformation errors was in the third position with the percentage of 30% while misordering errors became the lowest errors with the percentage of 1%. The factors causing errors were carelessness (73%), first language interference (61%), translation (67%), teacher's explanation and students' incomprehension about grammar. Based on the result of the data, the more factors faced by the students, the more frequency of errors on writing occurred. Therefore, the teacher should recognize the students' errors and encourage the students to learn grammar.

Keywords: grammatical errors, students, writing

Introduction

In Indonesia, students who learn English are expected to master all language skills, so do English Education students. They are required to communicate in English well. English learning has main concern on the mastery of language competences to achieve functional level for communication both spoken and written. Therefore, students are demanded to earn spoken and written products such as short functional texts, transactional texts, essay, etc.

English subject has four language skills to be mastered by students as the goal of learning English. Those language skills are listening, speaking, reading, and writing. Listening and reading are referred as receptive skills, it is related with inputs which are comprehended by students when they are learning English. Meanwhile, speaking and writing are referred as productive skills, it is related with outputs or products which are produced by students

after getting inputs from listening and reading activities. However, all of the skills are to be improved in the process of teaching and learning English.

Among the four skills above, writing is the most difficult one to be learnt by students. Writing needs broad knowledge and deep thinking process to produce words, sentences, and paragraphs at the same with good English grammar. As Palmer (1994, p. 1) cited in Alfiyani (2013, p. 1) states that writing is difficult to learn because the writer should involve a process that includes planning, organizing, and revising to present meaning in words or sentences. It means that writing requires capability at organizing and combining information into cohesive and coherent paragraphs and texts in order to be understandable. Because writing is not simple and easy, the students need to practice a lot in writing to make a readable and meaningful writing.

The learners must apply the five general components of the writing process; they are content, form, grammar, style and mechanic. In fact, in writing process students cannot avoid making mistakes and committing errors especially when they are trying to arrange sentences or use tenses. Consequently, they commonly write sentences which are grammatically incorrect. In order to compose good writing, students should understand grammar well. If their writing has incorrect grammar, the readers cannot understand about the meaning inside. According to Alufohai (2016, p. 62) grammar at the sentence level is fundamental for the writing of compositions in English language. There are many rules in grammar, including articles, parts of speech, sentence pattern, and tense, etc (Cook and Ricard, 1980) cited in Muhsin (2016, p. 81). Some mistakes and errors occur when the students do not understand well about the English grammar. If the teacher does not realize about students' mistakes and errors, those mistakes and errors may occur repeatedly because they do not have the correction.

The statement above is reinforced by the description of pre-observation in English Education Department of University of Muhammadiyah Semarang in the academic year 2016-2017. Based on the pre-observation, the researcher found that there were grammatical errors in students' writing. It should not be ignored because it will give impact on communication in English.

Most of the students stated that grammar is difficult especially in writing. Then vocabulary mastery becomes the second problem, and organizing ideas is the next problem in writing. Consequently, those problems give impact on students' writing performance.

Many factors which cause the learners of English as a foreign language make errors and sometimes first language interference also becomes one of the causes. The different structures in the first language and the second language potentially generate error in writing. The way Indonesian

sentences formed is different from the English way. So, it is normal when learners make errors in language in writing. Therefore, when the teachers teach, they will find their students face some difficulties.

In this research, the researcher would like to analyze the students' errors of grammar on students' writing. The researcher wants to know what errors are mostly made by the students on grammar under the title "An Analysis of Grammatical Error on Students' Writing". It is very important to know how many types of errors in writing to help them understand writing skill well. This result of the analysis hopefully gives some contribution in attempting to decrease errors done by the students and help them to improve writing skill in learning English.

Methodology

This research was designed by using descriptive qualitative research because it was aimed to describe grammatical errors on students' writing. The data about grammatical errors in students' writing were analyzed based on the results of the data collection instruments.

Descriptive qualitative method is called as interpretive method because the result of the research is related to interpreting about data found in the field. (Sugiyono, 2013, p. 14). Arikunto (2007, p. 234) states that descriptive research has not purpose to test the certain hypothesis, but just describe some variable and condition naturally. So the researcher described and explained about anything related to this analysis.

The researcher used writing test result, questionnaire, and interview as the instruments of data collection. They were analyzed comprehensively. Although this research more focused on descriptive qualitative method, but serving numerical data in order to get valid and countable data was needed. So, the quantitative method has conducted in this research to see the percentage and frequencies for supporting the research.

Findings and Discussion

In this section, the researcher showed the analysis data of grammatical errors on students' writing which was analyzed based on surface strategy taxonomy by Dulay, Burt, and Krashen. All of the data were presented in Table 1 below.

Table. Data Result of Errors on Surface Strategy Taxonomy

No.	Surface Strategy Taxonomy	Component	Frequency	Percentage (%)
1.	Omission		300	37%
2.	Addition	Double marking	0	32%
		Regularization	60	
		Simple addition	200	
		Total	260	
3	Misformation	Regularization	209	30%
		Archi-form	6	
		Alternating	24	
		Total	239	
4	Misordering		11	1%
Total			810	100%

The result of the research showed that omission errors became the most errors made by second and fourth semester students with 300 errors or 37% from the total 810 errors. The reason was because the students omitted items that must appear in the sentences. The errors were mostly about the elimination of correct linguistic words, morphemes, and phrases. From the data of students' writing, the researcher found the common errors such as the students omitted "be", final "-s" or "-es" for plural noun, and subject. The example of omission error was "Mr. Smith always on time." From the sentence, the student omitted be "is" after the subject. The sentence above was nominal sentence. To construct nominal sentence, the students need be (e.g. is, am, are, was, were, etc.) which has function as predicate. So, it should be "Mr. Smith is always on time".

Addition errors became the second place or lower than omission with the number of errors were 260 errors or 32%.

This was because the students often added some items which were not needed in the sentences and made the sentences had unclear meaning. The example of addition error was "They know how to teaching students". From the sentence, the student added final "-ing" in the end of "teaching" in which it should be infinitive verb. So, the best correction was "They know how to teach students".

Misformation errors became the third rank with the number of errors as many as 239 errors or 30%. It was because the students used the wrong forms of the morpheme or word, moreover the students did not give attention to grammatical rules. The example of misformation error was "Mr. Smith have enjoying lecturing". From the sentence, the student used the wrong form of "have" which should be "has", because the subject was singular noun. Moreover, the student wrote "enjoying" instead of "enjoyable". The student could not change the word "enjoy" into adjective form to make a phrase. It could be seen that the student could not perform the right formation process. So, the sentence above should be "Mr. Smith has enjoyable lecturing".

The other result was misordering errors which became the lowest percentage of errors made by students. The students made errors 11 times or 1 % out of the whole errors. This happened because actually the students did not put words in the right order. The example of misordering error was "Jakarta's inhabitant almost 85.36% are moslem". In that sentence, the student wanted to write "Warga Jakarta hampir 85.36% adalah muslim" but the student failed to arrange the sentence in the right order. Furthermore the student use "inhabitant" as diction to translate "warga" instead of another word "citizen". Therefore, best correction was "Almost 85.36% citizens of Jakarta are moslem".

In addition, the further discussion would be correlated to the factors causing errors. The data result from questionnaire and interview revealed the factors causing

errors on students' writing. Those factors were carelessness (73%), first language interference (61%), translation (67%), teacher's explanation, and students' incomprehension about grammar.

The first factor was carelessness. Carelessness referred to students' motivation in learning English. It happened because the students had lack of attention or slip of the pen, for instance when the student wrote "*On the other hand, there is Mr. Jones. Although Mr. James is not young anymore, but his spirit of lecturing/teaching beating young students*". From the sentence, it could be seen that the student replaced "*Mr. James*" for "*Mr. Jones*" in the previous sentence. The researcher was sure that actually the student would like to write "*Mr. Jones*" but he failed to write "*Mr. Jones*" in the next sentence because the subject was "*Mr. Jones*" not "*Mr. James*". But it happened because he had lack of attention. It was also supported by the data from the interview in which some of the students sometimes wrote hurriedly and did not check their writing. Finally, that error could result alternating error.

The second factor was the first language interference. It could be seen from the sentence "*Different with Jakarta, Semarang is the capital Central Java*". The student would like to write "*Berbeda dengan Jakarta, Semarang adalah ibu kota Jawa Tengah*", but "*berbeda dengan*" was translated by the student into "*different with*" in which in English it should be "*different from*". It could be said that the sentence made by the student was interfered by the first language (*Bahasa Indonesia*). Another example was "*The first one is develop country and the second one is country which progressed*". The student would like to write "*Negara maju*" and "*Negara berkembang*" in which in English it should be "*developed country*" and "*developing country*". Those errors could be categorized as misformation. It was also indicated that the students translated the sentences literally. Based on the data, the percentage of first language

interference and translation which were caused the errors were 61% and 67% which meant high. Surely, those factors become obstacles when the students were learning English. Therefore, the errors of misformation appeared on students' writing.

In addition, considerable factors which caused error were teacher's explanation and students' incomprehension about grammar. Teacher's explanation would influence students' incomprehension about grammar. The teacher should make the students understand and use the rules of English grammar correctly. If the teacher could not explain English lesson clearly, it would harm students' comprehension. As a result, the students made mistakes and errors. The students often generalized some rules. They did mistakes and errors at using auxiliary, diction, passive form, subject verb agreement, singular and plural nouns, and basic grammar terminology.

From the explanation above, it could be summarized that the factors mentioned caused the errors occurred. However, those factors related to students' characteristics, background knowledge, and experiences in learning English would give impact on the students' writing performance. Therefore, the more factors faced by the students, the more frequency of errors on writing occurred.

Conclusions

The analysis of grammatical errors on students' writing in English Education Department of University of Muhammadiyah Semarang had been conducted by the researcher, based on the result of this research, it could be concluded that:

1. Omission errors became the highest errors on students' writing with the percentage of 37%, the second place was addition errors with the percentage of 32%, the third place was misformation errors with the percentage of 30%, and the last was misordering with the percentage of 1%.
2. The factors causing errors were carelessness (73%), first language

interference (61%), translation (67%), teacher's explanation and incomprehension about grammar.

3. Based on the result of questionnaire, carelessness became the dominant factor which influenced the students in making errors with the percentage of 73%.
4. The more factors faced by the students, the more frequency of errors on writing occurred.

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CALL IN EFL CLASSROOM

What are lecturers' perceptions in implementation?

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Abstract

Computer Assisted Language Learning (CALL) is the implementation in the area of computer's application or software as a technology which is used in teaching and learning of second language context. Nowadays, most universities are implementing the new technologies in their classes: such as computers, tablets, interactive whiteboards, LCD or even mobile phones to support the learning process. Utilizing technologies in education area has been increased because of the globalization process. Some universities do not utilize technology well to assist language learning process. The possible solution to solve the problem is introducing knowledge about CALL. The aim of this study is to know the lecturers' perception about CALL. This study used the qualitative method with individual interview technique. There were three EFL lecturers who served as the sample of this research. Two steps were done to gain lecturers' perception toward CALL: (1) introduced CALL to the lecturers and tried to implement it during language learning process; (2) interviewed the lecturers to gain their perceptions toward CALL. The findings of this study show that CALL helps the lecturer to support their language learning process. The lecturers declared that CALL is very useful in language learning process.

Keywords: CALL, second language learning, software or application, EFL lecturers' perceptions

Introduction

Education is a fundamental aspect in many countries. The development of a country or a region can be seen from the system of education which is implemented and the knowledge of people in the country. Through education, a country can create a future generation to solve every single problem in every aspect in society. To maintain the quality of education, there are many aspects that must be improved, such as the stakeholders, materials, media, lesson plan, evaluation, etc. In the current situation, technology is being used in every context especially in education.

Computers have been used in education area to facilitate the teaching and learning process. The implementation of computer in education area has been increased because of the globalization process. Most universities in Indonesia have supplied LCD projector in every class and language laboratory to support the learning process. The students can enhance their ability

in using technology and the lecturers can be assisted with technology in teaching and learning process.

Some universities do not utilize the computers well to assist the teaching and learning process. It may happen because the lack of lecturers' knowledge and understanding toward the computer. The lecturers need to be introduced CALL (Computer Assisted Language Learning) to support the learning process. The lecturers have started to use computer as a new pedagogical tool in language learning. Moreover, computer is trendy and useful tool which is usually used by people especially in education area to search and find much information what they need.

CALL becomes popular in many countries. It is considered as a language teaching method that can help the stakeholders in the learning process. Yuan (2007) stated that Computer Assisted Language Learning (CALL) is the using of e-learning strategy where the computer as the

technology which is used in language learning context. In traditional CALL, it was often claimed as a “programmable teaching” where the computer checked the students’ input and gave feedback to an appropriate activity exercise. In modern CALL, it emphasizes on communication and task or test. The role of the computer in CALL has changed from the “input - control - feedback” to management of communication, text, audio, and video. Both lecturers and students have different needs in implementing CALL. The lecturers can be facilitated by computer in language learning and the students can increase their skill of using computer for their future career.

While implementing CALL in Indonesia, EFL learners will get benefit because they will interest in learning English and it will help them to improve their English skill. The lecturers have an important role in implementing CALL, their ideas and teaching techniques can help the students be better in learning English. They must follow the new era of globalization to move forward and compete with other countries, in this case is using technology of computer. CALL may be a well known methodology which is used in Indonesia, but not all institutions can apply this method because the lack of facilities and infrastructures. CALL can develop in some institutions which have adequate facilities and infrastructures.

Pardo (2014) stated that schools or institutions are integrating all sorts of new technologies in their classes, such as computers, tablets, interactive whiteboards or even mobile phones. From his statement, it can be said that the implementation of CALL in institutions is appropriate. Pardo (2014) added that the learners who receive computer-based lessons outperform those who use paper-based materials. Utilizing CALL can help the learners to improve their skill and achievement. Besides that, the aim of this study is to show the lecturers’ perceptions in implementation of CALL.

Methodology

This study used qualitative method with narrative qualitative design. It was used individual interview technique. The researcher used purposive sampling for conducting the research. Participants of this research are three EFL lecturers from Sultan Ageng Tirtayasa University. This study was conducted in Sultan Ageng Tirtayasa University. In the beginning, the researcher introduced CALL to the lecturers and they tried to implement it several times during language learning process in order to make it been accustomed. At last, the researcher interviewed the lecturers to gain their perceptions toward the implementation of CALL.

Findings and Discussion

The lecturers respond positive toward integration of computer in English language learning. They stated that the implementation of Computer Assisted Language Learning (CALL) helps them to deliver the material in the EFL classroom. CALL can be an alternative way in teaching and learning process because it is accessible and easy to be used. As its name, it can assist the lecturers in the learning process.

“I think CALL will help me to deliver the materials in the EFL classroom because it’s quite accessible for both lecturer and learners. We can also make an interesting design of the material by using computer to get the learners’ attention” –Lecturer A–

“CALL is a very good tool in assisting the lecturer to deliver the materials. It can be an efficient medium for both lecturer and learners. It can also present the materials, submit tasks, and provide feedback. While presenting, the lecturer and learners can make the layout is interesting to be used in the learning process.” –Lecturer B–

“I never present the materials to the learners because I always asked them to present it, so this is the first time for me to present the materials by the computer. CALL is an interesting method which

can be used in the classroom. It is easy to be used by us and I can create the materials become attractive. I can put everything what I need to share to my learners. If the time is not adequate in the classroom, I can share all materials to email or group media which can be accessed whenever and wherever by my learners, so time and distance will not be a problem for us anymore.” –Lecturer C–

EFL lecturers also confirm that CALL may help their learners improving their English skill since it is accessible and interesting, so the learners may have more time to learn English independently. Additionally, both lecturer and learners can also improve their skill in using the computer. Integrating computer during the learning process, the lecturers think that it can boost learners’ enthusiasm toward the given lesson.

“I think the learners will get benefit in a way that they can access the materials through computers that they usually liked to use and train themselves independently to learn when they are outside the classroom. Moreover, integrating computer in language learning may boost their enthusiasm regarding to the lesson given” –Lecturer A–

“I believe that the implementation of CALL can improve learners’ English skill and we (lecturer and learners) can also improve our skill in using computer for our future career later. It really help us to be up-to-date in this era because most people in this world use technology like computer in teaching and learning process.”–Lecturer B–

“Utilizing computer in language learning can benefit us to be facilitated while learning process. The learners seem enthusiastic during the learning process when I used CALL method in the classroom. Because of the learners’ enthusiasm, it can improve their English skill.”–Lecturer C–

Furthermore, while utilizing CALL in the classroom to deliver the materials,

EFL lecturers also found some problems or weaknesses that are being problem in CALL implementation. The first weakness of CALL is that some lecturers who are not familiar with new technology of computer will feel difficulty in operating the system of computer. It is a usual problem which happened when implementing CALL. Second, there are some programs of CALL which are imperfect to be used in learning process, for example speaking program, it cannot evaluate user’s spoken input which is appropriate or not. Third, the computer cannot handle unexpected problem or response to learners’ questions immediately as lecturers do and the lecturers are not always online in the forum.

“The problem that usually happens in utilizing CALL is for old lecturers. Some old lecturers who can’t operate the computer will face big difficulty. They need extra training about CALL and it needs more time.”–Lecturer A–

“Even CALL is very good to be used in learning process, but some programs are not able to use because the imperfection of the programs. I guess the example is Text-To-Speech program. It will produce the monotonous sound of word or sentence because it doesn’t has stressed or intonation of pronunciation. So, I think it should be developed to make it perfect”–Lecturer B–

“Computer is not like a human. If the learners have a problem with their computer or they have some questions in a distance, computer won’t respond unexpected problem like that immediately. This is the reason why classroom activities are also need to be done.”–Lecturer C–

The findings show that lecturers give positive response toward the implementation of Computer Assisted Language Learning (CALL) in EFL learning process. CALL supports the lecturers to deliver the materials. The lecturers stated that utilizing CALL helps them in EFL teaching and learning process. They consider that CALL is

qualified enough to be used as an alternative way in teaching and learning method. This finding appropriate with Lam (2000) said that teachers interested to use computer and they believe that using computer in the classroom can have many advantages, and it also helps teachers to make a decision of using technology. Besides, the lecturers also stated that learners may improve their English skill because they will be more enthusiastic in learning process. Teachers think that CALL is beneficial to increase students' motivation, autonomy, self-confidence, and learning multi-cultural competence, and CALL is also considered as important, facilitative, interactive, and time and energy efficient in EFL teaching (Dashtestani, 2012). Meanwhile, due to the use of CALL, the lecturers and learners consider that it is useful to be used since it can help them to make a group or forum discussion which can be accessed wherever they are.

Furthermore, the implementation of CALL lets EFL lecturers to integrate technology, pedagogy, content, and their knowledge. The integration of those components may help them in improving their own professionalism. Teaching without following the development of technology may cause the lecturers left behind from their learners. A new concept of teaching is important to be considered since the education environment is dynamically changed. The improvement of technology should be beneficial for lecturers and learners. Besides using technology only, teachers need to develop pedagogical understanding when they would like to integrate technology in their teaching in order to benefit learners, so then they will be able to integrate pedagogical, content of their teaching, and technology which will be developed through their experience in using technology (Koehler & Mishra, 2005).

In terms of the problem or weakness while using CALL, the findings show that the problem that usually happened to the lecturer has an old age because they cannot

operate the computer well. Alshumaimeri (2008) supported that some factors which influenced the implementing of CALL are like students' age, teachers' age, and presence or absence of the teachers during training. In addition, the other problems that may happen are the imperfection of the programs and the computer cannot respond the unexpected problem immediately like the lecturers do.

Conclusion

This study is aimed to know EFL lecturers' perception toward the implementation of Computer Assisted Language Learning (CALL). EFL lecturers give positive response toward CALL. They said that CALL is very useful to be used in teaching and learning process. CALL makes the learners more enthusiastic while learning English and it makes the improvement of their English skill. Moreover, the implementation of CALL can improve their skill of using the computer for future career. CALL also provides lecturers to make group or forum discussion which can be accessed by students whenever and wherever they want.

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LEARNER AUTONOMY AS A CHALLENGE IN ENGLISH LANGUAGE EDUCATION 4.0 IN INDONESIA

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Abstract

The development of technology has enriched the educational practices in many settings including in Indonesia. The use of technology has contributed a lot to many teaching and learning activities both inside and outside the classrooms in Indonesian contexts especially in foreign language education like English. This is likely to be a good sign to welcome English language education 4.0. However, the success of English language education 4.0 depends also on students' readiness to be more independent or autonomous in their English learning. Our qualitative study has revealed that students in English education department still have difficulties in maintaining their autonomy level in learning. The learner autonomy is dynamic in the way that its level keeps changing. This may turn into a particular challenge for the enactment of English language education 4.0 if the students are not equipped with the skills to maintain their autonomy level in their English learning.

Keywords: learner autonomy, English language education 4.0, qualitative study

Introduction

The development of technology has affected the educational practices in many settings including Indonesia. In the past, most of the teaching and learning activities were conducted within the classrooms with the presence of both the teachers and the students. In that situation, the teachers became the main sources for the students' learning. The teachers usually wrote on the blackboard with the chalk and the students would copy what was presented on the blackboard. However the development of technology has brought an ease to the teaching and learning activities in Indonesia especially in the tertiary education. Nowadays it is not necessary for the teachers to write on the whiteboard as teachers can present the materials through their power points or they can upload the materials and ask the students to download them and bring them to the class. The teaching and learning can also be done through online classes where teachers and students can join the teaching and learning processes from home. Students can also search the learning materials from any resources in the internet. Moreover, the students' work can also be

submitted and evaluated through online system. Online examination has also been applied in some settings.

With those kinds of teaching and learning practices, it seems that Indonesian teachers and students are ready to welcome the Education 4.0. Education 4.0 requires the use of more digital technologies (European Commission on Education and Training, 2017) where both teachers and students are required to develop information and media literacy (Aberšek, 2017). Apart from accessing information from the internet, students have the opportunities to share their knowledge in online forums, wikis or blogs and thus they change their role from information user into knowledge creators (Schuster, Groß, Vossen, Richert, & Jeschke, 2015).

Considering the requirement to use more digital technology in the future language learning, students need to be more active, autonomous and independent in their language learning. With the use of technology, they can learn from any place by accessing various materials in the internet. Even, they can collaborate with their friends from different parts of the world in building

the knowledge. Being referred as self-education, Education 4.0 demands students' self-initiation, adaptability, and flexibility in learning (Aberšek, 2017). Thus the success of Education 4.0 seems to be dependent on teachers' readiness, students' readiness and the availability of technological tools to support the language learning. Without teachers' and students' readiness to use more technology in language teaching and learning activities, the development of digital technology may not touch the educational practices in the classroom levels and thus the advancement of digital technology is hardly felt by those involved in the language teaching and learning.

This paper raises the topic on the students' readiness to welcome Education 4.0 in Indonesian contexts. The authors had the curiosity about the Indonesian students' autonomy levels since the authors believe that high autonomy level is needed for the success of the implementation of Education 4.0 in Indonesia.

Methodology

This paper reports the initial findings of the qualitative study on students' perceptions about independent learning. The study aims at finding out how students and lecturers perceive the meaning and the importance of independent learning within students' English learning. As the research has not finished, this paper only reports some parts of the findings, especially on students' views on learner autonomy along with students' level of autonomy.

This study has been conducted in English Education Department, Pekalongan University, Central Java, Indonesia from March 2018. The study itself will last for a year by involving both the students and the lecturers in English Education Department of Pekalongan University.

The authors have used narrative inquiry to reveal students' perceptions about the meaning and the importance of learner autonomy in their English learning. Narrative inquiry is "a form of qualitative

research that takes story as either its raw data or its product" (Bleakley, 2005, p.534). This type of study tries to "understand how people think through events and what they value" (Riley & Hawe, 2005, p. 229). According to Johnson and Golombek (2002, p. 5) narrative inquiry makes it possible for people to "look at themselves and their activities as socially and historically situated". Similarly, Smith (2007, p. 397) highlights that individuals can "understand themselves as selves through the stories they tell and the stories they feel part of." In this way, narrative inquiry fits the purpose of this current study as the authors expect the participants to share how they perceive the meaning and the importance of independent learning for mastering English mainly by telling their stories and experiences in doing the independent study in the past.

In collecting the data, the authors employed convenience sampling and thus the participants were the students who were available and willing to participate in the study. At first, the authors informed the students in English Education Department about the study and invited those who were interested to join the interview. In the interview, the authors asked the participants to tell their experiences in conducting the independent learning especially in their English learning. Each interview lasted for about twenty minutes. The interview was conducted either in Indonesian or English depending on the students' preferences.

This paper reports the initial findings from the interviews with 14 students. Twelve students came from semester six and two students came from semester eight. To analyze the data the interviews were transcribed and then coded. By coding the transcripts, it is expected that some patterns emerge in the data. The code used here is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldana, 2013). In this study the data being coded vary from a single word, sentence (s),

to a full paragraph. Once the coding finishes, categories or themes were generated (Creswell, 2014). The last step of the analysis involved the process of interpreting the research findings.

Findings and Discussion

The findings show that all of the participants perceived the importance of doing independent learning to increase their English mastery. They also perceived the need to be autonomous or independent learners in mastering English. Most of the participants had developed high autonomy level and built the habits of doing independent learning activities. However, their stories revealed that their autonomy level changed across the time. Sometimes they were autonomous but sometimes they were not. It was hard for the students to maintain their autonomy because of various reasons.

First, some students reported that their motivation decreased across time. One of them said:

“I was so diligent in my first semester. I did so many independent learning activities. ... But then I stopped and I did not know why.”

Laziness also contributed to students' lack of consistency in doing independent English learning:

“I felt that laziness became my problem. I did not want to go out to learn [with friends in the library].”

In addition, most of the participants said that they had no schedule for learning. Some asserted that they only studied when they had assignments from the lecturers. An example of their statements was:

“I usually learn when I have homework or tasks to do. If there is no task then I did not study at home.”

Even when some felt that they were quite consistent in learning English independently, they still perceived that their

learning frequency has decreased. One of the students said:

“I don't know why, but I feel that my learning activities are not as many as in the last semesters”

Another student reported the same thing:

“I think my learning has been decreasing across the time.

Problems in learning with friends were also felt to affect students' autonomous learning activities. The problems were related to their friends' less positive attitude towards a study group:

“My friends did not want to be invited for any learning activities done together”.

Other problems faced by the students cover the lack of agreement among friends about the schedule or activities in learning. One of them openly said:

“In learning together with friends, there were some problems such as disagreements about time, place, methods, and so on”.

The statement above shows that students need communication skills and problem solving skills especially to overcome the issues in working with friends. For those who prefer to learn independently without friends, mostly they learnt at home because their parents provided the learning facilities. However, sufficient facilities did not necessarily guarantee that the independent learning activities were done by the students. One of the participants acknowledged this.

“My parents provide everything for me, the internet access, computer, laptop, printer, mobile phones, but I just did not use them for learning.”

This shows that students' willingness to learn is important. Unless students want to use the technological tools to support their learning, they will not feel the benefits of

using the advance technology to support their English learning.

Unsupportive atmosphere was also thought to be parts of students' problems in maintaining their learning activities. A student articulated this problem in the following statement:

“Well, I think my home is not really supporting me in doing any kind of independent learning activities. I have my nephew and nieces staying with me and they are so noisy. I have to help my parents as well to do the household. Even, sometimes the cats are too noisy and they really disturb my learning.”

From the description above the student seems to face the issues on maintaining the learning concentration. On one hand the student needed a certain degree of concentration for learning, but on the other hand she could not ignore the calls from the parents who needed some helps to do the household. As the noise from the nephew and nieces as well as the cats was hard to avoid, this student may need some training on handling concentration issues.

Conclusion

Based on the findings and discussion above, it can be concluded that basically students were aware of the importance of being autonomous and independent learners of English. However, they have not been able to maintain their autonomy level as English learners due to a wide range of reasons described above. In a particular time they were eager to do independent learning activities but at another time they just did not want to do them. This suggests that the students in English Education Department in Pekalongan University still faced the problems in maintaining the consistency of conducting independent learning activities. Students also experienced the increase or decrease of their autonomy levels in learning English. This becomes a call to equip the students with the skills to maintain their autonomy level in learning English. In addition, problem solving skills may be

needed so that students are ready to handle the problems they face in conducting independent study. Without those skills, students' inability to maintain their levels of autonomy may present a particular challenge for the enactment of English language education 4.0 in their English learning.

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ENERGIZING FOREIGN LANGUAGE LEARNER IN ENGLISH READING CLASS THROUGH THE USE OF WORD WEBS TECHNIQUE

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Abstract

Reading is an activity with a purpose. Students may read in order to gain information or verify existing knowledge. They may also read for enjoyment or to analyze a writers' idea or writing style. One of important factors which contribute to the better reading comprehension is students' motivation in reading. Unfortunately, although reading is considered to be an important language skill, many students are not interested in reading because many teachers use monotonous reading activities. This paper focuses on analyzing the importance of using Word Web technique and highlighting the implementation the technique in teaching reading. Next the paper discusses the advantages and the classroom experience on the use of Word Webs Technique in teaching reading. The subjects are Second Semester of English Department Students. This study employed a qualitative research design and the data are collected through observation and questionnaire. Word webs technique have many positive advantages compared with another teaching technique. It is highly motivating, giving a sense of achievement in understanding further reading. Word Web technique makes the students use their prior knowledge and information to answer specific questions. With Word Webs Technique the process learning become more enjoyable and interesting. It is recommended for students to apply Word Webs Technique to get better reading ability.

Keywords: foreign language learner, reading class, Word Webs technique

Introduction

Reading is very important to anybody who wants to progress. Everyone should have the comprehension to read especially in English because most of the scientific books are written in English. Heinemann (2009) states that "reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge /information, strategies for processing text, moods, fears and joy all of it. Through reading people can also obtain information which can help them understand and solve various problems which come constantly in their lives.

In Indonesian context, regarding to the English language teaching on Government Regulation No. 19, 2015 clearly mentioned that language education develops language competence with special emphasize on reading and writing according to the literacy level set for every level education.

Especially for college learners, most of them are required to take English courses focusing on reading skills to comprehend academic disciplinary text (Masduqi, 2014).

According to the International Association for the Evaluation of Educational Achievement (2003), Indonesian students are just capable of mastering 30% material, and find difficulty in reading text. Recently, some researches (Iftanti, 2012; Hamra & Satriana, 2012) found that reading habits of Indonesian learner are still poor 3.85% and they state that reading comprehension of Indonesian student need improvement.

Therefore, dealing with the students' problem, Word Web Techniques would be one of good solutions to motivate students more active in reading text. Word webs are collaborative versions of a concept map. A central word, phrase or question placed on a shared writing space serves as the stimulus.

Students generate a list of related ideas and then organize them in a graphic, identifying relationships by drawing lines or arrows to represent the connections. (Claire Howell, 2005). Elizabeth Barkley (2005, p. 226) mentioned that this technique help students analyze a complex concept by breaking it down into component parts and clarifying the relationships. It is also an effective starting point, helping students relate new information to prior knowledge or guiding groups to uncover current understanding of the associations between parts. The writer stated that Word Web Technique help students organize facts and principles into meaningful conceptual networks and to represent visually complex relationships that are difficult to understand from words alone.

Methodology

This report used descriptive qualitative approach to describe the students' activeness during the process of teaching and learning, the implementation of word webs technique, the strengths and weaknesses of the technique, and the writer's impression and opinion toward the techniques. To evaluate the effectiveness of these techniques three instruments were utilized: lesson study, observation sheet, interview and product analysis. Lesson study employed to check students 'activeness during the lesson. Meanwhile the observation sheet had two functions: to check students' concentration during the lesson and to give comments on the teachers' presentation. Observation was done during the reading process in the classroom especially to see how they were completing the reading task using the strategy. During the writing process i did the interview to find out how they liked the strategy. Product analysis was done during and after the process. During the process the progress reading answer from students were analyzed, given feedback, and scored. Last the writer's comments and his impression toward the technique also would be described qualitatively. The participants of the study were the second semester of

English Department Students. They consisted of 24 females and 6 males.

Findings and Discussion

This technique itself works in the following preparations and procedures. The preparations are choose a concept for students to map, and map it ourselves so that we can uncover potential problems. Your own word web can also serve as a model against which to assess group work. Mapa parallel concept to demonstrate the process to students. Decide what to use as shared writing space (for example, flip charts, large-format paper) and bring this and colored markers or crayons to class.

The procedure of applying Word Web Technique are:

1. Describe and demonstrate the process to students
2. Form teams 2-4 group size and distribute paper and markers
3. Present the central concepts that students will graph
4. Ask students teams to brainstorm, writing list of terms and phrases that express core concepts and supporting details.
5. Have students sketch out a diagram starting with the central idea and adding primary, secondary and even tertiary associations.
6. Suggest that students determine the ways in which the items are related, drawing lines or arrows to show the connections.
7. Ask students to add new ideas and relationships as they construct the web.

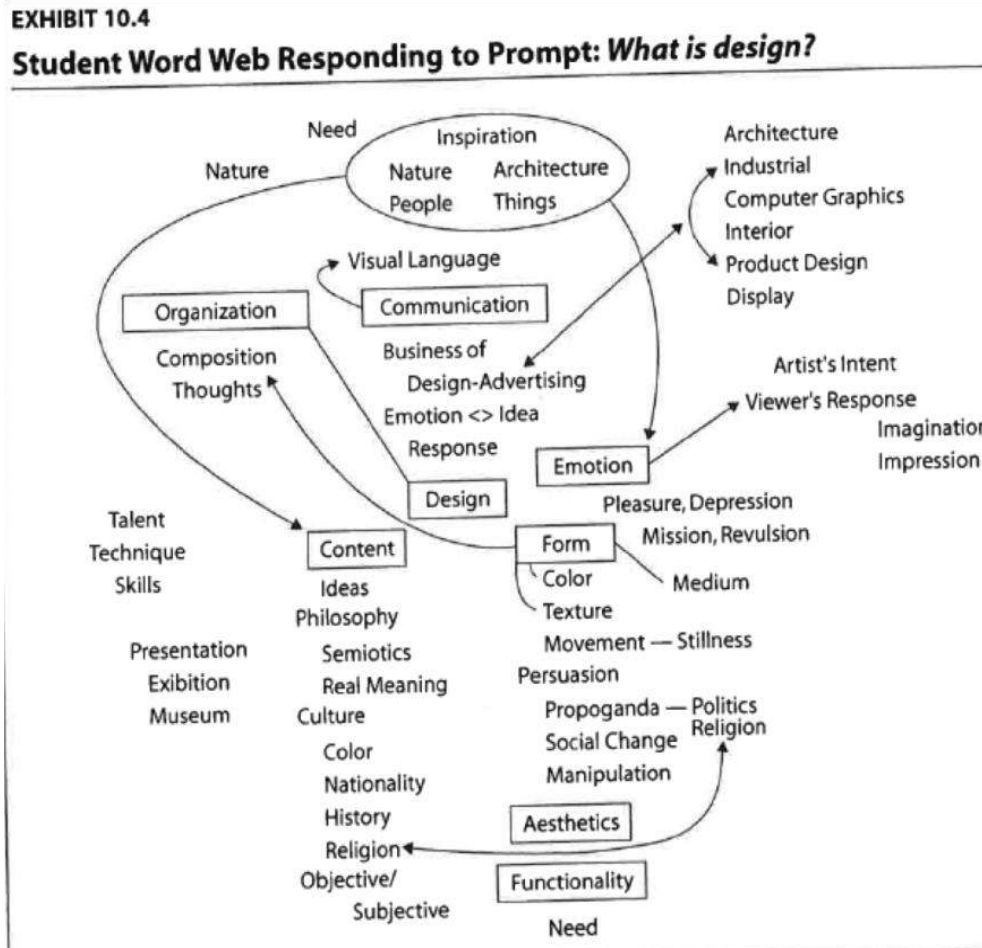
The lecturers may also do some variations in applying Word Webs Technique to energize English foreign learners in reading class.

1. The lecturers use different kinds of graphics to represent different relationship.
2. Instead of having students brainstorm the list of ideas, provide them with list and ask them to graph out the relationship between the items.

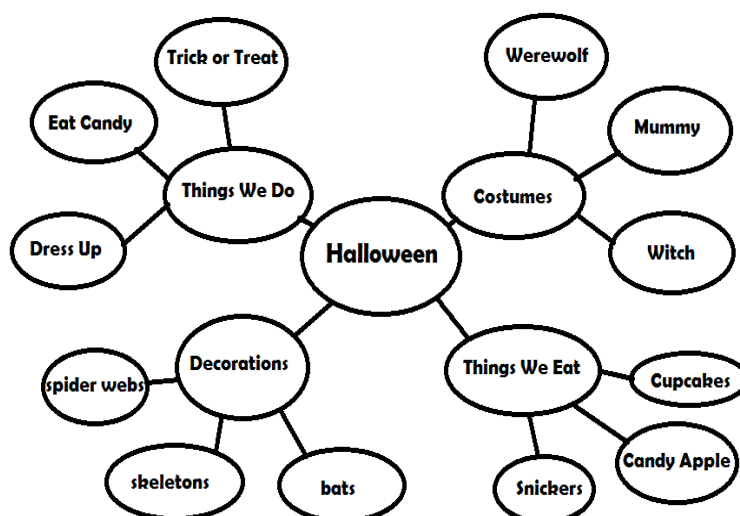
3. Organize word webs around specific themes.

class. The first reading text is about “what is design?” the second is “Halloween” and the third is “group work”.

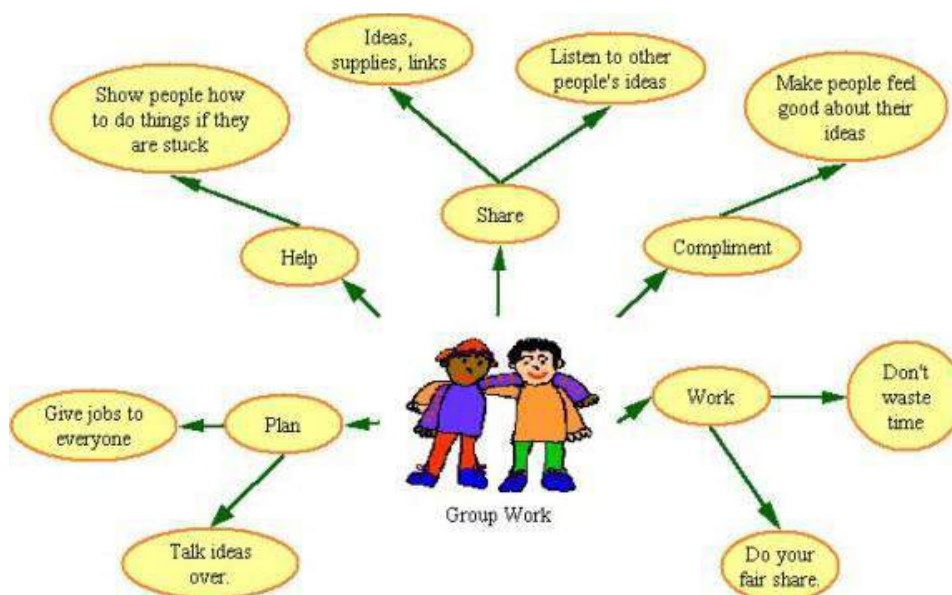
These are the examples of word web technique which were applied in reading



Picture 1. Word web technique of the text “What is Design?”



Picture 2. Word web technique of the text “Halloween”



Picture 3. Word web technique of the text “Group Work”

This technique is most effective when students are able to interact “in the moment”. Consider using a whiteboard tool during a synchronous session. The outcome can be captured as a screenshot to be uploaded onto a forum and shared with other students.

Another findings are the students activeness and its responses. Based on the writer’s observation, the process of teaching and learning ran smoothly and successfully.

Each activity planned in previous explanation could be well implemented step by step. The writer observed the teaching-learning process in reading class by using observation sheet. The result of the research showed that many students were not interested in reading class if the lecturers only taught using the same method all the time. When they were introduced with the new technique, that is Word Web Technique,

they were so enthusiastic to do the tasks. Based on the observation guidance, here are the complete results:

Table 1. the percentage of observation during the teaching-learning process

No.	Observation focus	Number of students	Total students	Percentage %
1.	The students get bored with the material in reading class	17	30	56,7
2.	The students pay attention to the lecturer's explanation about Word Web Technique	26	30	86,7
3.	The students are enthusiastic about Word Web Technique	23	30	76,7
4.	The students have difficulties to apply Word Web Techniques for reading task	21	30	70
5.	The students discuss about reading task with their peer	19	30	63
6.	The students can do reading task by using word web technique with the given time	27	30	90

The writer used questionnaire sheet to acquire the students' opinion about the teaching learning process in reading class. From the questionnaire it indicated that most students give positive responses on the use of word web technique. Here is the table of students' responses in reading class.

Table 2. students' responses of reading class

No	Questions	Yes	No
1.	Do you like reading class?	21	9
2.	Do you get bored with reading materials?	19	11
3.	Are you able to understand lecturer's explanation?	16	14
4.	Do you participate actively in reading class?	18	12
5.	Do you get difficulties in comprehending English text?	20	10
6.	Is word web technique	23	7

	interesting?		
7.	Do you think that word web technique difficult to apply?	22	8
8.	Are you motivated to use word web technique in your reading task?	18	12
9.	Do you cooperate with your peer to do the task with the technique?	21	9
10.	Do you give good response to the lecturer in reading class?	24	6

From the findings above, this study showed that the use of word web technique can energize the English foreign learners in reading class. This technique successfully attracted students' attention. Most students stated that they become more active and answered the questions bravely. The result of this study is in line with the statement of Richards & Renadya (2002) who says that motivation is one of the key factors that drive the learners activeness in teaching learning process. It also helped the learners to comprehend the reading text and answer the questions easily.

Moreover they enjoyed helping each other in the process of learning reading. Since learners have to be ready to answer the questions, all students including the shy or weak ones should participate in reporting the answer. Since the students are given time to discuss it is more likely that everyone including lower achieving learner will know the correct responses. In line with Kagan's (1994) idea, such cooperative learning experiences in the reading class aim to preserve democracy in which every student holds opportunity for participation.

Conclusion

To restate briefly, the use of word webs technique gives positive result in students' reading activity and motivation. It also gives the evidence that when we provide a technique to complete the task of reading text, students may comprehend its content and energize them in reading class. They give good responses to word web technique in classroom activities. Despite the use of word web technique in teaching reading class

is quite effective to help reluctant students do the tasks. I admit that the strategy used in this study is not the best one. However this technique can be applied by both lecturers and English foreign learners in completing the task of reading text.

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COMMUNICATION STRATEGIES USED BY ENGLISH TEACHER IN TEACHING AND LEARNING PROCESS

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Abstract

The aim of this study was to describe communication strategies employed by English teacher at a senior high school in central Java. Types of communication strategies and the function of communication strategies were included in this study. The subject of this study is an English teacher who taught eleventh grade at a senior high school in a central Java. This study belongs to qualitative study which involved observation and interview to collect the required data. Observation was conducted during English teaching and learning process to gain the detailed information about communication strategies used by English teacher. Then, interview was employed to clarify and enrich the data. The data were analyzed by using Dornyei & Scott's (1997) taxonomy of communication strategies. The result of this study showed that there are six types of communication strategies used by English teacher during teaching and learning process. Code switching strategy was the most frequently used by English teacher during teaching and learning process. Those communication strategies were used to improve students' speaking ability and encourage them to communicate in English. In addition, teacher employed various communication strategies to stimulate students to be more active and confident in speaking during English teaching and learning process.

Keywords: communication strategies, English teacher, teaching and learning process

Introduction

Teachers have important role in teaching and learning process. Thus, pre-service teachers will be trained to master the content-area knowledge, pedagogical knowledge and general education course before they do teaching in real teaching context. Those three area have been emphasized in teacher training program since the lack of content area or subject knowledge might disrupt the better teaching (Halim & Meerah, 2002). Nevertheless, to achieve better teaching depends not only on how well teachers master the content or subject knowledge but also on how well they communicate or convey the knowledge to the students. Thus, having qualified communicative competence and communicative skill is important for teachers, particularly English teachers since they have to use target language in giving instructions.

In Indonesia, English is regarded as foreign language, so having qualified communicative competence and

communicative skill is very crucial for EFL teachers since they are supposed to use English during giving instructions. EFL teachers have to struggle to deliver the knowledge, information, and materials because the students' mother tongue is not English and their environments do not support them to communicate using English frequently. Hence, there are great possibilities for EFL teachers to face some communication problems or difficulties when they have to present the materials, information, and knowledge by using English. The communication problems may come from the inadequate linguistic repertoire of target language, own performance problems, and interlocutor performance problems (Dornyei & Scott, 1997). Thus, EFL teachers use alternative strategy to overcome those communication problems known as communication strategy.

The term of communication strategies is firstly postulated by Selinker (1972) in his paper entitled "Interlanguage".

Later, the study on communication strategies has been extended. Earlier studies on communication strategies focused on the definition and taxonomy of communication strategies. As the result, there are numerous definitions and taxonomies of communication strategies. Then, those various definitions and taxonomies can be distinguished into two perspectives; interactional perspective and psycholinguistic perspective.

Interactional perspective focuses on the interaction and the negotiation of meaning between speaker and interlocutor. In line with interactional perspective, Tarone (1980) defined communication strategies as “mutual effort between speaker and interlocutor to agree on meaning in situation in which requisite meaning structures do not seem to be shared”. In contrast, psycholinguistic perspective emphasizes on cognitive activities during the use of communication strategies. In line with this perspective, Faerch & Kasper (1983) defined communication strategies as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”.

Then, Dornyei and Scott (1995) extended the concept of communication strategies. They asserted that every potential attempt to cope language related problems in which the speaker is aware during communication course can be called as communication strategy. Those various definitions can be simply summarized that communication strategies are potentially mutual attempts between speaker and interlocutor to agree on meaning in order to cope any communication problems which they are aware during communication course.

Numerous studies on communication strategies have been conducted by researchers (e.g.(Amin, 2017; Maldonado, 2016; Sobhani et al., 2014). If the earlier studies on communication strategies focus on the definition and taxonomy of communication strategies (Faerch & Kasper,

1983; Dornyei and Scott, 1997; and Nakatani, 2006), the later studies focus on the influencing variable of communication strategies use such as; language proficiency (Lam, 2010; Zhao & Channarong, 2013), gender (e.g. Lai, 2010; Amin, 2017), learning context (Ghout-Khenoune, 2012; Shih, 2014) and its teachability (Maleki, 2007)

However, most studies on communication strategies generally have been focused on communication strategies used by L2 learners. Yet, it is not only L2 learners who have less adequate linguistics repertoire of target language but also the teachers as well (Rampton, 1997). Then, Willem (1987) stated that teachers have “natural tendency to use communication strategies when communication problems arise”. In addition, the study on communication strategies used by teachers is remarkably rare. Considering the importance of communication strategies use for EFL teachers, it is necessary to know the development upon it. Therefore, this study was conducted to investigate communication strategies employed by English teacher during teaching and learning process. It includes the types of communication strategies and the function of using those strategies.

Methodology

This research used descriptive qualitative design to investigate communication strategies employed by an English teacher during teaching and learning process. The subject of this research was an English teacher who taught eleventh grade students. Observation was conducted to gain the required data. Then, interview was conducted to provide additional information that was inaccessible through observation. Semi-structured interview was used in this research. Triangulation data was employed to ensure the validity of the collected data. Method triangulation data was implemented to avoid data bias and ensure the data validity and reliability. It covers the

combination of several data collection methods to provide the better evidence (Ary et al., 2010). The collected data were analyzed by Dornyei & Scott's taxonomy of communication strategies (1997). There are three basic categories proposed by Dornyei and Scott (1997) namely; direct strategies, indirect strategies, and interactional strategies. Direct strategies cover message abandonment, message reduction, message replacement, circumlocution, approximation, using of all-purpose words, word-coinage, restructuring, literal translation, foreignizing, code switching, using of similar sounding words, mumbling, omission, retrieval, mime, self-rephrasing, self-repair, and other-repair. Indirect strategies include using fillers, repetitions, verbal strategy markers, feigning understanding. Then, interactional strategies cover appeals for help, comprehension check, own-accuracy check, asking for repetition, asking for clarification, asking for confirmation, guessing, expressing non-understanding, interpretive summary, and responses. After the collected data were classified, the function of communication would be analyzed.

Findings and Discussion

The findings of this study showed that there were six types of communication strategies employed by an English teacher during teaching and learning process. Those data was collected by doing observation during teaching and learning process was ongoing. It was conducted three times. The following table presented the communication strategies employed by an English teacher during teaching and learning process.

Table. 1. Communication Strategies Employed by an English Teacher

Types of communication strategies (Dornyei & Scott, 1997)	Sub-type of communication strategies	Function
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Direct Strategies	Code-Switching	To facilitate students' understanding about the message delivered by the teacher
	Self-rephrasing	To simplify the delivered message
Indirect Strategies	Use of fillers	For breaking ice and being friendly and gaining time to think what the next action is.
Interactional Strategies	Asking for confirmation	To avoid misunderstanding between teacher and students
	Asking for clarification	To ensure students' understanding regarding with the delivered message by the teacher
	Asking for repetition	To get clear information from the students

Code switching was employed by English teachers five times. In fact, the use of code switching is not recommended in foreign language teaching and learning. Cook (2001) emphasizes that code switching should be extremely restricted in the classroom. In line with Cook, the advocates of intralingual teaching strategy assert that the use of code-switching will give negative transfer in foreign language learning (Chaudron, 1988; Ellis, 1984).

In contrast, the advocates of target language exclusivity state that it is not necessary for learners to comprehend everything said by the teachers using target language and that code switching is part of learning process (Doqaruni, 2017). Hence, in this study, teacher employed code switching strategies in order to facilitate students' understanding and to deal with the lack students' response.

The use of self-rephrasing was identified in this study. English teacher employed it once during teaching and learning process. It was employed to simplify the delivered message. For instance,

teacher said, “*what is it? You drink it when you’re thirsty...*” (holding a bottle of mineral water) to simplify the word “mineral water”.

The use of fillers by English teachers was appeared during teaching and learning process. It was employed once by the teacher. Teacher employed fillers in order to gain time to think about what next action that should be done. Moreover, the use of filler aims to break the ice and be friendly. For instance, “*you know,.. Well...*”.

Asking for confirmation was employed by teacher to avoid misunderstanding between teacher and students. For instance, “*do your answer use ‘has’? Use ‘has’?*”, said by teacher. Dörnyei & Scott (1997) describe asking for confirmation strategy as request to confirm that the interlocutor understood the message correctly.

Asking for clarification was also identified in this study. Teacher employed these strategies twice. The use of asking for clarification aimed to ensure students’ understanding regarding to the message delivered by the teacher. Moreover, it was employed to encourage students to communicate actively during teaching and learning process.

Then, asking for repetition was employed by teacher twice. It was employed to get clear information from the students. For example, “*Pardon? What is your question?... Your question?*”, said by teacher.

Conclusions

The purpose of current study was to describe communication strategies employed by English teacher during teaching and learning process. There were six types of communication strategies employed by English teacher during teaching and learning process namely; code-switching, self-rephrasing, use fillers, asking for confirmation, asking for clarification, and asking for repetition. In general, the aim of using those strategies is to deliver the material effectively so that the students

comprehend the material comprehensively. Hopefully, teachers are more aware in using communication strategies because the use of communication strategies can encourage students to be more active for communicating in target language

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BLENDING LEARNING USING *SCHOOLGY* AS AN ONLINE LEARNING PLATFORM Potentials and Challenges

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Abstract

The emphasis of educational instruction has shifted from teaching to learning where the role of teachers is not knowledge transmitters but the facilitators, knowledge navigators, and co-learners. Advanced technologies have a place in the shifting of teacher roles, for example the Internet technology which enables online learning to be held to enhance the teacher roles in facilitating learning. Online learning integrated into face-to-face learning which is called blended learning is believed to be more beneficial than online learning or face-to-face learning alone. However, despite the substantial benefits of blended learning frequently mentioned, teachers are still reluctant in implementing blended learning in their practices. This literature study reviews several papers studying the potentials and challenges of blended learning using *Schoolgy* as an online learning platform. The purpose of the study is to find out the potentials and the challenges of blended learning using *Schoolgy*. It is expected that the findings will raise teacher awareness about the importance of bringing technologies in their practices, encourage teachers to utilize online learning platforms such as *Schoolgy* in blended learning environment, and draw attention of education practitioners and any relevant parties to participate in addressing the challenges of blended learning to improve students' learning experiences.

Keywords: blended learning, *Schoolgy*, potentials, challenges

Introduction

In the digital era when technologies rapidly develop, people indulge in many conveniences that the technologies have provided. Communication and interaction become easier due to the invention of Internet technology and sophisticated communication devices. These have some effects on various fields including education as well as teaching and learning. Low (2017) stated that teaching and learning is emphasized on learning rather than on teaching where the role of teachers will be the facilitators, knowledge navigators, and co-learners rather than the knowledge transmitters. The shifting of teacher roles could be eased by the advanced technologies, and teachers as well as education practitioners can enhance their roles in facilitating learning by utilizing the technologies. Bernard (2017) suggested that new technologies like artificial intelligence and educational software have changed some

aspects of education, like transforming the field for students, restructuring the educator roles, developing changes in approaches to teaching, and remodeling classrooms.

Computer and Internet technologies have introduced a new learning method, namely online learning method, which has flourished since the late of 20th century. It is believed that online learning method can answer learning issues that are difficult to be addressed by a traditional face-to-face learning method. However, online learning alone is considered not sufficient because there are some disadvantages of this kind of learning method. Epignosis LLC (2014) stated that it is rather difficult to acquire practical skills through online learning because such skills require hands-on experience. Online learning may also cause health problems like eyestrain and bad posture in addition to a sense of isolation it can create. Moreover, learners have different styles of learning, different preference of

learning strategies, and different response to one teaching method. Providing learners with more than one learning environment is the best option for gaining good results of teaching and learning. It can be carried out through combining two different learning methods, such as face-to-face learning and online learning. Such combination of learning methods is called blended learning.

Some experts have suggested the concepts of blended learning. Littlejohn and Pegler (2007) asserted that the most recent term 'blend' has been linked to e-learning so blended learning is the mixture of e-learning and traditional instructional methods. Bersin (2004) defined blended learning as "traditional instructor-led training supplemented with electronic formats" (p. xiv). Meanwhile, Garrison and Vaughan (2008) defined blended learning as "a design approach whereby both face-to-face and online learning are made better by the presence of the other" (p. 5), and the combination of offline and online learning enables the one to compliment the other. It can be inferred that in recent days blended learning is defined as an instructional approach that combines offline learning method with online learning method, and each learning method is the supplement to one another for better learning quality.

Regarding the aforementioned consideration that blended learning is the effective learning method compared to face-to-face or online learning method alone, this study aimed at capturing the potentials and challenges of blended learning especially using *Schoology* as the online learning platform.

Methodology

This paper used a literature study as the method of collecting data, which involved several steps. The first step was collecting data related to the topic of the study from primary and secondary resources. The primary data were taken from several research papers studying the use of *Schoology* in language teaching and learning

practices in blended learning environment, while the secondary data were from articles and books which were used to support the topic of this study. The second step was classifying the data. The data collected from the research papers and articles were related to the use of *Schoology* in language teaching and learning practices, which focus on its potentials and challenges. After classifying the data, the next step was analyzing the data, and the last step was drawing conclusions based on the data analysis.

Findings and Discussion

The learning methods in blended learning, namely face-to-face learning and online learning, both supplement each other. The combination of these learning methods can potentially enhance the quality of learning. Thorne (2003) stated that blended learning can provide the right learning at the right time and in the right place for each learner, which make learning more accessible and personalized. Epignosis LLC (2014) claimed that "students who complete online coursework followed by interactive, face-to-face class activities have richer educational experiences" (p. 70). However, Thorne (2003) stated that blended learning requires enthusiasm, energy and commitment that many do not possess. The other challenges are the limited information about the proper implementation of blended learning, insufficient infrastructure to support blended learning, lack of IT literacy in students and teachers, and other impacts like overwork on teachers' part and cognitive load on students' part (Winstead, n.d.).

Schoology as a learning management system (LMS) has been used by various institutions in many countries for online learning and blended learning. Byrd (2013) listed the advantages of *Schoology* including the easiness of use, the security for student safety, and the efficient tools and resources for teachers. Catapano (n.d.) mentioned the advantages of *Schoology* based on its features. There are, however, disadvantages of *Schoology* that include the tendency of

students to get distracted, the limited account that can be opened on one computer at the same time, and low moderation of student comments and discussions (Byrd, 2013). As *Schoology* is a closed system, any posts uploaded on *Schoology* would not be shared with people outside *Schoology*, and students are rather difficult to build their social media relationships because it is moderated by teachers (Catapano, n.d.).

Those potentials and challenges mentioned by some experts correspond to the findings of several studies investigating blended learning to improve student learning experience. Most of the studies discussed in this paper were carried out to see some aspects dealing with writing course. In her article entitled “*Enhancing College Students’ Proficiency in Business Writing via Schoology*” Sicat (2015) mentioned that most students in her study are digital natives who enjoy and grow up with technology and gadgets, so the use of *Schoology* has made them enjoy the lessons. The use of *Schoology* as an LMS increased students’ self-confidence and responsibility because they had to monitor the LMS for the materials uploaded. The assigned activities encouraged the students to think more critically. Nevertheless, a few students were reluctant to use learning management systems such as *Schoology* because of various problems like poor access to internet, unstable connections, inadequate computer knowledge and skills, and personal issues such as less motivation and responsibility. It is suggested that *Schoology* as a learning management system should be utilized only as the supplement to the traditional teaching method.

In the article entitled “*E-learning Implementation in Foundation English Class: Learners’ Perspectives and Learning Achievement*” Low (2017) stated that the use of *Schoology* in the class where the study took place was because the class was quite large and the chances for students to practice English were limited. The students perceived that *Schoology* was a good language learning

tool, and the implementation of *Schoology* helped improve students’ achievements. *Schoology* increased students’ motivation and developed students’ positive attitudes toward learning outside classroom, increased interaction between teachers and students, and increased students’ engagement in learning. Students, however, still encountered technical problems like the trouble in submitting answers to quizzes and the failure in recording the scores.

Çepik, Gönen and Sazak (2016) in their study entitled “*ELT Instructors’ Attitudes towards the Use of Blended Learning in Tertiary Level English Language Programs*” also found out that blended learning using *Schoology* as the online learning platform provided more opportunities for interaction between teachers and students, students and their peers, as well as students and materials. Furthermore, it allowed teachers to create online practices with automatic marking, producing automatic results to the students and enabling the teachers to track the progress of their students’. As the learning management system, *schoology* provided teachers with tools to upload materials in various formats like text files, audio files, images, videos, and links. Some Challenges in the use of blended learning include the lack of training, inadequate infrastructure, and lack of technological knowledge.

In the article entitled “*Analysis the Use of Schoology E-Learning towards Students’ Learning Motivation Enhancement in STKIP Surya*” Rosalina (2018) claimed that most students got motivated because the use of *Schoology* was easy, favorable, and challenging at the same time. Although the course in her study was not writing, this study showed that *Schoology* used as the online learning platform in blended learning environment increased students’ motivation. Another paper entitled “*Blended Learning and Teaching Writing: A Teacher Action Research Project*” written by Camahalan and Ruley (2014) revealed that blended learning using *Schoology* has built students’

enthusiasm in learning and improved the outcomes on writing skill.

Conclusions

Blended learning is seen as a new hope for quality learning, but despite its potentials it possesses some challenges. The potentials and challenges of blended learning are discussed more detailed particularly the blended learning that uses *Schoology* as the online learning platform. As the learning method the potentials of blended learning include its possibility to make learning more accessible and personalized and provide students with richer educational experiences. Meanwhile, the potentials of *Schoology* alone include the easiness of use, the security for student safety, and the efficient tools and resources for teachers. When the online learning platform used in the blended learning environment is more specific, that is *Schoology*, the blended learning has many potentials: making the lessons enjoyable; increasing students' self-confidence and responsibility; encouraging students to think more critically; overcoming issues of the class with big size; increasing students' motivation; developing students' positive attitudes toward learning outside classroom; increasing interaction between teachers and students, students and their peers, students and materials; increasing students' engagement in learning; allowing teachers to do administrative tasks more easily; building students' enthusiasm in learning; and improving students' achievements.

The challenges of blended learning in general include the lack of enthusiasm, energy and commitment that could possibly happen, limited information about the proper implementation of blended learning, insufficient infrastructure, lack of IT literacy, and other impacts like overwork on teachers' part and cognitive load on students' part. These challenges are quite similar when *Schoology* is used as the online learning platform in blended learning, which include the students' reluctance in using the online platform due to poor access to

internet, unstable connection, and inadequate technological knowledge and skills; insufficient infrastructure; and lack of training. In several articles, it is emphasized that *Schoology* should be utilized only as the supplement to the traditional teaching method. Since the potentials of blended learning needs to be exploited and depend on several aspects, it requires consistent and integrated plans in developing effective scenarios of blended learning and in implementing the scenarios with proper strategies.

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DEVELOPING A WRITTEN DESCRIPTIVE TEXT THROUGH INTERACTIVE MULTIMEDIA

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Abstract

Most of English teachers still used the conventional teaching and only used PowerPoint presentation during the teaching process. Actually, teachers can use the more attractive media such interactive CD. This study was aimed to find out the effectiveness of developed interactive CD in teaching written descriptive text and the students' response toward the developed interactive multimedia. This research used research and development method from Sugiyono (2009, p. 289). The data taken were the media assessment data by the experts, questionnaire about students' response to the interactive CD, and effectiveness of interactive CD analysis. The experts' assessment results showed that the interactive CD was scored 94% in term of media and 100% in term of subject matter. The percentage showed that both media and material from the interactive CD were categorized as very good. The result of questionnaire about students' response to the interactive CD was at 89.16% on small-scale product trial and 91.4% on large-scale product trial with very good criteria. Both results on students' response questionnaire showed that the interactive CD gained positive response from the students. Meanwhile, the data about interactive CD effectiveness was analyzed using T-test. The result of the T-test obtained from SPSS assisted calculation indicated that there was significant influence of interactive CD on the average score of tenth grade students' descriptive text. Overall, it can be concluded that the interactive CD is eligible and effective to be used as a learning media in school.

Keywords: interactive multimedia, descriptive text, research and development

Introduction

As one of the language skills, the writing skill is always important in the English language materials. In the classroom materials the overall emphasis is on written language. To communicate, besides using spoken language, students also need the written language. According to Hedge (2005, p. 10) cited in Alhsen (2007, p. 4) writing is about guiding student to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group reader. Written language is oftenly used in the publication such as book, newspaper, magazine, literary work, etc.

Generally, there are many problems usually faced by the students related to writing skill. According to Huy (2015, p. 2), student's problem in writing skill is that they are not aware of the importance of writing skill in their learning. They often get low

marks when doing the tests on writing skill and it affects their learning's result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation, and organization. Firstly, the difficulties are faced by the students can be seen in writing a simple paragraph; the students get difficulty in exploring their ideas into words. In other words, the students have not used appropriate diction. Secondly, the students cannot make a proper word order in a simple sentence yet. Thirdly, the students have low vocabulary mastery. Last, based on pre-observation in SMA Agus Salim Semarang it showed that in the descriptive text material students are still confused between descriptive text and recount text. This situation able to happen because in the syllabus order the material presented before the descriptive text is recount text. After studying recount text, the students understood that recount text tells

experience of a person. However, if they study descriptive text afterward, they might get misconception. For example, when they are asked to write about a tourist attraction, they tend to re-write their experience when they went to that tourist attraction. Meanwhile in writing descriptive text, they supposed to give description about that tourist attraction.

In the teaching and learning process, media are very influential to achieve the objectives of the course. Media will assist teachers in the process of delivering information to the students because the media can act as a tool in the learning process and learning resources for students. Media are one of the means of communication to convey the message from the sender to the receiver. Media applied in education will be very helpful in the learning process. Media used in learning process is referred to media of learning. Heinich (1993) cited in Rusman, et al. (2011, p. 169) media are considered as instructional media when they carry the message with an instructional purpose, i.e., to facilitate communication. Media come from Latin and is the plural of the word "medium" which literally means "intermediary" is an intermediary source of the message (a source) to the receiver of the message (a receive).

Based on pre-observation done in SMA AgusSalim Semarang it showed that the English teacher still used non-multimedia teaching in teaching learning process. The use of media was still limited to the use of power point presentation. A powerpoint presentation was used monotonously and made the student bored in joining the class. That was because the less attractive PowerPoint designed by the teacher. Based on the above issues, instructional media used appropriately has a considerable influence on the achievement of learning competencies that will be achieved by the teacher during the process of teaching and learning. The development of information technology is such a rapid wide-ranging impact to the area of teaching materials, such as interactive CD. By using interactive CD as the learning

media, teacher can utilize computer as the main component, as the ingredients, the interaction between teachers and media learning, students with learning media, and educators and students.

Based on the fact above, the objectives of the research are (1) to know whether the interactive multimedia developed is effective to the teaching of English writing of the descriptive text, and (2) to know the students' response toward the developed interactive multimedia in English writing of descriptive text.

Methodology

The Research and Development study (R&D) is a research method used to produce a particular product, and test the effectiveness of the product. Step-by-step development of the media in this study was developed from Sugiyono (2009, p. 89). In this research, subject of the study was the product in a form interactive CD English Descriptive text material that has passed the stage of revision and had been tested in tenth grade students of SMA Agus Salim Semarang. The data from the identification of problems analyzed by qualitative descriptive analysis. The results of data response experts included in the calculation of the percentage table in accordance with the application criteria.

Table 1. Eligibility Criteria Interactive CD

Percentage	Assessment Criteria
87% - 100%	Very Feasible
69% - 86%	Feasible
51% - 68%	Less Feasible
33% - 50%	Not Feasible

Based on the research method, the research procedure are (1) the steps preliminary observation of learning aids that had been used by teachers in the classroom, (2) asking for license from school to hold research about developing media to teach written descriptive text, and (3) preparing research instruments which included the syllabus, lesson plan, and design the media.

Findings and Discussion

1. The Expert Assessment Results on Media Feasibility

The media feasibility assessment included two aspects: the assessment by expert of media and the assessment by expert of subject matter. In media feasibility assessment was obtained from the data of feasibility test results using aspects and criteria of assessment of instructional media.

a. Assessment Results of Expert of the Media

The assessment of media by experts was based on an assessment sheet obtained from the feasibility test data using aspects and criteria of assessment of learning media. Interactive CD would be suitable to be used in learning if the score obtained from the assessment of expert of the media reaches percentage $\geq 69\%$. If the percentage obtained $< 69\%$ then the media needs to be revised and then the media would be validated in the second stage. The result of the assessment of expert of the media was presented in table.

Table 2. The Results of Interactive CD Assessment by Expert of the Media

No	Criteria	Score
A	Software Aspect	
1	Effective and Efficient	3
2	Maintable	3
3	Interactivity	2
4	Usability	3
5	Compatibility	3
6	Reusable	3
B	Audio Visual Communication Aspect	
1	Creativity	3
2	Visual (layout, design, typography, color)	3
3	Animation	3
4	Audio (narration, sound effect, backsound, music)	2
5	Layout Interactive	3
	Average	94
	Percentage	94%
	Criteria	Very Feasible

Based on Table 2, it can be seen that the value for interactive CD provided by expert of the media reached a score of 94%.

The expert of the media gave a score of 2 (two) on the aspect of Interactivity and Audio, this was because in the Interactivity aspect, learning indicators needed to be revised and should be based on the syllabus. While in the Audio aspect, interactive CD had not yet contained the audio feature or backsound, so when the media run it seems less interesting and varied.

b. Assessment Results of the Expert of Subject Matter

The assessment of the material on interactive CD was started with the validation stage which validated if the material on the media was eligible to be used. On the other hand, the material was eligible if the score $\geq 69\%$. The expert of subject matter validation results are presented in Table 3.

Table 3. The Results of Interactive CD Assessment by Expert of Subject Matter

No	Criteria	Score
A	Learning Design Aspect	
1	Clarity of learning objectives	3
2	Relevance of learning objectives	3
3	Material suitability	3
4	Giving motivation in learning	3
5	Contextuality and Actuality	3
6	Easy to understand	3
7	Systematic, coherent, clear logic	3
8	Consistency of evaluation with learning objectives	3
9	The accuracy of the use of learning strategies	3
10	Clarity of material description	3
	Average	100
	Percentage	100%
	Criteria	Very Feasible

Based on Table 3, it can be seen that the value for interactive CD provided by expert of subject matter reached a score of 100% with very good criteria. The expert of subject matter gave a score of 3 (three) in all aspects of the existing material sheet of interactive CD assessment guidelines that have been provided. It shows that interactive CD can be used as a learning media in school.

2. Students' Response about the Use of Interactive CD during the Learning Process

The revised interactive CD based on the expert's assessment of first and second stage evaluations was then tested on a small-scale and large-scale product trial. I took 12 students of tenth grade from SMA Muhammadiyah 01 Semarang in the implementation of small-scale product trials and all student of tenth grade from SMA AgusSalim Semarang, amounting to 38 students on large-scale product trials. The feasibility assessment on small-scale product trials was based on student responses to interactive CD. The results of students responses in small-scale product trials are presented in Table 4.

Table 4. The Result of Student Response to Interactive CD in Small-Scale Product Trial

No	Statement	Score
1	Keys provided in the media are easy to operate in learning media.	95%
2	The instructions for using media are easy to understand.	93.33%
3	The navigation buttons in interactive CD are displayed interesting	95%
4	The typeface, size and spacing look appropriate and unobtrusive.	93.33%
5	The animation presented in descriptive text is clear.	85%
6	Background color, text, pictures, and animation are suitable and neat.	91.66%
7	Sound effects are used in harmony and do not interfere with learning.	80%
8	Use the correct language.	85%
9	The sentence used does not lead to multiple interpretations.	80%
10	The material on this media is explained in simple language,.	93.33%

Percentage

$$\begin{aligned}
 &= \frac{\text{Total score}}{\text{The amount of maximum score}} \times 100\% \\
 &= \frac{535}{600} \times 100\% \\
 &= 89.16\%
 \end{aligned}$$

Based on Table 4, it can be seen that interactive CD that had been developed

shows a positive result. In a small-scale product trial obtained 89.16% with very good criteria. The percentage of responses indicated that the interactive CD developed was well responded by students on small-scale product trials.

The feasibility assessment on large-scale product trials was based on students' responses to interactive CD. The result of students responses in large-scale product trials are presented in Table 5.

Table 5. The Result of Student Response to Interactive CD in Large-Scale Product Trials

No	Statement	Score
1	Keys provided in the media are easy to operate in learning media.	96.8%
2	The instructions for using media are easy to understand.	96.8%
3	The navigation buttons in interactive CD are displayed interesting	96.8%
4	The typeface, size and spacing look appropriate and unobtrusive.	96.8%
5	The animation presented in descriptive text is clear.	88.9%
6	Background color, text, pictures, and animation are suitable and neat.	93.6%
7	Sound effects are used in harmony and do not interfere with learning.	78.4%
8	Use the correct language.	90.5%
9	The sentence used does not lead to multiple interpretations.	80%
10	The material on this media is explained in simple language,.	95.2%

Percentage

$$\begin{aligned}
 &= \frac{\text{Total score}}{\text{The amount of maximum score}} \times 100\% \\
 &= \frac{1713}{1900} \times 100\% \\
 &= 91.4\%
 \end{aligned}$$

Based on Table 4.4 indicates that students in large-scale product trials had given a good response to aspects of the use of interactive CD. In a large-scale product trials obtained a percentage of 91.4% with very good criteria. In large-scale experiments the learning process is in accordance with the design of learning that I had made. The learning process was done to obtain students' responses and the effectiveness experienced

by students on their learning outcomes in large-scale product trials.

3. The Effectiveness of Interactive CD

The effectiveness of interactive CD could be using SPSS. The result of SPSS analysis showed that the value of t_{count} on the first sheet was 8.740 with the significance 0.000. This means that the value of t_{count} significance ($p = 0.000 < 0.005$). The analysis conducted to determine the effect of an interactive CD media on the results of student scores in writing descriptive text. The results after analyzing indicates that there is influence of interactive CD to the average score of tenth grade students' descriptive text. The effectiveness of interactive CD could be seen from the assessment by the experts. The assessment of media by expert of the media reached a score of 94%. In other hand, the assessment of media by the expert of the subject matter reached score of 100%. The assessment results of the experts were taken based on the media assessment guidelines already provided in the study.

Conclusions

The developed interactive CD is feasible for written English descriptive text teaching. It is proven by the assessment result from the expert of the media and expert of subject matter. The media scored 94% from the expert of the media assessment and 100% from the expert of subject matter. The students' questionnaire showed that the interactive CD is effective for the teaching of written English descriptive text. It is proven by the result of the product trial in small-scale product trial which categorize in very good criteria with 98.16%. In addition, the media also gained positive response from students in large-scale product trial with 91.4% which was also considered in very good criteria.

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QUIKGRAM FOR FACILITATING THE STUDENTS' CREATIVE WRITING TASKS

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Abstract

Creativity has been referred to think outside the box. We commonly view creativity as creating something by experimenting in terms of great pieces of art, literature, drama or music. So, good teachers should pay close attention to the students' creative skills in order to performing the foreign language learning. In addition to the digital era, there are many various ways that can be used by teachers to engage students' creativity. Exploring mobile applications and integrating social media are the potentials for learning activities. This is because the students have already been familiar with a number of applications for everyday use. Furthermore, the mobile learning apps can facilitate to create windows of opportunity for being creative, flexible, and improvised target language. Thus, this paper focuses on the use of mobile apps namely Quik and Instagram to facilitate the students' creative writing tasks. This concept article will how Quik and Instagram are integrated to facilitate creative writing task. Therefore, this study sought to answer the two research questions; (i) How Quik is created and integrated to Instagram and (ii) What are the students' perceptions towards the use of Quikgram for facilitating their creative writing task.

Keywords: Quik, Instagram, mobile applications, creative writing task

Introduction

Teaching writing for students needs struggle because some students find that the activity of writing is boring. Students may feel reluctant and threatened when they are asked to write a story about a given topic. They tend to be frustrated to start writing. They need more energy to explore what should they think to write. Therefore, writing will be much more fun activity if the students are given and provided inspirations to gain their confidence and excitement to write.

Asking students to begin to write can be started with allowing them to use their imaginations by creating creative writing. Teachers ask students to express themselves and demonstrate solid vocabulary skills. According to Bennet, et al. (2008), creative writing is the study of writing and its context through creative production and reflection process. The notion that creative writing may be a medium for thought is very important in many ways (Kroll, 2003) which the students can broaden their thought process and develop their creativity.

Encouraging students to write creatively can be used in many ways such as; writing about poem, letters, fiction or nonfiction, past experience, best moments, wonderful events, etc. One of the easiest ways to get students to start writing creatively is using prompts. Writing prompts encourage students of all ages to write about the things that are meaningful to them (Zimmerman, 2015) starting with very little information or just a beginning sentence and ask them to finish the story. So, it is important for teachers to help the students explore their rich thoughts and ideas as they experience in the past moments, such as; "What I did on my vacation," "The place I visited in last holiday," and etc. There have been some attempts to teach writing in 21st century due to innovative technology in language learning since the majority of students use mobile devices. Due to mobile devices, students can access many educational materials, and sharing them by e-mail, or by blogs, or by wiki, or they can use E-Readers to browse electronic books, newspapers, magazine, and language

dictionaries or scientific dictionaries (Gadd, 2010). With regard to this, Richard (2015) points out that there are many technological tools and online resources are available to support students writing on personal mobile devices. Typically, the use of mobile learning applications on personal devices affords students' ownership of learning, which may lead to positive language learning experiences (Kukulka-Hulme, 2009). In addition, the teacher can facilitate and empower students to participate in learning environment. One of free apps that can support and meet the demands of students to write creatively is using Quik app. Quik is one of free apps that can automatically make our footage stand out with music, text, and transition (Journalism.co.uk). This app includes automated editing styles which is no limit to how many images and texts that can be added. Using Quik, students can easily animate the images and texts using a default style, and complete with transitions, music, and effects.

One mobile application that also used in this study is Instagram. Nowadays, Instagram is becoming a popular social networking platform which most students have already been familiar with. Instagram allows the users to share photos or videos, post comments, look for new people, write captions, and see other friends' photos. So, that is why this social media platform is popular among young people and Instagram is considered as one of the most popular SNSs in the world with over 300 million active users (Instagram Press, 2015).

In general, this study conducted which lead to innovations in teaching creative writing using mobile learning applications, Quik and Instagram, due to some reasons, as follows:

1. To promote digital creative writing using prompt and explore students' chronological events and moments which they remember most in a certain time by supporting photos.
2. To engage students and develop their digital literacy and critical analysis.

3. To create a personalized, learner centered and situated learning environment for learners (Kim and Kwon, 2012) due to various functional features on the Quik and Instagram mobile apps.
4. To increase students' learning motivation

Furthermore, the aims of this study are to describe how Quikgram is created to facilitate students' creative writing task and to investigate the students' perceptions towards the use of Quikgram. Therefore, this study sought to answer the two research questions: (a) How Quik is created and integrated to Instagram and (b) What are the students' perceptions towards the use of Quikgram for facilitating their creative writing task.

Methodology

This study was a case study research design. Geertz (1973b as cited in Cohen et al., 2007) defines "case studies strive to portray 'what it is like' to be in a particular situation, to catch the close up reality and 'thick description' of participants' lived experiences of, thoughts about and feelings for a situation." Moreover,

The subjects in this study were three classes by the total of 115 EFL students of second semester majoring Islamic Education in IAIN Pekalongan. This study used a questionnaire to examine students' perceptions on the use of Quikgram for facilitating their creative writing task and collect the data. The notion of perception based on Oxford dictionary (2014) is the tendency of the individual behavior about the variables that require acceptance or rejection response towards different subjects, or it is psychological state when an individual character that carries a positive or negative towards something.

Besides, the use of questionnaire enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification (Nunan, 2008). Close-ended questionnaire items were used

as the instrument. Nunan (2008) also views that close questions are easier to collate and analyze. The degrees of responses of the study sample on 5 point perception Likert Scale towards the use of Quikgram are totally disagree, disagree, neutral, agree, or totally agree. However, there were only 76 students out of 115 students who completed to fill the questionnaire through Google form responses due to some accidental reasons. Therefore, only 76 students got involved in the process of collecting data as participants.

Findings and Discussion

Regarding with the aims of this study which were to describe how Quik is created and integrated to Instagram for facilitating students' creative writing task and to investigate the students' perceptions towards the use of Quikgram, this part displays the findings and discussion.

1. Creating Quikgram to Facilitate Students' Creative Writing Task

Practically, it does not really need for the students in any effort to create Quik, but there are some particular things for the students that should be considered. To answer "How Quik is created and integrated to Instagram for facilitating students' creative writing task", the procedural steps would be highlighted as follows.

- a. Go to play store and install Quik app to our mobile device.
- b. After Quik app has already been installed, we can use it offline. Then, in the screen, a box appears in which we can add a title intro for starting our project.
- c. Along the left and right, there is "plus" sign means we can add more photos and add slides.
- d. Under the project on the screen, there are some features that we can apply those are; slides transition effects, music as a back sound project, and setting features like duration, square, music start, filters, font, palette, outro on/off, adding text,

layout, rotate, focus, duration, remove, and duplicate.

- e. Under the features, there is a timeline that shows the running projects.
- f. To save the project using Quik, we can simply click the save icon, share, or send the project to other apps.

Prior to the implementation of procedural steps of Quik app, the integration of mobile learning apps between Quik and Instagram towards the students' construction works can be seen in the following steps.



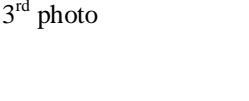
a. Step 1:

Getting students to brainstorm and exchange verbs in past form related to vacation, holiday, or travelling between each student to other friends by going around the class.

b. Step 2:

Having students choose 4-5 their chronological travel photos on their mobile phone gallery. At this stage, students will make an outline. They should use the collecting verbs got from other friends matched with the actions, feelings, moments that occurred in every photo to make sentences. Below shows one example of students' outline with the photos.

Table 1. The example of students' outline

Photos	Sentences
1 st photo 	I went to Semarang. That was so unforgettable.
2 nd photo 	We visited Lawang Sewu. I felt so peaceful.
3 rd photo 	We headed to Al Husna.

	
4 th photo 	We went to Eling Bening at Ambarawa.
5 th photo 	We went to swimming pool.

c. Step 3

Having students write stories with a starting prompt “The best holiday I have ever felt.” Then, giving extra prompts to the benefit of exploration to write their travel writing is necessary, such as “what I did on my last vacation, my most memorable moment in my vacation, what I felt during my vacation and the best word to describe my vacation”. At this step, making sure to see the students’ travelling writing are not the same as their friends’ works is needed. The example of travelling writing from one student would be like this:

*The Best Holiday with Best Friends
 (Semarang, March 30-31, 2018)*

On March 30-31, 2018, I went to Semarang with my best friends and that was so unforgettable of my life. The place we first visited was Lawang Sewu. This place is amazing at night and I felt so peaceful and calm here. Then, we headed to Al Husna Tower to enjoy the beautiful night of Semarang City from altitude.

The next day, we went to Eling Bening at Ambarawa, and this place is hot when daylight but it is very beautiful. After enjoyed the beauty of Eling Bening, we

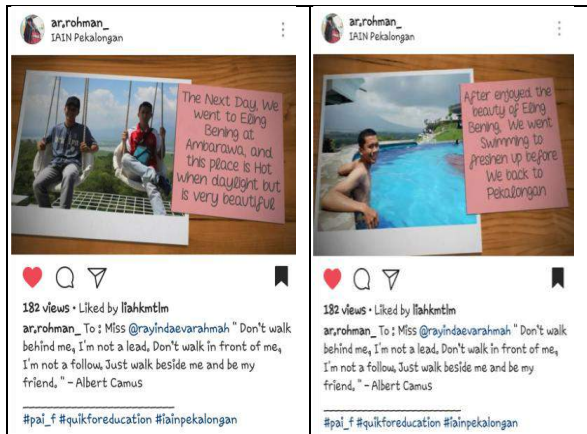
went to swimming to freshen up before we back to Pekalongan.

d. Step 4

For task, asking students to create and animate the chosen photos, to add the texts, and to edit the project into their creative writing task using Quik app. After that, asking students to individually post their project on Instagram account with giving some hash tags which enable the lecturer and other friends to easily find all the posts. The example of one student’s creative writing task created with Quik app that already been posted to Instagram was shown below.

Table 2. The example of one student’s creative writing task by Quik app

1 st scene 	2 nd scene 
3 rd scene 	4 th scene 
5 th scene	6 th scene



e. Step 5

After posting their creative writing tasks into their own Instagram accounts, then let students see and look at other friends' posts using the hash tags in order to get to know how other's task creation and to read the text.

2. The Benefits of Quikgram in Creative Writing Task

In the implementation of Quikgram in creative writing task, students are given the freedom to choose their photos, recall their vacation moments, and generate ideas for their writing tasks helping with some prompts. They are encouraged to select the travelling or vacation photos based on chronological events and generate story and experiences based on the chosen photos for writing purpose. Having the freedom to create and animate the chosen photos, add the texts, back sound and edit into their creative writing task using Quik app indicates that they are comfortable with the use of Quik.

Furthermore, they are asked to post their creativity task into their own Instagram showed positive responses. Since the works were created as tasks, all the twelve questions showed that the majority of students agreed to the statements which can be seen in table 3.

Table 3. Students' responses to the questionnaire items

No	Statements	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	Quik is amazing editing app and easy to use for supporting my	4 (5.2%)	3 (3.9%)	9 (11.7%)	38 (49.4%)	23 (29.9%)

writing task about vacation.	3	5	11	38	19
2. I felt enjoyed to use Quik in doing editing so I could motivate myself to make a creative writing task.	(3.9%)	(6.6%)	(14.5%)	(50%)	(25%)
3. Quik provided me to the use of Smartphone application to engage English learning experience in a fun way.	3 (3.9%)	1 (1.3%)	17 (22.4%)	39 (51.3%)	16 (21.1%)
4. Quik explored my creativity in choosing the photos, editing styles, and adding the song as a back sound.	4 (5.3%)	3 (3.9%)	12 (15.8%)	38 (50%)	19 (25%)
5. After posting my creative writing task using Quik video app to my Instagram and giving hash tags, I can see my other classmates' travelling writing task. So, I can read and learn grammar and sentence structure about Simple past form.	3 (3.9%)	4 (5.35%)	15 (19.7%)	37 (48.7%)	17 (22.4%)
6. By seeing and reading creative writing tasks from my other classmates posted in their IG account, it can add my vocabulary.	3 (3.9%)	6 (7.9%)	15 (19.7%)	39 (51.3%)	13 (17.1%)
7. Instagram can be used both socially and for educational purposes.	2 (2.6%)	5 (6.6%)	11 (14.5%)	34 (44.7%)	24 (31.6%)
8. Instagram is safe to use both socially and for educational purposes.	3 (3.9%)	3 (3.9%)	12 (15.6%)	35 (45.5%)	24 (31.2%)
9. Instagram is easy to make posts, upload pictures and videos for educational purposes.	4 (5.3%)	4 (5.3%)	12 (15.8%)	31 (40.8%)	25 (32.9%)
10. Instagram is a good place to see other posts from other classmates.	3 (3.9%)	6 (7.9%)	14 (18.4%)	35 (46.1%)	8 (23.7%)
11. Instagram developed my self-confidence and identity o learn English.	1 (1.3%)	8 (10.5%)	11 (14.5%)	44 (57.9%)	12 (15.8%)
12. Integrating Quik app and Instagram for supporting my creative writing task increase my English learning motivation.	4 (5.3%)	4 (5.3%)	10 (13.2%)	40 (52.6%)	18 (23.7%)

The results of the students' responses of the questionnaire in Table 3 show positive perception on the use of Quik as a video editing app and Instagram as a social media platform. It can be said that Quikgram can facilitate the students' creative writing task about vacation using prompts.

Moreover, based on the questionnaire given, the students' perception overall show the benefits of utilizing Quikgram in their creative writing task, as follows:

- Quik is amazing editing app.
- Feel the enjoyment in doing editing.
- Keep up the use of Smartphone app to engage the learning experience.
- Explore creativity in choosing the photos, editing styles, and adding the song as a back sound.
- Improve vocabulary knowledge by looking other friends' tasks in Instagram accounts.
- Develop self-confidence and identity.
- Practice their abilities in grammar and sentence structure.

- h. Quikgram provides digital creative writing for learning experience.

Conclusion

In embracing the mobile learning applications in language learning, teachers and educators can use, apply, and integrate them in teaching and learning process. The use of mobile learning applications for everyday use cannot be denied by the students as young people. So, it would be a good chance for English teachers to facilitate their students in engaging with learning English by utilizing mobile learning applications.

In this study, throughout the creative writing tasks that used Quik as a video editing app and Instagram as a social media, there are some benefits can be considered based on the students' perceptions. Quik and Instagram are believed to be one of the ways for facilitating students' creative writing tasks. In addition, Quikgra, can provide digital creative writing for learning experience and increase students' motivation to write in English.

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WRITING MATERIAL ANALYSIS OF OFFICE ADMINISTRATION ENGLISH TEXTBOOK Strengths and Weaknesses

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Abstract

Textbook is seen as language input for language learners to achieve the learning objectives. However, not all of the materials in the textbook are suitable with the learners' need. Thus, textbook analysis is needed to evaluate the quality of the textbook to be able to fulfill the learners' need. The aim of this study is to find out the strengths and weaknesses of the writing materials which are used by office administration students in SMK. This study used descriptive qualitative design with book analysis and interview method to collect the data. The data sources of this study were English Textbook entitled "Get Along with English for Vocational School Grade XI Elementary Level" and the English teachers. The findings show that the textbook has several strengths and weaknesses. The textbook contains the explanation about grammar with a wide range of activities. It also provides the glossary at the end of every chapter. Unfortunately, the contents are too general and not specialized for office administration study program. It also does not focus on writing activities and has no explanation about the use of punctuation.

Keywords: textbook analysis, writing materials, vocational high school, strengths and weaknesses

Introduction

Learning English means learning four language skills: listening, speaking, reading, and writing. Those skills have to be learned and mastered by the students so they can communicate effectively.

Brown (2001) defines writing as a product of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final product. Related to mastering writing skill, there are many Office Administration students who face difficulties to write. They usually make mistakes in grammar, spelling, punctuation, and vocabularies. Office administration is one of the study programs in vocational high school. Based on Kementerian Pendidikan dan Kebudayaan (2014), office administration students have to be able to

manage and write letters, documents, and reports. In other word, they need to master writing competence.

This problem is inseparable in relation to the provision of learning materials during teaching and learning process. As cited by Brown (2005), instructional material promotes effective learning. It means that the effectiveness of students learning the language also depends on the materials used by teacher in teaching and learning process.

Textbook is one of the learning materials in the school. Tarigan and Tarigan (1993) define that textbook is a learning book of certain subject that is compiled by experts in that subject for the meanings and instructional purpose. Textbook has an important role in teaching and learning process, especially for both teacher and students to gain the knowledge. As mentioned by Ghufron and Saleh (2016), textbooks play a prominent role in the teaching and learning process and they are the primary agents of conveying the

knowledge to the learners. In addition, Hutchinson and Torres (1994) mention that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Therefore, the textbook is seen as important source of input and a great opportunity for EFL learners to communicate in the target language.

It is common for English teachers teach their students by using available textbooks. However, such textbooks which are really suitable with the needs of the students are not always available. A book may be ideal in one situation because it matches the needs of that situation perfectly, the same book in a different situation, however, may turn out to be quite unsuitable. Thus, it depends on the learning context and objectives. One book is impossible suitable for all context and situation.

Therefore, an analysis of the textbook is needed. As mentioned by Ghufroon and Saleh (2016), textbook analysis plays a key role in education and it is important for the teacher since it can provide valuable information for the future going of classroom practice, the planning of courses and management of learning tasks by students. Thus, by conducting textbook analysis, the teacher can make decisions on selecting appropriate materials to fulfill the learners' need in teaching and learning process.

To analyze the textbook/learning materials, there are some procedures which have to be followed. The procedures are called as material evaluation. As stated by Tomlinson (2003) material evaluation is the procedure that involves the examination of learning materials to establish their value. Hutchinson and Waters (1987) propose several criteria to evaluate the materials. They are in terms of audience, aims, content, methodology, and other criteria. In term of audience, the materials should be appropriate for the needs of intended audiences. In term of aims, the materials should have clear aims and objectives. The aims should keep in track with the content of the materials. In

term of content, the materials should cover the linguistic descriptions, language points, the proportion of work on each skill, micro-skills, indicators of the skills, text types, types of topics, the organized content within the units and materials, and the sequenced content within the units and materials. In term of methodology, the tasks and teaching and learning techniques should be based on the learning theories. The materials also should provide the guidance for the learners to learn. In term of other criteria aspect, it includes the price and the accessibility of the materials.

This study aims to find out the strengths and weaknesses of the writing materials in the textbook entitled "Get Along with English for Vocational School Grade XI Elementary Level" for office administration study program. Therefore, textbook analysis is needed to find the quality of the textbook, so that the teacher can select appropriate materials to fulfill the students' need.

The problem statement of this study is what are the strengths and weaknesses of writing materials in the textbook entitled "Get Along with English for Vocational School Grade XI Elementary Level" for Office Administration Study program?

Methodology

This study used Descriptive Qualitative Research Design. The aim of this study was to find out the quality of the writing materials in the textbook in term of strengths and weaknesses for Vocational High School students. The main data source of this study is English textbook entitled "Get Along with English for Vocational School Grade XI Elementary Level" written by Entin Sutinah, et al. published by Erlangga in 2010. The data of the study are writing materials from the textbook.

The method of collecting the data was content analysis. The writer read the textbook and then analyzed the writing materials contained in the textbook. The procedures of analyzing the data were as follow: (1) finding out the writing materials

provided in the textbook entitled “Get Along with English for Vocational School Grade XI Elementary Level”, (2) comparing writing materials in the textbook with criteria of material evaluation by Hutchinson and Waters (1987), (3) describing the strengths and weaknesses the writing materials in the textbook, (4) drawing conclusion based on the result of analysis.

Findings and Discussion

1. The Brief Description of Textbook

The book title is Get Along with English for Vocational School Grade XI Elementary Level. The writers of this book are Entin Sutinah, Iis Nurhayani, N. Euis Kartini, Heri Mulyana, Nur Asyiah, Rachma F. Kesuma, and Eka Mulya Astuti. The size of book is 175 x 250 mm. It has 145 pages. The cover color is blue and white while the pages are green, grey, and white. It is published by Erlangga. This book is arranged based on Curriculum KTSP 2006. The book contains six units with listening, speaking, reading, and writing activities in each unit. The book also provides grammar review and text structure to support the mastery of language skills.

2. Textbook analysis

The analysis is taken from the criteria proposed by Hutchinson and Waters (1987). They are audience, aims, content, methodology, and other criteria such as price and practical consideration. The detail of explanation will be discussed as follows:

a. Audience

The audience of this book is the students of all study programs in Vocational High School. Related to Office Administration study program, the students need specific writing materials which can be used directly after graduate, such as the materials about how to write any kinds of letters. Meanwhile, the book consists of general learning materials for all study programs in Vocational High School. Some writing materials are appropriate for the

needs of Office administration student such as how to write short messages, invitation letter, and resume. Some writing materials are not appropriate for the needs of Office administration students such as how to write daily activity, future plan, and process how to make something. Therefore, this book is less appropriate for Office Administration students.

b. Aims

The aims of the book are to describe jobs and a background of studies both written and orally, describe past events and future working plan, and write short messages, instructions, and directions using correct words and punctuation. However, they do not correspond closely with the aims of the teaching program namely Office Administration. As mentioned by Kementerian Pendidikan dan Kebudayaan (2014), the objectives of Office Administration study program in Vocational High School are able to manage and write letters, documents, and reports.

Related to linearity between aims and the content of the textbook, the materials are linear with the aims of the book. The book provides the activity to achieve all of the objectives.

c. Content

The activities in the book are varied but they have almost the same pattern so they look boring. The order of activities is started from listening, speaking, reading, and writing. The book consists of activities for four skills. Most of learning materials are contextual and only few of them which are not contextual. The book contains some irrelevant learning materials and activities that are not suitable for the students' fields. The book covers the explanation about grammar and punctuation to support the students to learn. It also provides glossary to increase the students' vocabulary.

The book does not focus on writing activities since it covers all of the skills in one book. The writing activities are not

suitable in term of amount of guidance/control, degree of accuracy, organization of longer pieces of writing and use of appropriate style.

d. Methodology

The approach to language learning taken by the book is communicative learning. The students are expected to develop the communicative competence both in written and spoken. Yet the approach is less appropriate with the teaching situation because it is not supported by the materials which are too general. The students of Office administration need specific materials which can support them in work field.

The techniques used for writing activities are varied such as completing the incomplete dialog, filling in the blank form or incomplete form, and writing a dialog or a paragraph.

e. Other criteria

The price of the book is quite expensive. It is Rp. 79000. It can be found in any book store so it is easy to find. If it is looked at the students' economic background, they may have objection to buy that book.

The book is strong because it is bound well. It also has good quality paper material. However, it is not long-lasting since the curriculum can change anytime and it may be not appropriate anymore. In addition, the layout of the book is not attractive. It is very simple with green, grey, and white color for all pages.

Conclusion

After analyzing the writing materials in the textbook published by Erlangga in 2010 entitled *Get Along with English for Vocational School Grade XI Elementary Level* which is written by Entin Sutinah, et al., the writer concludes that the writing materials have several strengths and weaknesses based on the criteria of materials evaluation by Hutchinson and Waters (1987) in term of audience, aims, content,

methodology, and other criteria. The strengths of the textbook are as follows:

1. The textbook contains linear aims and learning materials.
2. The textbook covers four language skills with various activities.
3. Most of the materials are contextual.
4. The textbook provides the glossary and the explanation about grammar and punctuation.
5. The techniques used for writing activities are varied.
6. The book is strong and has good quality paper materials.

Meanwhile, the weaknesses of the textbook are as follows:

1. The textbook is less appropriate with Office Administration students' specific need.
2. The textbook objectives do not correspond closely with the aims of the teaching program namely Office Administration.
3. The activities look boring because have same pattern in each unit.
4. The textbook contains some irrelevant learning materials and activities that are not suitable for the students' fields.
5. The textbook does not focus on writing activities.
6. The communicative approach in the textbook is less appropriate with the teaching situation.
7. The price of textbook is quite expensive.
8. The layout of the textbook is not attractive.
9. The textbook is not long-lasting since the curriculum may change any time.

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AMERICAN SOCIAL AND FAMILY RELATIONSHIP ASPECTS FOUND IN FITZGERALD'S *THE GREAT GATZBY* NOVEL AND ITS APPLICATION IN ENGLISH SPEAKING CLASS

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Abstract

Language and culture are closely related to each other. Learning a language should be also completed learning its culture. In communication, difficulty or misunderstanding usually occurs because of the lack of cultural understanding. In line with this, to be able to speak English and interact culturally especially with the English native speakers, students of English should learn the culture of them. This writing is under a research with the objectives of finding some of the culture components especially on the social and family relationship aspects found in Fitzgerald's *The Great Gatsby* novel and its application in Speaking Class of English Department. It is a descriptive qualitative research. In conclusion, in the novel, it is found that in American social relationship, the people create nice relationship in which friendliness, informality, and equality marks are involved. In family relationship, Americans seem keeping their good relationship among family members by paying attention to one another. As the application in teaching speaking class, the findings can be good sources for doing some activities of learning some expressions and practicing role play based on the story of the novel. It can facilitate English students to improve their English speaking, especially in the communication with the English native speakers, in good cultural awareness.

Keywords: American culture analysis, social and family relationship, speaking class

Introduction

According to Rees (1973, p. 15), literature is a permanent expression in words of some thought or feeling or idea about life and world. Koesnosoebroto (1988, p. 2) says that literature offers hints, suggestions and flashes of insight in such a way as to refresh and encourage our own thinking, and so leads us to the insight of our own. In conclusion, there are so many values we can reach from reading literature: an understanding, a new sensitivity, a feeling or perhaps simply a sense of enjoyment from the worth of information, knowledge and experience.

Culture is one of the values that we can get from literature. When we read a novel, for example, we may find a culture of a certain area especially the area where the story takes place. So, literature can be source of culture information. In learning a language, the learners should also learn the culture of its native speaker to be able to

speak and interact culturally especially with the native speaker. Sage (cited in McKay, 1989, p. 46) supports that literature is important for increasing cultural awareness, exposing students to literary language and broadening students' general knowledge. Damen (1987, p. 211-213) states that as we learn the target language, our learning activity includes learning the culture of the native speaker. In this research, the writer analyzes a novel, since it contains valuable insights that reflect the culture where the story takes place. Reeve (cited in Kennedy 1983, p. 182) defines novel as a picture of real life and manner, and of the time in which it was written. In its growth, a novel world is also a manifesto, advertising its author's understanding of the limits and possibilities of the form. This can be explicit, nebulous, and even political... (Smith, 2016). So, it is possible for students to learn a nation's culture through a novel.

The writer chooses Fitzgerald's novel, *The Great Gatsby* (GG for short), to be analyzed since it is written in English with setting of American culture, one of the English native speakers. Another reason is it is very interesting, in which Fitzgerald presents the currents of the story attractively through the actions of the characters.

In learning a culture, there are so many components of culture that can be analyzed, since the culture itself involves almost the whole life sides of people. Damen (1987, p. 89) says that we may examine culture from the point of view of its individual components or parts or from the more social points of view of its systems. Variations of human life styles may be found in: dress, system of reward and punishment, uses time and space, fashions of eating, means of communication, family relationship, beliefs and values; or societal system such as: kinship, education, economy, government, association, and health. In line with this, the writer limits the discussion just on the social and family relationship aspect found in this novel and its application in teaching English speaking class. Possibly, some parts of this finding on culture are still reflected until today. Berkes et al. (2000, p. 1252) state that a culture phenomenon may be a cumulative body of knowledge, practice, and belief, evolving by adaptive processes and handed down through generations by cultural transmission, about the relationship of living beings (including humans) with one another and with their environment.

Methodology

This research uses descriptive qualitative research design. The main source of the data is F. Scott Fitzgerald's novel, *The Great Gatsby*. Besides she uses data taken from some other references related to the subject matter as the supporting data through doing a library research. They are references dealing with literature, novel, culture, American culture, and teaching.

In analyzing the novel, the writer applies four steps, they are collecting the data, classifying the data, interpreting the data, and drawing conclusion. The first step is collecting the data with the following procedures:

1. Reading the novel carefully in order to understand deeply the content of it.
2. Searching the components of culture reflected on the novel through the dialogues, the actions of the characters, or the expositions.
3. Determining the given components of culture that primarily stated on GG.

The second step is classifying the data in which the writer classified the above determined components of culture according to their fields. They are social and family relationship. The following step is interpreting the data. Here, the writer interprets the data in the form of meaningful and understandable paragraphs presented in a systematical discussion. As part of this step, the writer presents quotations taken from GG that contain the related data in the discussion attached to each culture component to turn the description touch its clarity. The last one is drawing conclusion in which the writer emphasizes the main points of the discussion of each culture component and the contributions of the analysis result to English speaking class.

Findings and Discussion

As what stated on the previous chapter, culture is a unique life style of a particular society that tells the given society's members how to think, feel, believe, act, and behave.

In conveying the currents of the novel story, Fitzgerald tells us largely about American culture because it takes place in New York in 1922. We can catch the insights of the American culture through the actions and dialogues of the characters, besides through the expositions.

The writer wants to present two forms of human relations that clearly reflected on this novel. They are social relations and family relations.

1. Social Relationship

In GG, it is found that social relations among Americans are marked by friendliness, informality, and equality. In this novel, Fitzgerald has described the real application of the social relation marks through the actions of the characters.

The mark of friendliness was reflected on the intimate expression among friends like the habitation of shaking hand to one another every time they met or said good bye, and treating someone else kindly. In addition, showing their good relation, they were often involved in togetherness especially in relaxation as eating, traveling, riding horses together, holding party, and any other activities.

Tom and I shook hands, the rest of us exchanges a cool nod, and they trotted quickly down the drive,... (Fitzgerald 1953, p. 105)

“If you want anything just ask for it, old sport,” he urged me. “Excuse me. I will rejoin you later.” (Fitzgerald, 1953, p. 49)

Taking care of each other was portrayed on Michaelis’ effort in rising the life spirit of Wilson, his neighbor, when his wife died.

“You ought to have a church, George, for times like this. You must have gone to church once. Didn’t you get married in a church? Listen, George, listen to me. Didn’t you get married in a church?” (Fitzgerald, 1953, p. 158)

In social interaction reflected in GG novel, they early reached the use of first name although they just knew to one another. Sometimes, to create such close relation, they addressed their friends with special names. Those were the forms of informality in social interaction.

Just as Tom and Myrtle (after the first drink Mrs. Wilson and I called each other by our, first name) reappeared, company commenced to arrive at the apartment-door.

I knew the other clerks and young bond-salesmen by their first names, and lunched with them in dark, crowded restaurants..... (Fitzgerald, 1953, p. 57)

Michaelis to George Wilson, his neighbour:

“How long have you been married, George?” (Fitzgerald, 1953, p. 157)

Gatsby to Nick, his very close friend: “It’s pretty, isn’t it old sport?” he jumped off to give me a better view. (Fitzgerald, 1953, p. 64)

Gatsby to Klipspringer, his friend : “Klipspringer plays the piano,” said Gatsby, cutting him off. “Don’t you, Ewing, old sport?” (Fitzgerald, 1953, p. 96)

Pammy called Jordan, her mother’s close friend, with “aunt”:

“Yes, admitted the child calmly. “Aunt Jordan’s got on a white dress too.” (Fitzgerald, 1953, p. 117)

Still talking about informality mark, Jordan was not reluctant sitting down at the table when she was in conversation with Daisy, Tom, and primary Nick whom she just knew.

“We ought to plan something, “yawned Miss Baker, sitting down at the table as if she were getting into bed. (Fitzgerald, 1953, p. 12)

Moreover, the informality marks also much appeared at parties like dancing, and even business transaction among the guests. However, the informality among Americans stood on its limitation. Love kissing or expressing love between a man and a woman in front of the other persons was vulgar.

As he left the room again she got up and went over to Gatsby and pulled his face down, kissing him on the mouth.

“You know I love you,” she murmured. “You forget there’s a lady present,” said Jordan.

Daisy looked around doubtfully.

“You kiss Nick too.”

“What a low vulgar girl!” (Fitzgerald, 1953, p. 116)

Meanwhile, the equality of all persons could be noticed at Gatsby’s parties in which everybody, invited or not, could attend. Furthermore, all of the guests got the same good treatment.

I believe that on the first night I went to Gatsby’s house I was one of the few guests who have actually been invited. People were not invited – they went there. (Fitzgerald, 1953, p. 41)

2. Family Relationship

In American family relationship found in GG novel, there was a good mutual attention among the family members. Parents took part the responsibility of the success of their children’s future. The life of Nick’s family talked much about it. Parent’s responsibility might be expressed through giving advice to their children as the education about life, providing their facilities and fees of their education, and so on. The other family members like uncle and aunt also took care of their nephew / niece’s future. However, the success of the children’s future was basically as the responsibility of themselves.

In my younger and more vulnerable years my father gave me some advice that I’ve been turning over in my mind ever since.

“Whatever you feel like criticizing any one,” he told me, “just remember that all the people in this world haven’t had the advantages that you’ve had.” (Fitzgerald, 1953, p. 1)

All my aunts and uncles talked it over as if they were choosing a prep school for me, ... Father agreed to finance me for a year,.....(Fitzgerald, 1953, p. 3)

Still about parent’s responsibility, especially toward their children’s safety and growth, usually rich parents took nurse to help them looking after their children. Buchanans’ child was the example.

The child, relinquished by the nurse, rushed across the room and rooted shyly into her mother’s dress. (Fitzgerald, 1953, p. 117)

As the expression of love, Jordan’s aunt did not permit her to run around the country as a sports girl.

“She’s a nice girl,” said Tom after a moment. “They oughtn’t to let her run around the country this way.”

“Who oughtn’t to?” inquired Daisy coldly.

“Her family.”

“Her family is one aunt about a thousand years old.....” (Fitzgerald, 1953, p. 19)

Anyhow, the condition was not always like the above illustration. Gatsby, for instance, should reach his future by himself at all, since his parents were too poor to fulfill all of his son’s needs. Although Gatsby hid his father from everybody, after being a very rich man, he was very kind and generous to his poor father who was greatly proud of his son’s success. He never counted the bad temper of his son toward him. Moreover, after Gatsby’s death, he just saw his kindness through his pure love. To see his beloved son for the last time, he asked the funeral to be postponed until his coming. It showed that whatever happen there was a deep heart relationship between parents and children.

He come out to see me two years ago and bought me the house I live in now. Of course we were broke up when he run off from home, but I see now there was a reason for it. He knew he has a big future in front of him. And ever since he made a success he was very generous with me. (Fitzgerald, 1953, p. 174)

His pride in his son and his son’s possessions was continually increasing and now he had something to show me. (Fitzgerald, 1953, p. 173)

I think it was on the third day that a telegram signed Henry C. Gatz arrived from a town in Minnesota. It said only that the sender was leaving immediately

and to postpone the funeral until he came. (Fitzgerald, 1953, p. 167)

The lovely relationship of American families was also portrayed through their way of addressing to one another. Parents usually had special address for their children. Gatsby's father used to call him with special nick name, "Jimmy". Meanwhile Daisy called her little daughter with "sweetheart". To Tom, his daughter usually called "Daddy". Among brothers, they called to one another with their names. For American, there was no certain title like *kakak* or *adik* as Indonesian. But sometimes Mrs. Wilson called her sister with "my dear". It was also familiar for Nick to be called with "my dearest one", by Daisy, his cousin. Between a couple of husband and wife, they called to each other with their names.

"Jimmy sent me this picture." He took out his wallet with trembling fingers. "Look there." (Fitzgerald, 1953, p. 173)

Daisy to her daughter:
"Good-bye, sweetheart!" (Fitzgerald, 1953, p. 117)

Pammy to her father:
"Where's Daddy?" (Fitzgerald, 1953, p. 117)

Catherine to her older sister:
"Why did you, Myrtle? Demanded Catherine. "Nobody forced you to." (Fitzgerald, 1953, p. 35)

Myrtle to her sister:
"My dear," she told her sister in a high, mincing shout, "Most of these fellas will cheat you every time....." (Fitzgerald, 1953, p. 31)

Daisy to Nick, her cousin:
"Is this absolutely where you live, my dearest one?" (Fitzgerald, 1953, p. 86)

Tom to his wife:
"Come on, Daisy", said Tom, pressing her with his hand toward Gatsby's car. (Fitzgerald, 1953, p. 121)

Daisy to her husband:
"Please, Tom! I can't stand this anymore." (Fitzgerald, 1953, p. 135)

The application of the finding of this writing on American social and family relationship in teaching English Speaking is various depends on the students' need and condition. For example, the teacher may teach them some expressions taken from the novel then ask them to practice in front of the class after ask them to read the novel. After they master well some expressions they can do role play of some actions in the novel. Hopefully, realizing of applying some cultures of English native speaker, the students will be more encourage involving the class.

Conclusion

Through the GG novel, it is found that in American social relationship, the people create nice relationship in which friendliness, informality, and equality marks are involved. They could also take the lesson of life from the current of their interaction.

Another form of human relation is family relation. Here, they seem keeping their good relations among family members by paying attention to one another. Parents participated to realize their children's ideal. But the success of children's future was basically the responsibility of themselves. The lovely relation among them was also reflected on their way of addressing to one another.

The analysis of GG through its elements of culture is very useful in improving the English students' cross cultural understanding and also English speaking since it is rich of the information about American culture, the culture of English native speakers.

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ENGLISH TEACHERS' PERCEPTION ON EDUCATIONAL SUPERVISION

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Abstract

The objective of this study was to describe the English teachers' perception on educational supervision. This research was a qualitative study using purposive sample. The research was conducted in the three senior high schools which had different accreditation in Kalirejo, Lampung. The data were collected from the interview with three English teachers. Each of them represented different school. The data the researcher had included were all about how the English teachers' perceptions on educational supervision in Kalirejo, Lampung. All the subjects in this research had been supervised before, thus they could describe their perceptions on educational supervision. The result of the research showed that the teachers believed that educational supervision is an ongoing process to observe the way teachers teach in the classroom according to the lesson plan and to improve their teaching skills.

Keyword: English teacher, perception, educational supervision

Introduction

Education is a conscious effort which is intentionally arranged to achieve the demanded purposes. The purpose of education is to improve the quality of human resources. Teachers are needed to be lead and developed continuously in order to improve the quality of human resources and themselves. Since teachers are the most crucial part to improve the quality of human resources is by conducting learning process in school. The teachers need to continually equip themselves with the knowledge and skills to improve efficient opportunities for their students. Therefore, in order to improve teachers' teaching skill a specific act should be carried out. It is called educational supervision. Teachers and lecturers should develop their teaching skill to achieve educational purposes. At this point, it is clear that the educational supervision needs to be conducted to evaluate and manage language teachers' progress whether they accomplish the educational purposes well or not.

There are some researchers define perception in different ways. Robbins (1994) defines perception as a process by which individuals organize and interpret their

sensory impression to give meaning to their environment. According to Kotler (2000), perception describes the process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. Gibson, et al. (1996) provides a definition of perception as a cognitive process that is used by individuals to interpret and understand the world around it (the object). They also explain that the perception is the process of giving meaning to the environment by the individuals.

Methodology

The design of the study was a qualitative descriptive study using purposive sampling technique. The three English teachers came from different senior high school which had different accreditation in Kalirejo, Lampung. They were selected to participate in this study based on their experience on educational supervision, each of them represented different school. The researcher used interview method to lead a qualitative process in discovering circumstances and perceptions realistically and totally in natural environment which emphasizes meanings, experiences, and definitions.

Finding and Discussion

1. Findings

a. Cognition

The first issue dealt with the English teachers' perception on educational supervision. At this point, all teachers gave similar opinions, that was educational supervision had close relationship with evaluation of how the teachers taught. Teacher A argued that the focus attention of educational supervision according to him, was lesson plan. As long as he stuck with the lesson plan well when being supervised, he felt secure. Indeed, lesson plan played the most important role in teaching. It led the teacher to keep in the right track in his teaching. His opinion about educational supervision was similar with Teacher C. Teacher C not only focused on the preparation before teaching but also the process of teaching. If Teacher A considered educational supervision as evaluation of teaching, on the other hand, teacher C considered educational supervision as observation of teaching. According Teacher B, educational supervision was meant to find out the strength and weaknesses in her teaching and what kind of teaching system she used. Teaching system here referred to the teaching method which she used. It can be concluded that all teachers were aware of the essence of educational supervision toward their teaching, which is to evaluate, to observe, and to find out the strength and weaknesses of their teaching.

They acknowledged the importance of educational supervision toward their teaching methods and to improve it. Educational supervision needed to give them information about the latest teaching method suitable with globalization era and students' need.

They had different opinions about the English teachers' wish on educational supervision. Teacher A had his own opinion, he wished that he got more information about 2013 Curriculum and its' development. Teacher A wanted more clear explanation about 2013 Curriculum, but the

explanation from the supervisor still unclear enough. Meanwhile, both Teacher B and C wanted to get more new information about teaching method, so that they can apply it in the class. Since their school is private school, they wanted to improve their quality and compete with state school.

They had different opinions about the English teachers' way of thinking on educational supervision. Teacher A and B believed that their way of thinking became better. Both Teacher A and B had the same opinions where their way of thinking became better toward educational supervision. They believed educational supervision improved their way of thinking. Meanwhile, Teacher C had different opinion about it, she believed that teachers' way of thinking would be different depends on the teacher. Some teachers could change their way of thinking to be better, but the others do not.

They had similar experience from educational supervision. Since they had the same supervisor, they got the same treatment from the supervisor.

b. Affection

The English teachers felt discomfort when the supervisor noticed when they taught in the class for the first time, but after they got enough experience and trainings, they changed better.

All teachers had similar opinions about their emotional state on educational supervision. Teacher A kept his emotional stable when he had mastered the materials and the class. He could teach well when he knew the materials and his students could pay their attention when he taught. Teacher B prepared everything related to the educational supervision beforehand, so that her mind would be ready on educational supervision. Teacher C not only focused on the preparation to keep her emotional state, but also focused on her tolerance to face her students. The students from private school were naughtier than the students from state school.

c. Psychomotor

The issue dealt with the English teachers' motivation on educational supervision. At this point, both Teacher A and C had the same opinions about their motivation on it. They became more motivated when the supervisor came to their class, since they knew that she came to notice their performance, so that they had to perform best. Meanwhile, Teacher B felt her motivation was nothing changed up or down when she was noticed by the supervisor, just like the ordinary day.

They had similar way to keep their motivation high. They had good way to keep their motivation high.

The English teachers' attitude on educational supervision was similar since they had experience about it. Both Teacher B and C had the same opinions about their attitude on educational supervision, but Teacher A had different opinion about it. He had experience on educational supervision and knew how to behave, but he reminded to have good preparation so that the other teachers could behave properly. Meanwhile, both Teacher B and C had no worries about it. They had already been ready for educational supervision.

Even though they had many experience on educational supervision, some of them still had some difficulties. Teacher A had no difficulty on educational supervision, while both Teacher B and C had difficulties about it. Teacher B felt uncomfortable being noticed when teaching in the class. Teacher C opinion focused on the treatment for her students, since the students from private school were a little bit naughty.

Dealing about the English teachers' difficulties on educational supervision, they had solution to solve the problem; they had different opinions about it. Teacher A focused on the best he could give to the student since he had no difficulty on educational supervision. Teacher B tried to be confident since her students were her priority. Teacher C focused in communication between her and her

students. It could make good understanding among them.

2. Discussion

All the English teachers in this research had been supervised before. Based on their experience in supervision, they shared their perception about educational supervision. They agreed to the idea that educational supervision was an ongoing process to observe the way teachers teach in the classroom according to the lesson plan and to improve their teaching skills. It was in line with Ghebard as cited in Bailey (2006, p. 5) that defined educational supervision as an ongoing process of teacher education in which the supervisor observes what goes on in the teachers' classroom with an eye toward the goal of improved instruction.

In addition, they also admitted that conducting educational supervision was very important to their teaching. According to them, the most important thing in teaching was lesson plan. They believed that as long as they taught according to the lesson plan well, they would be considered as good teachers. As an English teacher, one should kept improving or developing his teaching skill, not only in making lesson plan but also teaching technique and information technology used.

They viewed educational supervision as an important issue toward their teaching methods and to improve them. Educational supervision needed to give them information about the latest teaching method suitable with globalization era and students' need. It was supported by Fillon (1968: 70) that pointed out that one of the purposes of educational supervision was to evaluate method and technique in terms of the material, objectives, and particular students. It implied that in applying a certain technique, one should reconsider not only the learning objectives but also the condition of the students. Educational supervision is needed to be carried out in order to manage, monitor and evaluate the educational components and its systems including the

teachers, stakeholders, and administrators in which all of those components have important roles in improving the result of teaching and learning process both for the students and the school.

By following educational supervision they wanted to get more new information about teaching method, so that they can apply it in the class. Since their school is private school, they wanted to improve their quality and compete with state school. It was in line with the function of educational supervision supported by Arikunto (2006, p. 46) gives her opinion about the function of educational supervision like improving learning quality, triggering all elements related to teaching and learning, and leading and guiding.

They had different opinions about their way of thinking on educational supervision. Both Teacher A and B believed that their way of thinking became better toward educational supervision. They believed educational supervision improved their way of thinking. Meanwhile, Teacher C had different opinion about it, she believed that the teachers' way of thinking would be different depends on the teacher. Some teachers could change their way of thinking to be better, but the others do not.

They had similar experience from educational supervision. Since they had the same supervisor, so that the supervisor gave same the treatment to them. They got experience in improving their teaching method. It was in line with the purposes of educational supervision, Fillon (1968, p. 70) mentions nine purposes of educational supervision, namely: a) develop a clear understanding of the objectives of the student teaching program in English, b) develop strategies for accomplishing these objectives with different types of student teachers, c) understand clearly the role of the supervising teacher, d) learn to evaluate method and technique in terms of the material, objectives, and particular students, e) acquire a working knowledge of various tools of analysis, f) become acquainted with

a wide variety of methods and techniques and develop a tolerance of differing teaching styles, primarily through extensive observation, g. have supervised practice in observation, analysis, and evaluation of teaching, h. develop skill in conducting conferences with student teachers, i. update, where necessary, their background in English.

They had the same opinions about what they felt toward educational supervision. They thought that normally they felt a little bit nervous for the first time on educational supervision. They felt discomfort when the supervisor noticed when they taught in the class for the first time. One important factor that could not be left in conducting educational supervision beside the preparation was the supervisor as the decision maker in giving good or bad result of teachers' performance. The presence of the supervisor itself could be intimidating and challenging at the same time. The teachers might feel pressured by her. Since it was believed that supervisor had more competencies in teaching than the teacher. But after they got enough experience and trainings, they changed better.

They had similar opinions about their emotional state on educational supervision. Teacher A kept his emotional stable when he had mastered the materials and the class. He could teach well when he knew the materials and his students could pay their attention when he taught. Teacher B prepared everything related to the educational supervision beforehand, so that her mind would be ready on educational supervision. Teacher C not only focused on the preparation to keep her emotional state, but also focused on her tolerance to face her students. Since the students from private school were naughtier than the students from state school.

They had different opinions about their motivation on educational supervision. Both Teacher A and C had the same opinions about their motivation on it. They became more motivated when the supervisor came to

their class, since they knew that she came to notice their performance, so that they had to perform best. Meanwhile, Teacher B felt her motivation was nothing changed up or down when she was noticed by the supervisor, just like the ordinary day.

Dealing about their high motivation on educational supervision, they had the way to keep it high. They prepared everything beforehand, so that the teaching learning process could run well, always thinking positively to the students, and realizing their responsibility to be a good teacher for them. They had good way to keep their motivation high.

Their attitude on educational supervision was similar since they had experience about it. Teacher A had experience on educational supervision and knew how to behave, but he reminded to have good preparation so that the other teachers could behave properly. Meanwhile, both Teacher B and C had no worries about it. They had already been ready for educational supervision.

They had difficulties on educational supervision. Even though they had many experience on educational supervision, some of them still had some difficulties. Teacher A had no difficulty on educational supervision, meanwhile Teacher B and C had difficulties about it. Teacher B felt uncomfortable being noticed when teaching in the class. Teacher C opinion focused on the treatment for her students, since the students from private school were a little bit naughty so it would be better that she improved her class management.

Dealing about their difficulties on educational supervision, they had solution to solve the problem; they had different opinions about it. Teacher A focused on the best he could give to the student since he had no difficulty on educational supervision. Teacher B tried to be confident since her students were her priority. Teacher C focused in communication between her and her students. It could make good understanding among them.

Conclusion

This paper describes the teachers' perception on educational supervision. The English teachers believed educational supervision as an ongoing to observe the way teachers teach in the classroom according to the lesson plan and to improve their teaching skills. They were aware of educational supervision being conducted since they got information a month before thus they had plenty of time to prepare. They admitted that educational supervision helped them in developing students' thinking and communication skill and in managing the class.

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ADJACENCY PAIRS ANALYSIS ON TEACHING-LEARNING PROCESS

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Abstract

This research is proposed to analyze adjacency pairs in teaching-learning process functioning as a unit of Conversation Analysis (CA). In a classroom, interaction between teacher and students involves appropriate expressions intended to get a meaningful and interactive teaching-learning process. Those expressions including responses are called adjacency pairs. In this research, the interaction between the teacher and the students in adult class at BBC ETS (English Training Specialist) Semarang 2, Tlogosari was observed. The results showed that the types of adjacency pairs of the teacher used are question (54%), assessment (24%), command (8%), summons (5%), compliment (3%), greeting (3%), request (2%), and leave-taking (1%). The teacher mostly used questions to make sure that the students understand about the materials. In addition, the students mostly answered with preferred responses; expected answer of a question (41%), agreement of an assessment (21%), compliance of a command (6%), greeting (3%), acceptance of a request (3%), and leave-taking (1%). The dis-preferred responses expressed by the students are unexpected answer of a question (13%), non-response summons (5%), disagreement of an assessment (3%), rejection of a compliment (3%), and incompliance of a command (2%). Based on the results, the researcher suggests all teachers to make interaction interactively by using appropriate types of adjacency pairs like question, assessment, and other types suited class conditions. Moreover, they should express more on compliment as students also need an appreciation. In short, types of adjacency pairs should be applied properly in teaching-learning process.

Keywords: adjacency pairs, teaching-learning process, conversation analysis

Introduction

Conversation happens if two or more participants take turns based on the discourse context, like in teaching-learning process. Teacher and students must have interaction when expressing something in order to make a lively classroom. Rivers (1987) explains that interaction in classroom in which students use a language focused on conveying and receiving messages is important in language learning contexts.

Interaction in classroom contains the same expressions as that in everyday life, such as requesting, offering/inviting, assessing, questioning, giving compliment, and other expressions. Those expressions need responses; preferred or dis-preferred responses. The expressions and responses are called adjacency pairs which are defined as pairs of utterances consisting of a first part and a second part (Levinson, 1983). In teaching-learning process, a teacher should

have good communication skills by using several appropriate types of adjacency pairs needed in a classroom.

This research was carried out to analyse the types of adjacency pairs focusing on the teacher and the students' expressions. The teacher's expressions refer to the types of adjacency pairs, and the students' expressions direct to the responses of adjacency pairs including preferred and dis-preferred responses.

A teacher and students communicate using a spoken language to express feeling and thought. When having conversation, a teacher and students produce utterances as a unit of Conversation Analysis (CA). Nunan (1993) states that CA analyses utterances, aiming to identify the principles that allow individuals to convey and exchange meanings (interpersonal meaning). CA is also known as an interaction that is

structurally organized, as found in adjacency pairs.

Levinson (1983) explains that adjacency pair is a pair of utterances consisting of a first part and a second part. Crystal (1987) also describes that adjacency pair is a unit of conversation containing an exchange of turns produced by different speakers. It can be stated that adjacency pair is an utterance produced by a first part creating a context for the second part. In other words, more than two different speakers produce a pair of conversational turns, one is as a first part expressing something, and others are as second parts giving preferred or dis-preferred responses. Levinson (1983) and Schegloff (2007) explain that preferred response is an ordinary answer that is simple or short and no delay. In contrast, dis-preferred response is an unpredicted answer including delays and preface.

Based on Flowerdew (1951), Levinson (1983), Coulthard (1985), Tylor and Tylor (1990), Paltridge (2000), and Schegloff (2007), adjacency pairs have several types. The followings are the types of adjacency pairs including the responses.

1. Greeting

This adjacency pair is to open and close conversation. Both speakers greet each other.

2. Summons

It is to order someone to come or be present. Its response is also summons.

3. Apology

It shows that the first pair part expresses an apology to the second pair part, and the second pair part minimizes it.

4. Question

Question aims to get information or clarify something. This type describes that the first pair part gives question to the second pair part, and the answers might be expected answer as the preferred answer and unexpected answer or non-answer as the dis-preferred answer.

5. Request

This type indicates that the first part politely requests the second pair part to do something. The responses of the second pair part are acceptance as the preferred answer or refusal as the dis-preferred answer.

6. Offer

It explains that the first pair part uses expressions of giving something to the second pair part. The answers can be acceptance as the preferred answer or refusal as the dis-preferred answer.

7. Blame

This type of adjacency pair shows that the first pair part says or thinks that the second pair part has done something wrong. The second pair part's responses are denial as the preferred response or admission as the dis-preferred answer.

8. Command

It describes that the first pair part gives command to the second pair part. The response of the second pair part is compliance as the preferred response and in-compliance as the dis-preferred response.

9. Suggestion

This type shows that the first pair part gives suggestion to the second pair part. The preferred response is acceptance, while the dis-preferred response is refusal.

10. Assertion

The first pair part emphasises that something is true to the second pair part. The expected response is agreement, while the unexpected response is disagreement.

11. Announcement

This type describes that the first pair part announces something to the second pair part. The response of the second pair part is acknowledgement.

12. Assessment

The first pair part questions the second pair part's opinion or agreement. The preferred response is agreement, and the dis-preferred response is disagreement.

13. Complaint

This type of adjacency pair indicates that the first pair part does not feel satisfied about something. The response of a complaint is apology.

14. Compliment

The first pair part gives praises to the second pair part in order to respect him or her. The expected response is acceptance, and the unpredicted response is rejection.

15. Invitation

This type describes that the first pair part questions the second pair part to go to an event. The responses are acceptance as the preferred response and refusal as the dis-preferred response.

16. Leave-taking

This type of adjacency pair describes how the first pair part ends a conversation.

17. Threat

The first pair part expresses something that can be harmful to the second pair part. The expression to defeat threat is called counter threat.

18. Warning

This type describes that the first pair part warns the second pair part about something that can danger himself or herself. The response of warning is acknowledgement showing that he or she realises a possible problem.

Methodology

This research generally focused on pragmatic study, and adjacency pairs in particular. It described the types of adjacency pairs in teaching-learning process and focused only the conversation between the teacher and the students. The data was in a form of recording obtained from the recorded interaction in Dynamic Conversation level of the adult class at BBC ETS Semarang 2, Tlogosari, on November 21st, 2014 at 6.30 – 8.00 p.m.

To conduct this research, several phases were considered. The researcher observed and recorded the interaction, listened to the recording, and transcribed the

recorded data. After that, the researcher identified the types of adjacency pairs including the teacher's and the students' responses, counted the occurrence and percentage, analysed the findings, and concluded the result.

Findings and Discussion

The focus of this research is on adjacency pairs of the teacher and the students' interaction in adult class. The class had six adult students who enjoyed the conversation class. The findings show that the teacher mostly produced questions, and the responses of the students were mostly preferred answers rather than dis-preferred answers. The followings are the results of the analysis.

Table 1. The Occurrence of Adjacency Pairs Type of the First Pair Part

First Pair Part		
Adjacency Pairs Type	Occurrence	
Question	78	54%
	35	24%
Command	12	8%
Summons	7	5%
Compliment	5	3%
Greeting	4	3%
Request	3	2%
Leave-taking	1	1%
Total	145	100%

Table 1 describes that the types of adjacency pair produced by the teacher as the first pair part in conversation are question, assessment, command, summons, compliment, greeting, request, and leave-taking. The highest type of adjacency pair, question indicates that the teacher would like to get some information or clarify something related to the topic. Second, assessment intends to seek students' opinions, comments, or thoughts. Third, command aims to question students to do something based on the teacher's instruction. Fourth, summons is used to call or check students or make sure that they are listening to the teacher. Fifth, giving compliment is certainly needed because it can motivate students. Sixth, greeting is aimed to indicate when to start the lesson. Next, request is used to give

order in a polite way. The last type of adjacency pair, leave-taking is to indicate when to end the lesson.

Table 2. The Occurrence of Adjacency Pairs Type Responses of the Second Pair Part

Adjacency Pairs Type	Second Pair Part		Percent age (%)
	Preferred/ Dis-preferred Response	Occurrence	
Question	Expected Answer	59	41%
	Unexpected Answer	19	13%
Assessment	Agreement	30	21%
	Disagreement	5	3%
Command	Compliance	9	6%
	Incompliance	3	2%
Summons	Answer	0	0%
	No response	7	5%
Compliment	Acceptance	0	0%
	Rejection	5	3%
Greeting	Greeting	4	3%
Request	Acceptance	3	2%
	Refusal	0	0%
Leave-taking	Leave-taking	1	1%
	Total	145	100%

Table 2 explains that the second pair part, the students produced preferred and dis-preferred responses. The students mostly expressed preferred responses; expected answer, agreement, compliance, greeting, acceptance, and leave-taking in order to share their opinion or feeling. On the other hand, they also expressed dis-preferred responses; unexpected answer, disagreement, incompliance, non-response summons, and rejection showing that they might have no idea or the teacher's expressions might not need to answer. The followings are the discussions of each adjacency pairs type.

1. Question – expected/unexpected answer

The first type of adjacency pair, question has expected and unexpected answer. Below are the examples of question with expected answer and unexpected answer.

Excerpt 1

Teacher : Mbak Suci, **Makan in English?**
 Student : **Eat.**

The dialog describes that the teacher was asking about the English translation of a certain word *makan*. The expected answer showed was “eat” meaning that the student knew the meaning.

Excerpt 2

Teacher : Okay. **Have you got a lot of homework?**
 Students : (smiling and nodding the head)

As shown in excerpt 2, the teacher was asking whether they had homework at school and the students' response was unexpected since they only used their gesture. Although they responded it with the gesture, it is still considered as an answer but it is not an expected response.

Excerpt 3

Teacher : Okay. Well. Em...for last week, I asked you to find some paper. **Have you found? Have you got?**
 Students : **uhm...**

From the dialog, it is understood that the teacher asked whether the students had got the paper. The students' response was just expressing filler “uhm” categorized as a dis-preferred response. This filler was also mostly found in the research findings of Jalilifar and Dinarvand (2013).

Actually, gestures and fillers seem ambiguous to define whether the students understand, feel confused, want to be good listeners, or ignore teacher's questions or instructions. Therefore, those are truly classified as dis-preferred responses.

2. Assessment – agreement/disagreement

The second type is assessment which has agreement and disagreement answer. The followings are the excerpts of assessment with each answer.

Excerpt 4

Teacher : And **when you think of your campus, your college, what is in the mind?**
 Student : **It's very enjoyable.**

The dialog describes that the teacher asked about the students' opinion about their

school. One of the students said that he/she enjoys the class at school. This expression means an agreement that the student really likes the school he/she attends.

Excerpt 5

Teacher : Okay **when you think about your school, what is in your mind? Can you think of...of your school, what is in your mind?**

Student : *Yagitulah.*

The excerpt above still discusses about the students' opinion about their school. One of the student's responses seems unusual and it is in between happy and unhappy feelings. The response is described as disagreement about the student's opinion about his/her school.

3. Command – compliance/incompliance

The third type is command which has compliance and incompliance response. The followings are the examples of request.

Excerpt 6

Teacher : **Okay we try to have translation session.** I will say in Bahasa Indonesia and you say in English.

Students : **Okay.**

The dialog explains that the teacher asked the students to translate Indonesian words or sentences into English. The compliance response "okay" points that they students agree to fulfil the teacher's instruction.

Excerpt 7

Teacher : Chair *dan...*? **combine these word into one sentence.**

Student : **Only me?**

Teacher : Yes. You are the loser.

The context of the dialog describes that the teacher asked the students to play a game and the students who could not answer would get punishment. The teacher found the unsuccessful student, and therefore he/she was asked to combine certain words into a sentence. The student's expression was surprised and the response "only me" has meaning that he/she would like to refuse

the teacher's order, and therefore, it is called as incompliance response.

4. Summons – answer (summons)

The fourth is summons that has an answer to it. The example can be seen in the following excerpt.

Excerpt 8

Teacher : Okay, **Bu Sely**... have you ever...ever bought some milk in Magelang?

Student : Some?

The dialog shows that the teacher called one of the students by mentioning the student's name "Bu Sely". The teacher would like her to answer his/her question. The reaction of the student was repeating what the teacher asked because she probably did not hear the question clearly. This is included as unexpected answer or non-answer since she did not respond it properly.

5. Compliment – acceptance/rejection

The fifth type of adjacency pair is compliment in which it has acceptance and rejection answer. Below is the excerpt of compliment with the answer.

Excerpt 9

Teacher : Just answer Yes/No. Okay.

Okay. Well, is there a blackboard here?

Student : Blackboard?

Teacher : Yes.

Students : No.

Teacher : Okay. **Good!**

The dialog explains that the teacher and students played a game named *Yes/No game*. The teacher asked the students whether they found a blackboard. The students answered "No" because there was not any blackboard around them. The answer was true and the teacher gave them a compliment "Good!" to appreciate their answer. In this dialog, the researcher deliberates the response of compliment and no appropriate response was found. Therefore, it has rejection response as the

students had no response to the teacher's compliment.

6. Greeting

This type of adjacency pair always appears in the beginning of the class. It has a greeting response. Below is the example of greeting and its response.

Excerpt 10

Teacher : Yes. Thank you. Okay. Again,
Good evening, class?
 Students : **Good evening**.
 Teacher : **How are you?**
 Students : **I'm fine**.

In the beginning of the class, the teacher expressed greeting "Good evening". The students' response was the same answer as the teacher's. In addition, the teacher also asked their condition "How are you today?" which is also included as greeting.

7. Request – acceptance/refusal

This type shows an order with polite expressions. It has acceptance and refusal response. The following is the excerpt of request of the first pair part and the response of the second pair part.

Excerpt 10

Teacher : Okay. For the interviewer, after you interview your friend, so **please tell me about the result**.
 Students : **Okay**.

The context describes that the teacher asked the students to report the result of their interview. The teacher used expression of request "please" to be polite. The students responded "okay" to accept the teacher's request.

8. Leave-taking

The last type of adjacency pair is leave-taking which has leave-taking response. The example is in the following excerpt.

Excerpt 11

Teacher : Thank you. **Good evening**.
 Students : **Good evening**.

In the end of the class, the teacher finished the class and expressed thanking to the students. He also ended it by expressing leave-taking "Good evening" to the students. They responded it also with the expression of leave-taking.

Those are the eight types of adjacency pairs found in teaching-learning process of the adult class at BBC ETS Semarang 2, Tlogosari. The other types of adjacency pairs are not found in this teaching-learning process, for the teacher also adjusted the use of adjacency pairs in the classroom.

Conclusion

In conversation class, the role of a teacher is still needed to engage students in teaching-learning process. Moreover, a teacher and students should interact well. The interaction of a teacher and students includes expressions or responses.

The research results showed that the types of adjacency pairs produced by the teacher are question, assessment, command, summons, compliment, greeting, request, and leave-taking. Meanwhile, the students' responses were mostly preferred responses; expected answer, agreement, compliance, greeting, acceptance, and leave-taking in order to express and share their feeling, thought, and opinion with others. The students also answered dis-preferred responses; expected answer, agreement, compliance, greeting, acceptance, and leave-taking. Those responses show that the students might not have any ideas to express or they might think that they did not need to share or express their feeling or thought. The researcher also assumes that they might feel afraid of giving ideas.

Based on the research results, it is suggested that teachers produce adjacency pairs such as question, assessment, or other appropriate adjacency pair types to interact actively with students. Besides, teachers should be able to express more compliments as well when students succeed in answering questions or expressing their ideas.

All in all, in teaching-learning process teachers can produce any types of adjacency pairs as needed. In other words, suitable adjacency pairs should be applied in classroom. For the further research, it is expected that other researchers can conduct better research to improve the quality of research focusing on adjacency pairs in teaching-learning process.

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PROMOTING STUDENTS AUTONOMY THROUGH QUIZLET App Review

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Abstract

21st century era offers the ease of internet access and information accessibility which then demands people to be autonomous in all aspects, not limited to the English teaching-learning context. Quizlet is a digital app which considered as an influential and authentic tool to promote students autonomy as it is multimodal. This paper is aimed to review the Quizlets multimodality which considered promoting students autonomy in learning English. Quizlet provides auditory and visual inputs through its features to build up students autonomy.

Keywords: students autonomy, digital app, Quizlet

Introduction

Digital apps employment signifies the new fashion of teaching-learning activities in the digital era. Unlike the traditional teaching, 21st century teaching fashion promotes students' autonomy through the method of autonomous learning model (ALM). The concept of ALM is firstly developed by George Betts and Jolene Kercher. ALM is designed to give students more power. According to Betts (n.d.), the purpose of this concept is to "take the power to learn away from the teacher as a dispenser of knowledge and give that power to the students. Students will develop responsibility, positive self-esteem, decision-making and problem-solving skills, interpersonal skills, critical and creative thinking skills, and a passion for areas of learning that interest them". In addition to Comprehension questions help students attend the materials at hand. Egbert (2007, 2009) asserts that letting the students be autonomous can develop not only higher order thinking skills but also critical thinking skills.

Numerous digital devices and apps are utilized to support the ALM. Quizlet is supposed to be one of the digital apps promoting autonomous learning. Quizlet is a multimodal mobile and web-based study

app. Quizlet consists of Auditory inputs and visual input which allow the students to explore the learning materials by themselves. Quizlet provides a new experience of learning in an online atmosphere which is interactive and fun which might not be found in an offline learning model.

Methodology

This paper summarizes methods for the evaluation of the applicability of the application. There are several aspects of being highlighted namely access, features, feedback, and engagement.

1. Access

Quizlet can easily be accessed using either personal computer (PC) or mobile devices. Users need to download the app from the app stores or play store. However, users simply need to click quizlet.com to access the Quizlet from the web browser if they use their personal computer or laptop as it is also categorized as a web-based app.

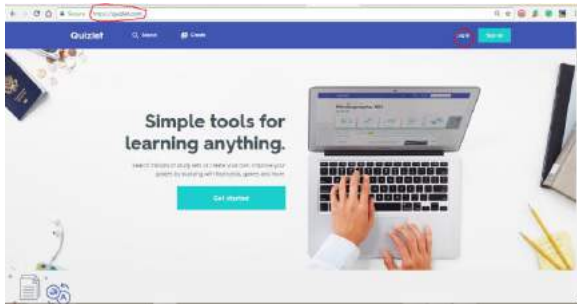


Figure 1. Access

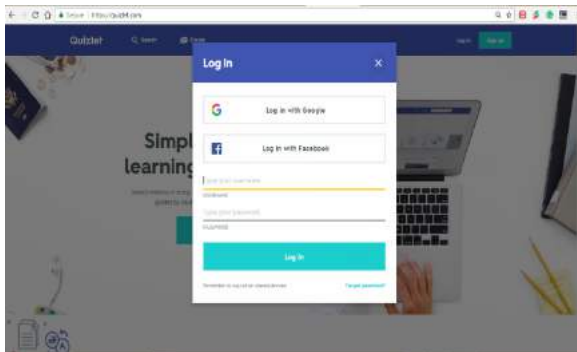


Figure 2. Log-in

Once the users click quizlet.com, the users will directly go to the app as it is shown in Figure 1 above. To access Quizlet, users are required to log-in by using the Quizlet account. Quizlet offers a sign-up feature to allow the users to create their own account. Users can also use their Google account or Facebook account to access the app (see Figure 2).



Figure 3. Accessing the course

To access the class, the teachers are supposed to copy the link of the class that they have designed and the students simply need to navigate their cursor to click the link shared by the teacher (see Figure 3).

2. Features

Quizlet provides two major activity modes that are study-mode and game-

mode. Those two modes are designed to facilitate the students to learn the materials in an interesting and fun ways.

a. Study-modes feature



Figure 4. Study-mode

Figure 4 depicts the interface of each feature which can be accessed by the students. By looking at Figure 4 above, it can clearly be seen that the study-mode features contain as follow: Learn, Flashcard, Write, Spell, and Test. Those features are perfect to be used to help the students learn vocabularies for instance.

i. Learn



Figure 5. Learn feature Sample for Vocabulary learning

This feature allows the students to learn terms and definitions related to the materials the teacher delivers to them. The feature stimulates the students to actively think as the feature allow the teacher to set “fill in the blank”. In this way, the students are encouraged to find the definition which matches to the term. After inputting their answer, the students can see if their answer is correct or not. Learn feature also provides the automatic grading so he students can do a self-evaluation of their mastery on vocabularies that the teacher has taught.

ii. Flashcard

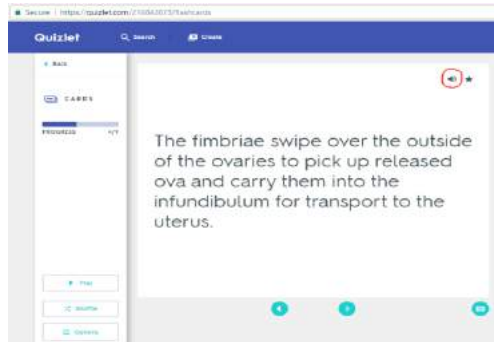


Figure 6. Flashcard feature

Another feature in the ‘study-mode’ is Flashcard. When the students click Flashcard, there will be some a card with a word that the teacher already wrote on. The students can click the card to flip the card or use their arrow keys in the keyboard.

iii. Write

This feature help improves their writing skills as the feature requires the students to write the vocabularies. The feature also offers “don’t know” feature which provides the answer. Once the students click “don’t know” button, the pop up will appear on the picture showing the correct answer (See Figure 7 and 8 below).



Figure 7. Write mode



Figure 8. Write mode showing the answer to the students

Once the right answer pops up, the students can copy the answer to the box.

iv. Spell

This feature helps improve students’ listening skills. Once the students click auditory input symbol, they will hear the vocabulary mentioned by the narrator. The students can type the vocabulary mentioned from the auditory input relating to the definition. The interface of the Spell feature is depicted by Figure 9 below.



Figure 9. Spell feature with auditory input

v. Test:

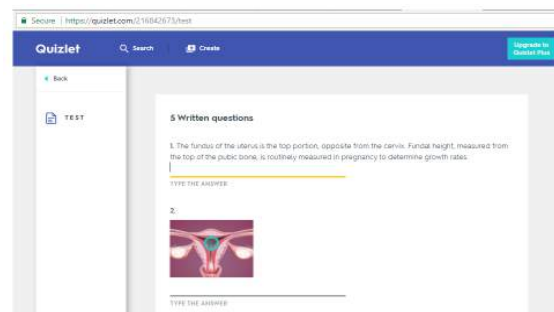


Figure 10. Test feature

This feature is good to be employed to check the students' understanding towards the vocabularies already learned.

b. Game-mode features

There are two pre-eminent modes in game-mode features namely Match and Gravity which are elucidated by the Figure 5 below.



Figure 5. Game-mode

The two game-modes features are basically offers the students amusing learning atmosphere as they learn as if they are gaming.

i. Match:



Figure 11. Match

The students learn the vocabulary through a matching game as illustrated by the Figure 11 above. The students are required to choose the correct term in accordance with the pointed picture.

ii. Gravity

Gravity offers a true gaming atmosphere as the difficulty level of the game can be set to give a challenge sensation to the students. There are easy, medium, and hard which are illustrated by the Figure 12(a) and (b).

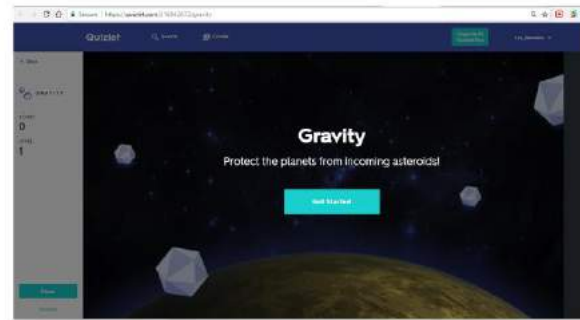


Figure 12(a). Gravity interface



Figure 12(b). Gravity interface

Gravity is one of game-mode in Quizlet. In this study mode, definitions scroll vertically down the screen in the shape of asteroids. The user must type the term that goes with the definition before it reaches the bottom of the screen.

To sum up, the features both study-modes and game-modes features provide various interactivities which help students learn in autonomous ways.

3. Feedback

The app offers simple features, yet interesting to help students learn, for instance, the English terms. The students can choose how they would like to study (fun way by using game-mode) or a bit challenging way by using study-modes. The feedback is an auto-graded in which the students can view their progress directly once they, for example, input their answers. In this way, the students themselves can measure their study progress.

4. Engagement

Quizlet is interactive app which offers sufficient engagement as it is in a

conventional learning model. Engagement, according to Egbert as cited by Shahrokni (2018), deals with the activity reception and the “motivation” to perform the activity. The tasks in Quizlet features offer some engaging aspects as follows:

- a. Authenticity: It is original which the students can learn from it
- b. Social interaction: It allows the students to interact with the peers during the learning process. The students can discuss the answer with the peers when they choose any mode of learning.
- c. Challenge: It provides a challenging study atmosphere. For example, the students need to solve the answer in the game mode. The students are also required to measure their skills in accomplishing, let say, gravity or match.
- d. Feedback: The feature provides sufficient feedback which measures the students’ mastery. Quizlet has an auto-grading feedback which provide a quick measure to the students over their mastery over the learning materials. Auto-grading allows the students to know immediately which point they need to improve without waiting for the delayed-feedback from their teacher.

Conclusion

Quizlet is a recommended app to be employed for the teaching-learning activities due to the certain extent. First, the app is a user friendly as it provides simple navigation. Second, it helps promote students’ autonomy in learning activities through its various interactivities. Last but not least, the app helps the teachers manage the learning material effectively anywhere and anytime. Although the app is considered as the beneficial app, the users (either the teachers or students) need to make sure about the internet availability as it requires the users to possess good internet access.

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SENIOR HIGH SCHOOL STUDENTS' PROBLEMS IN WRITING A Preliminary Study of Implementing Writing E-Journal as Self Assessment to Promote Students' Writing Skill

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Abstract

The study is aimed to investigate the internal and external problems in Writing by the Senior High Students in one of the school in Indonesia. The sample of this study is the eleventh grade students having low ability in Writing. This research is a qualitative study using purposive sample. In collecting the qualitative data the researchers did observation, and distributed questionnaire. This study reveals some findings related to the students' low ability in writing. There are internal problems which came from the students, such as: 1) the low motivations in learning English, 2) the difficulty to choose the appropriate words in writing, 3) the lack of vocabulary, 4) the difficulty to arrange words in the appropriate order, 5) the difficulty to spell the words, 6) the difficulty to write the sentences in appropriate grammar, and 7) the tendency to be passive learners in classroom activities. The external problems come from the students are: 1) the lack of practice, and 2) there is no feedback on their writing. The result indicates the most internal and external problems faced by students in writing class and the impacts of students' understanding of their writing problems in implementing writing e-journal as self assessment to promote students' writing skills. Furthermore, the paper concludes with some guidelines for students how to face their own problems in writing.

Keywords: writing problems, e-journal writing, self-assessment, writing skill

Introduction

Nunan (2003) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others. People may write for personal enjoyment or for some other purpose. Beside personal enjoyment, there are some students' internal and external problems that commonly occurred in writing based on some experts as below:

1. The Internal Problems in Writing

a. Grammatical Problems

Kharma (1987) in Melese (2007, p. 12) states that students have grammatical

problems with subject verb agreements, pronoun references, and connectors.

b. Problem of Word Choice.

Writing in a second language using the appropriate words in the appropriate place is a problem for students. The effort to impress the reader leads to a problem of diction.

c. Cognitive Problems

i. Punctuation Problems

According to Byrne (1988, p. 16), the fact that punctuation has never been standard to the extent as spelling, makes it is problematic.

ii. Capitalization Problems

Capital letters are useful for sentence initials, the beginning of important words, in topics, headings. The problems occur because the difficulty to classify nouns as

proper and common nouns (Gowere et al., 1995)

iii. Spelling Problem

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Gowere et al., 1995)

iv. Content Problem

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others

v. Problem Organization

Learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse, differentiating a topic and supporting ideas or generalizations and specific details.

2. The External Problems in Writing

a. Lack of Knowledge about Writing Stages

Byrne (1988, p. 4) classifies the writing complexities into psychological, linguistic and cognitive problems. It means that writing does not come naturally but rather gained through continuous effort and much practice, it becomes a complex skill.

b. Lack Learners' Motivation

Writing tasks can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants. It means that learners will be encouraged to write if writing tasks motivate them and keep them interested.

c. Inadequate Time

Learners need time for gathering ideas, organizing their ideas, writing drafts, proof reading and re-writing. According to Quantum and Chakraverty (2000, p. 22),

writing, which is an important part of language learning, is essentially a reflective activity that requires enough time to think about the specific topics.

d. Lack of Practice

According to Davies (1998, p. 25), "writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience. In addition, learners must take the responsibility for their learning if meaningful learning is to take place. Furthermore, to become a good writer, a student needs to write a lot.

e. Teachers' Feedback

Byrne (1988, p. 29) thinks that if teachers are to be truly readers rather than judges, they should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeeded in doing. This might help students writers to appreciate receiving comments and use them in their revisions.

Methodology

The researcher used qualitative method to describe the result of study. And through the documentation of previous writing test revealed some findings related to the students' low ability in writing. Then, the researcher used observation, and questionnaire as research instruments to investigate the students' understanding of their own problems in writing. The result indicates the the internal and external problems in students' writing and the impacts of students' understanding of their writing problems in implementing writing e-journal as self assessment to promote students' writing skills.

The data of this research are 27 students in eleventh grade of SMAN 1 Surakarta. The questionnaire contained of their external and internal problems in writing and they knowledge of e-journal learning.

Findings and Discussion

The version used in this study consists of fourteen Likert scale questions and one open-ended question about knowledge of e-journal learning.

1. The questionnaire of students' external and internal problems in writing

This is the result that commonly occurred in writing class. There was not much difference in the way the students reported of what the problems they got in writing. The result found that the most internal problems challenged the students in writing are grammatical problem and the second is lack of motivation. And the next is problem in cognitive and sentence structure. However, a few students have problem in word choice and vocabulary.

Furthermore, the students' external problems found in writing are because of lack of practice. It has been revealed that the reason that the students is lazy and lack of motivation to practice. And second problems most students got in writing is there is no feedback on their writing. Sometimes, teacher only give a score and correction on their writing without any feedbacks and comments.

In teaching and learning process, teachers also need the students point of view about their ability and need to know students' understanding of their own writing problems because there are many reasons that cannot be expressed by the students in the result of the test then teacher might be consider them as an evaluation for the next teaching and learning process.

Table 1. Descriptive statistics of the questionnaire.

Categories	Item	Percentage
The Internal problems	Q1	33% Grammatical Problem
	Q2	26% Lack of motivation
	Q3	15% Cognitive problem
	Q4	11% Problem of word choice
	Q5	15% problem of sentence structure
The external problems	Q6	30% lack of teachers' feedback
	Q7	15% lack knowledge of writing stages
	Q8	18% inadequate time
	Q9	37% lack of practice
The knowledge of e-journal learning	Q11	15% students didn't know about e-journal learning
	Q12	26% students have write journal learning.
	Q13	52% students interest to write e-journal learning
	Q14	37% students believe that it can improve their writing

The researcher suggested some guidelines for teachers how to face students who have problems in writing: first is give them opportunity to understand and try to solve their writing problem. Then give them positive feedback, try to evaluate their writing without judging their mistake but also prise their work. Teachers must consider a placement test to know the writing ability without rush writing. And encourage them to practice and give some revisions if there are some mistakes. Furthermore, ask them for an opinion about their own work. To know how much they understand about their own work. Then, emphasize reading; good readers are good

writers. And the last is give extra help if there are some difficulties occurs by students.

2. The questionnaire of the knowledge of e-journal learning.

Based on the results, most of the students stated that they never used journal as the writing method to recognize their own ability so far. The teacher stated that he only used the result of the test and student's behavior in class to know their skill. Furthermore, a few students have write journal learning. However, almost all students are interested to write e-journal

learning because they believe that it can improve their writing skill.

Writing journal is similar to writing diary which is one of traditional methods in writing. In the process of writing diary, the students are given opportunities to write by using a pen and a paper. However, this traditional method seems problematic by the students to write journal through paper especially for the teachers if they find a badly-formed letter in their students' writing. To minimize the problems, e-journal is the modern method that students only need smart phone or laptop and internet them a personal space to write their own improvement, worries, and problems personally.

In teaching and learning process, teachers also need the students point of view about their ability and need to know students' understanding of their own writing problems because there are many reasons that cannot be expressed by the students in the result of the test then teacher might be consider them as an evaluation for the next teaching and learning process.

Conclusion

It is concluded that students are still have the same difficulties from the past. To minimize the problems, e-journal is the modern method that students only need smart phone or laptop and internet connection to write their learning activity. It is an easy way to reduce the stress and to motivate students in writing and to give them a personal space to write their own improvement, worries, and problems personally. In teaching and learning process, teachers also need the students point of view about their ability, because there are many reasons that cannot be expressed by the students in the result of the test. And then, for the teacher, it might be considered as teaching evaluation for the next teaching and learning process.

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COMPENSATORY STRATEGIES IN FACING COMMUNICATION BREAKDOWN USED BY EFL STUDENTS IN SURAKARTA

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Abstract

This research applied descriptive qualitative design. It aims to find out how the EFL students overcome their communication breakdown in delivering message or idea to interlocutor also the reason why they use those compensatory strategies. The knowledge of compensatory strategies supported the speaker or EFL students to achieve effective communication. There are two ways to collect the data in this research: observation then been transcript and interview. This research applied purposive sampling. There are 21 participants who are grouped into seven group then they had to present their assignment in front of the class. That class was a content course which forced student to learn another subject and practicing their speaking skill. According to the data analysis, there are several types of compensatory strategies which is one aspect of the taxonomy of communication strategies that can be used by the students. The most dominant compensatory strategy found in this phenomenon was literal translation from their first language. It was followed by non-linguistic means and code switching as the EFL students preference. They employed compensatory strategies in order that their classmates could catch up what the idea of the presentation is.

Keywords: communicative competence, communication strategies, EFL students, compensatory strategies

Introduction

Issue in the field of second language learning is still becoming an important attention. Ellis (1996) points out that the context 'second' refers to any language which is learned adjacent to the mother tongue. He adds that second language is able to be obtained through living in the country where the second language is spoken or learning in a classroom. As time goes by, people learn a second language due it is as a requirement of procuring education level or career living (Ellis, 1996). In addition, in facing the twentieth century people should make communication and expand way elsewhere their native or local communities.

Correspond with Ellis, Alawi (2016) asserts that the core in learning second language is the skill or the ability to use the target language. Therefore the second language learners should improve their language skill to acquire the target language. Broadly known, there are four main language skills: reading, writing, speaking and

listening. Hence second language learner also needs to develop their reading, writing, speaking and listening of the second language.

Since the goal of learning second language is improving the skill or ability to use target language, the most important skill is speaking. Through speaking skill, the second language learner can communicate to the interlocutor in any communication situation (Ellis in Fauziati, 2017). As in communication, people can deliver and receive the idea or message even negotiate the meaning (Rubin and Thompson in Fauziati, 2017).

It is relevant with what Hymes (1972) denotes as communicative competence which enables second language learners to express and understand message in any and every day situation. Therefore it will achieve effective communication in target language. Communicative competence is a 'result' from the dissatisfied of

audiolingual and grammar-translation in second language learning (Fauziati, 2016).

Meanwhile Canale and Swain (1980) mention sub competences (grammatical, socioinguistic and strategic) which can attain the communicative competence. Then Canale (1983) revises and divides sociolinguistic competence into two different constituents namely sociolinguistic and discourse competence. Meanwhile Bachman and Bachman and Palmer (in Fauziati, 2016) introduces communicative language ability which is substituted by communicative competence. Thus their scaffold is language competence, strategic competence and psychophysiological mechanism. However Bachman and Palmer (in Fauziati, 2016) alter minor changes through changing 'competence' into 'knowledge'. Afterward Celce-Murcia et al (1995) developed an elaboration framework of several previous theories of communicative competence. They brought up the concept of communication competences into discourse, linguistic, actional, socio-cultural and strategic competence later known as communication strategy. As Richard (in Fauziati, 2017) stated that strategic competence deals with how the speaker maintains the communication with the hearer or interlocutor.

The framework of communication strategies was early initiated by Selinker (in Fauziati, 2017) which states that it is a process which handles on producing interlanguage error. Communication strategies help learner communicate with native speaker in target language.

There are several taxonomies of communication strategies in order to classify the used strategies by learner. There are Tarone, Dornyei and Celce-Murcia et al. Tarone proposed seven main categories of communication strategies (in Fauziati, 2017): topic avoidance, message abandonment, paraphrase, coinage, native language switching, miming and appeal for assistance. Meanwhile Dornyei simplified the taxonomy

into two categories: avoidance and compensatory strategies.

Later Celce-Murcia et al also proposed a comprehensive set of communication strategies' taxonomy. They divided their taxonomy into five main classifications: Avoidance, Compensatory, Stalling or Time-gaining, Self-monitoring and Interactional. This research focused on one classification of communication strategies namely compensatory strategies. Compensatory strategies deal with how the speaker compensates the communication in achieving the effective communication. There are nine types of compensatory strategies by Celce-Murcia et al. They are circumlocution, approximation, all-purpose words, non-linguistic means, re-structuring, word-coinage, literal translation from first language, code switching to first language and retrieval.

Methodology

This research employed descriptive qualitative design. The subject of the research is EFL students in English Department in a university located in Surakarta Central Java Indonesia. There are twenty-one participants in this research. Through preliminary observation and interview, this research was conducted in a content class namely American Studies (Gender class). This class indirectly developed their student's speaking skill through presentations of paper assignments among other major: linguistic, translation and literature. In this class, EFL students were asked to make groups then they had to write an article related to the subject and give presentation in front of the class. The way of the EFL students' presentation was taken as the data through recording since the research of communication strategies could take a monolog (Panggabean and Wardhono, 2017) or dialog (Hua, Nor and Jaradat, 2012).

The data are collected through observation (then recording). This research used the taxonomy of Celce-Murcia et al focusing on compensatory strategy. After

collecting the data, it is analyzed using compensatory strategies of Celce-Murcia et al (into percentage). The interview is used to support the validity of the research. Thus this research initiated by observation followed by analysis and interview.

Findings and Discussion

Having observation through recording, there was found high numbers on using compensatory strategies by the EFL students then the data are counted and calculated in percentage into the table below.

Table 1. The Use of Compensatory Strategies of EFL Students

Types	Frequency	Percentage
Circumlocution	-	-
Approximation	-	-
All-purpose words	-	-
Non-linguistic means	43	21.4%
Restructuring	34	16,9%
Word-coinage	-	-
Literal translation from L1	58	28,9%
Code switching to L1 or L3	37	18,4%
Retrieval	29	14,4%
Total	201	100%

From the table of the analysis, it shows that the most dominant type of compensatory strategy was used among EFL students is literal translation. Thus it is followed by non-linguistic means, code switching to L1 or L3, restructuring and retrieval. On the other hand, there is no one of EFL students employing circumlocution, approximation, all-purpose words and word-coinage while the data were recorded.

A content class as American study forces EFL students to learn several terms beyond what they have studied in previous semester. Thus it could be a 'usual' for EFL students who have taken content class to do a literal translation from their first language in approaching the inventive term of the subject. EFL students often find difficulties when they had to express certain term to the audiences, in this case they are classmates. Consequently they need to make a literal translation from their first language such as in this datum, "... then Okoye the general of

Dora Milaje, you know, women, army, *tentara wanita* in Wakanda has to obeyed whoever the King whether it is T'Challa or Killmonger...". Words '*tentara wanita*' is a sample on how EFL students utilize literal translation from the words 'women' and 'army'. They use literal translation in order perhaps there are students who have no idea of the term '*Dora Milaje*' or the film which the EFL students were discussed about.

EFL students use non-linguistic means very often partially in gesturing hands. They are convenient with this kind of compensatory strategy. They thought that it was a way to decrease their nervous in carrying a presentation in their second language and a content material which they have no idea before. Dominantly, EFL students repeatedly move or roll their hands when they were giving presentation.

Meanwhile code switching to first language is also utilized by the EFL students. They had the idea in their memory. Nevertheless they were lack on vocabulary whenever they were in charge to deliver the material of presentation. As in this datum, "Well a masculinity was brought to man, not boy, in order to achieve the certain goal. *Di diagram ini bisa kita lihat seberapa besar ketertarikan mereka pada hal-hal tertentu* such as gym, grooming, skincare, spending spare time and so on.". This EFL student did a code switching not only to deliver what the idea is but also to recall their vocabulary related to the material.

The rest of used compensatory strategies which were found were restructuring and retrieval. EFL students restructure most on the sentence they feel it was in a wrong grammar, diction or noun phrase. It can be analyzed through this datum, "This questionnaire fulfilled, was fulfilled by ten, no, twelve right now of university students in Surakarta.". There was an example or restructuring which the EFL students change the order of words in the exact rule of English (subject and predicate in passive voice). Those EFL students were a bit aware to the how they convey the

material in proper words since they had been studying English as the foreign language for three years. They knew that it was an incorrect sentence so that they directly restructure the sentence.

The use of retrieval is least for those EFL students. It found the used retrieval mostly in name of specific term such as in "...namely Na... Naki... Nakiya". This student forget the correct name so that he tried to rememorize one per one syllable to acquire the correct term.

Conclusion

According to the analysis and interview of how the EFL students use compensatory strategies in delivering their idea and overcome the communication breakdown, there were five types of compensatory strategies found. They are literal translation, code switching, restructuring, non-linguistic means and retrieval. These were the taxonomy of Celce-Murcia et al (1995). EFL students used those compensatory strategies for several reason. They were willing to deliver the material or idea in a correct and proper way. They used literal translation in order to the interlocutors were understand about the idea was being discussed. Code switching also helped EFL students when they got lack of vocabulary in explaining the next idea to the hearer. Meanwhile since they were sixth-semester EFL students, they were also aware on their grammar's skill even it was not assessed by the lecturer. They thought it was a mandatory to deliver or give a presentation partially in English properly whether contently or grammatically. It was seen from how they restructure the sentence for several times.

I do believe there are more aspects of communication strategies moreover focusing on compensatory strategy to be researched. Since it was in line with the goal of second language learning, especially as Indonesian who learn English as their foreign language also it could achieving the communicative competence which had to be owned by each EFL students. Thus it will help them to

deliver the idea to the native in target language.

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DO STUDENTS NEED TEACHER WRITTEN CORRECTIVE FEEDBACK?

A Case Study at Secondary School

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Abstract

This study was designed as a case study surveying thirteen students from secondary school as the research participants. The purpose of this current study is to explore ESL students' views toward the existence and the need of teacher written corrective feedback on their writing class. An open-ended questionnaire comprised seven questions adapted from Diab (2005) was employed to gather the data. The finding denotes that the participants have positive views toward written corrective feedback on their writing class even though some researchers, led by Truscott in 1996, believe that written corrective feedback is even harmful for the students. This result points to several pedagogical implications that would be discussed on the paper.

Keywords: Students' views, feedback, teacher written corrective feedback

Introduction

Historically, since the 1980s researcher and EFL teachers have investigated various types of feedback until in 2010s the growing body of researchers comes to explore which type of written corrective feedback is better than others and its advantages in classroom practice. Notwithstanding, the use of corrective feedback in students' writing has become the controversial issues among the practitioners as well as attracted substantial number of studies in few recent decades. These disputed issues actually concern with the explicit error correction, especially on whether such feedback correction could help students in improving their writing accuracy and also their writing quality (Truscott, 1996; Ferris, 1999).

Relevant research generally implies that writing teachers should provide corrective feedback on content and organization (Nanni and Black, 2017). However, research pedagogy finds that teachers' feedback is more likely to focus on form rather than on content, organizational or other aspects (Lee, 2005). Furthermore, these corrective feedback issues actually arise two contradictory sides. One may argue that students writing requisite to be

corrected and the error should be identified on their writing process, while other side casts the doubt on the effectiveness of corrective feedback and claims that students' mistakes are natural language learning process; further, error correction could be harmful to students (Bitchener, Young & Cameron, 2005). Despite those controversies about feedback correction, two factors remain clear. Firstly, writing teachers are continuing to believe in responding students error plays pivotal aspect to the improvement of students' writing (Hyland in Hyland and Hyland, 2014). Secondly, students are eager to receive teachers' corrective feedback on their writing and they continue to believe in they get advantages from corrective feedback (Leki, 1991; Diab, 2005; Lee, 2005).

In Indonesia, corrective feedback in writing is under-explored area by both the practitioners and the researchers. Some existed researchers commonly investigate the most effective type of corrective feedback in writing classroom (Kadarisman, et al., 2016; Tursina & Chuan, 2016), but examined two parties involved in the classroom practice, teachers and students, are yet to touch. By ascertaining Indonesian

secondary students' views regarding the corrective feedback provide by the teacher, this study tried to fill the gap in local writing research. It is actually important that some researches explored both teachers' and also students' views about corrective feedback to reveal the discrepancy regarding the views between them which may obstruct the successful language teaching and learning process.

Methodology

This current study employed qualitative data analysis in a case study aimed at exploring EFL students' views which principally involving the study of an issue, regarding the existence and the need of teacher written corrective feedback on their writing class, in exploration through one case within a bounded system (Creswell, 2007). An open-ended questionnaire comprised seven questions adapted from Diab (2005) was used to gather the data. The participants were obtained from thirteen students from one of secondary school in academic year 2017/2018. The data were gathered on April to fully fill the questionnaire by using Google document questionnaire spreadsheet.

Review of Related Literature

In early study, Leki (1991) concerns on the students' perception regarding the error correction aims at helping them improving language acquisition through being aware of their needs and senses. Without considering the disputed issue from the researchers about whether the error correction is effective or not, surprisingly 91% students agree that error correction is important to their written work. Then, they were counted as 53%, 44%, 54%, 47%, 74%, and 65% of students agree that they would look carefully at the marks of error in grammar, spelling, vocabulary, punctuation, organization and the ideas provided by teachers. The students further stated that doing something in response to their teachers' indications of errors was the best way to avoid making the same mistake again in the future.

Regarding to the corrective feedback provided by teacher, Lee (2005) reveals that students in her study tend to prefer teachers to mark error comprehensively and mark all of error rather few percent of errors made by students. In the further findings, the researcher finds that around 76.3% of the students prefer teachers use the error codes, although they also wish their teachers to correct for them and over half of the students also consider that error correction is the teachers' responsibility.

Diab (2005) explores not only students' views but also teacher's view regarding corrective feedback. For the teacher's views, teacher actually seemed to focus on grammar issues in general including punctuation, spelling, and clarity. In addition to grammar and sentence-level feedback, the teacher responded to content-level issues such as structure and organization, development, logic and consistency, attention to audience, and focus or thesis statement, all of which were included in the instructor's checklist as shown in the following excerpt from the think-aloud protocol. While from students' view, students emphasized the importance of feedback and comments in general and the relevance of grammar and error correction in particular. They also claimed that both progress draft is also important as final draft and stated these corrections as their 'security blanket' in learning writing. In conclusion, the students in this study clearly believe in the effectiveness of such correction.

Findings and Discussion

1. Students' views in learning writing
Based on the questionnaire, students have various goals of learning writing in English. Notwithstanding, the finding indicates that over a half student agrees that they learn writing to have good communication when they need it, for instance is going abroad. Besides that, they claimed that they would be good in speaking since they learn writing. Furthermore, all of students actually agree that everyone could learn writing when they

practice to write regularly. Thus, they do concern to what teacher give to them when they got feedback in their writing practice by seeing what aspect should be corrected then trying how to correct it as the part of learning writing process.

2. Students' view on corrective feedback

In this part, students responded the questionnaire by stating feedback could be positive for them when the teacher could provide the constructive feedback. They mostly defined positive feedback as the error correction and/or comment that could motivate them to write better than before.

They acknowledged that teachers' comments are essential. For instance:

Student 4 said, "Teacher' constructive comment makes me want to keep writing"

Student 7 stated, "Teacher's correction gives me more spirit to do my task."

Student 9 said, "The more mistakes I got, the more I am triggered to achieve perfect writing".

3. Feedback on a work in initial versus feedback final draft

Most of the students did make the distinction between looking at feedback on initial draft and looking it on final draft. However, they tend to look at the initial draft as their priority since initial draft has the crucial thing to be considered, such as the framework of their writing. Nevertheless, some students stated that they concerned on both initial and final draft since they play equal important process. For instance:

Students 2 said "No. I always focus on the progress/initial draft because therein lies the "important" part"

Student 9 said "No. Because the initial draft is different with final draft. We could not see it in the same way".

Students 11 said "No. I prefer to look at the final draft, because I think the statement on the final draft is more interesting to respond".

4. The need for error correction

Students revealed that there might indeed be such a need for this "security blanket" since they thought that learning to write in Indonesian language is different with learning to write in English. They further claimed that the differences might lay on the spelling, vocabulary, and grammar that make their writing supposed to be corrected in order to have good writing skill. Thus, they obviously believe in the effectiveness of such correction. For instance:

According to Student 8, "I am happy if the teacher corrects my works by telling me what and where my mistake is. So that I can learn more and improve my ability in writing".

Besides that, they tend to think that teacher written corrective feedback could motivate them in learning writing, for instance:

Student 9: "I like if the teacher gives feedback and accompanied by the suggestion and also motivation to keep us more excited in learning writing".

Conclusion

Based on findings, students emphasized the importance of feedback on their writing class. Actually, it is essential that teachers become aware of their students' views on such issues, in addition to their becoming acquainted with students' specific views about feedback to writing. Since teachers are responsible to be aware of their students' views of what helps them progress and somehow to incorporate these perceptions into their teaching. Teachers might consider setting aside class time to discuss with their students both the methodologies they prefer and the research evidence supporting those preferences. Language teachers might consider questioning their students on what the students feel has helped them most in their language studies, which teaching behaviors they find conducive to their progress, and which seem detrimental. Even if the teachers'

preferences will ultimately prevail (although they do not have to), urging student input and reflection on their language learning experiences encourages them to take more responsibility for their learning and thereby, perhaps, results in better learning.

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LEARNING PUBLIC SPEAKING SKILLS FROM AN ETHNOGRAPHY STUDY OF *KAMPUNG INGGRIS*

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Abstract

Learners who have studied the English language for several years are still not able to speak English fluently and they can solve the weakness of English teaching at school or university and the need of society to learn English by English course. “Daffodils” English course in *Kampung Inggris* is acknowledged as an alternative solution for English learners. The objectives of the research are: (1) to investigate why “Daffodils” English course in *Kampung Inggris* as an alternative solution for English learners (2) to explore the effects of Public Speaking at “Daffodils” English course in *Kampung Inggris*. This is an ethnography study research. The ethnography study data are collected through document analysis, via in-depth interview (students and teacher), and observation public speaking class. The research findings show that; (1) “Daffodils” English course solves the weakness of English teaching to learn English, (2) the effects of Public Speaking at “Daffodils” English course can develop students’ pronunciation, vocabulary, grammatical understanding and language experience and give good contribution for English learners. In conclusion, it can be concluded that public speaking at “Daffodils” English course in *Kampung Inggris* gives solution for English learners to learn.

Keywords: public speaking, ethnography study, *Kampung Inggris*

Introduction

In this global era, many people use English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. Speaking seems to be most important skills of all the four skills because people who know a language are usually referred to as speakers of that language (Ur, 1996, p. 120). English speaking skill is very important for people interaction where people almost speak everywhere and every day through English. In Indonesia, speaking skill is formally taught as foreign language at schools, but many graduates who have studied the English language for several years are still not able to speak English fluently. Moreover students’ English speaking skill in classroom is low. The problems are such as: 1) students’ pronunciation, 2) lacking of vocabulary, 3) lacking of grammatical understanding, 4) lacking of language experience with foreigner. It makes learners difficult to understand in the utterances in correct

vocabulary, grammatical structure and pronunciation to English speaking ability.

Learners can solve the weakness of English teaching at school or university and the need of society to learn English by English course. English course is a kind of non-formal education in form of a course in which the learning process involves preparing and mastering English subject. In Indonesia, there is a well-known English Village called *Kampung Inggris*, which is situated within the district of Pare, Kediri, East Java, just like another districts in this country, Pare is simply a small district. Talking about English Village in Pare, Kediri, it cannot be separated from *Daffodils*. “Daffodils” is English course specialist agency in English speaking in *Kampung Inggris*, Pare, Kediri, East Java. The Daffodils open class of 40-50 students each month with an average number of 800-1000 people per month and it has many interesting programs such as stepping stone, speak first, step one, speak second, step two, vocabulary, public speaking, step three, pronunciation,

interview class, listening, and English for kids. Public speaking in “Daffodils” English course is very famous in *Kampung Inggris* especially for learning speaking skill. This research focused on public speaking teaching and learning process for learners in “Daffodils” course *Kampung Inggris*. Lucas (2009, p. 34) states that public speaking, as its name implies, is a way of making your ideas public-of sharing them with other people and of influencing other people. According to Gregory (1999, p. 20), a public speaking course helps you develop the key oral communication skills (speaking well and listening intelligently) that are highly appreciated in business, technical, and professional career. It means through the learning of public speaking skills, it can have a good benefit for learners as they will understand on their personal, social interaction, and academic improvement on their business or career benefit. When learners practice public speaking, it will be able to build their confidence, opinion and ideas more effectively. Therefore, the purpose of this research is to investigate and explore used to discover English speaking teaching and learning process for learners in public speaking in *Kampung Inggris*. It can expose roles of culture such as teacher’s role, students’ role, strengths and weakness of public speaking in *Kampung Inggris* at “Daffodils”.

Methodology

Qualitative research was used in this research and the researcher used an ethnography study. In addition, According to Spradley (1980, p. 13) says ethnography is a culture—studying culture. It consists of a body of knowledge that includes research techniques, ethnography theory, and hundreds of cultural descriptions. Ethnography is used in this research because this research describes the social phenomenon of the English teaching learning process and can expose roles of culture such as teacher’s role, students’ role, strengths and weakness of public speaking in *Kampung Inggris* at “Daffodils”. The

methods of collecting data used in this research were: 1) observation during two weeks of public speaking class in *Kampung Inggris* at “Daffodils”, and 2) interviewing is often the major source of the qualitative data needed for understanding phenomenon under study (Merriam, 1998, p. 91). The interview taken in this research uses open questions where the participants are given freely to express their opinion. The objective of interview to teacher is to describe the implementation of public speaking, teacher’s personal information, components of teaching process, and also factors that contribute shaping those teachers’ teaching. at “Daffodils” English course in *Kampung Inggris*, and 3) According (Merriam, 1998, p. 91), three major types of documents available to the researcher for analysis are public records (the recording transcription and records of learning process), personal documents (pictures), and physical material (public speaking book from *Daffodils*).

Validity of the data

Triangulation and member checking were used in this research. Triangulation used several methods such as observation, interview, and document analysis. Member checking means that researcher takes data and temporary interpretations back to the people from where they came from and ask if the results are plausible. The researcher sends back the transcription result of the interview to the subject of the research to clarify whether researchers get from interviews is appropriate or not with what is intended by the subject of the researcher.

Findings and Discussion

The purpose of this research is to investigate, describe and explore used to discover English speaking teaching and learning process for learners in public speaking in *Kampung Inggris*. There are three factors completely different in comparison to other English courses. The first, learners consider that *Kampung Inggris* can answer some challenges and society needs which growth

fast. This condition happens because *Kampung Inggris* language learning system is cheap, short-term and more flexible rather than bureaucracy system of formal education or other courses. In fact, most of society will choose qualified *Kampung Inggris* to fulfill their need. The second, *Kampung Inggris* is very interesting to be analyzed because *Kampung Inggris* has various learning methods. Mushrooming English courses in Pare, it shows that English institution completed with some learning methods. These affect learners coming to *Kampung Inggris* for learning English. The methods used are suitable as program and level. The English teachers at the courses have developed their creativity in teaching-learning process. The English teachers apply various methods so learners will enjoy the learning. In addition, learners who come to *Kampung Inggris* can choose programs which they like. Each course has provided some programs. Third, *Kampung Inggris* has availability of conductive language environment and it's famous by called as English camp. It is camp where learners stayed during learning English in *Kampung Inggris* so learners can use English as a tool to communicate every day. Therefore, learners considered that *Kampung Inggris* can answer some challenges and society needs which growth fast. In addition, The implementation of public speaking in *Daffodils* was that the teaching techniques used included the various types of activities such as speech (theme), spontaneous questions, presentation, role-play, discussion, and game. In addition, the instructional material used were the textbooks composed by The *Daffodils* and other materials developed by the teacher taken from newspaper, magazine, novel, movie and the teachers' experiences itself. The last, the effects of Public Speaking at "Daffodils" English course can develop students' pronunciation, vocabulary, grammatical understanding and language experience and give good contribution for English learners.

Conclusions

Learners considered that *Kampung Inggris* can answer some challenges, the weakness of English teaching to learn English and society needs which growth fast. In addition, The implementation of public speaking in *Daffodils* was that the teaching techniques used included the various types of activities such as speech (theme), spontaneous questions, presentation, role-play, discussion, and game. In addition, the instructional material used were the textbooks composed by The *Daffodils* and other materials developed by the teacher taken from newspaper, magazine, novel, movie and the teachers' experiences itself. The last, the effects of Public Speaking at "Daffodils" English course can develop students' pronunciation, vocabulary, grammatical understanding and language experience and give good contribution for English learners. It can be concluded that public speaking at "Daffodils" English course in *Kampung Inggris* gives solution for English learners to learn.

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THE USE OF COMPUTER-BASED ASSESSMENT (CBA) IN MEASURING STUDENTS' ACHIEVEMENT TEST

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This paper is intended to discuss the result and the performance of KPN student's achievement through Computer Based Assessment (CBA) as the media in doing the summative test. This test refers to as assessment of learning, and aims to measure the student's performance at the end of their course and based on the syllabus or the course textbook given by the teacher. Since the English teacher is having a burden in correcting the student's paper examination manually in giving the feedback of the test, so this CBA model is one kind of the best solution. The method used in collecting the data is by qualitative approach. The students are given 100 multiple choice questions and the time allotment in answering the questions is about 60 minutes. There are 140 students who do the test by CBA model. From the result of the test, it can be found that there are 29% students who get score in length of 85-100, 26% get score in length of 70 – 84, 21% get score in length of 60-69, 11% get score in length of 50-59, and 13% get score in length of 31– 49. By having known this test result instantly, the teacher can decide to do the remedial test in order to increase the students' English achievement and master the English knowledge given during one semester. This remedial test by using CBA model is very helpful for teacher in knowing the student's achievement without spending much time in doing correction.

Keywords: CBA, students' achievement, and test

Introduction

English has a very important role for anyone who wants to be successful in every field of job. Even though this language is as a foreign language, but it has a big role in deciding the success of Indonesian people in finding a better job. This phenomenon is also happened for students of *DIII Ketatalaksanaan Pelayaran Niaga dan Kepelabuhan* (KPN) Program as the staff candidate or a good manager at various Shipping Companies in the future. Therefore, English must be mastered by them in order to be able to run their job well.

KPN program is one of the study programs found at AKPELNI – Semarang, besides Nautical & Technical Study Programs. Therefore, English material is categorized as English as a Specific Purpose (ESP). Therefore, to measure the students' mastery in English, the teacher needs to provide an evaluation at the middle or at the end of the course. Based on this statement, it is well known that in doing the teaching & learning process, a test or an evaluation is precisely needed. Testing is a topic of

concern to language teachers. Besides, this test plays three important roles in ESP program: define course objective, stimulate student progress, and evaluate class achievement. According to Vallet (1977, p. 5), there are four basic types of language test: aptitude tests, progress tests, achievement tests, and proficiency tests. However in this study, the writer focus on the achievement test, where it can measure how many students have learned in the course of foreign language learning. The type of test given by the teacher is the achievement test. Achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievements tests are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. Achievement tests can be served as indicators of features that a student needs to work on in the feature, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction. Grondlund (1982, p. 1) states "an achievement test is

systematic procedure for determining the amount a student has learned”. According to Vallet (1977, pp. 5-6), the achievement test is similar to the progress test in that it measures how much the student has learned in the course of second – language instruction. However, achievement tests are usually not built around one set of teaching materials but are designed for use with students from a variety of different school and program.

Based on the type of test above, the writer chooses a summative test as one of the types of achievement test, beside placement test, formative test, and diagnostic test. The summative test is intended to show the standard which the students have now reached in relation to other students at the same stage. Therefore, it typically comes at the end of the course or unit of instruction. Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction (Brown 2004, p. 6).

Summative evaluation is directed toward a much more general assessment of the degree to which the larger outcomes have been attained over the entire course, or some substantial part of it. Summative evaluation looks at mastery of several such new skills or concepts. Summative test are not reserved solely for final examination, although certainly the final examination given in most collages and certification are summative. More frequently, tests of summative nature are used two or three times within a course to contribute grades toward an overall grade reported to students and parents. (Bloom, Madaus, and Hastings 1981, p. 72).

In formulating the test, the writer prefers choosing a Computer - Based Assessment (CBA) as a media than Paper - Based Assessment. The format of the test is multiple choice items, and the content of the questions are in the form of testing the vocabulary and grammatical one. However, the other fourth English mastery like listening, speaking, reading and writing are given separately. Moreover, Computer –

Based Assessment has already been used in many aspect of interest, especially in education world. Even this computerized testing began in the early 1970s (Drasgow, 2002; Wainer, 1990). However, in this academy, the type of CBA test is rarely used by all of the lecturers because they are lack of awareness in utilizing the computers, and need more time to construct a good test. On the other hand, in facing the globalization era, the utilization of Computer Based Assessment (CBA) is commonly used by a teacher to assess his/her progress and success in teaching. To know this progress, the test can be given in the middle of the teaching learning process and in the end.

Due to the increasing use of computer in academic contexts especially in language learning, there have been many investigations on the comparability of test scores in two test different modes some of which consider different key factors influencing test results such as computer familiarity, prior attitude towards using computers, and some other factors. Therefore, in this study, the researcher specifically has two main research questions:

1. What is the advantage and disadvantage of using CBA model for KPN Students?
2. How is the result of Computer – Based Assessment on KPN Student’s achievement test?

Methodology

1. Research Design

In this study, the writer used a qualitative research. Nunan (1992, p. 3) points out that qualitative study assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralizable studies are justifiable and ungeneralizable study is one in which the insight and outcomes generated by the research cannot be applied to contexts or situations beyond those in which the data were collected. It means that the result of qualitative research is subjective and relative. The result of the research depends on the researcher's opinion.

2. Object of the study

The object of the study was the score report / list from the result of summative test from the fifth semester of KPN program (academic year of 2017/2018), who are coming from four classes which totally 140 students. The score list itself can be seen directly after the students finish doing the test in one hour duration. The computer system will be off and the students cannot do anything to answer the questions.

3. Type of Data

There were 2 kinds of data in this study. The main data is the print out answer sheet and the score list of English examination, and the secondary data were taken from the result of questioner which gathered from students. The questions were given in the form of Bahasa Indonesia, and there are only 15 % who return back the questionnaires.

4. Method of Data Collection

In collecting the data, the writer used two methods of collecting data. They were Library research and documentary research. The library research means the writer used library facility, read some books to get information, data and ideas related to the subject matter of this study. The documentary research means the writer tried to analyze the data gathered in the form of summative result or score list from CBA test.

5. Procedure analyzing the data

In analyzing the data, in this study was presented in qualitative way. The first step was by coding the lowest until the highest score of English test based on category A (85 – 100), B (70-84), C (60-69), D (50-59), and E (31-49). In order to ease the reading and understanding of the gathered data, so it needed a compilation and arrangement of the data. After finished, counting and calculation of data was carried out. Here, the writer calculated the data and put them into percentage. It was necessary to calculate the percentage of students whose

score was above 70 in achievement test, and the percentage of those whose score was below 70. The data which had been compiled and arranged could only give a vague idea about what the writer want to know, based on the research questions.

Findings and Discussion

Based on the result of fulfilling the questioner, the writer got some of various answer from the students related to ten given questions, and put them into advantage and disadvantage category of using CBA in measuring students English competence:

1. Advantages

- a. Timely feedback; the teacher can provide feedback easily.
- b. Automatic feedback; some forms of on-line assessment answers (i.e. multiple choices).
- c. The teacher can do Monitoring and tracking in term of student's difficulty in English
- d. Time-saving; an assessment can be created using software
- e. Computers are more accurate at scoring the tests than human beings are.
- f. Computers are more accurate at reporting.
- g. Detailed and specific feedback can be given to students during and immediately after a test.

2. Disadvantages

- a. Reduction of printing costs, particularly when tests are updated or changed
- b. Hardware and software must be carefully monitored to avoid failure during examination, and students require adequate IT skills and experiences of the assessment type.
- c. Construction of good objective tests requires skills and practice and so it is initially time consuming and because of this, testing of higher other skills is difficult.
- d. Computer anxiety; the time is very limited, and the students feels nervous in

answering the questions because it is their first experience in doing the test by CBA.

e. Students are still choosing Paper – Based Assessment than CBA

The students are given 100 multiple choice questions and the time allotment in answering the questions is about 60 minutes. There are 140 students who do the test by CBA model. From the result of the test, it can be found that there are 29% students who get score in length of 85-100, 26 % get score in length of 70 – 84, 21% get score in length of 60-69, 11% get score in length of 50-59, and 13% get score in length of 31– 49.

From the above result, it can be seen that unsatisfied result showed that only 55% students who passed the required minimum score and it means that the teacher should evaluate the teaching & learning method, developing better material, and motivate the students to study more, event though their study time spend much in physically activities rather than academic one. This is because the education system which is adopted by the institution is a semi military education.

Conclusion

A test is very important to be conducted, because through a test a teacher can get information about the achievement of his/her students in mastering the material given during one semester. Dealing with the CBA questions, not all of the students can pass it well due to many constrains and English level variety. From the result, it can be found that only 26% get the highest score, and 13 % get the lowest one. From this, the teacher should give full attention to the difficulty level of the questions, and the time allotment provided. Therefore, a teacher should consider that CBA is one of a good way in evaluating students, and it is very helpful for teacher in knowing the student's achievement. Besides, the teacher will get many advantages such as avoiding much correction time and also giving feedback

directly. By having known this test result instantly, the teacher can decide to do the remedial test in order to increase the students' achievement in English. However, the further research should be done especially in investigating the level of difficulty of the CBA questions, and its qualities such as; validity, reliability, and practically.

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LANGUAGE ANXIETY AND ITS EFFECT ON STUDENTS' SPEAKING PERFORMANCE

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Abstract

This study is about the analysis of language anxiety factors affecting Technical department 51 Batch 4th semester cadets' speaking performance. The aim of this study is to list the language anxiety factors that affect cadets' speaking performance and to explain how the language anxiety can affect cadets' speaking performance. The data of this study were taken from questionnaire, open-ended interview, and students' speaking performance score. There were 60 cadets from two classes on class F and G of Indonesia Merchant Marine of Semarang. The questionnaire data were analyzed based on Horwitz's theory of Language Anxiety. Then for the language anxiety factors, each statement was calculated to know five chosen statement. The relation between language anxiety and students' speaking performance were analyzed based on students' interview answer, speaking score, and anxiety level. There were five factors of language anxiety affects students' speaking performance: 1) lack of preparation during language class, 2) peer-pressure in language as a whole, 3) sudden-activity in class, 4) peer-pressure in English speaking, and 5) students' negative attitudes toward English language. There were no solid correlation between students' speaking performance and language anxiety, what made their speaking performance differ from one to another was their linguistic competence and how they cope with their anxiety during speaking class.

Keywords: language anxiety, speaking performance, anxiety factor

INTRODUCTION

English is becoming more important and getting much attention in the world of education, nowadays. It becomes one of the success keys to the future of students or an individual to master English. For years back, English has become an international language and because of that English is taught in every country including Indonesia. As a language, English has four aspects inside. There are speaking, listening, writing, and reading. Speaking seems to be the most important skills among all the four skills because people who know a language are usually referred to as speakers of that language (Ur, 1996). Speaking and listening is considered as productive skill, those need more and more practice to develop an accurate sense of competence and mastery of those skill. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies &

Pearse, 1998). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

Speaking is a highly anxiety-provoking situation (Horwitz, Horwitz & Cope, 1986). This reality essentially points to the psychological construct termed as "anxiety", which has been in the limelight of language research since 1980s (e.g. Horwitz et. al., 1986; Young, 1991) and has been found to excessively influence students' speaking skill (Fang-peng & Dong, 2010). Based on Demirezen (2004), psycholinguistics is the study of relation between language and mind. Generally, it is defined as the study of mental processes that a person uses in producing understanding and storing language and how humans learn their mother tongue and foreign languages. Anxiety is a negative way to present human feelings. When we are feeling anxious, we feel nervous, worried, and fearful. We

struggle, tremble, perspire, and our hearts beat quickly. In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations (Tobias, 1986). In plain words, anxiety is usually associated with unpleasant feelings and is similar to fear (Lader, 1975). Anxiety in communicating in a foreign language, especially when that language is English can have a debilitating effect and can influence students' adaptation to the target environment and ultimately their educational goals. There is also a well-asserted agreement that anxiety is related to performance, and that anxiety has been shown to have a counter-productive negative effect on learning and achievement.

There are many studies have been done in this field since anxiety is becoming the most reason of students' anxiety in acquiring English as a foreign language in general. First research is by Mauludiyah (2014) entitled *The Correlation between Students' Anxiety and Their Ability in Speaking Class*. The purpose of the research was to find out the correlation between students' anxiety and their ability in speaking class. Other research entitled *ESL Students' Language Anxiety in In-Class Oral Presentations* conducted by Chen (2015). The research aim is to explore connections between ESL students' speaking-in-class anxiety and their presentation performance, factors causing oral anxiety during presentations, and strategies to regulate second language students' speaking anxiety in presentations. The fifth research with title *A Descriptive Analysis of Students' Anxiety on Presentation Performance in Teaching-Learning Process* by Roflatulumah (2014). The purposes of the research are to explain the levels of students; anxiety, the sources of the students; anxiety and the strategies that there are use to decrease the anxiety when presentation.

Methodology

This research can be classified as a case study. A case study is an exploration of a "bounded system" or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 1998). Case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources (Merriam, 1998).

The other reason of this research is the fact that in some maritime academies the pressure of having decent speaking skill is higher than other non maritime academies, for example in AKPELNI Semarang. At ship, many accidents are found to be due mainly to operational issues of proper procedure, maintenance and design, rather than to proper implementation of regulations but effectiveness of bridge resource management and particularly ineffective relationships between masters, crew and pilot are recurrent themes. Communication difficulties often occur in these areas due in part to cultural differences but also due to language 'barriers'. Some examples from recent analyses illustrate the problems. A 36,000 gt Panama flag bulk carrier was leaving port under pilotage when it ran aground. The pilot was conning the vessel and giving instructions to the helmsman but his attention was distracted and he failed to properly monitor the actions of the helmsman. The result was that he failed to hear the helmsman's replies and the ship swung out of the channel and aground. The accident was caused because of the poor communications between the helmsman and pilot. Specially, a seafarer who would like to work in International Shipping Company, English is the main requirement.

There must be some factors behind why cadets were anxious when saying something or lack of confidence. These factors need to be found in orders to solve

the old-yet-still exist problem. From this research, I hope the factors that affect students' speaking performance especially in terms of language anxiety can be explained clearly so that at least English teachers or lecturers can understand and make it into a consideration whenever they want to teach spoken English to their students. If 'careless talk' does cost lives, then the responsibility on those who teach English to seafarers is a major one. The task of the teacher is to create sufficient opportunities for learning to take place. Communicative language teaching makes use of real-life situations that necessitate communication and the SMCP provides a very useful tool for developing those situations. Unlike the more traditional audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can vary according to the student's reactions and responses. The real-life simulations can be change from day to day and be made topical. Lecturers can set up a situation that students are likely to encounter in real life and the students' motivation and understanding can be enhanced through communication on meaningful topics. The good Lecturer therefore needs to be constantly exploring new ideas and be imaginative in developing new situations.

The questionnaire used is by Horwitz (1986) entitled Foreign Language Classroom Anxiety Scale (FLCAS). After the questionnaire handed in, the writer calculates the score for each student using Mayangta (2013) Calculation formula in order to find out their anxiety level. Also, conduct the interview with the students about how they feel during speaking activity on English class. The interview itself is an in-depth interview, which make the recipients their free to answer the interview question guided with provided clue. The students' answer then will be combined with their anxiety level and speaking score to know the correlation between both anxiety level and speaking score. Then, gain score from students' speaking performance. To gathered

the speaking score form students based on the reliable source, the writer use Brown's speaking assessment (2004) which in this case is added with some adaption to fit the students' level of speaking in English as a foreign language better. In calculating the questionnaire, the writer depend on Horwitz theory about language anxiety. From that, the students' anxiety level could be obtained. Also the calculated data would be used to find out the correlation between students' speaking performance and their anxiety level.

Findings and Discussion

1. Findings

The object of this research is 60cadets of 4th semester of 51 Batch in AKPELNI Semarang. After the questionnaire taken, the interview held, and the speaking score gained, it was found that the majority of the students felt anxious about their speaking in English as a foreign language. Most of them have mild anxiety during the English speaking class, the rest have anxiety and high anxiety, and only a few have mildly relax feeling towards English speaking class. The number of students in each level of anxiety is listed below:

Table 1. Number of Students' Anxiety Level

Level of Anxiety	Number of Students
Very Relaxed	0
Relaxed	6
Mildly Anxious	17
Anxious	28
Very Anxious	13

Then, the calculation of the questionnaire other than to find students' anxiety level is also to know what factors causing their anxiety the most. The result shows that there are five most reasons that are being choose by the students. The five factors causing students' anxiety are listed below:

Table 2. Students' Anxiety Factors

Rank	Statements	Mean
I	I start to panic when I have to speak without preparation in language class.	4,06
II	I keep thinking that the other students are better at languages than I am.	4,05
III	I get nervous when the language teacher asks questions which I have not prepared in advance.	3,92
IV	I always feel that the other students speak the foreign language better than I do.	3,8
V	I do not feel preasure to preapare very well for language class.	3,72

2. Discussion

The factors of the students' anxiety are based on various reasons. The highest factor based on the questionnaire calculation "I start to panic when I have to speak without preparation in language class". Based from the observation done in the both class, the students whose the teacher choose to speak in the front of the class at the first day of the assessment was hand in, mainly refuse to do it. Furthermore, from the interview activities, the students happen to said that if they hesitance if they have to speak in foreign language which in this case is English, they feel scared if they make any mistakes as they speak in English without guideline. This factor is in the same line with Tsui (1996) opinion in factors of students' anxiety to speak up, which is students' feat of mistakes and division. From the second class, due to the habit of the teacher during the speaking activity, which often asks students to not only answering the teacher's question but also speak up their opinion in full paragraph in front of the class. Because of that, the students stated that they afraid of making mistakes during that moment. Based on Aida (1994) people experience anxiety when they have to expressing themselves in a foreign

language in which they do not have a full competence.

The second highest mean appear on the statement "I keep thinking that the other students are better at languages than I am". According to Munjayanah (2004) from her opinion about four main problems in speaking, one of them is low or uneven participation. Low or uneven participation means there are only certain students that play an active role in English speaking class. From the observation done in the classroom, the writer found that only certain students happen to be brave enough to speak up their mind. Others only play a passive role during the speaking class. This condition leads to most of students' perspective about their language ability especially in speaking field and makes it into the first factor of their language anxiety. From the interview done in class, most of the students stated that they feel like some of the students in their class having higher level of understanding in English classes. While in the other class, the interviewed students mostly said that they better remain in silence because they feel like other students are better in acquiring and performing the foreign language especially in speaking form.

The third factor, which in this case, might be the most common factor that causing anxiety on students is "I get nervous when the language teacher asks questions which I haven't prepared in advanced." The students' representative who joins the interview stated that their teacher often asks sudden question and required the students to answered using foreign language. That habit itself already became a huge trigger of anxiety on students. Tsui (1996) stated that teachers' intolerance of silence leads students to their own worry and end up with feeling anxious. In this class, based on the writer observation, the teacher did not tolerate with any silent, every time he asks a question, there should be one or more students answered in complete foreign language and if they answered wrong or out of the context or even they mispronounced

some word the teacher would be easily speak in higher voice and made all class silent still and the situation is tense. The question mainly stated orally, meanwhile Horwitz (1991) stated that anxious learners have difficulty in understanding the oral instructions, which is in this case oral questions.

The fourth factor based from this research calculation is “I always feel that the other students speak the foreign language better than I do”. This statement goes hand in hand with the first statement, as the writer conclude from the observation that those with higher levels of understanding the English language as a foreign language play more active role in speaking during the class. It is simply said that after feel that other students are better in English then actually seeing those with better understanding speak better, increase their anxiety during the class. Daly (1997) stated that anxious students tend to have more negative self perception and tend to underestimate their quality of speaking ability. The anxiety feeling appear based on their self-worry about their ability, Young (1999) confirms that anxiety appear may be associated to self-thoughts of failure and negative self perception about their own second language capacity. Active and passive role in English speaking class leads the students into competitive situation. Bailey (1983) investigates that competitiveness playing an important role to trigger students’ speaking anxiety.

The last factor is “I don’t feel pressure to prepare very well for language class.” Morris (1960) stated that students’ perception of foreign language may influence students’ attitudes toward that language. Simply said, based from the interview, most of the students said that whether or not they master the material during speaking activity, their teacher would always found the mistakes on their performance and they will still feel anxious during performance. In addition to that, they feel no longer need to improve their skill since the scoring will always based on their

teacher self perception rather than the students ability.

Those who feel relaxed based on the analysis done by the writer have positive attitude toward English speaking class. All of the students inside the group of relaxed level have no worries during the class and doing their duty in performing their assignment. One of their ways to cope with their anxiety based on Kondo (2004) is preparation, which means students attempt to control their own self by improving learning and study strategies. All of the students in this category answer the second question of interview with several answers which summarize in one thing. They study before the time they have to perform. By using this strategy, it would be expected that students will have a high score, which in this case happened. The students under this category had high score compare with other students, relatively. Other than that, some of students choose to have a positive mindset to cope with their anxiety, based on Kondo (2004) this strategy are intended to divert attention from the tense situation to a more positive vibe.

The group contain with students with mild anxiety have different answer about how they cope with their anxiety. Their way to cope with their anxiety was somehow divided into two different ways. The first one is those who cope with theirs with preparation as stated by Kondo (2004) which clearly affected their score. The students who choose to prepare to cope with their anxiety got higher score rather than those who did not. Their score still categorized as a high score which above the class’ average. Meanwhile, the other students under this category choose different ways. This called resignation or students’ unwillingness to do anything to decrease their language anxiety (Kondo, 1997). This strategy, however, did not affect their score or ability in English speaking. The other strategy the students tend to choose is avoiding eye-contact with the audience, so they did not feel judge. Those who choose the last two strategies mostly got just average or even below class’

average score. This happens because they choose strategy that did not improve their understanding or ability in English speaking.

The last group filled with those who feel anxious or very anxious towards English especially in speaking. Those in this group have negative attitude towards English as foreign language. They felt either scared or nervous or both during the class. Fear of making a mistake, teacher pressure to get good grades, and lack of confidence in learning English (Rofiatulumah, 2013) became the most source of anxiety that the students feel under this category.

Conclusions

First, there are five factors that cause anxiety on students in language learning class especially speaking skill. The first factor and the most reason of students' anxiety is lack of preparation during language class. Followed by the peer-pressure in language as a general as the second factor. The third factor is sudden-activity in class. The next factor is peer-pressure in English speaking. The last factor is the students' unwillingness to prepare before the class.

Second, the students under relaxed level of anxiety tend to have a positive attitude toward English language especially in speaking. They cope with their anxiety with preparing before the class or before they have to perform in front of the class which affects their score in class. Meanwhile, in category mildly anxious, the students start to have negative attitude toward English speaking class. Their strategy to cope with the anxiety was divided into two. The half one choose to prepare and improve, the other half choose to resign and avoiding eye-contact just to reduce the tense they have but not to improve their English speaking ability. The last category is students who have anxious and very anxious feeling toward English speaking activity. There are also several strategies to reduce the students' anxiety. The first one is preparation, those who choose this, improve and got better

score. The other strategy is resignation and relaxation which only reduce the amount of anxiety the students' feel yet not making the students improving their ability.

Suggestions

In teaching-learning process especially in speaking performance, the anxiety might appear to the students because they have to speak in different language which is English in front of other. From the findings that explained earlier, here are some suggestions that can be taken as a consideration in teaching and learning process.

The teacher or lecturer should understand that anxiety is one of the reasons why students having difficulties in the language acquisition process especially in speaking. The teacher should acknowledge that the anxiety occurs. The teacher could make the class become a friendly situation with relax atmosphere to the students.

Motivation from teacher or lecturer are also needed to make students more interest in learning new language and make them bravely speak up their mind.

For the future research, anxiety occurs not only in speaking skill but also in other skill in English language, which is reading, writing, and listening. The writer hopes that the next researcher can investigate the students' anxiety in other skills in language acquisition process.

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THE ANALYSIS OF QUESTIONING STRATEGIES USED BY LECTURER IN READING CLASS

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Abstract

This study analyses spoken discourse particularly the questioning strategies used by the lecturer during teaching in Reading class in English Education Program. Questioning has long been used as a teaching tool by teachers and preceptors to assess students' knowledge, promote comprehension, and stimulate critical thinking. This is a descriptive qualitative research using recorded class activity as the data. The unit of analysis is the questioning strategies used by the Reading lecturer. The result shows that during the recording, there are fifteen questions proposed by the lecturer. I consulted to the revised Bloom's taxonomy in the field of cognitive domain to analyze the data. These results can be applied in the classroom and in experiential learning environments particularly in Reading class to enhance student engagement and promote critical thinking and higher-order learning.

Keywords: questioning strategies, reading class, discourse analysis

Introduction

Discourse study is interesting to discuss. The term discourse refers to the language that teachers and students use to communicate with each other in the classroom. In addition, McCarthy (1991) states that discourse analysis is the study of the relationship between language and the contexts where it is used. It examines how sentences in spoken and written language form larger meaningful units in various social contexts ranging from conversation to highly institutionalized forms of talks.

Discourse analysis has been carried out in the classroom. By doing so, we can evaluate output of the teacher and the students, the procedures in the classrooms, and the types of teacher-student relationship (Hatch, 1992). In this research, the area of discourse is on the use of language for communication particularly in proposing questions to the students. Using questions to teach is an age-old practice and has been a cornerstone of education for centuries. Questions are often used to stimulate the recall of prior knowledge, promote comprehension, and build critical-thinking skills. Teachers ask questions to help students uncover what has been learned, to

comprehensively explore the subject matter, and to generate discussion and peer-to-peer interaction. Effective questions asked in a psychologically safe learning environment support student learning by probing for understanding, encouraging creativity, stimulating critical thinking, and enhancing confidence. Owens (1976, p. 7) points out, "The use of questions has been shown to be an effective way to increase the learning and retention of written prose in a large number of studies."

The art of asking the right questions at the appropriate time is not innate. Bloom's taxonomy of learning categorizes cognitive levels into several domains. Questions that elicit responses in the knowledge, comprehension, and application domains are frequently considered lower-order questions, while questions in the analysis, synthesis, and evaluation domains are considered higher-order questions. Higher-order questions elicit deeper and critical thinking; therefore, teachers are encouraged to ask questions in these domains. This does not mean that lower-order questions should not be asked. It is appropriate to ask questions to address all cognitive domains as long as the desired learning outcome is kept in mind and

a good mix of questions is used during each teaching session. Given that the learning objectives in most courses in graduate and professional degree programs are often intended to stimulate high order cognitive processes, one would expect that higher-order questions would prevail during encounters between students and teachers. Unfortunately, observations of classroom-based instructors have repeatedly shown that lower-order questions are far more frequently used.

Several studies have been conducted by researchers. There are some studies explored teacher's questions in Indonesian EFL classrooms. They are Tulung, 2006; Rohmah, 2002; and Arifin, 2012. For example, Tulung (2006) reported that teacher's questions were dominated by display questions. Rohmah (2002) confirmed Tulung's findings by describing that open questions inviting students to think aloud in generating sequences of thought and to explore implications were significantly fewer than closed ones. Most of the teacher's questions checked student's comprehension and required them to recall facts. The most common strategy that teacher use is to repeat questions (Rohmah, 2002). Arifin's findings (2012) on teacher questions in lower secondary school context were similar to Rohmah's and Tulung's findings. He reported that teachers used 66.7% of display questions and 33.3% referential questions. Students' responses were mostly verbal, consisting of a few words or simple sentences.

Meanwhile, the other previous study is "An Analysis of Discourse in the EFL Classroom" written by Hiroko Yoshida. This paper analyses spoken discourse between the teacher and the students in the English as a foreign language (EFL) classroom. The focus of this paper is on the analysis of discourse marker *ok*, interactional sequences, and speech acts. The analyses revealed that the language used in the classroom contained various functions of interactional sequences and speech acts that are observed in

authentic, natural communication, although it lacked of the naturalness in terms of syntax, lexis, and fluency because of the student's low proficiency of English.

The next study entitled EFL (English as a Foreign Language) Classroom Discourse Analysis of a Vocational College and Some Reflections. This paper is written by Liu Xin, Lou Luzheng, and Shi Biru from Zhejiang Medical College, Hangzhou, China. In this paper, the authors try to reveal the present state of EFL classrooms in a vocational college from the angle of classroom discourse analysis, especially the aspect of TT (teacher talk). The result shows some problems existing in the current English teaching. TT still dominates the interaction between the teacher and the students; the language of traditional teacher-controlled classrooms is still in rigid pattern; many teachers prefer to ask display questions rather than referential questions which result to the teachers cannot produce a flow of information from the students and create a more quasi-normal speech.

The last previous study is Classroom Interaction Strategies Employed by English Teachers at Lower Secondary Schools written by Nunung Suryati, Universitas Negeri Malang. The study involved eighteen teachers from Lower Secondary Schools in Malang. Classroom observation was selected as a method by utilizing Self Evaluation Teacher Talk (SETT). The findings show that the most frequent strategies were initiation response feedback (IRF) patterns, display questions, teacher echo, and extended teacher turns.

Five previous studies above mainly focus on the classroom interaction between teacher and students particularly in spoken interaction in which giving questions is the part of the interaction. In my study, I focused on analyzing questioning strategies used by the lecturer in Reading class.

In 1956, Benjamin Bloom along with a group of like-minded educators developed a framework for classifying educational goals and objectives into a hierarchical structure

representing different forms and levels of learning. This framework was published as Bloom's Taxonomy of Educational Objectives and consisted of the following three domains: the Cognitive Domain, the Affective Domain, and the Psychomotor Domain (Anderson et al. 2001). The cognitive domain or knowledge-based domain consists of six levels and encompassing intellectual or thinking skills. The second domain or attitudinal-based domain consists of five levels and encompassing attitudes and values. The third domain or skills-based domain consists of six levels and encompassing physical skills or the performance or actions. Each of these three domains consists of a multi-tiered, hierarchical structure for classifying learning according to increasing levels of complexity.

In 2001, a former student of Bloom's, Lorin Anderson, and a group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published a revision of Bloom's Taxonomy entitled *A Taxonomy for Teaching, Learning, and Assessment*. The revision updates the taxonomy for the 21st century, and includes significant changes in terminology and structure. In the revised framework, 'action words' or verbs, instead of nouns, are used to label the six cognitive levels, three of the cognitive levels are renamed, and the top two higher-order cognitive levels are interchanged. The result is a more dynamic model for classifying the intellectual processes used by learners in acquiring and using knowledge. The revised taxonomy identifies the following new levels of cognitive learning (arranged from lower order to higher-order levels of learning): Remembering, Understanding, Applying, Analyzing, Evaluating, Creating. Below is the figure showing the sample verbs to use in writing intended learning outcomes that are appropriate for that cognitive level of learning.

Table 1. Revised Bloom's Taxonomy (the cognitive process dimension)

Creating	Can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the student distinguish between parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the student use information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, state

Based on the background of the study above, I have strong desire to answer the research question: "How does lecturer propose questions to engage higher-order thinking of students in Reading class?" The purpose of this study is to analyze the questioning strategies used by the lecturer to engage higher-order thinking of students in Reading class.

Methodology

The participant in this study was one English lecturer of Reading class of English

Education Program at Purworejo Muhammadiyah University. The data was the transcript of the interaction between the lecturer and the students during five meeting (each meeting lasts for 80 minutes). I recorded the class activity using Digital Video Camera Recorder (Handycam). The unit of analysis is the questioning strategies used by the lecturer in Reading class. The lesson was not specially prepared and the recording was taken under a natural classroom interaction. I found fifty questions proposed by the lecturer then those questions were analyzed using revised Bloom's taxonomy of cognitive domain. The questions are frequently asked in almost the same way from one meeting to the other.

Findings and Discussion

1. Findings

From the analyses, I found fifty questions as follow:

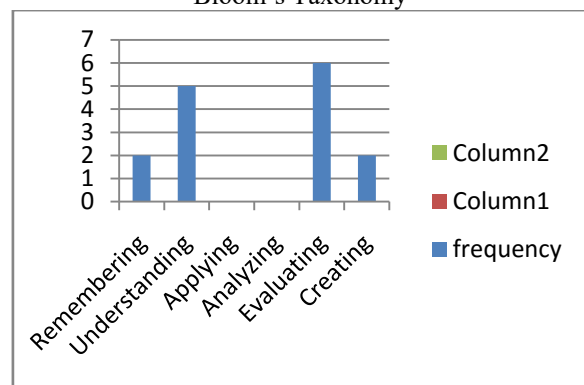
Table 2. Questions Proposed by the Lecturer

Questions	Categories in Revised Bloom's Taxonomy
What topic did we discuss? (4 times)	Remembering
Anyone knows what bullying is? Can you explain?(4 times)	Remembering understanding
Do you mean the mental development?	Evaluating
Do you agree with her answer? (7 times)	Evaluating
Can you paraphrase paragraph one to help our understanding easier?	understanding
Can you read the sentence aloud from your paraphrase?(3 times)	Creating
Can you elaborate your answer with example or may from part of the article? (2 times)	Creating
Do you think Ika's answer is correct? (3 times)	Evaluating
Now what is the answer for the next question?	Evaluating
Anyone agree?(7 times)	Evaluating
Can you give reason why?(4 times)	understanding
Do you mean 'the solution is to give advice'?	understanding
Is there anything unclear? (6 times)	understanding

Do you think this article is good for us? (5 times) Evaluating

From the table above, there are 5 questions of Remembering category(10%); 16 questions of Understanding (32%); 24 questions of Evaluating (48%); and 5 questions of Creating (10%). Meanwhile, Applying and Analyzing categories are not practiced by the lecturer in giving question. The finding is also presented in figure below.

Figure 1. The Frequency of Questions in Revised Bloom's Taxonomy



2. Discussion

Results indicate that among 7 levels in cognitive domain *Evaluating* is the most frequently used by the lecturer. In the other hand, *Applying* and *Analyzing* are not used during the lesson.

a. Remembering

In *Remembering* category, the objective of the instruction is to promote retention of the presented material in much the same form as it was taught. *Remembering* involves retrieving relevant knowledge from long-term memory. The two associated cognitive processes are recognizing and recalling. The questions proposed by the lecturer are: (1) what topic did we discuss? and (2) anyone knows what bullying is?

In (1) the lecturer asked the students whether they remember the topic being discussed in the previous meeting. This question indicates the process of recalling. And in (2) the lecturer tried to make students search long-term memory for information of

Bullying which has been the trending topic in news and in the social media. The lecturer hoped that students determine whether that information corresponds to previously learned knowledge, searching for a match.

b. Understanding

In *Understanding* category, the goal of instruction is to promote transfer. Students are said to *Understand* when they are able to construct meaning from instructional messages, including oral, written, and graphic communications, in books, or on computer monitors.

- (3) Can you explain?
- (6) Can you paraphrase paragraph one to help our understanding easier?
- (12) Can you give reason why?
- (13) Do you mean 'the solution is to give advice'?
- (14) Is there anything unclear?

Students understand when they build connections between the "new" knowledge to be gained and their prior knowledge. Questions (3), (6), (12),(13), (14) make students integrate the incoming knowledge with existing schemas and frameworks. Interpreting in the form of paraphrasing involve converting words to words (question 6). Interpreting occurs when a student is able to convert information from one representational form to another. In question (3), explaining occurs when a student is able to construct and use a cause-and-effect model of a system. The model may be derived from a formal theory or may be grounded in research or experience. From the question, the lecturer hoped the student (Rani) could be able to explain the answer written down in the white board into detail and clear with arguments.

c. Evaluating

Evaluate is defined as making judgments based on criteria and standards. The criteria most often used are quality, effectiveness, efficiency, and consistency. They may be determined by the student or by

others. The standards may be either qualitative or quantitative. The category *Evaluate* includes the cognitive processes of checking and critiquing. The former refers to the judgments about the internal consistency.

- (4) Do you mean the mental development?

Question (4) shows checking because the lecturer asked the student (Rani) to make sure that the further meaning of 'for their development' is the mental development or psychology development.

The later means the judgments based on external criteria.

- (5) Do you agree with her answer?
- (9) Do you think Ika's answer is correct?
- (10) Now what is the answer for the next question?
- (11) Anyone agree?

Questions (5), (9), (10), and (11) involve judging a product or operation based on externally imposed criteria and standards. In critiquing, a student notes the positive and negative features of a product and makes a judgments based on at least partly on those features. The students give critique on whether the answer from Rani is correct based on the features found in the article.

d. Creating

Create involves putting elements together to form a coherent or functional whole. The objective of learning is to make students make a new product by mentally recognizing some elements or parts into a pattern or structure not clearly present before.

- (7) Can you read the sentence aloud from your paraphrase?
- (8) Can you elaborate your answer with example or may from part of the article?

Questions (7) and (8) are the processes coordinated with the student's previous learning experiences. Although create requires creative thinking on the part of the students, this is not completely free

creative expression unconstrained by the demands of the learning task or situation.

Conclusion

From the analysis, the most dominant categories of cognitive level is *Evaluating* (48%). The questions are proposed 24 times from 50 questions during the class. Remembering category (10%); 16 questions of Understanding (32%); 24 questions of Evaluating (48%); and 5 questions of Creating (10%). Meanwhile, Applying and Analyzing categories are not practiced by the lecturer in giving question. Asking students challenging and thought-provoking questions encourages students to tap their existing mental models and build upon previous knowledge.

Pedagogical Implications

The analysis has implications for both teaching and assessing students in Reading class. On the teaching side, the cognitive processes help students to promote retention of learning as well as to foster transfer of learning. Thus, when the goal of instruction is to promote transfer, objectives should include the cognitive processes associated with *Understand, Apply, Analyze, Evaluate, and Create*. However, in the finding there are no questions showing categories of *Apply* and *Analyze*. On the assessment side, the analyses help lecturer broaden her assessment of learning. When the goal of instruction is to promote transfer, assessment tasks should tap cognitive processes that go beyond remembering. The tasks can be supplemented with those that tap the full range of cognitive processes required for transfer of learning. The lecturer has role to facilitate students by giving questions to stimulate the recall of prior knowledge, promote comprehension, and build critical-thinking skills to reach higher-order thinking.

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FLIPPED LEARNING IN LISTENING CLASS Best Practice Approaches and Implementation

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Abstract

This recent study analyzed the feasibility of the best practices concerning how flipped classroom is implemented in listening class in order to develop students' literacy in digital era. Recently, one of the digital literacy models is Mobile Assisted Language Learning (MALL). Flipped classroom model in this paper is used through MALL, specifically by using Whatsapp (WA) application. The emergence of this new model is the vice versa from the conventional teaching process. In Flipped Classroom, the course is divided into two parts, inside and outside classroom. WA has been familiar social media in many levels of education and society all over the world. Therefore, this study implements flipped classroom by using WA model in university level. The course subject of this study is listening comprehension. English listening comprehension in university has its own issue. Listening has become one of the most significant concerns in teaching English as a foreign language. Thus, this recent study is aimed at giving precise insight toward the flipped classroom model in listening class and its impact to the students' literacy development. The research method used is case studies research design. The population is the students at one of the private universities and one state university in East *Priangan* Indonesia. The total samples are 21 students at the fourth semester of English Department from both universities. The observation, questionnaires and interview were used to verify the data. The result of this study is to give precise insight implementing flipped classroom model in listening class. It also explained the successful running of flipped classroom under the Mobile Assisted Language Learning.

Keywords: listening, flipped classroom, and MALL

Introduction

Currently the term “educational technologies” appearing in mind images of tablets, smart phone, interactive whiteboards, and computers. Undeniably, educational technology is implicitly comprehended mainly identical with the digital world and current devices. It is easy to forget that the education system itself is a technology, designed in part. The technology progress adds the process of teaching and learning discrepancy. As stated by Kern (2000, p. 223) “with the advent of widespread computer use and global communications networks, technology continues to affect how we read, write, and how we use written language to learn and to communicate with others.” The swift change of innovative technologies contributes imminent for educator to focus on the three variables associated such as content, pedagogy, and

technology in order to draw a professional lecturer. Those components boost new knowledge for the students in learning new concept in practical ways. One of the reasons related to the problem is concerning to the lack of lecturers' multimodal literacy in technology. Lanham (1993) in Kern (2000) argues “...we are drowning in information.... In such a society, the scarcest commodity turns out to be not information but the human attention needed to cope with it.” The reason why the lecturer should be updated is because the students of today quickly learn the range of technology that allows them to multi-task with various digital media and mobile technologies to surf the internet, send a text message or photo to a friend, play a digital game while listening to music, or create their own multimedia texts through hybrid texts such as weblogs. ‘Texting’ or SMS messaging is part of what

has been termed the new ‘textual landscape’ (Carrington, 2005). Moreover, this multitasking itself incorporates the merging and synchronizing of text, images, sound and movement. “Literacy involves familiarity with the conventions of text – how they are arranged and structured – and knowledge of how to use those conversations to design meaning, Kern (2000).”

The lecturers are in a time of transition with new theories and new pedagogy evolving while at the same time newer forms of digital communication are emerging. The increasing popularity of social networking sites such as YouTube, Whatsapp, Facebook, and Instagram, where students can participate with information about themselves or with a different identity, demonstrates that people are responding to the need to participate, create and produce their own texts for communication. The other popular digital source is Google board, Edmodo, Quiper School, and Microsoft 365. Those digital sources are multimodal literacy in 21st century learning model. Thus, the lecturer should engage with the new trends of multimodal literacy in order to improve their professional development. The aim of the 21st century skills is to produce higher-order thinking where the students are able to think critically, creatively and innovatively to prepare them to compete in the globalized world.

Introducing MALL as the new framework for lecturers to teach listening is matter. It integrates to the three essential aspects which are interrelated. They are mobile assisted language learning. Specifically, this recent study discusses the mobile assisted language learning that part of MALL. Though lecturers know and understand about MALL, there is still not well-understanding to integrate them in collaborative curriculum design (Boschman, McKenney, & Voogt, 2014). Applying technology in teaching and learning process is one of the challenges dealing with lecturer professional development. Preparing lecturers to cope with 21st century quality

learning requires lecturers' skill in understanding and dealing with different tools, information, and work that integrate with computer-based within the context of the lessons (Niess, 2005) and develop students' higher order thinking. Therefore, in pursuing students to be the 21st century learners the lecturers needs to master different kinds of teaching media. Especially in teaching listening, the lecturer needs various tools to engage the students in listening class and improved their knowledge in target language.

The objective of this paper is to describe the important of digital literacy in teaching listening. The tools delineate in this paper dealing with flipped classroom model in listening class by using Whatsapp application. The previous study conducted by Hsieh, Wu, and Marek (2016) revealed that the theory-based flipped instruction using online written and oral interaction not only enhanced the participants' motivation, making them more active in using idioms in class, but also significantly improved their idiomatic knowledge. It is indicating that the flipped learning was successful in achieving the instructional goals of the class. The authors present insights into the impact of theory-based flipped learning on motivation and idiomatic acquisition; student impressions of the online platform used, LINE; and offer recommendations for practice.

Based on Embi and Panah (2014) as cited in (Tazijan, Abdullah, Zainol, & Noor, 2017) in regards to Behaviorism and Constructivism learning theories, state how flipped learning in technological oriented classrooms encourages students to construct and expand their own knowledge. It allows students to learn at own pace, thus promote greater classroom engagement. Flipped learning has been closely related to different types of learning styles such as the peer assisted, collaborative and cooperative learning (Bishop & Verleger, 2013). (Maninun & Kittichartchaowalit, 2017) found that the flipped classroom and team-

based learning implies such organization of the educational process in which, when students attend face-to-face classes they already have some theoretical knowledge and understanding of the matter that will be discussed in the classroom. It makes the interaction more effective and fruitful as students feel more comfortable and confident asking questions and discussing the issues with the lecturer and peers. Moreover, (Tazijan et al., 2017) flipped learning helps improving students' verbal communication skills. As flipped learning brings excitement to the classroom, carefully designed lesson plans are required in order to make sure that learning can function at the maximum capacity. Previously, (Afrilyasanti, Rida; Cahyono, Bambang, Yudi; Astuti, Utari, 2016) found that "in implementing flipped classroom model for this group, some modifications (for instance the proportion of online and in class activities, or lecturing and practicing) are needed. It implies that, the main problem for the flipped classroom model is not necessarily the instructional or technical materials, but how to spend class time." This present study tries to reveal the implementation of flipped classroom model in teaching English as a foreign language, specifically in a speaking class of higher level education. (Bergmann and Sams, 2012) mention that the goals of the flipped classroom are giving today's topic, helping busy students, helping struggling students, excelling students' ability and students' learning autonomy, increasing student-lecturer interaction, increasing student-student interaction, offering different learning experience, changing the classroom management, and educating parents. This study highlights the goals of the research based on the four Pillars as mention in flipped network (2014), the first is to gives flexible environment, the second is learning culture, the third is intentional content, and the last is professional educator.

According to the gap and background of study, the writers propose some research questions. They are; 1) How does the lecturer

implement the flipped classroom model in listening class? 2) How do the students perceive this learning experience related to their literacy development?

Methodology

1. Research Method

This study uses data from the case study of the implementation of flipped classroom in listening class and the students' perception toward it. The method aims at getting the knowledge of English lecturers regarding the implementation of flipped classroom in MALL framework for developing students' digital literacy, the nature of the relationship between MALL and 21st century learning skills known by English lecturers in listening class by using flipped classroom model. At times, a case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program Ary, Jacob, and Sorenson (2010). They also assert that case studies use multiple methods, such as interviews, observation, and archives, to gather data. Cohen, Manion, and Morrison (2000) defines case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects.

The observation, questionnaires, and interview are also conducted to the lecturers and students in listening. The observation is conducted in order to investigate how do the lecturers implemented the flipped learning model in listening class. The writer is observed the listening class during two months. There are 8 meetings in average. Furthermore, the questionnaires are spread out to the students to investigate their perception toward the implementation of flipped learning model in listening class. Moreover, the interview is aimed at confirming what had been done by the lecturer dealing with the implementation of the flipped learning model in listening class in order to improve their professional

development to prepare 21st century skill for the students. There are 21 students and two lecturers in English Department from both universities in West Java. The writer only took one class from each university as respondents for this research. They are the fourth semester student and the lecturer is teaching listening.

The first lecturer entails the students to involve in shared, model, and independent listening with various genres, language features and vocabulary activities appropriate to their age. It also involves students responding at different levels of literal, inferential and critical understanding with information spoken text. At the same time many of these activities occurred with digital texts such as internet sites. Students interact with texts and with others as they researched information in mobile. On-screen listening incorporates multisensory activities such as searching, viewing, browsing, scrolling and navigating together with the clicking and scrolling of a mouse, responding to animated icons, hypertext, sound effects, and the continuous pathways between and within screens. The definition of listening is as 'listening and viewing', and this is consistent with terminology that occurs in many curriculum documents. As listening and viewing are often an interchangeable process, listening should include aspects such as analyzing, browsing, decoding, hyper linking, interpreting, navigating, responding and searching.

The second lecturer uses digital story to teach listening. The questions based on the revised Bloom Taxonomy apply to build students' scaffolding skill and differentiate the instruction. "In the language classroom, lecturers can plan classroom questioning and discussion time to tap into particular higher order thinking skills" (Collins, 2014) as cited in Othman (2015). This can be carried out through the use of literature. Erkaya (2005) cited in Othman (2015) "points out those using stories to develop children critical thinking can be 'natural, familiar and sometimes fun". Using the story and

applying Bloom's Taxonomy for instances, remembering – list the items used by character in the story. Moreover, Understanding – explain why it happens. Furthermore, applying – demonstrate what the details information are. Next, analyzing – compare this story to reality. What events could not really happens. Evaluating – judge whether the character was good or bad. Defend your opinion. Creating – propose how the story would be different if they change one of the characters.

Findings

The first research question focuses on investigating the implementation of flipped classroom model in listening class. The data's components are using technology to (1) stimulate students critical thinking about authentic issues, (2) able to use technology to guide the students in managing their learning, (3) able to use technology to help my students develop diverse perspectives for factual issues is able to use technology to help the students engage in reflection and develop higher-order thinking, (4) to facilitate students in participating in collaboration with technology and (5) be able to guide the students in constructing higher-order thinking by the representations of knowledge using technology.

The recent, persistent enthusiasm for developing so-called "21st century skills" argues, at least tacitly, that someone who is technologically literate knows how to use a number of devices and programs expertly Bullock (2011) in Kosnik et. al (2016). Thus it is in line with the questionnaire, the answer to research question number two is that the flipped classroom model (1) motivated the participants to learn English idioms and to improve their oral ability, (2) enhanced the participants' idiomatic knowledge and oral ability, and (3) engaged the participants in the learning tasks.

The results from the interview showed that the responses of the understanding of flipped classroom model in meaning-making are various. The responses

are mostly they are giving positive responses. It meant that lecturer is at first unfamiliar with the flipped classroom model. There are some responses as evidenced by interviews and observations. As the technology is growth they become familiar with this model. Bullock (2011) argues “the intersection of digital technologies and lecturer education as a task of learning *about* technology, then we might further argue that our point in lecturer education is to provide candidates with experiences in which they develop an understanding of *the nature of technology*.” The lecturer at first did not understand the meaning of mobile assisted language learning. In this interview, lecturer heard about the word ‘MALL.’ The lecturer gave different response through the interviewee explained the term into another context. This finding offers a new perspective for lecturer the term of MALL in teaching English. Another focus of the interview uses technology to facilitate deconstruction and joint construction of multimodal texts in listening. The findings show that at first the lecturer used simple technology tools, such as PowerPoint presentation and video for learning. Furthermore, the lecturer experience with MALL began to use various technology tools in teaching their students. Some of the tools included online dictionary, YouTube, Facebook, Quiper School, Edmodo, Microsoft 365, and video presentations implement of flipped classroom model in listening class. The knowledge of English lecturer in flipped classroom model prepares (1) student’s preliminary concepts about the topic of inquiry; (2) understanding to prepare students for a listening task; (3) facilitating various text to enhance higher-order thinking; (4) leading students in comprehending a text; (5) supporting students in their autonomous construction a text; (6) sequencing the teaching and learning phases to facilitate student’s in meaning-making text. Preparing lecturer to cope with 21st-century quality learning requires lecturers' skill in understanding and

dealing with various devices, information, and work that integrate with computer-based within the context of the lessons.

Although English lecturer has sufficient knowledge related to the flipped classroom model, the lecturer still has difficulty in implementing online flipped classroom. The obstacle is unfamiliarity with the term MALL though they have understood about a reverse learning model and multimodal text that consists of more than one communication modes such as words, images, sounds, gestures, and movements. Those are happened outside the classroom. Lecturer/lecturer needs more explanation about the digital literacy in applying the term into English classroom in the context of flipped classroom model.

Investigating the English lecturer in developing flipped classroom model and digital literacy in higher education context described that lecturer have new paradigm about meaning-making in his/her teaching and learning process for both lecturer and students. Despite the fact that the lecturer knows and applies some models in teaching English using different forms-visual and auditory sources, such as images, background music, speeches, language, and movement, the term MALL is new and becomes challenges for them. The multimodal literacy makes senses further than the linguistics position of communication (Drajati, et al., 2017). This requires of visual, sound impression, and colors are also tools for communicating meaning to both for lecturers and students.

By having the knowledge of MALL literacy, lecturer agrees that there is strong relationship between English lecturer in flipped classroom model and higher-order thinking in 21st century learning. The lecturer is using technology to stimulate students’ higher-order thinking about authentic issues, to guide the students in managing their learning, to use technology to help students to increase various points of view for current issues, to facilitate students in participating in collaboration with

technology and to guide their students in constructing representations of knowledge using technology. Flipped Classroom model in MALL literacy framework gives new perspectives for diverse students to learn English better through images, sounds and movements to create a better learning environment to achieve students' language mastery as assume by Moreno (2002). Giving the students varied types in language learning create life-story learning. This provides an impact for encouraging students to direct, deploy and comprehend how these means relate to each other (Mayer, 2003).

The investigation of MALL framework in the context of flipped classroom model English classroom describe that there are two interesting findings in the term of technology media tools known by English lecturers. The lecturer adds range in making use of technology tools in their classrooms. The lecturer knows and applies different devices. Previously, lecturer uses the modest technology media tools, such as power point and video in creating the classroom more alive and creative. Based on these kinds of data, it needs continued professional development related to the making use of technology tools into the classrooms. It can be started when lecturers are in the college. The other professional developments could continue to prepare experienced lecturers with small discussion between lecturers, lecturers-universities lecturers, lecturers-government continued professional development center.

The application of the use of technology in the English classroom still gives challenges. The other reasons are fear of change and limited time and facilities supported frequently perceived as the facts that cannot be doubted (Mishra & Koehler, 2009). There are problems arisen in using technology in the classrooms, non-technical and technical problem. The non-technical problems are lecturer does not give any improvement in teaching learning process since there is no interactive communication. It needs the pedagogical point of view in the

educational process. Lecturers need to create a collaborative learning environment through students-students, student lecturer, and student-learning situation. The role of a lecturer in teaching using flipped classroom model framework gives scaffolding; facilitate a secure situation for students. At the same time, lecturer faces the technical problem which is internet connectivity becomes the primary challenge for lecturer to teach English. It needs knowledge how technology-enhanced language learning can be used in an offline format, not always in an online format. Regarding language learning, English language lecturer played significant roles in developing the quality of the teaching-learning process. The flipped classroom model framework is needed for lecturers to improve the three most important points of technology, knowledge, and content in supporting each other and engaging of students' achievement. The results of flipped classroom model framework are developing both lecturers and students' multimodal literacy and develop higher-order thinking in 21st century learning.

In general, most students expect to use these digital tools in their university studies. Although they did not anticipate using photo sharing applications in their studies, they saw that they might use some of the other tools listed for educational purposes. Generally though, they anticipated using presentation and video tools for their university studies, and this could well reflect their prior use of them in school and other educational settings.

Many students reported a lack of confidence in using more unfamiliar tools in their university studies (screen shooting, web-based response systems, broadcasting, social networking, blogging and interactive online sticky notes in particular). Confidence in the use of presentation tools, wikis, photo sharing, synchronous tools, and micro-blogging was higher, and as might be expected they felt very confident. Thus, by introducing multimodal literacy in

technology, they will improve higher-order thinking and ready for the 21st century learning.

Conclusion

The findings from this research study reveal positive outcomes as well as challenges for new model. The first question reveals classroom evidence demonstrates that lecturers can combine students' print-based literacy learning with digital communications technology effectively. The reverse teaching and learning process help the students build their background knowledge, especially in listening class. The implementation of the flipped classroom model is whether the students actually do the preparation work outside of class or not. The lecturer cannot engage them at an advanced level inside the classroom because of limitation of time. Many strategies have been suggested for lecturers to use to ensure that the work is done (Mull, 2012) in Hsieh et. al. (2016). The recent study was able to trounce this barrier and encourage the students to do the work because the teaching design was entrenched in the output materials, i.e. the online written and audio posts. In order to accomplish at creating the outputs, the students had to understand the previous learning materials. In addition, the lecturers give feedback, so the students knew that they were being monitored and their progress evaluated, beyond the decisive feedback given during teaching process. Furthermore, the in-class activities essentially add specific knowledge and it was simple for the lecturers to distinguish and interfere with students who were not prepared for the lesson. The second research question describe that the most of the students found WHATSAPP to be a beneficial technology for the flipped classroom model.

This outcome was achieved by lecturers recognizing the need to adapt classroom communication to those digital communication practices that students access outside school and that will be significant in the future for their students. There are many

exciting and innovative experiences throughout the study that provide evidence that lecturers are planning creatively to engage students in effective literacy learning. However, there are several challenges existing within this relatively new learning environment. It needs to accept that there are unanswered questions within a time of transition for education continues to blend new with traditional approaches to learning and teaching. Ensuring with the incorporation of digital communication technologies basic aspects of listening, writing, language learning, grammar, spelling and punctuation are still explicitly taught. However, it is clear that are now 'basic' for listening and writing with digital and multimedia texts. Lecturers in this project assessed students' listening and production of multimodal texts in relation to Syllabus outcomes but further research is needed for specific assessment criteria that will reflect changing practices.

The data from the study offers evidence for new descriptors of literacy and theorizes the concept of 'multimodal literacy' within the development of higher-order thinking. These new descriptors, which are proposed as a 'work in progress' that others may build on and critique, are in accord with other ongoing research. They need to be considered for incorporation into curriculum documents for planning, teaching and assessment. At the same time it is important that such descriptors be framed within consideration of social aspects of communication.

If educators were to understand the real impact of information technology inside the classrooms, it is important to look deeply at how information technology is used in relation to the whole learning process. As learners, gaining the "functional" aspect of literacy is not enough. It is by becoming "literate" in the broadest sense that they become engaged learners. This applies not only in society in general but more so in educational settings where learners and instructors both face this new world of

information technology. For learners, it is by becoming not only critically aware about information available to us, but also by gaining competency in different modalities as well as traditional literacy that they become engaged knowledge builders. This is what is of principal importance today.

Lecturers need to be equipped with the right knowledge on digital literacy and skills so as to ensure the intended objectives of the curriculum are achieved. In order to produce learners who can think critically, lecturers need to be trained to understand the concept of higher-order thinking itself and the appropriate pedagogical approach to teach higher-order thinking effectively. Lecturers need to change from being “information dispenser to being an orchestrator of learning” (Greenberg, 2014) as cited in Othman, where knowledge is co-constructed with the learners. To apply this, they will need constant professional development and support from the policy makers, curriculum developers and school administration.

Flipped classroom model and Multimodal literacy are a way to introduce educators and students to a different way and use them to develop English ability. In this investigation, the lecturers have investigated the new perspective how their performance of their teaching and learning process in the classroom. The lecturers may have been known and apply the technology in their classroom, but they do not sure yet about the flipped classroom model framework and the impact on it, multimodal literacy.

The investigation describes the lecturers’ knowledge about flipped classroom model framework and multimodal literacy. There are some technology software and tools to help lecturers in the teaching process and become a challenge for lecturers to learn and apply the flipped classroom model framework. Though it is stated on the data that flipped classroom model framework and multimodal literacy is a new term and lecturers feel unfamiliar with the two terms, it is assumed that it will give new ways for

lecturers to learn these terms quickly. It needs little help from lecturers to open the mindset of lecturers and need some practices in making use of technology for language learning using flipped classroom model framework to provide the advantages to developing the quality of English lecturers’ professional development. Flipped classroom model and the multimodal literacy for English lecturers need to be developed by English lecturers to build, improve, and innovate themselves to be professional lecturers and create innovative students. This kind of efforts could be better supported by university environment, stakeholders, and government.

These findings provide more evidence to support the claim that digital technologies are universal in the daily life of learner. The results also show that university students would like to use the digital tools that they know in their studies, and in the case of some tools they believe that they *should* use them for learning. At the same time the results suggest that it is necessary to spend more time in training new lecturers in the use of these technologies for educational purposes. Although these new entrants to higher education were familiar with a range of new technologies, their experience of using them was mainly restricted to everyday social interaction. What is encouraging about the findings is their recognition that technologies have a role to play in their own learning.

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THE RELATIONSHIP BETWEEN MOTIVATION AND ECONOMICAL BACKGROUND IN LEARNING ENGLISH FOR HORSE KEEPER (*KOMUNITAS KUDA TUNGGANG*) IN GEDONGSONGO TEMPLE

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Abstract

Indonesian tourism is experiencing rapid increase each year. Some tourism providers need skill workers to adapt with it. However, as the local citizen, Indonesian people are being influenced with this phenomena. In Gedongsongo Temple, the horse keeper (*Komunitas Kuda Tunggang*) are also become part who need to develop themselves to face the competitive and massive trends. This study aims to determine the motivation of the horse keeper in learning English. To obtain the data, a descriptive qualitative approach was managed. The result shows that the motivation of the horse keeper was low, due to the economical factor that make them unmotivated to learn English.

Keywords: motivation, economical background, horse keepers

Introduction

The largest economic growth in Indonesia is supported by several sectors; oil and gas (oil-gas), tourism, and exports of raw materials. Indonesia's tourism sector plays an important role in sustaining economic growth. The number of foreign and domestic tourists visiting Indonesia per year in 2017 was increasing annually by 9. based data from BPS. It showed that Indonesian tourism sector is in demand by the global in terms of interest of the tourists prefer Indonesia as tourist destination.

“Visit Indonesian” tagline for the national tourism promotion increases the number of foreign tourists who come to Indonesia. It brings Indonesia to be ranked 50th (updated by Travel Index) as the most visited place. Economic and infrastructure growth improvement supports the various sectors in Indonesia, one of which is tourism sector in improving the service of tourism service providers; hospitality services, tour guide services, and some other services. Horse keepers who are available in Gedongsongo have an important role in providing those services and guide services that include tourism packages in

Gedongsongo. Horse keepers in Gedongsongo are required to follow the tourist market that visits the tourist sites.

50% of Gedongsongo tourist visitors are dominated by the local visitors; meanwhile, 30% are foreign visitors. However, those people only offer their services by using gestures or codes, so that many foreign tourists do not understand what the horse keepers say. This can give the impression of less tourism management and the competency and the tourist may feel less convenience for those visiting Gedongsongo Temple.

Intensive training and facilitation have been managed. However, it has not been welcomed by the horse keepers. It might be caused by the lack of interest and desire to learn a foreign language such as English to encourage and empower their skills. The external factors such as age, duty, and physical factors, are also have role in causing it.

Methodology

The method used in this study is descriptive qualitative. According to Arwansyah (2017) that a study understanding the phenomena

experienced by research subjects such as behavior, perception, motivation, action, and descriptively in the form of words and language, in a special context that is natural and by utilizing various natural methods. "Qualitative research, the involvement of researchers in understanding the phenomenon experienced become important to be analyzed and can be described through the language (writing). The researchers describe what happens in accordance with actual events as objective truth. Data collection technique is the most strategic step in research. The main purpose in research is to explore the phenomena from the society, especially the communication of those horse keepers. Various ways have been done by researchers as an effort to find valid and accurate data. Therefore, data collection is done by observation and documentation to obtain objective and comprehensive data. Those are from documentation (teaching materials), observation, and interview.

Findings and Discussion

In learning English the horse keeper using the module which is appropriate their job and commonly used as a communication. They have difficulties on pronounce the words, and some sentence.

There are 55 people working as horse keepers on Gedongsongo Temple who join the English learning program English with international volunteers from Belgium and Czech on volunteering program offered by the Indonesia-International Work Camp (IIWC) form two weeks duration. The program is Short-Medium Work Camp (SMWC).

The native speakers were accompanied by Indonesian volunteer to help them explain the material which delivered by native speakers. This activity was considered as an alternative for horse keepers to have a good communication in English, because Gedongsongo Temple is a famous temple complex in Indonesia after Borobudur and Prambanan Temples. The obstacles faced are

the horse keepers' motivation to learn English and economical background.

1. The obstacles
 - a. Motivation

Motivation can be interpreted as an internal and external impulse in a person who is indicated by the presence, desire, interests, drives, hopes, and respect. Motivation is what makes one act states that motivation is the impact of one's interaction with the situation it faced (Uno, 2007).

According to Helleriegel and Slocum (2011, p. 249) there are three main factors that influence: (1) individuals, (2) job differences, and (3) scope of work or organization. Individual characteristics of different styles, attitudes and interests, who have the motivation to earn as much money as possible, will work hard and motivated employees will differ from those employees who are motivated to gain achievement. Different jobs, tasks, task significance, autonomy and different types of goods. The inherent difference to the job requires proper organizing and placement of people according to the readiness of each employee. Each organization also has different rules, policies, systems, gifts, and missions that will reflect on every employee. A person's motivation in the intrinsic motive that exists in a person, external stimuli can also affect, but also encourages the individual goal.

The motivation in oneself encourages a person to explore or a high awareness to do or change a view to a better activity. Motivation in principle is divided into two namely the motivation of each individual and motivation and encouragement from others and demands or policies. This role of motivation has an impact that will indirectly gain an inclusive benefit on the offender. Furthermore, motivation also comes from external support such as, support from their colleague.

External motivations have tight relation with human resource. Their concern to earn money is bigger than having good education.

55 members of *Komunitas Kuda Tunggang* (KKT) or horse keeper in Gedongsongo Temple was 20 % people who finished their secondary school. It is obviously clear that education gives big influence for during the job and it gets external and internal impacts. The data shows that from 55 members, only few people who had finished their education until secondary level.

Table 1. Horse keeper education level in Gedongsongo

No	Education Level	Amount (%)
1	Primary School	73%
2	Secondary School	18,2%
3	Senior High School	9%
4	University	0%

Educational level plays dominant role for the horse keeper in learning English to support their job at horse keeper and tour guide in Gedongsongo. They assume that they were too late and too old to learning more and they still can earn money with existing educational background. Horse keeper thought that studying only wasting time and money. In the real life, they made their children for helping them in weekend to be horse keeper also, and it seems become like a repetitive culture.

b. Economical Background

Some researches that led by Nizar (2011) discussed about the effect of the number of foreign tourists and the occupation to hospitality give big advantages for national income, global tourist promotion also help the national branding to introduce local tourism potential. In this research, researchers want to find out some aspects that have correlation to the tourism sectors which influence the regional income.

Another research explain that tourism sector has big influence both direct effect and non-direct effect from any tourism sectors. The influence can be measured from certain tourism activities. Direct effect that obtained by the foreign exchange which give big impact on the tourism employment and the non-direct effect that country get is

economic growth in regions which have tourism potentials. It also contributes to build employment and massive profits. It cannot be separated from the government role in facilitating, and implementing national programs to support national income from several areas such as:

- a. Free Visa.
- b. Visa on Arrival (VoA)
- c. Tourism Ambassador

Tourism profits on this study are come from some services that provide from private and national company which regulate the local tourism places. In this case some horse keeper who provide their services to get individual income from their job they are full work become horse keeper on Gedongsongo Temple. National tourism program are helping horse keeper to get and give exclusive income to tourism sectors.

They are the workers who rely their income on tourists who on the Gedongsongo Temple visited. They are living in low and medium level with the minimum income Rp. 600.000 to Rp 1.400.000. Hence, it makes them only concern on getting money for life. It is also will give the impact to their children in school ages for helping them to earn money after school and every weekend.

2. Learning English for Horse Keeper

In learning English horse keeper needs handout to help them to memorize and pronounce easier. The writer write handout customized and appropriate to horse keeper job usually used in offering the service and some common explanation to the international tourist who visit in there. Although, in teaching there are some obstacle that we faced, for instance horse keeper have forgotten vocabulary and pronunciation which learnt before, horse keepers sometimes are busy to attend the English class because their job and more reason.

The content of handout depends on their work. It means that handout for horse keeper. Sometimes, horse keeper have difficulties in English pronounce. So, the

writer has alternative way to help them make simple dictionary. For instance, in United State English “Good Morning” has phonetic transcription /,gʊd 'mɔ:ɪ.nɪŋ/ and the simple transcription for horse keeper is /Gud morning/. This alternative English handout works to help horse keeper on pronouncing the words.

The presence of horse keeper every attending the English course was decreasing day by day. From the data that researcher collected there are many factors that make them lazy or unmotivated to attend the learning English course. Only few horse keepers always stay and following the program for about 13 people until the course finished. This activity was interesting for few people who want to explore and keep learning, ignoring that they are too old in studying.

English for horse keeper during the program was learning four times in 2 weeks. There are 70% in the beginning of the learning, the attendance decrease until 20% there are only half of 55 member of horse keeper, and it was decreasing 20% in severly session. There were only 13 people who learnt English consistently and continued.

English learning was started at the evening, in a week there two times learning. In this activity would be 4 meetings in two weeks. After horse keeper working they spend the time to learn English. The English learning expectation are those horse keeper could apply the English communication to increase their skill which aimed to also impact on their income, even though indirectly. On the end of learning, the horse keeper should show the native speaking how their improvement. Role play is suitable to practice it, the native speaker tried to become real international tourist, and then horse keeper plays like them in their real job. Native speaker also ask something that related to the personal and basic information about Gedongsongo Temple.



Conclusion

English learning for horse keeper is different with the student in school. There are some obstacles from them. They do not have desire to improving their English communication skills. Horse keeper have lack motivation in learning English, those are influenced by internal and external factors. It shows that during the activities which proved that in 4 meetings decreasing in the attendance. However, there are 13 people who willing to attend English class.

Presenting real native speaker does not work to stimulate and learning together. In learning they also need some handout which appropriate to the object of term, in this case is horse keeper service. So, the writer write the handout based on horse keeper activity and need such as; greeting, horse attribute, and provide about Gedongsongo temple’s information.

The internal factor is very important since it drives some one willingness to learn, as showed by the horse keepers.

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USING QUIPPER SCHOOL WEBSITE AS AN ONLINE ASSESMENT FOR ENGLISH TEACHING AND LEARNING

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Abstract

This paper evaluates the affordability of *Quipper School* as an online assesment for teaching and learning English as a foreign language (EFL). It focuses on the evaluation of features which available in *QuipperSchool* may correspond to fundamental components of Computer-Assisted Language Learning (CALL) based on Chapelle's framework (2003), including L2-input exposure, interaction and linguistic production. The evaluation results indicate that *Quipper* is affordable for use as an online teaching and learning EFL assesment. More importantly, it corresponds to the three conditions of CALL, thus making it a potential media for activities used in teaching and learning foreign language.

Keywords: assessment, computer-assisted language learning (CALL), online, English as a foreign language (EFL), *Quipper*

Introduction

Education is important to develop English language to the society. It is also happened in Indonesia. Education helps English Language as the foreign language to be introduced and understood by Indonesian. They study English because it is an international language. English helps us to communicate with many people in the world. So, English becomes one of compulsory subjects from Junior High School up to University. Furthermore, the government provides a curriculum as the guidance of English teacher in teaching-learning process. In the English curriculum 2014, the learning activities involve listening, speaking, reading and writing. The four skills are taught cohesively.

In Indonesia, some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are not active so it makes the learners get bored. One of the ways to make the teaching reading effective is making the students actively so they will enjoy learning and they can improve their reading skill. Reading can be fun activity when we know strategy or

technique in reading. Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. We need technique in reading. Students need technique in reading to achieve reading goals. Technique can be an activity in reading. Learning to read is not same as learning to write. Good reading texts also provide good models for writing. It means students should get something which makes them interested in studying reading. To achieve the expected situation, teacher should give the students more activities that can attract their attention to participate in the lesson actively.

Basically, one of the targets of teaching and learning English at school is to make students able to communicate using English both written and spoken. To achieve this target, there are four language skills students must learn, they are listening, speaking, reading, and writing. Harmer as quoted in Kusnita (2014, p. 2) "Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills". However, the most basic skills the students must master are speaking and writing. Because they will use them in their daily life, or if the students have an opportunity to visit other countries or they

want to send an e-mail to their foreign friend who live abroad. For the purpose of reaching the target in English teaching and learning processes, the ministry of education of Indonesia has set up a curriculum. Curriculum is a set of planning, strategy, and rules about the goals, contents, materials, and strategy in the teaching and learning process in order to gain a specific educational purpose. Sometimes, the teacher uses media to help the students achieve their English competency.

The media will make the students enjoy and focus. The researcher will give the students tasks from www.quipperschool.com. The teacher will give questions and explanation about the recount text. Compare to traditional method which is usually monotone, the students only read and review the entire text but that been improve in Computer Assisted Language Learning (CALL) strategy because CALL strategy can used android, IOS or even computer. It makes the students more clear about the information and elaborate with their own knowledge. Traditional method also make the students have a less motivation to be active questioners, read for specific purpose and reflect following reading about whether the purpose was met. But CALL strategy can help the students to increase their motivation, access what they know, decide what they want to learn and whether it is likely to be in the passage, and decide what yet needs to be done after reading. Therefore, it is necessary to do research on the application of CALL strategy on English subjects in order to help the students assess their English competency.

In this journal, the researcher will examine the use of *Quipper School* as an online assessment for EFL learning. Specifically, she will evaluate the affordability of *Quipper* from a technical perspective; that is, whether or not some features available in *Quipper* help teachers expose students to L2 input, facilitate interaction among teachers, students and between teachers and students, and whether

they promote students' linguistic production. Then, the researcher provides a brief definition of two terms used in online learning and Learning Management System (LMS). The term 'online learning' which is also known as 'e-learning') is used to explain the use of the Internet as a technological tool that enables users to interact with the content, with other users; and to get support during the process of learning so that they can acquire knowledge, construct personal meaning, and to experience learning (Ally, 2008).

In addition, based on Anderson (2008), the term 'learning management system' (LMS) is described as an online learning platform or assessment, software that is devised to organize and manage learning. More specifically, LMS is defined as a "systemic infrastructure that manages the learning process of an entire organization" (Watson & Watson, 2007, p. 28). Furthermore, Paulsen (2003) explained that LMS is characterized by three fundamental features, namely the creation of course tools (the creation of modules, learning materials and group work), student and tutor support tools (access to learning materials, teacher-students and student-student communication) and administrative systems (registration, course enrolment, and grouping students).

In Indonesia itself internet grows very fast and even change people's lifestyle. Nowadays, people spend almost most of their daily hours in a cyberspace, especially in social networking sites. There are several popular application for learning many subjects including English Language. In this time, the researcher wants to introduce to the students a website called **Quipper School** (www.quipperschool.com). Quipper School is an online learning platform that engages students in learning and supports teachers in class management at elementary, junior high, and high schools. Teachers, at any public or private school, in any part of the world, are working hard every day to deliver the best education to students. More than 20% of

their working time is said to be spent on creating, distributing, and grading assignments. With the use of technology, Quipper School reduces teachers' workload by making assignment management easier. It enables teachers to give out and analyze homework efficiently, and to give more attention to individual students. Quipper School empowers teachers to focus on providing quality education to our future generations.

Literature Review

Computer was successfully helping people doing their work, including the use of computer in educational purpose. Both the progressiveness of Information of Communication Technology (ICT) and the use of computer in all parts of society also give impact to the form of learning media in teaching learning process. CALL as research for and study applications of the computer in language teaching and learning foreign language. Levy (1971, p. 1) stated that CALL embraces the wide range of ICT application and approaches to the teaching and learning foreign languages.

The computer has the information to be learnt and controls the learning environment. It is different with the perspective of CALL as a tool which refers to the use of computer as a means for teachers and students to enrich their work. It enhances the teaching process, usually by focusing on one particular learning task and aiming to improve it. In this view, computer does not replace the function of teacher and textbook rather than supplement them. It is used in normal classrooms with the teacher as the instructional leader in the language teaching. Further, the idea of CALL as a tutor versus tool becomes blurring. As suggested by Hubbard and Bradin (2004, p. 784), viewing tutor and tool-oriented CALL as mutually exclusive categories does not accurately reflect the reality of today's uses of CALL.

Nowadays CALL can be used both as tutor and tool because it often uses particular

software that embodies the characteristics and quality of both tutor and tool. So, in this study, tutor and tool are considered as parallel rather than opposing concepts of CALL. In short, to understand CALL, someone may see its abbreviation, acronyms, and concepts. From such things, CALL can be defined as a term to describe the use of computer as a tool and tutor for presenting language teaching and learning material as well as evaluating and improving students' work.

Teaching learning activity by using computer cannot be said as a CALL if it does not have the characteristics of CALL. According to Susilana and Riyana (2013, p. 186), there are seven characteristics of what is called as a CALL. First, it is content representation. In CALL, the learning material that will be presented is not in the form of a text only but it can be in the form of a video, animation, sound, and etc. It depends on the teacher's decision about which form that will be suitable to present the material effectively. And also, not all material should be presented in the CALL. The teacher should carefully select which material that will be representative to be shown in the CALL. So, teaching learning activity based on CALL will carefully consider the content of what will be shown to the students.

Second, it is visualization. In CALL, the material that will be learnt should be visualized by using or combining text with video, animation, sound, or etc. It is used to facilitate students to learn material quickly. In addition, it can empower faculties of students' retention. Third, it is using interesting color and high graphic resolution. Usually, CALL uses interesting template equipped with various images and objects which are suitable to the learning demand. The aim of using such template is merely to attract students' attention, avoid students' boredom, and to make students enjoy learning the material.

Fourth, it is the use of various learning strategies. In CALL, there are four

learning strategies. They are drill and practice, tutorial, stimulation, and educational game. Such learning strategies should exist in CALL. They can be designed separately or collaboratively. It depends on the learning needs and requests. Fifth, it is feedback and reinforcement. One of CALL characteristics is providing students with feedback and reinforcement. Students must be shown whether their answers are correct or not. They also must be given reinforcement or explanation about the answers. It aims to guide and evaluate students' understanding, as well as to give students' retention.

Sixth, it is self-evaluation. CALL also provides students with learning practice in which the students can automatically be shown their scores after they have answered all questions. If the scores are not maximally achieved by the students, the students are allowed to learn the material again. In other word, CALL should permit students to do self-evaluation. Last, it is individual or classical use. Teaching learning activity using CALL should allow students to use the program individually or classically. In addition, it should permit the students to use it not only in the classroom but also in their home. Therefore, the students can repeat the learning material again as much as they need.

In brief, teaching learning activity by using computer can be called as CALL if it has seven characteristics of CALL such as it can present and visualize the material. It uses interesting color and high graphic resolution. It uses various learning strategies. It provides students with feedback and reinforcement. It allows students to do self-evaluation. And, it can be used individually or classically.

The aim of the CALL is to find ways for using computers for the purposes of teaching and learning. CALL is the use of computer technologies that promote educational learning, including word processing, presentation, packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and

internet application such as email, chat, and world wide web (www).

There are many roles that computer can do to assist students in language learning. The number of its roles depends on the number of what it can do to help teacher. Generally, computer can do two main roles in language teaching. First, computer is used to assist instruction. Computer based instruction is the role of CALL to provide instruction. Based on this role, there are four types of instructional strategies that can be used in language teaching (Rusman, 2013, p. 3): drill and practice which is used to present material, exercise, as well as immediate feedback repeatedly; tutorial which is used to present an explanation or illustration of the new or being learnt material; simulation which is used to give students' a chance to apply their knowledge in the real situation; and instructional/educational games which is used to motivate students and develop their ability.

Last, computer is used to assist assessment. Computer-assisted assessment is the role of CALL to assess students' learning progress and to provide them feedback and correction during and after learning process. So, the roles of CALL are to assist instruction and assessment. In assisting instruction, CALL offers four types of instructional strategies such as drill and practice, tutorial, simulation, and instructional/educational games; while, in assisting assessment, the use of CALL is to give students feedback and correction.

Methodology

This research methodology of this paper is descriptive qualitative, which aims at describing and analyzing the data based on the theory is used. Based on this paper, the main data was taken from the website *Quipper School*. The analyzing of this data based on the basic operation and features and evaluation.

Findings and Discussion

1. Basic Operation and Features of Quipper School

Quipper is available online at <http://school.quipper.com>. The system is user-friendly as *Quipper*'s menu and sub-menu feature a simple design and accordingly, users can navigate all facilities available on the system with ease. This easy to use technology may promote users' positive attitudes towards the particular technology and it may eventually be a contributing factor to using it.

To start using *Quipper*, both teachers and students are required to sign up for an account. They can either use their *Facebook* accounts or create a new, free *Quipper* accounts. To get a free account, teachers and students need only to provide an email address, telephone number, and the name of the school. If their school has already registered in the *Quipper* database, teachers then can make a request to the *Quipper* ambassador at the school to assign their account into the virtual school classroom as seen in figure 1.

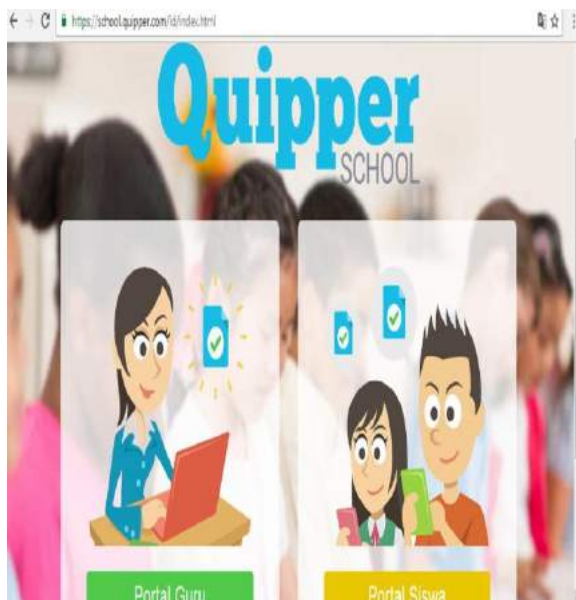


Figure 1. Start Up of *Quipper School*

After registration, users can then log in into the system with the username and

password they have already created. What is important to note is that *Quipper* will initially ask the user's role when logging into the system (see Figure 1). There are two roles for users: teachers and students (see Table 1). Each of these roles allows different access to *Quipper*'s three main features, which are 'Creation', 'Assessment' and 'Learning'.

Table 1. Menu and Sub-Menu in *Quipper School*'s Dashboard

Role	Main Menu	Sub-Menu
Teachers	Overview	Overview, performance
	Assignments	Assignments, examinations
	Curriculum	Curriculum
	Message	Message (personal), announcement
	Manage	Students, groups, teachers
Students	Assignment	To do, try it again, mastered
	Message	Messages, notices
	Study notes	Study notes

The 'creation' feature deals with setting up the learning classroom, the materials and the student participants. The 'assessment' feature facilitates teachers' use of the learning materials (lessons and quizzes) and assigning them to students. Learners then access these learning materials on the 'learning' feature. In addition to the three main features, *Quipper* provides a help facility (displayed as a question mark icon) to help teachers and students to understand the functions of each menu.

The 'teacher role' enables teachers to have full access to *Quipper*'s three main features. The role also grants teacher access to 'overview', 'assignments', 'curriculum', 'message' and 'manage' menus. The 'overview' menu provides brief information about active assignments submitted by the students ('overview sub-menu'), and students' individual performances ('performance sub-menu'). The 'assignment' menu allows teachers to create new assignments, distribute them to students and monitor their progress. The 'curriculum'

menu offers two options for teachers regarding the learning materials; they can either use the materials available on the *Quipper* database, or they can develop their own materials and use them to teach their students. The ‘message’ menu has two functions; firstly, it facilitates teacher-student communication, and, secondly, it allows teachers to distribute notes to all students. Finally, the ‘manage’ menu allows teachers to select course participants, group the students, and invite other colleagues to teach collaboratively within the virtual classroom.

The ‘student’ role is limited to accessing *Quipper*’s learning features. As shown in Table 1, three main menus on the student dashboard include assignments, messages and study notes. The assignment menu informs students about tasks that need to be completed. The menu also notifies them about the tasks they have already done and their level of mastery. In addition, the ‘message’ menu allows learners to interact with their teachers and peers. Unfortunately, this facility is suitable only for communication between two individuals, which may make group discussions difficult. The other study note menu allows students to write personal notes related to a topic or an assignment. It is important to highlight here that student users can only access the learning materials according to the classroom already provided by their teachers.

a. Evaluation

Technically, the *Quipper* web application meets all three standards of online learning platforms as described by Paulsen (2003), namely the creation of course tools, student and tutor support tools and course administration. The course-creation tools on *Quipper* are easy to use, and the student- and tutor- support tools address both teacher and students’ engagements in teaching and learning activities. For example, teachers can create a lesson that can be accessed by their students. Unfortunately, despite the availability of the administrative system, *Quipper* does not

offer an administrative function. Teachers, therefore, need to set up a new classroom, create learning modules, and select the participating students themselves. This administrative workload may be challenging for some teachers to some extent, particularly for those who are not familiar with a web-based learning management system. Moreover, Chapelle (2003) suggests three conditions of CALL pedagogy that EFL teachers should consider when incorporating technology into language learning classrooms; these are:

- (i) *Quipper* features enhance L2 input exposure

According to Chapelle (2003), the use of computer technology in the classroom should bring benefit to learners through enhanced linguistic input. The three types of language input suggested by Chappelle are salience (e.g. interaction with a grammar application), modification (providing any means that help learners to arrive at the meaning, such as through images), and elaboration (providing explanations). *Quipper* addresses these types of enhanced learning input. As a web-based learning platform, *Quipper* offers learners multimodal exposure (written, aural and visual) for foreign language (L2) input. For example, teachers can develop learning materials that are enriched by visual and audio media, such as text with illustration, images, videos or other multimedia resources. In order to do this, teachers can employ the multimedia tools available in ‘lesson’ and ‘assessment’ menus.

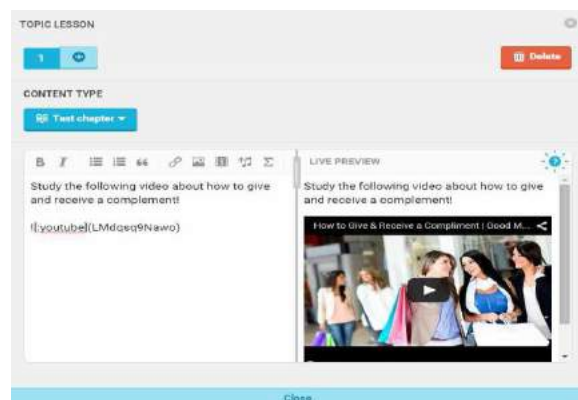


Figure 2. Embedded Video Taken From Youtube

Figure 2 above illustrates how teachers can embed images, audios, or videos in the lesson content or in assignments. The incorporation of multimedia applications in the learning materials in *Quipper* not only motivates students but also improves students' understanding of word meanings and linguistic forms from texts presented by the teachers. Unfortunately, *Quipper* is not enhanced with a speech recognition technology, technology that can identify or recognize words or spoken expressions. Such an absence reduces an opportunity for the students to interact with the computer verbally, thus, the learning of speaking is not feasible for the students.

(ii) *Quipper* features promote classroom interactions

Chapelle (2003) highlights three types of interaction that teachers should promote within language learning tasks: interpersonal interaction, learner computer interaction, and intrapersonal interaction. In *Quipper*, teachers and students are given an opportunity to get engaged into interpersonal communication. The 'message' and 'announcement' features help teachers to interact with colleagues and students. In addition, teachers can work collaboratively with their colleagues when developing a learning curriculum, or can design lessons (assignments) for the pupils together. To do this, teachers initially need to invite colleagues into their classroom through the Teacher Page, via email or on the Class Page, as shown in Figure 3 below:



Figure 3. Inviting Parents to Participate

In addition to interacting with colleagues, teachers can interact with the *Quipper* content developer through the 'curriculum' feature. The curriculum menu as shown in Figure 4 allows teachers either to develop their own curriculum (learning materials), or to use the available materials developed by the *Quipper* content developer in the *Quipper* database.

These teacher-colleagues and teacher-content developer interactions are advantages of *Quipper* that, as far the researcher have observed, are not available on other similar online learning platform.

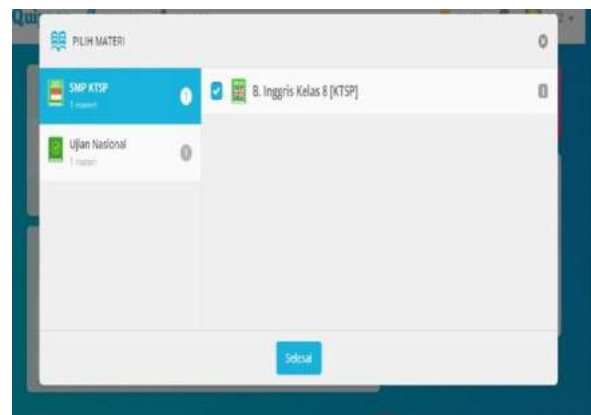


Figure 4. Curriculum Available in *Quipper* Database

What is interesting about the *Quipper* features for teachers, students, and teacher-student interaction is the integration with social media platforms such as *Twitter* and *Facebook*. This social media integration enables teachers to build social relationships with their colleagues and students effortlessly, and to monitor their students' interaction and the progress they have made without having constraints of time and place. Another advantage for students is that social media are integrated into the *Quipper* system because this not only helps students to socialize with their peers, it also keeps them updated about their learning progress.

(iii) *Quipper* facilitates students' linguistic production.

According to Chapelle (2003), the incorporation of technology in the EFL classroom should promote learning tasks that afford a wide variety of opportunities for

learners to produce the the target language. Chapelle (2003) suggests that learners' language production within CALL tasks should provide students with chances to plan before speaking or writing, to receive feedback so they can correct their linguistic output, and to suggest a learning scaffolding.

In *Quipper*, students' linguistic production is facilitated through the assignment feature; however, production is limited to aspects of students' writing skills such as vocabulary and grammar. Question types in the *Quipper* assignment system include a single answer, multiple answers, correct values, correct order, and categorize answer questions (Figure 5). The limited range of question type is reason for such a limitation and they should therefore be brought to the attention of the developers for further improvement of the system.

UNIMUS

Read the following text to answer question number 9

First, we went to Malioboro. We bought many souvenirs there. Then, we went to Parangtritis beach. We rode a horse along the beach. On the following day, we visited Prambanan temple. We took many pictures there. After that, we had dinner in a traditional restaurant. The foods were great.

Choose a TRUE statement about the information in the paragraph above here:

Pilih jawabanmu.

- 1 The writer and his friends rode a horse along Malioboro.
- 2 The writer and his/her friends went to Parangtritis and Prambanan in the same day.
- 3 The writer and his friends visited a temple before having dinner.
- 4 The writer and his/her friends had dinner before visiting Prambanan.

Figure 5. Multiple Choice on *Quipper*

greatest value of *Quipper* is that the features were user-friendly, and it supported the school's English curriculum. The student also can find *Quipper*, as an online platform or assessment, to be a feasible alternative for teachers to assign learning tasks to students outside the classroom. This is because *Quipper* grants teachers access to monitoring students' engagement with the task and enables them to evaluate their achievements, particularly in the areas of students' learning to read, listen and write English.

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Conclusion

In summary, *Quipper* fits the three conditions for an online learning platform, which makes *Quipper* affordable for EFL teaching and learning. More importantly, *Quipper* addresses the three conditions of CALL pedagogy suggested by Chapelle (2003), which are L2-input exposure, interaction and linguistic production. The

A BREAKTHROUGH

The Use of Lasvita (Android-Based Learning) for Better Writing at Senior High School Level

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Abstract

The total number of Indonesian students who use internet connection are 34 million students. Therefore, it is expected that a senior high school student can apply technologies to learn writing. Lasvita is one of media which is offered as a new media to teach writing for senior high school. Some teachers may skeptical with students who use android. Android is regarded as an obstacle in class because the students are more interested in mobile phone rather than the lesson. This research investigates student's perception taught by using this media. Mix method approach will be employed. The population is senior high school students at science major. 72 students are taken to be the samples, 36 new-entry students and 36 active students. Questionnaires and interview are employed as the instruments to collect the data. The assumptions factors of the better writing may be varied. They may include the interesting graphic, course work and challenging assignments are stimulating for knowledge building, and learning supports personalized-learning and is self-directed.

Keywords: Lasvita, android-based learning, writing skill

Introduction

Technology as the development of human's activities today has also impacted to English teaching specifically in writing area. Boonkit, 2010 in Pujasari (2014, p. 1) states that the modern world of media, mass communication, and Internet demands a good knowledge of English. Moreover, total number of Indonesian teenager who uses internet connection are 34 million students. Therefore, it is expected that a senior high school student can apply appropriate technologies, especially to learn writing. This reason also underlies the importance of conducting a research in writing especially in the aspect of technology. Lasvita which is product on android based-learning which is also as part of web-based learning is one of media which is offered as a new media to teach writing for senior high school. Some teachers may skeptical with students who use android all over the time (Mukalal, 2017). Android is regarded as an obstacle in class because the students are more interested in mobile phone rather than the lesson. By

knowing this problem, this research try to investigate the student's perception taught by using Lasvita.

Lasvita (Fitria, 2017) is as a part of web based learning in solution for the problems. Lasvita is an application for teaching writing especially to make an assessment through online system. It is a media of teaching writing skills that is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository and persuasive forms of writing. It provides chances for students to be independent in learning writing outside of classroom.

Knowing that the advantages of Lasvita are holistic and students-centered; it will help the students to maximize the use of their mobile phone, especially for independent learners. Some of previous study concern about mobile learning by doing action research (Chen, 2013), this research attempts to conduct this by using mix-method. This research will not only give some treatment, but also do the interview

with the students about their experience using this media to learn writing.

Materials and Method

1. Android-based learning

Mobile technology is the fastest growing technology in hi-tech industry (Hsu, 2013). During the past decade, mobile learning has attracted the attention of practitioners, because of the rapid development of telecommunication technology and its application to mobile devices. M-learning is acknowledged as greatly helpful in various educational scenarios, i.e., collaborative learning, independent learning, and lifelong learning.

One of the development of mobile learning is the use of mobile learning application in teaching and learning environment. Mobile learning applications are applications developed using various technologies and platforms (Pocatilu, 2010). It means that there is no doubt that in teaching and learning area, students are becoming easy and knowledge in the hand (Lee, 2012). Although it uses technology, project based on mobile learning are varied. They are vocabulary practice, quiz delivery, live tutoring, and email lesson content (Hsu, 2013). Some people may assume that it possible to spend more additional cost for traffic use (Hsu, 2013), but mobile learning is believed in facilitating learning materials anywhere and anytime (Ozdamli, 2011).

2. Lasvita application

Lasvita is one of product of web-based learning that stands for Language Assistance Via Electronic Device. It is a website program which is made to do language teaching, especially for writing skill. *Lasvita* is useful to help teachers in doing language teaching because it provides features that is easy to operate. All the students need to do to use this website is by signing up, register the account, and run the program.

This program is available for students who have android based mobile. It is

possible to use, because most of students has their own mobile. The teachers as a programmer control the activity of students. This program can't be operated without the permission of the teachers. The students can do the exercises provided, but to access the next exercises, the teachers should approve before the students run the program.

a. Teaching steps of Lasvita

i. Open the website

This is the profile of Lasvita. Before the students click anything here, this profile will appear.



Figure 1. Front Profile of Lasvita

To operate Lasvita, we should make sure internet connection and then connect to internet. Click the website address by using android. This depends on the connection. Good internet access will make the program easy to run. Actually, this program only need internet service data mobile, because the capacity is small.

ii. Signing in and Signing Up

The second step is registration. Two choices are presented.

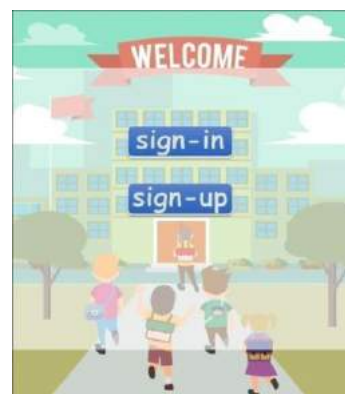


Figure 1. How to Enter Lsvita

This step allows the students to access the program, but they have to register and creating the account first by clicking sign-up. This is for security program. One account for one android. The data needed covers name, number, and email address. For them who are successful in creating account is permitted to sign in and access the material.

Teacher will tell the objective of the activities will be given by accessing Lasvita. The teacher will explain material, especially what kind of text will be learned, and what is the function of the text in their daily life. Next, the students will be informed about the indicators of writing by using Lasvita connected to projector so that they will understand. Teacher will make sure that the students understand well about the series of the activities today. When the students are ready to start the activity, the teacher monitors them by walk around the class. The teacher will recall the students to read the material carefully.

iii. One Click Mouse and Simple Test

This is the third step of Lasvita. In this step, the students will see eight buttons with eight choices. Before entering this step, the teacher will confirm about material. The teacher will explain that in this step, short question and answer will be presented. To check their understanding before continuing further activity, some of students are welcomed to come forward to present and share their understanding to class.

Next, the teacher will allow the students to practice in mobile phone using Lasvita. The test will be divided into multiple choice test, fill in the blanks, and write an essay. Multiple choice and fill in the blanks will be easy to do directly on mobile phone. On the contrary, for essay test the students may get difficulties to write before drafting first. Therefore, they will be given opportunity to compose it in a paper first and then type in the application.



Figure 3. Exercise Profile

iv. Progress Report

The fourth step is to know the progress. This is the figure of report that will be got by students. After presenting the material, let the students to do exercise, now time for the teacher to check the student's work. It is easy because Lasvita provides statistical data which can be monitored by the teacher who will act also as an administrator. Students are taken to see the big screen and discuss their work with the teacher.



Figure 2.4 Student's Report

This part also facilitates the students to know the progress comparing with all members of class. After this, teacher will confirm and make sure that the students understand well. Teacher will end the meeting, ask the students to search another text with similar genre and want them to compare with their work. The teacher make sure that she will check the student's essay work and ready to discuss in the following meeting.

b. The advantages of Lasvita

New learning theories and approaches enable to learn and teach in a

more effective way. Students can experience a sense of equality. Course work and challenging assignments are stimulating for knowledge building.

Students can work at their own pace, when they want. Web-based learning enables to study more deeply areas of interest. It encourages exploring material on your own and enables to skip over materials already mastered. Web-based learning supports personalised learning and is self-directed. It builds self-knowledge and self-confidence and encourages students to take responsibility for their own learning.

The Method Use

1. Research Design

In this research, the writer employs a descriptive- quantitative content analysis with qualitative approach. Using qualitative approach means the research is based on qualitative data and tends to follow the inductive mode of the scientific method. Johnson et al (2004, p. 45). While descriptive design, Gay (1992, p. 13) says that it determines and report the way things are. In accordance to Gay, also Riyanto (in Kholil, 2006, p. 31) explains that the explanation of the relationship between the variables and testing the hypothesis are not needed in this design.

Elaborated to quantitative content analysis, descriptive quantitative content analysis is applied using principle of objectivity. The categories arranged to be operational, that is, does not cause a double interpretations. The quantitative principle here is that messages that appear must be quantified to obtain frequency counts messages intended. (Ida, in Bungin, 144, p. 2003).

2. Research Site

The location of the research is at one of the State Senior High School in East Java

3. Participants

We invited 72 students of 2017/2018 academic year in science programs. The

students are coming from two classes, with each class consists of 36 students.

4. Instruments and procedure

The electronic survey questionnaire contained two blocks: (1) personal data (age, entering year, and sex); (2) presented 12 close-ended questions concerning the perception of the use of Lasvita to teach writing for 72 students. These questions are addressed the following attributes of the influence of Lasvita for their better writing: (1) Technology is important in our lives; (2) I am not interested in traditional media in the classroom; (3) Mobile learning cannot be regarded as an effective media to teach writing; (4) Mobile learning cannot help students to learn writing joyfully; (5) I dislike to work independently; (6) My previous teacher supported my personal need in learning English (7) The materials and assignment using traditional media motivates me a lot to make a good writing (8) learning only from book and whiteboard are the best (9) I don't see that mobile learning is important media to teach writing (10) I never dream and expect that my I can study English through my mobile phone (11) I do not want to use game for studying writing (12) I like manual scoring in English class. This research chose these twelve attributes based upon our review of the literature about teachers identity and factors influenced.

After collecting the data, the next step is analyzing the data. There are some steps in analyzing data. First of all, analyzing based on entering year in gform. Secondly, analyse each type of the factors in a given questions. Thirdly, analyzing the personalization and self directed learning by using Lasvita.

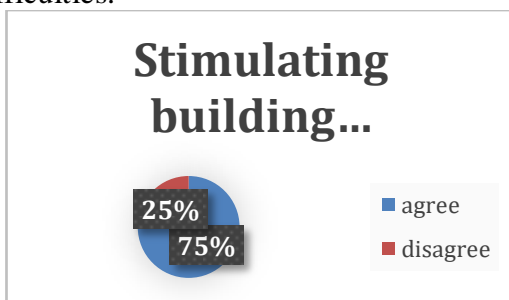
Findings and Discussion

The researcher took 72 respondents of science program students. Their academic years in entering post-graduate program are 2017-2018.

1. Stimulating knowledge building

Stimulating knowledge building by using Lasvita means that Lasvita is able to enhance the curiosity of students to think continually. The researcher gathers the data from 72 respondents by giving close ended question to dig up their idea about stimulating knowledge building. The questions are (1) Technology is important in our lives; (2) I am not interested in traditional media in the classroom; (3) Mobile learning cannot be regarded as an effective media to teach writing; (4) Mobile learning cannot help students to learn writing joyfully. Those questions evaluate whether lasvita can stimulate their building knowledge or not. After data result calculating and processing, the chart shows that 75% respondents have the perception that Lasvita helps them to think step by step in constructing idea to be written. It can be understood that the respondents have this ideology since their daily activities during English class always use conventional media, like whiteboard based.

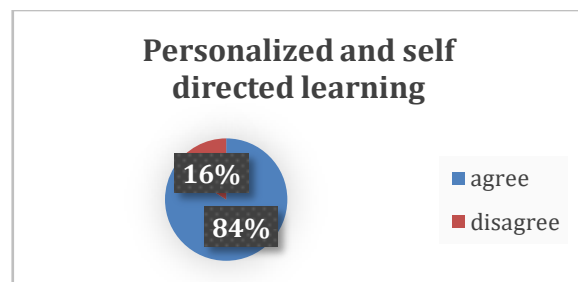
Using conventional media in their previous meeting, only give them knowledge how to start writing. However, by using Lasvita, they feel easy to start writing because it is composed orderly, so that they feel easy to write. They are introduced with the vocabulary, the mechanic, and organization before they start writing. It helps a lot to construct better writing without difficulties.



2. Support personalized and self directed learning

Based on these questions: (5) I dislike to work independently; (6) My previous teacher supported my personal need

in learning English (7) The materials and assignment using traditional media motivates me a lot to make a good writing (8) learning only from book and whiteboard are the best (9) I don't see that mobile learning is important media to teach writing (10) I never dream and expect that my I can study English through my mobile phone (11) I do not want to use game for stuying writing (12) I like manual scoring in English class, the researcher gets the result that mostly, students agree that Lasvita can facilitate them to learn more personal and more self directed. Fundamentally, each student also need to work independently with a good material and media. They also explain that working in group too, especially for writing, take them into the situation where they always be dependent to others. Consequently, they will lose their confidence when they want to put some ideas in writing class. Lasvita also give them opportunity to work outside of the class. They can practice the material after school and in their leisure time. The students are free, to do the exercises they want, such as vocabulary. More over, using Lasvita also makes the scoring effective, because they don't need to wait too long for the score.



Conclusion

In the trend of using android just for accessing social media, the conventional teachers actually have an opportunity to direct the students in a such condition where mobile phone can also be an effective media to learn English, especially writing. The creativity of the teachers are required. By using appropriate strategy and good monitoring, mobile phone no more becomes a threat for students in senior high school.

The teachers need to encourage themselves to familiar with android based learning itself. Because in some cases, actually the factors that prevent this effectiveness of using this kind of media is the readiness of the teachers. Lack of confidence and limited experience to try it in class become serious problem.

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THE STUDENTS' PERCEPTION TOWARD THE USE OF COOPERATIVE INTEGRATED READING COMPOSITION IN TEACHING READING REPORT TEXT

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Abstract

Reading skill is very important for students who mostly learn English through written text. They need some models from the teacher in comprehending reading text especially report text. This condition happened in SMA Negeri 1 Gubug. They still needed some models and attractive method in comprehending report text. They also felt less motivated and noisy when they read a text without any attractive activities. Therefore, this research is focused on the analysis of students' perception using Cooperative Integrated Reading Composition in teaching reading report text. The method used in this research was descriptive qualitative one. It used questionnaire as the data collection. The results of this research showed that the students' perception in reading report text using Cooperative Integrated Reading Composition had good responses and they joined the discussion enthusiastically. To sum up, the use of Cooperative Integrated Reading Composition gives a good impact for the students' reading ability viewed from their perception.

Keywords: students' perception, cooperative integrated reading composition, reading, report

Introduction

Reading skill is very important for students who mostly learn English through written text. They need some models from the teacher in comprehending reading text especially report text. This condition happened in SMA Negeri 1 Gubug. They still needed some models and attractive method in comprehending report text. They had less motivation and less interested when they read some texts especially report text. As we know that by reading a lot, students can enrich their vocabularies and their understanding to create a writing product. It means that, they need some stimulus to overcome their boredom when they read every time. In this case, the researchers applied CIRC strategies to support the students' perception on reading report text.

Reading is an interactive process in which readers construct a meaningful representation of a text.

The students are cooperative in reading by using CIRC and give the responses to a text (Gupta & Ahuja, 2014, p. 39). In addition, Adeyemi (2008) found that

students exposed to cooperative learning strategies performed better than their counterparts in the other groups. It means that cooperative learning or CIRC gives learning the team ability.

Therefore, this research is focused on the analysis of students' perception using Cooperative Integrated Reading Composition in teaching reading report text because they were less interested in reading skill, so the researchers support the students in learning quickly and have the right techniques.

Methodology

The method used in this research was descriptive qualitative one. It used questionnaire as the data collection. The subject of the study was the second year of Senior High School 1 Gubug. The researchers took two classes at the second year of Senior High School 1 Gubug.

The researchers used students' perception questionnaires which distribute to the students and analyzed the questionnaires using qualitative data analysis. Then, researchers analyzed the data qualitatively.

The questionnaires consisted of 10 questions which was chosen one of the answer in number with (V).

The criteria of the questionnaires were valid if $r_{arithmetic} > r_{table}$ in the significant standard $\alpha = 5\%$. Here was the result.

Table 1. The Result of Questionnaires' Validity

Criteria of Validity	Questionnaire Number
Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Invalid	-

The result of the questionnaires validity showed that all of the questionnaires could be used in the research, because $r_{arithmetic}$ was better than r_{table} .

Findings and Discussion

The results of this research showed that the students' perception in reading report text using Cooperative Integrated Reading Composition had good responses and they joined the discussion enthusiastically. The results were obtained using the correlation product moment, formula.

The questionnaire had four categories. There were four answered such as; bad, neutral, good, and very good. It can be seen in the diagram below.

Table 2. The Result of Students' Perception Questionnaire

Number	%	Mean	Criteria
1	3.16%	3.16	Good
2	3.29%	3.29	Very Good
3	3.10%	3.10	Good
4	3.27%	3.27	Very Good
5	3.16%	3.16	Good
6	3.27%	3.27	Very Good
7	2.73%	2.73	Good
8	3.29%	3.29	Very Good
9	3.16%	3.16	Good
10	3.16%	3.16	Good

The mean of the scale above that the qualification for scoring two were very good and eight were good. The average mean of

questionnaire in criteria good had interval $2.50 \leq x < 3.50$. The result of calculation the questionnaire score percentage.

$$\begin{aligned} \text{Percentage} &= \frac{\text{the total score} \times 100}{\text{the amount of maximum score}} \\ &= \frac{1126}{1480} \times 100 = 76.08\% \end{aligned}$$

Based on the result of computation the percentage questionnaire above, the result was 76.08%. It meant that the interval had good category. The students in the experimental used CIRC was supported and significant.

There was scale of the percentage result qualification for scoring questionnaire such as:

Interval (+)	Interval (-)	Criteria
$3.25 \leq x \leq 4.00$	$1.00 \leq x < 1.75$	Very Good
$2.50 \leq x < 3.25$	$1.75 \leq x < 2.50$	Good
$1.75 \leq x < 2.50$	$2.50 \leq x < 3.25$	Poor
$1.00 \leq x < 1.75$	$3.25 \leq x \leq 4.00$	Very Poor

It was the result of calculation the scores of students' perception questionnaire:

$$\begin{aligned} M &= \frac{\sum \text{score}}{\sum \text{questionnaire}} \\ &= \frac{30.43}{10} \\ &= 3.043 \end{aligned}$$

Based on the computation of students' questionnaire above, the result was 3.043. It counted that the interval 2.50-3.25 from the criteria was good. It showed that the students had good effect in learning English using CIRC in their reading comprehension. The result of students' responses showed that there were eight answers were good and two answers were very good. It meant that the students responded well and they could learn easily using CIRC.

In addition, the researchers distributed questionnaires which to be answered by the students. The questionnaire consisted of ten questions. Firstly, the statement was the understanding about the reading text. It had of 3.16 which was

categorized good. Most of the students answered agreed. It meant that the students understood the information of the text when doing CIRC was applied. Secondly, the statement was the students enthusiastic. It had 3.29 which was categorized very good. Most of the students answered agreed. It meant that the students enthusiastically. Thirdly, the statement was “the important in learning reading. It had 3.10 which was categorized good. Most of the students answered agreed. Fourthly, the statement was reading is applied and help the students understood. It had 3.27 which was categorized very good. Most of the students answered agreed. Fifthly, the statement was the lecturer creates fun learning atmosphere. It had 3.16 which was categorized good. Most of the students answered agreed. Sixthly, the statement was the students like the reading”. It had 3.27 which was categorized very good. Most of the students answered agreed. Seventhly, the statement was the different application the reading. It had 2.73 which was categorized good. Eighthly, the statement was the interest of the reading text. It had 3.29 which was categorized very good. Ninth, the statement was the difficulties in applying the reading. It had 3.16 which was categorized good. Lastly, the statement was the benefit of reading. It had 3.16 which was categorized good.

From the explanation above, the students were enthusiastic, not boring and enjoyed the reading activities. It could be concluded that CIRC could create good atmosphere in reading activity.

Conclusion

The results of this research showed that the students' perception in reading report text using Cooperative Integrated Reading Composition had good responses and they joined the discussion enthusiastically. To sum up, the use of Cooperative Integrated Reading Composition gives a good impact for the students' reading ability viewed from their perception.

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INFOGRAPHIC

Avoiding Monotony in Presenting Teaching Materials

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Abstract

Monotony fashion in presenting teaching materials implies the reliance on utilizing one medium to serve the teaching materials. Teachers need to be creative in serving their teaching materials to avoid boredom and monotonousness. Infographic is a versatile tool which can be employed to serve any purposes. In addition, it makes complex information eye-catching. Through its graphic color and animated picture, infographic strengthens the purpose of the lesson taught. Many publishers in 21st-century era reinvent infographic tools to design the infographic. This paper, however, is aimed at reviewing Canva as the infographic tool. Canva provides various themes and professional layouts for creating the compelling infographic to present the teaching materials. In addition, it is a simple tool which is extremely easy to use.

Keywords: monotony, teaching materials, infographic, Canva

Introduction

Teachers are demanded to deliver the teaching materials in a creative and interactive way in order to give the students interesting learning experience. Digital technology helps ease the teachers to design their own teaching materials in more attractive style using various technological products both hardware and software. The invention of internet technology supplies the teachers with humongous sources of learning materials. In addition, it provides a bulk of free online software to design the learning materials.

Although the invention of digital and internet technology is possibly giving many alternatives to design the learning materials, some old-fashioned teachers still depend on the textbook. Brigs (2014) aptly asserts that teacher “speaks in a monotone voice and reads aloud from the textbook”. Nowadays, educators focus on raising students’ achievement by integrating technology as a tool (Costley, K.C., 2015; Christen, 2009). Technology, moreover, not only helps escalate the achievement but it also “promotes students’ autonomy” (Condrat, 2014).

As there are various technological products for presenting teaching materials, it can be challenging to select the perfect and suitable technological tools. Infographic can be one of the alternatives to serve the purpose of presenting teaching materials in a concise, yet attractive design as it has powerful visualization. Tong and Bakhan, as cited by Baglama, et al (2017), emphasize that Visualization makes the materials more “accessible, understandable, improvable and

manageable”. The visualization includes real objects, printed materials, graphics, movie and animation. As learners often face difficulty in learning a concept, visualization facilitates the learners to understand the “conceptual knowledge (Balagma, et al., 2017).

Teachers or instructors can create the infographic using the CANVA application. One of the best things about Canva is that it allows the users to take visual learning to a new level: Students and teachers can become “design thinkers,” meaning that they can become skilled at imagining and creating solutions to problems rather than identifying existing ones.

Learning and teaching happen as people envision, create, share, and revise. All the things needed are the right tools for the job. Teachers can transform their idea into its infographic (Brigs: 2014). In designing the infographic, creativity is strongly needed as Canva allows the designers to custom their own design.

Methodology

This study is based on a literature review which aims to provide a perspective on the role of the infographic for the educational needs. In addition to the aim, the study is qualitatively reviewed. The review includes the examination of the infographic maker features and students’ perspective on the infographic, in this case, is the perspective of the students of MAN 2 Semarang. The students’ perspectives are interpreted qualitatively.

Discussion

1. Teachers' perspective on Canva

Infographic is an application in summarizing information in an eye-catching way. Canva Its application is very useful for students to get main points of the material sharing. Canva provides humongous beautiful graphic pictures to ease the teachers illustrate their concept. Canva allows the teachers to organize all the resources students need for a class.

Canva is considered as the user-friendly application due to the fact that it has simple navigations.

a. Simple Log-in system

Teachers can access the application using the computer. The users will have to click the application website: www.canva.com and simply log-in bu using Google or Facebook accounts. Users, however, can sign-up to create their own account if they do not yet have the Canva account. The interface of the log-in system is shown by the following figure 1.

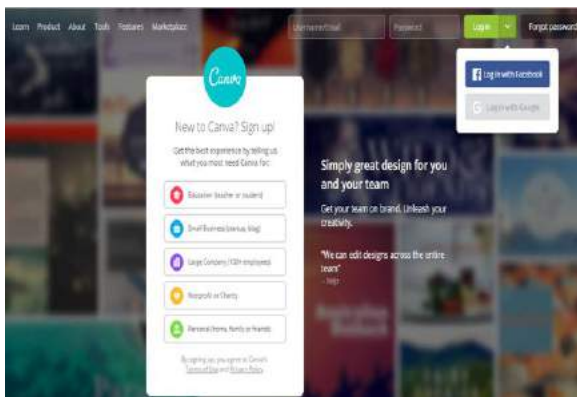


Figure 1. Canva Log-in system

b. Attractive features to create design

Canva offers varied features to create a wide-ranging design from poster to infographic. There are many layout templates for free (Figure 2). Infographic should be chosen once the users would like to design the infographic.

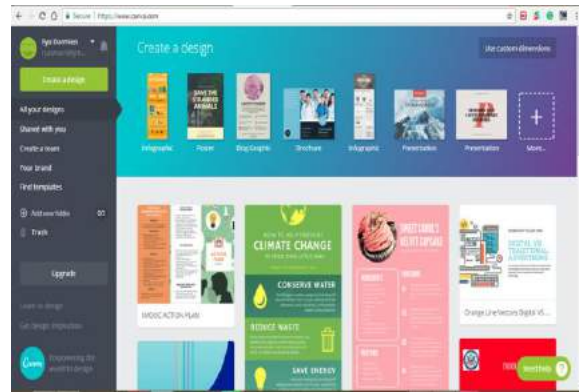


Figure 2. Canva Features



Figure 3. Sample of chosen template

The teachers can choose the template and personalize the template to serve their purposes (see figure 3). Besides, the application supplies the bulk of animated pictures to illustrate the design. The users also allow using their own animated pictures from their own storage by uploading the pictures to the application. Once the users finish the design, the infographic can be downloaded into various extension formats such as portable document format (pdf) or image format (png, jpg).

c. Infographic for presenting Teaching Materials

Figure 4 elucidates the infographic which is designed by using Canva application. The infographic was used to teach English to the first graders of senior high school (MAN 2 Semarang). The students have elementary to the medium-intermediate level of English. They joined English class as it is a compulsory subject.



Figure 4. Infographic for teaching English

The material on the infographic deals with present tense. For illustrating the concept knowledge, the infographic is added some animated pictures which are available on Canva for free. However, not all pictures can be used freely as some Canva also locks some paid pictures. To overcome this matter, teachers can use their own pictures from their own storage.

The infographic visualizes the concept of “present tense” which actually improves the students’ reception and understanding towards the concept of knowledge. Furthermore,

infographic helps students understand the materials a bit quicker as the students do not need to read a sophisticated concept of present tense and its implementation like the textbook does.

In other respect, infographic helps teacher summarizes and elaborates the materials in a non-monotonous way. Infographic has powerful visual texts which can be personalized to serve the teaching purpose. Unlike the other teaching media, infographic carried concise description for explaining the concept knowledge to the students.

2. Students’ Commentary on the Infographic



Figure 5. Students’ discussion

The students’ commentary on the infographic can be summarized as follows:

- “I love the picture”
- “It’s easy to follow the plot”
- “Infographic is interesting. I like the pictures”
- “I like the color”
- “I can open the picture in my HP”
- “I can follow the story using present tense”
- “The background is interesting”

The above excerpts summarize the students’ personal testimony on the infographic. Most of the students love the infographic as it helps them understand the material better. The plot explains the daily routines well using the present tense. In addition, the pictures give powerful illustration over the plot so that the students easily visualize and understand the “concept knowledge”. Besides, the infographic can be saved in different digital extension formats such as PDF and PNG so that it allows the students to open the infographic via their own mobiles. In this way, the students can simply reopen and

read the file of the infographic anywhere anytime.

Conclusion

Infographic is a free application which can be used as the alternative to present teaching materials in a captivating way as it has vivid pictures. In addition, it helps the students understand the “concept knowledge” being taught by the teachers, for it has powerful visual text to visualize the concept. The students experience fun learning atmosphere as they can discuss the infographic with the peers and more importantly they do not need to read a long textbook to understand the concept.

Although the application is considered as a free application, the teachers should anticipate for the paid illustration pictures. The cost, however, can be averted by avoiding download paid pictures. Alternatively, the teacher can upload their own pictures from their own storage to Canva. In addition to the anticipation, internet reliability is the paramount thing should have been made sure before accessing Canva as it requires an internet connection to access this web-based application.

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ENGLISH STUDENT TEACHERS' REFLECTIONS ON E-PORTFOLIO ASSESSMENT

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Abstract

Assessment in teacher education has the primary goal of developing English student teachers as self-monitoring and self-assessing professionals who are able to learn reflectively from their experiences and practices. We need an assessment tool that enhances the capacity of English student teachers for self-assessment and reflection on their levels of developing knowledge and practice. We need to consider *what* we are assessing, *how* we are doing it but also *why* (Brown & Knight, 1994). E-portfolios engage students in authentic assessment that allows them to see how and what they are learning, and how they are progressing over time. E-portfolios acknowledge the value in diverse approaches to learning and students have the opportunity to use multiple strategies for demonstrating their knowledge. In this study, the E-portfolio offers a rare opportunity to conduct an in-depth exploration of, and reflection on learning. It allowed students to practice, self-evaluate, and make adjustments or corrections before completing their final work. Several English student teachers noted that the technology gave them the opportunity to be reflective in ways they could not, prior to employing the E-portfolio.

Keyword: Assessment, E-portfolio, English Student Teachers, Reflection

Introduction

The use of electronic portfolios (e-portfolios) in teacher education programs has become popular (Clark & Eynon, 2009; Ntuli, Keengwe, & Kyei-Blankson, 2009; Granberg, 2010). Electronic portfolios are considered to be a manageable system for collecting, organizing, storing or displaying all of the writing, videos, presentations, project and artwork learners produce (Fahey, Lawrence, & Paratore, 2007; Barrett, 2007). E-portfolios can be used to foster transformation in teacher beliefs through critical reflection and ownership of their learning (Stansberry & Kymes, 2007; Ntuli et al., 2009). Stansberry and Kymes (2007) claim that "e-portfolios are strategies of reflection both in the selection of artifacts and development of the portfolio, and in the statements of reflection imbedded with the artifacts and examples of learning".

E-portfolio can be sufficiently defined as simply an online version of the more familiar printed portfolio. E-Portfolio promotes self assessment, this is a way to involve students more with their own learning processes. The students evaluate

their own learning processes and their end products as comprehensive learning reflections. Thus are important in promoting the teacher candidates in reflecting the teaching experience in micro teaching course.

At present in teacher training intuitions, in this case is micro teaching course, the student teachers are trained through traditional approach of teaching and measurement of the extent to which the trainee acquires a skill in particular and general teaching competence is very vague and unscientific. Hence in order to make teacher education program effective and to bring qualitative improvement, some other technique or approach should be adopted so that the opportunity for the development of various skills among teachers may be increased. The use of E-portfolio in micro teaching course which is one of the recent innovations in teacher education may be an answer of our problem. This study tries to explore the English student teachers perceptions in reflecting their teaching experiences using e-portfolio in micro teaching course.

Specific to a teacher education setting, portfolios have a variety of purposes: to teach prospective teachers how to be reflective, to assess their readiness to graduate, as part of the process of registering beginning teachers, and as part of teacher education programme accreditation (Zeichner & Wray, 2001). Portfolios can serve to measure achievement for practicum work and to foster reflection on teaching (Smith & Tillema, 2003). As McNair and Galanouli (2002) argue, a reflective portfolio is a way of embedding theoretical principles, skills and knowledge in classroom practice, of making meaningful connections between university based learning and the classroom context, and of helping to improve performance and develop competence.

Methodology

1. Research Design

This study employs a qualitative research design. The case study was used to explore the data gathered through the interviews, questionnaires and peer reviews' documentation. By the purposive sampling to the English student teachers enrolled in micro teaching class, this study is expected to give the deep exploration of English student teachers' perceptions about E-portfolio as their showcases in reflecting their teaching competencies and surely teaching experiences.

2. Research Participants

The participants involved in this study were the English student teachers enrolling in microteaching class. The population of the study 76 students; 36 students in A class, 25 students in B class and 15 students in Evening class. All students were assessed using e-portfolio but not all the students were chosen as the samples of the study. There were only fifty five students selected purposively from each classes who were employed as the participants. Those fifty five students represents three different level of ability in

prerequisites courses. It promotes a wider and objective points of view.

The number of English student teachers as the participants of this study is fifty five. However, not all participants were interviewed due to the research feasibility. Therefore, volunteer sampling is employed to select the English student teachers to be interviewed. Their participation are based on their willingness to be participants of this research. The English student teachers who agree to do interviews submitted their questionnaires when it was given in the beginning of microteaching class. After that, they filled the consent form that informs that they agree to participate in this study starting from their enrolling in microteaching course until the end of the semester.

3. Data Collection & Data Analysis

The open-ended reflective questionnaire as well as the interview to the chosen participants collected to describe how the English student teachers' perception toward e-portfolio assessment in micro teaching course.

Most of the data collected were analyzed and evaluated in various ways qualitatively in order to answer the research questions. These was included all open-ended responded to the questionnaires, interview transcriptions, field notes and document analysis. Descriptive statistic were used to calculate the percentage of the frequency responses. They are conveyed through a narrative passage. In addition, figures and tables were used to represent the information about the findings such as the screenshots of e-portfolio and students; perceptions to reflect the quality of the e-portfolio and to illustrate their reflective practices.

Findings and Discussion

1. Findings

An E-portfolio can reflect the students' learning process and progress. ICT as multimedia-tool gives just an extra

possibility to collect other than written materials. Technology enables the use of a range of media – video, sound and images – as well as text to show both the learning process and final products.

In the process, the English student teachers do three primary activities which are, collecting, selecting and reflecting. Collecting: the English student teachers collect the data which are needed in teaching process such as lesson plan, teaching media, and video recorder to record the teaching learning process. In the next phase, they need to select which is the best document that would be uploaded in the e-portfolio platform (www.e-portfolio.online) as shown in the figure 1, all the documents uploaded have been revised by the student teachers based on the feedbacks from the micro teaching lecturers. In the last phase, the English student teachers must reflect on the way they are experiencing the teaching learning process by watching the video and having feedbacks from the peers.



Figure 1. The Display of the E-portfolio

The questionnaire has been distributed to the students in getting the students' perceptions after completing E-portfolio, there are 10 questions which have similar information gathered with the first questionnaire. The first three questions should be answered in scale about initial informations on their ability in technological issues, the other seven questions should be answered in essay writing to get clearer and more comprehensive description about their E-portfolio experiences in micro teaching class. The recap of the students' first three questions, can be seen in the following table of percentage:

Table 1. The Recap of the Students' First Three Questions

No	Questions	Scale	Total	Percentage
1	How would you rate your ability to work with computers	5	3	5.45%
		4	22	40.00%
		3	27	49.09%
		2	2	3.64%
		1	1	1.82%
2	How comfortable are you with the idea of using an E-portfolio	5	2	3.64%
		4	12	21.82%
		3	27	49.09%
		2	14	25.45%
		1	0	0%
3	What value do you place on the e-portfolio as it pertains to your teaching practices	5	13	23.64%
		4	16	29.09%
		3	18	32.73%
		2	8	14.54%
		1	0	0%

From the table, the data show that most of the students have had “standard” ability in operating the computer or internet. Only one student who claim herself as illiterate in computer because of her age. She is a senior English teacher in medical vocational school in Pekalongan and always asks for young teacher's help to do some computer's works. For the second question, 49.09% chose to rate themselves as in normal feeling when the idea of using E-portfolio has given to them, the third question serves how they feel about the advantage of E-portfolio toward their teaching practices through overall teaching reflections. Most of the English student teachers argue that the use of E-portfolio was rated as “useful” and some as “somewhat useful.” While some might be discouraged by this, it appears to be a good start.

The important point is that none of them thinks that E-portfolio give no advantage to their teaching practices, it proves that the use of E-portfolio manifest great opportunities to be developed in the future.

After having document analysis to the questionnaires, the data (question 4) asked students for their preference for producing a portfolio, giving them a choice between an e-portfolio and a hard-copy portfolio. The result shows that from all fifty five participants, there are thirty three students agree with the application of E-portfolio and the other twenty two participants prefer to use binder portfolio or

traditional portfolio. The percentage of students preferring the e-portfolio over the hard copy changed from 43.8% pre-survey to 60% post-survey. Students seemed to be split evenly between the hard-copy portfolio and the e-portfolio but at the end of the course, there was a slight decrease in the number of students preferring the e-portfolio.

Lecturers' comments and feedback are fundamental. Most of students feel motivated to know their weaknesses during the teaching learning process through lecturers' feedbacks. The importance of offering constructive and timely feedback to ensure that students are able to integrate all received comments on their work have become crucial to ensure that learners are able to develop their own skills. At this stage, it is also important that students realize the benefits of the regular engagement into the learning process by being involved in the continuous assessments and, at the same time, they are trained to reflect on their achievements and experience. Constant engagements and a "habit" to write reflective comments are two important components which are necessary for the completion of E-portfolio.

Along with all these aforementioned positive aspects of the E-portfolio, most of students noted challenges in two areas: one is a lack of peer interaction. One noted, "my online learning experience was positive, but I wish there would have been more peer interaction". They felt isolated from peers and preferred to have more opportunities and diverse channels to communicate with lecturers and peers. Examples of their comments were, I wish there would have been more peer interaction. I enjoyed doing peer reviews, but felt it would have been helpful to have more threaded discussions and chats. During all this time in the E-portfolio, I have communicate with my lecturer and peers only through offline.

Some students commented that the reflective practice was one of the most valuable learning processes they had

encountered throughout the entire course. It helped them become aware of their strengths and weaknesses, analyze and evaluate their own work, determine their professional and personal growth, and ultimately support their understanding and growth. A number of students indicated that they would use reflection in the future.

The least concern about the use of e-portfolio asserts in questions 8, most of students have the same arguments on the troubleshooting appeared during uploading the video that need the whole night. The technical issues are very crucial since the portfolio works online, the display which standard and blog-like makes the students not so engaged in giving their best.

Overall, all students stated that their experiences was very positive, enjoyable and beneficial. They acknowledged that the program has had a huge impact on the way they approach education and learning. One student commented, "Overall I feel that this program has made me much more effective in my responsibility as a teacher and the end result is that 'my future students' receive the benefits."

From the very beginning of the E-portfolio, I have been taught ways to reflect, as well as had ample opportunities to practice reflecting on my work. I have been given the opportunity to answer questions regarding experiences, which have taught me how to reflect, as well as opportunities to reflect on my teaching experience. I look back at each event and see how it impacted my product, thoughts, and processes. Reflections have given me the opportunity to gain insight into what I have achieved and how the process of what I've learned has evolved.

"The E-portfolio has given me opportunities to learn new technologies and programs. I have used my skills in editing digital video and audio to create enthusiasm in the classroom." One student wrote, "I design and develop interactive training materials with various multimedia authoring

tools to accommodate self-learners and provide resources for learners”.

All students discussed one or more specific multimedia-authoring tool that they used to develop and deliver instruction. For instance, most of students indicated that they managed the implementation and evaluation of new technologies in his classroom for the use of enhanced instruction. One student noted, “In the past the little bit of technology I used was poorly planned for and seemed to almost be a side note instead of being integrated into what I was teaching. I now feel I’m able to determine when it is appropriate to use technology and which technologies are best to use.”

2. Discussion

The findings of studies show not only the reflective practice could be developed in micro teaching study but the other researches also revealed the same result that microteaching is effective in increasing planning, implementing teaching self-efficacy beliefs and reducing the teaching anxiety of pre-service teachers (Bell, 2007; Benton-Kupper, 2001; Huber & Ward, 2001; Mergler & Tangen, 2010; Peker, 2009).

As a result, the studies show that the application of e-portfolio in teaching reflection feature in microteaching course positively affects the teaching competence of English student teachers’ reflective practices. With limitations such as short amounts of preparation time and an internet network that had unpredictable outages, English student teachers still managed to integrate technology into the lessons with positive outcomes. In no cases did the technology hinder or distract from classroom learning objectives. As the prospective English teachers gain more experience and confidence from integrating technology with the E-portfolio, one would assume that their level of technology integration would increase over time.

According to Dwyer, Ringstaff, & Sandholtz (1990), teachers progress through

several stages of instructional and technological evolution as they become better at integrating technology. Most of the English student teachers did not use technology from the E-portfolio to integrate technology simply for the sake of using technology. While in some cases they could have been nearly as effective if they had not integrated technology, the use of technology made the lessons more powerful because students had greater ownership, were more reflective, and used real-world skills.

The potential for richer data and results also seemed to come about due to an increase in the opportunity for student reflection. For example, during the observations, it was noted on several occasions that students shot a practice take with the video and then a final take. This method allowed students to practice, self-evaluate, and make adjustments or corrections before completing their final work. An unintended result of the use of recording technology like video led to a higher level of reflection and editing on the part of students without teacher intervention. Several teachers noted that the technology gave students the opportunity to be reflective in ways they could not, prior to employing the E-portfolio.

Developing a system that meets both assessment requirements and a student-centered approach for professional development requires communication and compromise within the college and the departments. These compromises may force faculty into a more positivist or prescribed approach to learning than they are comfortable in implementing, a tension that is to be expected (Barrett, 2004). Given that most faculty members adopt innovations at individually varying rates, achieving faculty compliance takes time and development (Rogers, 1983).

Successful implementation requires ongoing communication and coordination between and among the faculty members, in this case are the micro teaching lecturers, the head of department and the head of

teaching practicum unit. The respondents for this study stated that the head of teaching practicum unit had to address the broader issues of determining which artifacts or assignments documented the standards, and developing common rubrics or assessment structures. Faculty members had to decide on common goals across courses sections in a valid and reliable manner. The high commitment and consistency in maintaining the e-portfolio also become the concern of this study, the very busy schedule in one semester makes the lecturers have limited time to check the students' e-portfolio each week. Sometimes students were quick to notice and question any inconsistent implementation and differences in requirements.

Conclusions and Suggestions

1. Conclusions

From the result of the study, there are some conclusions that can be drawn:

- a. Students can take increasing responsibility for their own learning by recording and reflecting on their learning in an E-portfolio.
- b. Students can carry their E-portfolio throughout their lifelong learning journey and use it to record, assess, evaluate, and reflect at any time.
- c. Students can increase their ability to learn by taking ownership of and developing strategies for self-assessment, and monitoring their own development.

2. Suggestions

From the result of the study, there are some critical points that can be seen from the suggestions as follows:

- a. Critical thinking and reflection should be fostered in E-portfolios.
- b. In addition to upload assignments to the server, such server should provide sufficient space for learners to develop their e-portfolios systematically.
- c. Lecturers should regularly check students' E-portfolios as their

learning performance and progress and be aware of the issue of plagiarism.

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STRENGTHENING ESP IN EDUCATION 4.0

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Abstract

The disruption technology impacts industrious educational setting empowering more skills than knowledge. The online learning is another thing to do by the institutional education while the content of the learning materials reflect the learners' need. The emergence of CLT led to the need of using English in more specific use such as for occupational or educational framework. Some studies deal with ESP focusing on teaching some specific kinds of language and communicative skills needed for particular roles rather than concentrate on more general English (Richards, 2006, p. 12). The advance technology in teaching began when the internet dominates the human's life. ICT offers a solution for educational institution to deliver their teaching and learning process nowadays. The online learning will give more impacts for language learners as they belong to millennium generation. Teachers should be aware of this because ICT is an important part of the development of teaching and learning (Wyse, Dominic et al., 2008, p. 237). Therefore teachers should use ICT as their tool to enhance their teaching and learning practices. This study concerns to develop 4.0 English curriculum by strengthening ESP using ICT in English classroom context.

Keywords: CLT, ESP, ICT, English curriculum

Introduction

The disruption technology is one of the impacts of advanced technology. As a human we have to adapt in adopting technology in our life such as using social media wisely. There are many young generation who cannot control their habit in using social media and the worst is a few of them become severe addicted on the gadget. Anywhere and anytime their time is filled up with always be online. Some reports inform that become addicted on social media can make the people lost their valuable time in their real social life.

Technology existed to support our life and help us to ease our jobs and save time in doing our work. We must not depend on technology all the time but we use it only if we need it. For some occasion if we still can do it manually and communicate directly we would have better to do it before it is gone. Technology is set on two poles namely the positive and negative poles. The positive pole shows how technology helps human in their life while the negative pole shows the bad impacts of using technology massively without thinking of it wisely.

We cannot avoid using technology but we must manage ourselves in using it. In school context, technology is applied to support the teaching and learning process. Previously, the teaching and learning process must be done in the classroom but since the massive technology advancement the teaching and learning process can be done anywhere without being inside the classroom. In short we will have virtual classroom.

In the past teaching and learning is held in the classroom using blackboard and chalk, whiteboard and marker, and OHP. Now teaching and learning is using LCD and classroom is no longer seen as a physical thing. Even it can be virtual class. Books are used to be very expensive materials to buy and now electronic books are more dominant than the previous ones. Teachers as well as students do not carry books in their bags but laptop or smartphones. Those things are the physical evolution in teaching and learning tools.

What is digital disruption? It is the changes in the human's life because of digital technology. The changes occurred

everywhere and in every field including education. President Joko Widodo suggested that the education in Indonesia must keep up with massive technological development and innovation (29 Nov 2017). He urged university graduates to be sociopreneur to help society find a solution and do things creatively. Muhammad Nasir as Menristekdikti said that the universities should improve their quality and improve their teaching method in this disruption technology. This is what we are facing now. Many professions are gone and things are being digital and automatic.

Higher education in Indonesia should start using technology in their teaching and learning process. Technology should not replace the existence of teachers and students but it is used as a means of communication in running the program. In handling the use of technology in teaching and learning process is known as e-learning or daring in Indonesian context. The e-learning means the learning process is held outside the classroom and using computer networking. Teachers and students can meet up by having online communication in their platform of learning. The e-learning is the system of teaching and learning and the content of teaching is another thing to consider.

This study is a descriptive study which tried to propose the ESP as an important course content in this digital era. ESP is English as Specific Purpose is established since 1970. The growth of language teaching for specific purpose (LASP) which spawned a number of acronyms of which ESP, EOP and EAP are now part of the ELT lexicon: English for Specific Purposes, English for Occupational Purposes and English for Academic Purposes (White, 1998:18). It shows that there is a need in new profession which requires English competency and ELT teachers who is competent in using English, adapt to technological change and aware of national development.

There is the fact that ESP is characterized by a concern with the content

rather than method, as is shown in the development of techniques to analyze the product (for instance analysis of target texts by Ewer and Latorre, 1967) and to determine learners' need (for instance Munby 1978). This idea is contrary to Widdowson who said that if it is concerned with the content, it will not tell us what the language users do with the knowledge that has been so neatly itemized, nor, by the same token, how the language learner acquires this knowledge (1983, p. 87). ESP should concern both on the method as well as the content so that the language users will gain the knowledge about something using English.

Richards (2008, p. 28) said that the concern to make language courses more relevant to learner's needs also led during the period of the emergence of the Language for Specific Purposes (LSP) movement, known in English-language teaching circles as ESP (English for Specific Purposes). Nowadays teaching English is not just to get the knowledge but also to know how to use English based on different purposes such as for working, for doing business, for dealing with the job situation and even for continuing to higher educational study abroad.

In order to meet the global challenge to prepare Indonesian young generation to be able to compete in the global market the need for strengthening ESP is very important. Therefore the ESP as one of course contents should be allocated in certain credit depends on the student's need. The education 4.0 begun since the technological disruption occurred in Indonesia and also in the world. There are some changes that should be made in order to meet the objective. ESP is put into lesson plan and curriculum using Bloom's taxonomy to weigh the ESP itself.

Jack Richards and Ted Rodgers (1982) defined method in terms of three levels: approach, design, and procedure. Approach is a theory of language and language learning. Design is the definition of linguistic content and a specification for the selection and

organization of content, and a definition of the role of teacher, learner and teaching materials. Procedure is the description of techniques and practices in the instructional system. The ESP is organized into the syllabus as part of the curriculum.

There are some definitions about syllabus and one of them is from Brumfit (1984) who summarized what is meant with syllabus as follows:

1. A syllabus is the specification of the work of a particular department in a school or college, organized in subsections defining the work of a particular group or class
2. It is often linked to time, and will specify a starting point and ultimate goal
3. It will specify some kind of sequence based on (a) sequencing intrinsic to a theory of language learning or to the structure of specified material relatable to language acquisition (b) sequencing constrained by administrative needs for example materials.

Syllabus is made on the basis of learner's need so that they can achieve the objectives in learning ESP. Different level of education has different elements in the syllabus. Syllabus is created in order to develop a curriculum.

According to Ronald V. White (1988) curriculum is defined into some definitions namely: Curriculum is the future directed towards an objective yet to be realized and it is in essence synonymous with syllabus; Curriculum is concern with the systems that are needed in order successfully to build something and Curriculum is the view towards something from different perspectives to get the outcome. Curriculum is developed in order to meet the goals of teaching and learning process for certain course content therefore syllabus and curriculum must have relation and work together instead of work separately.

Based on those previous information as the researcher I try to formulate the research question: How to create ESP into a distance learning method?

Methodology

This study is a descriptive study aimed at designing ESP as one of distance learning subjects into certain teaching method. This study is expected to get the answer to the problem that is the design of ESP using technological advancement.

Findings

1. Outlining the desired syllabus

TEFL in Indonesia needs competence teachers who can design a desired syllabus and know course development based on the desired syllabus. In order to create a desired syllabus they have to define the aims and objectives then determine a means to accomplish it while considered the constraints that might appear during the process. Syllabus designers not only know how to design a new syllabus but also to change by modifying or adapting the existing syllabus so that they can create a desired syllabus. The proposed simple process of creating the desired syllabus adopted from James Pett (1987) is as follows:

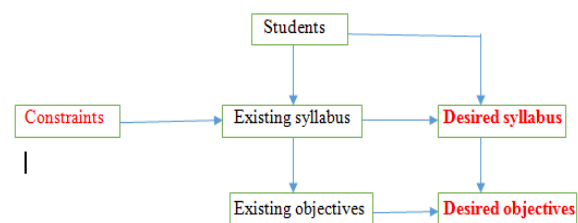


Figure 1. Modified Syllabus Design adopted James Pett's Model

2. Listing the practical things that is appropriate to design the syllabus ESP has developed since it was firstly published and the development is elaborated into the practical things as follows (Richards, 2002, p. 28):

- a. The need to prepare growing number of non-English background students for study at America and British universities from the 1950s
- b. The need to prepare materials to teach students who had already mastered general English, but now needed English

- for use in employment such as non-English general background doctors, nurses, engineers, and scientists
- c. The need for material for people needing English for business purposes
- d. The need to teach immigrants the language needed to deal with job situations

3. Using Bloom's Taxonomy

Before starting to develop a syllabus, the teachers should know how to determine learning objectives based on Bloom's taxonomy. There are 3 domains namely cognitive (about knowledge), affective (about attitude and feeling) and psychomotor (about doing) as follows (Goeff Isaacs, TEDI, 1996) (It is downloaded from <https://kaneb.nd.edu/assets/137952/bloom.pdf>):

- a. Cognitive domain is a hierarchy of six levels (the hierarchy is what is most under question at present):
 - knowledge: the recall of specific items
 - comprehension: can recall, but can do a little more (e.g. paraphrase, define, discuss to some extent)
 - application: all of the above, but can take information of an abstract nature and use it in concrete situations
 - analysis: can break down a communication into its constituent parts, revealing the relationships among them
 - synthesis: can pull together many disorganized elements or parts so as to form a whole
 - evaluation: makes judgements about the value of materials or methods.
- b. Affective domain is a hierarchy of five levels (the hierarchy is what is most under question at present):
 - receiving: is willing to notice a particular phenomenon
 - responding: makes response, at first with compliance, later willingly and with satisfaction

- valuing: accepts worth of a thing
- organization: organizes values; determines interrelationships; adapts behavior to value system
- characterization: generalizes certain values into controlling tendencies; emphasis on internal consistency; later integrates these into a total philosophy of life or world view.

Psychomotor domain concerns things students might physically do. Although no taxonomy of this domain was compiled by Bloom and his coworkers, several competing taxonomies have been created over the years since Bloom's original books. The one summarized here is based on work by Harrow [Harrow, A. (1972). *A Taxonomy of the Psychomotor Domain: A Guide for Developing Behavioral Objectives*. New York: McKay], as summarized in Barry, K. and King, L. (1993) *Beginning Teaching*. Wentworth Falls, NSW: Social Science Press.

The levels of this domain are categorized as:

- reflex: objectives not usually written at this 'low' level
- fundamental movements: applicable mostly to young children (crawl, run, jump, reach, change direction)
- perceptual abilities: catch, write, balance, distinguish, manipulate
- physical abilities: stop, increase, move quickly, change, react
- skilled movements: play, hit, swim, dive, use
- non-discursive communication: express, create, mime, design, interpret.

4. Setting up the ICT into teaching and learning process

There are some proofs in using ICT into teaching and learning program as follows:

- a. Teacher can collaborate with students by using ICT because ICT allow for a higher quality lessons through collaboration

- with teachers in planning and preparing resources (Ofsted, 2002).
- b. English teachers can teach English skills using ICT because it gives more benefits to the students. Students learn new skills: analytical, including improvements in reading comprehension (Lewin et al, 2000) and moreover ICT also develop some writing skills: spelling, grammar, punctuation, editing and re-drafting (Lewin et al, 2000).
 - c. Students will have less anxiety applying ICT in their learning process and it is supported by many opinions as follows:
 - Still new technologies encourage independent and active learning, and students' responsibility for their own learning (Passey, 1999) ICT proves that students who used educational technology felt more successful in school they are more motivated to learn more and have increased self-confidence and self-esteem.
 - It is also confirmed that many students found learning in a technology-enhanced setting more stimulating and much better than in a traditional classroom environment (Pedretti and Mayer-Smith 1998).

Conclusions

Based on the previous information I can draw some conclusions as follows:

1. Before designing a syllabus, teachers should outline the syllabus process by identifying the constraints
2. After identifying the constraints then they can develop a syllabus based on types of syllabus. In designing a syllabus teachers should determine the learner's need.
3. Pedagogically, teachers can use Bloom's taxonomy in selecting the learning objectives.
4. The last step is using ICT as a means for teaching and learning process with the purpose to motivate students to be autonomous learners.

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INVESTIGATION OF BEHAVIOUR AND ATTITUDE ABOUT FACEBOOK IN AN ENGLISH FOR COMMUNICATION COURSE AND STUDENT NEEDS FOR SPEAKING TASKS

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Abstract

This study aimed to investigate the needs for speaking tasks of Thai undergraduate non-English major freshmen students and to learn their behavior when using Facebook in an English for Communication course at Udon Thani Rajabhat University. Forty-two participants were purposively selected during the second semester of the 2017 academic year. A questionnaire and a semi-structured interviews were used as research instruments. The results showed that the participants agreed that using a closed group on Facebook was beneficial (score of 4.8) and the participants were satisfied using Facebook to do the speaking tasks of this course (score of 4.49). However, the participants did not get enough feedback (score of 1.84) from their teacher on Facebook. They also wanted the teacher's feedback on their video presentations (2.07). 2.3% of the students practiced conversation in pairs for more than 90 minutes before recording their video. 9.3% of the students took more than 1 hour for individual practice. Furthermore, five students were interviewed to learn their problems and needs in learning English for communication.

Keywords: task-based learning and teaching, needs analysis, Facebook, speaking skills

Introduction

Speaking is an important skill for communication. Effective communication needs understanding of a message in a second language (L2) (Nunan, 1998). Therefore, language learners need to have the skills necessary to describe, explain, justify their arguments, ask for information, orally present, request help and interact with others. It is difficult for non-native speakers to understand all of a message. It is necessary for language instructors to teach an L2 and use appropriate approaches for speaking development. For example, choosing approaches to teach speaking is difficult. For decades, there were several approaches and principles to teach a target language, such as a grammar-translation, technology (e.g., recorded media) and communicative language learning approaches. This study aims to implement a communicative language teaching approach and task-based instruction to enhance student comprehension, and give students the abilities to manipulate, produce or interact

while using a target language effectively. It also includes a focus on meaning rather than form (Nunan, 1988). Students are required to learn about asking and responding. However, this seems insufficient for practicing English with Thai teachers and friends in the classroom. There are several problems leading to unsuccessful English learning for Thai students. Khunsamrong (2008) found that Thai EFL students are influenced by growing up in an environment where they use their Thai mother tongue. Thai is the official language of the nation. Students do not see the importance of learning English. They do not seek opportunities to practice English outside of their classes.

1. Needs analysis

Needs analysis plays an important role in language teaching and learning. Nunan (2004) found that need analysis involves methods to investigate the language content and instructional processes for particular groups of students. It refers to when a target situation is analyzed depending

on a particular group of students. Richards (1984) stated that needs analysis can be described as language requirements in the content of a language learning and teaching course. It includes an objective to learn the target language and gain language proficiency. Hutchinson and Waters (1987) defined needs analysis in ESP is an English learning approach using a target situation in the course. Moreover, course development should be based on identifying student needs. Student needs focused on necessities, wants, and things that are lacking.

There have been several studies about needs analysis in language learning using various approaches. Richterich and Chancerel (1978) proposed systemic approaches for identifying for immediate, present and future needs of adults learning a foreign language. Likewise, Munby (1978) proposed away to identify target situational needs. It can show a student's ability to understand or use language in a target situation. Yalden (1987) proposed that needs analysis can be seen in a second language requirements survey in forms such as general background information, language needs, learning style and preferences. Robinson (1991) studied immediate, present and future needs. Tudor (1996) focused on learner-centeredness. In the same way, Richards and Long (2001; 2005) also defined learner needs. Moreover, Tomlinson (1998) presented the needs of learners, teachers and administrators. Jordan (2011) mentioned that needs analysis emphasizes the requirements of stakeholders for course and material design. The needs of people such as educators, subject specialists, language course designers, and teachers and learners have been addressed.

In Thailand, there have been few studies using needs analysis for either general English or English for specific purposes. Chuangsakul (2000) identified the English learning needs for police constable students. Klaichim and Charumanee (2009) studied the problems and needs of English Teaching and Learning at the Institutes of

Physical Education. Saiyan (2010) studied the needs for the language use in the field of English learning for Khon Kaen University. The drivers were needs analysis and English course guideline. Siriket (2011) studied the needs for English learning for English used by photocopyists. These studies focused on student problems, suggestions and guidelines. However, after the students were identified, speaking tasks were implemented into their classes and the results were analyzed. According to the ultimate goal of this study, the aim was to identify student needs in terms of necessities, wants and deficiencies.

2. Task-based Instruction

Task-based language teaching emerged over a period of years (Willis, 1996; Larsen-Freeman, 2000; Bygate, Skehan & Swain, 2001; Skehan, 2003; Nunan, 2004; Ellis 2003). Tasks can be defined in several ways. They refer to language activities that allow students solve problems in the target situation. These are real world activities that focus on communication.

Ellis (2003) stated that tasks aim to focus on meaning rather than form to learn a second language. That is an important characteristic of language tasks. Another characteristic of language learning is fluency. Finochhairaro and Brumfit (1983) stated that fluency is needed to complete any task. Additionally, Long (2014) identified the characteristics of the tasks that a student needs to master to gain enough information to complete their work. All students in a group have unique information to contribute. It is a two-way process. Nunan (2004) proposed that characteristics of tasks are a goal to gain competency in a target language beyond that achievable in a classroom. These tasks consist of activities where two students share information for completing a given assignment by asking for and giving information while using their real world knowledge to solve problems associated with a specific situation.

3. Tasks in speaking

Speaking is “a process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts” (Chaney, 1998, p13). This refers to how a speaker conveys the meaning that (s)he aims to present with or without symbols. Use of speaking tasks may be useful. Doughty and Pica (1986) examined the production of longer spoken sentences and negotiation of meaning in pairs and in group work. The aim was to use interactive tasks and to compare the results with the teacher fronted-learning. This finding showed that students improved their speaking and were more confident.

In Thailand, there have been few studies about speaking tasks. Singwongsuwat (2012) rechecked tasks and evaluation in speaking skills using interviews and role-play. The findings showed that it can be possible to improve speaking by using a task in non-scripted role-playing, if a speaking rubric is suitable for communicative situations. Khamhien (2010) investigated the factors that have influenced Thai EFL learning.

Often, Thai EFL teachers are not qualified. CLT in Thailand fails because the mediators, Thai EFL teachers, cannot manage the communicative activities of Thai EFL learners. Teachers need to match the materials with the learners’ language skills, personal lives, and real world situations. Khamhien suggested that instructors need to improve their teaching abilities, especially in testing and evaluation through communication. It is not easy to anticipate the problems and devise strategies to enhance learners’ performance. Therefore, this study proposed an investigation of student needs to identify the real needs of students after they implemented speaking tasks, and their level of satisfaction. Teachers and their students can create a closed group on Facebook to share information and submit their assignments.

4. Facebook in language teaching and learning

Education is changing in the modern world. However, innovation affects more than technology. Approaches to teaching are important as well as the use of technology to gain better learning outcomes. Barette and Shama (2007) enumerated the advantages of using technology in ESL as 1) motivation where the teacher provides interesting tasks, such as games or multimedia exercises, 2) interactivity, 3) timely and interactive feedback, and, 4) teacher support of students’ autonomous learning.

In this study, both synchronous and asynchronous communications were used. Synchronous communication refers to communication that can be achieved during online chats (e.g., Facebook messenger). In contrast, asynchronous communication refers to communication that is done during discussion forums, collaborative workspaces such as Google docs, via e-mail, in blogs or through voice threads. In this study, student work was kept in a closed group on Facebook for speaking tasks in face-to-face and online classes. This motivated students to better learn their target language. Akbari, Eghtesad, and Simons (2001) investigated student attitudes after using social networks for English language learning in Malaysia. Their findings showed that the participants had positive attitudes about using Facebook. Moreover, Facebook was an effective tool for encouraging linguistic knowledge and performance. Shih (2013) examined the effect of using blended learning via Facebook and peer assessment. Blended learning was implemented in writing assignments in an 18 week English for Business Communication course. During weeks 9-17, the students needed to assess their peers on Facebook. They also needed to attend F2F classes for monitoring by their instructor. Data collection was from pre- and post-tests, interviews and questionnaires. The post-test findings showed that the participants improved their knowledge in the blended learning course. Questionnaires

showed positive results of integrating blended learning. It was effective and interesting. The participants were satisfied with the implementation of blended learning in English classes for specific purposes. Interviews showed positive attitudes about implementing Facebook and blended learning into the course. There were three groups of participants with different English proficiencies. Selecting teaching approaches enhanced student achievement because using appropriate teaching techniques is important. Facebook use is a new way to communicate with students in the 21st century. Pandumrongsit (2013) found that 78% of 230 Thai students were online on Facebook more than 3 hours/day. This was the reason that the researcher tried to blend Facebook and teaching spoken language. Chaiparn et al. (2014) stated that there was a positive attitude of using Facebook in a writing course. In an English speaking course, Kijaruk (2016) found that Thai teachers and students demonstrated positive attitudes about using Facebook in a speaking class monologue. The students needed to prepare a script before telling their stories. However, in this study the researcher used information and individual tasks. In this course, the researcher tried to put communicative language teaching activities into practice. Therefore, scripts were not have been used in this course.

5. Research Questions

The current study addressed two research questions. They are:

- a. What are the needs of students in English for Communication course at Udon Thani Rajabhat University for speaking tasks?
- b. To what extent do the students in this English for Communication course use Facebook for doing their speaking tasks?

6. Purposes of the study

The current study had two aims. They are:

- a. To explore the needs of students in English for Communication course at Udon Thani Rajabhat University in their speaking tasks.
- b. To identify their behavior of using Facebook in English for Communication course in speaking tasks.

Methodology

1. Participants

Participants were first year students enrolled in English for Communication course at Udon Thani Rajabhat University during the second semester of the 2017 academic year. None were English majors. There were two groups of participations. The first group was comprised of 22 accounting students (M=5, FM=17). The second group consisted of 20 participants from the Thai studies department.

2. Research Procedures

In this session, the researcher implemented a speaking task in English for Communication course. It is a required subject at Udon Thani Rajabhat University. The objectives of the course focus on interactive skills, listening and speaking. The course is comprised of six units.

- a. Greetings and introductions
- b. Describing places, things, and people
- c. Asking and giving directions
- d. Shopping
- e. Making an appointment
- f. Expressing feelings, opinions and making suggestions.

There were two speaking tasks in this course. The students needed to practice in class and upload their videos on Facebook. These activities took place over a four-month period. The students needed to practice in and outside class.

Table 1. An example of the functions of speaking tasks and the number of group members

Function of speaking task	Type of work
Introducing oneself	1. Pair work (in class) 2. Individual work (video at home)
Introducing someone else	Group of three (video at home)
Describing people	1. Pair work (in class) 2. Individual work (video at home)
Asking and giving direction	Pair work (video at home)
Telephoning	Pair work (video at home)

From Table 1, there were two things that the students need to do for their assignments in class and at home. They were:

- a. Work in pairs or groups of three depending on the given situation. For example, the task called “Introducing Oneself” is used to start the class. The students need to learn to ask for basic information using questions prepared by the teachers, e.g. “What is your name?” “What do you do in your free time?” Then, the students need to use this information to tell their story and make a video.



Figure 1. An example of pair work or working in groups of three on Facebook (closed group)

Additionally, there were two different sets of information. The partners need to collect information as a jigsaw exercise and make the information clear (e.g., a tourist and a police officer).

- b. Individual work refers to work of a single person and then making a video and uploading it to Facebook at home using

the target situation. The target situation was provided by the teacher.



Figure 2. An example of individual work on Facebook (closed group)

7. Task procedure

Students learned a situational conversation (greetings and introduction, asking for and giving directions, telephoning, describing places and people, and buying things).

- e.g. : A acts as a shop keeper.
- B acts as a customer.

- a. They learned relevant expressions, grammar use and vocabulary.
- b. They needed to act and practice with their partners to record the conversation.
- c. Each assumed a different role to complete the tasks .
- d. The teacher chose three groups to perform in front of the class and give feedback.

8. Data Analysis

In this study, the researcher separated data analysis into two parts, including, 1) the data from the analysis of needs in speaking tasks and behavior using Facebook. This study used percentages in data analysis to analyze student needs. The data was derived from questionnaires and interviews and it was interpreted using SPSS.

Findings and Discussion

There are 5 tables which demonstrate the findings of Function in using Facebook, Students attitude on using Facebook, Function of speaking task, the frequency of

speaking practicing before uploading their speaking task videos.

In the table 2, the results showed that the participants agreed that using a closed group on Facebook was beneficial (4.86*). The participants were satisfied using Facebook to do the speaking tasks in this course (4.49*) (Asterix (*) shows the interesting data). In addition, even though the students were shy. However, they wanted the passing scores. This is the factor that motivated the students to upload their video.

Table 2. Functions using Facebook

Function in using Facebook	Freq.	Valid %	S.D.
They liked using Facebook in this course	43	4.49*	1.261
The closed group on Facebook was beneficial for English for communication	43	4.86*	.516
They used Facebook messenger	43	4.37	1.398
They had problems using Facebook in this course	43	1.00	.00
They were shy to upload their videos	43	3.60	1.72
They were shy but the score was the reason that they needed to upload	43	4.53*	1.22

Table 3. Student attitudes about using Facebook

Students attitude on using Facebook	Freq.	Valid %	S.D.
They received enough feedback from the teacher	43	1.84*	1.60
They wanted teacher feedback on their video	43	2.07*	.34
They want more situational videos	43	3.35	1.38

In table 3, however, the participants did not gain enough feedback (1.84) from the teacher on Facebook. They also wanted the teacher's feedback on their videos (2.07).

Table 4. Sample speaking task

Function of speaking task	individual / pair work	Mean	S.D.
Introducing oneself	Ind. (pair work in class)	4.30*	1.036
Introducing someone else	pair work	3.21	1.206
Describing people	Ind. (pair work in class)	3.40	1.365
Asking for and giving directions	pair work	2.79	1.265
Telephoning	pair work	2.93	1.298

In table 4, this table gives information about speaking tasks in and outside of class. Students were most satisfied with the task, "Introducing Oneself".

Table 5. The number of students and practice hours in pairs

	Freq.	%	Valid %	Cum% .
Valid -	3	7.0	7.0	7.0
1	1	2.3	2.3	9.3
10	2	4.7	4.7	14.0
15	8	18.6	18.6	32.6
2	2	4.7	4.7	37.2
20	3	7.0	7.0	44.2
3	2	4.7	4.7	48.8
30	6	14.0	14.0	62.8
40	2	4.7	4.7	67.4
45	2	4.7	4.7	72.1
5	6	14.0	14.0	86.0
50	2	4.7	4.7	90.7
6	1	2.3	2.3	93.0
60	2	4.7	4.7	97.7
90	1	2.3	2.3	100.0
total	43	100.0	100.0	

In the table 5, 2.3% of the students practiced their conversations in pairs for more than 90 minutes before recording their video.

Table 6. The numbers of the students and individual practice hours

	Freq.	%	Valid %	Cum% .
Valid -	3	7.0	7.0	7.0
1	1	2.3	2.3	9.3
10	8	18.6	18.6	27.9
15	3	7.0	7.0	34.9

2	2	4.7	4.7	39.5
20	4	9.3	9.3	48.8
28	1	2.3	2.3	51.2
3	4	9.3	9.3	60.5
30	3	7.0	7.0	67.4
40	1	2.3	2.3	69.8
5	5	11.6	11.6	81.4
50	4	9.3	9.3	90.7
60	4	9.3	9.3	100.0
total	43	100.0	100.0	

According to the length of student practice in their speaking tasks, the length of time practicing in pairs and individually differed by 66 minutes. The total practice time in pairs was 907 minutes. However, individual practice time was 841 minutes over six weeks. Passing scores are the primary student motivators. Additionally, the data from the interview indicated from the students who took that from 90 minutes for in pairs before recording their videos. They were close friends with different English proficient levels.

Conclusions

The teacher can learn from student needs. This study found that student needs can be interpreted in terms of necessities, wants, and things that are deficient.

1. Necessities refer to the opportunity to practice speaking in and outside class.
2. Wants refers to feedback from the teacher. The students didn't receive enough feedback.
3. The students were not entirely hones in making student videos. Some students prepared and read scripts. This is not the communicative language teaching approach. In the next study, the researcher plans to focus more on the student speaking problems.

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EDMODO IN ENGLISH LEARNING

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Abstract

The development in information technology (IT) brings changes in education. The condition requires alternatives in developing curriculum, tools, and learning media. Students engage with IT almost everyday but not the teachers. Teachers need to consider using IT in their teaching to increase students' motivation in learning including English learning. Social media is one of IT developments that students engage with almost every day. Combining teaching and social media will make students' motivation to learn increase. Edmodo is one kind of learning management system (LMS) which interface is similar to Facebook, the most popular social media worldwide. Teachers' tasks, from planning to scoring can be done with this LMS. Hopefully, using this Edmodo in teaching English can be a game changing situation.

Keywords: learning management system, social media, Edmodo

Introduction

Recently the world development happens rapidly. The world develops in every life aspect including information technology. Information which used to spread through simple tools like paper and pen now can be accessed easily through internet. The development in information technology (IT) brings changes in education. The condition requires alternatives in developing curriculum, tools, and learning media. Students engage with IT almost everyday but not the teachers. Teachers need to consider using IT in their teaching to increase students' motivation in learning including English learning.

The need to utilize IT also mentioned in the Rule of National Education System (SISDIKNAS) No. 20 Year 2003 and The National Education Minister Regulation No. 16 Year 2007 stating that teachers need to engage with IT and use it in teaching learning activity. One of the ways is by creating e-learning.

Rosenberg (2006, p. 72) defines e-learning as "the use of technologies to create and deliver a rich learning environment that includes a broad array of instruction and information resources and solutions, the goal of which is to enhance individual and organizational performance". Whereas

holmes and Gardner (2006, p. 14) define e-learning simply as "online access to learning resources, anywhere and anytime". From above definitions, it can be inferred that e-learning:

1. can be accessed by using devices that has internet connection,
2. provides lessons and learning materials to facilitate learning,
3. c) is intended to improve knowledge and skills of a person or group of persons, and
4. can be accessed anywhere and anytime.

In terms of its benefits, Rosenberg (2001, pp. 30-31) mentions that e-learning can save time and cost in delivering instruction (training) or information, can be accessed by limitless number of people virtually simultaneously, can present the same material or information to everyone and different one to different person or groups of people, can be upload instantaneously, can be easily adapted by nowadays people by using current available web browsers, and can create long-lasting learning communities even after a training program ends. Clark and Mayer (2008, p. 22) add that e-learning enables teacher to give immediate feedback to every respond given by students in web activity such as quiz and group forum, to create collaborative learning

through wikis, to create adaptive instruction in which students are given question based on the correctness of response of the previous one, and to create simulations and games. The above benefits undoubtedly make e-learning a reliable solution to facilitate English teaching at school.

Social media is one of IT developments that students engage with almost every day. Combining teaching and social media will make students' motivation to learn increase. Edmodo is one kind of learning management system (LMS) which interface is similar to Facebook, the most popular social media worldwide. Edmodo is an educational technology company offering a communication, collaboration, and coaching platform to K-12 schools and teachers. The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. Edmodo is very teacher-centric in their design and philosophy: students and parents can only join Edmodo if invited to do so by a teacher. Teachers and students spend large amounts of time on the platform, both in and out of the classroom. Teachers' tasks, from planning to scoring can be done with this LMS. Hopefully, using this Edmodo in teaching English can be a game-changing situation.

1. Constructivism

Virtual Learning Environments (VLEs) that use Course Management Systems (CMSs) as their chief delivery method usually aspire to be rooted in constructivist theory. Constructivism can be best described as a philosophical position that views learners as creators of knowledge. As such, the learner is not a passive recipient of knowledge; but, rather an active participant in defining knowledge (Englert and Dunsmore 2002: 125). Constructivism is a teacher-facilitated process that places students at the center of active learning, rather than in a passive role (Pritchard and Woolard 2010: 19). The theory suggests that

students actually invent their own ideas. They assimilate new information and modify their understanding. In the process, their ideas gain in complexity and power (Ferguson, 2001, p. 46; Gullo, 1999, p. 3). Constructivism asserts that a learner can never talk about what is learned in isolation of how it is learned (Hanley, 1994, p. 5). As creators of knowledge, students play a larger role of the educational outcome. Thus, it can be argued that students become more active participants in the total educational experience because the outcomes are directly tied to their efforts. Constructivism is child-centered; it "proposes that learning environments should support multiple perspectives or interpretations of reality, knowledge construction, context-rich, experience-based activities" (Jonassen, 1991, p. 28). In short, constructivism focuses on knowledge construction, not knowledge reproduction.

2. Virtual Learning Environment

Virtual Learning Environment (VLE) refers to the „online“ interactions of various kinds which take place between learners and tutors (Everett, 2002). The operability of the VLE is highly dependent on the availability of the technology and the Internet connection. The basic features of VLE according to Everett (2002) are:

- a. controlled access to curriculum which has been mapped to elements that can be separately assessed and recorded;
- b. student activity and achievement tracking within the online presented curriculum;
- c. online learning support including access to learning resources, assessment, and guidance;
- d. online tutor support;
- e. peer group support;
- f. general communications including email, group discussion, and web access; and
- g. links to other systems, both internally and externally.

A VLE may support similar forms of learning to a real one; but, it is not like a physical space like a classroom or lecture theatre. Moreover, within VLE learners may work closely together while not being active at the same time. Another characteristic of VLE that brings uniqueness to the development and design of online course materials and discussion is the presence of asynchronous learning. In asynchronous learning, students may access material made available through the Web any time and have discussion separately with their school mate or teachers in both time and space (Rosen, 2009, p. 60).

3. Course Management System

A course management system (CMS), or courseware, is defined as a software package that provides support for managing student access to courses, monitoring student activity, administering and scoring student progress and performance tests, storing student records, managing access to student and course records, and reporting on student and course activity (Rosenberg 2009, p. 102). A CMS allows active teacher management of classroom participation, provides information on student learning progress, serves as a basis for student feedback, allows real time adjustments to instructional presentations, and allows the teacher to focus on the instructional needs of specific students. Course management systems allow the teacher to implement various videos, audios, graphics, texts, and programs in specific data formats which enables teachers to electronically present instructional materials from different source formats in automated classrooms. Moreover, a CMS provides computer mediated support for course development and revision, either through built-in functions within the software of the CMS, or through integration with other curriculum development tools (Spearman, 2000, p. 2-3).

Discussion

1. The Implementation of Edmodo in Learning

As it has been mentioned above, Edmodo is an educational technology company offering a communication, collaboration, and coaching platform to K-12 schools and teachers. Founded by Nicholas Borg and Jeff O'Hara, two people working in separate school in Chicago. Edmodo is a microblogging network social media which is safe for teachers and students. In this platform parents can join and communicate with teachers and other students' parent.

Features provided by Edmodo are:

- Change photo profile Gantifoto picture profile
- Facebook-like interface
- Creating events or important schedules.
- Student-teacher easy interaction.
- accessible through mobile phone.

With all the features, Edmodo can keep up with all social media networking. But this one is intended for teacher-students interaction.



Figure 1. Edmodo first look.

Teachers can use this Edmodo to do the five teachers tasks namely: a) Planning, b) Teaching, c) Evaluating, d) Reporting.

1. Planning

Planning in learning activity covers Silabus making, lesson planning, Scoring, and so on. Edmodo does not provide direct facility to create all those things but we can upload everything we have made so that students have picture of what we are going to do in the coming year. In other words, planning here is a sharing of our teaching

planning with students facilitate by Edmodo in a form of posts.

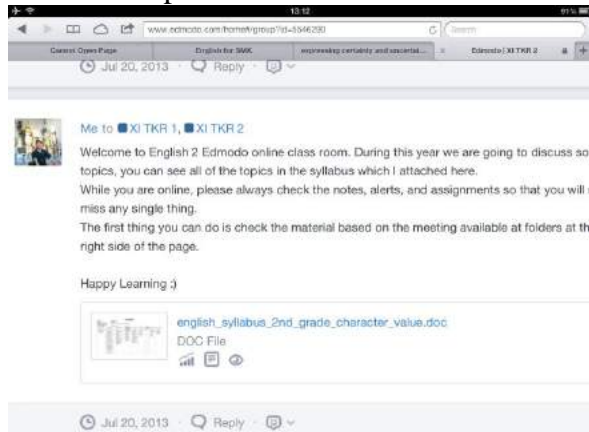


Fig 2. Sharing of teaching planning with students.

2. Teaching

Teaching in this on-line class can happens in some ways, namely:

a. Material Posting.

We as teachers can post our teaching materials for students to learn. It is the same things like we updating out status on Facebook. We can type the material directly to our posts or we can attach them on our posts.

The attachments can be various, from M.S, Words file, pictures, sound, movie, even web page.

b. Material grouping in a form of Folder.

The on-line class in Edmodo has folder facility. It is intended so that teachers are easier to differentiate and group the mayterials so that students are easier to access. For example we can group thema based on the Basic Competence (KD).

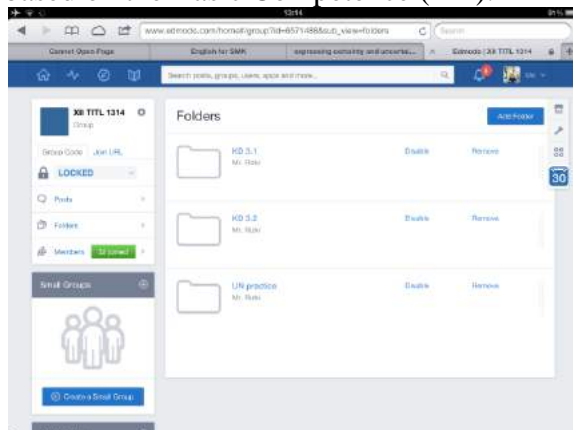


Fig. 3. Folder facility in Edmodo.

c. Library.

Edmodoalso provides Library. This facility is intended to list all materials the teachers uploaded to Edmodo.

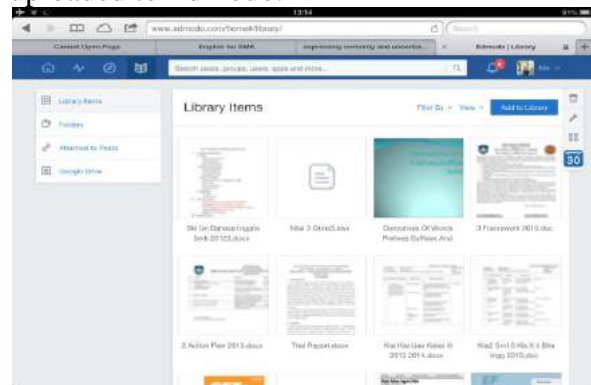


Fig. 4. Library in Edmodo.

3. Evaluation

Evaluation can also be done in Edmodo. It can be done in two ways. Assignment or Quiz. Assignment requires teachers to evaluate students work and score it manually, while in quiz the students work can be scored automaytically.

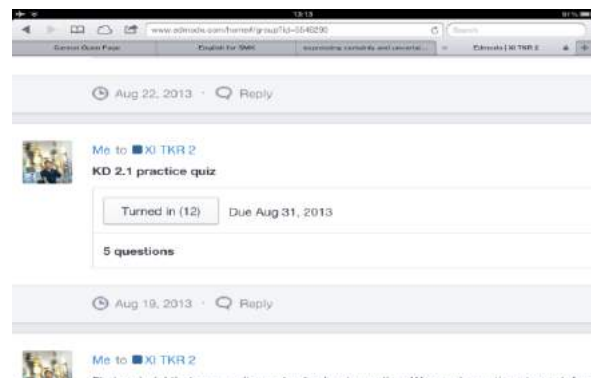


Fig. 5. Quiz inEdmodo.

4. Analysis

When we evaluate students. We need to analyze the result to find out which material is troublesome for students. Quiz in Edmodo is equipped with such process so that teachers can directly find out the percentage of students mastering the materials.



Fig. 6. Quiz analysis.

5. Reporting

Edmodo provides a facility called Progress. The facility lists all students' scores from Assignment to Quiz. This progress can be exported to MS Excel form so that it can be printed out.

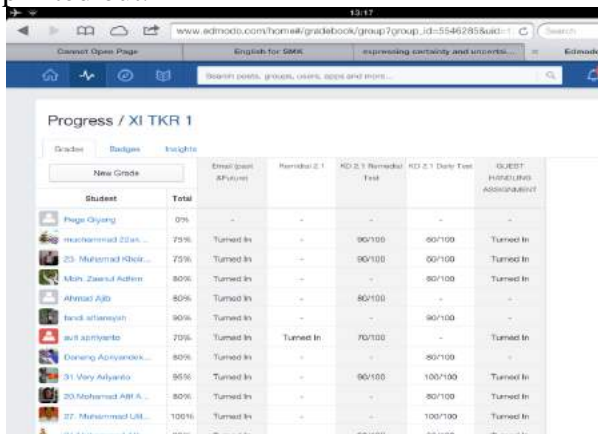


Fig. 7. Students' Progress.

Conclusion

Generally, all teaching-learning aspects from Planning, Teaching, Evaluation, Analysis, and Reporting can be done in Edmodo. Some cannot be done directly, but our creativity as teachers allow them to happen.

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PHYSICAL ENVIRONMENT OF RURAL SCHOOL IN CONDUCTING EFFECTIVE COLLABORATIVE LEARNING

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Abstract

Education has undergone tremendous development. The education paradigm has shifted from teacher-centered towards student-centered. In this new paradigm, Brown (2005) states that students have more emphasize and participation in the teaching learning process. Collaborative learning is an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Collaborative learning refers to methodologies and environments in which learners engage in a common task in which each individual depends on and is accountable to each other. Unesco (2017) states that learning takes place in multiple settings and the learning environment can be structured or unstructured and the learning in different environments can complement each other. Formal and non-formal education occurs mainly in structured environments in the form of institutions (schools, community centers, multimedia centers, learning villages/cities, etc.). The learning environment in the classroom is vital to students' success and impacts them in many ways. This study reveals the physical environment of rural school in conducting the teaching and learning process. The data are collected by using observation and questionnaire. The study is qualitative exploratory. The results of this study show genuine data of the condition of physical environment in rural school. The results would be an input for researchers or decision makers who are keen on rural development.

Keywords: physical environment, rural school, collaborative learning

Introduction

Education has undergone tremendous development. The education paradigm has shifted from teacher-centered towards student-centered. In this new paradigm, Brown (2005) states that students have more emphasize and participation in the teaching learning process. Collaborative learning is an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Collaborative learning refers to methodologies and environments in which learners engage in a common task in which each individual depends on and is accountable to each other. The development of education, in terms of classroom teaching learning process, is boosted in all areas in Indonesia, from the cities to rural areas.

The fact found in the observation conducted in SMP N 4 dan 5 Pakis, which is located in rural areas, that most students experienced difficulties in learning English

in the classroom because of the formal teaching and situation. This situation makes them uneasy in the activities in class. The class feels frigid.

Most teachers taught English for completing the material stated in syllabus and for pursuing the national exam. It is because teachers have to commit to the material set by the ministry. The items are tested by using the tests set by the ministry as well. As a result, they must always keep a eye on this manual.

The learning model used is not student-centered; it refers to characteristics of conventional learning model. It is seen from the prior observation that the teacher is the center of the class. He is the only rule maker. He conducts the class without engaging the students in attractive and joyful activities.

Earliar collaborative learning was proposed by Vygotsky with his scaffolding theory and followed by the theory of ZPD (

Zone of Proximal Development). Vygotsky (1962) examined how our social environments influence the learning process. He suggested that learning takes place through the interactions students have with their peers, teachers, and other experts. Consequently, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback. The zone of proximal development explains tasks that a learner has not yet learned but is capable of learning with appropriate stimuli (Brown, 2007: 13).

He believes that learning takes place when children are working within their zone of proximal development. Tasks within the zone of proximal development are the things that a child could not yet do alone but he can do with the assistance of more competent peers or adults (Slavin, 2006: 44-45). So learning is a continual movement from the current intellectual level to a higher level which more closely approximates the learner's potential. An understanding of human thinking depends in turn on an understanding of the mechanism of social experience; the force of the cognitive process deriving from the social interaction is emphasized. Also, the role of the adult and the learners' peers as they conversed, questioned, explained, and negotiated meaning is emphasized. In other words, the ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. It was developed and enriched by Krashen with his input hypothesis. Slavin, after that, proposes various activities involved in collaborative learning.

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles:

1. The learner or student is the primary focus of instruction.

2. Interaction and "doing" are of primary importance
3. Working in groups is an important mode of learning.
4. Structured approaches to developing solutions to real-world problems should be incorporated into learning.

The collaborative learning techniques presented here should help make this possible for teachers. Also, in collaborative learning small groups provide a place where:

1. learners actively participate;
2. teachers become learners at times, and learners sometimes teach;
3. respect is given to every member;
4. projects and questions interest and challenge students;
5. diversity is celebrated, and all contributions are valued;
6. students learn skills for resolving conflicts when they arise;
7. members draw upon their past experience and knowledge;
8. goals are clearly identified and used as a guide;
9. research tools such as Internet access are made available
10. students are invested in their own learning.

Discussion

Unesco (2017) states that learning takes place in multiple settings and the learning environment can be structured or unstructured and the learning in different environments can complement each other. Formal and non-formal education occurs mainly in structured environments in the form of institutions (schools, community centers, multimedia centers, learning villages/cities, etc.). The learning environment in the classroom is vital to students' success and impacts them in many ways. Environment itself can be seen from several perspectives. They are physical, psychological, instructional, and social environment.

Physical Environment, in Firestone (2015), relates with the arrangement of the classroom. The use of space includes how furniture is arranged and organized, how materials are stored and maintained, how clean the classroom is and the overall color and brightness. Imagine a classroom that has little light, dirt on the floors, messy bookshelves and broken supplies. Nobody even wants to step in. The students need a clean, bright, organized space to strengthen learning experiences. Phillips (2014) shares ideas that the physical structure of a classroom is a critical variable in affecting student morale and learning. He also states that students' involvement in the process of creating their environment can empower them, develop community and increase motivation.

The physical environment of a classroom plays a part in the ownership. Students feel about their school and more specifically their class (Bucholz and Sheffler, 2009). The classroom environment should do as much to foster cooperation and acceptance as the instructional method the teacher uses. Children are sensitive to the atmosphere created in the classroom. Questions like is the classroom warm and inviting? Are all areas of the classroom accessible to all children? Are the walls bleak and lacking in color or do the decorations help to make the students feel comfortable? Are areas well defined as to their design and purpose? are generally raised when creating comfortable classroom (Scott, Leach, & Bucholz, 2008).

Furthermore, Bucholz and Sheffler (2009) state that decorating a classroom with some kind of warmth can help promote a sense of comfort and security. Classrooms tend to be rather cold, bare places until they are decorated. Adding a splash of color can bring life to a sterile environment. Color choice is important when decorating a classroom. Teachers should keep in mind that red and orange can make children feel nervous and unsettled while blue and green can help students feel calm. On the other hand, dark colors take natural sunlight out of

a room and can even make people feel drowsy and listless (Hathaway, 1987). Plants, soft chairs, rugs, and pillows can help to add warmth and comfort to a class environment (Rutter, Maughan, Mortimore, & Ouston, 1979).

Conclusion

From the observation and the questionnaires, it can be concluded that the physical environment in the rural schools is noted with the following information. The classes have 9 x 7 m² size, Colour : blue, 1 piece of whiteboard, Pictures: president and vice president, Board of the data of the class, 1 wooden teacher chair, 1 wooden teacher desk, 16 wooden student desk, 16 wooden student chair, White ceiling, 4 lamps (2 are off), 11 glass windows with wooden frame, 1 door, The arrangement of the student chairs: rows.

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THE RELATIONSHIP BETWEEN JIGSAW COOPERATIVE LEARNING METHOD AND PARENTS ATTENTION WITH ENGLISH LEARNING ACHIEVEMENT STUDENT IN PUBLIC JUNIOR HIGH SCHOOL 4 BOGOR

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Abstract

This study aims to prove and examine the relationship between parents' attention to English learning achievement, either individually or together. The hypotheses tested were: (1) there is a positive the relationship between the jigsaw cooperative learning method and English learning achievement, (2) there was a positive the relationship between parents' attention to English learning achievement, and (3) there was a positive the Relationship between jigsaw cooperative learning method and parents' attention together towards the English learning achievement. The research method used is survey method with correlational approach. The research was conducted at Public Junior High School 4 Bogor. The study respondents were 80 students, with the sampling technique using is cluster random sampling technique. The instrument uses the English learning achievement test questionnaire as rthe dependent variable, while the model instrument is koorporatif jigsaw method and the attention of the parent as independent variable. The result of the research shows that: (1) there is positive the relationship between model of jigsaw method to English learning achievement; (2) there is positive the relationship between parent's attention to English learning achievement; (3) there are a positive the relationship between the jigsaw cooperative learning method and the parent's attention collectively to the English learning achievement. Thus the results of this study conclude that English learning achievement can be improved through improved jigsaw cooperative learning method and parental attention.

Keywords: jigsaw cooperative learning method, parents' attention, and English learning achievement

Introduction

Junior High School is a formal educational institution plays an important role in equipping various knowledge and skills to become a provision to continue to higher education institutions.

In an effort to prepare students for continuing education to college, English lessons learned in Junior High Schools need to be given serious attention from education providers assigned to Junior High Schools, especially teachers directly involved through learning activities. This is with the consideration that English is an international language whose function is very important as a communication tool and the key to mastering science and technology. Apart from that, language is one of communication tools. Through language human can be interconnected, sharing experience, learn from each other, and as a means of thinking. English subjects are programs to develop knowledge, language skills, and positive attitudes toward English.

Language as a means of communication has an important role in deepening and developing science and technology. The above English learning

signs show The Relationship between of language with one's mind or cognitive development. In relation between language and mind, Piaget states that "the development of cognitive causes the development of the language of the child" and Bruner states otherwise "The development of language is very great influence on the cognitive development of children." (Toeti Soekamto, 2003, p. 82).

Language activities that cover four aspects, namely, listening, speaking, reading, and writing can not be separated from thinking activities. Based on this, language learning should be provided with good planning using the right approach according to the nature of the language itself, in this case the communicative and integrative approach as recommended in the curriculum (Toeti Soekamto, 2003, p. 82).

In essence the communicative approach is not oriented to procedural matters, but rather refers to the development of a syllabus or the design of learning. What methods and techniques can be used in the implementation of this approach as long as it supports and enables students to use the

language as a means of communication in order to achieve the goal.

From on the illustration above, it shows that many factors can influence the learning achievement, two of which are low cooperative learning method and low attention of parents. Cooperative learning methods and parents' attention are important and decisive elements of English learning achievement, therefore the English learning achievement as a result of the process of learning activities can be used as a reference for teachers and students in improving the next learning process.

Cooperative learning methods are group learning methods with emphasis on teamwork and rewards, self-responsibility and equal opportunity to behave (equal opportunities for success). Cooperative learning model can influence English learning achievement, because with embedded cooperative attitude in English learning activity, will be embedded attitude of sense of responsibility, independent and good cooperation in learning activity of English can support the effectiveness of learning.

Many factors can influence the learning achievement, considering the limitation of the ability of the researcher, so not all the factors that influence the learning result of the English writer can be meticulous, the author only researches about The Relationship between of cooperative learning model and the attention of parents to the english learning achievement students of Public Junior High School 4 Bogor.

Based on the above problem limitation, then the problem formulated are: (1) there is the relationship between of cooperative learning method to English learning achievement of Public Junior High School 4 Bogor students? (2) Is there the relationship between parents' attention on the english learning achievement students of Public Junior High School 4 Bogor? (3) Is there the relationship between cooperative learning method and parents attention together to English learning achievement of students of Public Junior High School 4 Bogor?

Discussion

1. Theory Description

a. English Learning Achievement

In various literature, learning achievement are related to the results obtained after learning activities, as stated

Dimiyati that in each learning process will be able to produce learning achievement, learning achievement are known after the measurement. (Dimiyati and Mudjiono, 2009, p. 2000). Muhibbin Syah explained that the result of learning is the level of success of students in learning the subject matter in school expressed in the form of scores obtained from test results on certain subject matter. (Muhibbin Shah, 2007: 141). Similarly to Altbach and Kelly's opinion that, learning achievement are only a measure of success at school excluding successes in the family and community environment.

From these three opinions above, indicates that the learning achievements achieved by students are the result of the learning process. In connection with this, Syaiful Bahri Djamarah argued that the result of learning is the result of the educational process, namely adjustment, emotional changes, or changes in behavior. (Syaiful Bahri Djamarah, 2004, p. 19). Similarly Ngalim Poerwanto argues that learning achievement are the knowledge that students gain as a result of the teaching process (M. Ngalim Poerwanto, 2009, p. 61).

Based on some opinions above can be concluded that the results of learning is the result achieved and an activity or business that can provide emotional satisfaction and can be measured by a particular tool or test.

The learning achievement itself can be interpreted as the level of success of students in learning the subject matter in school, expressed in the form of scores obtained from test results on a number of specific subject matter. In general, to assess student learning achievement, teachers may use various "achievement tests", such as "oral test", "test essay", and "objective test" or "short-answer test" (Ngalim Purwanto, 2004, p. 154) As for the value of learning process and student learning achievement that are skill, can not be used only by written test.

Thompson and his colleagues argue that there are several ways that a teacher can get information about his or her students' learning achievement, such as by directly observing behavior, analyzing and evaluating creative products (workshops, papers, clippings, etc.), talks, memorabilia, and exams as a form that is often used for test learning achievement (George Thompson et al., 2009, p. 99).

The test is a systematic procedure to compare the ability of two or more people. The test comes in two forms: a test made by the teacher or a standard test that is commercially available.

The use of commercially available standard results tests results in time efficiency for teachers as well as for obtaining more valuable information. For example, teacher-made tests can not always be used to compare student outcomes at school to school outcomes at the same level in other schools. This does not refer to schools or teachers to improve student achievement. A learning test is used as a diagnostic test designed to prove the picture of a child's strengths and weaknesses (Dimiyati, 2009, p. 200).

To be able to know the ability of learning hence need to know how far behavior change that happened after teaching process take place. This will be seen in the learning achievement. The learning achievement obtained can be knowledge, skills, values and attitudes.

Based on the above description of the theory, it can be concluded that the intended english learning achievement for junior high school students is the standard results achieved by students in english subjects after following the English language learning program within a certain time with dimensions that include competence listening, speaking, reading (reading), and writing that can be known through the assessment of student learning achievement.

Indicator of english for students between: appearance felling, appearance comparison, comparison feeling, object appearance, object appearance, feeling quality, felling quantity, performance comparison, comparison quality, object action

b. Jigsaw Cooperative Learning Method

Experience in other countries has shown an increase in the number of teachers, especially those who observed the repeated success of students in demonstrating basic mastery of standardized tests, found that students' interest in and achievement in math, science and language increased dramatically as they were helped to build linkages between new information (knowledge) with the experience they already have, or with other knowledge they have mastered. Students' participation in schoolworks increases significantly as they are taught how

they learn about concepts and how they can be used outside the classroom. And almost all students learn more efficiently when they are allowed to work cooperatively with other students in a group or team. Their success to face challenges and be able to present the teaching that is able to increase students' interests and achievements in these subjects is achieved by a teaching approach based on Koorporatif learning. This approach emphasizes one of them to how learning in school is contextualized by way of group learning, so that learning achievement are more acceptable and useful to students when they leave school.

Cooperative learning has developed in developing countries with various names. In the Netherlands developed the so-called Realistic Mathematics Education (RME) which explains that Social Science learning should be linked with real-life students. In the United States developed what is called Contextual Teaching and Learning (CTL), which essentially helps teachers to relate learning materials with real life and motivate students to relate knowledge learned to their lives. Meanwhile, Michigan also develops Connected Mathematics Project (CMP), which aims to integrate mathematical ideas into real life contexts in the hope that students can understand what they learn well and easily.

Cooperative learning can be said to be a learning approach that recognizes and demonstrates the natural state of knowledge. Through relationships within and outside the classroom, a cooperative learning approach makes the experience more relevant for students in building the knowledge they will apply in lifelong learning by way of group learning.

Based on that understanding, cooperative learning theory focuses on multi learning aspect learning environment such as classroom, science laboratory, computer laboratory or other places such as fields, rivers and others. In such environmental situations, students find a very meaningful direct connection between abstract ideas and practical application in the real-world context; concepts are understood through the process of discovery, empowerment and relationships.

Cooperative learning is a form of group learning consisting of 2 (two). up to 6 (six) students Through these 6 small groups every student is committed to actively engage the teacher's lessons. In order to be

active, students must be given certain roles and tasks. for example: reader 'maler lesson (reader) incentive, pacifist, propulsion, decision maker, and formulator.

Cooperative learning has characteristics. principle. Techniques, and certain learning models. The thing that gives privilege to cooperative learning is a group reward. This group award is given based on the results of effort and learning each individual in the group. The superior group will be awarded better than any other group.

This award is given to three groups who excel from other groups. This award is given to three groups that excel from groups in the class. To give students more encouragement, teachers are encouraged to reward students with prizes, such as stationery. eat. Shared or shared together. Robert Slavin (1990) argued that cooperative learning is a small group of students working together to learn and bertanggung answer to a group of friends.

Cooperative learning methods emphasize group goals and group success that can only be achieved if all group members learn on the goals taught. Thus in learning the group of students is not doing group tasks, but learning something for the group.

The three concepts that focus on cooperative learning methods are group rewards, self-responsible accountability and equal opportunity to behave (equal opportunities for success). A method that uses cooperative learning, according to Achyar (Wasti Sumanto, 2005, p. 33) has characteristics, emphasizes group success, member roles, sources and materials, interaction, group awards, individual responsibilities, opportunities for common interest, personal relationships, common interests, group assessment.

c. Parent's Attention

The development of the needs and aspirations of individuals and communities, causing the role of parents in paying attention to their children also experience change. In the beginning, parents' attention plays a role in the education of their children, both in the aspects of culture, as well as the mastery of knowledge and skills. With the increasing needs and aspirations of children, the attention of parents in general can not afford to fulfill. Therefore, a portion of the educational goals will be achieved through school education or other out-of-school

education (courses, study groups, etc.). Even the role of the school education path is increasingly important, especially with regard to aspects of knowledge and skills. This does not mean that parents' attention can be detached from their child's educational responsibilities, as parents are expected to work together and support other educational centers (schools and communities).

The function and role of parents 'attention, besides government and society, in Sisdiknas Indonesia is not limited to family education alone, but parents' concern is also responsible for other education. Especially for family education, namely the function and role of parents in the family in achieving the educational objectives of building a complete Indonesian man. Family education is part of an out-of-school education pathway that is organized in families and that provides religious beliefs, cultural values, moral values, and skills.

The attention of parents to the education of their children is very important and also determine the success of learning the students. In this connection Andersen defines attention as a mental process when the stimuli or series of stimuli become prominent in consciousness as other stimuli weaken. Attention occurs when we concentrate on one of our senses. (Jalaludin Rachmat, 2008, p. 24).

According to Jalaludin Rachmat, attention has external and internal factors of attention. Those classified into external factors are movement, intensity of stimuli, novelty, and repetition. While the internal factors of interest are biological, sosiopsikologis, and sociogenetic motives. (Jalaludin Rachmat, 2008, pp. 54-55).

Jalaludin Rakhmat, said that functional factors derived from the needs, past experiences, and other things that include what we call as personal factors. What determines perception is not the type or form of stimuli but the characteristics of the person who responds to the stimuli. (Jalaludin Rachmat, 2008, pp. 54-55). According to Oskamp, that during childhood, the most influential person is the elderly. The Relationship between of parents with children is not an idea-free forum. Childhood socialization is an intensive exercise on parental attitudes. (James F.Calhoun and Ross Acocella, 2005, p. 317). Papalia and Olds, stated that teachers are not just adults that affect the good of children's activities at

school. Parental involvement has been shown to increase levels and scores on IQ tests and achievement tests, as well as their behavior and attitudes toward school. According to Papalia and Olds, parents whose children perform well do a number of special activities. They read, talked, and listened to their children. Parents provide a place to learn and store books and study materials. They organize and advise on time to eat, sleep, and do homework. Parents monitor how long children watch television and what they do after school. Parents show interest in the lives of their children at school, sometimes by talking about events at school, sometimes by talking about children's issues and successes. (James F. Calhoun and Ross Acocella, 2005, p. 317).

Thus, attention is an important education and determines the success of student learning, so the parent's job is to find a way, to help the child in learning in order to perform the activity well. Children who used to participate in all the work in their families, themselves experienced and practiced various activities that are very useful for the education of character and manners such as honesty, courage, tranquility, and so forth. Parental concerns are manifested in the formation and development of children's social feelings such as living frugally, respecting the truth, tolerance, helping others, living in peace, and so on. It is clear that the attention of parents, plays an important role in the education of personal character, but social education. The concern of parents is functioning in the formation of the character of children. Decroly has argued that 70% and children who fall into the abyss of evil come and families who are ruined of their lives. Therefore, to improve the condition of society, it is necessary to improve the family education. (James F. Calhoun and Ross Acocella, 2005, pp. 71-72) As stated by Thomas J. Watkins, that parents' involvement in the form of attention to their children affects the success of student learning in school. Because Watskin said that the attention of parents, can provide motivation and enthusiasm to learn students to get a good achievement in school (J Thomas Waktins, 2007, pp. 3-14). Similarly, according to Zigarelli that parents' attention to children has a positive relationship with student learning achievement at school. According Zigarelli there are several factors that have a positive relationship with student

learning achievement include: Quality of teacher resources, teacher participation, principal leadership, academic culture and attention of parents in the form of children's education (Zigarelli, A. Michael, 2006, pp. 103-10).

The relationship between of The Relationship between of mother and child needs to get attention, especially The Relationship between of excessive supervision on the development of children. Levy distinguishes this over-supervision into two, spoiling and dominating the child. Pampered children will be more non-obedient, aggressive, and rebellious. Conversely, the child who is dominated by the dominant mother will develop into a child who is obedient and always dependent on others (lack of initiative). However, in school, both pampered children and children who are always dominated in general have no difficulty in learning. Based on the results of his research, Levy concluded that although the pampered child is always troublesome parents at home, but both children are pampered or always dominated by the mother was very accurate as a student and can complete school work well (Zigarelli, A. Michael, 2006, pp. 103-10).

Based on the above description, it can be said that the attention of parents to children is the process of receiving stimuli from the environment so that children are aware and give meaning to various forms of parental attention, both external and internal. The external parental attention dimension comes from movement, intensity of stimuli, novelty and repetition. The internal attention dimension of the parents comes from biological, sosiopsychological, and sociogenetic aspects.

Methodology

The method used in this research is using survey method that is doing direct research into the field that is to Public Junior High School 4 Bogor, which means that the research does not treat the variables studied.

Data collection tool used is questioner (questionnaire). With the data collection tool can be obtained data in accordance with the theme of research. The research data was collected by using the researcher developed questioner and given to the sample from the population. This method is used to express whether there is the relationship between model variable kooperatif jigsaw method (X1) and parents

attention variable (X2) with English learning achievement variable (Y). The research was conducted at Public Junior High School 4 Bogor, with survey research method.

Respondent of the research is VIII grade students of Public Junior High School 4 Bogor, amounting to 80 people, the sample is determined by using cluster random sampling technique.

Processing of research result is done by using descriptive statistic to get data estimation, every research variable and values which include score data, median, mode, standard deviation and frequency distribution. Then for hypothesis testing research used inferential statistics with simple and multiple regression and correlation techniques.

Results

1. The relationship between jigsaw cooperative learning method and english learning achievement. Based on testing the first hypothesis Y over X₁, in order to know the regression equation of Y over X₁ means or does not mean, and linear or not, then F test is performed.

Based on the result of F test, obtained Fcount of 173,405 at significance level 0,000. Since probability (0,000) is much smaller than 0.05, the regression model can be used to predict English learning achievement. While from result of test of linearity, obtained Fhitung = 1,68. If consulted with F_{table} on the level of significance α 0.05 and dk (28.50) = 1.78. Thus H₀ is accepted because it is tested and Ft is less than F table (1.68 < 1.76). So H₀ accepted then the above calculations are arranged in the table anava then obtained the following picture:

Based on the above calculation, it can be stated that the linear regression of Y over X₁ with the regression equation is $\hat{Y} = 4,446 + 0,179 X_1$ is meaningful. Since the probability of the F test of 0,000 is much smaller than 0.05, the regression model is significant, meaning that the jigsaw cooperative learning method has a positive relationship to English learning achievement.

From the calculation of simple correlation coefficient between, X₁ with Y obtained price r = 0.732. To determine the correlation coefficient means or not, then test is done by using the t test. Statistical analysis for this test yields a probability of 0.000 Thus p < 0.05. Thus the null hypothesis that reads a simple correlation coefficient

between X₁ and Y does not mean rejected. It can be interpreted that the jigsaw cooperative learning method that tends to get better, the more likely to be good, the result of learning English tends to increase.

To see how big the relationship between jigsaw cooperative learning method and English learning achievement can be seen from the amount of coefficient of determination, based on regression analysis got coefficient of determination equal to r² = 0,535. It can be interpreted that 53.5% of english learning achievement are determined by jigsaw cooperative learning method.

2. The relationship between parents attention and the result of learning English

To find out the regression equation Y over X₂ means or not and linear or not, the significance and kelinearan test are performed. The test is done by F test. From F test, Fcount is obtained at 302.689 at 0.000 significance level. Since probability (0,000) is much smaller than 0.05, the regression model can be used to predict English learning achievement.

Based on the result of inferential statistic calculation, it can be concluded that the linear regression of Y over X₂ with the regression equation is $\hat{Y} = 7,743 + 0,283X_2$ is meaningful. Since the probability of F test of 0.000 is much smaller than 0.05, the regression model is significant. This shows that there is a positive relationship between the attention of parents and the learning achievement.

Based on linearity test, obtained F_{hitung} sebesar 1,68. If consulted with F_{table} at the 0.05 significance level and fd (25,53) = 1,84. Therefore H₀ accepted because F count is smaller than F_{table} (1.68 < 1.84). Thus H₀ is accepted if the above calculations are arranged in the following anava table:

Result of simple regression analysis of Y over X₂, obtained regression equation $\hat{Y} = 7,743 + 0,283 X_2$. From the calculation result of simple correlation coefficient between X₂ with Y obtained price r = 0,728. Then for probability of 0.000 then p < 0.05. So the null hypothesis which states the simple correlation coefficient between X₁ and Y is meaningless, it is rejected and the alternative hypothesis is accepted. Thus it can be concluded that r_{X₁Y} is meaningful.

From the results of the research shows there is a positive relationship between the attention of parents with English

learning achievement. It can be interpreted that the better the parent's attention, the better the learning achievement. The magnitude of the relationship can be seen from the magnitude of the coefficient of determination. Coefficient of determination for the attention of parents (X_2) with the learning achievement of English (Y) of 0.529. It can be interpreted that 52.9% of the variation in English learning achievement is determined by the attention of parents.

3. The relationship between Jigsaw cooperative learning method And Attention of Parents With English learning achievement

To determine the significance of the regression equation Y over X_1 and X_2 , tested significance and linearity by using F test. From Ftest, obtained Fcount of 302, 689 at significance level $\alpha = 0,000$. Since probability (0,000) is much smaller than 0.05, the regression model can be used to predict English learning achievement. Based on the above calculation, it can be concluded that the linear regression of Y over X_1 and X_2 with the regression equation $\hat{Y} = 8,378 + 0,184X_1 + 0,173 X_2$ is meaningful. Since the probability of F test is much smaller than 0.05, the regression model is significant, it means there is a positive relationship between jigsaw cooperative learning method and parental attention together with the learning achievement.

To see how big The Relationship between of jigsaw cooperative learning method and attention of parents with learning achievement, can be seen from the amount of coefficient of determination, that is $r^2 = 0,644$. It can be interpreted that 64.4% of English learning achievement are determined by cooperative learning model and parents attention together. This means that the increase or decrease in English learning achievement can be explained by the variation of jigsaw cooperative learning method of jigsaw method and parent attention by 64.4% through simple linear regression equation $\hat{Y} = 8,378 + 0,184X_1 + 0,173X_2$. Thus the Y regression of X_1 and X_2 can be meaningfully used to predict the average English learning outcome (Y) if the average cooperative learning model of the jigsaw method and the attention of the parents is known.

To see the relationship of one independent variable with the dependent variable in the condition of the other

independent variable is controlled (fixed), a partial correlation analysis is performed. The first partial correlation analysis is performed between variables x_1 with variable Y in condition variable X_2 controlled (fixed). The calculation results obtained $r_{y1.2}$ value of 0.4439. Because the probability value of 0.000 is much smaller than 0.005 then the partial coefficient is declared significant.

Conclusion

Based on the result of hypothesis test between X_1 with Y, X_2 with Y, and X_1 and X_2 with Y, all statistical hypothesis (H_0) in this study was rejected, at significance level $\alpha 0,05$. This indicates a positive relationship between; (1) jigsaw cooperative learning method, and (2) parents attention, either individually or in combination with English learning achievement. Several discussions and results of the above research are presented in the following description:

The First, There is a positive relationship between jigsaw cooperative learning method with the english learning achievement of Public Junior High School 4 Bogor. The coefficient of determination of both variables ($r_{y2.1}$) of 0,535, can be interpreted that if not done control to variable attention of parents (X_2), the 53.5% proportion of the English learning achievement variance can be explained by the jigsaw cooperative learning method.

Second, There is a positive relationship between parents' attention with english learning achievement. The coefficient of determination (r_{y2}^2) of 0.529. This means that if there is no control on the jigsaw cooperative learning method, then the proportion of variance of english learning achievement in Public Junior High School 4 Bogor, 52,9% can be explained by the attention of parents.

Third, There is a positive relationship between jigsaw cooperative learning method and parental attention, together have positive relationship with learning achievement. Coefficient of multiple The Relationship between two independent variables with dependent variable ($R_{v.12}$) of 0.803, and the coefficient of determination ($R_{v.12}^2$) of 0.644. Which means that 64.4% proportion of English learning achievement variance can be explained jointly by both jigsaw cooperative learning method and parental attention.

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EFL STUDENT TEACHERS' PERCEPTION AND CHALLENGES TOWARD ONLINE PLATFORMS IN LANGUAGE PEDAGOGY

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Abstract

This research aims to investigate EFL Student teachers' perception and challenges of performing online platforms of Interactive Multimedia on Language Teaching and Learning. This study used mixed methods, qualitative and quantitative in nature. The participants of the study were 15 learners who have involved in the learning process of Interactive Multimedia on Language Learning Class. Questionnaires and interviews were used as data collection instruments. The data were analyzed and interpreted through qualitative and quantitative procedures. The results reveal that the online platforms of interactive multimedia such as Edmodo, PlayPosit, and Duolingo, TED Videos are very helpful and beneficial in improving their pedagogical competence. However, the limited time and facilities coupled with a poor Internet connection were challenges for EFL student Teachers to carry them out in educational process. The results of this study give meaningful insights for policy makers in education such principals in relation to provide the facilities to accommodate English teachers who want to employ online platforms of interactive multimedia in English teaching and learning in the classroom.

Keywords: EFL student teachers, perception, challenges, online platforms, and language pedagogy

Introduction

The development of information technology enables human activities to be implemented quickly, precisely and accurately. , so it will improve the productivity. In addition, the development of technological information has also affected a various lot areas of life, such as in Education that serves as a science supplier.

Quality improvement efforts education and knowledge should offset the rapid advancement of this technology. Therefore, information technology can be used for creating skilled and reliable human resources. In the achievement of that goal, the utilization of various online platforms offers the easy way for English Learning process.

The use of online multimedia in teaching English as a Foreign Language is essential for enhancing the students' learning achievement. The application of interactive multimedia for teaching English is very beneficial for improving students' language skills and enhancing students' learning motivation (Wekke & Hamid, 2013).

Even though, a lot of advantages of online interactive multimedia, there are several weaknesses in using them, such as lack of interaction in the real world between the learners and lectures and lack of control for unmotivated students. Moreover, when students have effortless to get a lot of materials and information from online sources, they will tend to be insensible in accomplishing their assignment (Muslem et al., 2018; Pitura & Berlinska-Kopeć, 2018).

Therefore, this research aims to investigate EFL Student teachers' perception and challenges of performing online platforms of Interactive Multimedia on Language Teaching and Learning.

Methodology

The research was conducted by using mixed methods by analyzing qualitatively and quantitatively. The participants of the study were 15 learners in the third year who have involved in 8 meetings of Interactive Multimedia on Language Learning Class. Questionnaires and interviews were used as

data collection instruments. The data were analyzed and interpreted through qualitative and quantitative procedures.

The questionnaire was designed and modified from Muslem et al., (2018) and (Karakaya, 2010). It was applied by using six closed-ended questions. They are as follows;

1. In my view, the use of online interactive multimedia is very beneficial for teaching English than discussion and teaching without it.
2. The process of learning using online platforms can enhance my teaching strategy as an English Teachers.
3. Online interactive multimedia can replace teachers' role in teaching English.
4. As far as I know, online interactive multimedia can be used to manipulate instructional contents and materials effectively.
5. In my view, online interactive multimedia is more effective for teaching and learning than books and other printed materials.
6. I think online interactive multimedia do NOT offer educational/instructional values for learners in learning English.

The questionnaire was constructed by using Likert Scale with five choices comprising (1) disagree (D), (3) neutral (N), (4) agree (A), and (5) strongly agree (SA). The total scores of the questionnaire were calculated based on Excel analysis. The calculation of each question of questionnaire was interpreted that the online interactive multimedia are not recommended for their teaching when the total score of 15 to 40. The score 40 to 55 means that it can be an alternative for student teachers to apply online interactive multimedia for teaching. Also, when their response got the score 55 – 70, they are highly recommended for applying online interactive multimedia for teaching English.

For more detail information, the interview was conducted by asking five students as the representative of the class. The setting for the interview process was

held in the classroom by asking one by one student to be interviewed. I, the interviewer, gave the questions based on the interview protocol. It consisted of 5 items; 1). What do you think about the process of learning using online interactive multimedia? 2). Will you apply when a chance to be a teacher have? Why? 3) What challenges did you face when following the interactive multimedia class?

Findings and Discussion

After students had got the eight meetings of interactive multimedia class. They completed a questionnaire at the last meeting. The results of questionnaire are presented in Table 1.

Table 1. The Students perceptions about Online Interactive Multimedia

Questionnaire statements	
1. The use of online interactive multimedia is very beneficial for teaching English than discussion and teaching without it.	57
2. The process of learning using online platforms can enhance my teaching strategy as an English Teachers.	59
3. Online interactive multimedia can replace teachers' role in teaching English.	34
4. As far as I know, online interactive multimedia can be used to manipulate instructional contents and materials effectively.	59
5. In my view, online interactive multimedia are more useful for teaching and learning than books and other printed materials.	54
6. I think online interactive multimedia do NOT offer educational/instructional values for learners in learning English.	41

The first and second statements of the questionnaire show that most students perceived that online interactive multimedia were recommended to be prepared for English student teachers for enhancing their teaching quality. It also can improve my teaching strategy as an English Teachers. (Shahrokni, 2018; Wekke & Hamid, 2013; Wichadee & Pattanapichet, 2018).

The fourth question dealing with the online interactive multimedia that can be used to manipulate instructional contents and materials effectively, most students agree with that. It can be concluded that for today, the online media are essential to be integrated into teaching, i.e., EFL teaching. (Pitura & Berlinska-Kopec, 2018). In addition, some students perceived that online interactive multimedia are more effective for teaching and learning than books and other printed materials.

However, the statement 3 and 6 shows that the online interactive multimedia cannot entirely replace the role of teachers dealing with emotional interaction and learning motivation. It means the learning of communication in the real world is still necessary for enhancing students' motivation (Asnawi Muslem et al., 2018).

The results of the interview show that 4 of 5 interviewees perceived that online interactive multimedia are very interesting English learning process, they could understand materials easily and quickly got massive information in very short time.

Dealing with the second topic of interview question, i.e. "Will you apply when a chance to be a teacher have? Why?" Three students said that the online platforms such as Edmodo, and playposit, during interactive multimedia class, are very easy to be applied for teaching. Even, two students were very interested to apply them as their research paper for their degree.

However, the interviewee got challenges for applying these online interactive multimedia. When they have got an internship in schools in Semarang, they have no sufficient facilities for applying these media such as poor internet connection (Asnawi Muslem et al., 2018; Shahrokni, 2018), a limited number of computers (Pitura & Berlinska-Kopec, 2018).

Conclusion

The results of this study give meaningful insights for policy makers in education such principals about providing the facilities to

accommodate English Teachers who want to employ online platforms of interactive multimedia in English teaching and learning in the classroom. However, the limited time and facilities coupled with a poor Internet connection were challenges for EFL student Teachers to carry them out in the pedagogical process.

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CONTENT ANALYSIS OF ENGLISH TEXTBOOK RELATED TO CONTEXTUAL TEACHING AND LEARNING

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Abstract

This research was aimed to investigate whether the English Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” fulfilled the criteria of good textbook suggested by government and supporting the contextual teaching and learning. This research was designed in collaboration of descriptive qualitative and quantitative analysis. The object of this research was Textbook entitled “*Bahasa Inggris Sekolah Menengah Pertama*”. Library research and analysis were used to collect the data, while the instruments used were analysis sheet and interview. The result of this research showed that the textbook met the criteria of good textbook with the score for content fulfilment was 84.86% . The lowest achievement was in the criteria of cooperative fulfilment, which only achieved 28.18%. The researcher suggested that teacher could be more flexible in delivering the material of the textbook. For supplementing cooperative activity, teacher could arrange the activities that give students opportunity to collaborate in pairs.

Keywords: content analysis, contextual teaching and learning, English textbook

Introduction

Language has become the important part of human being since it was found and had been developed about millenniums ago. Every human being has their own mother language, but sometimes it cannot accommodate the need of people in this global era. Cristal (2000, p. 1) cited in Suhuri (2008, p. 2) state that “English is a global language”. We cannot deny that currently, almost every international occasion requires English as the tool of communication. As a part of the international community, it becomes such a challenges for every country that is not using English as their formal language to acquaint and teach English as international language to their nation.

In Indonesia the educational policy refers to *Undang-Undang No. 20 tahun 2003* about the system of national education (*Sistem Pendidikan Nasional*). It includes the use of instructional media and teaching and learning model to achieve the effective result of educational purpose. Both instructional media and learning model have an important role for teaching learning process in Indonesia. We cannot deny that most of material commonly used by teachers in

learning process is taken from textbook as an instructional media. It is not surprising that textbook often becomes the only supporting instrument for the teacher to run the lesson in classes. There are several reasons that makes textbook becomes important in teaching learning process. First, textbook are relatively easy to get in the market, provides a guide or road map for the learner which offers expected behaviors that he had to perform to find and are commercially provided (Crayford in Richard and Renanda, 2002) cited in Lathif (2015, p. 1). Second, the teacher is helped by the availability of textbook because it can simply become a flexible roadmap in the teaching learning process that can help teacher to prepare the lesson and it is modifiable based on the students’ needs (Brown, 2000) cited in Lathif (2015, p. 1).

On the other hand, the materials contain in the textbook should not only theoretical but also relate to the real life circumstances. The content that is learned by students in classes must be linked to their real experiences in order to encourage students to gain an intact development in all aspects including cognitive, affective and

psychomotor. The learning model that that can accommodate all of students need above well known as Contextual Teaching and Learning (CTL). Finally, teachers have responsibility to choose a textbook for students to fit with appropriate teaching and learning model. In case of using textbook as a guideline of teaching and learning process, teachers must be able to do an evaluation toward the textbooks that will be used. The evaluation must reveal whether the textbook contains a good materials and contextual oriented. The evaluation which refers to the materials can give such an overview if the textbook is still worth using or needs to be supplemented. On the other hand, textbook with contextual oriented will be more beneficial for students because it will help students to actualize the materials to the real life circumstances.

The reason above encourage the researcher to do evaluation toward the worthiness of content that is containing in English Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*”. The textbook brings contextual teaching and learning as the tittle that indicates the textbook is contextual oriented. The purpose of this research is to find out the importance of the correlation between content to contextual teaching and learning.

Methodology

This research was conducted by using content analysis technique. It is categorized as a descriptive qualitative research (Lathif: 2015, p. 64). This study analyzed English Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” whether it fulfilled its worthiness by matching to the criteria of good textbook determined by government or not and weather the content represented the goal of contextual teaching and learning. Quantitative method was also conducted in this research. Quantitative method is important to strengthen the data that are collected by library research and analysis. The goal of this research was to find out the

worthiness of textbook entitled English Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” whether it fulfilled its worthiness by matching to the criteria of good textbook determined by Government or not and its correlation between content and contextual teaching and learning. The evaluation was pointed to PP No. 19/2005 paragraph 43 verse 5.

In this research, the researcher used field research (teachers’ interview) and library research (analysis Checklist). The researcher also used analysis as a method of collecting data. The analysis was used to see deeper weather the books that was analyzed was matched to the purpose of curriculum that was followed and stay on Governments’ provision.

Findings and Discussion

Table 1. The Summary of the content fulfilment

Aspect of Evaluation	No.	Sub Aspect of evaluation	Fulfilment
Content	1	Relevance of Materials	83.33 %
	2	Material Accuracy	100.00 %
	3	Supporting Learning Materials	80.00 %
	4	Relating to Contextual teaching and learning	76,13 %
Average			84,86 %
Criteria			Good

In this research, the researcher focus to use four checklist to evaluate the content of this textbook. Those were 1) the relevance of material toward the curriculum, 2) material accuracy, 3) supporting learning material, and 4) relate to contextual teaching and learning. These four sub aspect would be break down into thirty three criteria. Table 1 showed the summary of evaluation result of the textbook. The result of detail evaluation were presented below.

1. The content of textbook

The textbook had eight units. There were lessons about interpersonal text, transactional text, functional text and monologues. Meanwhile, this textbook did not contain presentation text or presentation activity. The lessons were presented in various form of activities. Those were in form of dialogues text, dialogues text followed by question, list of expression, phrase explanation, list of expression followed by dialogues text, phrases followed by grammar corner, textual text, task, textual text followed by question, and textual text followed by task. For example, the activities that were presented in form of dialogues were aimed to give the students a description on how to apply the expression to the real life situation.

2. Leading to the text production

In order to lead the students for having a good comprehension in producing text, textbook must arrange the sequence activity that were intended to the students' understanding toward every types of text. The sequence of activity was taught. First, textbook must require the students' need to explore every types of text that is relevant to their daily life (Exposure). Second, textbook must give the students guidance in every type of text to acquire explicit comprehension about elements of text production (Retention). The elements of text production were social function, generic structure and linguistic feature. Third, textbook must give the students guidance to produce written or oral text to achieve the aim of the text (Actual Production). For example the lesson of descriptive text in unit 6. In this unit, the students were given activities to explore about descriptive text through the activity in form tasks and texts of descriptive. The sequence of activity in unit six, could be classified the in three phases. First, acquiring the students to the words or phrase that related to descriptive text. It meant that the students were given adjective words that were usually used to describe something. Second, writing

descriptive in sentences. Third, writing descriptive text.

3. Organization of Textbook

The organization of the textbook was important because it had correlation with learning outcome. Litz cited in (Lathif, 2015:20) stated that textbook's illustration should be added and raised clearly. The government required four criteria of textbook organization. Those were ; containing systematic coverage of syllabus, organizing and grading the content based on sequence of difficulty, adjusting the number of lesson in the courses to schools' academic calendar, and allowing some the students for being absent from some classes by arranging the sequence of content. This textbook fulfilled all of criteria that were required by the government. For example, the first criteria was found in page *ix* and *x* of the textbook.

4. Text comprehension outcomes

There were some outcomes that were expected after the students through the process of teaching and learning by using the textbook especially in the lesson of texts. Those included in these criteria; the students were expected to maintain their interpersonal relation with another, the students were expected to generate skill of transactional communication function in daily life, the students were expected to be able to represent the social function of functional text and monologues, and the last the students were expected to know the element of meaning of every text. The researcher found that this textbook had fulfilled all of criteria for text comprehension outcome. The example existed in unit 1, section 1, page 4, part presentation, activity 5. There were some dialogues about introduction of someone to another. In the dialogue, the situation was about someone met a stranger then they introduced themselves each other. In case this was the first time they met, one of them gave a formal greeting to open the conversation. By seeing the example, it concluded that the interpersonal text helped the students to maintain their interpersonal

relation with another. The lesson taught the students to consider the politeness aspect regarding to the level of formality. The students needed to understand that naturally, in different occasion where the relationship between the speaker and interlocutors were not close, there were some habit that should be considered.

5. Language Accuracy

Generally the use of language in each model text included interpersonal, transactional and functional had no significant mistakes in term of vocabulary and grammar and relevant to the on-going communicative context. All of the text and activity used correct grammar according to the context. The vocabulary that was used also appropriate and familiar to the grade of the students. One of the advantages of this book was in the end of every unit and in last pages of this textbook, provided a vocabulary list. The vocabulary list was very beneficial because it covered words that were considered as unfamiliar words for the students. By using vocabulary list, the students were expected to be easier to comprehend all the words in certain unit. It also could gain their vocabulary memorization. The vocabulary list was also enriched with phonetics transcription to help the students correct their pronunciation in stating certain words. Glossary was also provided in the last pages to give some explanation toward foreign words or phrases.

6. Supporting References

References were one of important elements in textbook. The government determined two criteria that must be achieved by textbook to make sure that the textbook was still appropriate to be used. Those were: (1) learning material must be relevant to the topic discussed and (2) it must be taken from the up-to-date reference. The researcher found that most of the material covering texts, table, activity and picture were taken from the references that were relevant to the topic discussed. For example most of texts that were adapted and used as

model, were about famous and familiar place, people, goods or animal. Meanwhile, this textbook did not fulfill the criteria that learning material must be taken from the up to date reference. It was because the textbook were published in 2008. Most of the material that was presented in the textbook were up to date in those years. Yet, some of the learning material were overlong and not relevant anymore to the students. For example, the text that used as model in description there was a description about Michael Jordan. In 2016 Michael Jordan were not popular anymore because he had retired as a basketball player.

7. Facilitating Students' Soft Skills

Textbook must accommodate the students to foster their soft skill through the activity existed on it. One of the skills that were expected by the criteria of the government was personal skill in which the students had to knowing the weaknesses and strengths of his own, and can repair it to be an improvement as an autonomous learner and social creature. This textbook was proven to accommodate the needs of the students to improve their personal skill. It was because in every unit of this textbook was enriched with evaluation. In the part evaluation, the students would be given some activities to evaluate all of material they had already got in certain unit. The part evaluation would help the students to check their progress by seeing their capability to solve the problem activity in these part.

8. Promoting Social Awareness

Beside focus on academic objective, textbook must also promote social awareness. The government determined five criteria of social awareness. Those were; textbook must promote appreciation toward cultural diversity, promote appreciation toward democratic criteria, promote appreciation toward nationality, promote awareness toward local potential and contain material that design for character building. The researcher found that all of criteria was

fulfilled in this textbook. The explanation was as follows.

This textbook had promoted appreciation toward cultural diversity and complex society which covered various cultural criteria, local national and global content. This reflected in part cultural notes in every unit. In part cultural notes, the students would be introduced to the global culture. This part was expected to give an understanding for the students that they had to respect diversity in society. The point that textbook must cover local, national and global content was very bias to be decided. It was because most of content used in this textbook were not refer to particular regional content. Meanwhile, the researcher believe that the use of general content were more flexible because it also represented local, national and global content.

9. Relating to Contextual Teaching and Learning

This textbook had total 330 activity in various types. For the sub aspect that textbook must set the situation that relate between the material to contextual teaching and learning was in satisfying number which was 76,13 %. The number of achievement of every criteria were; 1) 83,03 % for relating, 98,78 % for experiencing, 3) 94,54% applying, and 28,18% for cooperative. The table in appendix 7 was the result analysis of the text which related to contextual teaching and learning. Based on the criteria fulfilment, the researcher made conclusion that the number was satisfying. It was supported by the practitioner statement that stated that the textbook fulfilled all of criteria for contextual textbook. The practitioner statement was presented in appendix 9. Yet, the comparison between the highest and lowest percentage (98,78% and 28,18%) number was significantly unbalanced. The activities that fulfilled the criteria of relating, they brought a concept that the activity must be simple and accommodated the needs of students in order to do problem solving in daily life. 83,03% activity in this textbook were arranged so. For the criteria that textbook

must give the students opportunity to do exploration toward the material that is being learned than they were expected to find a new thing from what they just learned by linking it to their experience were achieve the highest percentage which was 98,78 %. For the criteria that textbook must emphasizes on the process of demonstration of knowledge and the use of knowledge were achieve the number of 94,54%. The point of criteria of applying was the material that the students got in the classroom must be applicable to the real life situation. In this textbook, the criteria that textbook must bring the criteria of cooperative were in the lowest number achievement. It just raised 28,18 % from all activity. The number was very unsatisfying. It was because most of activity were explicitly command the students in doing solitary project. That was why, only the activity that clearly asked the students to do cooperative activity which adjust to bring cooperative criteria.

Conclusions and Suggestions

1. Conclusions

The researcher will elaborate the conclusion from the study. The conclusion are:

- English textbook entitled Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” for the students in grade seven was categorized as good textbook from the point of content appropriateness.
- Furthermore even the English textbook entitled Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” for the students in grade seven was categorized as good, the criteria cooperative fulfillment in sub aspect content relate to contextual teaching and learning was very unsatisfying which is only 28,18% because most of the activities were concerned to foster individual skills, which imply that the textbook does not adequately accommodate the need of students in doing collaborative activity.

2. Suggestions

Based on the result of the research that had been conducted, the researcher suggests some suggestion as follows:

- a. English textbook entitled Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” is very good from the element of content appropriateness. It would be better if the teacher supplemented this textbook with another resource to cover the criteria unfulfilled.
- b. The textbook is categorized as fair from the element of material that related to the contextual teaching and learning. However, the criteria of being cooperative is in the lowest percentage of achievement. The cooperative activities and task must be added in order to vary the activity and task and avoiding the possibility of the students become bored. Cooperative activity might also give opportunity for the students to do peers assessment. It is very beneficial because the students can help the others to do reviewing that in many case the students are more comfortable with their friend that allow them to do more exploration without feeling clumsy.
- c. Teacher can arrange cooperative learning by taking the material from the textbook. In fact, there were many activities inside the textbook that was actually supportive for cooperative learning but less of instruction in doing cooperative learning.

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REVEALING STUDENTS' MOTIVATION AND INTEREST IN WRITING RECOUNT TEXT USING *MYSTORYBOOK.COM*

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Abstract

Students' writing interest and ability found in the 4th semester students of English Department in Universitas Muhammadiyah Semarang (Unimus) tend to be relatively low. This background becomes the reason of undertaking this study. At this point, students depend on the miracle of paper and pen to create writing piece without considering various technology existed. In another word, the use of technology in writing is quite low or surprisingly hardly ever. In this study, students are acknowledged to an interesting site of writing such as *MyStorybook.com* as the media to enlarge and stimulate students' creativity in writing, especially in writing recount text. This study aims at revealing students' interest and motivation in writing recount text using interactive media. At least 15 students are interviewed and fill questionnaire with open-ended questions to identify their interests and motivation in creating recount text. The result indicates that *MyStorybook.com* offers invaluable opportunity and new challenge for students to write using some attractive assistance in it. In addition, students' creativity increases along with their imagination to visualize what kind of story they are trying to create by adding several picture and shape options in order to adorn their writing pieces in recount text.

Keywords: motivation, interest, recount, writing, *mystorybook.com*

Introduction

Writing skill is important to be taught to students (Trivelli-Bowen 2014) as this is one of the skills that has to be taught by Indonesian students in order to master the target language (English). It is also the most complicated skill that require the better understanding of grammar, vocabulary, content and context altogether. Whereas writing process is complex where the writer needs to elaborate his or her idea (Tiwari, 2005) to the readers. Besides, the mechanism of writing is not as easy as it looks like. Somebody has to pay attention to the correct capitalization, punctuation, and spelling as well. Thus, it is a must for learners to understand and apply the steps or procedure of writing.

The weakness of traditional way of writing is too much human errors such as misspelling, no capitalization, displacing the comma or another punctuation, and many more. This phenomenon does exist in the 4th semester of English Education students in Universitas Muhammadiyah Semarang. Many students failed in writing

class because of some trivial mechanism, which actually can be prevented in advance. One of the ways in eliminating the error is by using technology. When somebody write text by the assistance of technology, several errors like misspelling and even grammar can be easily tracked.

Another thing to be noted is that students tend to keep their writing product once they finished it. They do not let their masterpieces of writing to be red publicly. In fact, there are several media that can be used by students to show off their piece of writing. Things like personal blog, notes feature in *Facebook*, or simply by writing caption in *Instagram* can help students to spread their writing for good.

This paper will introduce the use of *Mystorybook.com* site to enable students of writing class to create simple yet interesting story based on their experience or imagination. The most interesting thing in *Mysotrybook.com* is that someone can make up story and put pictures here and there and to make it.

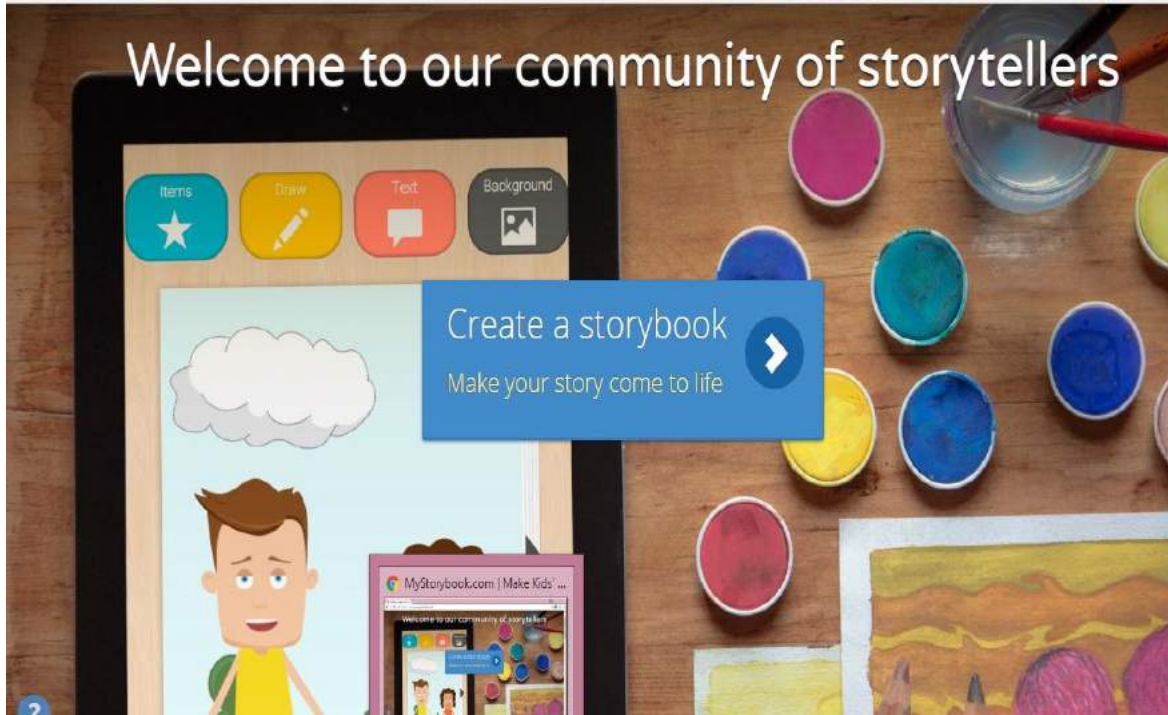


Figure 1. Display of *MyStorybook.com*

MyStorybook.com

This site is an online (Jessica Wood) tool that enable user to write story and share the writing publicly. First of all, user has to sign up for getting the account. By being the member, someone can create story book by developing the story. Besides, user can add the picture and change color and design the cover like professional. By all the ease and attractive media, it is expected that the user will be encouraged to write story.

Mystorybook.com also provides students with such amazing experience to write and create stories instead of writing in a piece of paper. In addition, the simple navigation enables user or students to design good storybook. Students, in other hand, are encouraged to the high level of creativity while using this application. Teacher is also being assisted because his role as facilitator makes students feel free to ask any questions to the teacher.

Unfortunately, the existence of good technology is not in line with good connection of internet which becomes the most demanding tools to run such technology-based learning process. Besides,

the anxiety of students to write is becoming the major issue in creating piece of writing.

That is why, this paper would like to reveal about students' motivation and interest in writing recount/story.

Methodology

This study employed fifteen students in the fourth semester of Bachelor's Program majoring English Education at a Universitas Muhammadiyah Semarang. The writer asked the lecturer to teach writing using *MyStorybook.com*. It took four meetings to produce story that ready to be shared or published. After that, students and lecturers are invited to fill the questionnaire. Fifteen students and one lecturer completed and returned the questionnaires.

Findings and Discussion

The data was collected by using questionnaire with open-ended questions. This open-ended question was designed to fulfill the necessity to reveal the students' motivation and expectation in learning writing, especially writing story.

Based on the study, there are some attitude and motivation that appeared in this study such as external motivation, teacher's role, interest, learning activities, and topics.

1. External motivation

Students tend to feel that getting high score for their writing assignment is such prestige thing. It becomes the motivation for them to write. Another thing is that when they know that their writing is going to be published through social media, then they will compete each other to do their best, to make them deserve to be the best. In this case, the teacher asks them to post their writing piece into the social media, students will try their best to eliminate the mistake. Check and recheck again their grammatical error, misspell and any other writing mechanism. By using *Mystorybook.com*, students are being helped about their misspelling and grammar. So, they are trying hard to provide good writing piece.

2. Teacher's Role

Harmer (2001) said that teacher can play his/her role as anyone they need to do. Sometimes, they can be tutor and mediator that give them any information to the students. While in the other time, she can turn to be motivator that gives the students motivation and encouragement to reach or do the best they can do. Or, they can be the facilitator. It means that he or she will facilitate the discussion for instance or give assistance to the students in using particular application like *Mystorybook.com*.

By using this site, students are given the opportunity to be creative writer, designer and storyteller. 10 of 5 students are being helped by this application to make good writing piece.

3. Interest

S1, S2, S5, S10 are not really interested in writing. They do not know what to write at the classroom when the teacher is asking them to do so. Another

students are being challenged to write using this application because it offers them with so many attractive features in it.

S11 for instance, is not really keen on writing, but after using this application, they are getting to love writing. In addition, they also feel that they are being more creative. Another students (S9, S14) said that they are interested in writing and getting more interested after finding this application.

4. Learning Activities

According to students (S4, S7, and S10), teachers need to give brainstorming to the students about the material. The delivery or interesting brainstorming and apperception in the beginning of lesson will make students feel comfortable with the writing activities.

In the other hand, students need to understand about the generic structure or language feature in creating story book.

5. Topics

Simple topic will help student to write easily. Some topic about daily activity or describing something is considered as trivial job instead of talking about persuasive or argumentative speaking.

Conclusion

The result indicates that *MyStorybook.com* offers invaluable opportunity and new challenge for students to write using some attractive assistance in it. In addition, students' creativity increases along with their imagination to visualize what kind of story they are trying to create by adding several picture and shape options in order to adorn their writing pieces in recount text.

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LESSON STUDY: ENGAGING COLLABORATIVE LEARNING TO PROMOTE TEACHERS' PEDAGOGICAL COMPETENCE

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Abstract

Teacher quality is the most important factor in enhancing student achievement. In order to achieve the goal, lesson study comprises three main phases of plan, do, and see encourages teachers to do collaborative learning in which they create learning communities to discover, create, and negotiate new meanings to improve their teaching. Teachers at all stages of their careers could learn from one another. They could work together, discuss common teaching issues, share successful strategies, and develop new approaches to share problems. Organizing such networks of teacher in collaborative learning promotes an effective way to share pedagogical and content knowledge. In order to think productively about ways to enhance student learning, teachers need to consider both the material they are teaching and the ways that they are presenting it. Considering the importance of both of them, this study aims to know the impact of collaborative learning to teacher performance particularly in SD/MI Al Hikmah Semarang. By involving three model teachers conducting teaching and learning process, and six observers (teachers and lecturers) observing the teacher performance and student activities in the classroom conducted in two cycles, this study shows that collaboration among teachers increased their performance of teaching in which teachers emphasized using active engagement, appropriate learning designs, and application of theories on learning. The majority of teachers agreed that collaborative learning through lesson study helped their performance of teaching. Teachers who participated in collaborative learning had better achievement in their teaching performance rather than those who did not participate in collaborative learning.

Keywords: lesson study, collaborative learning, pedagogical knowledge

Introduction

Most teachers commonly face some problems of learning. The problems could not be separated from the quality of learning in which it is determined by the quality of teachers as well (Aimah et al., 2017). Dealing with the quality of teachers, the government has set the rule for the teachers to master four competencies; they are pedagogical competence, professional competence, personality competence, and social competence (Government Rule No. 16 Year 2007).

The Mastery of pedagogical competence is very important for the teachers because they have to be able to manage and control the learning process in the classroom (Ryegard, et al: 2010). Those are very required in the learning process in which the teachers must know how to create a good interaction with the students, how to perform

in the classroom, how to design a learning process, and how to choose the appropriate method and media tailored to the students' needs and characteristics (Law No. 14 Year 2005).

To promote teachers' pedagogical competence, collaborative learning is required. By doing collaborative learning, teachers discuss the issue of learning with the others. They share their thoughts, reflect upon and further develop their skills for making changes to their teaching practices. Lesson study is a program of teacher development to engage collaborative learning. Through lesson study, teachers collaboratively plan, teach, observe and analyze learning and teaching in "research lessons" (Dudley, 2014). Through the processes of joint planning, joint observation and joint analysis, the teachers have collectively to imagine learning. So, they will

see some aspects of student learning through the eyes of others as well as through their own, and they compare the actual learning observed in the research lesson with the learning they imagined when they planned it.

Thus, this study aims to know the impact of collaborative learning to teachers' performance of teaching in the classroom through lesson study.

Methodology

This study involved three teachers of SD and MI Al Hikmah Semarang and six observers comprising three teachers and three lecturers. The participants were chosen purposively based on the principal's recommendation in which they faced many problems of conducting teaching and learning.

This study was conducted in two cycles of research lesson which consisted of plan, do, and see as proposed by Lewis (2002). Observation and interview with the three teachers were gathered to collect the data. The data were analyzed qualitatively and quantitatively to depict the impact of collaborative learning to the teachers' performance.

Findings and Discussion

1. Collaboration in Lesson Study

In conducting research lesson, the discussion with the principals, the teachers, and the lecturers collaboratively was done in order to improve the teaching practices. It concurs with Lawrence and Chong (2010) that collaboration enables teachers to converse about their theories, methods, and processes of teaching and learning to improve upon classroom instruction. The issue of teaching mostly dominated the discussion in the stage of planning. Each participant shared his/her experience of teaching, knowledge, and opinions dealing with the issue being talked.

Through collaborative learning demanding them to share and exchange with the others, the teachers get opportunities to critically examine their classroom instruction in order to make changes. It is in line with Lawrence and Chong (2010) state that

collaborative learning provides the teachers to develop and shape the skills of critical thinking and good questioning. It is because the discussion creates some assumption from the others. Thus, collaborative learning promotes the teachers to increase their knowledge about teaching and learning process.

The condition could not be avoided because they had to collaboratively discuss their teaching and learning practices. One of the teachers said that she got a lot of benefits from the program. She did not feel that she faced the problems by herself. Discussing the issue of learning and teaching with the others helped her to solve the problems. It also made the teacher more confidence to practice her teaching. She was helped to solve the problems by planning and designing the scenario of learning collaboratively. The teacher felt that lesson study helped her much in gaining the knowledge.

2. Teachers' performance of Teaching

Based on the result of the observation, the teachers' performance of teaching improved. In detail, the assessment done by the observers to the three teachers' performance could be seen in the following table.

Table 1. Teachers' Performance

	Cycle 1	Criteria	Cycle 2	Criteria
Teacher A	3.0	Fair	3.56	Good
Teacher B	2.14	Bad	3.27	Fair
Teacher C	2.10	Bad	3.00	Fair

Table 1 shows that there is a significant difference result among the three teachers' performance in which Teacher A's performance was better than the two the others in which in cycle 1 the score was 3.0 (fair) and cycle 2 was 3.56 (good).

In the aspects of assessment in cycle 1, the teacher's characteristic was the highest among the other criteria in which the score was 3.5 with the category good. Meanwhile, in the aspect of preparation, it obtained the lowest score (2.7). The teacher admitted that preparing a lesson plan was quite hard for

her because she had no time to do that. She could not prepare any media and method used to support teaching and learning process in the classroom.

While in the cycle 2, Teacher A felt that collaborative learning helped her in designing her lesson. It was because it was not only done by herself but also by involving the others. They collaboratively formulated the long-term goals of learning. It influenced the other aspect of pedagogy that must be prepared by the teacher; for instance, selecting the media and method of learning, setting the learning class, etc.

In the term of presenting the material, Teacher A also obtained high score (3.39). The condition was quite different with the cycle 1 in which the score was only 2.9 categorized fair. Through collaborative learning, the teacher formulated with the others how to convey the materials in an easy way so that it could be understood well by the students. In this point, the teacher also gave opportunities to the students to explore their ability in learning through the activities set up previously with the other observers. The activities also made the students more responsible and independent. They looked like more energized in learning.

The score of Teacher B and Teacher C's performance in cycle 1 and cycle 2 was not quite significant in which the criteria of the scores were still fair. However, if it was seen from each aspect of the assessment, it proves that collaborative learning also helped them much in improving their pedagogical knowledge.

Both teachers commonly faced some problems in designing their lesson. It was proven with the lesson plan shown to the observers in which it was downloaded from the internet. They did not develop the lesson plan tailored to their own students. Because of the lack of the teachers in preparing the lesson plan, it influenced them in delivering the materials to the students. Consequently, their teaching performances were not structured and organized well. They preferred to ask the students to listen to their

explanation which then continued with posing some questions functioning to activate the students in the classroom. Besides that, the teachers' ability in selecting the media and method of learning was also still low. It was proven with LKS (student's work sheet) as the only source used by the teachers in the classroom. The teachers said that LKS helped them in controlling the students in the classroom.

Dealing with those problems, commonly the three teachers faced the similar problems. However, those teachers taught different students in different grade. The students' ability in absorbing the information and/or material conveyed by the teachers also influenced the success of teaching and learning in the classroom. Thus, the point emphasized in collaborative learning is about teachers' pedagogical knowledge. That is how the content should be taught to foster student learning (Wood and Cajkler, 2017).

In general, both teachers' performance improved from cycle 1 to cycle 2 with the average score was 2.12 and 3.13. Even though the criteria of the score were only fair in the cycle 2, it also showed that collaborative learning succeeded in helping the teachers to solve their problems of teaching.

Conclusions

The findings of the study suggested us with some thoughtful implications for using collaborative learning through lesson study for improving teacher professional development. Through collaborative learning, it helped the teachers to increase their pedagogical knowledge and their awareness of teaching that must be formulated in long-term goals.

This study was limited only in three teachers teaching three different subjects. Thus, further study should be conducted in the wider scope of teaching to measure the quality of teaching and learning completely. It would also be ideal if the principals involve actively in the program of lesson

study from the beginning to the end in order to give the feedback to the teachers' performance.

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IMPLEMENTATION OF HYPNO ENGLISH TEACHING ASSISTED BY TECHNOLOGY IN LEARNING ENGLISH

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Abstract

English learning is required efficiency to achieve minimum standards of learning as stated in basic competence. The English language curriculum takes 4 hours of lesson in junior high and 2 hours of high school level, whereas the demands of language are both verbal and written communication. The habit of learning is very poor when looking at the time allocation set so it requires a breakthrough in the learning model used by the teacher. Language habituation focuses first from the realm of concentration to practice in stages according to the condition of learning materials; the model used is with hypno English teaching as a form of development of hypno-teaching that has been first popular, the specificity of this model because it is devoted to learning English with focus absorption of materials and communication skills. The research method used is development; namely by developing a grip hypno-teaching transformed into hypno English teaching with a touch of technology in accordance with the prototype of this learning model. The outcome of this research is the development of hypno-teaching technology-aided model that can be applied to all the characters of learners.

Keywords: hypno English teaching, technology, English

Introduction

English is the language of the world's introduction into the basic capital in communication ability. National needs in foreign languages are demonstrated through the application of English as part of compulsory subjects at the elementary to secondary level. English is the most widely used language in the world, and it is also the mother tongue used by over 400 million people spread all over the world, the use of English in the international world is used in everyday environment and also when working in social life. In the world of education, especially in Indonesia, many methods of learning foreign languages are used. But we often see that sometimes learners are difficult to understand and memorize the vocabulary provided by educators.

Educators often rush in delivering a material without building an atmosphere and see if the condition of the learners is ready to receive the information to be conveyed. Some mistakes in choosing

learning method can influence learning atmosphere. When learners are not ready with the existing learning, then the material to be submitted by educators becomes futile because only a temporary impact in the brains of learners. When learners cannot understand what the educator says, often educators express negative affirmations to learners. These negative affirmations will be captured by the learner and will result in the learner believing that what the educator says is true. So it is needed more effective learning method for educator. As an approach, SCL can be innovated with Hypno English Teaching techniques.

In the HEL method, educators are required to be more careful in language use and word selection when speaking. This method makes educators more *professional* in choosing the right time to convey the existing material and make learners more comfortable in the learning process. This method facilitates educators in delivering English material and helps learners in memorizing the English

vocabulary with ease. Vocabulary mastery is vital for language learners to make it easier to communicate. The principle of hypno-teaching will change the students' perceptions of the teaching teacher, he becomes their protector. The problem raised in this topic is how the application of hypno English teaching method in English learning. Hypno English derived from a combination of “hypno-teaching” and “hypnocative speech” methods. This method helps educators in building communication so that learners feel comfortable and make the brain waves in the learners turned into *alpha* conditions. *Alpha* condition will facilitate learners in improving the focus to educators and easily accept the material presented.

Methodology

This research design using descriptive model, which is method used in researching human status, object, condition determined, or influence of system to two dimensions at present. The purpose of this research is to make fact, accurate facts, facts and facts, facts and relationships investigated. The data will analyze qualitatively,

Qualitative research has two main purposes: first, describe and reveal (to describe and explore) and both describe and explain. Most qualitative research is descriptive and explanatory. Non-interactive research (non-interactive inquiry) is also called analytical research, conducting assessment based on document analysis. The researcher collects, identifies, analyzes, and synthesizes data, and then provides interpretations of concepts, policies, events that are directly or indirectly observable. Conceptual analysis is a study or analysis of important concepts interpreted by users or implementers in a variety of ways that lead to confusion, for example: how to learn active, competency-based curriculum. In this research will be much studying the way of application of hypno-teaching in planning of learning

English. The source of data to be used is a lesson plan that is in line with the 2013 curriculum

Findings and Discussion

Every educator in the educational unit is obliged to develop a complete and systematic RPP so that learning takes place interactively, inspiration, fun, challenging, efficient, motivates learners to participate actively, and provides sufficient space for initiative, creativity and independence according to talents, interests, and the physical and psychological development of learners. The RPP is compiled based on the KD or sub-theme of meetings or more. Hypno - English teaching as a learning model can be applied in learning English at least for junior high school level. As part of basic education, learning English in junior high school is still at the *beginner* level. Mastery of material with hypno-teaching model is expected to strengthen learning completion.

The surplus of curriculum 2013 with scientific approach can be sharpened by hypno-teaching model, Indonesia with its regulatory dynamics impact on education policy to match global direction and market desire. In the English language subjects were more centralized role as the basic needs of 21st century competence, foreign language mastery and technology became the basic needs for students. Basic English or *beginner* is easily internalized by the selection of good techniques or learning methods and imprints as the transfer of their knowledge and language skills. Creating a fun classroom atmosphere is not something that teachers can easily do. Making students feel comfortable in the classroom is very difficult to do. What often happens in classes is that students do not feel like sitting in the class for long. Planning for learning must balance the seriousness of learning, creating fun classes, and achieve significant learning.

In learning tools such as lesson plan, hypno-teaching is included as the identity

of the learning model. This component itself consists of approaches, models, and methods. In Curriculum 2013, the approach used primarily is a scientific approach or scientific approach consists of 5 elements of observing, asking, trying, reasoning, communicating. Model of learning is active learning that encourages students more actively in exploring the material. The method used is hypno-teaching as to operate the learning activities to assist scientific approach. The elements of hypno-teaching are included in the learning step. In the English language learning example for junior high school students are expected to reach the stage of communication both oral and written. The application of hypnosis makes learning comfortable, communicative, and motivates learners well.

Conclusion

True learning is not just the transfer of knowledge, but learners are able to transform well into real life. The implementation of instruction is designed instructionally in the device by following the laws and regulations. In the curriculum system, English in junior high school has learning achievements ranging from the realm of knowledge, skills, and attitudes. The balance of learning achievement demands innovation of models and methods, one of them is through hypno English teaching, there are 4 elements of *yelling*, emotional clock, teach and praise, magic question. The four elements are applied in careful planning in the RPP device as a reference teacher in delivering the material in the classroom. The target of learning English help hypno-teaching is the communication skills of students to achieve the target of learning.

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LINGUISTICS

THE RELATION OF DISCOURSE ANALYSIS ABOUT ROHINGYA NEWS

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Abstract

Language plays an important role in human life in shaping discourse. Media forms the discourse to the community. Language elements that form the discourse of news according to Van Dijk include macro, superstructure and micro analysis. One of the news that concerns the public is the news about Rohingya. Discourse analysis of the news about Rohingya is very important to do because Rohingya news contains political discourse, religion and ethnic conflicts that shape public opinion after reading, seeing or hearing news about Rohingya case. This research was conducted to be able to know in depth the discourse of Rohingya news from three different media namely VOA, Jakarta Post E-paper version and CNN. The purpose of the selection of these three media is the discourse of Rohingya news can be analyzed from different types of news, from the print version, online version and news version on television. This research uses qualitative descriptive method because the researcher will directly find how is the discourse in 3 types of media that is print, online and television. The results of this study, from the textual analysis can be seen that every news program has a different theme in shaping the discourse in this case the news about Rohingya. The news of The Jakarta Post E-paper, VOA News and CNN News have the same discussion about Rohingya cases. The result of the analysis of macrostructure, superstructure and microstructure showed that there is different way to present the news but the theme is conical on the same discussion that is the religion problem in Rohingya and the victims of the conflict in struggling for the human right.

Keywords: discourse analysis, news, Rohingya

Introduction

Language elements that form the discourse of news according to Van Dijk include macro, superstructure and micro analysis. Macro structure is the global or general meaning of a text that can be observed from the topic or theme in a text. Superstructure is a discourse scheme of the introduction, the subject matter and the conclusion. The micro element is the semantic, syntactic, stylistic, and rhetorical meaning in a text. All elements of analysis is a unity of meaning that builds a discourse, in this case the discourse of mass media coverage. One of the public concerns is the news about Rohingya. Rohingya became the concern of the entire world community because there are religious issues that cause tension and trigger conflict from ethnic groups in Myanmar. Various kinds of news have

emerged from various countries that are presenting religious conflicts in Myanmar.

Discourse analysis of the news about Rohingya is very important to do because Rohingya news contains political discourse, religion and ethnic conflict that shape public opinion after reading, seeing or hearing news about Rohingya case. This research was conducted to be able to know in depth the discourse of Rohingya news from three different media namely VOA, Jakarta Post E-paper version and CNN. The reason for the selection of these three media is the discourse of Rohingya news can be analyzed from different types of news, from the print version, online version and news version on television. It is very important to be analyzed to find out whether the discourse of the three media in discussing the preaching of Rohingya has the same discourse or not.

Gee et al.(2012, p. 1), state that discourse analysis is the study of the use of language. This study includes about the meanings and the actions that we act and use language in a specific contexts. Van Dijk (1993) said that critical discourse analysis is the study about the relation of discourse with the dominance, power, social inequality and about the position of discourse analyst in the social relationships. Van dijk (1980, p. 9), states that the textual analysis of discourse is including macrostructures, superstructures and microstructures. The macrostructure is implying to the global meaning in theme or topic. The superstructure is how the text arranged from element of a word, phrase or sentences, while microstructure is the analysis of word, sentence and the proposition in a text. The research about the analysis of microstructures is done by Mandarani, the result Mandarani's research about the macrostructures analysis of Ahok at Jakarta Gubernurial 2017 is in 2017 Jakarta's election use Fairclough's discourse analysis theory, namely Ahok during the campaign hampered charged with blasphemy. The choice of word in the Jawa Pos newspaper shows that the news has meaning in a specific context about Ahok in gubernatorial election in Jakarta. As stated by Brown and Yule (1983, p. 1). Discourse analysis has a function that is analyze the use of language.

Methodology

This research uses descriptive qualitative design because the researcher will directly examine how the analysis of the discourse of Rohingya in 3 types of media, namely print, online and television. The primary data sources in this study were news from VOA media, the Jakarta Post E-Paper version, and CNN news containing news about Rohingya. The data is collected by reading method, which is reading the news in VOA media, Jakarta Post E-Paper version and CNN News about Rohingya news. The technique used is by analyzing microstructure, superstructure and macrostructure according to critical discourse analysis of Van Dijk.

Findings and Discussion

This research is taking three sources of data. They are Jakarta Post E-Paper, VOA News and CNN News. In Jakarta Post E-paper there were 4 news presents about Rohingya with the theme "Human Right. The analysis started from the firsts news with the title "Resolving the Rohingya Crisis the ASEAN way". This news published in September 7th, 2017. The macrostructure of the news deliver message which is to resolve big legal problem issue needs organization with smart diplomatic moves. It is clearly explained in the superstructure about the motives behind migration of Rohingya were injustice, violence and poverty and gives effect across the region. In the microstructure emphasized the idea of the Rohingya case has taken global attention, the act of ASEAN is really hoped to end humanitarian outrage.

Second news in Jakarta Post E-Paper with the title "Myanmar laying mines near border: Bangladesh sources" published in September 7th, 2017. In the macrostructure discuss about the explosion of landmines in the border Myanmar and Bangladesh on Monday around 2:25 p.m. It had hurt one boy and also prevented the return of Rohingya fleeing violence. It is supported with the detail in superstructure about the opinion from Dhaka people toward the landmines in the border of Myanmar and Bangladesh. Those people said that the laid mines in Myanmar in order to prevent the return of Rohingya Muslims fleeing violence. And then, the writer mentions the number of victims and the mine materials. In addition, the writer also shows the evidence when the mine is exploded. The microstructure of this news is the Reuters have tried to ask the reasons why Myanmar did it, but Myanmar's army and Prime Minister, Suu Kyi, no comment. It proves Myanmar tends to make Rohingya be under pressured and waste them.

The third news in Jakarta Post is "Rohingya fight called 'ethnic cleansing'" published in September 12th, 2017. The macrostructure of this news is about

Rohingya are protected by the United Nations human rights. Even though, they seem too slow in response toward the explosion though, but soon as it happened, a report to the United Nations Human Rights Council is accomplished to condemn Myanmar. Then in superstructure the writer explains the reason why United Nations human rights chief takes control. And then, he explained indirectly how disappointed the chief is upon Myanmar's action. In the microstructure analysis, the writer tends to show the real opinion from the UN human rights chief without any changed.

The analysis of fourth news in Jakarta Post with the title "Turning a blind eye to the Rohingya crisis", published in October 2nd, 2017 in the macrostructure is The UN secretary general, Gutteres, told that Rohingya case is unresolved conflict and systematic violence. It is also clearly explained in the superstructure that supported the idea about the debatable statement from ASEAN chairman, the Philippines Foreign Secretary who planned to condemn the attack against Myanmar and acts of violence against civilians. The microstructure analysis it can be seen that the journalist tried to give the detail information about one of seven lists in order to describe how serious the UN upon this crisis.

From all the four news of The Jakarta Post E-Paper present the Rohingya news in the macrostructure, superstructure and microstructure with the discussion of the conflict in Rohingya, consist of the explanation of the fact the big problem in Rohingya, the victims of the conflict, then the united nation takes control of the crisis and Rohingya cases still become unresolved conflict.

The second source is the news from VOA. The first news from VOA with the title "Rohingya Insurgents Call for Humanitarian Cease-fire" published in September 10, 2017. The analysis of macrostructure is the humanitarian crisis that attacked Rohingya people in Myanmar caused by both Rohingya insurgents and

Myanmar military. The superstructure is persuade readers to move together to end the humanitarian crisis in Rakhine. It is supported with the analysis of microstructure about it is totally important to end the violation that happen between Rohingya insurgents and Myanmar military in order to prevent the float of humanitarian victims in Rakhine state.

The VOA second news with the title "UN: Human Rights Protections Threatened by Growing Authoritarianism". September 11, 2017. The analysis of macrostructure is about the humanitarian crisis in the range of human rights protections. The macrostructure is supported with the superstructure analysis about United Nations also took a role in the sensitive issue such as human rights violations to rescue the victims. The analysis of microstructure is the humanitarian crisis that happens around the world with the member of United Nation at the opening of the 36th session of the U.N.

The VOA third news with the title Rohingya Humanitarian Emergency Grows as Refugees Continue to Flee published in October 13, 2017. The analysis of macrostructure is the struggle of Rohingya refugees in order to survive in Bangladesh until they got humanitarian aid from several agencies. It is supported by the superstructure that explained about Rohingya refugees' life. The microstructure analysis of this news about several data about the amount of Rohingya refugees

The VOA fourth news with the title US Calls for End of Violence in Myanmar published in October 27, 2017. The analysis of the macrostructure is the general topic toward the humanitarian crisis in the range of the order from US to end the violence. The superstructure stated about how is US order Myanmar military to stop their action toward Rohingya people and persuade them to also took an action to help Rohingya's humanitarian aid. In the microstructure analysis found that journalist puts the fact in field toward the statement from US.

The analysis of all the VOA news shows that there is humanitarian crisis in Rohingya. The UN starts to take control of Rohingya cases. VOA also presents the struggle of Rohingya refugee until they got the humanitarian right. US is also asked Myanmar military to stop the action.

CNN is also become the data sources. The first news from CNN News with the title “Rohingya crisis: 'It's not genocide, “The macrostructure analysis discuss about the cause of the Rohingya crisis between the mistake of Myanmar’s government which Buddhist majority that can’t protect its citizens or the mistakes of Muslim Myanmar especially Rohingya. It is supported in the analysis of superstructure of the news that Myanmar government denied the existence of genocide because the government of Myanmar seemed to be in the midpoint of protecting its citizens both Buddhist and Muslim Non-Rohingya. In the microstructure analysis in deep the journalist wrote one of monks that he was only against extremist and Muslim terrorists threatening Myanmar's sovereignty.

CNN second news with the title “Rohingya crisis unleashes fears among Myanmar's other Muslims”. The analysis of macrostructure is the concerns of Myanmar Muslims against the treatment of Buddhists, as well as the concerns of against the Muslim population. It is continued by the analysis in superstructure about the tension between Muslims and Buddhists after the events of the Rohingya crisis. In the microstructure it shows the Journalists intend to portray the concerns of non-Rohingya Myanmar Muslims through the closure of two Islamic schools in the city of Thaketa and the killing of a government adviser as well as a Muslim, Ko Ni.

CNN third news with the title “Pope Francis: 'The presence of God today is also called Rohingya". The macrostructure discusses about the Pope said apology to Rohingya refugees for the world's cruelty and indifference. In superstructure analysis Pope Francis's speech to religious leaders in

Dhaka, Bangladesh on the partisanship of God to his Spirit Muslims In detail microstructure analysis is about Pope Francis will meet a group of Rohingya refugees. Pope Francis will say apologized to Rohingya refugees.

The analysis of all CNN News form macrostructure, superstructure and microstructure is about the cause of Rohingya crisis, Myanmar Muslims against the treatment of Buddhists and Pope said apology to Rohingya refugees for the world's cruelty and indifference.

Fairclough (2003, p. 19) stated that discussion texts are seen as a part of social events, which people could interact and act in the terms of social event. Here this research is about the text in the social event about Rohingya cases. The relation between three media present the news about Rohingya is Jakarta Post E-Paper has their own way to present the news about Rohingya by exposing to the explanation of the fact the big problem in Rohingya, the victims of the conflict, then the united nation takes control of the crisis but then Rohingya cases still become unresolved conflict. The journalist connect all the news in Jakarta Post E-paper in macrostructure, superstructure and microstructure to support the cases in Rohingya related to the theme of the news, that is big problem of Rohingya cases. The same way in VOA news, the journalist presents the humanitarian crisis in Rohingya by giving the detail information in macrostructure, superstructure and microstructure. The analysis showed the result that UN starts to take control of Rohingya cases. VOA also presents the struggle of Rohingya refugee until they got the humanitarian right. US is also asked Myanmar military to stop the action. All the detail brings to the one theme that is human right of the people in Rohingya. In CNN News, the analysis of macrostructure, superstructure and microstructure formed the result such as, the cause of Rohingya crisis, Myanmar Muslims against the treatment of Buddhists and Pope said apology to

Rohingya refugees for the world's cruelty and indifference. The analysis put the theme of CNN news about Rohingya is the religion conflict in Rohingya.

The Jakarta Post E-paper, VOA and CNN news which has analyzed with textual analysis model of Van Dijk in macrostructure, superstructure and microstructure have the same discussions in persuading and calling the readers to support the effort for ending the cases and re-enforcing human rights law for victims in Rakhine.

Conclusion

The relation between three media present the news about Rohingya is Jakarta Post E-Paper has their own way to present the news about Rohingya by exposing to the explanation of the fact the big problem in Rohingya, the victims of the conflict. The news of The Jakarta Post E-paper, VOA News and CNN News has the same discussion about Rohingya cases. The result of the analysis of macrostructure, superstructure and microstructure showed that there is different way but the theme is conical on the same discussion that is the big problem in Rohingya and the victims of the conflict in struggling the human right.

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A DISCOURSE ANALYSIS

Personal Pronouns in Donald Trump's Inauguration Speech

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Abstract

The discourse analysis may seem quaint to discuss. One of the common domains of analyzing the critical discourse covers the public speech by which the speaker is trying to gain best response from the listener or audience. This article attempts at exploring the use of subjects in Donald Trump's Inauguration Speech. Subjects are mainly examined from a critical discourse analysis approach concerning on speech functions. The transcript of the speech is analyzed to describe personal pronouns used by Donald Trump in his inauguration speech. The result shows that by using pronouns, Donald Trump tries to represent himself and others indicating that the pronouns that he used is one of the devices to maintain a good interaction with the audience through the speech.

Keywords: discourse analysis, pronouns, speech function

Introduction

There are mainly two ways of communication, namely spoken and written language. Speech is one of the examples of spoken language which refers to an activity of public speaking commonly used in a formal situation delivered by someone to express his or her opinion and deliver an overview along with things and crucial events. Regarding the public speaking, a speech of Donald Trump's Inauguration may seem interesting to discuss more considering his reputation and power in the United States. Moreover, The Presidential speech is probably considered as the most eligible representatives of the country in which the utterances have the semantic load of the nation particularly the ethos and soul (Adetunji, 2006, p. 178).

Discourse is the device to cover the analytical framework for analyzing the actual text and talk in the context of communication. Further, Discourse is a language form covering the two macro and micro levels and incorporating both linguistic and social analysis (Rahimi & Riasati, 2011, p. 107). Thus, Critical Discourse Analysis (CDA) is a type of discourse analytical research that primarily

studies the way of social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context (van Dijk, 1985). Further, discourse is a way of representing aspects of world, processes, relations, and structures of material world, mental world of thoughts, feelings, beliefs, and social world (Fairclough, 2003). In accordance with discourse, the interpersonal function has given the impacts on a diversity of discourse analytic approaches to modality (Halliday, 1978). Besides, the cross-cultural approach has surely related to the discourse analysis particularly in its interpretation (Hofstede, 1991).

The related studies of discourse analysis are previously undertaken by some researchers. The analysis of critical discourse surely enables people to describe the relationships among language, ideology and power (Wang, 2010). The critical discourse analysis is an approach and methodology that has interestingly gained the response of researchers to undertake a research on the relationship between superstructures and social issues (Nasir. H.S. Bukhari, 2013). Besides, there are mainly linguistic differences and similarities between the Tha

and American Djs' conversation on the radio and the influence of American culture on Thai culture (Unchit, 2016). Conversation analysis and discourse analysis could be used as a means to investigate the phenomena of religious mentoring and socialization (Chew, 2016). Likewise, a critical discourse analysis can be focused on media since the ways of analyzing a critical discourse analysis have concerned mainly on the media including TV shows, books, and speeches up to the present time. This means that the power of a media is undeniable for critical studies such as linguistics, pragmatics and discourse studies.

In accordance with the speech, the use of appropriate pronouns in anchoring language done by the speaker in certain contexts is quite meaningful. Considering the importance of pronouns in discourse analysis, this article tries to investigate the pronouns individually which occur in Donald Trump's inauguration speech. As it has already been known that the purpose of a speech is to persuade, attract, and gain a better response from the audiences or listeners by delivering useful information dealing with interpersonal and psychological aspects. Moreover, it is crucial to take into account the cultural matter of communication since they have some roles in interpretations considering the track record of Donald Trump as one of the leading businessmen, author, real estate developer and the elected president in the United States.

Methodology

This article employs the qualitative method by adopting the approach of a critical discourse analysis, which is under impact of M. A. K Halliday perspective. Further, the cross-cultural approach is applied based on Hofstede. This article analyses the speech to explain the use of subjects in Donald Trump's inauguration speech especially focusing on linguistics functions and cultural dimensions enabling the interpretations.

Findings and Discussion

1. The Dissemination of Personal Pronouns
It is noticeable that the subject "we" is the most personal pronouns used in Donald Trump's utterances. The personal pronoun "we" is used forty nine times. In this case, the person deixis is a crucial component pragmatics which indicates the social status, interpersonal functions and other main factors of the conversational parties. Through his speech, Donald Trump uses the personal pronouns to show that he is already present and active in front of the audience or the listener. Additionally, without being named, it has already been known that "We" refers to the speaker and the audiences, citizens of the United States. Moreover, the variants of Deictic "We" such as "us" and "our" are proportionally employed. This is proved by the extracts below:

*We, the citizens of America, are now joined in a great national effort to rebuild **our** country and restore its promise for all of **our** people.*

Unlike personal pronouns "we" that is most frequently used in the speech, the first singular personal pronoun "I" is used three times. The use of "I" functions to express the personal beliefs of Donald Trump's and it will be a promise for American people. This is captured in the following extracts:

*I will fight for you with every breath in my body and **I** will never, ever let you down.*

Similar to the personal pronoun "I", the second personal pronoun "You" is used nine times, all referring to citizens of the United States. The description is represented below:

*We are transferring power from Washington, D.C., and giving it back to **you**,*

*That all changes starting right here and right now because this moment is your moment. It belongs to **you**.*

*Everyone is listening to **you** now. **You** came by the tens of millions to become part of an historic movement, the likes of which the world has never seen before.*

The third person plural pronoun “they” also appears five times in Donald Trump’s speech which denotes to various references. First, they refer to Barack Obama and his wife, Michelle Obama. In this matter, the interpretation is to state gratefulness throughout the Presidential transition in the United States. It can be illustrated by the following examples:

*We are grateful to President Obama and First Lady Michelle Obama for their gracious aid throughout this transition. **They** have been magnificent. Thank you.*

Second, the third personal pronoun “they” refers to a certain small group in the United states including politicians. The interpretation denotes that Trump would like to show his personal beliefs and comments towards the political condition before. This evidence can be described in the extracts below:

*Their victories have not been your victories. Their triumphs have not been your triumphs and, while **they** celebrated in our nation's capital, there was little to celebrate for struggling families all across our land.*

Third, the personal pronoun “they” refers to citizens in the United States particularly the children. The interpretation may reveals that Trump would like to convince the American people that they have same rights and opportunities to prosper. The evidence is illustrated below:

*And whether a child is born in the urban sprawl of Detroit or the windswept plains of Nebraska, **they** look up at the same night sky. **They** fill their heart with the same dreams and **they** are infused with the breath of life by the same almighty creator.*

The detailed analysis of system in pronouns used by Donald Trump in his inauguration speech is shown in the following table describing the frequency of personal pronouns:

Table I: The Frequency of Personal Pronouns

Personal Pronouns	I	You	Your	We	us	They	Their
Frequency	3	9	9	49	1	5	4

2. The Interpretation of Personal Pronouns in Donald Trumps’ speech

The existence of pronoun “we” in Donald Trump’s speech indicates that he tries to both manage and involve all audiences in the moment of his inauguration as a President. Additionally, he would like to embrace the American people as a part of his position. Thus, the use of “we” represents the existence among Donald Trump, his family and the American People generally.

Then, the less existence of pronoun “I” asserts that Donald Trump would like to show his new position as a President, power, personal belief and comments towards his programs and projects in the United States. Referring to it, the pronoun “I” is only used by Trumps in a certain case or situation that is to show his position as the President of the United States and to state his promise in developing the country in front of his people, the American citizens.

The use of personal pronoun “you” and “your” refers to American people who are merely mentioned by Trump. Further, Trump probably would like to ensure his people that America belongs to them and the inauguration moment is theirs too. This interpretation indicates that would like to get involved his people towards his achievement as a new president in the United States. Additionally, the use of personal pronoun ‘you’ and ‘we’ probably show how the different cultures or positions are shared in the speech. In this matter, ‘you’ (the American people), have a different position and social roles with Trump now. The American people are as citizens while trump is their leader. As a result, pronouns may represent another perspective in describing personal pronouns through American and cultural analysis based on Hofstede’s Cultural Dimensions, the Individualism or Collectivism Dimension (IDV) in particular reflected in the following analysis.

Based on the analysis, it is found that the President, Trump, used ‘we’ 49 times. Referring to Hofstede, Trump belongs to the high collectivist culture, in which people use

the group as the unit of analysis. Further, they assume themselves as interdependent with their in-group (Trump's family, citizens, country), since Trump tries to show his concerns to his family, his people and America. It would be achieved by promising in front of his people to make them prosperous. This will be achieved by providing great schools for children, saving neighborhoods for their families and providing good jobs for American people. Likewise, the personal pronoun 'our' is merely used by Trump. It occurs 37 times activating as collective orientation. Besides, the collectivist culture is used by Trump through the personal pronoun 'they' to show a small group in the United States including politicians. Finally, the personal pronoun 'you' is also used to describe the American people as the collectivist culture.

Apart from the collectivist culture, Trump somehow uses individuals as the unit of analysis. With regard to it, he sees himself as autonomous individuals showing his independency of the groups by using the personal pronoun 'I' three times to indicate his power and identity in front of the citizens.

Conclusions

To sum up, it could be assumed that pronoun does not merely refer to what they refer to singular and plural person. Indeed, pronoun has certain functions and cultural meanings that actually will affect the way how to use it in our utterances. The critical discourse analysis investigates the structure, form, and content of the language. In addition, it examines the grammar and system of wording reflected in the writing and its meaning that can be interpreted by the audiences. In the inauguration speech, Donald Trump would like to reveal his purpose and meaning by employing personal pronouns in his speech. Moreover, he tries to represent himself and others. In other words, the use of words such as personal pronouns is one of the strategies to maintain a better social role and communication in his

inauguration speech. In this matter, Trump tries to build up a dynamic interaction by mentioning his audiences through the personal pronouns.

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THE ABUSE OF SYMPATHETIC POWER TO COUNTER HEGEMONY

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Abstract

Sympathy may be generally defined as a support given to other who is believed that he/she is undeservedly suffering or misfortune. Identical to the positive notion of 'support', the practice of sympathy in the society portrays deviating purpose. Powerless can effectively appeal to the sympathy of their counterparts for their own strategic gain, and more specifically, that this powerless individuals can leverage their weaknesses through the strategic use of sympathy in order to mitigate the disadvantages of lacking power. This powerless strategy may even be used to maintain their relation with the powerful. It calls sympathy as means of resistance. These phenomena will be noted as the abuse of sympathetic power. This article is intended to explore the practice of sympathetic power to counter hegemony. It attempts to portray the sympathetic power's potency as means of resistance to counter hegemony. The area of inquiry constricted into the specified context of Minah's Cocoa Beans Stealing Case in 2009. The study will be conducted by combining Fairclough's CDA model with Systemic Functional Linguistics (SFL), particularly by considering interpersonal metafunction proposed by Halliday. Based on the analysis, Minah appeals sympathy by exposing her innocence and all the characteristics that she naturally possess. She was able to influence court decision to set her free even all the evidences prove her for committing the crime of stealing.

Keywords: sympathy, counter-hegemony, power

Introduction

Sverdlik (2008, p. 5) characterizes sympathy as moral emotion which involves the *belief* that someone is (undeservedly) suffering or misfortune. To express sympathetic feeling one should belief that other is undeserved to suffer from something or that other is in misfortune. The belief plays central role in the practice of sympathy. In the situation that someone has no belief that other is in the situation above, he may not have sympathetic feeling or willing to express his sympathy. In other words, sympathy may be generally defined as a support given to other who is believed that he/she is undeservedly suffering or misfortune.

He further emphasizes that as an emotion, hence, sympathy may be manifested externally. This means that, first, the expression of the emotion in the person's body may be observed especially from the face, posture and movement. Second, emotions typically are *motives* that lead a person to act intentionally or, at least, incline him to act intentionally. ('Emotion' and

'motive' both derive from the Latin *movere*, to move.)

Accepting support from others, one may notice and feel, whether the support is based on sympathy or just fulfilling the sense of responsibility, by their facial expression, posture or movement. As it is possible for others provide support to our suffering or misfortune based on the sense of responsibility.

Believing that one provides support to our suffering based on the sense of responsibility, we may have no bond of emotional feeling to him. Even we may still accept the support or later do the same thing to him which is possibly done on the same basis.

Speaking to this bond, Hochschild (1983, p. 18) quoted by Clark (2011, p. 291) emphasizes that group members create sympathy "accounts," or "margins," for each other. Sympathy is a type of "feeling currency" that people hold "on account," ready to give to each other in the future.

At this point, it seems that it is common for people to remember and then believe that on which one gives sympathy to him, he will think and believe that it is necessary to provide sympathy whenever he needs it.

Sverdlik also stresses that the practice of sympathy may provide reason, he refers to it as *motives*, why people behave in such a way. Thus, sympathy has potency to influence people decision which is manifested into their attitude.

Moreover, sympathy psychologically motivates the prosocial behavior (Hume, 1888, p. 52 in Decety & Chaminade, 2003, p. 128). Prosocial behavior refers to voluntary actions that are intended to help or benefit another individual or group of individuals. It refers to a pattern of social activities including sharing, comforting, rescuing, helping and donating (Dovidio, Piliavin, Schroeder & Penner, 2012, p. 5-6). To this behavior, our minds are mirror to one another: they reflect one another's passions, sentiments, and opinions. We may feel what others feel and imagine if such situation happens to us.

Research reveals how sympathy has potency to trigger altruistic desires. Altruistic desires is the motivation to help others out of pure regard for their needs rather than how the action will benefit oneself (Buss, 2015, p. 81). It happens as overt motivation for prosocial behavior. It is triggered when the self covertly (and automatically) resonates with the other (Decety & Chaminade, 2003, p. 128).

As one believes that someone is undeservedly suffering from something or misfortune he is then motivated intrinsically to release his burden/ suffering for the sake of him. His action possibly influences others and makes them believe and then willing to do the same action. This certainly will be a massive action of prosocial behavior.

Hume, Decety and Chaminade further illuminate that through operating the sympathy a person possibly influences others emotion which then may be reflected in their

point of view, moral judgment as well as action upon certain social phenomenon.

Illuminated the possible sympathetic power it is interesting to uncover its practice in society. Identical to the positive notion of '*support*', the practice of sympathy in the society portrays deviating purpose. Realizing the potency of sympathy one may think to benefit himself through the practice of sympathy that he issued. Thus, the sympathizee does action to release one's suffering or burden (even just expressing it), not merely for the sake of the sympathizer, rather he does it because he serves the other purpose for his own benefit. It often happens in the administration relations involving state and citizen. Referring to Conover research (1988), Piston (2014, p. 79) concludes that sympathy for low-status social groups can be a politically consequential phenomenon, motivating individuals to support policies intended to aid such groups. On the other hand, sympathizer, the one who is believed to be supported/ helped, which is powerless can effectively appeal to the sympathy of their counterparts for their own strategic gain, and more specifically, that this powerless individuals can leverage their weaknesses through the strategic use of sympathy in order to mitigate the disadvantages of lacking power (Shirako, 2011, p. 44). This powerless strategy may even be used to maintain their relation with the powerful. It calls sympathy as means of resistance. These phenomena will be noted as the abuse of sympathetic power.

This article is intended to explore the practice of sympathetic power to counter hegemony. It attempts to portray the sympathetic power's potency as means of resistance to counter hegemony.

For the sake of the study, hegemony will be interpreted as the movement of power. This view considers the nature of the relationship between power and and those who exercise it, objected to it or make it possible. It perceives power as external/ outside to its subject or whether it is internal/ inside to it (Antoniades, 2008, p. 8).

Following Foucault, power is perceived as something which is not just essentially possessed by institution and used oppressively against individual or group. It is more like something that acts and operates in a certain way, it's more a strategy than a possession. He sees it as coextensive with resistance; as a productive factor (Balan, 2010, p. 56).

In this sense no subordinate group is totally powerless. This group may have strategy to resist the powerful domination.

In line with the idea above, Gramsci in his theory of cultural politics defines hegemony as coercion and consent relation in which to hegemonize the subordinate groups the dominant one cannot just operating coercion, but it needs to forge alliances and win the consent of popular group (Ives, 2004, p. 70). From Gramscian perspective hegemony is not a top – down model of power in which it operates one way from the ruling class to the subordinate groups but it is dynamic process which taking into account the practices and ideas of subordinate groups (Smart 1983 in Klein, 2014, p. 9). Additionally, Hall concludes that culturally both dominant and dominated groups are caught in the circularity of power in which certain cultural forms predominate over others (Hall 1986 in Klein, 2014, p. 11). Thus, no party possesses complete control over others. It opens a chance for the subordinate groups to challenge and exercise its power toward the ruling class. These ideas provide a base for countering hegemony.

1. Minah's Cocoa Beans Stealing Case

Attempt to reveal the potency of sympathetic power to counter the hegemony will be conducted within the inquiry area of Indonesian society. This area of inquiry constricted into the specified context of Minah's Cocoa Beans Stealing Case in 2009.

This case is about a grandmother of seven who was charged with stealing three pieces of cocoa fruit and subjected to 18 days of house arrest before being dragged to court

to receive a suspended sentence. It refers to the case of Minah, 55, an illiterate grandmother from a small village near Banyumas in Central Java. Minah was confused that, after having returned the cocoa fruit to the plantation, owned by PT Rumput Sari Antan, and having apologized profusely, they still reported her to the police.

2. Hegemony as Movement of Power

This view is proposed by Antoniades (2008, p. 10). It necessitates the examination of nature of the relationship between power and those who exercise it, objected to it or make it possible. Power may possibly move from one party to another. Two issues are of specific importance here: (a) Is power an external characteristic (e.g. weaponry) or something that defines the internal composition of its subject (e.g. identity)? In the first case, it can be said that power is something that is external/outside to its subject, whereas in the second case it is internal/inside to it. (b) Does power aim to change only the external behavior of its objects or does it aim to affect their internal composition and identity. In the first case, power targets the 'outside' of its objects, i.e. their external behavior, whereas in the second it targets their inner nature. The movement of power may be illustrated by the following table.

Table 1. Hegemony as a Movement of Power

	Out	In
Outside	hegemony is conceptualized as the possession of overwhelming power (in terms of material capabilities) and the instrumental use of this power to secure leadership or dominance in world politics	hegemony is conceptualized as a specific strategy aiming at generating shared beliefs and a commonsense – the aim is to achieve leadership or dominance on the basis of consent rather than coercion
Inside	hegemony is conceptualized as a sociocultural project aiming to	hegemony is conceptualized as a diffused and decentered

generate imitation within world politics, while assuming the existence/possibility of different socio-cultural projects and ways of being	apparatus of (bio) power aiming at the control and governing of human life from its interior
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to Warsono (2007), several steps will be taken in analyzing the data. The steps of analysis will be exemplified as follows:

1. Reading the text to have comprehensive understanding of their content. This comprehensive understanding of the text content forms the basis for further analysis.
2. Grouping the text into sympathy appeal, sympathetic statement/ action and subsequence of sympathy.
3. Translating the text into target language (English) and numbering the lines for ease of references.
4. Following Martin and Rose (2003), then the text will be broken down into chunks or clauses for further analysis.
5. The next step will be analyzing the smallest units – words of appraisal devices expressed in the transcript based on the appraisal system network offered by Martin and Rose (2003), which concerns with the system of attitude, the system of amplification, and the source of attitude.
6. The last step is analyzing the discursive practice and the socio-cultural practice surrounding the creation of the texts.

Methodology

1. Research Design

This study will combine Fairclough’s CDA model (1992) and Haliday’s interpersonal metafunction realized through appraisal devices following a model proposed by Martin and Rose (2003).

Critical Discourse Analysis is a three dimensional framework, which includes the analysis of the text, the discursive practice and the socio-cultural practice (Fairclough as quoted by Titscher et al., 2000, p. 150).

2. Data and Source of Data

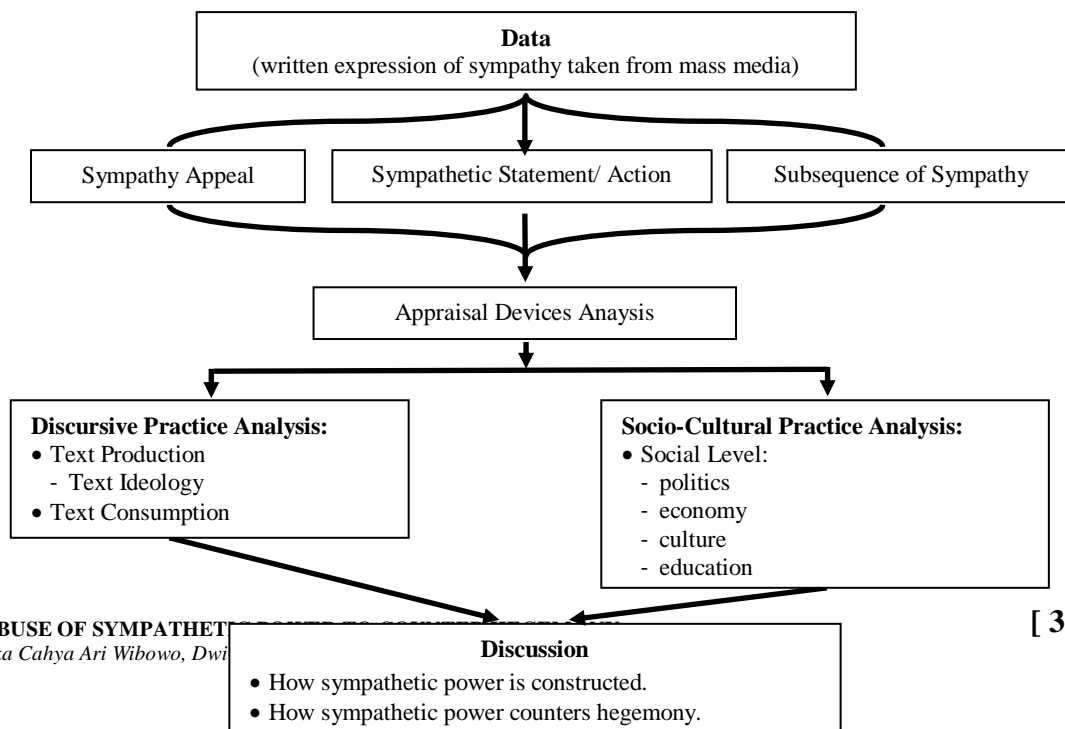
The data used in the study is the written expressions related to the practice of sympathy of Minah’s case which taken from mass media.

Findings and Discussion

This study will analyze the appraisal devices employed in the text which refers to Martin and Rose (2003) and continuously apply Critical Discourse Analysis which refers to Fairclough (1992). Thus, referring

The procedure of data analysis will be summed up in the diagram below:

Diagram 1. Procedure of Data Analysis



The data analysis in this study will be done in three steps which then will result in three forms of analysis: first, the analysis of text; second, the analysis of the discursive practice which refers to the process of text production, and text consumption; third, the analysis of the socio-cultural practice.

1. Analyzing the Text

In analyzing the text, the study will employ appraisal devices suggested by Martin and Rose (2003), which concerns the system of attitude, the system of amplification, and the source of attitude (engagement). Attitude involves affect, judgment/ appreciation. Amplification comprises grading, including force and focus. Source covers source of evaluations, whether monogloss or heterogloss.

2. Analyzing the Discursive Practice

Discursive practice is the link between text and social practice. Based on Titscher et al (2000, p. 150), there is a connection between the socio-cognitive aspects of text production and interpretation. Thus, this level is closely related to the textual level. Further, the analysis of discursive practice includes not only a precise explanation of how the participants in an interaction interpret and produce text, but also the relationships of discursive events to orders of discourse, that is a matter of interdiscursivity.

The analysis of discursive practice focuses on the production and consumption of a text. Text is produced through discursive practice. Text involves complicated and complex discursive practice. This practice determines how the text is formed. Fairclough as quoted by Eriyanto (2001, p. 317) in Oktavianti, there are two sides of the discursive practice. They are the text production and the consumption. The text production closely relates to the intentionally designed pattern of a certain text while the text consumption firmly relates to the

interpretation of the speech target audience toward the text.

3. Analyzing the Socio-Cultural Practice

Fairclough suggests that a fully rounded Critical Discourse Analysis should involve an analysis of the text's "socio-cultural practice", or "the social and cultural goings-on which the communicative event is part of" (Fairclough, 1995a, p. 57). This level of analysis "may be at different levels of abstraction from the particular event: it may involve its more immediate situational context, the wider context of institutional practices the event is embedded within, or the yet wider frame of the society and the culture" (Fairclough, 1995a, p. 62).

Discussion

The data is group into three categories. They are sympathy appeal, sympathetic statement/ action and subsequence of sympathy. Sympathy appeal is analyzed in order to reveal how the sympathizer pattern/ strategy to get others sympathy which later influence them for his own benefit. Sympathetic statement/ action is analyzed to reveal whether the sympathizer strategy already meets his target; in this case getting sympathy from sympathizer. The subsequence of sympathy is analyzed to review whether the appeal is genuine or a mere strategy. It is also intended to measure the effectively of sympathy as strategy to counter hegemony.

1. The Sympathy Appeal Analysis

a. Appraisal Device Analysis

The appeals for sympathy are made by Minah, her family and local social activist. Based on the appraisal device analysis they appreciate the action of taking those three cocoas positively. It is indicated by ten positive appreciations in the appealing text. On the other hand they appreciate negatively the action taken by Rumpun Sari Antan ltd. which brings this case to trial. It is indicated by seven negative appreciations in

the text. In the analysis it is also revealed that Minah also shows her confidence to face her case. It is indicated by the use of monogloss source of attitude (*pronoun I, my*). She also tries to portray herself as a persistent personality. It is indicated by positive affect (“*I am not giving up*”). She also implicitly tries to exploit her sadness and poverty. It is indicated by four negative implicit affect (“*I was accused to take three cocoas*”, “*Somebody reported me to the police*”, “*I managed by myself. No one gave me money*”, and *showing emotional expression when mentioning the cost to trial*). Her son also evaluates the judge who will lead the trial morally positive. It is indicated by the positive moral judgment toward the judge (“*We just hope that the judge may give his sense of justice to our parents*”).

b. Socio - Cultural Analysis

There is an attempt to exploit Minah’s natural potency likes innocence as uneducated suburban old woman. It is indicated by Minah’s son statement that he does not know what a lawyer is. The attempts also made by Minah herself during the trial. She interprets picking the cocoas but not taking them home cannot be categorized as stealing. Then her decision to ask for an apology breaks her effort to not be categorized as stealing (impliedly she pleads guilty). Contrasting statement also happens when she says that she cannot accept that somebody reports her to police as she is insisting to do nothing (she does not do stealing). On the other hand, when the judge whether she pleads for guilty she convincingly admits it. Culturally, innocence is still valued positively by local people as well as people in common.

2. Sympathetic Statement/ Action Analysis

a. Appraisal Device Analysis

The sympathetic statements are made by Muslih Bambang Luqmono, SH. The trial judge, Irman Gusman, The head of Council

of Regional Representatives (DPD), and Patrialis Akbar, Minister of Law and Human Rights. Based on the appraisal device analysis, the trial judge surprisingly appreciates what has been done by Minah positively. It is indicated by five positive appreciations in his verdict. He also judge Minah personality positively (“*Her spirit should be appreciated. She attends the trial on time even tired and distressed*”). Moreover, dealing with the case those three people Muslih Bambang Luqmono, SH., Irman Gusman, and Patrialis Akbar are regretting; why the case should be trialed. They provide nine negative appreciations. Patrialis Akbar even implicitly shows his pity to Minah. It is indicated by two negative implicit affect (“*She is just an old woman. The judge even cried seeing her on trial*”).

b. Socio - Cultural Analysis

Sympathetic Action is also shown by the judge by directing the trial question to a social phenomenon which easily drags the people emotion which is “poverty”. He suddenly asks about the cost to go to trial. As if he wants to persuade the public and make the legitimacy that what he will do later (set Minah free) is a moral obligation. Thus, it shouldn’t have brought controversy.

Based on the appraisal device and socio cultural analysis we may note that those people feel sympathy to Minah. They also refer to ‘poverty’ and ‘the state of being old’ as reasons to give sympathy to Minah which turns out corresponds to Minah’s effort presenting her own image to appeal for sympathy.

c. Subsequence of Sympathy Analysis

Subsequence of sympathy analysis is conducted to review whether the appeal is genuine or a mere strategy. It is also intended to measure the effectiveness of sympathy as strategy to counter hegemony. The subsequence of sympathy analysis involves the statements of sympathizer (subordinate party), and superordinate party. It involves Minah and Sumarno (the head of PT Rumpun Sari Antan).

Minah shows her happiness; free from being sentenced to jail. Surprisingly, she gives negative appreciation toward what she had done (“*I will not do it again, taking the cocoa in the plantation*”). This inconsistency may reveal that her appeal was actually just a strategy to avoid the punishment (being sentenced to jail).

Further, we may notice that in her appeals for sympathy she polishes herself positively and emphasizes negative toward RSA ltd. This correspond to Van Dijk (1995) theory of Ideology. He states that the one who tries to instill her ideology to others tends to emphasizes positives things about him and emphasizes negative things about his opponent. In the essence, ideology is interpreted as the idea which is expressed through communication. This ideology controls the circulation of messages in society (Fairclough, quoted by Jorgensen and Phillips (2007, p. 139) in Oktavianti). In this case through her ideology Minah wants to control the public opinion that she is innocent. This confirms that her appeal for sympathy is a mere strategy.

Analyzing Sumarno (the head of PT Rumpun Sari Antan) statement, it is revealed that the company accepts the judge’s verdict. It is indicated by his positive appreciation toward the judge’s verdicts (“*We are also already willing with the judge’s verdict*”). This indicates that there is a movement of power from the RSA ltd (superordinate party) to Minah (subordinate party). Thus, it may be concluded that through manipulating the sympathy, Minah may counter the hegemony of RSA ltd. In this case, hegemony is interpreted as the movement of power. This view considers the nature of the relationship between power and and those who exercise it, objected to it or make it possible. It perceives power as external/ outside to its subject or whether it is internal/ inside to it (Antoniades, 2008, p. 8).

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AUTHORIAL AND NON AUTHORIAL AFFECT IN SPEECH An Appraisal Theory Approach

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Abstract

This study deals with authorial and non-authorial affect in speech. The aim is to find out the types of affect, graduation and engagement. This study used descriptive qualitative approach. The data were obtained through content analysis from speech transcript. The data was analyzed by using domain, taxonomy, and componential analysis. The result shows that there are 10 types of affects found in authorial affect, 13 types of affects found in non-authorial affect, and 10 types of affects found in authorial-non-authorial affect. Authorial affects and combinations are used more frequently than non-authorial. It indicates that the speaker as first person often expresses his/her own feelings and also expresses his/her and others' feeling upon something.

Keywords: authorial affect, non-authorial affect, graduation, engagement, appraisal, speech

Introduction

Public speaking is a specific skill that concentrates on learning how to speak in front of public. One of the topics learned in public speaking is about speech (Lucas, 2012). Like novel and newspaper, speech contains attitude. Considering this shared similarity, it is deemed suitable to analyze the speech by using appraisals approach. Previous studies that have been done so far concentrate on the changes of attitude and the comparison analysis (Hendrastuti, 2013; Umam, 2014; Alsina, Espunya, Naro, 2017; Zhang, 2015), types of appraisal and attitude used (Hidayani, 2006; Endah, 2008, Adi, 2013), the faithfulness of target text toward source text (Xiaoping, 2013; Qian, 2017), and message contained in the appraisal used (Nur, 2016).

In appraisal theory, another theory is proposed by White (1998; 2001) about 1st, 2nd and 3rd person point of view. The 1st person point of view is called authorial affect where she/he is emotionally involved in expressing affect, while the 2nd and 3rd person point of view is called non-authorial affect where 1st person merely expresses affect from 2nd or 3rd person; in other word, 1st person is not emotionally involved.

Regarding the studies on authorial and non-authorial affect, there are few studies that had been done and they were limited to news and academic writing as the source of data and appraisals theory was not used as the research approach while the studies on authorial and non-authorial affect which had used appraisal theory as its research approach were also limited to the tabulation on the adverbs, adjectives and nominalization effects (Afshin, 2016; Scott, 2008), and they only discussed a bit on the authorial and non-authorial as it was not the object of the research (Endah, 2008).

Based on the review above, the gap found by the researcher was the rarity of the study focuses on authorial and non-authorial affect with appraisal as its research approach.

Methodology

This research used descriptive qualitative approach and also embedded case study. The source of data was the speeches taken from online news media. The data were authorial and non-authorial affect found in the speech. The speeches taken were the speeches presented by famous public figures such as Barack Obama, Michelle Obama, Donald Trump, Joko Widodo, Meryl Streep, Malala

Yousafzai, and Severn Suzuki. The data were analyzed by using content analysis in order to distinguish between data and non-data. Afterwards, the data were analyzed by using domain, taxonomy, and componential analysis proposed by Spradley (in Santosa, 2017).

Findings and Discussion

Based on the analysis done, the study reveals that *affection* was mainly found affect in authorial affect with 13,79 % from total percentage, whereas *desire* was mainly found in non-authorial affect and the combination with 17,31 % in non-authorial affect and 44,34 % in combination. The details could be seen in the following below.

Table 1. Authorial Affect

No	Affects	Grad	Eng	Σ	%	
1	Irrealis	Fear	Sharp/Raise	Mon	2	3,45
2			Desire	Sharp/Raise	Mon	3
			Het	3	5,17	
3	Realis	Misery	Sharp/Raise	Mon	3	5,17
4			Cheer	Sharp/Raise	Mon	6
			Het	5	8,62	
5	affection	Sharp/Raise	Mon	8	13,79	
			Het	3	5,17	
6	confidence	Sharp/Raise	Mon	1	1,72	
			Het	1	1,72	
7	Trust	Sharp/Raise	Mon	5	8,62	
			Het	7	12,07	
8	distrust	Sharp/Raise	Het	2	3,45	
9			peace	Sharp/Raise	Mon	1
10	admiration	Sharp/Raise	Mon	7	12,07	
			Het	1	1,72	
			Σ	58	100	

From the table: Grad – Graduation, Eng – Engagement, Sharp – Sharpening, Mon – Monogloss, Het – Heterogloss.

With *affection* as the mainly used affect, it indicated that the speaker often expressed his/her loving or affection towards someone or something. For example:

Data 50:

And I *love* this country.

The *affection* in the example above was experienced by speaker, Donald Trump, who expressed his love for United States of America during his inauguration speech. He personally felt the affection and expressed it to the audiences and his supporters.

As for non-authorial affect, the mainly found affect was *desire* with 17, 31 % from the total percentage. The details could be seen in the following below.

Table 2. Non-authorial affect

No	Affects	Grad	Eng	Σ	%	
1	Irrealis	fear	Sharp/Raise	Mon	3	5,77
			Het	4	7,69	
2		desire	Sharp/Raise	Mon	9	17,31
			Het	3	5,77	
3	Realis	misery	Sharp/Raise	Mon	1	1,92
			Het	1	1,92	
4		antipathy	Sharp/Raise	Mon	1	1,92
5			cheer	Sharp/Raise	Mon	1
			Het	1	1,92	
6		affection	Sharp/Raise	Mon	1	1,92
			Het	3	5,77	
7		confidence	Sharp/Raise	Mon	5	9,62
			Het	2	3,85	
8		trust	Sharp/Raise			
			Het	2	3,85	
9		distrust	Sharp/Raise	Het	1	1,92
10			ennui	Sharp/Raise	Mon	2
11		displeasure	Sharp/Raise	Mon	2	3,85
			Het	3	5,77	
12		interest	Sharp/Raise	Mon	1	1,92
			Het	1	1,92	
13		admiration	Sharp/Raise	Mon	2	3,85
			Het	3	5,77	
			Σ	52	100	

From the table: Grad – Graduation, Eng – Engagement, Sharp – Sharpening, Mon – Monogloss, Het – Heterogloss.

With *desire* as the mainly used affect, it indicated that in non-authorial affect, the speaker expressed *desire* felt by the 2nd and 3rd person without being emotionally involved as well. For example:

Data 126:

Muslims the world over **aspire** to live with dignity and a sense of justice.

The *desire* in the example above was expressed by speaker, Barrack Obama, who expressed *desire* from 2nd and 3rd person referred with the word *Muslims*. He referred to muslims citizen all over the world who, in reality, aspired or desired to live with dignity and a sense of justice without being branded and often thought as terrorists by others.

The third one is the combination of authorial and non-authorial affect. It is found in the speech that sometimes the speaker expresses his/her affect as well as the affect from 2nd or 3rd person by using plural pronoun *we*. In other words, speaker or first person is also emotionally involved like 2nd or 3rd person. Following the theory proposed by Scheibman (2014) on *we* inclusive and *we* exclusive, the researcher decided to analyze the rest of data as the combination of authorial-non authorial affect as they could not be grouped to either authorial or non-authorial affect. The details could be seen in the following below.

Table 3. The combination of authorial and non-authorial affect

NO	Affects	Grad	Eng	Σ	%
1	Irrealis fear	Sharp/Raise	Mon	2	3,45
2	Realis desire	Sharp/Raise	Mon	26	44,83
			Het	2	3,45
3	cheer	Sharp/Raise	Mon	2	3,25
			Het	5	8,62
4	affection	Sharp/Raise	Mon	4	6,90
			Het	4	6,90
5	Suprise	Sharp/Raise	Mon	1	1,72
6	confidence	Sharp/Raise	Mon	1	1,72
			Het	2	3,45
7	trust	Sharp/Raise	Mon	1	1,72
			Het	4	6,90
8	ennui	Sharp/Raise	Mon	1	1,72
9	displeasure	Sharp/Raise	Mon	1	1,72
			Het	1	1,72
10	admiration	Sharp/Raise	Het	1	1,72
			Σ	58	100

From the table: Grad – *Graduation*, Eng – *Engagement*, Sharp – *Sharpening*, Mon – *Monogloss*, Het – *Heterogloss*.

The table showed that the mainly used affect was also desire with 44, 83 % from the total percentage. It indicated that the speaker expressed *desire* felt by him/ her as well as desire felt by the 2nd and 3rd person. For example:

Data 4:

We want agreement that is a great deal for the Israelis and a great deal for the Palestinas.

It could be seen from the example above that the speaker, Donald Trump, used *want* to show his desire as well as the desires of 2nd or 3rd person; their desire to had an agreement that meant a great deal for Israelis and Palestinas; a deal that would be able to bridge the great divide between two different countries.

Conclusions

From the analysis above it can be concluded that the speech contained more authorial affect and the combination. This indicated that the 1st person or speaker preferred to express his/her own affect to show his/her personal feeling on something and also expressed both his/her affect and 2rd or 3rd person to show that both him/her and others felt the same. It was to show that their shared feeling meant their unity as one.

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RHETORIC STYLE IN TAYLOR SWIFT'S *BACK TO DECEMBER*

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Abstract

This study is concerned with how a language of rhetoric is used in the lyric of Taylor Swift's *Back to December*. The study is led by a premise that the language of literature can be found in songs, and the study is carried out to support the premise. The study is intended to depict elements of the language of rhetoric in the lyric in order to designate the style of the lyric. The study takes the lyric as a text, so it voids the music to the lyric. The study applies a textual analysis to the lyric as its research method, and it adopts Chapman's concept of stylistic analysis to the lyric as its approach method. The textual analysis involves interpretation of the lyric's lines, and the stylistic analysis incorporates linguistic and literary description of the elements of the language of rhetoric. The analyses result in conditional expressions and figurative expressions, comprising imagery, symbol, personification, and irony. In brief, the study is expected to be supplementary to general readership in music and poetry: the lyric is stylistically appealing; it is not only musical, but it is also poetic.

Keywords: language of rhetoric, lyric, textual analysis, stylistic analysis, conditional expressions, figurative expressions

Introduction

The lyric of Taylor Swift's *Back to December* was written in a language of rhetoric. The lyric is formed with words which are meant to say more than how the words are read. The words can be considered colloquial because almost all of the words are used daily. The colloquialism makes the lyric apparently simple to understand. Regardless of the simplicity, the lyric actually contains hidden feeling which the lyricist attempted to express when she wrote the lyric. Swift is said to have written the lyric to express how she regrets her breakup with her ex-boyfriend. The lyricist's regret tells that the lyric has an emotional effect; or, the lyric is written in the language of rhetoric. How Swift's regret is expressed rhetorically becomes what this study is primarily concerned with.

Generally this study is led by a premise which states that there is an individual message in a song lyric, and this study approves the premise. How the individual message is contained in the song lyric constitutes the style of the lyric. The

style typifies the lyric, but it has not been particularly described yet. Specifically this study is led by insufficient discussions about how the language of rhetoric is used in the lyric to express the regret. Reviewers share the opinion that the lyric is about the singer's regret; however, they do not show how the regret is expressed rhetorically. Based on both situations, this study is intended to determine the style of the lyric by describing how the individual message is written in the language of rhetoric in it.

As its research method this study applies a textual analysis, in which it involves interpretation of the lyric's lines. Besides that, as its approach method this study adopts Chapman's concept of stylistic analysis, in which it incorporates linguistic description and literary interpretation of conditional and figurative expressions as the language of rhetoric in the lyric. Based on the two methods, the analysis of the lyric in this study comes in three stages: one, linguistic description of the poetic elements; two, literary interpretation of the elements;

three, relation between the linguistic description and the literary interpretation.

The analysis shows that the singer's regret is stated in conditional expressions, in which she wishes she could return to the times when she and her boyfriend were still together; in addition, it shows that the regret is also stated in figurative expression, which comprises imagery, symbol, personification, and irony. This study is expected to be beneficial for any general reader, from which she or he can discover elements of poetry in the lyric; and, likewise, elements of music in it. The benefit is plausible because the lyric is both poetic and musical.

This study was started off with the writer's proposition that Swift's *Back to December* is a good source for the learning and teaching of English language and literature. The proposition is inferred from the premise which states that songs can be used "(t)o stimulate the real use of the foreign language to express personal meanings" (Murphey, 81). In other words, the lyric of the song can be used to examine English grammar and English poetry, and the words in the lyric can be interpreted to describe what the lyricist meant to express. This study is expected to supplement general readers with conditional and figurative expressions. Both aspects of the learning and teaching are discussed through this study: the discussion of the conditional expression belongs with English grammar, and that of the figurative expression with English poetry. Thus, the aspects are taken out of the lyric, and that makes the proposition.

The proposition, moreover, is developed from reviews on the lyric. This study chose three reviews because of their relevance and authorship to the aspects of discussion about the lyric. The three reviews mainly concern what Swift meant to express when she wrote the lyric, and they were written by copyrighted writers. The reviews were written by Reuben, Peacock, and Welly respectively. Reuben, a staff writer at *Trinity Tripod*, wrote that the lyric "was written about Taylor Lautner, and the song

apologizes for her poor actions and their breakup" (2013). Then, Peacock, a contributing writer at *Roughstock*, wrote that Swift "comes far too late to the realization that she messed up and wishes that she could change things, but of course she can't" (2010). Last but not least, Welly, a music blog writer at *creativemusic*, wrote that the lyric tells how somebody regretted what they had done to her ex-boyfriend (2011). However, the reviews do not specifically explain that Swift expressed her feeling through the lyric in conditional and figurative expressions. So, this study is carried out to explain the conditional and figurative expressions.

To explain the two types of expressions which Swift uses to express her regret in *Back to December*, this study applies a textual analysis and adopts Chapman's concept of language of rhetoric in stylistics. The textual analysis is applied because this study is concerned with the lyric and the lyric itself is a text which needs interpreting to reveal the feeling of regret. The textual analysis is done by "understanding the process of interpretation as the effect of a *relation* between a reader and a text" (Belsey, 163). Thus, the textual analysis in this study is carried out through a process of interpreting the lyric after it is read.

Chapman's concept of language of rhetoric is adopted because this study is oriented as a stylistic analysis of poetry, and Chapman's concept itself is presented as an introduction to literary stylistics. Chapman's concept states that "(t)he study of *rhetoric* rested on a special kind of attitude to language as a faculty through which the recipient—reader or auditor—could be influenced in the manner desired by the writer or orator" (73). Based on this concept, the approach to the lyric is made by describing the expressions through which the writer receives the effects which the lyricist sent. In other words, the approach is concerned with how to describe the lyricist's feeling using the stylistic analysis of the

lyric. Needless to say, the analysis is taken to explain how Swift's feeling is described in the conditional and figurative expressions.

The conditional expressions are referred to Swan's *Practical English Usage*. Swan's book can be used as a guide in English grammar because the book may serve as an informative reference for many problems in English. That makes the book usable to give suitable information about the conditional expressions in English. According to the book, there are three types of conditional expressions in English:

'first conditional'

<i>if</i> + present	<i>will</i> + infinitive
If we play tennis	I'll win.

'second conditional'

<i>if</i> + past	<i>would</i> + infinitive
If we played tennis	I would win.

'third conditional'

<i>if</i> + past perfect	<i>would have</i> + past participle
If we had played tennis	I would have won.

(Swan, 256)

Furthermore, the figurative expressions are referred to Morner and Rausch's *NTC's Dictionary of Literary Terms*. The dictionary is considered to give operational definitions of literary terms; consequently, for this study, it is suitable to define such literary terms as imagery, symbol, personification, and irony. Firstly, imagery is defined as "(t)he making of 'pictures in words,' the pictorial quality of a literary work achieved through a collection of images" (105). After that, symbol is defined as "something concrete—an object, a place, a character, an action—that stands for or suggests something abstract" (216). Then, personification is defined as "a figure of speech in which human characteristics and sensibilities are attributed to animals, plants, inanimate objects, natural forces, or abstract ideas" (163). Finally, irony is defined as "the recognition of the incongruity, or difference,

between reality (what is) and appearance (what seems to be)" (113).

Methodology

The research method of this study applies the textual analysis of Swift's *Back to December*. The application of the analysis involves the interpretation of the words in the lyric to describe the lyricist's feeling. The interpretation is done literally: it involves the interpretation of the figurative expressions in the lyric. In this sense, the interpretation means how words of imagery, symbol, personification and/or irony designate the feeling. In addition, the approach method of this study adopts Chapman's concept of language of rhetoric in stylistics. The adoption involves the manner to the words in the lyric to describe the feeling. The manner is performed idiomatically: it involves the interpretation of both the conditional and figurative expressions in the lyric. Thus, the stylistic analysis of the lyric incorporates the linguistic description of the conditional expressions and the literary interpretation of the figurative expressions.

Both the research and the approach method form up the study method for the stylistic analysis of the lyric. Accordingly, the linguistic description needs to supplement the literary interpretation in order to construct the stylistic analysis. Yet, the description and the interpretation need a connector so that the two of them can relate to each other in order to complement the analysis. Together, the description, the interpretation and the connector become the components of the whole stylistic analysis. With regard to the components, the stylistic analysis is divided into three stages: one, the linguistic description; two, the literary interpretation; and three, the relation between the linguistic and the literary interpretation.

Discussion

The discussion of this study takes the lyric as the text to be analysed stylistically. The discussion, moreover, concerns the stages in the stylistic analysis of Swift's *Back to*

December. Therefore, the discussion comes in three stages.

1. The linguistic description

The linguistic description explains how the conditional expressions in the lyric are used to express the lyricist's regret. The conditional expressions have three types of structures. One conditional expression in the lyric can be found in the chorus parts of the song, or in the second, the fourth, and the sixth verse of the lyric. The conditional expression is quoted in the following line: "Wishing I'd realized what I had when you were mine". The expression in the line is categorized as a third conditional expression, and it may tell how Swift wishes that she had realized what she had when her ex-boyfriend was still hers. When the conditional expression in the line is interpreted, the expression may tell that the lyricist did not really realize how her ex-boyfriend ever meant to her, so it may express her feeling of losing her ex-boyfriend; and, how she regrets their breakup. Another conditional expression can be found in the interlude part of the song, or in the fifth verse of the lyric. The conditional expression is quoted in the following line: "If we loved again (I swear) I'd love you right". The expression in the line is categorized as a second conditional expression, and it may tell how Swift says "I swear" to show that she seriously means that she would love him decently if they could love each other again. When the conditional expression in the line is interpreted, the expression may tell that the lyricist may realize that she will not be able to love him decently because they cannot love each other again, and it may express her feeling of being restrained from loving him; and, how she regrets her fault. The other conditional expression in the lyric can be found also in the interlude part of the song, or in the fifth verse of the lyric. The conditional expression is quoted in the following line: "So if the chain is in your door I understand". The expression in the line is categorized as a first conditional expression, and it may tell how

Swift seems to understand what it means if she finds the chain on her ex-boyfriend's door. When the conditional expression in the line is interpreted, the expression may tell that the lyricist will understand if one day she comes to him and he refuses to open his door for her, so it may express her feeling of being unwelcome anymore; and, how she regrets her misdeed.

The description of the conditionals expressions denotes that Swift feels regretful because now she cannot do anything to get her ex-boyfriend back to her. The description is made in the three types of conditional expressions, and the three of them share one common situation: the lyricist's feeling of regret. One conditional expression tells about their breakup, another about the lyricist's fault, and the other about her misdeed. So, the linguistic description denotes the regret in the first, second, and third conditional expression.

2. The literary interpretation

The literary interpretation explains how the figurative expressions in the lyric are used to express the lyricist's regret. The figurative expressions comprise imagery, symbol, personification, and irony. The imagery is realized through a series of words which creates pictorial quality in Swift's *Back to December*. One series of words of imagery in the lyric can be shown in the following line: "I haven't seen them in a while". The words in the line present an image of absent family members which the lyricist mentions in the previous line: "... tell me how's your family". The words of imagery involve the lyricist's vision to create a picture of the family members as concrete objects. The picture implicitly represents the lyricist's feeling: she regrets their breakup at the moment when she is face to face with her ex-boyfriend; she might not intentionally want to ask the question. She might simply try to make a conversation with him, recalling how she ever met his family. Another series of words of imagery in the lyric can be shown in the following line: "I

watched you laughing from the passenger’s side”. The words in the line present an image of the ex-boyfriend’s laughter. The words of imagery involve the lyricist’s vision and hearing to create a picture of the ex-boyfriend as a concrete object. The picture implicitly represents the lyricist’s feeling of losing him. She seems to regret what she did to him in the past, and she might want to tell that she still remembers him although he is not around her at present. The other series of words of imagery in the lyric can be shown in the following line: “I miss your tan skin, your sweet smile”. The words present an image of the absent ex-boyfriend. The words involve the lyricist’s perception to create a picture of the ex-boyfriend as an abstract object. The picture implicitly represents the lyricist’s missing him. She seems to regret things which made him only a memory for her, so she must want his physical presence instead.

The symbol is realized through the representation of a concrete object for an abstract one. In the lyric, the word ‘roses’ is a symbol because the word can represent Swift’s ex-boyfriend’s love for her. Structurally, the word ‘roses’ in the first verse is placed in the same position as the word ‘love’ in the third verse. Apparently the concrete object ‘roses’ stand for the abstract object ‘love’.

Verse 1:

You gave me *roses* and I left them there
 to die

Verse 3:

You gave me all your *love*/ And all I
 gave you was goodbye

Accordingly, what happened to the roses represents what happened to his love. Besides that, the following line contains words of symbol: “And then the cold came and the dark days”. The noun phrase ‘the cold’ can be designated as another symbol in the lyric. The phrase can represent the complication which befell on Swift’s and her ex-boyfriend’s relationship: their relationship became complicated as the relationship

froze. The adjective phrase ‘dark days’ can also be designated as another symbol. The phrase can represent gloominess: their relationship seemed to be unable to continue because of the complication. The word ‘December’ in the lyric can be designated the other word of symbol. The word can represent the month when they started their relationship, but then they lost it afterward. In other words, she regrets the loss; and that makes her want to have the relationship back again.

The personification is realized through attribution of human capacity to inhuman beings. The following line contains an expression of personification: “And then the cold came and the dark days”. In the line, the structure of ‘the cold came’ is linguistically a clause; and, it figuratively exemplifies an expression of personification. The cold (weather), which is a natural force, is attributed with the ability to arrive, and the attribution makes the cold weather seem alive. The following line contains an expression of personification, too: “When fear crept into my mind”. In the line, the structure of ‘fear crept’ is linguistically a clause; and, it figuratively exemplifies another expression of personification. The fear, which is a feeling, is attributed with the ability to crawl, and the attribution makes the fear seem alive as well.

The irony is realized through dissimilarity between what is expected to happen and what actually happens. The following line contains the words of irony: “It turns out freedom ain’t nothing but missing you”. In the line an irony of situation befalls on Swift: she thought that by leaving him and living her life by herself, she would experience what freedom would be like. Yet, what she did only gave her the experience of missing him. Thus, it is ironic how the lyricist wanted the breakup but then she regrets it.

3. The relation between the two

The linguistic description designates the first, second, and third conditional

expressions to convey Swift's regret. Furthermore, the literary interpretation designates the imagery, symbol, personification, and irony to convey the regret. Thus, in this study the linguistic description supplements the literary interpretation in order to describe the regret. In other words, the relation between the two is supplementary to each other.

Conclusion

Swift's regret in *Back to December* is rhetorically expressed. The rhetoric has been specifically overlooked; however, this study figures out that her regret is expressed with the first, second, and third conditional expressions as well as with the imagery, symbol, personification, and irony. The textual analysis of the lyric in stylistics denotes that the linguistic description is mutually related to the literary interpretation. The relation, in all, indicates that the lyric is not only musical, but it is also poetic.

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Appendix

Back To December

Taylor Swift

1 [Verse]

I'm so glad you made time to see me

How's life, tell me how's your family

I haven't seen them in a while
 You've been good, busier than ever

Small talk, work and the weather
 Your guard is up and I know why
 Because the last time you saw me
 Is still burning in the back of your mind

You gave me roses and I left them there to die

2 [Chorus]

So this is me swallowing my pride

Standing in front of you saying
 I'm sorry for that night

And I go back to December all the time.

It turns out freedom ain't nothing but missing you

Wishing I'd realized what I had when you were mine

I go back to December turn around and make it all right

I go back to December all the time.

3 [Verse]

These days I haven't been sleeping

Staying up late playing back

myself leaving
When your birthday passed and I
didn't call
Then I think about summer
All the beautiful times
I watched you laughing from the
passenger side
And realized I loved you in the
fall
And then the cold came and the
dark days
When fear crept into my mind
You gave me all your love
And all I gave you was goodbye

4 [Chorus]
So this is me swallowing my
pride
Standing in front of you saying
I'm sorry for that night
And I go back to December all
the time.
It turns out freedom ain't nothing
but missing you
Wishing I realized what I had
when you were mine
I go back to December turn
around and change my own mind
I go back to December all the
time.

5 [Interlude]
I miss your tan skin, your sweet
smile.
So good to me, so right
And how you held me in your
arms that September night
The first time you ever saw me
cry
Maybe this is wishful thinking
Probably mindless dreaming
If we loved again I swear I'd love
you right
I'd go back in time and change it
but I can't
So if the chain is in your door I
understand

6 [Chorus]

But this is me swallowing my
pride
Standing in front of you saying
I'm sorry for that night
And I go back to December
It turns out freedom ain't nothing
but missing you
Wishing I'd realized what I had
when you were mine
I'd go back to December turn
around and make it all right
I'd go back to December turn
around and change my own mind
I go back to December all the
time
All the time

Adapted from

<http://www.directlyrics.com/taylor-swift-back-to-december-lyrics.html>

THE IDENTIFICATION OF COMPLAIN RESPONDING TURN IN *SHOPAHOLIC TO THE RESCUE*

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Abstract

The purpose of this research to identify types of turn which respond to complaining speech act in *Shopaholic to the Rescue* novel and use pragmatics approach. It is because in pragmatics field, moreover in conversation turn becomes one of important foundations in reaching the purpose of communication, especially in verbal communication. Besides when people want to have a conversation and being involved in it, it must be organized, managed, and it can be seen by the turn. This research is categorized as a descriptive-qualitative research with embedded case study and using pragmatics approach. The data of this research are taken from conversations between characters in the *Shopaholic to the Rescue* novel which contain turns that respond to complaining speech act, and this study only takes verbal responds. As the result of this research, there are 45 types of complain responding turn from 120 data. Stating becomes the most dominant turn in responding the complaining speech act with 14 data, followed by complaining (11 data), asking (9 data), and explaining (9 data).

Keywords: pragmatics, speech act, complain responding turn

Introduction

Language takes important part to succeed the process of communication between the speaker and the hearer. Communication itself between the speaker and hearer is influenced by the meaning. The power of meaning influences the result of communication. Pragmatics as a study in meaning, takes important key in this result. Moreover, according to Thomas (1995, p. 22), meaning is a dynamic process and it involves many things, such as negotiation meaning between the speaker and the hearer also context of utterances. According to Yule (1996, p. 3), pragmatics is a study related to the speech which is uttered by the speaker and interpreted by the hearer. In daily communication, people do a speech act, as Yule (1996, p. 47), speech act is an action which is performed through utterances. Austin (1962) divides speech act into three types, locutionary act, illocutionary act, and perlocutionary act. Searle (in Yule, 1996) classified the illocutionary act into five categories: declaratives, representatives, expressives, directives, and commissives. In

expressives category, there is complaining speech act. As mentioned by Wierzbicka (1987, p. 242), through complaining speech act, the speaker wants to express his/her feelings about something bad on him, and deliver a message that s/he wants the other also feel what he/she feels about it. Complaining speech act also included as a moral judgment which express about the speaker's approval or disapproval of specific behavior (Trosborg, 1995, p. 311). Then, in conversation, there is a turn, and as mentioned by Sacks (in Mey, 2001, p. 155), turn is the basic unit in conversation and it is a shift of direction of speaking 'flow' in a normal conversation. This study tries to reveal and identify the types of turn which respond to complaining speech act in *Shopaholic to the Rescue*, a best seller novel written by Sophie Kinsella. There are some studies became the literature review of this research, such as a research about complaining speech act entitled, "*Perbandingan Terjemahan Tindak Tutur Mengeluh dalam film Bad Boys II yang Ditayangkan di Stasiun Televisi dan VCD*

(*Kajian Strategi Penerjemahan, Kesepadanan Makna dan Keberterimaan*),” written by Ardiana Nuraeni in 2008. Nuraeni (2008) tried to compare between the translations of complaining speech act of *Bad Boys II* movie in VCD version and in television version. Another related study about complaining speech act is written by Inas Adila in 2012, “*Tindak Tutur Mengeluh dalam Rubrik Aspirasi, Kriiing Solopos, dan Rakyat Bicara*.” The other related study about complaining speech act is “*Analysis of Complaint Speech Act in The Help Movie by Tate Taylor*.” This study is written by Amalia Khalifah in 2013. From those three related studies, it is found that there are some gaps found. Nuraeni (2008) entitled, “*Perbandingan Terjemahan Tindak Tutur Mengeluh dalam film Bad Boys II yang Ditayangkan di Stasiun Televisi dan VCD (Kajian Strategi Penerjemahan, Kesepadanan Makna dan Keberterimaan)*” focused in comparing the translations of complaining speech act in *Bad Boys II* movie in VCD version and television version, and also studied about meaning correspondence and acceptability of the translations. It means that this study is different, because this research tries to find the turn of complaining speech act, and does not study about the translation part of the speech act. Adila (2012) by her research, “*Tindak Tutur Mengeluh dalam Rubrik Aspirasi, Kriiing Solopos, dan Rakyat Bicara*,” focused in the strategy of complaining speech act in three different newspapers. The gap is Adila (2012) focused in the strategy of complaint and also the perspective of the complaint strategy. It is different than this research which is not focusing in the complaint strategy but in the turn of complaining speech act. Third study is “*Analysis of Complaint Speech Act in The Help Movie by Tate Taylor*,” by Khalifah (2013). This study focuses in describing the strategy of complaint in a movie. This research uses a novel as the source of data not a movie, and then focuses in the turn of complaining speech act. From those three

previous studies, it can be concluded that turn was not discussed in those three studies, and then they only focused in the complaining speech act or the strategy of the complaint, not the response of the complaint.

Methodology

This research is categorized in descriptive-qualitative research with embedded case study. It is descriptive-qualitative, because descriptive is not only just collecting the data, but also interpreting the data itself (Surrakhmand in Abdurrahman and Soejono, 1999, p. 22). Then, according to Sutopo (2002, p. 35), qualitative research emphasizes more in words, sentences, or pictures as the data than numbers or frequencies. Although according to Santosa (2014), in descriptive research especially a language research sometimes is unable to show its holistic representation because of the limitation of the language itself, and it makes the descriptive-qualitative should use pictures, tables, diagrams, etc. The source of data of this research comes from a novel, *Shopaholic to the rescue*, written by Sophie Kinsella. The data of this research is turn that responds to complaining speech act, which is taken from conversations between the characters in the novel. The data that will be taken in this research is verbal respond only. The data collection procedures of this research are reading the novel, *Shopaholic to the rescue*, marking the complaining speech act with its turn which responds to the speech act, and then classifying the turn(s) based on its type. Content analysis technique is used to analyze the data. According to Yin (in Sutopo, 2006, p. 81), content analysis technique is used in order to find the various kinds of things which are needed by the researcher in the study.

Findings and Discussion

After read the novel, there are 120 data found. Those are identified into 45 types of turns which are responding to complaining speech act. Stating becomes the most dominant type in responding the complaining speech act in the novel with 14 data,

followed by complaining (11 data), and Explaining (9 data). This study divides the data into 3 (three) categories, i.e.: Singlet, Duplet, and Triplet.

1. Singlet

Singlet becomes the most used category found in the research. In singlet category, there are 33 types of turn responding the complaining speech act(s).

Table 1. Types of Turn in Singlet Category

No.	Responding Turn	Σ	Data No.	%
1	Stating	14	024, 050, 054, 056, 061, 082, 097, 098, 099, 102, 115, 131, 147, 148,	11,7
2	Complaining	11	002, 022, 030, 033, 067, 089, 091, 133, 138, 145, 149	9,2
3	Explaining	9	018, 025, 029, 036, 039, 058, 081, 093, 129,	7,5
4	Asking	9	063, 078, 085, 086, 090, 096, 106, 146, 155	7,5
5	Arguing	7	016, 052, 057, 068, 079, 116, 122	5,8
6	Convincing	5	003, 048, 051, 121, 153	4,2
7	Informing	5	026, 113, 114, 118, 119	4,2
8	Inviting	4	011, 028, 134, 156	3,3
9	Confirming	4	014, 037, 045, 069	3,3
10	Suggesting	4	023, 084, 101, 117	3,3
11	Doubting	4	032, 049, 055, 128	3,3
12	Commenting	3	012, 013, 047	2,5
13	Justifying	3	027, 043, 092	2,5
14	Regretting	3	094, 137, 142	2,5
15	Directing	2	034, 132	1,7
16	Agreeing	2	072, 140	1,7
17	Calming	2	076, 135	1,7
18	Refusing	1	4	0,8
19	Apologizing	1	8	0,8

20	Advising	1	40	0,8
21	Offering	1	41	0,8
22	Motivating	1	53	0,8
23	Mocking	1	59	0,8
24	Saying	1	66	0,8
25	Compelling	1	70	0,8
26	Concluding	1	73	0,8
27	Protesting	1	100	0,8
28	Swearing	1	104	0,8
29	Threatening	1	109	0,8
30	Criticizing	1	124	0,8
31	Ignoring	1	130	0,8
32	Admitting	1	150	0,8
33	Promising	1	154	0,8

According to the table above, stating becomes the most used turn in responding the complaining speech act, it covers 11.6% of the turns which are found in the study. In this study, the underlined words, phrases, or sentences are the complaining speech act, and the bolded words, phrases, or sentences are the turn.

Table 2. The Structure of Table

Numbe r of Data	<u>Complaining Speech Act</u>	Type of turn
	The responding turn (words, phrases, or sentences)	

Table 3. Example of Stating

024	<i>'No,' Dad cuts me off.</i>	Stating
/TT	<i>'Becky, I'm trying to</i>	
M/6	<i>achieve an important task</i>	
4	<i>and I have to focus on that.</i>	
	<u><i>I can't deal with your</i></u>	
	<u><i>mother having hysterics at</i></u>	
	<u><i>me for an hour.'</i></u>	
	<i>'She wouldn't-'</i> <i>I</i>	
	<i>begin, then stop, mid-</i>	
	<i>sentence.</i>	

The context of situation in that example above is, Becky as the main character in the story asks his dad to talk

about everything especially about his condition to Mum, but he refuses and complains about Mum. Bex responds the complain by stating.

Table 4. Example of Complaining

022/T	<i>'Well, please don't follow me!'</i>	Complaining
TM/6	<i>Dad sounds really</i>	
4	<i>quite angry. <u>This is ridiculous! Can a man not deal with a small private matter without being trailed?'</u></i>	
	<i>'But you didn't even tell Mum what you were doing! You just disappeared!'</i>	

The context for the example on the Table 2 is, Dad feels unhappy and distracted by what Mum did, because there is no need to track him into LA. Dad complains about it and Mum responds it by using complaining.

Table 5. Example of Explaining

025/	<i>'How can we chill out? Now</i>	Explaining
TTM	<i>I'm starting to feel angry. 'You</i>	
/64	<i>won't tell us anything, and we know Bryce is trying to brainwash Tarkie...I mean, is he OK?</i>	
	<i>Dad gives a short laugh. 'Bryce isn't brainwashing anyone. He's a very helpful young man. He's been invaluable to me. Knows the area, you see. And he's quite taken Tarquin under his wing. They spend hours chatting each other about this and that.'</i>	

Context in the example above is, Bex is not only curious about what her Dad did, but also she's afraid of Bryce and in the same time she feels angry about it. Dad responds her complaint by explaining about what has happened.

2. Duplet

In this category, there are 11 combinations of types of turn in responding complaining speech act. The combination itself consists of two types of turn. Explaining & Offering becomes the most used combination turn in responding the complaint.

Table 6. Types of Turn in Duplet Category

No.	Responding Turn	∑	Data No.	%
1	Explaining & Offering	2	064, 065	1,7
2	Suggesting & Offering	1	31	0,8
3	Inviting & Promising	1	42	0,8
4	Stating & Inviting	1	46	0,8
5	Directing & Suggesting	1	83	0,8
6	Requesting & Informing	1	88	0,8
7	Asking & Informing	1	105	0,8
8	Agreeing & Threatening	1	126	0,8
9	Apologizing & Explaining	1	136	0,8
10	Irritating & Asking	1	143	0,8
11	Compelling & Asking for permission	1	151	0,8

Table 7. Example of Explaining & Offering

064/TT	<i>'I am not at all well,' says</i>	Explaining
M/122	<i>Elinor again, her head dropping like a swan's.</i>	& Offering
	<i>'You've got a hangover,' I say sympathetically. 'Come and sit down, I'll order some tea.'</i>	

Context of the example above is Elinor complains about her body, she got hangover after drinking with Mum and Janice.

Table 8. Example of Agreeing & Threatening

126/TT M/247	<i>'Enough of zis chit-chat!'</i> <i>barks Suze, sounding like a Nazi Kommandant. 'We need the truth!' She frowns disapprovingly at me, and I see I've let myself get side-tracked.</i>	Agreeing & Threatening
	<i>'That's right!' I say hastily, and hold Twice up even higher. 'We're here for a reason, Raymon, so you'd better give us what we need.'</i>	

Suze and Bex try to get information about his Dad from his dad's old friend, Raymond. Suze's complaint about the useless chit chat is responded by Bex in order to get more information from him.

3. Triplet

In this category, there are three types of turn combined and respond to the complaining speech act.

Table 9. Triplet Category

No.	Responding Turn	Σ	Data No.	%
1	Surprised, Doubting, Asking	1	080	0,8

Triplet becomes the least category if it is compared to the other categories and there is only one data categorized as triplet category.

Table 10. Example of Triplet Category

080/TT M/158	<i>'He turned us away!' she exclaims. 'Can you believe it?'</i>	Surprised
	<i>At once a babble breaks out: 'Oh my God!' 'Turned you away?' 'Did you actually speak to him?' I demand above the noise. 'To Raymond himself'</i>	Doubting , Asking

Context about the example above is when Mum and Janice try to enter Raymond and meet him, they get rejected. They complain about what had just happened at them and the others give their responds.

Conclusions

According to this research, it can be concluded that: Stating becomes the most used type of complain responding turn: 14 data from 120 (11.7%), followed by complaining with 11 data (9.2%) in singlet category. There are 16 types as the least type of complain responding turn with 1 data for each type (0.8%) such as: criticizing, protesting, promising, etc in singlet category. Total data for singlet category: 107 data (89.2%). There are 11 types of complain responding turn and they are equal, because only consist of 1 data for each type in duplet category. Total data: 12 data (10%). There is only 1 data in triplet category (0.8%).

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DEIXIS ANALYSIS IN THE SONG LYRICS OF ED SHEERAN'S *DIVIDE* ALBUM

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Abstract

This research aims to analyze five types of deixis by using theory of Alan Cruse (2000), interpret the reference meaning of deixis and find out the most dominant type of deixis that found in the song lyrics of Ed Sheeran's album. The researcher elects *Divide* album as the object of the analysis because it is one of the best-selling album in the world. it consists of such deictic words that has reference meanings. Therefore, the song lyrics can be analyzed using pragmatic approach, specifically about deixis. This study was conducted by using descriptive qualitative method. The data which is used is six songs of Ed Sheeran's album and then they are classified into the types of deixis based on their own criteria. The findings showed that the types of deixis like person deixis, spatial deixis, temporal deixis, social deixis and discourse deixis are used in the song lyrics of Ed Sheeran's Album. Based on discussion and finding can be concluded that all deixis are found in all songs, personal deixis is the most being found (46 Deictic words or 28%) the word "I, Me, My, You and Your" dominate all songs. in the second position Temporal Deixis is the most being found (43 deictic words or 26%) the word now dominate in all songs. the third position is Spatial deixis (41 Deictic words or 25%) in the fourth position is Discourse Deixis (20 deictic words or 12%) and in the last position is Social Deixis (15 Deictic words or 9%).

Keywords: pragmatics, deixis, song lyric

Introduction

Music is often described as a "language of emotions" (Juslin and Sloboda, 2010). To many, music's expressivity unconstrained by literal meaning is what makes it a "universal language" (Cross, 2005). In sophisticated era today Music has become important part of human life. Music not only listened because of hobby or favorite activity but also it's considered as a friend to accompany in doing a lot of activities especially for teenagers like working, studying or even thinking. It's for music can evoke different feelings among audience (Raj & Muniapan, 2012). According to Piragasam et al. (2013), people will achieve pleasure and experience mood change by listening to music. It's one of reason music is important to be discussed in this article.

Most of music will be liked by the listeners if the content of the song has its own meaning for the listener, so that's why the song creator isn't carelessly in making the lyric. Ed Sheeran is one of the best

songwriter in the world. It's proven from his achievement in music career. His songs always get nomination in American Music Awards (AMA) even in 2015 he won in category Favorite Male Artist - Pop/Rock. And he still has other prestigious achievements. It's the reason why the researcher chose Ed Sheeran song as the object of the research. Researcher used Ed Sheeran's newest album entitled *Divide* in which there are six popular songs in this album. They are *Eraser*, *Castle on the Hill*, *Dive*, *Shape of You*, *Perfect*, and *Galway Girl*.

1. Song Lyrics

The song lyrics vary in terms of textual meaning. Commonly the listeners have different interpretation to understand the meaning of the songs. Not all of the words contained in the lyrics can be interpreted if we do not know the physical context of the speakers, such as the here, today, or tomorrow, and the pronouns such as you,

them, he, her and, it. Some sentences in English cannot be understood if you do not know who is talking and the reference is. Sometimes there is misunderstanding of meaning and intention between speaker and listener. In order to understand an intended meaning of the speakers, the listener should be able to identify the meaning of utterance or sentence. Nowadays, deixis is used to solve that problem.

2. Pragmatics

According to Cruse (2006), Pragmatics is study about aspects of meaning which are dependent on context. Pragmatics has as its topic those aspects of the meaning of utterances with cannot be accounted for by straightforward reference to the truth conditions of the sentences uttered (Gazdar, 1979, p. 2). It has to do with language use, and with going beyond the literal meaning (Kadmon, 2001, p. 3). Addition, it studies the use of language in context, and the context dependence of several of linguistic interpretation (Lycan, 1995, p. 588). From all definition above, can be deduced that Pragmatics is the study of meaning based on the context here are expression of relative distance and contextual meaning.

a. Deixis

Deixis is a word borrowed from the greek verb meaning “pointing” or indicating. pragmatics, *deixis* is a term used to denote a word or a phrase which directly refers to entities (objects, processes, attributes, and circumstances). In other words, deictic expressions are used by the speaker to refer to or identify entities in both non-linguistic and linguistic situations. When the speaker and the addressee are in a non-linguistic situation, the identification of the referents is easy. Saeed (2003, p. 182) said that the word *deixis* is borrowed from classical Greek *deiknymi* that the meaning is “to show or point out”.

According Alan Cruse (2000) there are five types of deixis. They are person deixis, spatial deixis, temporal deixis, social deixis and discourse deixis.

i. Person deixis

Cruse (2006, p. 127) stated that person deictic words include *pronouns* (I, you, they, we, she, he, it, me, them, us, him; mine, yours, hers, myself, yourself, herself, himself, ourselves, themselves, itself), *possessive adjectives* (my, your, our, their, his, its, her), and *verb inflection* (I like, you like, he or she likes). Person deixis consists of three categories. They are 1st person, 2nd Person and 3rd Person.

ii. Spatial deixis

Spatial deixis is deixis which indicates the location of some spaces between the speaker and the listener. Spatial deixis is also known as place deixis or locative expressions. Cruse (2006, p. 166) points out that spatial deictic word indicates location in space relative to the speaker. The most basic spatial deictic words are adverbs, *here* and *there*.

iii. Temporal deixis

Temporal deixis is a deixis to point to a time. As Cruse (2006, p. 179; 2006, p. 321) pointed out that temporal deictic word indicates the timing of an event relative to the time of speaking. It’s used to locate points or intervals on the time axis, using the moment of utterance point. The markers of time in deixis of time are *now*, *tomorrow*, *today*, *yesterday*, then etc.

iv. Social deixis

(Cruse, 2006, p. 166) Stated that Social deictic words are expressions whose function is to indicate the position of the referent on the scales of social status and intimacy relative to the speaker. The pronounce system of some languages also referring grammatical information about the social identities or relationships of the participants in the conversation or utterance Saeed (2003, p. 188).

v. Discourse deixis

Discourse deixis also known as text deixis. Discourse deixis refers to such matters as the use of *this* to point to future discourse

elements such as *listen to this, it will kill you!*, and *that* to point to past discourse elements such as *that was not a very nice thing to say* (2000, p. 323) Sometimes, certain sentence adverbs such as *therefore* and *furthermore* include an element of discourse in their meanings (Cruse, 2000). Despite, some references of discourse deixis can also be anaphoric (Cummings, 2005). Anaphora picks up a previous reference to an extra-linguistics entity and repeats it. In addition, Kreidler (1998, p. 145) noted that anaphora is a kind of secondary reference in which a previous reference is recalled by use of special function words. In *John entered the room. He looked tired*, he refers to the same person that John refers to, but it does not strictly refer to the word John itself (Cruse, 2000, p. 324).

Methodology

This research uses descriptive qualitative method because characteristics of phenomena and the data were analyzed using the description not numbers. According to qualitative research, it entails collecting primarily textual data and examining it using interpretive analysis (Crocker (2009, p. 5) which means that the method provides description about the phenomena of the research. In this research the researcher elects lyrics of the songs of Ed Sheeran's album. The data was taken from song lyrics in Ed Sheeran's Album entitled *Divide* released in March 2017, which consists of six (6) songs: *Eraser, Castle on the Hill, Dive, Shape of You, Perfect, and Galway Girl*.

In collecting the data the researcher uses listening and take note step, those steps are:

1. First, the researcher listened to the songs of *Divide* Album in order to understand the lyrics in detail.
2. Second, the researcher searched the script of the lyrics of *Divide* album on internet.
3. Third, the researcher chose the lyrics to be analyzed from each song.
4. Fourth, the researcher marked all of the chosen lyrics to be analyzed.

After collecting the data from the script of lyrics, the researcher analyzed the data as follows:

1. First, the researcher determined some words expressions that include in deictic expressions.
2. Second, the researcher classified the deictic expressions that have been determined based on their criteria.
3. Third, the researcher analyzed the data based on the Cruse theory on deciding the types of deixis, namely: person deixis, spatial deixis, temporal deixis, social deixis and discourse deixis.
4. Fourthly, the researcher interpreted and described the reference meaning of the deictic expression as the data based on the Cruse theory.
5. Next, the researcher calculated the occurrences of each type deixis used in Ed Sheeran's Album.
6. Last, describing and explaining the finding.

Findings and Discussion

The researcher analyzed *Eraser, Castle on the Hill, Dive, Shape of You, Perfect, and Galway Girl*. Finally, the researcher found that the song writer or singer tend to use such types of deixis include person deixis, spatial deixis, temporal deixis, social deixis and discourse deixis used in Ed Sheeran's song lyrics. Here is the one of the example analyzing process of Ed Sheeran's song, which can be seen on Table 1.

Table 1. Lyric of *Shape of You* – Ed Sheeran

No	Lyrics	Type of Deixis				
		Personal	Spatial	Temporal	Social	Discourse
1	I found a love for me	I, me	-	Found	-	-
2	just dive right in and follow my lead	My	Right in	Dive, Follow	-	-

3	Well, I found a girl,	I	-	Found	-	well
4	I will not give you up this time	I, You	This Time	Will not give	-	-
5	But darling, just kiss me slow	Me	-	kiss	-	But
6	And in your eyes you're holding mine	Min e	in your eye	you're holding	-	-
7	I whispered underneath my breath	I, my	underneath	-	-	-
8	Darling, you look perfect tonight	You	-	Tonight	-	-
9	She shares my dreams, I hope that someday I'll share her home	She, my, I, her	-	Some day, I'll share	-	That
10	to carry children of our own	Our	-	Carry	-	-
11	We are still kids but we're so in love	We	-	-	-	Still, but
12	I know we'll be alright this time	I, we	know	This Time	-	-

From the table.1 above, can be seen that one of the song from 6 popular songs in *Divide* album. Type of Deixis that dominate in this song is Personal and temporal followed by Discourse Deixis and Spatial Deixis but researcher didn't find social deixis. There are 9 personal Deictic words I, Me, Mine, My, You, She, Her, We, and Our. Where there are 4 deictic words for 1st person (I, Me, Mine and My), 1 deictic word for 2nd person (you), and 4 deictic words for 3rd persons (She, Her, We, and Our). While in Temporal deixis researcher found more than 14 deictic words that dominate by verb tense. And only 5 deictic words for spatial and Discourse Deixis.

Here are the results of this research with more detail analyzed that can be seen on other tables below:

Table. 2. Person Deixis in Six Songs

No	Song Title	Personal deictic words		
		First Person	Second Person	Third Person
1	Eraser	I, Me, My, Myself	You, They	It
2	Castle on the Hill	I, My, We	You	His, It
3	Dive	I, Me, My	You, Your	It
4	Shape of You	I, Me, My, We, Our	You, Your	
5	Perfect	I, Me, My, Mine, We, Our	You, Your	She, Her
6	Galway Girl'	I, Me, My, Mine, We, Our	You, Your	She, Her

The table above can be seen that Personal deixis was found in all songs, in the song *Eraser* researcher found 7 personal deictic words, in the second and third song *Castle on the Hill*, *Dive* found 12 personal deictic words, in fourth song *Shape of You* found 7 deictic words, while in the fifth and sixth song *Perfect*, *Galway Girl* found 20 personal deictic words. From the explanation above can be deduced that the whole amount

from six songs found 46 personal deictic words in which there are 5 deictic words that dominate in all songs, they are *I, Me, My, You* and *Your*.

Table. 3 Spatial Deixis in Six Songs.

No	Song Tittle	Spatial Deictic Words		
		Distal Term	Proxi-mal Term	Projected Term and Specific Location
1	Eraser	-	Here	Inside, In a small town, lord's house, in the mirror, away, right mind, dump
2	Castle On The Hill	-	-	Mountain Grass, over the castle, on the hill, backfield, take me back, old country land
3	Dive	-	Here	Lake, Right into, Sitting Back
4	Shape of You	-	-	Bar, at the table, on the jukebox, come on, room, bedsheed, going out, backseat.
5	Perfec t	-	-	Follow, on the grass, underneath, carry.
6	Galw ay Girl'	There	-	Grafton street, room outside, on the table, on the jukbox, bar, on the stool, home, inside.

The table above can be seen that, Project term or specific location dominates in spatial deixis in the whole songs researcher found 38 deictic words. And the researcher only found 2 proxal terms "Here" in two songs *Eraser and Dive*. And researcher only found 1 distal term "There" in one song *Galway Girl*. It means there are 41 spatial deictic words.

Table. 4 Temporal Deixis in Six Songs

No	Song Title	Temporal Deictic words	
		Pure deictic Word and Specific Time	Verb Tense
1	Eraser	Now, Everyday, Somehow	Learned, will, think, Am

		Stereotypical day.	playing, I've got,
2	Castle On The Hill	Then, the years, Friday night.	Was running, broke, make, have grown.
3	Dive	-	Came, Have travelled, call.
4	Shape of You	Now, last night, everyday, one week.	Find, will, Am singing.
5	Perfect	Never, This time, tonight, someday, future.	Found, will, Am dancing, have met
6	Galway Girl'	A week, Now, At the night	Played, Want to, Was singing, Have outstayed.

From the table above, researcher found a lot Temporal deixis. In the first song researcher found 10 temporal deictic words, consisting of 5 specific times and 5 verb tenses. In the second song researcher found 7 deictic words, consisting of 3 specific times and 4 verb tenses. In the third song, the researcher didn't find any specific time and only found 3 verb tenses. In the fourth song the researcher found 7 temporal deictic words, consisting of 4 specific times and 3 verb tenses. In the fifth song, the researcher found 9 temporal deictic words, consisting of 5 specific times and 4 verb tenses. In the last song, the researcher found 7 temporal deictic words, consisting of 3 specific times and 4 verb tenses.

From the explanation above, it can be deduced that the whole amount of temporal deixis, there are 43 temporal deictic words, in which the word "Now" dominates and is found in almost songs.

Table 5. Social Deixis in Six Songs

No	Song Tittle	Social Deictic word
1	Eraser	The Lord, Evil, Satan
2	Castle On The Hill	You
3	Dive	You, Your
4	Shape of You	You, Your
5	Perfect	Darling, you, your, Baby, Angle.
6	Galway Girl'	You, Your

From the table above can be seen that researcher found 15 social deictic words in all

songs. The word “you” and “your” dominate this kind of deixis.

Table 6. Discourse Deixis in Six Songs

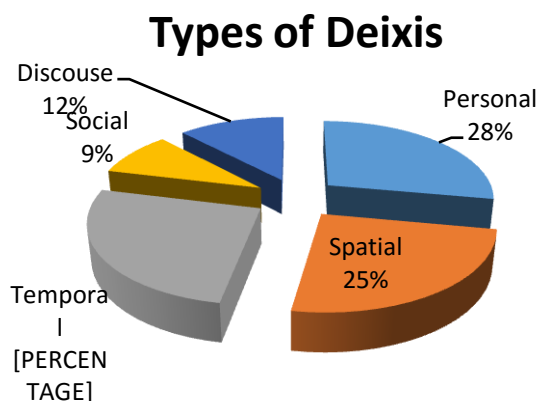
No	Song Tittle	Discourse Deictic Words
1	Eraser	So, That, Instead.
2	Castle on the Hill	But, These
3	Dive	For, Than, Unless, That
4	Shape of You	So, Then, That, Although
5	Perfect	But, That, So, This
6	Galway Girl'	But, Than, This

From the table above, it can be seen that the researcher found 20 discourse deictic words. And the words “that” and “this” dominate the whole songs.

Conclusions

Based on the findings and discussion above, it can be concluded that all deixis are found in all songs. Personal deixis is the most being found (46 Deictic words or 28%) the word “I”, “me”, “my”, “you” and “your” dominate all songs. In the second position, temporal deixis is the most being found (43 deictic words or 26%). The word “now” dominates in all songs. The third position is spatial deixis (41 deictic words or 25%). In the fourth position is discourse deixis (20 deictic words or 12%). And, in the last position is social deixis (15 deictic words or 9%).

The Percentage of deixis analysis in Ed Sheeran’s “Divide” Album is as follow.



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THE COMPARISON OF IDEATIONAL MEANINGS CONVEYED BY THE NOVICE AND PROFESSIONAL PRESENTER IN MULTIMODAL PRESENTATIONS

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Abstract

The paper reports on the result of a study aiming to investigate the comparison of ideational meanings conveyed by the novice and professional presenter in multimodal presentations. The study used a qualitative approach, especially videography research design, involving two presenters: a novice presenter and a professional one. The video data of the two presenters' performance were selected as sources of data. The collected data were analyzed by administering a multi-layer analysis. The results show that: a) in terms of language, both presenters used two most dominant types of Processes: relational and material. However, a delicate analysis indicated that the professional presenter used relational processes more than the novice one; and b) in terms of gesture, both presenters realized ideational meanings through indexical gestures the most. However, a detailed analysis revealed that the professional presenter employed more gestures than the novice one. The study explores a pedagogical implication for teachers/lecturers, material designers, and policy makers to provide a balanced emphasis on language and gesture used by the student either in the teaching and learning activities or in the designed learning materials.

Keywords: ideational meanings, presenter, multimodal presentation

Introduction

This paper is a part of a larger study that aims to compare and contrast how two presenters – a novice presenter and a professional one – conveyed ideational meanings in their multimodal presentations. The novice presenter refers to a student of English DIII in one of the vocational institutions in Bali, majoring English for Business Communication, meanwhile, the professional presenter refers to a business executive, such as marketing staff. Both of them performed multimodal presentations in the context of business communication, particularly presenting their newly launched product to the audience.

In performing multimodal presentations, people including the presenters observed in the present study rarely employed only one semiotic resource to express their meanings to the audience. They used multiple semiotic resources, instead, such as language and gestures. Regardless of using similar types of semiotic

resources in their presentations, the ways of executing such semiotic resources among people are different.

This phenomenon is interesting to investigate as it can provide a description of how these two kinds of presenter used semiotic resources in their multimodal presentations. Moreover, in the 21st-century era, the need of having multimodal literacy is highly demanded in all aspects of life, more importantly in workforces' life. Thus, many companies nowadays require their candidates to have such competency (Lesley, 2016: Vo, Wyatt, McCullagh, 2016).

Even though the issue of multimodal presentations is crucial to conduct, limited studies investigated it. Previous research mostly investigated oral presentation in the context of academic performed by the students (see Bhattacharyya, 2013; Kakepto, et al., 2013; Pathak & Le Vasan, 2015). Additionally, these studies also limited only to investigate the spoken language used by the presenters. Studies concerning how

presenters used both language and gestures in their presentations seem scarcely to be found.

Additionally, few studies were found out analyzing how presenters expressed ideational meanings in their presentations. Admittedly, there was a study aiming to investigate meanings conveyed by the presenters in oral presentation conducted by Ghasani & Sofwan (2017). Unfortunately, this study was intended to investigate the interpersonal meanings conveyed by the presenters, not the ideational ones. Whereas, the study aiming to portrait how presenters used semiotic resources to convey ideational meanings is important to conduct as it can provide an empirical account on how presenters utilize both language and gestures to express the reality and experiences related to the topic they are presented.

To fill the above research gaps, this study, therefore, attempts to investigate how the novice and professional presenter conveyed ideational meanings through language and gestures in multimodal presentations. This was informed by the systematic functional multimodal discourse analysis pioneered by the Hallidayan Systemic functional theory that intends to investigate meanings of the semiotic resources and how they function in a given context. Following this framework, the Transitivity analysis of Halliday & Matthiessen (2004) of language and the Transitivity analysis of Martinec (2000, 2004) of gestures were applied in this study. In the Transitivity system of language, the ideational meanings is expressed through Processes types with the choice of Processes implicating associated Participant roles and configurations (Eggs, 2004). This system of Transitivity is also applied in gestures, in which the Processes can be seen in three actions: presenting actions (gestures that do not serve a semiotic or signifying function), representing actions (gestures that serve conventional semiotic or signifying function), and indexical actions (gestures that

dependent to language) (Martinec, 2000, 2004).

Methodology

In order to achieve the purpose of the study, a qualitative study in the form of videography was implemented. According to Knoblauch (2012), videography is simply a micro-ethnography with the help of video. This was selected in accordance with the nature of the study, which was intended to observe natural behaviors of two presenters in a natural setting.

In line with the research design implemented in this study, video data were used as a main source of data. There were two types of video data used: a video data induced by the researcher and a native video data. The former was used to collect data from the novice presenter; meanwhile, the latter was used to gain data from the professional presenter. To collect data from the novice presenter, I directly video recorded his performance when he was presenting in his natural activities in the classroom. On the contrary, to collect data from the professional presenter, I directly went to YouTube channel and downloaded his existing presentation performance.

Having gained the data, they then were analyzed by applying a multi-layer analysis. Some steps were necessarily applied in this process, such as: (a) familiarizing myself with data, (b) transcribing multimodal data, (c) putting multimodal data into a multimodal transcript, (d) classifying the language into types of Transitivity System of Halliday & Mathiessen (2004), e) classifying the gestures into Transitivity System of Martinec (2000, 2004), (f) re-reading and double checking the findings, and (g) drawing conclusions.

Results

This section presents findings and discussion in relation to the comparison of ideational meanings conveyed by the novice and professional presenter through language and

gestures in multimodal presentations. Each of which is presented as follows.

In terms of language, both novice and professional presenter used two most dominant types of Processes: relational and material. However, through a delicate analysis, it was revealed that the type of Processes that occurred the most for each presenter was different: the most frequent type of Processes used by the novice presenter was material process, meanwhile, the highest type of Processes produced by the professional presenter was relational. As they employed different types of Processes, the types of Participants expressed by them were also different. This can be seen in table 1 below.

Table 1. Transitivity Analysis of Language Produced by the Novice and Professional Presenter

Transitivity Analysis	Type of Presenter	
	Novice Presenter	Professional Presenter
Process		
Material	51	134
Mental	11	72
Behavioural	2	5
Verbal	8	18
Intensive	43	142
Existence	4	5
Participant		
Actor	41	91
Goal	45	82
Beneficiary	0	7
Senser	9	72
Phenomenon	3	37
Sayer	6	11
Receiver	3	4
Verbiage	5	4
Behaver	2	2
Token	10	17
Value	10	17
Carrier	33	135
Attribute	33	135
Existent	4	5
Circumstance		
Location	15	64
Extent	0	12
Manner	14	16
Cause	5	15
Accompaniment	0	3
Matter	1	11

Table 1 reveals that generally both novice and professional presenter used a similar distribution of linguistic features to express their ideational meanings. Nevertheless, their degree of distribution is different. From the side of the novice presenter, material process was used the most. This means that in his presentation, he tells the audiences about the process of doing and happening the most. This is evident in the following clauses.

- (i) Our company **produces** products.
- (ii) We also **installed** a bullet proof glass on the screen of our phone.

The words *produces* and *installed* in clauses (i) and (ii) above are instances of material process produced by the novice presenter. By uttering these clauses, he intended to tell the audience about what his company had done in relation to the presented product.

On the contrary, the professional presenter did not put emphasis on what he or his company had done. He identified and described the product, instead. This is evidently shown in the following clauses.

- (iii) This phone **has** 32 gigs...
- (iv) It's **got** a great camera
- (v) The best mail client on the planet **is** on this phone

The word in clauses (iii), (iv), and (v) above show examples of relational clauses produced by the professional presenter. These clauses were uttered to either identify (clause v) or describe (clause iii and iv) the newly presented product in his presentation. Learning from these findings, compared to the novice presenter, the professional one produced more effective language resources to express his ideational meanings in his multimodal presentation. This empirically supports the argument proposed by Hammond et al. (1992) and Yongging (2013) that in order to produce a solid degree of persuasive strategies to the audience, the use of relational Process in the text is more preferable. Through the use of relational process, the presenter can describe the product vividly to his target audience. By so

doing, the communicative purpose of delivering the presentation is well-achieved.

In terms of gestures, either the novice or professional presenter realized ideational meanings through the use of indexical actions the most. Additionally, both presenters used indexical actions to realize actor as Participant. The data summary is presented in table 2 below.

Table 2. Transitivity Analysis of Language Produced by the Novice and Professional Presenter

Type of Actions	Types of Presenters	
	Novice Presenter	Professional Presenter
Presenting Action		
Process		
Material	6	16
Representing Action		
Language Independent Gesture		
Material	2	41
Language Correspondent Gesture		
Material	6	17
Mental	0	8
Behavioural	2	1
Participant		
Goal	1	3
Attribute	3	3
Existent	0	1
Circumstance		
Location		
Location	0	2
Extent	0	5
Indexical		
Participant		
Actor	3	19
Goal	11	6
Senser		
Phenomenon	0	2
Receiver	0	5
Token	2	0
Carrier	3	18
Circumstance		
Location	5	8
Cause	0	4
Accompaniment	0	2

Similar to the analysis of language produced by the two presenters, Table 2 also indicates that generally, both presenters had similar types of gestures performed in their

multimodal presentations. However, a detailed analysis revealed that the professional presenter had richer variations of gestures used to express his ideational meanings than the novice one. Additionally, compared to the novice presenter, the professional presenter used more effective indexical gestures. This can be illustrated in the following figures.



Figure 1. Indexical Action Performed by the Novice Presenter

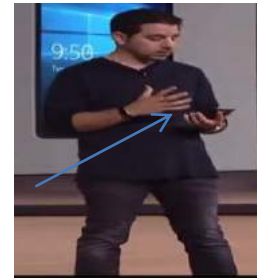


Figure 2. Indexical Action Performed by the Novice Presenter

Figure 1 illustrated an indexical action employed by the novice presenter. In this action, he pointed his whole-hand to the laptop accompanying the verbiage *this Hyperius smartphone*. In fact, this action was considered less precise because this led to having a misinterpretation on the appropriate direction that the presenter pointed at. Instead of pointing his hand to the laptop, he should have pointed his hand to the PowerPoint slide because the Hyperius smartphone was shown in the PowerPoint slide. On the contrary, the professional presenter used more precise indexical action as he directed his hand to the product to refer to the verbiage *this* as he uttered: “You can’t see *this*”.

This research findings related to gestures used by the two presenters support the study conducted by Lim (2011) and Pan (2016), which found out that high proficiency speakers produced more variations and more effective indexical actions than low proficiency ones.

Conclusion

From the research findings, it can be concluded that both presenters had similarities and differences in conveying ideational meanings through language and

gesture. The discrepancies need to be bridged by revisiting the teaching and learning processes in the classroom. Thus, this research provides a pedagogical contribution for the lecturers, material designers, and policy makers to provide more balances on the use of language and gestures in presentations.

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LANGUAGE CHOICE CODES USED BY CLOTHING SELLERS AND BUYERS IN MAISARA SHOP, BTC (BETENG TRADE CENTER), PASAR KLIWON, SURAKARTA

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Abstract

The research aims to describe the language choice codes used by clothing Sellers and buyers in Maisara Shop, BTC (Beteng Trade Center, Pasar Kliwon, Surakarta. This research uses the sociolinguistics approach. The data of this research are utterances of the clothing sellers and buyers in Maisara Shop, BTC. The sources of the data are the sellers and the buyers in the traditional market. The data were collected by using observation and interview methods. Then, contextual approach is used to analyze the data. This research yields the following findings such as: (1) The language codes consist of code switching and code mixing. Code switching occurs from Indonesian-Javanese and Javanese-Indonesian. Meanwhile code mixing occurs in Indonesian, Javanese and English Words; (2) The speech level code only consist of *ngoko*; (3) The style codes consist of elaborated and restricted codes; (4) The dialect codes consist of Pekalongan, Surakarta and Semarang dialects; (5) The register codes consists of eleven words that are only be understood by the clothing sellers.

Keywords: code, language choice, BTC, sociolinguistics

Introduction

Two inseparable entities are human and language. What would happen if humans had no language? Of course, there will be no interaction among people in a society. Language cannot be separated from life because of the desire to always make contact with other human beings.

In short, the social behavior used as a means of communication by involving at least two participants is the definition of language. Social factors such as the situation, social status, education, age, and gender of the participants of communication certainly have an effect on the use of language. Related to that, according to some linguistic experts, a code is defined as a speech system that the application of the language element has characteristics in accordance with the background of speakers, the relationship of speakers with hearers, and the existing speech situations. Codes are usually in the form of a language variant that is actually used to communicate by members of a language society (Rahardi, 2001, p. 22).

Indonesia has various tribes and cultures so there are various languages used to communicate by Indonesian people. In terms of language situation in Indonesia, the study of language selection in the community is directly related to the use of language in bilingual or multilingual societies. The linguistic situation in Indonesia is characterized by at least two languages, namely the regional language as the mother tongue (first language) and the Indonesian language as the national language. In addition, the use of foreign languages also decorates the linguistic situation in Indonesia.

People who lives in Surakarta is bilingual society as well as a diglossic society. The language spoken by the community of Surakarta dialect in the education field, for example, will be different from the language used by the community of Surakarta dialect in the realm of transaction. One of the domains of the transaction is the modern market.

BTC {Beteng Trade Center} stands in Kliwon tradisional market, Surakarta. BTC accommodates merchants consisting of Fashion Shops, Offices, Exhibition Hall, Food court and parking lot. Although BTC is a modern market but buyers can bargain the price to the seller. There are lots of clothing shops in BTC but the researchers choose the object research in Maisara Shop.

This paper presents the research results on language and community relations more specifically language choice code relating to the use of language in relation to the language user community. In the life of society, each individual is bound by a particular nation, tribe, culture, and atmosphere. Each community uses a different language that generates a variety of code.

Problem of this research is how verbal utterances used by Seller and Buyer in Maisara Shop, BTC, Pasar Kliwon, Surakarta. The problem is formulated in the research question as follows: what forms of language choice code used by seller and buyer in Maisara Shop?

The purpose of this study is to describe the preferred language code used by sellers and buyers in Maisara Shop, BTC, Pasar Kliwon, Surakarta.

This research is expected to provide theoretical and practical benefits. In the theoretical field, this research is expected to be useful for the development of sociolinguistics. In practical fields, this research is expected to contribute to the wider community in planning, fostering, and language development, both local languages especially Javanese, and Indonesian.

In a bilingual or multilingual society like Indonesian people, there is a tendency for them to shift or select a particular code whenever they choose to speak or even mix the code. Code, here, refers to particular language, dialect, style and register (Wardhaugh, 1986, p. 86). This research uses Wardhaugh statement to analyze kinds of code forms found in the data.

1. Code in the Form of Language

The code in the form of language is usually occurred when speaker uses one language or language variety (regional/foreign language to another one (Richard, 2002, p. 81). It is called code switching.

Fasold stated that code mixing is pieces of one language when a speaker is basically using another language (1984, p. 180). These pieces of the other language are often words, but they can also be phrases or larger units.

The use of language in Maisara Shop, BTC, is dominated by Javanese language. Therefore, it should be mentioned the concept of speech level in this study.

Lower social levels use higher language level namely *krama*, and higher social level use lower language level namely *ngoko*. The language variations based on these social levels are known in the Javanese language with the term ‘undak-usuk’ or speech level.

For most people in general, the speech level is divided into two parts, namely *Krama* and *Ngoko*. It is considered to be polite in the level of *Krama* speech. Meanwhile, it is considered to be impolite in the level of *Ngoko* speech.

Suwito in Chaer & Agustina (2010, p. 40) mentions that the vocabulary selection determines the type of speech level. For instance:

- A : Where are you going?
 1. *Sampeyan ajeng teng pundi?*{Krama}
 2. *Kowe arep menyang endi?*{Ngoko}
- B : I'm going home.
 1. *Arep mulih* {Ngoko}
 2. *Ajeng wagsul* {Krama}

2. Code in the Form of Dialect

Dialect is a variant of a language owned by the speaker. Sumarsono states (2002, pp. 22-23) that the Javanese language has several dialects, such as dialect Bagelen (in southern part of Central Java), Solo-Yogya dialect, East Java dialect (Surabaya,

Malang, Mojokerto, Pasuruan), Osing dialect (Banyuwangi).

Because the location is in Surakarta so the dialects of Javanese language in Central Part of Central Java is possibly occurred such as Pekalongan, Kedu, Bagelen, Semarang, North East Cost dialects (Jepara, Rembang, Demak, Kudus, Pati), Blora, Surakarta, Yogyakarta and Madiun dialects.

3. Code in the Form of Style

The different of language code used by low class and middle class of Bernstein Theory (Chaer & Agustina.2010:45) then it appears *elaborated code* and *restricted code*.

1. Elaborated Code

Although relatively little does not mean that there is no the use of elaborated code in the speech event between seller and buyer in the market. The following is the use of the elaborated code done by seller and buyer in BTC. For instance:

Seller : *Instagram ki nyenengke nek oleh bathi seket ewu.*

The underlined word 'seket ewu' is elaborated code. It can be shortened by the use of *seket* only.

2. Restricted Code

In this study, almost all speech events use a short form (restricted code). Elaborated code is found relatively little. For instance:

Buyer : *Pira gedhange setangkep? (How much does banana in a bunch?) is a short form from Pira regane gedang setangkep?*

4. Code in the Form of Register

According to (Ngalim, 2013, p. 89), register is a set of vocabulary used by surgeons, airline pilots, bank managers, sales clerks and so forth.

Methodology

This research is a descriptive-qualitative research. It is done by describing the linguistic forms in selling and purchasing of

clothes at Maisara Shop, BTC, Pasar Kliwon, Surakarta.

The data in this research is spoken utterances by Seller {*Sr*} and Buyer {*Br*} in Maisara Shop. The focus of this research is the language codes used in buying and selling in Maisara Shop with the assumption that social interaction involving *Sr* and *Br* in the domain of transactions will bring up a variety of language choices.

Sources of data in this study is the speech community (*Sr* and *Br*) who interact in the store. Purposive sampling technique is done to determinate data source.

Observation and interview method is used in this study to collect the data. The observation method is done by observing to *Sr* and *Br*'s utterances while using the recording tool to record the conversation.

Conversation or Interview method is conducted to complement the validity of the data, known as triangulation method. Collecting data is done for a week starting on March 30-April 6, 2018. All data recordings are transcribed, then followed by data classification.

This research utilizes a sociolinguistic approach that links linguistic phenomena with social systems, communication systems, and cultural systems of society. Analyzing data is done by using contextual approach, that is approach considering social context outside language.

Findings and Discussions

Based on the data findings obtained in this study, it can be described the forms of codes in buying and selling in BTC, Pasar Kliwon, Surakarta. The code as a result of this research is then discussed in the following explanation and comes with a discussion of the factors affecting Verbal Seller's and Buyers' utterances in BTC, Pasar Kliwon.

1. Code Switching

- a. Code Switching from Indonesian to Javanese

Sellers and Buyers at BTC, Pasar Kliwon also use Indonesian language to interact daily and then change their utterances into Javanese language. Code switching in this section is often to be found.

- Cust : *Mbak Maisara.* {Sister Maisara}
 Sintha : *Nggeh.* {Yes}
 Aig : *Apa mbak?* {What do you need?}
 Cust : *Sik dhilit, Mbak. Aku disini (talk to her friend)....Amira pink.* {Wait a minute sister. I'm here (talking to her friend)....Amira pink}.
 Mas Rio : *Yo wes, Mbak.* {Ok sister}

Those utterances are started first from the buyer {customer} and responded by the two sellers' utterances. The customer starts first her utterances in Indonesian sentence. Then, the seller (Shinta) answers in Javanese *Krama* because she hasn't known her yet. Then, the customer replies her order by saying the merk and color 'Amira pink'. Then, her utterances are responded by the Seller (Aig) in *Ngoko*. It might be caused the seller previously heard the customer utterances in Javanese *Ngoko*.

b. Code switching from Javanese to Indonesian

The most dominant language used between Sellers and Buyers is Javanese. The use of the Javanese language code appears in the following utterances.

- Daus : *mending nek nggon BTC sing urung enek yo. Saumpama harga 160, harga jual terendah 200. Urung enek tho? Harga yang disarankan kan Quail. Yo tho? Harga yang disarankan* {Better on BTC that does not exist yet. Suppose the price is Rp 160.000,00, the lowest selling price is Rp 200.000,00. Not available, isn't it? Recommended price is Quail, isn't it? Suggested price}

- Sintha : *ndisik FLH ya?* {First FLH?}
 Desi : *FLH enek* (FLH already there)
 Daus : *enek?* {Already?}
 Sintha : *ndisik enek* {First already there}
 Daus : *harga ecer terendah segini* {The lowest retail Price}

Those utterances are among sellers' utterances. They are talking about sales through social media. Daus starts first the utterances in *Ngoko* sentences. Then, he switches his utterances into Indonesian. His friends respond his utterances after then in Javanese *Ngoko*. Last, Daus responds in Indonesian because the phrase HET (*Harga ecer terendah*) is difficult to be translated into Javanese. Last, this conversation belongs to relax or informal conversation and the sellers are in the same age (not really far the age distance). Thus, it is common found *Ngoko* Javanese.

2. Code mixing

Because the most dominant language used between sellers and buyers is Javanese, so there are commonly found Javanese words in the data. It can be seen in the following utterances.

a. Javanese Words

- Cust : *Nggak ada i, Mbak.* {Nothing, sister}
 Aig : *Nggak enek* (open the money box) {Nothing}
 Sintha : *Nggak ada?* {Nothing?}
 Aig : *Piro, Sin?* {How much is it, Shin?}
 Sintha : *165.* {Rp. 165.000,00}

Those utterances are among customer and sellers. They are talking about the cash back. Both customer and sellers do not have the cash back. Javanese words are found in the data such as suffix 'i' (*Nggak ada i*) and *enek* (exist).

b. Indonesian Words

- Desi : *ya Allah. Wingi-wingi de'e ngopo ngono lho?* {Oh my

- God, What did she do before?}
- Sintha : *hehehehe. Ora, de'e lagi fokus yang lain.*
 {Hehehe....she's focusing on the other thing.}
- Desi : *ndek mben padahal seneng banget Shopee lho.* {She really liked Shopee}

Those utterances are among sellers' utterances. They are still talking about sales through social media. Desi starts first the utterances in Ngoko. Her friend responds in Indonesian. Then, Desi replies in Javanese but in the middle of her utterances, she mixes Indonesian words such as *padahal seneng banget*.

c. English words

- Desi : *wes enek star seller?* {Is there already star seller?}
- Daus : *apa itu* {What is that?}.
- Desi : *lha mbuh* {I don't know}

Those utterances are among sellers' utterances. Desi starts the utterances in Javanese Ngoko because she has known her partners in the utterance. In the middle of her utterances in Ngoko, she mixes English words {*star seller*} because this word is a term that is really difficult to be translated into Javanese. Hence, she mixes English word in her Javanese.

3. Speech level

Speech Level in *Ngoko* is only found in the data. It is used both by sellers and buyers in BTC, Pasar Kliwon, Surakarta. The following is the example.

- Cust : *Ya Allah. Iki tho ternyata. Tak golek i nganggo GPS ra ketemu e mbak, Maisara. Sopo ya sing wingi pesen? Retno. Koko.* {Oh, my gosh. Finally, it's found. I searched via GPS but I did not find Maisara Shop. Who was ordering yesterday? Retno, Koko.}
- Sintha : *Hu'um.*

- Cust : *Insyallah ketok e baju koko mbak* (Insyallah, it seems Koko shirt sister}.
- Sintha : *Hahaha.*
- Aig : *Atas nama?* {Who was ordering?}
- Cust : *Aku urung nge-keep og mbak.* {I didn't order sister}.

Those utterances are among customer and seller. Mostly, speech level found in the conversation above uttered both by customer and seller is in Ngoko. It is caused the Maisara Shop sells teenage or young people clothes and most of the buyers are young people of the same age with the sellers or even younger.

4. Dialects

The code in the form of dialect are also dominant. There are a number of vocabularies that are not found in the standard vocabulary of Javanese.

a. Pekalongan Dialect

- Daus : *Mozbue enek?* {Is there Mozbue}
- Sintha : *iyu* {Yes}
- Desi : *neng FLH yo ngono* {There is already there in FLH}
- Daus : *kemung.. apa apa gini yo?* {How is this like this?}
- Desi : *tapi kan ra jalan.* {But, it's not working}
- Daus : *ora jalan?* {Not working?}

This conversation is among sellers. The underlined word 'ra' belongs to Pekalongan dialect. Another expressions such as *lah mbuh, ho'o, nyobo'o* are found in the data.

b. Solo & Semarang Dialect

- Aig : *trus transfer raiso?* {Are you able to transfer?}
- Desi : *lha iki raiso ik. Sing sabar ngono lho.* {I can't. Be patient!}
- Aig : *aku ik to, ndek mau tiwas meh tuku Wardah neng nggone ngisor. Ternyata opo? Aku rung njikuk duit* {

I was going to buy Wardah in the first floor. In fact, I have not taken any Money}.

The conversation is among sellers. Solo and Yogya dialect is considered as a standard dialect of Javanese. Of the data, solo dialects are like *meh*, *ndek mau*, *ngisor*, etc. Semarang dialect is marked by the use of suffix 'ik'.

5. Style

Of the data, it is found two styles; elaborated and restricted codes.

a. Elaborated Code

This code is usually characterized by the completeness of speech elements that the speakers speak. For example is the completeness of the subject and predicate elements in the phrase or the completeness of the phrase element.

- Daus : *Instagram ki nyenengke nek oleh bathi seket ewu* {Instagram is good if the profit got is Rp 5000}
 Desi : *ya Allah* {Oh my Gosh}
 Sintha : *yooo* {Yoo}
 Daus : *gekku mlaku i buanter banget i, Des* {Mine runs faster}
 Desi : *huahahaha. Koe gur seket ewu,Us? Wong aku we tau og satus seket ewu.* {You only get Rp 5000,00. I've got Rp 100.000,00}.

This conversation is among sellers. It tells about the profit sales through social media. Both speakers tend to elaborate *seket* to be *seket ewu* and *satus seket* to be *satus seket sewu*.

b. Restricted Code

The restricted code is characterized by incomplete speech elements due to the absence or pruning its elements.

- Desi : *koe nyobo o dipromosikke* {You try to promote}

- Daus : *lha nek 100% kan memang e kan haram tho?* {If 100%, isn't haram?}
 Desi : *haram. Lebih dari 30% kan haram* {More than 30% is haram}
 Sintha : *oooo* {oooo}
 Desi : *he'eh. Lha kene bathi telung puluh ewu. Hahahaha. Ono 10 ewu* {I got Rp 30.000,00 for the profit. Hahahaha....There is Rp 10.000,00}
 Sintha : *podho-podho neng Shopee mang ewu* {Shopee gets Rp 5000 for the profit}.

The conversation is among sellers. Here, the speaker (Sinta) in the last dialogue deletes the word *bathi* in the middle of her utterances to be more simple. If she does not delete the word, her utterances to be '*padha-padha neng Shopee (bathine) mang ewu*'.

6. Register

Register is a set of vocabulary used by surgeons, airline pilots, bank managers, sales clerks and so forth. The following utterance is the example.

- Aig : *lemes* {Tired}
 Desi : *aku diseneni mbak Riana, tak tekke.* {I was got an angry by Riana sister. I don't care}
 Sintha : *ngopo?*{Why?}
 Desi : *"lha kok ginian mbak? Kok bisa?" Nyua nyua nyua.. lha piye? Iso og.* {How come like this sis? Nyua nyua nyua. How come?}
 Sintha : *kok bisa piye?* {How come is this?}
 Desi : *de'e kan, barang e de'e sing neng BM, sing tak jupukke kan wes sesuai tho. Wong de'e keep dewe, aku gur kari njupuk.* { I have taken the goods in BM. She's booked. I just take it}.

The conversation is among sellers. The last speaker in the conversation uses register in her utterances namely 'keep'. It means a

system of purchasing goods where goods are kept before paid but with a period of several hours. There are 11 register words found in the data.

Conclusion

The language codes consist of code switching and code mixing. Code switching occurs from Indonesian-Javanese and Javanese-Indonesian. Meanwhile code mixing occurs in Indonesian, Javanese and English Words.

The speech level code only consists of *ngoko*; The style codes consist of elaborated and restricted codes; The dialect codes consist of Pekalongan, Surakarta and Semarang dialects; The register codes consists of eleven words that are only be understood by the clothing sellers.

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GENDER BIASED IN RATIH KUMALA'S *GADIS KRETEK* NOVEL

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Abstract

This research is aimed to identify the gender biased expression toward the role of woman in Ratih Kumala's *Gadis Kretek*. Ratih Kumala's *Gadis Kretek* was published in 2012. It tells about the history of cigarette in Indonesia through the perspective of the life of one of cigarette producer in building his own business. *Gadis Kretek* also depicts the Javanese culture as the background of the story, in which patriarchal system is applied in every life of Javanese people.

The data were collected by using documentation analysis intake-note method. There are 45 gender biased expressions found in Ratih Kumala's *Gadis Kretek*. Those expression were classified into 4 (four) categories of inequality of gender stated by Fakhri, namely gender and subordination, gender and stereotype, gender and violence, and gender and workload.

The result shows that in Ratih Kumala's *Gadis Kretek*, woman is described as the second class in Javanese culture. The Javanese culture described by Ratih Kumala strictly applies patriarchal system. Patriarchal system refers to the system in which the men have the authority over the women. The women have only domestic role, while the men have public role. Therefore, it results in the gender inequality. There are 45 gender biased expressions found in Ratih Kumala's *Gadis Kretek*. Those expressions fit not only in one category of gender inequality, but also in two or three categories. The most gender equality expressions found in Ratih Kumala's *Gadis Kretek* are the gender and stereotype. Gender and stereotype refers to the prejudice toward the women attitudes, women role in society and women role in family.

Keywords: gender biased, Javanese culture, patriarchal system

Introduction

A novel, one of literary work, is one of means of communication. It means that the author of the novel conveys his idea to his reader through the story in the novel. Conveying the idea of the author to the reader can be classified into communication activity.

Gadis Kretek, written by Ratih Kumala, has Javanese culture as its social background. It describes the history of cigarette in Indonesia, especially in Javanese culture through the perspective of the life of one the producer of cigarette in building its own cigarette business. Ratih Kumala describes the Javanese culture including the role of patriarchal system that strictly applied in Javanese society. Patriarchal system puts a man to get the authority over the woman. The man has role in public area, while the woman is in domestic area.

Therefore, it results in gender inequality, namely gender and subordination, gender and stereotype, gender and violence, and gender and workload.

Based on the above background, the research questions are; (1) How are the Javanese woman role toward the patriarchal system described in Ratih Kumala's *Gadis Kretek*? And (2) What are the roles of Javanese woman categorized by using Fakhri classification?

Therefore for answering the question research, this research is aimed to identify the Javanese woman role toward the patriarchal system described in Ratih Kumala's *Gadis Kretek* and the role of Javanese woman categorized by using Fakhri classification.

Methodology

This research is included to qualitative descriptive research since the research has

purpose to give the factual description systematically and the data found are not analyzed by using number.

The data of research are taken and classified based on the purpose of the research. Therefore, the first purpose of the research is identifying the gender biased expression in *Gadis Kretek* novel. The data of this research are taken by the following steps:

1. Reading *Gadis Kretek* novel carefully.
2. Identifying the gender biased expression found in *Gadis Kretek* novel.
3. Noting the gender biased expression found in *Gadis Kretek* novel.

The data found are grouped by using Fakh categories of gender inequality, and then the data are described to depict the role of Javanese woman toward the patriarchal system that is strictly applied in Javanese culture.

Findings & Discussion

1. Findings

There are 45 expressions that describe the role of Javanese woman. Those expressions are delivered by woman character and the man character in Ratih Kumala's *Gadis Kretek*.

Some expressions fit, not only in one categories of gender inequality, but also in two even three categories. The gender inequality categories stated by Fakh are gender and subordination, gender and stereotype, gender and violence, and gender and workload.

The following table is presented to show the categories of gender biased expressions found in *Gadis Kretek* novel.

Table 1. Gender Biased Expressions found in *Gadis Kretek*

Gender Biased Expressions	Quantity	Percentage
Gender and subordination	23	37.7%
Gender and stereotype	31	50.8%
Gender and violence	1	1.6%
Gender and workload	6	9.8%

The table shows that expressions grouped in gender and stereotype are mostly found in *Gadis Kretek* novel. They are 31 expressions or 50.8 %. The second position is expression grouped in gender and subordination as 23 expressions or 37.7%. The next places are expressions grouped in gender and workload. They are 6 expressions (9.8%). The last group showed in the table is the expression grouped in gender and violence. It is only 1 expression.

2. Discussion

Ratih Kumala's *Gadis Kretek* novel was published in 2012 by Gramedia Pustaka Utama. It tells the history of cigarette production in Indonesia through the perspective of the life of the producer of cigarette. The history of cigarette production in Ratih Kumala's *Gadis Kretek* novel is started in period before the declaration of proclamation of Indonesian independence. Ratih Kumala uses certain cultural terms for describing the condition of Indonesia, particularly in Java and also for describing the parts of cigarette as the main point of this novel. In describing the Javanese culture as her novel background, Ratih Kumala also describes the role of Javanese woman in which the patriarchal system is strictly applied.

Therefore, many gender biased expressions are found in Ratih Kumala's *Gadis Kretek* novel. Those expression are categorized by using the Fakh gender inequality category, they are gender and stereotype (31 expressions), gender and subordination (23 expressions) gender and workload (6 expressions), and gender and violence (1 expression).

The description of each category is seen in the following.

a. Gender and Subordination

The patriarchal system gives the consequences in determining the role of man and woman. The man is placed higher than woman. The role is based on the physical characteristic of man and woman. Man is

depicted as a strong, mighty, tough and aggressive person, while woman is a weak, gentle and passive person (Umar, 1999, p. 65). Those physical characteristics impact on determining the role of man and woman in society. The man is in public area, and the woman is in domestic area.

There are 23 gender biased expressions that categorized as gender and subordination expressions found in Ratih Kumala's *Gadis Kretek*. The example of the gender and subordination expression;

Romo menangis sejadi-jadinya bak lelaki kehilangan harga diri (GK,3)

b. Gender and Stereotype

Gender stereotype in patriarchal system refers to give judgment or bias to woman. Woman must be placed in lower position than man. Besides, the woman must be in domestic area to take care of the children and do household activity. The woman is also expected to be beautiful, thin, and slim.

The gender and stereotype category is mostly found in Ratih Kumala's *Gadis Kretek*, they are 31 expressions. The following is the example of the gender and stereotype expression:

Laki-laki itu lebih senang dengan Roemaisa yang dulu, yang penurut, menunduk ketika diajak bicara orang lain, dan senantiasa melayani selayaknya perempuan Jawa baik-baik. (GK, 82)

c. Gender and Violence

Inequality role of woman and man, in which woman is in lower position than man, influences the acts of violence. The acts of violence include the physical (hit, rape, sexual harassment) and verbal (insult).

There is only 1 expression found in Ratih Kumala's *Gadis Kretek* that is categorized as gender and violence expression.

“Aku masih bisa kasih dhia makan, ndak perlu kerja jadi pelinthing yang gajinya cumak koyo tha-i!(GK, 169)

d. Gender and Workload

The patriarchal system situates the woman in domestic area's work when the man is in public area's work. Yet, the inequality gender is not limited only on the domestic-public area' work. When the woman has a chance to get the work in public area, her position is still on the 'domestic-like' area, such as a secretary.

There are 6 expression in Ratih Kumala's *Gadis Kretek* that categorized in gender and workload expression. The following expression is an example of inequality of gender and workload:

Meski pelintingan lebih banyak dilakukan kaum perempuan, tetapi Tegar merasa nyaman melinting bersama mereka. (hal. 38)

Conclusions

From the above discussion, it is concluded that.

1. The gender biased expression are categorized by using the Fakih gender inequality category, they are gender and stereotype (31 expressions), gender and subordination (23 expressions) gender and workload (6 expressions), and gender and violence (1 expression)
2. Ratih Kumala as the author of *Gadis Kretek* novel mostly describes the role of the Javanese woman is lower than the man. She also figures the Javanese woman as the gentle and weak person. The Javanese woman must serve her husband, take care of her children and do household activity.

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LANGUAGE VARIATION IN TRADITIONAL RITUAL OF DREADLOCK HAIR CUTTING IN DIENG BANJARNEGARA: AN EFFORT TO PRESERVE LANGUAGE AND CULTURE

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Abstract

As a multilingual country, Indonesians are accustomed to change from one language to another in one speech event. This multilingual phenomenon is also happening in Dieng Plateau of Banjarnegara Regency, Central Java. The use of more than one language is also shown in the “ruwatan” of hair cutting of dreadlocks hair that is routinely held once a year by the local community. The data of this qualitative research is taken from the interview, record and library. The results show that there are at least two languages used in the ritual, namely Javanese and Arabic. The Javanese language is used as the medium of instruction throughout the ceremonial ritual, the recitation of the mantra in the form of prayer in the Javanese language, as well as in the “tembang” sung during the ritual procession. Meanwhile, the Arabic language is used as the language of instruction in prayer readings.

Keywords: multilingual community, language variation, Dieng, dreadlocks hair

Introduction

Indonesians as a multilingual are used to switch from one language to another or mix a variety of languages with other languages in a speech event. This phenomenon occurs not only for the people residing in big cities, but also for those residing in villages. At least the Indonesian society mastered the Indonesian language and local language in which the speech community is domiciled.

The impact of mastery of more than one language or code in a speech community is that they could select one of the languages or variations of their linguistic repertoire. Holmes (2001, p. 21) as quoted by Mutmainnah (2016) argues that there are several social factors considered by a multilingual when he chooses a code in a communication event: to whom he speaks, the social context, the function and purpose of the conversation. In addition, there are other social factors that support in code choice, there are: social distance between

speakers, the relationship status of the speakers, the level of formality, and the function or purpose of a speech event.

Regarding to language choice, Fasold (1987) in Molina (2009) states that there are three types of language choice by a bilingual or a multilingual:

- a. “Whole languages,” or the choice between two languages in a conversation: i.e. code-switching.
- b. Code-mixing, “where pieces of one language are used while a speaker is basically using another language”; these pieces can be single words, or short phrases.
- c. Variation within the same language. In these cases, a speaker must choose which set of variants to use within a single language in any given situation.

More interestingly, this multilingual phenomenon is not only happening in big cities in Indonesia, but also occurs in almost

all regions, including in rural areas. This is due to the mobility of the community, the ease of moving from one region to another, and the ease of communication with the outside world using various modern media such as telephone, internet, and so forth. This multilingual condition also occurs in Dieng village, Banjarnegara. This area is one of the tourist destinations in Central Java.

In an effort to promote their area, Dieng society still upholds their local language. The Javanese language in Dieng dialect is not only used in the communication among local society, but also used in rituals, including the ritual of dreadlocks.

Methodology

A qualitative descriptive approach with ethnographic methods is used in this research of the language used in traditional ceremonies of gimbal (dreadlock) haircut in Dieng village. This study aims to provide a systematic and factual description related to the data and its relationship with the phenomenon studied (Djajasudarma 1993, p. 9).

The main data in this study is the speech used in the ceremony of gimbal haircutting held in Dieng village, Banjarnegara, Central Java. Data taken from the interview, record and library.

Findings and Discussion

1. Dreadlock Haircutting ceremony

The dreadlock hair cutting ceremony (also called “Ngruwat”) is held in Arjuna temple complex. This ceremony is conducted once a year by the government of Banjarnegara and the entire Dieng residents. This ceremony is packed in an event called “Dieng Culture Festival” (DCF) to perform the “Ngruwat (ceremony to release the bad luck)” of the dreadlock Diving Ceremony. The ceremony is believed to be a prayer to the God or request that the haired children of Gimbal (dreadlock hair) survive

reinforcements or calamities (Nugroho, 2014, p. 21). This event is packaged in such a way as to attract local and foreign tourists.

The implementation of the *ngruwato* of the dreadlock hair traditional ceremony in Western Dieng Village which is an annual agenda involving several actors. At the 2017 Dieng Culture Festival (DCF) event, a number of important Central Java officials also attended, including the Central Java Governor Ganjar Pranowo and the Regent of Banjarnegara. In addition, the event was also enlivened by entertainment, such as bringing the artist capital of Katon Bagaskara. The ritual that is packed in the DCF aims to increase tourism in the Dieng plateau and to introduce local cultural treasures in the international environment.

2. Prayer and *Tembang* in Cutting Gimbal Ritual

Before the ceremony of Gimbal hair cutting begins, a religious leader who is a leader in the ritual of dreadlocks hair cutting first prayed to God Almighty in order to plead the safety and health for the children with dreadlocks hair who are join in the ceremony. During the ceremonial procession, the emcee uses Javanese as the medium of instruction, as seen in the following (Febrianda, 2015).

“Sederek sedaya, kula atas naminipun ing kang gadah hajad, dalu punika sederek sedaya dipun aturi lenggahan wonten ngriki. Dahare caboten, sarehne Naja (nama orang yang mempunyai acara) bade anetakaken gembelipun, para sederek sedaya kula aturi maringi idi pangestu lan wilujeng”

In this ritual, the mantras and prayers are sung in Javanese and Arabic (according to prayer in Islam). The Javanese language is used as a hereditary language used in this ritual. In addition to the Javanese language, Arabic is also used in reciting prayers for children with dreadlock hair. The switching

language of the Javanese language as a hereditary language is used as a ritual introduction language to Arabic as the medium of instruction for prayer is performed in accordance with the purpose of different speech.

The recitation of this prayer aims to appeal to God, the ruler of nature and its contents to provide salvation and be kept from distress. The contents of the prayer sung in the ritual of the ritual of the dreadlocks contain the pleas of God to forgive sin, to abstain from all bad things, to give their grace and guidance and the great fortune. Therefore, the main goal of the community in Dieng organizes this annual ritual is not only to thanks for all the gifts of God but also plead for protection from Allah, keep away from all distress and get the abundant fortune, so as to bring peace, salvation and prosperity (Qiro'ah, 2014).

During the procession “Ruwatan” performed, *Rumeksaingwengi* song is always accompanying. The *Rumeksaingwengi* is a Javanese traditional song, is a hymn that contains prayers so that we always avoid the calamity during the ceremony. Thus, we are required to always worship, believe and piety to God. The explicitly functions include healing all sorts of diseases, speeding up mate for spinster, rejecting reinforcements at night, winning in war, facilitating noble ideals (Nugroho, 2014). Here is a footage of the song *Rumeksaingwengi*.

Ana kidung rumeksa ing wengi, Teguh hayu luputa ing Lara
 (There is a guarding song at night, Strong survived free from disease)
Luput abilahi kabeh, Jim setan datan purun
 (Free from all calamities, the evil demon devils are not pleased)
Paneluhan tan anawani, Miwah panggawe ala
 (Not even the sake of daring, nor the evil deeds)

Gunaning wong luput, Geni atemahan tirta

(Science of the guilty person, Fire and also water)

Maling adoh tan anangarahing mami, Guna duduk pan sirna

(Thief was far no one was headed for me, magic utilities disappeared)

.....

Lan den sabar sukur ing ati, Insya Allah tinekan

(Be patient and grateful at heart, *Insya Allah* achieved)

Sakar sanireku, Tumrap sanak rakya tira

(All your goals, And all your relatives)

Saking sawabing ngelmu pangiket mami, Dukaneng Kalijaga.

(From the power that binds me, When in Kalijaga)

Based on the poem of *Rumeksaingwengi*, it can be seen that the meaning in each verse is full of prayer. The prayers are sung during the ceremonial procession using Javanese language which aims to gain blessings from God and also avoid from danger.

The basic language used in this hymn is the Javanese language. However, there is a code mixing on several lines of song lyrics, as in the lyrics of “*Lan den sabar sukur ing ati, Insya Allah tinekan*”. In that lyric, there is a phrase *Insya Allah* which is an Arabic language. In this hymn, this phrase is not translated in Javanese language.

Conclusion

There are at least two languages used in rimbatan ruwatan cutting gimbal performed once a year by people in Dieng village, Banjarnegara, Central Java. The Javanese language is used as the language of instruction during the ceremonial procession. This Javanese language is also used in reciting prayer mantras and in chanting of songs that are sung during the procession. In addition to using Javanese, Arabic is also used in prayer readings. Arabic is used related to the religion of the local community, namely Islam.

During ceremony, code switching and code mixing are happened. The switch and

mix of languages are happened in Javanese and Arabic language.

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LITERATURE

LITERARY TOURISM ON TEACHING ENGLISH DRAMA APPRECIATION WITH A MODEL PROJECT BASED LEARNING A Play Performance ‘Sangkuriang, the Legend of Tangkuban Parahu’

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Abstract

This paper entitled, ‘Literary Tourism on Teaching English Drama Appreciation with a Model Project Based Learning, a Play Performance, ‘Sangkuriang, the Legend of Tangkuban Parahu’ has a purpose for learners and teachers in literature to give an assumption that literary criticism could be done not only by using reception theory but also used another model in teaching like Project Based Learning. The Project Based Learning in English Drama Appreciation with a play performance of *Sangkuriang* also has a main purpose to introduce and promote the tourism object of Tangkuban Parahu as the popular tourism object in Indonesia especially in West of Java. This is usually called by travelling literature which also has a function to promote and popular the tourism object. Descriptive qualitative is used to describe the data which is acquired in the project based learning. The result shows that teaching learning in English Drama Appreciation which is done by the project based learning is able to give students in the interpretation on a literary work in a play perform like Sangkuriang.

Keywords: tourism, literature, drama, *Sangkuriang*

Introduction

Literature is an imaginative work and it has a characteristic to entertain readers and viewers whether from a text or visual. A literary work like novel, poetry, play and film is an imaginative work which presents a reflection or portrait of human being in a fictitious story.

Reading a literary work, not only gives us an entertainment, but also a lesson of life like what is the good things and the bad things which must be done or must be ignored. Teaching and learning a literature is also provides a lot of lessons like a culture, tradition and human behavior can be said as an art since it contains aesthetics and entertainment. Nowadays, the development of art performance is getting fast and it is also appreciated by every people who concern about this. This is a chance for literature to show to the public that art in a literary work could give more contribution in entertainment field, like art performance. One of them is a play or drama.

Drama or play is one of literary genre which provides us an art entertainment in a form of a stage performance. As a part of literary genre, drama tries to delineates human’s life in a series of dialogue which are presented in a various action by the playwright. Reaske (1966) in his book *How to Analyze Drama* states as follows:

A drama is a work of literature or a composition which delineates life and human activity by means of presenting various actions of – and dialogues between a group of characters (Reaske, 1966, p. 5)

The types for drama/play could be tragedy, comedy, and history. A Play whether a tragedy, comedy or history must play a role as a tools or media to introduce and teach us about a legend or folklore. A legend as a part of a folklore in literary work not only gives us an entertainment but also a knowledge like, history of a tourist object, culture and a local wisdom. By reading folklore a literary work we directly learn about the culture and tradition in Indonesia.

The legend which is mentioned on the previous can be presented not only in a text of literary work but it also can be performed on a stage. It means that folklore can be written in a literary text like a play. That's why by a play on a stage the atmosphere of literary tourism can be achieved. *English Drama Appreciation* is a subject which provides teaching learning literature with a project based learning method. As the object of the story, the idea can be from local folklore or from another country.

Sangkuriang, the legend of Tangkuban Parahu is the object used in the English Drama Appreciation project based learning which presents the history of Tangkuban Parahu, a mountain located in the West of Java. The project has been prepared for 6 (six) semesters with the main purpose to introduce the tourist assets in Indonesia, besides to teach the students in appreciating this.

Tangkuban Parahu is one of a famous mountains in Indonesia located in West of Java, gives more contribution for the tourism in Indonesia. Many visitors come to this place whether from Indonesia or other country. The tourist destination provides a good prospect for tourism in Indonesia since the place and the view also gives more benefit for the government. The story of Tangkuban Parahu becomes a literary work and it's written in a script of a play and it has been prepared for the project based learning of English Drama Appreciation. In teaching and learning literature in literary tourism should be done by presenting folklore, since folks are literary works which are suitable for the performance of literary tourism.

As mentioned in the previous, the performance of Sangkuriang in a play is a model on teaching based on the project. Here, the students are not only taught subjects dealing with literature but also the history of the object, like the tradition, the institution life, and culture. Thus project is also hoped can be a tool for introducing tourist objects in Indonesia so that the purpose of literature in literary tourism can

be achieved well. Based on the above reason, so the writer prefers to discuss "Literary Tourism on Teaching English Drama Appreciation with a Model Project Based Learning, a Play Performance /*Sangkuriang, the Legend of Tangkuban Parahu*"

Method

Descriptive qualitative method is used to describe the topic in this paper. This is a method in which the data by using words in sentences instead of numbers and graphic. (Ratna, 2009). The data mentioned before deals with the process of project based learning includes, casting, designing the time line, rehearsal and performance. Besides that the data used in this paper also relates with the structural elements in play like character, conflict, setting, another properties in play like stage, lighting, sound or music, and costumes. By this method the writer describes the process of the project based learning, which is divided into several steps like plan, implementation, and evaluation.

Steps in planning are composed based on the theory of project based learning which is developed by The George Lucas Educational Foundation (2005) in www.eurekapedidikan.com. The steps covers the essential questions include the basic questions for reference in planning. The result of the step is time schedule which is used during the implementation. The first step was done by asking the basic questions dealing with the story and the script to the students. The students were given some questions relate to the main story of Sangkuriang.

The next step is implementation. By this method the data mentioned before are applied in the process of implementation. Here the students are instructed to imply the process according to the time schedule composed in the time line before. By this method the result of the implementation is presented in the students' portfolio and described on the report.

The last method or step is evaluation. By this method the result which is described in portfolio is discussed before it comes to

the last session, stage performance. In this method the writer resume what has been done during the project until the evaluation, and report on the description. The result of final presentation is also the final result for project work.

Discussion

1. Drama

Drama is a literary work which is not only read but also perfumed. The structural element in drama is almost the same as the structural element in prose like character, conflict, setting, and theme. The difference is there are some artistic elements which support drama when drama is performed, like lighting, sound, property, make up, costume. That's why the performance of a play must be supported with those elements to play the story. The expression from the playwright, gesture must be supported with the elements. Mario Klarer in *Introduction to Literary Studies* states:

The dramatic or performing arts, however, combine the verbal with a number of non-verbal or optical-visual means, including stage, scenery, shifting of scenes, facial expressions, gestures, make-up, props, and lighting. This emphasis is also reflected in the word drama itself, which derives from the Greek "draein" ("to do," "to act"), thereby referring to a performance or representation by actors. (Klarer, 2004, p. 34)

The play performance of *Sangkuriang, The Legend of Tangkuban Parahu* is a local product of a literary work which is performed with International language. The project is performed and directed by the English Department students specialized in literature (semester V), and they are also the participants of *English Drama Appreciation* subject. The duration for the performance is about 60 minutes, includes the preparation. The main purpose of this project is hoped that the students are able to promote their local product like Sangkuriang, besides they also can promote this legend as a tourist object in Indonesia to

International public.

Sangkuriang as the most popular legend in West of Java presents the legend of a mountain called Tangkuban Parahu. The interesting story inside the legend makes people who reach the place curious about the story. Literature appreciates this and presents into a folklore of *Sangkuriang and Dayang Sumbi* which is famous around people in Indonesia. It is hoped with this actual story literature can give a contribution towards tourism in Indonesia

Robinson and Andersen in Harsono (2017) states that literary tourism consists of some aspects relate with cultura, behavior, society and life institution. Besides that it is stated that literary tourism also relates with travelling around the tourist object.

The performance of *Sangkuriang, The Legend of Tangkuban Parahu* directly brings readers travelling to West of Java with the simple way. We can study the background of society and culture there without going to that place, only by reading a literary work. The aim is to introduce and promote the famous tourist object in Indonesia. Harpoon in his paper which is presented in National Seminar about the role of literature in tourism development stated that literary tourism is a dialectical product between literature and tourism. In other words that literary tourism is the application of literature into tourism. (Harsono, 2017)

2. *Sangkuriang* in English Drama Appreciation as the Project Based Learning.

English Drama Appreciation is one of the subjects in English Departement which provides project based learning. This subject is provided once a year according to the curriculum in the department. This subject gives the students particularly in literary section to prepare a play performance in a semester. The final taret of this subject is the ability of students to present live the performance. The duration given for the live perform is around 90 minutes (1.5 hours). The process id divided into 3, like

preparation, implementation and evaluation. As mentioned on the previous that the process of project based learning refers to steps in project based learning, like starts with essential question, designing the project, and evaluation. It is prepared during a semester (six months) based on the schedule designed on the second step. It is supported with 30 students consisting 10 actors and 30 artistic division. Refers to the legend of Tangkuban Parahu, it is told about a beautiful woman called Dayang Sumbi who married a man in *Kahyangan*. Since they've been doing something prohibited by the King of Kahyangan, finally they both were sent to the earth and the man was cursed became a dog called *Si Tumang*. Day by day and year after year, Dayang Sumbi gave birth a baby boy and he was given a name *Sangkuriang*. He grew to be a handsome boy and strong. One day Dayang Sumbi, his mother asked him to find out the deer's heart for their meal and Sangkuriang did that. During the hunt, Sangkuriang was accompanied by Si Tumang, the cursed dog. Waiting so long Sangkuriang didn't find the deer, and he was disappointed. In his disappointment, Sangkuriang decided to kill Tumang and took his heart as a gift for her mother. Finally, Sangkuriang killed Si Tumang, took his heart and gave this to Dayang Sumbi, his mother.

Unfortunately, Dayang Sumbi knew that when she and Sangkuriang were having dinner. She was very shock, disappointed and angry about that. Finally Dayang Sumbi insisted Sangkuriang to go away and left her. Sangkuriang has been leaving Dayang Sumbi for a long time until finally he met Dayang Sumbi who was still beautiful and young. Both of them didn't recognize each other and it makes them felt in love each other. They involved into a forbidden love until Dayang Sumbi finally found a mark in Sangkuriang's head. She knew it well and because of that she decided to break their relationship. Sangkuriang was angry and couldn't accept this. Finally Dayang Sumbi asked him to prepare a boat and it must be

finished before the dawn, and Sangkuriang prepared this enthusiastically. Unfortunately Dayang Sumbi tried to fail what Sangkuriang did by burning straw and it caused a rooster crows. This situation indicates the dawn is coming out meanwhile Sangkuriang hasn't finished the boat yet. Knowing that Dayang Sumbi cheated him, finally he got angry and disappointed. Because of that, Sangkuriang kicked the unfinished boat strongly and it sank into the sea, and it became a mountain called *Tangkuban Parahu*. ("Legenda Sangkuriang: Asal Gunung Tangkuban Parahu," n.d.).

Based on the story, literature adapted this into a literary work and it became a famous folk/legend in Indonesia.

3. Steps in Project Based Learning, *Sangkuriang*

The purpose on the project preparation and make this as a guidance during the preparation, implementation and evaluation. The all activities in the project refer to English Drama Appreciation Course Outline. The course outline presents 16 meetings and it's divided into 14 times for preparation and implementation some activities before the evaluation, 2 times for evaluation (once for mid test and once for final test). On the final test the students must perform the result on the stage and it will be the subject for final evaluation. Here the description of Course Outline of English Drama Appreciation which is specialized on *Sangkuriang, the Legend of Tangkuban Parahu*:

Table 1. Course Outline of English Drama Appreciation – Project Play of *Sangkuriang, the Legend of Tangkuban Parahu* by English Department, Faculty of Humanities, Dian Nuswantoro University in Odd Semester - Academic Year 2017-2018

Week	Description
1	Casting Job Description Director Actor and Actress Creative Team Grading System

	Script Mastering
2	Mini Presentation (actor, director, script writer) Content : Mastering General Description of Characters, Content of the Story
3	Mini Presentation (creative team) Content : Pre Proposal ; Check List ; PIC ; Budget estimation (pre)
4-6	Design a plan for the project Create a schedule (Time Line)
7	Character development drill (Tallent)
8	Mid Test – the evaluation is based on the result on week 4-7
9 -12	Character Drill for Director Actor and Actress Preparation on Final exam ; Evaluation for the talent
13-15	Final Proposal Presentation (Evaluation for the creative team)
16	Final Assessment / Performance

*Source: *English Drama Appreciation*, English Department Faculty of Humanity Dian nuswantoro University

a. Start with Essential Questions

Casting is the first step must be done. On this step, casting is done to seek the students who are capable in acting. Casting was done by the students a part of dialogue which is appropriate to be performed on casting. They have to present one of character in the script as the example. Before presenting this, the students must learn and mastering the general description of a character that is going to perform on the casting. The optional system like this is hoped can give the students a good comprehension in understanding the characteristic of a character that will be presented.

In this step, wheter playwright and art division must follow the questin and answer. They have to understand well the content of the play, the story board and the performance needs. Start with essential question is really needed to strength the understanding. It is started by analyzing the script first to decide what should be done by the students. By understanding the steps, it is hoped that rhe students can perform the flock as if the audience go to the real place of TangkubanParahu. It means that literary work is able to bring them into literary tourism. Information dealing with that place

also becomes the main consideration before performing the play.

Dealing with the function of literary work towards literary tourism, both palyers and art division is hoped to be able to perform the ral condition about West of Java through the story of Sangkuriang and Dayang Sumbi. The performance is more emphasized on how they promote the tourist object as the assets in Indonesia, so that the play not only present the story, but also promote *Tangkuban Parahu*. Here we can see the dialectical function between literary work and literary tourism.

Based on the course outline, the students were shared art division’s job description on the first meeting. Playwright is also shared everything relates to the character whom they will peform. Besides that, grading is also shared to make the students know what they have to prepare next. This step is conducted during two weeks (first and second meeting).

b. Design a Plan for the Project, Create a Schedule).

Desing a plan for the project and create a schedule is the steps prepared by the art division as a guidance in the implementation. The guidance is used to help the art division prepare everything needed in the peform, like property, lighting, music, dresses. The preparation must be done at the very beginning to avoid mistakes. Besides that, the timeline is also used to count how much the cost needed for the project.

The main purpose of the project play is to promote the tourist object in literary tourism. That’s why the art division must prepare and create the situation as the real one. It has to be considered and think the situation which can bring audience as if they go to TangkubanParahu. By presenting the situation like this, audience will be more courious about this place and make them want to get the place more and more. A person in charge for this is called Stage Manager. The Stage Manager has a duty to all of activity during the preparation untl

performance. The art division and playwright run the responsibility under the stage manager supervision.

As the previous discussion it was described that the main purpose of this project play is to attract audience or viewers Tangkuban Parahu through the story of Sangkuriang dan Dayang Sumbi, and it's called literary tourism. Dealing with that situation, the desing must considere many aspect which show the atmosphere of culture in West of Java, like tradition, and human institution life. They must presnt into a good way so that people who has already knew this place will more interest togo there, and people who hasn't knew thus place yet will motivate themselves to go there because the couriosity. The result of this respon is one of the aspects in grading system. When the result shows the good respon from the audience, it means the function of literary

work towards literary tourism will be achieved well.

c. Student Final Assesment

Final assesnent is the last step consisting of evaluation and students' progress. As presented on the course outline, the evaluation was held twice, first on the mid test, second on the final test. The supporting elements on the evaluation include monitoring during the preparation, also becomes the consideration for the final result. The final assessment is the performance of the play which is presented live on a stage. The result of final assessment is written on students' evaluation form which describes the detail of the result during a semester, and it is divided into artistic and talent. The students' evaluation form is described as follow:

STUDENT'S EVALUATION FORM (ARTHISTIC)

Students Name	:	
Students Number	:	
Division	:	

Items	Criteria				G
	85 – 95 Excellent	84 – 70 Good	69 – 55 Fair	54 – 45 Poor	
Basic Knowledge (30%)					
Planning (50%)					
Achievemnt (20%)					

STUDENTS' EVALUATION FORM (TALENT)

Students Name	:	
Students Number	:	
Role	:	

Items	Criteria				G
	85 – 95 Excellent	84 – 70 Good	69 – 55 Fair	54 – 45 Poor	
Understanding on the general description of a character (40%)					
Creativity on gesture based on a character presented (20%)					
Expression on stage (20 %)					
The ability in presenting the script into English (20 %)					

The evaluation is composed based some criteria, management, relevant, and originality. **Management (25%)** here starts from preparation until evaluation. **Relevant (30%)** includes the similarities between the real character, conflict, setting in the original story and the prototype. **Originality (45%)** includes the origin of the play. It must be a real original work, and it is not a plagiarism. The originality here is very important to avoid audience asumption dealing with the story board, wheter it is like the real Sangkuriang or not.

4. The Result of Project Based Learning on English Drama Appreciation with a media Project Play, *Sangkuriang, the Legend of Tangkuban Parahu*

The play performance is divided into 3 scenes during 90 minutes (1,5 hours). The group who held this performance is called Hemingway Squad, consisting the English Literature Students. The story master is used as a story teller who opened and closed the story. The number of talent is 5 persons consisting of Sangkuriang, Dayang Sumbi, si Tumang, Ki Jaka and Demond King. The play was presented in English, the properties used is suitable with the original one. Herewith is presented some figures as the result of the performance:



Figure 1: Poster of the Play



Figure 2. Dayang Sumbi



Figure 3. Sangkuriang

Conclusion

Based on the previous discussion it can be concluded as follows:

Literary tourism is an actual activity in travelling to the tourist objects by reading a literar work ikeflok or legend. Literary tourism is a dialectical function between literary work and torurism which tries to combine a literary work and tourism. The main purpose of a literary work in literary tourism is to introduce and directly promote the tourist object and bring the readers, viewers of literary work into the real destination of tourism. English Drama Appreciation is the subject whichteaches the students how to appreciate a literary work from the project based learning like Sangkuriang play performance.

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THE HOUSEWIFE'S RESISTANCE AS PORTRAYED IN SOMERSET MAUGHAM'S SHORT STORY ENTITLED *THE COLONEL'S LADY*

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Abstract

The focus of this paper is to analyze the domination and resistance in the domestic area as portrayed in Maugham's *The Colonel's Lady*. The special aims are to analyze the factors that trigger the wife's resistance, the kind of resistance carried out by the wife, and the impacts of the wife's resistance on the husband. The analysis is supported by the concept of power by Foucault, the concepts of resistance and how to face domination by Vinthagen and Johanson, Husu, Butler et al., Cohen and Taylor, and Woolf. The qualitative method is used in the contextual analysis focusing on the character, conflict, and setting. The result shows that the wife subtly resists the constricting patriarchal atmosphere in the household by constructing a private area in which she actualizes herself in the world of poetry. Her great success enables her to enter a new and different zone where she is the star. This makes the husband feel uncomfortable and even insulted but he cannot do anything because his wife still shows her respect to him and she does nothing unlawful against him.

Keywords: resistance, power, patriarchal atmosphere

Introduction

Maugham's short story entitled *The Colonel's Lady* describes a typical husband-wife relationship in which the dominant husband is an ex-colonel and the submissive wife is a pure housewife. The wife, in her own subtle way, tries to resist the suffocating domination by constructing her own world in which she secretly writes and publishes a collection of poems under a pen name. When the wife's literary work unexpectedly gets famous and so does she, the husband feels irritated and tries to look his wife and her literary work down, while the wife keeps respecting her husband.

This short story revolves around the topic of domination and resistance in the domestic area. Domination always has a close relationship of power. Foucault gives an enlightening definition of power as follows: "Power is exercised from innumerable points ... Power comes from below ... Power relations are both intentional and nonsubjective" (1978, p. 94). It means that the sources and the practices of power are not singular, they are from many

directions and spread into many directions. Everyone can practice power or becomes the target of power without exception. Foucault also stresses that "Where there is power, there is resistance" (1978, p. 95). Power is not without a match. There is always resistance, in whatever forms and levels, when power is exercised.

In relation to resistance, Vinthagen and Johanson propose the idea of 'everyday resistance', a term that they borrow from Scott (1985). According to them, "everyday resistance is about how people act in their everyday lives in ways that might undermine power. Everyday resistance is not easily recognized typically hidden or disguised, individual ... Everyday resistance is quiet, dispersed, disguised or otherwise seemingly invisible" (2013, p. 2, 4). Thus, everyday resistance is a non-confrontational resistance and almost impossible to perceive because the resisting person does not show any signs of disobedience. This kind of resistance which operates on daily basis tends to weaken the foundation that supports the domination insidiously.

Meanwhile, Husu mentions about a symbolic struggle, which is “more than a clash of world views and definitions. In order for it to be effective, it must not challenge the dominant ideas” (2013, p. 23). Husu’s idea is almost the same as the idea of Vinthagen and Johanson about everyday resistance. It is a kind of resistance without direct confrontation. She also proposes that the person who struggles against any form of domination should construct “a positive sense of self” (2013, p. 62) to encounter the negative or underestimating label or given identity.

Feminists view that the problem of domination and resistance is triggered by the males “denial of their own vulnerability” that lead them to “project, displace, and localize it elsewhere” (Butler, Gambetti, and Sabsay, 2016, p. 4). In domestic household it is usually projected to the females by constructing a dependent, vulnerable, ineffective, emotional, or skill-less females.

Cohen and Taylor propose a “free area”, whether in the form of hobbies, sports, or artistic works to escape from the dominating atmosphere. However they also warn that the created free area might experience “mockery” and considered worthless by the dominating figures (2002, p. 117). In other words, the dominating figure does not appreciate the specific zone and its products constructed by the dominated party to exist as him/herself.

In relation to the “free area” proposed by Cohen and Taylor, Woolf, from feminist perspective, proposes what she calls “a room of one’s own”. It is a kind of personal space for women to be able to actualize herself. She states that “a woman must have money and a room of her own if she is to write fiction” (1977, p. 7). Suggesting that the private space suitable for women to actualize herself is in the literary area, she reminds that it needs certain supports to be able to exist and survive: financial support and spatial support. According to Woolf: “Women have served all these centuries as looking-glass possessing the magic and

delicious power of reflecting the figure of man at twice its natural size” (1977, p. 41). Thus, it is time for women to stop to be a looking-glass, it is time to actualize themselves.

The short story entitled *The Colonel’s Lady* written by Somerset Maugham is a good example of the problem of domination and resistance in the domestic area. Analyzing the factors that trigger the wife’s resistance, the kind of resistance carried out by the wife and the impacts on the husband will enrich the knowledge on the female creative resistance and the male selfishness.

Methodology

The data and the supporting concepts are taken using library research while the qualitative method is used to analyze the data. The method of literary research is contextual method which combined the analysis of intrinsic aspects and extrinsic aspects. The intrinsic aspects focus on character, conflict, and setting while the extrinsic aspects utilize the concepts of power and resistance. Since the focus of analysis is on the female character, the frame of analysis used in this paper is a feminist literary criticism (Humm, 1995, p. 51).

Findings and Discussion

The everyday resistance applied by the wife to subvert her husband patriarchal domination is very effective. The wife, patiently and gradually without using confrontational way, constructs a free area for herself in the form of joining the literary writing world. Too proud of himself and always underestimating his wife’s appearance and talent, the ex-colonel husband cannot accept the fame bestowed to her wife by the literary world. Impossible to be angry to his wife since she is doing nothing wrong or illegal makes his wounded ego helpless.

George Peregrine, the husband, is an ex colonel who lives as a landowner having many tenants in the outskirts of Sheffield. As an ex-military man, a conventional husband,

and a landowner, George Peregrine's patriarchal domination to his surrounding is inevitable. He gives advices to these tenants, takes prominent positions in the community institutions, a true fellow in the political party, and even builds a local hospital plus paying the nurses on condition that the locals elect the candidate of his political party (1985, p. 231).

In the house, George Peregrine always places himself as the number one person even in trivial matter such as reading newspaper: "George Peregrine finished his *Times* and being a considerate fellow rang the bell and told the butler to take the paper to Evie" (1985, p. 232). Evie is his wife. Even though there are only the two of them in the house, they eat in a long table far from each other: "they sat at opposite ends of it" (1985, p. 230). It indicates that the husband-wife relationship is not close and warm.

George Peregrine the ex-colonel views his wife, Evie, based on her role as a house manager who can strengthen his good image: "... she managed the house uncommonly well and was a good hostess. The village people adored her" (1985, p. 231). As they grow old, they are getting far apart. They are like two strangers living in the same house: not disturbing each other but also not intimate. The patriarchal husband feels that his wife has no objections to his personal way of life that he now chooses:

They had nothing much in common ... she'd never bothered him. There'd been no scenes. They had no quarrels. She seemed to take it for granted that he should go his own way (1985, p. 232).

The intimate husband and wife relationships has ended. George Peregrine is disappointed because they have no child and Evie always appears so simple with no make-up: "'Evie had been a sad disappointment to him ... she was faded now ... the sort of woman you simply didn't notice" (1985, pp. 231-232). Sexually not aroused by his wife anymore, the ex-colonel has a mistress in London that he visits regularly:

She was blonde and luscious and he only had to wire ahead of time and they'd dine, do a show and spend the night together. Well, a man, a healthy normal man had to have some fun in his life (1985, p. 232).

This indicates that George Peregrine is an egoistic patriarchal who does not consider the feelings of his wife.

Facing such an inconsiderate, dominating, patriarchal husband, and living in a suffocating household atmosphere, Evie, on the sly, creates a "free area" for herself. She constructs "a room of one's own" for herself. Secretively she composes personal poems in which the collection is personally funded to be published. Having money of her own from her parents (1985, p. 231) she does not need to use her husband money. She also carefully uses her maiden name, E.K. Hamilton as an abbreviation of Evie Katherine Hamilton (1985, p. 231). This is a form of her non-confrontational resistance because she does not want to have any link with her husband's name in her own world. On the other side, her husband feels happy because his 'great' name is not related to something that he underestimates: "He was glad she had used her maiden name on the title page ... he was proud of his own unusual name" (1985, p. 232).

George Peregrine definitely looks down Evie's collection of poems. His underestimation is camouflaged with a joking advice: "'Not much money in poetry, my dear," he said in his good-natured, hearty way" (1985, p. 232). However, his advice shows that he is a money-oriented person, unlike his wife who tries to find personal satisfaction while developing herself. Realizing his words do not affect Evie's silent satisfaction, he gives an underestimating comment: "I read your book, Evie," he said as they sat down to lunch. "Jolly good'" (1985, p. 232). He acts as an evaluator of his wife's literary work although actually he does not read it thoroughly. Poetry is not his taste, his books are all about practical things (1985, p. 231).

He is so sure that nobody will buy or read her wife's collection of poems: "he didn't suppose anyone would ever hear about the book" (1985, p. 232).

Evie's does not show that she is offended or intimidated by her husband's remarks or opinion. Now she has produced something of her own in her own world without any connection to her husband who feels that he is great and admired. She feels satisfied in her own way. The fact that her collection of poems is highly appreciated by readers and critics is beyond her expectation and of course beyond her husband's prediction. He knows Evie's popular work not from Evie of course, but from his mistress, Daphne, when he visits her in London (1985, p. 233).

Without a word from Evie's lips the ex-colonel Peregrine begins to feel uncomfortable. His irked feeling grows fast when he knows that Evie declines an invitation from a prominent citizen that he wants to get noticed without consulting him. However, Evie's expression makes him realized that it is only Evie that is invited. To cover his wounded ego, he expresses a criticizing remark: "I call it damned rude of them to ask you without asking me" (1985, p. 235). He does not want to acknowledge that Evie refuses the invitation to respect him.

Because Evie does not want to make her husband feel disrespected and abandoned, she always invites her husband to go with her to the invitation. The ex-colonel Peregrine's consent to accompany his wife to the invitation is triggered by his curiosity to see his wife's new friends and the poem lovers, not by his kindness to escort his wife. The ex-colonel Peregrine is surprised by his wife's new circle because it is beyond his underestimating prediction: "George Peregrine was dazed by the cocktail party ... He was introduced to everybody as Colonel Peregrine, E.K. Hamilton's husband, you know" (1985, p. 235). What makes the proud ex-colonel feel chagrined is that in the

party he is not the respected focus, he is just "E.K. Hamilton's husband".

In his wife's world, his wife is the star. A star that accepts her being a star calmly and humbly. Instead of being happy and proud for her, the proud and self-centered husband feels marginalized and humiliated. His uncomfortable feeling grows worse and worse when he perceives that the ladies in the room giggles when he is near them (1985, pp. 235-236). What can be concluded from this event is that Evie shows, not challenges, her husband that she has a personal world in which she is successful without his support. It is the sweet fruit of Evie's subtle resistance.

Curious about the big success and fame possessed by Evie due to her collection of poems, he wants to read it seriously to find out the secret. Since he has lost the book personally given by Evie, he forces himself to go to the bookstore in London secretly. What he sees surprises him so much. He is face to face with the big posters of Evie's work but he cannot find Evie's book. His surprise grows bigger when the shop attendant tells her that all the books are sold out and that the fifth edition has just come. It indicates the undeniable success of Evie's collection of poems that he strongly underestimates. The shop attendance's comment: "It's the story they like. Sexy, you know, but tragic" (1985, p. 236) triggers further his curiosity.

Locking himself up in his study room so that nobody, especially his wife, knows that he reads the collection of poem, he starts reading curiously and seriously. What he finds out in his reading makes him feel restless and slighted. Evie's poem describes an intimate relationship between a married woman, who is not young anymore, with a young man who adores and desires her. The passionate relationship must end abruptly and painfully due to the premature death of the young lover leaving the devastatingly sad woman alone while pretending that nothing happens in front of the husband (1985, pp. 237-238).

As a practical and ex-military man who knows nothing about imaginative works and world, he directly concludes that the married woman who is not young anymore but has a passionate love affair must be his wife, Evie: “there was no doubt about it; it was her own story she had told, and it was plain as anything could be that she had had a lover and her lover had died” (1985, p. 238). His self-conclusion elicits many self-reactions. He is angry not because he presumes that Evie is cheating on their marriage, but because he becomes a laughing object behind his back. He is not angry but is wondering who wants to have an affair, even a passionate one, with his wife whom he considers unattractive (1985, p. 238). These self-reactions are very condescending and egoistic. The proud husband concerns only with his image while sneering at his wife.

Returning to the topic of Evie’s subtle resistance to her smug husband, it can be said that without any overt action bragging about her success, her husband has felt resisted and slighted although he tries to suppress the feeling. Through her literary work Evie not only has a personal world but also gets personal fame. In the meantime, she gives a lesson to her husband that she is a ‘somebody’, not a ‘nobody’ as what her husband considers her so far. It can be called as an “everyday resistance” without overt struggle ignoring the “mockery” directed to her by her husband in his effort to hide his own vulnerability.

In his silent rage and humiliation, the ex-colonel husband wants to hire a detective to find out the deceased young lover. He consults his friend who is a lawyer (1985: 239). As a sensible man and a little bit enjoy the personal hurt felt by the proud husband, the lawyer prevents the intention: “if you do she’ll leave you. D’you want her to do that?” (1985: 239). The lawyer knows well that the self-centered husband, even though he tries to conceal it, depends on his wife to support his good image as the pillar of the society.

When the lawyer alludes to the husband’s years of infidelity, the husband’s

answer is egoistic and self-justifying: “I don’t deny that I’ve had a bit of fun now and then. A man wants it. Women are different” (1985, p. 239). Feeling that he is always right, the proudly humiliating husband cannot comprehend that his wife has sexual attraction to another man, let alone a young one: “... there’s one thing I shall never understand till my dying day. What in the name of heaven did the fellow ever see in her?” (1985, p. 241). However, behind this condescending denial there is a vulnerable ego. The wounded ego is camouflaged with humiliating remark and scornful attitude directed to Evie. Her silence, her still respecting the smug husband, her satisfaction, her personal life and world are all the forms of her subtle resistance done every day to face the arrogant, dominating, egoistic, patriarchal husband and the constricting patriarchal atmosphere in the house.

Conclusions

Somerset Maugham’s short story entitled *The Colonel’s Lady* superficially portrays a common relationship between a dominating patriarchal husband and a silently obedient wife. What is interesting is the silent resistance effectively carried out by the wife. Actualizing herself in poetry writing, she constructs a personal space for herself without involving her husband in it. The positive thinking about herself even though in a constricting patriarchal household atmosphere makes the wife not only becomes a star but also able to respond to her sudden literary fame properly and humbly. Her humbleness in her fame painfully erodes the husband’s vulnerable ego camouflaged in mocking remarks, humiliating attitude, and condescending opinion about her. Thus, the wife is a real lady who elegantly and artistically outperforms her ex-colonel husband who is arrogant and self-centered.

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TRANSGENDER PERSONALITY REFLECTED IN BUFFALO BILL'S CHARACTER AS SEEN IN HARRIS' *THE SILENCE OF THE LAMBS*

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Abstract

This research discusses transgender phenomenon as seen in Thomas Harris' novel entitle *The Silence of the Lambs*. The main purpose of this research is to reveal the Transgender symptoms in the novel through the main character Buffalo Bill. Transgender is a term of which one who fantasies being a woman or man by wearing woman or man dress and make gestures like woman or man. Transgender occurs because his or her background phenomenon of life. The writer arranges the literary review by discussing theory and approach. The theory that the writer applies is queer theory developed by Michael Foucault. Besides, the writer uses the theory of Judith Butler that explains and describes about sex, orientation and gender. This queer theory is more correlated and understandable for the analysis. In addition, Psychology Literature approach by Ramajuru is also applied. The Result of this analysis shows some symptoms that exist in the character of Buffalo Bill. It was started with cross-dressing, assertion that transgender vital body parts are disgusting, have a desire to change gen types, existence of behavior and physical appearance of inside or abnormal genetic makeup. The writer hopes that by conducting this research it could give the reader more understanding about how is the implementation of queer theory in the literary field or work and become the new guidance to the future reader that are interested in discussing with same theory.

Keywords: *The Silence of the Lambs*, queer theory, transgender

Introduction

According to Foucault, "if sex is repressed, that is, condemned to prohibition, nonexistence, and silence, then the mere fact that one is speaking about it has the appearance of a deliberate transgression. A person who holds forth in such language places himself to a certain extent outside the reach of power; he upsets established law; he somehow anticipates the coming freedom."

Nowadays, LGBT is not a rare thing again to be known by public. But still, there is a wall that keeps the LGBT people feel so shame or hesitate to express them if they are part of LGBT. The things that could make LGBT people feel so afraid to show their real identities because the social surrounding is still anti-LGBT. Besides, they will get social harassment or even discrimination from heterosexual people.

"Lesbian, gay, bisexual and transgender people are more likely to experience intolerance, discrimination,

harassment, and the threat of violence due to their sexual orientation, than those that identify themselves as heterosexual." (Subhrajit, 2014)

So the social harassment is coming because of the society stigma that LGBT is nearby HIV/AIDS disease. This term is actually mistakenly understood by the society since the fact the cause of HIV/AIDS spreading is not only coming from LGBT people. The discrimination towards LGBT is so extreme, started from bullying, discrimination or even murderer that done by heterosexual people.

Transgender especially, is one of the social parts that mostly get the discriminations and harassment. The cause is because they are explicitly shows their passion and sense in dressing not according by the gender culture. They are easily recognized and normal or heterosexual people will bully them directly.

Moreover, there is still a chance of LGBT or homosexual to live normally and happily with heterosexual. The support also came from some of the great people and also some artists that could influenced the society through their works such as film, novel, drama, poetry or even music, such as the ex-president of America, Barrack Obama and some artist and singer such as Lady Gaga, Demi Lovato and others.

In literary field for example, there is a novel that represents how is the life of being a LGBT especially transgender and the novel is entitled *The Silence of the Lambs* by Thomas Harris.

The Silence of the Lambs is a novel by Thomas Harris, he is an American author. He wrote the bestselling Thriller Psychological Horror in *Hannibal Lectur Series*, *Red Dragon*. *The Silence of the Lambs* novel was originally published on July 15 1988. This novel narrates about how is the life of a man nicknamed Buffalo Bill, he wants to be a Transgender, he wants to get surgery to change his identity as a woman, because He hates his identity, he is not comfortable with his gender as a man. The issue that started Buffalo Bill has lack of attention from his family, never making friends, since he was kid he thought that no one love him or care about him, since he was kid He suffered violence by his father, and his mom cannot give attention to him because actually His mom was a model, but she failed in one of competition, it made her become depression and consumed drugs and alcohol. After she got a baby, she expected that she has a baby girl so her baby can be a model like her, but in fact she had to face the reality that she got baby boy, so because of that she never accept buffalo bill as her child.

After one day buffalo bills saw a pupa, it's so ugly and disgusting but after it transformed becoming a butterfly, its look so beautiful, so after that he saw it, he thought he have to change become a woman, he hope that after he change, everybody will love and accept him.

Thus, the writer here wants to conduct an analysis by using psychological approach. To support this research, the writer uses queer theory from Judith Butler.

The urgency of the writer to conduct this research is to discover about how transgender is reflected in Buffalo Bill's character. Hopefully, this research can be a new guidance of other researcher in doing the analysis especially dealing with queer theory. As the result, the writer hopes that the reader could get new information dealing the issue.

a. Research Question

According to the background of the study which has been elaborated previously, the writer formulates the problem into: How is Transgender reflected in Buffalo Bill's character?

b. Research Objective

From the research question above, the objective of this research is: To reveal how is transgender reflected in Buffalo Bill's character.

c. Research Uses

There are two uses of study, theoretical use and practical use.

d. Theoretical Use

Theoretically, this research is expected to support and to contribute the field of literary study especially in a novel. So it will be advantageous for the readers who are interested in novel and the topic of discussion. Hopefully, this research is able to enrich the reader knowledge and to give brief information and understanding about LGBT especially transgender issue through Thomas Harris' *The Silence of the Lambs*.

e. Practical Use

Practically, this research is to give information of LGBT especially transgender in the novel. This research is expected to be reference for reader or researcher who needs information about how the content of the

novel according to the queer theory is and how to apply the theory to their relevant research.

f. Research Scope

Based on the research question, the writer focuses on analyzing how transgender is reflected in Buffalo Bill's character. Thus, the approach and the theory used in this research are psychology literature approach and queer theory.

g. Theoretical Framework

i. Previous Studies

To conduct this research, previous study is needed when the writer wants to do a research that dealing with the topic, the writer hopes that it will help and give guidance to the writer when the writer conducts the research. And I found 5 previous studies:

- (1) Sexuality and Gender Findings from the Biological, Psychological and Social Sciences by Lawrence S. Mayer (2016).

This previous study gives brief information to the writer in understanding of how are the sexuality and gender findings from the biological, psychological, and social construction of a person. It shows that mental health could not only be genetic but can induced by the environments around the individual. So from this journal helps the writer to answer the research question that already elaborated earlier,

- (2) Transgender in Tom Hooper's Movie *The Danish Girl* by Indah Sari in 2016.

Transgender occurs because his/her background phenomenon of life. The movie *The Danish Girl* tells about the main character Einar Wegener becomes a transgender woman that causes by various factors. The result showed that transgender phenomenon that felt by Einar Wegener caused by biological factor

and self-perceive of gender identity. The third previous study from thesis, it gives brief information about Transgender that very useful for the writer to conduct the research. By reading this thesis, it is giving clear information to the writer about Transgender can happen by various factors.

- (3) Research into Sexual Orientation and Gender Identity Equality in Adult Learning by Donna James (2010)

This third previous study gives brief data it explains that how is the gender identity of someone. It is unpredictable that if we are talking about gender identity. From this journal construction of gender itself is based on the society or the environment.

- (4) Transgender in Julie Anne Peters' Luna by Annastasya Tyandias Kusuma (2014)

This journal was written in 2014, it explains about Sex and gender are complex issues. Sex refers to the biological and physiological characteristics that define men and women; while gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. People who could not play roles as their assigned gender, categorized as gender identity disorder.

- (5) Why Hip-Hop is Queer: Using Queer Theory to Examine Identity Formation in Rap Music by Silvia Maria Galis-Menendez.

In this journal, it used queer theory. However, the ambiguity surrounding the word "queer" presents unique difficulties in constructing an argument about the queerness of something, particularly as queer relates to race and gender. Queer has become widely used as an umbrella term, not only for LGBT* people, but also for

anything that is considered non-normative. As a result, “queer” is often stripped from its particular historical context and queer theory and queerness are often used to attempt to erase difference in experience along the lines of race and gender. However, the term and politics of queerness emerged during the AIDS crisis and the activism coming from the LGBT* communities, which is significant to defining and using ‘queer.’ So from this journal, it gives the writer to understand that using queer theory not only for analyzed LGBT but also it can use for analyzing the rap music . and this journal also give contribution by telling how to use queer theory and it helps the writer to answer the research question.

For approach, this analysis using the writer uses psychology of literature .because this approach more effective with this reseach question and in answering the research question.

Because the writer hopes that this approach can help the writer to analyze the main problem formulation that stated the symptoms reflected on the character in the silence of lambs novel .in psychology literature, the writer use psychoanalysis and the writer uses queer theory that mostly use in psychological field, this theory is aim to find out and to discover the symptoms that is appear in the literary work.

According to Foucault in Spargo (1999).

“‘Queer’ can function as a noun, an adjective or a verb, but in each case is defined against the ‘normal’ or normalising. Queer theory is not a singular or systematic conceptual or methodological framework, but a collection of intellectual engagements with the relations between sex, gender and sexual desire.” (Spargo, 1999, p. 9).

From the quotation, it is clearly seen that the definition of queer is the study of the same-sex relationship that does exist in the

object such as literary work, music film and so on. Queer is not a singular framework but a collection of intellectual engagements which means that all field in the study could analyze the object by using queer theory so do in literary field.

Many people misunderstand about they believe that the term "queer theory" is just a synonym for "gay and lesbian studies." In fact, queer theory is a specific part of the gay and lesbian studies based on "the idea that identity is not fixed and does not define who we are." The term was coined by Teresa de Lauretis in 1990. Then the term queer was introduced in 1990, the important figure in this theory are Eve Kosofsky Sedgwick, Judith Butler, Adrienne Rich and Diana Fuss who follows the work of Michel Foucault. These experts are rolling by the same flow of the theory and also the discussion. But, here the writer choose the theory that comes from Judith Butler as she stated in her book *Gender Trouble* that quoted by Wardhani in her journal.

Then here, the writer uses the theory of queer by Butler in Wardhani (2013) as the next developer of this theory. She states that

“The conclusion that Butler can be drawn from here is that sex, gender, and sexual orientation are something that is fluid, unnatural, and abstract, (and constructed by social conditions). So in Judith Butler's thought, LGBT is not a social aberration, but a variation in human identity based on performative action.”(Wardhani, 2013, p. 7)

From the quotation above, the writer believes that the theory of queer by Judith Butler could help the writer to conduct and finish the research and answer the research question that already written before. According to Judith Butler is someone would like to change their gender due to the environment and social structure.

And I put transgender element in this theory. The main issue that the writer wants to discuss in LGBT is about the T or Transgender, as the writer already mentioned earlier in the background of the

study. If we go back to definition, LGBT is a part of queer theory where the queer theory itself is an umbrella to LGBT itself.

ii. So what is Transgender?

According to APA (American Psychological Association) transgender is an umbrella term for persons whose gender identity, gender expression, or behavior does not conform to that typically associated with the sex to which they were assigned at birth. Or in the simple way transgender is a gender-changing that done by an individual because of they are not conform to the sex at their birth. Or in other word, Transgender is not something same as lesbian, gay or even bisexual. If we look deeper to the definition that already mentioned earlier, lesbian gay and bisexual are the people that has different sexual orientation (or called homo because they love the same gender as them) but they keep they sexual identity as their birth. Transgender is something different, according to APA that stated above transgender is someone that change their sex and gender because of they are not comfortable with it. And there are 7 symptoms that categories someone to be transgender.

- (1) Strong and persistent cross-gender identification
- (2) Transgender male preference for cross-dressing or simulating female attire
- (3) Cross-sex role
- (4) Assertion that transgender vital body parts are disgusting
- (5) Feeling uncomfortable and dissatisfied with their sex anatomy
- (6) Have a desire to change gen types.
- (7) Existence of behavior and physical appearance of inside or abnormal genetic makeup

Methodology

The writer use qualitative and library study to support the writer's research. From internet research, the writer browsed some journals and articles then figured out some

theories from some books related to the research. The writer uses the qualitative method to explore the behavior, perspectives, experiences, and feelings of people and emphasize the understanding of these elements.

1. Data and Data Source

Data is very important element to support the writer in doing research. By this data, the writer can complete this research to prove the evidence about this research. In this research, the writer has data sources. Data in this research are words, quotation, and dialog from novel which describe about queer analysis of the main character in novel by Thomas Harris.

2. Data Collecting Technique

- a. Reading and Understanding and finding the issue that related with the research question or related with queer theory. The issue is related with research question that already elaborated earlier.
- b. Interprets deeply the chosen data from the novel to knowing whether or not the data denote the issue about queer people especially the transgender. In this part writer also do interpretation toward the meaning the text or the narration or the dialogue to find the answer for solving the problem formulation.
- c. Finding supporting data that can help the writer to do the analysis such as journals, books that related to the discussion of queer, LGBT and gender findings in order to fulfill the information that the writer needed in order to answer the research question. The supporting data here will help the reader in understanding the issue.
- d. Arranging the data based on determined order and gather into the right pattern as needed in this research. Here, the writer will arrange the data that the writer got dealing with the issue in the novel.

3. Data Analyzing Technique

Data analysis is a process of organizing the data into description, so the writer could find the theme and the issues. The data which the writer got in data collecting technique will be analyzed by following the stage. Here the writer uses several steps in analyzing the data:

a. Selecting Stage

This stage aims the writer to select the data whether or not the data that chosen is relevant and significant or not with the research. Selecting data also relevant with choosing the data whether or not the data is match with the issue that the writer wants to analyze.

b. Interpreting Stage and Classifying Stage

The points of this stage is to interprets the data that been chosen by the writer and construct how is queer character contained in the novel. In this stage, the writer uses the theory and the approach that the writer have choose to analyze the discussion.

c. Concluding Stage

This is the final stage of the analyzing technique. Every data that has been selected, classified and analyzed will be concluded after relate it with the explanation and description toward the issue. The concluding stage also has function as the answer of the research question that the writer has elaborated earlier. The conclusion will be putted after those steps earlier have been done.

Findings and Discussion

1. Feeling uncomfortable and dissatisfied with their sex anatomy.

After his first rinse, Gumb applied Friction des Bains, rubbing it over his chest and buttocks with his hands and using a dishmop on the parts he did not like to touch. His legs and feet were a little stubbly, but he decided they would do. Gumb towed himself pink and applied a good skin emollient. His full-length mirror had a shower curtain on a bar in front of it. Gumb

used the dishmop to tuck his penis and testicles back between his legs. He whipped the shower curtain aside and stood before the mirror, hitting a hipshot pose despite the grinding it caused in his private parts. (chapter 20, page 280).

From that the data it shows that buffalo bills got uncomfortable feeling with his own sex. The data that the writer put here is one of the symptoms that exist in someone's transgender. By understanding the data, the first symptom has been discovered.

2. Transgender male preference for cross-dressing or simulating female attire

A big bathroom, all white tile and skylights and sleek Italian fixtures standing against exposed old brick. An elaborate vanity flanked by tall plants and loaded with cosmetics, the mirror beaded by the steam the shower made. From the shower came humming in a key too, high for the unearthly voice. The song was Fats Walter's "Cash for Your Trash," from the musical Ain't Misbehavin'. Sometimes the voice broke into the words: "Save up all your old newsPAPERS, Save and pile 'em like a high skyscraper.

Mr. Gumb played with the lights and his wigs for some dramatic effects, and he tried a wonderful choker necklace of shells over the collar line. It would be stunning when he wore a decollete gown or hostess pajamas over his new thorax. (Chapter 26, page 374)

In second data, it shows Mr Gumb or Buffalo bills, he wears wigs, necklace, he uses make up, he also imagine that how if he wears a decolette gown. Which is it is very queer as man but he likes to dressing like a female , so the second data is also prove that buffalo bills has symptoms of transgender.

Conclusion

In conclusion, *The Silence of the Lambs* novel by Thomas Harris, the writer discussed about Transgender Personality in one of character , which is Buffalo Bill, by

using Queer theory the writer found 7 symptoms that categories someone to be transgender such as Strong and persistent cross-gender identification, Transgender male preference for cross-dressing or simulating female attire, Cross-sex role, Assertion that transgender vital body parts are disgusting, Feeling uncomfortable and dissatisfied with their sex anatomy, Have a desire to change gen types, Existence of behavior and physical appearance of inside or abnormal genetic makeup. From those symptoms it makes the writer easy to analyze this novel and finish the research, hopefully this research can be new guidance for new researcher that using same theory or for anybody that interesting to analyze Transgender issue.

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DISSOCIATIVE IDENTITY DISORDER REFLECTED IN FREDERICK CLEGG'S CHARACTER IN *THE COLLECTORS* NOVEL

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ABSTRACT

This paper discusses dissociative identity disorder as seen in John Flowless' novel entitled *The Collectors*. The main purpose of this research is to reveal the causes of dissociative identity disorder and the symptoms of dissociative identity disorder in the novel. The writer focuses of the main character who named Frederick Clegg. The writer arranges the literary review by discussing about theory and approach. The theory that is used dissociative identity disorder by Pierre Janet. Dissociative identity disorder is characterized by the presence in one individual of two or more alternative personality states (alters). For such individuals, the memory representation of a particular event can have full episodic, auto noetic status for one alter, while having the status of knowledge or even being inaccessible to a second alter this analysis applied qualitative and library research to depict clearly about the problem by using the words. The result of this analysis shows some causes and symptoms that exist in the novel. For the causes it was started from capacity for dissociation, traumatic experiences, perpetuating factors. Meanwhile for the symptoms are start from memory loss (amnesia), mental health problems, such as depression, anxiety, and suicidal thoughts and behaviors. The writer hope that by conducting this research it can be use full for the future reader that are interested in the same theory.

Keywords: *The Collectors*, dissociative identity disorder, cause, symptoms

Introduction

Psychology is truly the study of all behavior and mental process over the entire life spend .Psychology is the study of human and animal behavior normal and abnormal behavior conscious and unconscious influence of behavior, and behavior from the conception to the dead. Witig (2001, p. 9). From that quotation, it is known that psychology is the study that relates human's minds and behavior which concerned about how human can work, behave or interact in the situations that they are in. Psychology is also the science that studies the human behavior and mental process that involves science in order to identify the disease and categorized it with some term. Through this,

we can see understand the human behavior more deep.

There is a very strong correlation between literature and psychology for the fact that both of them deal with human beings and their reactions, perceptions of the world, miseries, wishes, desires, fears, conflicts and reconciliations; individual and social concerns, by means of varied concepts, methods, and approaches. Clearly, literature enables individuals to know and question their identities by raising consciousness and awareness. It is to be noted that man and existence have always been fundamental elements in most scientific studies, fine arts and literature (Goksen Aras, 2014).

The novel is a debut novel of John Fowles released in 1963. It tells the reader about the psychological problem that the main character has. The main character is Frederick Clegg. He is a man in his mid-20s who grows obsessed with Miranda Grey, a beautiful teenager whom he watches from afar. He takes the steps necessary to kidnap Miranda, though at the time he tells himself that he is not necessarily preparing to abduct her. Clegg buys a secluded house in the country and readies a small basement room as an inescapable cell; he also buys a van with which to follow and snatch Miranda. Miranda is alternately kind to Clegg and exasperated with him, now conciliatory and now furious. She desperately wants to be set free. While at times she feels defeated, by the end of her narration she is full of life and ready to experience the world outside. Her section ends as she descends further into sickness, beginning to rave and worrying that she will die. Clegg reveals that he never got a doctor for Miranda and that, after an agonizing several days of severe pneumonia, Miranda died. Clegg contemplates killing himself, thus lending their story have a tragically beautiful ending, much like the conclusion of *Romeo and Juliet*. However, Clegg has a change of heart. He buries Miranda without much emotion and sets his sights on a new victim, one who will be more pliable once captured.

From the summary above it can be seen that the main character, Frederick Clegg has Mental Disorder. He suffers Dissociative Identity Disorder (DID) or previously known as Multiple Personality Disorder (MPD), where the person who suffers of this illness has two or more personalities within one body. In this case Frederick Clegg as the main characters in the novel portrayed that he is the one who suffers from it, he has a strange behavior and always thought that he is just like the other normal people but actual not, he has more than personality. Sometimes he seems fine, good, but sometimes he is mean and sometimes he look like a frustration guy. This novel also

tells about how Ferdinand Clegg tormented by this illness started from he cannot handle himself, and he unconscious what he done. By this novel, the writer intended to analyze the psychological issue of Frederick Clegg as the main character. The use of this analysis is to know and to observe the behavior of the main character about the disease that he has and able to describe how Dissociative Identity Disorder happens in the character. In this analysis the writer will focus in two things, first is about the causes of Dissociative Identity Disorder and the second is about the symptoms of Dissociative Identity Disorder and how it is describe in the novel.

1. Research Question

According to the background of the study which has been elaborated previously, the writer formulates the problem into:

- a. What are the causes that make Frederick Clegg suffers from Dissociative Identity Disorder (DID)?
- b. What are the symptoms that make Frederick Clegg suffers from Dissociative Identity Disorder (DID)?

2. Research Objective

From the research question above, the objective of this research are:

- a. To reveal the causes that make Frederick Clegg Suffers from Dissociative Identity Disorder (DID)
- b. To reveal the symptoms that make Frederick Clegg from Dissociative Identity Disorder (DID)

3. Research Uses

There are two uses of study, theoretical use and practical use.

4. First Theoretical Use

Theoretically, this research is expected to support and to contribute the field of literary study especially in a novel. So it will be advantageous for the readers who are interested in novel and the topic of discussion. Hopefully, this research is able to

enrich the reader knowledge and to give brief information and understanding about Dissociative Identity Disorder (DID) issue through John Fowless' *The Collectors*.

5. Second Practical Use

Practically, this research is to give information about Dissociative Identity Disorder (DID) in the novel. This research is expected to be reference for reader or researcher who needs information about how the content of the novel according to the DID theory is and how to apply the theory to their relevant research.

6. Research Scope

Based on the research question, the writer focuses on analyzing what are the causes that make the character suffer mental disorder (Dissociative Identity Disorder) and the symptoms of becoming transgender as seen in Frederick Clegg character. Thus, the approach and the theory used in this research are psychology studies approach and Sigmund Freud theory.

7. Theoretical Framework

The previous studies are related to the topic discussed and become as the writer's references and guidelines in constructing this research. In order to understand and comprehend the discussion of A Psychological Analysis of Dissociative Identity Disorder of Frederick Clegg in John Fowless' *The Collectors*, the writer looks at a certain study previously done by other researchers. Here, the writer found 5 previous studies that could help the writer to do the research.

The first is Analysis of Dissociative Identity Disorder in R. L. Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde* by Siti Maesyah.

This thesis was written in 2016. The object in this research is a fiction prose that entitled *The Strange Case of Dr. Jekyll and Mr. Hyde* (1991). It was written by Robert Louis Stevenson. Like in the human social life, there is also a problem or issue that was

adapted in the novel. One of common problems is psychological problem. The writer attempted to portray the main character psychological problem by identifying the intrinsic elements (plot, character and setting). The novel talked about the main character that was Dr. Jekyll. This paper also used the psychoanalysis theory by Sigmund Freud in order to find the causes of the main character's psychological problem. The writer found that the main character's psychological disorder that he has two personalities. In general psychological field, the psychological disorder that suffered by the character, it is referred into Dissociative Identity Disorder.

The second, Nina's Dissociative Identity Disorder in Aronofsky's Movie *Black Swan*: a semiotic analysis by Linda Sugesti.

This research, therefore aims to interpret the meaning of signs that represent Nina's dissociative identity disorder in *Black Swan*. This research employs semiotic theory by Peirce. Semiotics is the study of signs. Everything can be signs while it is interpreted as a sign. According to Peirce, sign is divided into three: icon, index and symbol. Dissociative identity disorder concept is also applies to find in the scenes that indicate Nina's dissociative identity disorder.

The result of this research found that there are three modes of signs in *Black Swan*. Those three modes of signs show that *Black Swan* tells about Nina's Dissociative identity disorder. Nina's dissociative identity disorder signs portray three symptoms of dissociative identity disorder which come from Nina's appearance changes, Nina's behavior changes, and hallucinations.

The third, The Main Character's Multiple Personality in Daniel Keyes' *The Minds of Billy Milligan* by Faiqothul Latifah. This thesis was written on 2008 this paper emphasizes to analyze the forms of psychological conflicts of Billy Milligan, the main character of *The Minds of Billy Milligan*, it is causes and effects to Billy's

personality and behavior. In the second part of analysis, we also analyze kinds of Billy's personalities. This part presents and analyzes 10 of the most dominant from 24 personalities which Billy has.

As the result of this analysis that emphasize to analyze the kinds of Billy's personalities by using Jung's theory conclude that from 10 of 24 personalities which are being analyzed by the researcher, we find only three types of personality among them, introversion thinking, introversion feeling and extroversion feeling. This study also proves that child abuses which are experienced by Billy is the most responsible thing to all the entire of Billy's psychological conflicts and also his Multiple Personality.

The Fourth, Dissociative Identity Disorder of Main Character in *Sybil* Novel By Flora R.S Based On Psychological Perspective. By Rizky Milani Pratama, S.S, M.Pd.

This thesis was written on September 2016, this paper intends to find out the characterization of the sixteen personalities and psychological problems in that novel, in this case, dissociative identity disorder. The writer wants to know about the symptom, the causes, and the treatment of dissociative identity disorder that found in *Sybil* novel. *Sybil* as the main character suffers from dissociative identity disorder because she got physical and sexual abuse from his mother and she has no one to share and solve her problems. It forces her to get another solution by making other personalities to share her problems. Suffering dissociative identity disorder makes her losing her time. She does not know what she has done and what she told about until she meet with Dr. Wilbur, the psychiatrist who give her psychotherapy to bend all her personalities.

The fifth, Dissociative Identity Disorder of Ashley Patterson as the Main Character in Sidney Sheldon's *Tell Me Your Dreams* by Safira Ambar Sari.

This thesis was written on 2013 this thesis discusses the psychological conflict of

the main character of Sidney Sheldon's novel *Tell Me Your Dreams*. This thesis uses the method of literature and using a psychological approach with the theory of Dissociative Identity Disorder (DID) Davison and Nale. The intrinsic aspects analyzed are character, characterization, and conflict. Such intrinsic aspects are used to support the overall analysis. Meanwhile, the DID theory is used to analyze the extrinsic aspect, i.e., the psychology of characters or characters in the story.

And the results of novel *Tell Me Your Dreams* are as follows; based on intrinsic analysis can be expressed that the main character is a beautiful woman, but she hates her appearance. Social status of the main character is a smart girl who gets scholarship and reliable in his work. The social status of the main character is a child who is from the family of world-renowned surgeons. The results of external analysis in the novel *Tell Me Your Dreams* shows that the conflict is the main character experienced traumatic experience due to rape committed by his biological father. As a result of his traumatic experience, the main character experienced multiple personalities. Based on the analysis of the psychological approach (DID), DID occurs when childhood is caused by severe physical or sexual abuse and this results in dissociation and the formation of other personalities as a way to overcome trauma. The solution of the main character to overcome the conflict that occurs against him is to create multiple personalities that are contrary to his personality, such as being a killer and loving art.

Generally, there are some approaches that are used in analyzing literary works, such as structuralism approach, psychological approach, sociological approach and genetic structuralism approach to analyze an object. By some of these approaches, the writer chooses Psychological approach because this approach is more effective with the research question and in answering the research question.

“Psychology is generally concerned with studying the mind, the brain and the human behavior.” Psychological approach assumes that many disorders result from mental, behavioral, and social factors, such as personal experiences, traumas, conflicts, and environmental conditions. Psychological approach can be fascinating and rewarding. Novel can be analyzed by psychology approach to knowing about the character’s psychological problem.” (Ramaraju 2012, p. 2)

8. The Dissociation Theory

Dissociation is the core feature of the dissociative disorders. Furthermore, dissociative experiences are among the diagnostic criteria for acute stress disorder (ASD) and post-traumatic stress disorder (PTSD) as well as borderline personality disorder. It has been linked to traumatic experiences and seems to be an important predictor for poor treatment response and high relapse rates, at least in patients with panic and obsessive-compulsive disorders. In the dissociation theory, there are 4 types of dissociations those are: Dissociative Amnesia, Dissociative Identity Disorder, Dissociative Fugue and Depersonalization. In this case the main character suffers from Dissociative Identity Disorder.

9. Dissociative Identity Disorder

Diagnostic and Statistical Manual of Mental Disorder (DSM-5) defines mental disorder is “...a syndrome characterized by clinically significant disturbance in an individual's cognitive, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental process underlying mental functioning. Mental disorders are usually associated with significant distress in social, occupational, or other important activities.” From that quote, it is known that a person can be categorized mentally disorder when he or she suffers emotionally and mentally disturbed.

In the novel, Frederick Clegg who suffers DID has a mental trouble and

unstable to maintain his mood and behavior when he meets somebody. Clegg shows the characteristic as a person who suffers of DID. The personality that appear in the person who suffers DID can be various, each of them has its own characteristics just like the normal people, they have they own preferences, abilities and skill and interest in some aspect that they like.

The definition of DID above gives the writer more understanding in analyzing the object that the writer has choose earlier. The main issue that the writer wants to discuss is about DID where the character of this novel suffer this psychology because his trauma in the past.

DID is not something that is caused by birth congenital. If we look deeper to the definition that already mentioned earlier if DID developmental process underlying mental functioning. Mental disorders are usually associated with significant distress in social, occupational, or other important activities.

As the writer has explained in the background of the study also Dissociative Identity Disorder (DID) is the person that has more than one personality. Dissociative Identity Disorder is not happening by itself, there is several causes also that make the reason who someone suffers Dissociative Identity Disorder (DID). And the symptoms are also shown by someone that identified as Dissociative Identity Disorder (DID).

According to Richard Kluft, there are 4 main earlier causes of Dissociative Identity Disorder (DID) sense, which are:

1. The capacity for dissociation.
2. Precipitating traumatic experiences that overwhelm the child’s non-dissociative coping capacity.
3. Specific psychological structuring of the DID alternate personalities.
4. Perpetuating factors such as lack of soothing and restorative experiences, which necessitate individuals to find their own ways of moderating distress.

So from all the quotation, it is known that there is relation between childhood

events that become the reason people suffers from DID. The abuse and other stuffs make this people tormented and splitting the personality in order to out from that situation. And there is several symptoms also that shown by someone that identified as Dissociative Identity Disorder. According to (DSM 5), there are seven main earlier symptoms of Dissociative Identity Disorder (DID) sense, which are:

1. Memory loss (amnesia) of certain time periods, events, people and personal information
2. A sense of being detached from yourself and your emotions
3. A perception of the people and things around you as distorted and unreal
4. A blurred sense of identity
5. Significant stress or problems in your relationships, work or other important areas of your life
6. Inability to cope well with emotional or professional stress
7. Mental health problems, such as depression, anxiety, and suicidal thoughts and behaviors.

In the simple way, the main causes of dissociative identity disorder (DID) itself is because of someone who has a deeper traumatic in the past. And the symptoms of the Dissociative identity disorder (DID) is by understanding other symptoms above, mental health problems, such as depression, anxiety, and suicidal thoughts and behaviors.

And here the sample analysis of cause:

“My father was killed driving. I was two/ that was in 1937. he was drunk, but Aunt Annie always said it was my mother that drove him to drink. They never told me what really happened, but she went off soon after and left me with Aunt Annie, she only wanted an easy time.” (Fowless, 1963, p. 3)

“Uncle Dick died when I was fifteen. That was 1950. we went up to Tring Reservoir to fish, as usual I went off with my net and stuff. When I got hungry and came back to ware I left him, there were a canot of people. I told he’d caught a

whopper. But he’d had a stroke. They got him home, but he never said another word or properly recognize any of us again.” (Fowless, 1963, p. 3)

So from all the quotation, it is known that there is relation between childhood events that become the reason people suffers from DID. The abuse and other stuffs that make this people tormented and splitting the personality in order to out from that situation.

And here the sample analysis of symptoms.

“She was like all women, she had a one-track mind. I never respected her again. It left me angry for days. Because I could do it. The photographs (the day I gave her the pad), I used to look at them sometimes. I could take my time with them. They didn't talk back at me. (Fowless, 1963, p. 49)”

The symptoms of the Dissociative identity disorder (DID) is By understanding other symptoms above, mental health problems, such as depression, anxiety, and suicidal thoughts and behaviors.

Methodology

The writer use qualitative and library study to support the writer’s research. From internet research, the writer browsed some journals and articles then figured out some theories from some books related to the research. The writer uses the qualitative method to explore the behavior, perspectives, experiences, and feelings of people and emphasize the understanding of these elements.

1. Data and Data Source

Data is important element to support the writer in doing research; data are factual information, information often in the form experiments or survey, used as a basic for making calculating or drawing conclusion. By this data, the writer can complete this research to prove the evidence about this research. In this research, the writer has data sources. Data in this research are words,

quotation, and dialog from novel which describe about Dissociative Identity Disorder analysis of the main character in novel by John Fowless

2. Data Collecting Technique

In data collecting technique, the writer uses these steps in order to collect the data that dealing with the discussion, The data of this study collected from the novel *The Collectors* by John Fawless. There are three steps in collecting data: (1) Reading the novel; (2) Finding and selecting the function of the main character's role; (3) Note taking and classifying.

3. Data Analyzing Techniques

Data analysis is a process of organizing the data into description, so the writer could find the theme and the issues. The data which the writer got in data collecting technique will be analyzed by following the stage. Here the writer uses several steps in analyzing the data:

a. Selecting Stage

This stage aims the writer to select the data whether or not the data that chosen is relevant and significant or not with the research. Selecting data also relevant with choosing the data whether or not the data is match with the issue that the writer wants to analyze.

b. Interpreting Stage and Classifying Stage

The points of this stage is to interprets the data that been chosen by the writer and construct how is queer character contained in the novel. In this stage, the writer uses the theory and the approach that the writer have choose to analyze the discussion.

c. Concluding Stage

This is the final stage of the analyzing technique. Every data that has been selected, classified and analyzed will be concluded after relate it with the explanation and description toward the issue. The

concluding stage also has function as the answer of the research question that the writer has elaborated earlier. The conclusion will be putted after those steps earlier have been done.

Conclusion

In conclusion, *The Collectors* novel by John Fowless, the writer discussed about Someone who suffers Psychology Disorder we called it Dissociative Identity Disorder in one of character, which is Frederick Clegg, by using DID Theory the writer found the Cause and also the symptoms that makes someone suffers Dissociative Identity Disorder, for the cause they are The capacity for dissociation, Precipitating traumatic experiences that overwhelm the child's non-dissociative coping capacity, Specific psychological structuring of the DID alternate personalities, Perpetuating factors such as lack of soothing and restorative experiences, which necessitate individuals to find their own ways of moderating distress. And for the Symptoms there are Memory loss (amnesia) of certain time periods, events, people and personal information, A sense of being detached from yourself and your emotions, A perception of the people and things around you as distorted and unreal, A blurred sense of identity, significant stress or problems in your relationships, work or other important areas of your life. Inability to cope well with emotional or professional stress can cause mental health problems, such as depression, anxiety, and suicidal thoughts and behaviors.

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SOCIOPATHIC PERSONALITY DISORDER IN HUMBERT HUMBERT'S CHARACTER OF NABOKOV'S *LOLITA*

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Abstract

Every literary work has its own uniqueness in portraying certain society's phenomenon. It can be seen from the creation of a literary work has correlation with the society phenomenon from the elements inside the literary work, like characters and characterization, theme, setting and plot are created. Pickering and Hoepfer (1981) stated that the creation of literature is a uniquely human activity, born of man's timeless desire to understand, express, and finally share experience. Basically, the essence of literary work is where the literary work is used as portrayal media to portrayed or described certain phenomenon in society in which every phenomena has its own story and it become the uniqueness of the literary work. As well as a literary work able to be used to describe certain way of people's thinking and behaviors in particular place and condition which is also add the interesting value of the work itself. In this respect, the writer select one of popular literary works in the world entitled *Lolita*. This research paper aims to investigate a Russian literary work, whether or not Humbert Humbert character of Nabokov's *Lolita* suffer sociopathic personality disorder. By collecting data in form of quotation, statements in the novel and relevant science about the theory of personality disorder particularly sociopathic personality disorder from many sources will reveal the prove that Humbert Humbert is a sociopath in the form of symptoms and characteristic of sociopathic personality disorder. In addition, the paper also analyzes the cause and the impact of sociopathic personality disorder in Humbert Humbert character. The researcher use a sociopathic personality disorder theory by Hare (1997), Loewen (2013), Birnbaum (1910), Yildirim & Dderksen (2013) and psychology of literature approach by Rivaldy (2007) in analyzing the paper. The researcher uses the novel as primary data and relevant journals as the secondary data. Moreover, by using relevant previous studies from many researchers will support the research as well as in gaining precise result of the research itself. The finding of this study are (1) The Symptoms of Sociopathic Personality Disorder; (2) The Characteristics of Sociopath; (3) The Cause of Sociopathic Personality Disorder and (4) The Impact of Sociopathic Personality Disorder toward Humbert Humbert Character in *Lolita*.

Keywords: literary work, phenomenon, society, *Lolita*, personality disorder, symptoms, characteristics, causes, effects

Introduction

Each literary work has its own uniqueness in portraying certain society's phenomenon. It can be seen from the creation of a literary work has correlation with the society phenomenon through the elements inside the literary work, like characters and characterization, theme, setting and plot are created. Pickering and Hoepfer (1981) stated that the creation of literature is a uniquely human activity, born of man's timeless desire to understand, express, and finally share experience. Basically, the essence of literary work is where the literary work is

used as portrayal media to portray or describe certain phenomenon in society in which every phenomenon has its own story and it become the uniqueness of the literary work. As well as a literary work able to be used to describe certain way of people's thinking and behaviors in particular place and condition which is also add the interesting value of the work itself. In this respect, the writer select one of popular literary works in the world entitled *Lolita*.

The most well known novel of Vladimir Nabokov, "*Lolita*" is known as a unique form of literary work which gives the

portrayal of certain social issue related to society's behavior. This piece of work created by a well known Russian author, Vladimir Nabokov describes a life story of Humbert Humbert as a special man who has a different point of view of love. The essence of love from the perspective of Humbert is an endless obsession instead of pure and sincere affection toward someone in life. He thinks that love is something that he should have by all means, from possessing the person until do any kind of actions to keep the love only for himself. It means by doing any kind of actions is included by doing immoral actions such as lying, raping, and killing someone.

In this story, Humbert is deeply in love with 13th year old girl named Lolita Haze, the daughter of Dolores Haze. As a widower, Dolores Haze is easily charmed by the charisma of Humbert Humbert as the European scholar who is very smart in covering his actual personality with his beautiful words of poems. It makes people will give a good first impression to Humbert because of his innocent and charming words that he used frequently. Surely, it is very simple for Humbert to fulfill his lust of love with Lolita by marrying the mother. So, he can stay close with his "nymphet" or fairy of love which is a nickname for his love, Lolita Haze. Indirectly, it shows Humbert willingness to lie in order to fulfill his new obsession of love after Annabel Leigh as his childhood first love ended tragically because of a sudden death of Annabel Leigh. Since then, Humbert keeps lying in order to stay close with Lolita as his new love and it shows Humbert is obviously has a tendency in lying frequently.

Unconsciously, it derives him in looking for an identical replacement of his first love without seeing the condition of the person whether the girl is in the same age with him or not. Consequently, he becomes a person who falls in love with an under-age girl who is in the term of psychology. It can be called as "pedophilia". This argument in line with the statement of Md. Shafiqul Islam

(2015) explained that pedophilia simply refers to the sexual interest adults towards prepubescent children. Moreover, the story describe Humbert's efforts in being close with his love is not only lying but also have thought of killing anyone who is potentially will be close with his love. It makes him a person that does not have conscience and clear mind because in the end of the story Humbert is finally realizing his thought of killing someone by murdering Clare Quilty as someone who has a special relationship with Lolita. Actually, Quilty has the same characteristic of Humbert that fall in love with under-age girl and use the girl as only a sexual object.

Therefore, the reason of the writer choose Nabokov's works because he portrays the main character of his novel as a character who has uncommon personality and the behaviors are morally unaccepted among the society, such as, liar, pedophilia, and murderer which is in some cases it happened in society environment. There are many complexities toward the personality and the behaviors where Nabokov covers those complexities in elegant ways with sense of arts and literature which indirectly it becomes the other attractive aspects of Nabokov's novel of Lolita. However, the interesting part is actually where Humbert as the main character shows to be more than just a person who has a sexual deviation and an amateur liar. In this case, he also shows a tendency of a person that can transform into a sociopath. These actions done by the main character is included as a character that has personality disorder. The International Classification of Diseases, (1993, p.76). defines personality disorders comprise of deeply ingrained and enduring behavioral patterns, manifesting themselves as inflexible responses to a broad range of personal and social situation which they represent extreme or significant deviation from the manner. Based on the International Classification of Disease (ICD-10) explanation about personality disorder, the

brief description of the main character behaviors are already shows the indication.

Furthermore, the main focus of this research paper is in indicating the existence of other personality disorder which is sociopathic personality disorder toward Humbert Humbert character beside pedophilia and tendency in lying frequently. Therefore, this research uses sociopathic personality disorder theory in order to find out whether Humbert Humbert character has a tendency to become a sociopath. Surely, it needs deep understanding of the theory of sociopathic personality disorder as well before we can indicates someone that probably has a sociopathic personality disorder and becomes a sociopath.

Based on the background of study, the writer arranges the core matter into; how sociopathic personality disorder is seen through Humbert Humbert's character in Nabokov's *Lolita*?

Based on the statement of core matter that has been arranged, the aim of this research is: To get scientific result about the pattern and symptoms of sociopathic personality disorder in *Lolita* novel by Russian author, Vladimir Nabokov through the portrayal of main character behaviors and characteristic

Findings and Discussion

Surely, it needs deep understanding of the theory of sociopathic personality disorder before we can indicates a person who is probably has sociopathic personality disorder and becomes a sociopath. As well as in indicating whether Humbert Humbert's character of *Lolita* has sociopathic personality disorder. Therefore, by knowing the theory of sociopathic personality disorder will ease us in indicating Humbert Humbert character's personality disorder. According to Kelly McAleer, Psy.D, "Sociopath is less organized in his or her demeanor; he or she might be nervous, easily agitated, and quick to display anger. A sociopath is more likely to spontaneously act out in inappropriate ways without thinking through the

consequences." Based on the statement, Humbert Humbert character shows these behaviors, where Humbert clearly does not think of the consequences of loving under-age girl and have atthought of possessing the girl for himself.

She was Lo, plain Lo, in the morning, standing four feet ten in one sock. She was Lola in slacks. She was Dolly at school. She was Dolores on the dotted line. But in my arms she was always Lolita. (Chapter 1, Page 1)

Based on the quotation above, Humbert actually realized that *Lolita* is much younger than him. Certainly, to be in love with someone who is much younger than you, there will be some consequences like social punishment and state law. Since, this action included as violating the law. This is only one of the symptoms of a person who has sociopathic personality disorder when the person does not care whether his or her actions are violating social norm and law.

However, it is not a simple thing in indicating someone has a sociopathic personality disorder by only knowing the definition or indicates one behavior as well as in indicating Humbert Humbert as the main characters of *Lolita*. In order to know Humbert Humbert character is actually has a sociopathic personality disorder, it needs comprehensive study, because the definition only describes some general indications. So, we cannot simply judge Humbert as a sociopath or having the indications. It needs deeper and comprehensive understanding about sociopathic personality disorder theory not only the definition but also by knowing the symptoms, the characteristics, the causes and the effects. By understanding these elements which related to sociopathic personality disorder, it will reveal whether Humbert Humbert characters has sociopathic personality disorder or not. By understanding the symptoms as the first attempt included in indicating someone whether the person has a sociopathic personality disorder or not, it will give a valid clarification toward the argument of the research.

1. Symptoms of Sociopathic Personality Disorder

The theory of sociopathy develop in 1995 by Robert Hare which shows that both psychopathy and sociopathy are under the heading of Antisocial Personality Disorders (ASPD). According to Hare (1995), in order to indicate people is a sociopath or has a sociopathic personality disorder, the people shows at least three or more of a sociopathic personality disorder symptoms which mentioned in the following paragraph.

- a. Failure to conform to social norms.
- b. Deceitfulness, as indicated by repeated lying, use of aliases.
- c. Excuses or subject changing when caught in a lie.
- d. Feeling no shame when caught in an embarrassing situation.
- e. Display impulsive behavior which is indicated by an inability to plan the future.
- f. Irritability and aggressiveness, as indicated by repeated physical fights or assaults.

Based on those symptoms Humbert Humbert characters shows at least 5 symptoms which convinced the analysis that Humbert has a sociopathic personality disorder. First is inability to abide by the social norms and thus violates law. Humbert's obsession of his love Lolita is indirectly prove the statement that Humbert cannot live among the society because he cannot embrace social norms when he indirectly decided to start having a relationship with under-age girl Lolita which is strongly forbidden in social norms and also violates law.

“And she was mine, she was mine, the key was in my fist, my fist was in my pocket, she was mine.” (Chapter 22, Page 12)

Based on the statement, the word “she” refers to Lolita and Humbert declare statement which shows he was very determine to have Lolita for himself. However, as we know Lolita is underage girl

who is Humbert's step daughter. Clearly, his intention in having relationship with her is forbidden in social norm and law. Since, it morally unaccepted and considered as child sexual abuse. So, for the first, Humbert already show the first symptom of sociopathic personality disorder.

Second is deceitfulness, as indicated by repeated lying, use of aliases, or conning others for personal profit or pleasure. Clearly, the story tells of how Humbert is frequently lying and turns out to be an amateur liar which will cause many consequences. Surely, this kind of action can disharm other people and put someone into arrest.

“Don't cry, I'm sorry to have deceived you so much, but that's how life is.” (Chapter 20, Page 37)

Based on the statement, Humbert keep lying to his wife Dolores who is also as Lolita's mother about his disgrace intention of marrying her daughter. This secret finally revealed when his wife read his personal journal which contains every details of his feeling toward Lolita and his manipulative actions that he did in their entire marriage life included state the reason why he married her. The words “deceived you so much” show that Humbert has many lies to his wife. It shows Humbert use his wife only as his tool to fulfill his personal pleasure or profit.

Third is irritability and aggressiveness. “*She had very vulnerable legs, and I decided I would limit myself to hurting her very horribly as soon as we were alone.*” (Chapter 8, Page 29) Based on this quotation, the word “she” is refers to Valeria who was Humbert's first wife. He was angry to Valeria because she was cheating on him and he really wants to hurt her in order to fulfill his anger and revenge. This quotation shows the aggressiveness of Humbert characters as well. This is the behavior that already can be seen before he meet Lolita and marry her mother, because basically Humbert start to have this aggressiveness

since his dramatic lost of his childhood first love “Annabel Leigh”.

Four is feeling no shame when caught in an embarrassing situation. In this case, Humbert shows that even though his secret of loving underage girl and killing someone which both of them included as disgrace actions or shameful things, he still admits it and does not feel ashamed because of it.

“I love you. I was a pentapod monster, but I loved you. I was despicable and brutal, and turpid, and everything, mais je t’aimais, je t’aimais!” (Chapter 30, page 16)

This is a quotation when Lolita knows about Humbert’s crime of killing Quilty. Humbert does not feel shame or guilty but he feels very afraid of losing Lolita because of his shameful or disgrace action. It shows that he only cares about his obsession.

Finally, excuses or subject changing when caught in a lie. It is proven by having Humbert keep denying on his new obsession of Lolita to his wife, Dolores Haze who is a mother of Lolita. Even Dolores already read his personal journal which tells in detail about his obsession of possessing her daughter. Basically, there are many symptoms that can help us in indicating someone has a sociopathic personality disorder. However, since Humbert already shows five symptoms, it makes Humbert’s tendency of having sociopathic personality disorder is increased or there are high possibilities of Humbert have a sociopathic personality disorder.

2. Characteristics of Sociopathic Personality Disorder

In order to ensure whether Humbert Humbert character has a sociopathic personality disorder, we are not only indicate the symptoms but also indicates the characteristics of sociopathic personality disorder over Humbert Humbert character. According to Stanley (2013) stated that, “Someone who is described as a sociopath

will have several traits that set them apart from those with no personality disorders.” These are characteristics of sociopathic personality disorder:

- a. Lack of empathy; Inability to feel sympathy for others or to understand the emotional consequences of their actions.
- b. Cold, calculating nature; The ability and willingness to use others around them to personal gain.
- c. Charming; While the sociopath is unable to fully understand the emotions of others, they are capable but rather highly adept at mimicking them and might appear to be charming and normal at first.
- d. Manipulative; Sociopaths use their superficial charm and high IQ to manipulate others to get their ends.
- e. Sexually Deviant
- f. Paranoid; They feel a lack of trust and paranoia.

Based on the characteristics above, there are 5 characteristics which reflected in Humbert Humbert’s characters.

First is cold characteristic. “*Quine the Swine. Guilty of killing Quilty. Oh, my Lolita, I have only words to play with!*” (Chapter 28, page 270) Based on this statement, Humbert Humbert characters obsession of loving underage girl who is Lolita motivate him to do any kind of actions without considering the risks even it can cause problem to other people included harm people or even commit a murder. Indirectly, it makes him a cold person which is willingly to anything in order to gain whatever he wants in his life.

Second is charming. In this respect, Humbert characters is described as a charming person who has a good educational background and has literature skills like write a story and poems. He is also known as someone who is smart in using attractive and persuasive words. For example, the following quotation: “Running in the wind, in the pollen and dust, a flower in flight.” (Chapter 13, Page 3) This is a quotation of Humbert makes poem about Lolita. From the

way he wrote the poem with beautiful imagery language which shows his ability in literature skills and his own way in covering his true side of him by his charm.

Third is manipulative which is described in most of Humbert efforts to be closed with Lolita. For example, in the following quotation:

“We sat on cushions heaped on the floor, and L. Was between the women and me. In my turn, I launched upon a hilarious account of my arctic adventures. The muse of invention handed me a rifle and I shot a white bear who sat down and said: Ah! All the while I was acutely aware of L.’s nearness and as I spoke I gestured in the merciful dark and took advantage of those invisible gestures of mine to touch her hand, her shoulder....” (Chapter 11, Page 45)

Based on the quotation above shows that, Humbert use his manipulative movement in order to get a chance to be closed and touched with Lolita by using tell a joke as his cover protection of his manipulative action.

Fourth is paranoid characteristic which described in the novel about Humbert characters is paranoid, or can be called as when a person feels lack of trust toward anything. “*I had possessed her – and she never knew it.*” (Chapter 28, page 19) it shows that he only concern of possessing Lolita for himself because of his paranoia of losing Lolita.

The last but not least is sexually deviant. One of the characteristics of a sociopathic personality disorder is sexually deviant. In this respect, Humbert characters of Lolita describe him as a person who has sexual deviant because of his traumatic experience of losing his first childhood love. Indirectly, he tries to find the replacement for his first love without considering other aspects like age, because the important thing is that he wants to find a girl who is similar with his first love. The quotation below convinces the stated argument.

“It was love at first sight, at last sight, at ever and ever sight.” (Chapter 29, page 2)

Based on the quotation “she” refers to Lolita and it shows that he completely has sexual deviant when he start fell in love with Lolita and it can be seen that he is determine to keep Lolita for himself, since he said “*at last sight, at ever and ever sight*” which can be called as a firm statement of determination.

3. Causes of Sociopathic Personality Disorder

By knowing the symptoms and characteristics of sociopathic personality disorder will lead us to the next analysis which is the causes of this personality disorder which is in this case is toward Humbert Humbert characters. According to stated that, “a person who has a sociopathic disorder caused by having other mental health disorders like depression or anxiety. Moreover, based on Harvard Health Publications, the cause of a person has a personality disorder included sociopathic personality disorder because of influence from the environment included childhood traumatic experience. In this respect, Humbert Humbert character has a tendency of a sociopathic personality disorder mostly because of these two factors. There are childhood traumatic experience and depression and anxiety.

As we know from Lolita novel tells that Humbert has his first crush with his childhood friend named Annabel Leigh who is suddenly passed away because of typhus sickness. It was a shocking moment for Humbert and it gives a serious injury to his heart. Indirectly, it becomes his darkest and traumatic experience for him. It makes him become anti social person and hard to open his heart to other women. Moreover, when he get cheated by his first wife named Valeria which is only makes his heart more injured and feel traumatize with love. Therefore, when he met Lolita his life is

change, because he sees the portrayal of his first love in Lolita.

“In the course of the sun-shot moment that my glance slithered over the kneeling child while I passed by her in my adult disguise (a great big hand-some hunk of movieland manhood), the vacuum of my soul managed to suck in every detail of her bright beauty, and these I checked against the features of **my dead bride**. A little later, of course, she, this nouvelle, this Lolita, my Lolita, was to eclipse completely **her prototype**.” (Chapter 10, Page 39-40)

Based on this quotation, the word “my dead bride” and “her prototype” shows that he finally found the replacement of his first love. Since then, he is very determine to be close with Lolita and even want to possess Lolita for himself or can be called as his obsession. His obsession toward Lolita make him becomes a person who cannot think rational and logic toward responding something. Obviously, Humbert’s traumatic experience of losing his first love and tragic divorce, actually gives him depression and anxiety feeling. So, when he met Lolita who a person that shows the portrayal of his first love, he considered Lolita not only as the replacement of his first love but also his self – healing. Therefore, every actions and behaviors that he did are considered as his attempts to protect his love without considering the risks from his action, because of his anxiety of losing his love. Clearly, these two causes makes Humbert Humbert characters shows these symptoms and characteristics of sociopathic personality disorder.

4. The Effects of Sociopathic Personality Disorder

The effect of sociopathic personality disorder creates a person who is brutal, aggressive, violent against people and cold hearted. *“I would fight of course. Oh, I would fight. Better destroy everything than surrender her”* (Chapter 32, Page 25) Based on this quotation, it shows that Humbert

turns into an aggressive person who has thought of hurting people or even killing people. Moreover, it makes him become a cold hearted person and brutal murderer. The following quotation can confirm this statement.

“.... before I drove to wherever the beast’s lair was – and then pulled the pistol’s foreskin back, and then enjoyed the orgasm of the crushed trigger.” (Chapter 33, Page 10)

Based on the quotation, it shows Humbert enjoy the moment of murdering someone and his satisfied feeling because of it. In brief, the impact of a person who has sociopathic personality disorder will lead that person to commit several actions that morally unacceptable and restricted by law. In this respect, Humbert Humbert characters shows the effect of the symptoms, characteristics, and the cause of sociopathic personality disorder over Lolita novel through his character, actions and behaviors.

Conclusion

Based on the analysis, Humbert Humbert character shows five symptoms and characteristics of sociopathic personality disorder which the causes are because of traumatic experience and depression or anxiety. Since his traumatic lost of his childhood first love and dramatic divorce with Valeria, it gives a big trauma and depression to his life which becomes the main causes of his actions when he met Lolita. The symptoms and the characteristics can be seen from actions and behaviors of Humbert Humbert characters of Lolita. Especially, his attempt to keep Lolita for himself who becomes the replacement of his childhood first love named Annable Leigh. Any kind of actions he did always in the name of his love Lolita included when he manipulate Lolita’s mother by marrying her as a way to be close with Lolita and he also killed Quilty because of his affair with Lolita. He never regrets for every action he did and think that it is only sacrifices to protect Lolita. Therefore, his actions and

behaviors do not only portray the symptoms and characteristics of sociopathic personality disorder but also confirm that Humbert Humbert characters has sociopathic personality disorder and the trigger of this phenomenon is Lolita as his new love and obsession.

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NARRATIVE STRUCTURE OF THE MINDS OF BILLY MILLIGAN NOVEL AND SPLIT FILM A Comparative Study

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Abstract

This paper discusses about the narrative structure adaptation of *Split* Movie (2017) from *The Minds of Billy Milligan* novel by Daniel Keyes. Mainly, this research is to reveal how the *Split* movie by M. Night Shyamalan adapts the narrative structure of *The Minds of Billy Milligan* novel by Daniel Keyes. In order to achieve the research objective, the writer used a qualitative method since the writer would like to describe the detail of the adaptation. In this research the theory that used is the narrative structure theory by Tzvetan Todorov in the concepts of equilibrium, disruption, recognition, restored order, equilibrium and using a structuralism approach in characters and the setting. The data sources of this analysis are from both *The Minds of Billy Milligan* novel by Daniel Keyes and *Split* movie by M. Night Shyamalan. After getting the data, the writer classified the data based on the Todorov's theory. Subsequently, the analysis describes the comparison of both works structurally. Eventually, this study shows the narrative structure of *The Minds of Billy Milligan* novel which are adapted in *Split* movie.

Keywords: narrative structure, structuralism approach, *The Minds of Billy Milligan*, *Split*

Introduction

1. Background

The work of a book like novel or short story is often times transformed into a film. The story that is written adapted into a film and makes some differentiation within that movie. This action that is commonly done by film industry called as film adaptation. The meaning of word adaptation is defined as “the transformation of printed works to another medium” (Kranz and Mellerski, 2008, p. 1). This definition says that the adaptation is the work that is exist and written could be transformed to another work that can be shown in another form of medium such as film or play.

In this current time, there are a lot of works that is written in a form of novel or short story that has been transformed into a movie. The works that has been adapted into another medium could bring the new sensation of the story because there are some things that has been added or omitted by the directors while transform the works into a film. Desmond and Hawkes states that “Film

companies know that literary text are good candidates for filmmaking because their stories have already proven to be enjoyable to many people” (Desmond and Hawkes, 2006, p. 16). This means that work that has been published before and spread into society will leave a mark in the society and will attract society anyway because they already know the work before.

Furthermore, in film adaptation the transformation could be diverse because there are several modifications that are given as added value of the work that can make the film adaptation be more fascinating than before. According to Stam (2005) “a filmic adaptation gets caught up in the ongoing whirl of intertextual references and transformations, of text generating other texts in an endless process of recycling, transformation, and transmutation, which no clear point of origin”. This says that somehow the content of film adaptation could be exactly the same with the source work or in the other hand the film adaptation could be far from the source work.

The works of a novel and the film adaptation have a lot in common, the stand correlated to each other. The literary work which relies on the text is become the strong key factors of that work and allows its reader to have more imagination based on each reader. While in a film, the sounds effect, moving pictures and other elements are becoming the power of that work but it limits the imagination of the viewer toward its work. According to Monaco (2000, p. 44) “film and novel stand closed in that they share the same narrative capacities and tell stories from narrator’s perspective”. This quotation shows that novel and film have the same things that are shared to its reader or viewers they share a narrative which has a structure like setting, character, plot, themes and others.

In the year of 2016, there was a movie released with the title *Split* directed by M. Night Syamalan. This movie tells about a person who possesses the psychological illness called Dissociative Identity Disorder, a person having 24 personalities in one body. While IN 2017, a year after the movie released, there was a statement from The Straitimes that says *Split* film is based on the previous work *The Minds of Billy Milligan* by Daniel Keyes a book published in 1977. It describes about the person who possess a psychological illness, Dissociative Identity Disorder.

Therefore, the writer would like to conduct the comparative analysis to reveal that statement. According to Azarian (2011), “conventionally comparative analysis emphasized on the “explanation of differences, and the explanation of similarities” (p.2). It means that in comparative study, the thing that will be analyzed is about the sameness and differences between works that are compared.

Furthermore, according to Tzvetan Todorov (1960) “there are 5 stages that a character should gone through in a story; those are Equilibrium, Disruption, Recognition Repair the Damage and

Equilibrium Again.” Based on this quotation, every single story that is created must have these 5 stages to be presented on the works. However, this theory is not fully true, in some stories that has been created by authors are not fulfilling the theory of narrative structure that is presented by Todorov. There are several stages that do not exist in one story while the other story has gone all the stages of narrative structure.

Therefore, based on that assumption, the writer would like to analyze the narrative structure between two works and see the stages of narrative structure that are presented in those works. The writer chooses the *Split* (2016) film and *The Minds of Billy Milligan* novel by Daniel Keyes as the objects of analysis. The reason why the writer chooses these works as the object is because both work are describing the same issue about psychological illness that is possess by a character. Moreover, this analysis also aims to argue the perspective that exist in society that says the film adaptation will always the same with the previous work that has been published. That is why, in this analysis the writer would like to see the stages of narrative structure that are presented in both works and will be focusing on Equilibrium, Disruption, Recognition Repair the Damage and Equilibrium Again by looking the intrinsic elements of both works.

2. Narrative Structure Theory

Narrative structure theory by Tzvetan Todorov (1960) is about how the narration in a story is created. In this theory, Todorov mentioned that there are 5 stages that a character will go through; those are Equilibrium, Disruption, Recognition Repair the Damage and Equilibrium Again. There are a lot of works that has been implementing this narrative structure in the story. The stages of narrative structure are:

- a. Equilibrium, this is a stage where the character is having a normal live and doing the daily activities that a character has.

- b. Disruption, this is a stage where the character started to get disturbance in life.
- c. Recognition, this is a stage where the character has realized the problem of disturbance that affects the character's life.
- d. Repair the Damage, this is a stage where the character tries to fix and manage the entire problem that is happening in the story.
- e. Equilibrium Again, this is a stage where the character has fixed and managed all the problems that happen in the story and in this stage, the character is having the normal life as in the first story or adjusting the new situation in the story.

kidnapped case that happened with the victim two college girls, the police directly do the investigation on that case to find out the doer	characters still mingle out with some other characters and having chitchat on the party until the party was over. After that the main character was waiting to be picked up to go home.
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Methodology

In this research the writer use library research and collect the data from internet source. To support the method of research, the writer also considers the use of descriptive qualitative method. According to Sandelowski (2000, p. 39) qualitative method is straight description of phenomena are desired. Especially, it is useful for researcher wanting to know the *why, how and what*. From the quotation above, descriptive study has meaning that the writer will explain the result of analysis in the form of words and sentences.

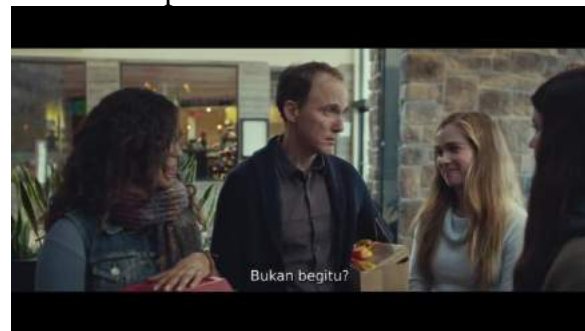
The description on the novel can be seen from the quotation below:

“For the second time in eight days, a young woman had been kidnapped from the campus, at gunpoint, between seven and eight o'clock in the morning. The first was a twenty-five year old optometry student, the second a twenty-four year old nurse. Each had been driven into the countryside, raped, made to cash checks and then robbed.” (Keyes, 1977, p. 3)

Findings and Discussion

Equilibrium is one of the stages in the theory of narrative structure by Todorov. In this stage, it is explained about the condition that happens with a character. The condition where the main character having a normal life and still able to do the daily activities that the character usually does.

The picture of the scene on the film:



1. Disruption

In this stage it explains about the condition where the main character started to get problem in life.

Novel	Film
In the beginning of the story in the novel, the narration directly describing the issue that happen in the story. There was a report of	The phase of equilibrium on this film can be seen where a character attending a party. The situation described that the

Novel	Film
The phase of disruption in the novel is described when there is a group of police come to the main character's house and search the	In the film, the phase of disruption described where the main characters and her friends kidnapped and brought to a place

evidence of the rape case that happen before and the main character still do not know what is happening because he has no memory of it and let the police do the jobs.	by a man and they are locked up in basement.
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The description on the novel can be seen from the quotation below:

“Has anyone read him his rights?” No one answered, so Boxerbaum pulled out his rights card and read it aloud. He wanted to be sure, “You’re accused for kidnapping those girls from the campus, Bill. Do you want to talk about it” Milligan looked up, shocked. “What’s goin on? Did I hurt anybody? I hope I didn’t hurt anybody.” (Keyes, 1977, p: 11)

The pictures of the scenes on the film:



2. Recognition

This stage explains about the main character who has realized about the problem that occurs and ruins his or her live.

Novel	Film
In the stage of recognition on the novel, it is described where the personalities in the main character found out about the reason why they are got in trouble with the police, they (represent Billy) blamed on the rape cases that happened and put in jail because of that act.	The stage of equilibrium on the film described where the characters who are kidnapped realize that the kidnapper will do something really bad to them. They start to think that they will be killed or something worse than murder will happen to them.

The description on the novel can be seen from the quotation below:

“I guess, since you have been blamed for those crimes you didn’t commit, you have a right to know.”
 “vat she have to do about it? Did she take the money?”
 “No, Ragen. She’s the one who raped your victims.”
 “*She* raped girls? Arthur, how does a *she* rape a girl?”
 “Ragen, have you ever heard of a lesbian?” (Keyes, 1977, p. 76).

The pictures of the scenes on the film:



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A STUDY OF SOCIAL STRATIFICATION IN FRANCE IN 19TH CENTURY AS PORTRAYED IN *THE NECKLACE 'LA PARURE'* SHORT STORY BY GUY DE MAUPASSANT

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Abstract

This study aims to reveal the social stratification in French in 19th century through the main character of *The Necklace 'La Parure'* short story by Guy de Maupassant. This research applies sociological approach by Karl Marx and Max Weber. Sociology is a science which attempts the interpretive understanding of social action in order thereby to arrive at a casual explanation of its course and effects. In accordance, the writer uses qualitative method to conduct the research aimed to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts people individually or in groups. Specifically, this study focuses to analyze social life of the main character in the short story by Guy de Maupassant consisting the act and desire in having a bourgeois life, and the social stratification which repress the main character at that time. Moreover, the research uses the library research to collect the data of social stratification.

Keywords: study of social stratification, main character, *Guy de Maupassant* short story

Introduction

The story revolves around the spectacular diamond necklace that Mathilde borrows from Mme. Forester for a ball. That set of jewels gives Mathilde the best night of her life. It also ruins it a few hours later, when she loses the necklace and spends the next ten years paying to replace it. And it's also thanks to the necklace that we get the final, gut-wrenching twist at the end.

Interestingly, the original French title, "La Parure," doesn't exactly mean "The Necklace," although that's how it's always been translated. It actually means something more like "the finery," or "the set of jewels."

A young woman, Mathilde, is born to a low class family. With no money for a dowry, she is married to Monsieur Loisel, a clerk from the Board of Education. Mathilde always felt like she should have been born to the upper class and is unhappy in her married life, hating their home, their food, and her lack of fine clothing and jewelry. One evening, her husband presents her excitedly with an invitation to attend an event at the Minister of Public Instruction's home. To the surprise of M. Loisel, Mathilde—now Mme.

Loisel—throws the invitation down in dismay, weeping and complaining that she has nothing to wear to such an event. Her husband offers to give her the money for something suitable, and she calculates the maximum amount she could request without him refusing her immediately. When she requests this amount, her husband pales, thinking of the hunting gun for which he has been saving that exact amount; nonetheless, he agrees.

The day of the ball approaches and Mme. Loisel's dress is made ready, but she is still dismayed. When asked why, she replies that she is embarrassed to attend the ball without any jewels. Her husband, after being chastised for suggesting she wear flowers in her hair instead, suggests that she ask to borrow some jewels from her rich friend, Mme. Forestier. Mme Loisel agrees and goes to see her friend the next day, greedily choosing one of Mme. Forestier's finest necklaces.

At the ball, Madame Loisel is a hit - elegant, joyful, and desired for waltzes. She and M. Loisel return home at nearly 4 o'clock in the morning. Once they are home,

Mme. Loisel realizes that she lost the necklace. She and her husband discuss the situation frantically; Mme. Loisel that she felt it on her after leaving the ball, so it must be in the road somewhere. Her husband goes back out to look on the ground the entire way they just walked, though he must be at work in only a few hours. He returns empty-handed hours later.

The couple places a notice with the police department and, at the suggestion of her husband, Madame Loisel writes a note to her friend saying the clasp of the necklace has broken and they are having it repaired. After a week with no news, M. Loisel proclaims that they must replace it, and the couple finds a replacement for 36,000 francs. M. Loisel had 18,000 francs from his father's will and borrows the remaining sum, making "ruinous promises" (p.36) in the process. After all this, Madame Loisel puts the new necklace in the case belonging to the original necklace; she returns it without arousing suspicion.

To pay off the debt, both Monsieur and Madame Loisel must work tirelessly. They rent rooms and Madame Loisel learns to cook, clean for many, be "clothed like a woman of the people" (p. 36) and haggle at the market. Her husband works evenings and takes on side jobs bookkeeping and copying. After ten years, they are finally able to pay off all of their debts. Sitting at home, a hardened, old woman, Madame Loisel thinks back on how her life might have been, had she not lost the necklace.

One day, while taking a walk, Mme. Loisel runs into Mme. Forestier. She approaches her old friend, and Mme. Forestier almost doesn't recognize her. In a sudden burst of emotion, Madame Loisel reveals her entire story of losing the necklace, replacing it, and working off the cost of the replacement ever since. In response, Madame Forestier replies that the original necklace did not contain actual diamonds but rather fake diamonds, meaning the original necklace cost no more than 500 francs.

About the author

Maupassant, like his mentor, Flaubert, believed that fiction should convey reality with as much accuracy as possible. He strived for objectivity rather than psychological exploration or romantic descriptions, preferring to structure his stories and novels around clearly defined plot lines and specific, observable details. However, he argued that calling fiction "realistic" was not correct every work of fiction, he believed, was an illusion, a world created by a writer to convey a particular effect to readers. He was faithful above all to the facts and believed that close, focused observation could reveal new depths and perspectives to even the most common, unremarkable aspects of life. "The Necklace" clearly demonstrates Maupassant's fixation with facts and observations. Rather than explore Mathilda's yearning for wealth or unhappiness with her life, Maupassant simply tells us about her unhappiness and all the things she desires. At the end of the story, he provides no moral commentary or explanation about Mathilde's reaction to Madame Forestier's shocking revelation; he simply reports events as they happen. There is no pretense, idealizing, or artifice to Maupassant's prose or treatment of his characters.

According to Weber, status groups normally are communities. Status is defined as the likelihood that life chances are determined by social honor, or, prestige. Status groups are linked by a common style of life, and the attendant social restrictions.

Mathilde Loisel wants to be a glamour girl. She's obsessed with glamour – with fancy, beautiful, expensive things, and the life that accompanies them. Unfortunately for her, she wasn't born into a family with the money to make her dream possible. Instead, she gets married to a "little clerk" husband and lives with him in an apartment so shabby it brings tears to her eyes.

Act 1

We meet Mathilde, and learn about her dream of being wealthy and glamorous. M. Loisel delivers the invitation to the ball to Mathilde, who throws a minor fit and gets him to buy her a dress. She borrows the diamond necklace from Mme. Forestier.

"It annoys me not to have a single piece of jewelry, not a single ornament, nothing to put on. I shall look poverty-stricken. I would almost rather not go at all."

This quote shows us how Mathilda want to dressed like the wealthy women in the ball. Even though she was has the pretty gown, but it still incomplete because she has no jewelry to put on her body.

Now why does Mathilde want all of these expensive, material possessions? It doesn't sound like she just wants it because she's money-obsessed. No, for Mathilde, the rich life is attractive because it's glamorous, beautiful, exciting, fine, and unlike the dingy apartment in which she lives. The glamorous life has a certain kind of magical allure to it. A lot of the objects Mathilde wants are magical, like the "tapestries peopling the walls with ancient figures and with strange birds in a fairy-like forest". For Mathilde, being wealthy amounts to living in a fairy tale. Being middle class amounts to boredom. She wants the fairy tale.

Findings and Discussion

1. The high standard or life which brought the self-destruction of woman in French

The high standard of woman in French makes some of the woman in French under pressure and demanding the high social class things to be worn, because in French, the people like the finer things in life. So, every woman there wants to wear the good quality accessories and elegant dress wherever they are especially when they meet another people, mostly the wealthier society. In this novel, the author shows us how the woman in France always demanding the wealthier life even though they had been marriage, especially in a dance party where

all the wealthy society come and gather. Here, Mathilde believes that objects have the power to change her life, but when she finally gets two of the objects she desires most, the dress and necklace, her happiness is fleeting at best. At the beginning of "The Necklace," we get a laundry list of all the objects she does not have but that she feels she deserves. The beautiful objects in other women's homes and absence of such objects in her own home make her feel like an outsider, fated to envy other women.

According to Carl Max, social stratification in a capitalist society always involves class conflict. This novel shows us the conflict in the social status between Mathilda and her friend because of a necklace.

The other thing Mathilda wants is Men; rich, attractive, charming, powerful men. That passage we quote above finishes with: "the most intimate friends, men well known and sought after, whose attentions all women envied and desired". Just a little afterwards, we're told:

She would so much have liked to please, to be envied, to be seductive and sought after.

In this quote, what's interesting about Mathilda's man-craze is that she seems to be more interested in seducing men than in the men themselves. That's because what Mathilda really wants is to be wanted. More than being just desired, Mathilda wants to be glamorous, gorgeous, charming, graceful, and thoroughly decked out in diamonds.

It shows to us how a good dress is not enough to show that you are a wealthy family/people. In French, the standard of wealthy is when you are wearing a good dress and jewelry. Look at how Mathilda still not satisfied when her husband has gave her money to buy the beautiful dress. She still unsatisfied because she does not has jewelry. Even though her husband give her suggestion to wear flower, Mathilda know that the rich people would not wear flower but jewelry. The perceived power of object also happens for man, where the rich people

will wear the dark-colored suit which is understated and stylish.

“She’s rich, you understand?!”
 “I fell dirty! Humiliated!”
 “She has Jewelry!”

Those quote show us how the life of her friend oppressed her and make her jealous. She wants to own all of things that her friend has now. She wants a better life, with better economic conditions and she wants her jewelry.

Those quote show that the woman in French feel oppressed when they saw their friend who has better social status, better life and better economic condition. Mathilda feel that she deserve to got what her friend has. She wants to have good quality jewelry, elegant dress and etc. In this scene, Mathilda asks crying and tell her husband that her old friend was rich, it is different with her condition and she fell dirty, even humiliated. She differentiates her life with Jeanne’s life.

Mathilda : I will never go to Jeanne forestier’s again! Never again! (cry)
 Monsieur Louisel: aren’t you friends?
 Mathilda : She is rich, you understand. She is rich! I feel dirty! Humiliated!
 Monsieur Louisel: We are not unhappy
 Mathilda : Oh you! As long as you have your stew
 Monsieur Louisel: everyone does not eat stew
 Mathilda : Jeanne has a cook and two chambermaids. She drinks port wine! She has jewelry! And I have to put up with the stupidest maid!
 Monsieur Louisel: it will get better.

In this quote we can see that the differences between the high class social status and lower class social status do not tolerance anything. Even though Jeanne is Mathilda’s friend, Mathilda still jealous even shy to realize that her life is not as well as Jeanne’s life.

"I'm utterly miserable at not having any jewels, not a single stone, to wear," she

replied. "I shall look absolutely no one. I would almost rather not go to the party. "Wear flowers," he said. "They're very smart at this time of the year. For ten francs you could get two or three gorgeous roses."

"No . . . there's nothing so humiliating as looking poor in the middle of a lot of rich women."

In this quote, you can see that to get noticed by the society in her surrounding, she has to show that she has the same thing with them. By the look how the way she dressed and how the way she act. What she worn show her truly self. The appearance is everything in French. From the top to down, all people will respect you if you dressed like wealthy family, but if you are not, they will underestimate you.

This quote shows us no matter how hard her husband try to convince her that it’s okay to wear a flower (roses), but she know that the rich woman will not wear any flower to replace the jewelry, they will show their richness with wearing their expensive diamonds and etc. probably, they will wear their best jewelry to the ball.

In this short story, Mathilda loses the diamond necklace after the ball.

She took off the garments in which she had wrapped her shoulders, so as to see herself in all her glory before the mirror. But suddenly she uttered a cry. The necklace was no longer round her neck!

"What's the matter with you?" asked her husband, already half undressed. She turned towards him in the utmost distress.

"I . . . I . . . I've no longer got Madame Forestier's necklace. . . ."

He started with astonishment.

"What! . . . Impossible!"

They searched in the folds of her dress, in the folds of the coat, in the pockets, everywhere. They could not find it.

"Are you sure that you still had it on when you came away from the ball?" he asked.

"Yes, I touched it in the hall at the Ministry."

"But if you had lost it in the street, we should have heard it fall."

"Yes. Probably we should. Did you take the number of the cab?"

"No. You didn't notice it, did you?"

In this quote we can see how the wealthy appearance that she got, finally bring her into the long last suffering life. She lost the necklace and stress. The high standard of life make them got more difficulties in life.

"You remember the diamond necklace you lent me for the ball at the Ministry?"

"Yes. Well?"

"Well, I lost it."

"How could you? Why, you brought it back."

"I brought you another one just like it. And for the last ten years we have been paying for it. You realise it wasn't easy for us; we had no money. . . . Well, it's paid for at last, and I'm glad indeed."

Madame Forestier had halted. "You say you bought a diamond necklace to replace mine?"

"Yes. You hadn't noticed it? They were very much alike." And she smiled in proud and innocent happiness.

Madame Forestier, deeply moved, took her two hands. "Oh, my poor Mathilde! But mine was imitation. It was worth at the very most five hundred francs! . . . "

In this quote we can see how the life that she dream on makes her become more and more poor than before because she have to pay the debt to replacing her friend necklace that she thought it was the real diamond.

Conclusion

After seeing this work, we can see how the standard of wealthy family is really high in French. The stereotypes of the people there are based on what the other people wear. More expensive the dress that you wear, people will be more respectful to you. And it happens not only to women but also men. But, the most crucial impact is for the women because we know that women should wear many things such as bracelet or watch, earring, and also "Necklace". So, what we have to learn from this analysis is we have to

be happy with what we have and be grateful with our life.

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HEDONISM AS REFLECTED IN HEMINGWAY'S *THE SNOWS OF KILIMANJARO*

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Abstract

This research deals with the hedonism in *The Snows of Kilimanjaro* short story by Ernest Hemingway. The writers use hedonism as the main theory to analyze because the problems of this short story are related to luxurious lifestyle and temporary happiness. The objectives are to find the hedonism values and the influence of hedonism from the main character of the short story, which the writer wants to convey to the reader. The study was conducted by applying qualitative research. Data that uses this study are primary data were reached from *The Snows of Kilimajaro* short story. Then, secondary data were reached from literature review and other sources information that related to object of this research. The technique for collecting the data was documentary technique. After analyzing the short story, it was found one of hedonism value which is materialism. The influence of hedonism can be seen by the main character Harry descriptions with the the cases of a narration and dialogues, the writer concludes some influence of hedonism that have a bad behaviour and personalities to the readers which is alcoholics drinks becomes a part of lifetyle. The other reason hedonism portrayed by the main character are found from their own surroundings such as social condition or environments even it comes from themselves.

Keywords: hedonism, materialism, lifetyle

Introduction

Literature is a part of our life, it has an important role in our society, culture, and civilization development, moreover, literature present life which may happen in our social realities include the whole aspects of human activities expressing any feelings, emotions, thoughts and ideas. Literary work is an important subject to study because it reproduces or recreates life through words or language (Kennedy, 1993, p. 17). Literature as a human creation has characteristic, original, and written in beautiful words to give some knowledge about social, humanity and intellectual. Literature is defined as writing in which expression and form, in connection with ideal of permanent and universal interest. This statement asserts that literary work is a product of human thought. As a result of permanent ideas and universal, literature can be comfortably enjoyed by any people in different ages. Literature may happen in the real life. It is not just a collection of real events or just a document of fact. On the other hand, literary work is an

aesthetics written to tell the readers to comprehend the values of a creation and intended the suggestion value from the author to the readers. This statement was support with the opinion of Klarer, (2004) said that literary works or fiction are written by the author to offer an ideal lifestyle and there is value application in the attitude, behavior of the character of human being. It is also applied authority and human prestige. The author creates the literary works is not only using the skill and creation ability at all, but also based on the vision, inspiration and struggle.

According to Culler (1997, p. 20) there are three literary genres namely prose, poems, and drama. In this case, the writer takes prose in the form of short story entitled *The Snow of Kilimajaro* as the object of analysis because short story is a kind of literary work that presenting many kinds value and view. Authors use the short story based on the daily experiences of human in their life such as about power, love, or death. It can be said that literature is important for

human being because it becomes the reflection of human being especially in the way they live their life.

Some authors sometimes do not deliver the message of the story directly. Therefore, it is important to analyze elements of the story in order to understand the meaning or the message. There are two elements of the short story that are usually being discussed, which are the intrinsic element and extrinsic element. Intrinsic element is the element of literary work that build up the structure of literary work itself such as theme, characters, characterization, setting, plot and point of view. Meanwhile, extrinsic element is the element of literary work which comes from the outside to influence the story such as historical background, cultural background, and social background. This research discusses the extrinsic element about the social background in a short story, titled *The Snows of Kilimajaro*.

The Snows of Kilimajaro is a short story written by Ernest Miller Hemingway. It published in 1936. The socio-cultural background of the short story takes an important role to this story. It happens in 1930s after the First World War in America. The story mostly described about the condition of American society after First World War because during the war Hemingway become a volunteer. America in 1930s is described with the modernity, materialism, and the loss of moral values. The conditions of the society influence the lifestyle of the characters. After the First World War, everything is different in the way they live.

It is happen in the characters namely Harry and Helen. They tend to struggle to live with the misery and sorrow. Harry as the main character fought hard to rise from misery after the First World War. He was a writer but he never produced a literary work. He was too focused on getting out after the war. He met a woman namely Helen, she is a widow who has two children. Her husband had died when she was still a comparatively

young woman and her children were killed in a plane crash. Harry is very lucky because he can marry a widow from a wealthy family. Harry married to Helen not just because he loves Helen, but he just wants something that Helen has, that is money. He no longer has to work hard to earn money and pleasure. He considers wealth and money the most important thing for the source of happiness. With money he can have whatever he wants. This is very likely to happen in society, especially for those living in post-war times. After the world war ends, they feel the big changes and really enjoy living in prosperity. They always try to reach their happiness and avoid pain. The way they live their life can be said as hedonism. In common language, hedonism has come to mean devotion to pleasure as a way of life, especially to the pleasures of the sense. Therefore, this culture gives an impact to the characters in the short story *The Snows of Kilimajaro*. In the story they influenced by the social condition after First World War. This research discuss about Harry and Helen as the main character who tries to do anything to reach his happiness and assume that happiness and material things are the goals of life. Therefore, this fact is really interesting to be discussed in further explanation.

1. Sociological Approach

Sociological approach is more concerned an individuals and their relationship with society, like cultural, economical or political aspect. Kennedy (1995, p. 1790) stated, “Sociological approach is sociological criticism literature in the cultural, economical, and political context in which it is written or received”. Literature performs a picture of life. Life itself is a social reality. It means, the social reality is also including the relation intersociety. Intersociety and individual, including author which occurs in author’s mind. Sociology of literature is a branch study of literary works, which is looking at literary work as its relation to the social reality, author, and literary creating process,

and also the reader of its work (Welleck, 1978, p. 29).

Watt (2001, p. 102) states that “Sociology and literature share the same problems. As well as sociology, literature is also dealing with human beings in society as human beings try to fit in an attempt to change society.” Thus, the literary work can be regarded as an attempt to recreate the social world of human relationships with family, environmental, political, state, economy, and so is also a matter of sociology. Laurenson and Swingwood in Endraswara (2003, p. 78) said that although sociology and literature have certain differences, but it may provide an explanation of the meaning of literary texts. So, the main focus of sociology of literature is a literary work itself and its relation to the society where the work produced. Based on the definition above, the writer concluded that sociological approach is one type of literary criticism which examines literature in the cultural, economic and political context. And literature is the expression of human life is not separated from the roots of society.

2. Hedonism

The word hedonism comes from Greek word “hedone” which means pleasure. Hedonism is the general term for those theories that regard happiness or pleasure as the supreme end of life. As stated by Michael (2012) hedonistic theories identify pleasure and pain as the only important elements of whatever phenomena they are designed to describe. According to Veenhoven (2003) hedonism refers to the way of life, characterized by openness to pleasurable experience. Hedonism is also a kind of values in the moral that appreciated of enjoyment. As stated by Schwartz (2006), human thinks what is important to them in their lives and it can be said as values. Values are a motivational construct which makes human tries to get the desirable goal in their life. The famous researcher who divided hedonism is Daniel Michael Weijers.

His work Weijers’s Seven Theories which is very famous. The six categories of hedonism are as follows:

3. Folk Hedonism

The meaning of the term hedonism in modern literature by non- philosophers is different from the meaning in the discussion of philosophers. In the modern literature, non-philosophers tend to think that hedonist is a person who looks for pleasure for themselves without giving any attention to their own future or to the others. According to non-philosophers, hedonist is someone who always takes an opportunity to get the pleasures of sex, drugs, and even if it brings them to some problems such as the relationship and health problems for themselves or other. Meanwhile, the philosophers used the term folk hedonism to this hedonism understanding.

4. Value and Prudential Hedonism

When discussing hedonism, the philosophers tend to argue that hedonism is about value, and the more specific theory, hedonism is about well-being. Hedonism as a theory about value holds that all and only pleasure is intrinsically valuable and only pain is intrinsically invaluable. The term "intrinsically" is an important part of the definition and is best understood in contrast to the term "instrumentally." When it is intrinsically valuable, it means that it is only for its own sake. Pleasure is thought to be intrinsically valuable because, even if it does not lead to any other benefit, it is still be good to experience. Money is an example of an instrumental good where its value for us comes from what we can do with it or what we can buy with it. Value hedonism reduces everything of value to pleasure. For the example is a value hedonist explains the instrumental value of money by describing how the things we can buy with money, such as food, cars, and houses which bring us pleasure or help us to avoid pain. Hedonism as a theory about well-being is more specific than value hedonism because it determines

the function of the value. It is said that all and only pleasure intrinsically makes people's lives go better for them and only pain intrinsically makes their lives go worse for them. When prudential hedonists claim that happiness is what they value most, they intend happiness to be understood as a big amount of pleasure over pain. The difference between prudential hedonism and folk hedonism is that prudential hedonists usually understand that looking for pleasure and avoiding pain in the very short-term is not always the best strategy for achieving the best long-term balance of pleasure over pain.

5. Motivational Hedonism

Motivational Hedonism is the theory that the desires to get pleasure and to avoid pain become our behavior. Most accounts of motivational hedonism argue that the desires to seek pleasure and avoid pain often or always have some influence on our behavior. On the contrary, philosophers argue that all behavior is governed by the desires to encounter pleasure and to avoid pain.

6. Normative Hedonism

Value hedonism, occasionally with assistance from motivational hedonism, has been used to argue for specific theories of right action. It explains that happiness should be pursued and pain should be avoided which is referred to normative hedonism and sometimes ethical hedonism. There are two major types of normative hedonism, hedonistic egoism and hedonistic utilitarianism. Both types commonly use happiness as the only criterion for determining the moral rightness or wrongness of an action.

7. Hedonistic Egoism

Hedonistic egoism is a hedonistic version of egoism, the theory that we should do whatever based on our own interests. This theory argues that we have to do whatever that makes us happiest. The worst thing of this theory is that it will never think about the consequences. For example, a hedonistic

egoist who did not feel saddened by theft would be morally required to steal and even from poor people. The defenders of hedonistic egoism often point out that performing acts of theft or murder would not make them happier overall because of the guilt, the fear of being caught, and the chance of being caught and punished. They tend to surrender, however, when it is pointed out that a hedonistic egoist is morally obliged by their own theory to pursue an unusual kind of practical education; a brief and possibly painful training period that reduces their moral emotions of sympathy and guilt.

8. Hedonistic Utilitarianism

Hedonistic utilitarianism is the theory that the right action is the one that produces the greatest happiness for all concerned. Hedonistic utilitarianism is often considered fairer than hedonistic egoism because it brings the happiness for everyone. Hedonistic utilitarian does not steal from poor people because it usually leaves the poor people far less happy and the thief only slightly happier.

Methodology

This research used qualitative research method. According to Blaxter (1996, p. 89) "Research can also be qualitative, that is it can describe events persons, and so forth scientifically without the use of numerical data". In qualitative research, the aim is to provide our perspective and study in words and other actions, such as making interpretation, description or observation. In addition, Blaxter argues that qualitative data is based on a research that focuses on understanding and meaning through verbal narratives and descriptions rather than numbers (1996, p. 91). Data are the information or facts that are taken from data source which are related with the topic. According to Kothari (2004, p. 2), "Data is information that has been translated into a form that is more convenient to move or process". Therefore, the data is this research

in the form of dialogues of character and narrations taken from short story entitled *The Snows of Kilimanjaro*. Furthermore, data source can be defined as a person, a book, a piece written work and document that provide (Fred, 2005, p. 131). Hence, the data source can be defined as something or someone that considers as the source of information. Thus, data source of this research is short story entitled *The Snows of Kilimanjaro* that published in 1936 by Ernest Hemingway. In this research, the writer uses the information from the short story of Ernest Hemingway's *The Snows of Kilimanjaro* as the primary data. The primary data includes the dialogues or sentences which are used as the proof of the analysis. To support the primary data the writes uses the secondary data which are taken from some information in the references, such as taken from the books about Hedonism, papers, journals, websites and articles.

Findings and Discussion

Hedonism is the general term for those theories that regard happiness or pleasure as the supreme end of life. As stated by Michael (2012) hedonistic theories identify pleasure and pain as the only important elements of whatever phenomena they are designed to describe. Meanwhile according to Schwartz (2006), human thinks what is important to them in their lives and it can be said as values. Values are a motivational construct which makes human tries to get the desirable goal in their life. Hedonism is a value of life which argues that material pleasure and enjoyment are the main goals of life. People who do hedonism assume that the main goal of life is all about having fun, whether it is fun for the others or not.

1. Folk Hedonism

Folk Hedonism is the type of hedonism which argues that people have to reach their happiness without thinking about their future or other people (Weijers, 2012). They will only think about their own

happiness. There are some facts found in this novel. The first fact is about Harry and Helen's relationship. They are a married couple, but Harry often tries to hurt Helen, as evidenced by this statement "You bitch, you rich bitch!" (P. 49). From the statement shows that Harry tries to insult Helen even though she is his wife. He does not care what he has to say, as long as it makes him happy he will do it. He only thinks pleasure for himself without thinking to others. In the era after First World War, people forgot their moral value. They did not think the effect of what they did for their future. They just think about their happiness at that time and pretend that there is nothing happened. Helen is Harry's wife, as a husband Harry should keep his attitude towards Helen. Do not let what he does, what he says can hurt others, especially his own wife. The second fact is people at that time love to drink whiskey. They assume that by drinking whiskey will give their own satisfaction, but they do not care about the consequences if drink whiskey too much. Both characters in this story love to drink whiskey, as evidenced in this statement:

"What about a drink?"

"It's supposed to be bad for you. It said in Black's to avoid all alcohol. You shouldn't drink."

"Molo!"

"Bring whiskey-soda"

"Yes Bwana"

"You shouldn't. That's what I mean by giving up. It says it's bad for you. I know it's bad for you."

"No. It's good for me." (p. 47)

From the statement above it shows that Harry asks his maid to bring whiskey for him. He likes to drink whiskey in many situations, even though his wife forbade him to drink. He does not care what his wife says. He thinks that by drinking whiskey will give him own satisfaction and pleasure. Not only Harry likes to drink whiskey, but also Helen, as evidenced in this statement:

"Should we have a drink?"

"Do you think you should?"

“I’m having one.”
 “We’ll have one together. Molo, letti dui
 whiskey-soda (p. 52)”

From the statement above it shows that Harry and Helen often spend their time together to drink whiskey. They make drinking whiskey as one of their habit. Almost every day they drink whiskey, “And she drank Scotch and soda while she read. By dinner she was fairly drunk and after a bottle of wine at dinner she was usually drunk enough to sleep” (p. 51). From the statement it shows that almost every time they drink whiskey, but they do not think about the impact if they drink whiskey too much. Something done excessively will bring a bad impact for them. As explained in Folk Hedonism that people are only concerned with getting pleasure and satisfaction for a moment, but they do not think about their future. If Harry and Helen continue to drink whiskey excessively, it will have a negative impact on their health.

2. Motivational Hedonism

Motivational Hedonism also can be found in this novel. It has a meaning that behavior is created by desire to get happiness and avoid pain. The action will be a behavior when it is done continuously. The fact is found in this statement “It was strange, too, wasn’t it, when he fell in love with another woman, that woman should always have more money than the last one” (p. 50). From this statement it shows that when Harry seeks a woman to be his couple, the woman must have more money than before. He is more concerned with money rather than love, because he thinks that he will be happy as long as his couple is rich. Therefore, he marries rich people as his motivation to get happiness and avoid pain. Another fact can be seen from this statement “Your damned money was my armour. My Swift and my Armour” (p. 49). From this statement it shows that Harry considers money as everything. He tries to do anything to get money. He married Helen who comes from a wealthy family. He had certain intent when

he married Helen, that money was his last goal.

3. The effect of Hedonism towards character’s life

Harry has an ability in writing, he once produced a work that everyone likes to read. Since his life has changed, he has not used that ability properly. He adorns the talent he has. He only focuses to seek pleasure and satisfaction, without thinking for his life in the future.

“He had destroyed his talent by not using it, by betrayals of himself and what he believed in, by drinking so much that he blunted the edge of his perceptions, by laziness, by sloth, and by snobbery, by pride and by prejudice, by hook and crook” (p. 50).

From this statement it shows it that Harry's habit of seeking pleasure and satisfaction has an impact on his inability to control himself. He is too focused on finding his own pleasure, but he does not care what he has. If he is able to float his talents, he will get better pleasure and satisfaction in his life. He is too focused on seeking pleasure from his bad habits of finding rich women, drinking alcohol and gambling.

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PANCASILA IS AN AWAITED MESSIAH

A Metaphor Study on *Pancasila Mencinta*, a Collection of Poems

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Abstract

Instead of being a philosophy of nation, *Pancasila* is part of discourse in which its meaning are still made, remade and negotiated. Through empiric experiences, people try to make sense of the concept of *Pancasila* and how it manifested in people action to be defined as ‘*Pancasilais*’ (bring *Pancasila* as way of life or ideology). The concept and act of ‘*Pancasilais*’ can be traced from the metaphor people made in their works. *Pancasila Mencinta* is a collection of poems made by seventeen (17) Indonesian poets trying to make sense of *Pancasila* and being “*Pancasilais*”. In this paper, the collection of poem above was analyzed from the perspective of metaphor study. The aim of this research was to find concept of *Pancasila* as ideology in view of poets from the metaphor found in their poems. Lakoff and Johnson theory of conceptual metaphor was used to reveal the poets’ concept and understanding of *Pancasila*. The data were collected through library research by collecting supported data from journals, books and other related sources. Data were analyzed by 5 steps offered by Steen (2002); they are metaphorical focus, metaphorical idea, metaphorical comparison, metaphorical analogy, metaphorical mapping. The result of the study showed that *Pancasila* is understood as holy book which can solve all problem of the nation. Even all problems are caused by people leaving and forgetting *Pancasila*. This understanding is influence by the experience of religion. Therefore, *Pancasila* is understood as dogma just like religion.

Keywords: *Pancasila*, conceptual metaphor, poems

Introduction

Recently, *Pancasila* as Indonesian ideology regains its importance and become the center of discussion. Many people are trying their best showing themselves as the true *Pancasila*’s supporters or *Pancasilais*. There are many ways they do to show it through online or offline. Through social media, they create hash tag (#) *Aku Indonesia*, *Aku Pancasila*, *Aku Bhineka*. In reality, they make many kinds of activities like demonstration or music concerts declaring themselves as *Pancasilais* and Bhineka. Some poets from some region in Indonesia even made anthology of poem to express their belief on *Pancasila*.

One of anthology of poem expressing poets view of *Pancasila* is *Pancasila Mencinta*. There are seventeen (17) poets from some region of Indonesia contributing their poems. There are 87 poems. All poem explicitly and implicitly represent *Pancasila*.

Poetry as one of genre of literary works is a mean of expressing emotion, feeling, and value (Baldick, 2001, p. 198). Through literary works, people can express their thought and view about *Pancasila*. Poetry is differentiated from other genre of literature for the intensive use of language properties such as figurative language, especially metaphor. Through metaphor, ideas are conveyed by poem in fresh way.

However, metaphor is not merely figurative language but also it is conceptual. Lakoff and Johnson (2003, p. 3) said that metaphor is not only language but it is mental domain and human conceptualize thing is in metaphor. Metaphor is one of the ways to expresstought. Metaphor is also not only in poetry but it is part of everyday expression. It conceptualized human experiences and influence human action.

Lakoff and Johnson (2003, p. 17) gives example such as people conceptualized their experience on argument in form of metaphor *Argument is war*. From the expression like *win the argument, shot down the argument, and etc.*, people think and act as if argument was war.

Therefore, there are ordinary metaphor used in everyday language and poetic metaphor found in literary work, especially in poetry. Semino and Steen (2008, p. 234) said that poetic metaphor is more creative, novel, original, striking, rich, interesting, complex, difficult, and interpretable than those ordinary metaphors from non-literary texts. However, although poetry can create new, original and creative metaphor, a lot of poetry use ordinary metaphor people use in common (Kovecses, 2010, p. 50).

In this paper, *Pancasila Mencinta* is analyzed in the view of metaphor theory by Lakoff and Johnson. Metaphors which express poets thought about *Pancasila* are analyzed to understand how *Pancasila* is understood by poets.

Methodology

This study is qualitative research in which poetry is interpreted to find the meaning. the object of the study is poem in the anthology of poem entitled *Pancasila Mencinta*. The data are in form of words, phrases and clauses in poems which create metaphor.

The data are collected through library research by collecting supported data from journals, books and other related sources. Data are analyzed by 5 steps offered by Steen (2002). They are metaphorical focus, metaphorical idea, metaphorical comparison, metaphorical analogy, metaphorical mapping.

In this method, the unit analysis is in form of propositions as minimal idea units representing the conceptual content of linguistic expressions. Propositions comprise of a conceptual Predicate and one or more conceptual arguments and propositions are miniature ideas or thoughts.

Finding and Discussion

1. Finding

From the analysis of poems in anthology of poems, *Pancasila Mencinta*, there were at least 5 metaphors could be found. They were:

Pancasila is light

Pancasila is navigation tool (to God)

Pancasila is (God) love

Pancasila is supernatural words

Pancasila is liberator

Almost all poems described the bad situation of Indonesia which suffered from corruption, poverty, violence, injustice, moral decadence and other destruction in economy, politic, social and culture. Those problems are symbolized by the darkness (*keremangan malam kelam antara pulau dan pulau dan pulau, negeri ini serba suram dan kelabu*), illness (*negeriku sakit*), and dry (*di negeri ini di tanah kering*). In this situation, *Pancasila* is the the only solution to the problems because the problems is caused by the people's negligence of *Pancasila*.

2. Discussion

Almost all poems in Poem anthology of *Pancasila Mencinta* were telling the same condition of Indonesia. Indonesia is told as country in crisis, mess, and darkness. This situation is symbolize in many version such as the darkness of ocean, life of destitute, Plato's democratic illusion, messy republic, *garuda* with broken wings, sleeping *garuda*, sickness little boat amidst the ocean, and droll nation.

The crisis of the nation is not only related to the material crisis, such economic crisis but also character and spiritual. Corruption in every institution, violence, moral decadency, poverty, unethical politics and cultural crisis are some of worse situation described in poems.

The crisis condition of nation here, *Pancasila* gain its position. *Pancasila* is the answer and solution to the national problems because one of the causes of the problems is people's negligence of *Pancasila*. It is represented as the messiah who is awaited to

come and fix the problems of the nation. In the collection of poem *Pancasila Mencinta Pancasila* is understood in the following metaphor:

Pancasila is a HOLY light

In poem with title *Pancasila is light*, *Pancasila* is explicitly associated with the guiding light where people head to. This light becomes the guide amid destructions and moral corruption of the nation.

*Bangkitlah menuju cahaya terang
 Nyalakan lilin-lilin yang meredup
 Di kegelapan kalbu yang beku
 Di antara meraih kesempatan
 Menggantung kemanusiaan
 Menelan yang bukan hak
 Korupsi marak merebak*

....
*Jangan biarkan padam cahaya itu
 Di negeri ini...*

Pancasila is also described as sun light, it is from heaven. In poem entitle *RinduPancasila*, *Pancasila* is represented as something from heaven

*Aku merindumu wahai Pancasila
 Kembalilah di langit pagiku
 Menkristalkan embun-embun cintamu*

a. *Pancasila* is navigation tool (to God)

In the poem with a title *Secuplik Topdal*, *Pancasila* is also understood as the torch which gives light for the darkness of the ocean in the night. This torch is characterized as close to God or in other words with *Pancasila*, one can get close to God. It is like holy book on hand which can guide human from darkness to the light. Therefore, *Pancasila* is the embodiment of God's command.

*Di genggam ada Pancasila-ku
 Tuhan, dalam gelap hidup ini
 Kau serasa semakin menyatu*

b. *Pancasila* is embodiment of God's love

As a awaited messiah, *Pancasila* is from God and representation of God's love. In the poem entitled *Pancasila adalah Cinta*, *Pancasila* is represented as the embodiment

of God's love. Just like Semitic religions that interpret religion as expression of god's love, *Pancasila* is like ten commandment or Quran which guide human being as expression of God's love to human being, so they will not be lost in the wrong way.

*Cinta dan kekuatan telah dibagiNYA
 dengan adil
 Satu batu besar sama dengan tumpukan
 sang kerikil
 Garam di lautasam di gunung gbertemu
 dalam rasa
 Musyawarahkan jika ada yang kurang
 atau berlebih
 ...
 cintaNYA telah teratur untuk terbagi
 seluas semesta
 Pancasila berisi cintaNYA*

c. *Pancasila* is Supernatural Words

Pancasila as the solution of problem is described as supernatural words which cannot be doubted. It can solve the problem in magical ways. No one and nothing can challenge it.

Pamungkas Pancasila

...
*Siapa yang tak melihat kesaktia nPancasila?
 Siapa yang takpercaya Pancasila adalah
 pamungkas?
 siapa yang tertipu musuh Pancasila?
 Ayo genggam Pancasilamu*

From all examples above, *Pancasila* is understood as something high, sacred, holy and related to God. The expression such as *Pancasila* as guiding light, God's love, holy or supernatural words and the only solution for severe moral decadence problems are closely related to the religion discourse. *Pancasila* is awaited messiah who can solve the problem, liberated and transform people into better condition through religion. *Pancasila* as target domain is understood by the concept of religion as source target. In other words, people experience of religion as high, guidance, and God's love is used to explain about *Pancasila*.

Conclusion

In this collection of poem, *Pancasila* is understood as holy book, with the entailment that *Pancasila* is holy light, heavenly thing, embodiment of god's love, and liberator. This metaphor creates the narration of Semitic religion. It began from Abraham teaching and was continued by other prophet. However, the teaching was suffered from the corruption of the followers.

In the collection of poem, the discourse of religion is strong. Many vocabularies could be involved in religious terms. It is not strange, considering that Indonesia is a nation that its people are holding religion as their way of life. The concept of *Pancasila* as target domain is understood by religion as source domain. People see religion as the highest value system; therefore, they use religion as source domain to explain the high value of *Pancasila*.

By understanding *Pancasila* as dogmatic like religion, *Pancasila* become closed ideology. As closed ideology, it is easily manipulated for certain political interests to get or to maintain their power. By claiming as the authority of interpretation, *Pancasila* can be used to build totalitarian nation through politics of identity in binary oppositional based.

Therefore, *Pancasila* should be placed in intellectual domain so it will not be just abstract and absolute values. It should be interpreted intellectually to solve national problem. Thus as part of intellectual, the interpretation should be open and debatable. *Pancasila* as solution of national problem needs to be progressive: Different problem in different era need different solution different interpretation of *Pancasila*.

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HEGEMONY AMONG CHARACTERS IN *BEKISAR MERAH* NOVEL BY AHMAD TOHARY

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Abstract

The correlation between literature and reality is very close. This situation cannot be separated from the fact that literature figures as literature producers live in middle of society with various problems. *Bekisar Merah*, a novel by Ahmad Tohari is a literature close to society fact. One of the fact is the interaction among characters which represented the real situation in the society. The interaction patterns which were formed in *Bekisar Merah* have their own unique characteristics, depending on who are having the interaction. Using the Socio-Literature approach and Hegemony concept by Antonio Gramsci, this article tries to discuss and analyze the interaction happened among characters, especially those which resulted in the existence of social inequality. Furthermore, this article means to analyze and discuss the pattern of relationship among characters in the *Bekisar Merah* Novel.

Keywords: *Bekisar Merah*, hegemony, novel

Introduction

Literature is a media used by authors, as the representatives of the society, to express themselves and articulate their world. Through the characters, background, and story plot, all the complexity of human's live can be interpreted into a touching story, and sometimes make the reader angry. Literature can also be understood as a form of afford by author to connect with the world around. The relationship between the author and the world is represented through various elements in the story, such as; characters, story background, moral and values contain in the story.

Correlation between literature and real live has long been discussed by experts of literature. Some even stated that literature is the mirror of live or society. However, its function as the mirror of the society is still somewhat vague due to some reasons such as: (1) some of the specific characteristics of the society which presented in the literature may no longer exist at the time of the literature was made; (2) There are some selections of social fact done by the author; (3) What is written by the author mostly representing some group of society but not

the whole society members, 4) author subjectivity is very strong in the literature which he/she created (Wellek and Warren in Damono, 1989, p. 4). Despite its vagueness, the fact that literature is representing the situation of a certain society is not totally failed.

The characters in *Bekisar Merah* with their own identity are interacting in a way that they create the specific interaction pattern. The interaction among coconut sap workers seems to happen smoothly. The interaction patterns among characters in *Bekisar Merah* have their own characteristics, depending on who are having the interaction. This article tries to discuss and analyze the interaction among characters, especially those which resulted in social inequality. Furthermore, this article analyzes the relationship pattern among characters of the *Bekisar Merah* Novel.

This article assumes that the interaction among characters in a certain phenomena shows a pattern of superiority-inferiority. This means that in that interaction one party is superior to the others. This kind of interaction pattern is the subject of this article. Using the theory of hegemony by

Antonio Gramsci, this article believes that an unequal interaction always signals that some powers are involved. Those powers are not always openly seen, but sometimes also cannot be felt and unaware.

The characters in *Bekisar Merah* have their own way of seeing the world and ideology. Through their ideology and using their capital, the characters do their social practice, which indirectly position themselves in some social classes. The interactions that happened among characters also involve their ideology and capital. In this article, ideology means all that situated around the individual consciousness, and become their reason of action and demeanor. This can also include religion, belief, view of the world, and other life principals. On the other hand, capital can be defined as materials (those with symbolic value), and various attributes which untouched, and authority (symbolic capital) as well as cultural capital (Harker, 2009, p. 16).

This article uses literary sociology as an approach model. Scientifically, the sociology of literature has become a model of an appropriate approach in discussing and measuring the extent to which literature is related to life or society. In the sociology of literature, literature is seen as having an association with life and society with several benchmarks, such as: (1) The relation between literary works and society; (2) The author's relationship with the society; (3) The relation between literary works and the reader's society (Ratna, 2003, p. 2; Wellek and Warren 1990, p. 111). In addition, Literature can be viewed as an actual social documentation tool (Teeuw, 1984, p. 236). Thus, social practices and social institutions depicted in literary works can be considered as representations of the actual social facts. Based on the above background then this article has the purpose of knowing how the relationship between the characters in the novel based on the concept of hegemony by Antonio Gramsci.

Methodology

This research is a document analysis practice (text) that can be categorized into qualitative research type. This is based on the view that many qualitative approaches are conducted in literary studies, as well as other social sciences (RochaniAdi, 2011, p. 239). Then the method used in this research is qualitative which is descriptive and interpretative. The data in this research in the form of text or writing in the form of words that exist in the dialogue between characters, the illustration of the situation, events, places or locations, and the thinking way of the characters contained in the novel *Bekisar Merah* by Ahmad Tohari.

Findings and Discussion

The social, cultural and economic capital of each character in the *Bekisar Merah* novel is different. This is what makes the interaction between them imbalanced. There is a superior-inferior relationship that is not visible in the relationship. The superior-inferior relationship indicates the presence of an inferior party, and there is also a superior party. The superior-inferior relationship does not have to be visible. The relationship can take the form of the invisible, if used the concept of Antonio Gramsci, then the relationship is called a hegemonic relationship. The hegemonic relationship involving each character will be reviewed one by one as follow:

1. Eyang Mus

Eyang Mus is an elder and a religious leader in Karangasoga. His wisdom and profound religious knowledge make Eyang Mus become a role model and respected by Karangasoga residents. At every occasion Eyang Mus is always present at crucial moments where a person needs his advice. The ability to hegemonize Eyang Mus is not because he has muscle strength or anything physically able to force people to obey and respect him. The hegemonic power of Eyang Mus, especially to the Karangasoga people, is obtained through his authority as village elders and religious leaders.

The wisdom possessed by Eyang Mus makes Karangsoa residents always come to him every time they have problem and requires enlightenment. The time when giving his advice is the time that Eyang Mus has indirectly indicated that he has hegemonic powers. That means, without the act of repression or violence, Eyang Mus has made people submit and obey him.

The hegemony performed by Eyang Mus can also be seen in the following conversation:

Eyang Mus laughed again.
 But Darsa kept his head down.
 “If you believe in all the goodness of *Gusti* and it is difficult to come from yourself, only to *Gusti* you also ask for help to get a way out. So do repentance then pray and pray. If you are meant to be, Lacy will not get out of your hands. Believe me.” (Tohari, 2016, p. 86)

In the conversation between Darsa and Eyang Mus above, it can be seen how Eyang Mus tried to convince Darsa to follow his suggestions. Eyang Mus with his understanding and knowledge tried to instill his view to Darsa. Darsa also unconsciously accept Eyang Mus’ advice without coercion or violence, and this is called Eyang Mus has used his hegemony to Darsa. Darsa’s reaction which illustrates that he was subconsciously hegemonic can be seen in the following quotation:

Darsa gave a long sigh. A smile came from his dull face. Nevertheless, the last words of Eyang Mus are a speck of hope, though faint and feels like very far away (Tohari, 2016, pp. 86-87).

2. Bu Koneng

Bu Koneng is also a character in the *Bekisar Merah* novel that has the ability to hegemony, albeit at a lower level. In the *Bekisar Merah* novel, it has been illustrated how Bu Koneng used her hegemony to Lasi. Bu Koneng implanted insight into Lasi’s head to join Bu Lanting. In the end Lasi was influenced by the promises and lire given by Bu Koneng. Bu Koneng’s ability to influence

Lasi in the absence of repressive actions is what can be said of Bu Koneng’s ability to hegemony. The following conversation quotes can show how Bu Koneng hegemonizes Lasi:

“Lasi, look, isn’t it beautiful?”
 “Very beautiful. In my village, only the wife of the village head or Mr. Tir’s wife can have a ring like this.” Lasi looks with amusement. “ how much is it, madam?”
 “I think it can be hundreds of thousands. Maybe even millions, but I didn’t buy it Las. Bu Lanting gave it to me as a gift. She really is very rich and nice.”
 Lasi’s eyes Bulged.
 “That madam?”
 “Yes”
 “She also cares to greet me, doesn’t she? Of course she is nice.”
 “Of course. Therefore, I believe tomorrow or the day after, you will receive the gift from her. Or ask you to go for a walk.” (Tohari, 2016, p. 103)

From the above quotes can be seen how Bu Koneng began to influence Lasi by saying that Lasi will also get a gift from Bu Lanting. Lasi as an innocent girl is tried to be influenced by Bu Koneng. The above quote is also the beginning of Bu Koneng’s step to direct Lasi to ultimately willing to follow her advice or request to come with Bu Lanting

In addition to imposing her hegemony to Lasi by luring her with material, Bu Koneng also imposing her hegemony to Lasi by providing new views on how the ordinance of living in big cities. This can be seen in the following quotation:

“Madam, I cannot wear this kind of clothes. I usually wear *kebaya*.”
 “If you live in village, you can wear *kebaya*. But Las, this is Jakarta. Look around you. There is no young woman like you wearing *kebaya*, is there?”
 Lasi looks doubtful
 “Well, don’t consider too much. go inside and change your old *kebaya*.”
 Lasi do just as she was told and gave alight laugh(Tohari, 2016, p. 105)

It can be seen that by advising without the need for coercion or the threat of violence, Lasi also follow Bu koneng's request to wear clothes provided by Bu Lanting. The innocent Lasi is successfully influenced by Bu Koneng. Bu Koneng's understanding and thinking successfully entered into Lasi's common sense. In Gramsci, Bu Koneng managed to negotiate his way of thinking into the common sense of Lasi.

When the perspective and advice of Bu Koneng went into Lasi's head, Lasi then followed Bu Koneng's advice to join Bu Lanting. This indicates that Bu Koneng successfully hegemonized Lasi. Without coercion, what more violence Bu Koneng managed to persuade Lasi. All the advice and suggestions of Bu Koneng can be understood by Lasi as a fact that have to be accepted and undertaken.

3. Bu Lanting

In *Bekisar Merah* novel, Bu Lanting is one of the important figures that changed the life path of the main character, Lasi. Bu Lanting became the bridge of Lasi's life, from a simple and innocent villager to a modern woman with all the things that signify her modernity. Bu Lanting that plunged Lasi into the hands of a masher. His ability to influence others to follow what he wants is great.

Bu Lanting does not have to resort to physical violence, or mobilize people to threaten people to follow her will. In this context, Bu Lanting is a figure who has the ability to hegemonize others. Bu Lanting managed to implant her views on the 'prey' she was after, in this case, Lasi is the person. Here is an example of a conversation about Bu Lanting launching her hegemony against Lasi:

“Las”
 “yes, Madam”
 “It is a pleasure. To be a beautiful lady”
 “Pleasure? How, madam?”
 “with your beauty. Young lady like you can get everything.”

“I don't understand, madam. And , am I really beautiful?”

“well, look at that photograph. Now, you are more suitable to be called Japanese lady.... (Tohari, 2016, p. 111)

The above conversation between Bu Lanting and Lasi shows very clear that Bu Lanting is trying to implant her views on an innocent Lasi. Flattering and praising, Bu Lanting is trying to influence Lasi. It is done without threat or violence. Lasi's simple way of thinking is tried to be negotiated with Bu Lanting's way of thinking to her interests.

“Las, what I mean is, aren't you regret has ever been the wife of coconut sapper? It is good if he is loyal, your husband betrayed and hurt you, isn't he?”

Lasi looks up for a while and then look down again. Her smile is rigid. She then gave a long sigh.

“Las, what I mean is, You are still young and attractive. What if someday, there is a man who interested in you? Or, are you still intend to go back to your husband? (Tohari, 2016, p. 111)

The quotation above shows how Bu Lanting is good at influencing people. Her choice of words made her interlocutors soar. After that, Bu Lanting continue to stuff his opponent's thoughts with things that related to her interests. Once again, Bu Lanting tries to negotiate her way of thinking with Lasi's innocent way of thinking. Lasi who used to think simple and accept what has become his fate seemed resigned to be showered with advice from Bu Lanting is loaded with her own interests to earn a profit.

Lasi quickly shook her head. And her tears quickly float.

“You are right. Why should I go back to a bastard husband. If you don't want to go back, this means that you really love yourself. And believe me, you will get a new husband soon. Who knows, your new husband might be a very rich man. It is not strange, Las, you deserve to have a rich husband.” (Tohari, 2016, p. 111)

Bu Lanting is actually the one who hegemonize Lasi most with all her advice that hide a certain intentions, to make Lasi willing to marry Handarbeni. At first Lasi refused, because she felt inappropriate to talk about marriage with Handarbeni, as on the other hand she is still Darsa's wife. However, Bu Lanting continues to provide insights which gradually bringing Lasi into a situation that cannot be denied anymore.

Lasi didn't answer, she keeps looking down. Her hand shook and started to wipe her eyes.

"Las, if I were you, I will accept Pak Han's wishes as my luck. I know that Pak Han is no longer young. In fact, I think he already has one or two wives. But he has many excesses. He will be able to fulfill all your needs." (Tohari, 2016, p. 143)

The above quote shows Bu Lanting constantly trying to persuade Lasi. Bu Lanting even considered something reasonable that Pak. Han had already had one or two wives. Lasi may be very surprised by the fact revealed by Bu Lanting, but with her skill in speaking Bu Lanting makes everything feel very natural and need not to be worry about by Lasi.

4. Handarbeni

Handarbeni is one of the characters in *Bekisar Merah* novel which can be said to have the ability to hegemony others. This cannot be separated from the fact that Handarbeni has enough social and economic capital to be superior in an interaction with others. Although in fact in the story of *Bekisar Merah* he was hegemonized by Bu Lanting and Bambang, but Handarbeni able to become the ruling party over Lasi.

In his interaction with Lasi, Handarbeni is in a superior position. Lasi who comes from the village and has a plain way of thinking can be easily mastered by Handarbeni. Without the need of violence and coercion, Handarbeni can control and influence the way of Lasi's thinking. Lasi is indeed from the beginning has been

hegemonized by Bu Lanting is unable to avoid to obey what become the desire of Handarbeni.

The following quotation will show how Lasi becomes unable to move when facing Handarbeni. Hegemony takes its most obvious form when one party can rule over the other without being supported by coercion and violence.

"Las, I want to talk more, but not in this place. What if we go out for dinner. You want, won't you?"

Lasi keeps silent and looks doubtful

"I am shy".

"Do not need to be shy, Las. You have been long become Jakarta Girl. Become Bu Lanting child. If you want to live in this city, don't be shy too much. come on."

Finally Lasi nods. Lasi feels that she has no more room to hide. Handarbeni smile. His eyes shone (Tohari, 2016, p. 155-156)

In the above quotation it appears that Lasi cannot avoid anymore following what the wishes of Handarbeni. Only with a slight emphasis in his words, Handarbeni can influence Lasi. At first Lasi only stay silent, but after continuously being urged by Handarbeni, Lasi finally melted. On the next quotation will be shown more clearly seen hegemonic power owned by Handarbeni against Lasi.

"Las, I want to hear your voice."

"Yes Pak" lasi's voice is soft after she stayed silent for a long time.

"Ah, although I already old, I like you to call me 'mas' rather than 'pak', how?"

"Yes, pak, eh, Mas." Lasi's voice was very soft and sounded constrained.

"Nah, that's it. Now, get a warm clothes, as the weather outside is cold."

Like a puppet moves in the hand of the Dalang, Lasi stood up. However, Handarbeni suddenly stoped het (Tohari, 2016, p. 156)

As there is an invisible force that moves Lasi. The hegemonic power does not take form in a visible form. Instead it takes on an invisible form. This power is not

visible to the naked eye, for it is the power to lead morally and intellectually. The hegemony-dominated parties are sometimes unaware that they are being controlled, because the way of thinking and the ideology of the controller has been negotiated into the common sense of the people being controlled.

Conclusions

The interaction between characters in the *Bekisar Merah* novel shows that there is inequality. That is, there are parties who are superior to other parties, or there are parties who control and there are parties who being controlled. In this context, the unequal relationship is a hegemonic relationship. The hegemonic power possessed by some of the characters in the *Bekisar Merah* novel can be seen from the interaction between them. Through the narrative constructed by the author and also the dialogue contained in the novel, the hegemonic relationship is obvious. People who have hegemonic power over other figures acquire the hegemony in simple ways without involving patterns of violence and coercion, such as authority, speech ability, and material possessions.

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THE HEGEMONY OF HEDONISM LIFESTYLE OF SALES PROMOTION GIRL (SPG) IN INDAH HANACO'S *THE CURSE OF BEAUTY*

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Abstract

The mainstream of pop literature has developed fast now. It tells the lifestyle of urban society which is too glamour, consumptive and hedonistic. In this era of industrialization and capitalism phase influence them to trap in luxurious habit. It does not only affect the upper class but also the poor society. The activities such shopping branded stuff, hanging out in the mall, changing the up to date mobile phone only for chatting and playing social media become the addiction. Unsurprisingly, there are many people do everything to make it come true. They never realize, they are the victim of this fake light life. One of them is Sales Promotion Girl (SPG) workers. The hedonism lifestyle has hegemonized their life until they take the risk to come in this Job. They do not know, their body has been exchanged by hedonism lifestyle. This phenomenon does not only happen in the reality but also in the pop literature as like Indah Hanaco's work. Her novel the *Curse of Beauty* tells about the true lifestyle of SPG that is trapped to hedonism lifestyle, therefore, they are willing to do sell their precious life to the prostitution world. This paper aims to show the form of SPG's hedonism lifestyle in this novel. Then, it tries to find the causes of those habits until they are willing to sell their body. Finally, it comes to the purpose of the author to take this situation become the pop literature.

Keywords: hegemony, hedonism lifestyle, capitalism, sales promotion girl, *The Curse of Beauty*

Introduction

Nowadays, *Sales Promotion Girl* (SPG) has become the interested profession of women especially teenagers. SPG is a woman who has certain criteria then she is recruited by the company to inform, promote and sell her product to the consumers. The main function of SPG is to persuade them to buy it. Based on this main function, thus many factories decide the strict criteria for the recruitment of this job. Sometimes, good looking, high, sexy and slim body, smooth skin becomes the common criteria to be the criteria for applying it. Nevertheless, these selective criteria never influence to attempt SPG world. On the contrary, the request of SPG's service increases together with the highness of social consumerism level.

The highness of social consumerism level gives the chance for the SPG's

provider. Many requests for this service causes the appearance of the agencies of SPG. Through them, the companies automatically will be easier to get the proper SPG for their products. This phenomenon happens because they have become the part of the addictive economic system. The addictive economy is an individual principle that love consumption more than production potency until they are addicted (Sumrahadi, 2006, p. X).

Many agencies of SPG make the decision criteria is more selective and strict. This condition causes the tight competition between the candidates. This situation is like a beauty contest where they should justify themselves. It has made them as the individual who criticizes their body weakness. They always have to be up to date concerning the grace and beauty of the body.

date to date, hours to hours until minutes to minutes should be spent for following the beauty trend in that time period. In addition, they are never absent to see their body weakness in the mirror. Bordo argues "woman cast in the role of the body, "weighed down," in Beauvoir's words, "by everything peculiar to it." In contrast, a man casts himself as the "inevitable, like a pure idea, like the One, the All, the Absolute Spirit" (Bordo, 1995, p. 5). In the other hand, here, women begin to experience mental burden through the subjectivity to their role as sex type.

As SPG, they are demanded to always have a good appearing. They should look beautiful and perfect in their daily performing. It absolutely needs much stuff. Some of them choose the expensive makeup, the branded accessories, and the famous electronic tool. They are not aware that they actually are hypnotized by the capitalism to use them. They are hegemonized of upper-class culture by copying that habit. This is as the capitalism strategy to overthrow them in hedonism lifestyle that is spread through mass media and advertisement.

Through mass media and advertisements, the capitalism demonstrates how the glory of life looks like. It disperses the behaviors of high class. It also invites the adorer of pleasure to buy the products. As the people who work to offer the products to the consumers, SPG also has become the consumer of the capitalism products. As the seeker of pleasure, they are pleasantly buy everything which is actually they do not need it. They do it only for getting the recognition if they are being the part of the upper class.

Here, they have entered the hedonism lifestyle where they consider their life once, therefore, they should use it to have fun. This hedonism lifestyle cannot be separated with pop culture. Dominic Strinati gives the illustration of the pop culture limitation is based on the popular experiences which born because there is consumption culture that is supported by modern technology (Dewojati, 2010, p. 17). It shows as the victim of

consumer society, they have been controlled by their desire to always use and show their high-quality stuff. They do it to get the confession from the society that they are in the high class now, although they only work as SPG.

As the follower of consumption culture, indirectly women who work as SPG have become the slave of hedonism lifestyle. They always waste their money to buy things that they do not it. They are crazy about collecting the modern electronics to show to the public how rich they are. They also prefer to hang out to the mall to elite café only for meeting up with their friend. This is done by them to get the admission they are being of *sosialita* community. They are fond of creating the sensation to get public sympathy from their act and performing. They do not care if their behavior will make people around them envious. On the other hand, they feel satisfied when they are successful to make society jealous with their luxuriousness. Their habits are suitable with Epicurus' argumentation about hedonism where according to him, it is a view of life that considers the material pleasure and delight is the main purpose. And life is once therefore, it should be freed and enjoyed (Dewojati, 2010, p. 16)

The hegemony of consumption culture also influenced literary works. In Indonesia, the popular literary has appeared since 1970an. From its appearance, it influenced the other authors and the readers. Moreover, since many popular literary which have been filmed, given heard beating in Indonesian art development. The various theme of them gives the own effect to the readers. More and more popular the novel pop, it is easy to attract the reader to be similar to the condition of those novels pop. Popular literary was born and then it attracts many readers to adopt the habits (Dewojati, 2010, p. 6). In an example of a contemporary literary work, hedonism lifestyle can be seen in a novel written by Indah Hanaco. The title of the novel is "*the Curse of Beauty*. It is a novel pop that was published in 2012. Since

the emergence of this short story to the public, it has magnetized the people of Indonesia. It tells about the SPG life which is trapped in the prostitution world because they must fulfill the life necessities and the desire of being glamour in people sight.

There are several problems that will be explained by this paper. (1) Why could the SPG life be influenced by a consumption culture that also affected the writer of *the Curse of Beauty*? (2) How is the appearance of the hegemony of consumption culture in *the Curse of Beauty*? (3) How does the consumption culture impact to SPG's lifestyle until they are trapped to prostitution world in *the Curse of Beauty*? The objective of this paper is to examine how the consumption culture is depicted in *the Curse of Beauty*'s Indah Hanaco.

Methodology

This paper uses a qualitative data analysis method; therefore, this paper tries to find hidden or intentionally hidden meanings (Ratna 2010, pp. 94-95). Ratna says that literature using qualitative data analysis has a procedure that is similar to the hermeneutic method including interpretative, comprehension, and understanding. There are three main components of qualitative data analysis consisting of collecting data, analysis, interpretation, and writing the result of the research. Study of literature is also used as the data collection technique. This paper uses hegemony as the main theory. Gramsci describes hegemony as being a situation when a historical block of the ruler class uses social authority and leadership over their subordinate class and combines that power with conscious consensus (Gramsci in Hoare & Smith (ed) 1999; Barker 2005, p. 79). Hegemony is a process of applying the hidden power of ideology. Hegemony is a process of disseminating a set of ideas or ideology belonging to a person or group of societies that have the power to become dominant in a society (Burton 2012, p. 73).

This paper also uses the representation theory. Representation is about how the reflection of the world is constructed and served sociality to and by our self that the meaning is produced, formed, used, and understood in the specific social context (Barker 2005, p. 10). According to Hall (1997, p. 6-7), "representation is conceived as entering into the very constitution of things; and thus culture is conceptualized as primary or 'constitutive' process, as important as the economic or material 'base' in shaping social subjects and historical events not merely a reflection of the world of the world after the event." This means that the representation not only needs to learn the textual meaning but also examines the process of meaning production in various contexts (contextual meaning).

This reality is parallel to Gramsci's claim that hegemony is a means of attaining power through the mechanism of consensus rather than through the oppression of other social classes (Patria and Arif 2009, pp. 120-121; Simon 2014, pp. 19-22). Hegemony instigates consent for submission.

Findings and Discussion

A new civilization is a culture that kills human and this murder is done behind commerce (Iqbal, 1936). Through this expression can be seen how the consumption culture has become the deaden weapon for a human. People are hypnotized to buy everything although they do not need it. They consume more than produce. They consume and do shopping only to show how rich they are. Sometimes, they do it to prove that they are proper to be called as upper class. They waste their time and money only for being the slave of capitalism and hedonism.

This is what happened to the society now. The luxuriousness of life is stated by expensive and up to date stuff. Not only expensive and up to date stuff, the luxuriousness of life also can be seen from the attitude and manner. For the example, in

the west, there are table manners that differentiate the high class and proletariat. This habit is also adapted to Indonesian culture where the upper class has their own manner in enjoying the food. People who were born in the rich family should behave more discipline than they are from the poor family.

The differences also happen between men and women both from rich and poor family. In the rich or poor family, the sons always have freedom more than daughters. They are educated to learn outside and spend money. It is different from the girls who have to learn in the private room and close to house managing activity. They think the boys should understand money and consumption to continue the family business. On the contrary, the girls do not need to know the function of money because when they are adult their necessity will be fulfilled and prepared by their maid. Their duty is only to do a domestic role where their function is to serve their husband and take care of the house and their children. It is not important if they have the high education or their own money through their work. Nowadays, there is a big war to worship money not only for being rich but also how to appear and be honored as a rich people (Redana, 1997, p. 141).

Through the education like this indirectly brim them to the politics of the body where their body are controlled by the family rules and they do not have a chance to refuse every order. As the human who has a right to control and have the power to rule the body, both men and women lose it. Men are not free to play around with person the same age as them. They are busied by the family business. In the young age, they should be responsible for continuity of it. The prosperity of family power is based on them. They should be a discipline of the time and money. Their schedule is only for meeting the family clients. They should produce cooperation to every person that they met. Sometimes, as the heir and the first

child, they should marry to women who are from the family client.

For women who are educated to learn in private room, follow the body movement and the appearing of her mom, they experience mental burden. As the human, they are like a doll or puppet who always tails her mom wherever he went. They are also demanded to copy her habit. Their knowledge only about becomes a good wife and household. They do not need to know the nominal of money and the way to get. They have to know their necessity will be fulfilled by the maid. The body with its parts has been filled with cultural symbolism, public and private, positive and negative, politics and economic, sexual, moral, and controversial (Synnott, 2003, p. 11-12)

This condition will affect their behavior to always see the instant way to get everything they want because they never learn how they can try to get it. This situation will bring to the consumption culture. The childhood education that teaches them their necessity will be fulfilled by the maids and they only care about having much money without trying hard will bring them to never appreciate the struggle of earning money. They never know, there are many people who have to try hard, work in the morning to evening only for earning money. They never feel the difficulties to defend their salary in the proper ways not proportionally spend it useless.

In *the Curse of Beauty*, the characters have the different social background. One of them is Leala who is from a rich family. Because of the parent divorce, she is depressed until she decides to live alone and become *Sales Promotion Girl* (SPG) and then she becomes the sexual mistress of the rich man, Irfin. The other character is Kimi. She is Leala's best friend. She becomes SPG earlier than Leala. She is from the poor family. Her dad has passed away when she was a child. The economic condition presses her to take this profession. The experience that brings her to know rich men make her trapped to become the whore.

The little salary and the demand to fulfill their life necessity take them to get a side job as a whore. The blind of being good-looking, glamor, beautiful, attractive, and *sosialita* take them to have much money. The expensive treatment cannot be done with their salary. For being first class in SPG which will bring them to higher level makes them care about their appearing. A beautiful face is impossible without good quality make-up. Smooth skin, body slim and sexy need super treatment. Getting rich customer is possible with a fabulous performance by good outfit and accessories. Both of them will spend their money.

Sumrahadi (in Baudrillard, 2006, p. xxvi), illuminates SPG (*Sales Promotion Girls*)’s consolation method. They are the backbone of *marketing*’s division in every company to attract consumers. They have been tried especially to know the sensual potential of their body. Sexy clothes should be worn to communicate the body and themselves as consolation work method. This phenomenon shows that consumption does not only talk about the product but also desire. This potency is used by the capitalist to scope the big profit through the body image that spreads in mass media. Beauty standard makes women willing to do everything and consume much beauty product while they also do not notice that they are being a part of the capitalist tool to get much income from the consumer.

They are not aware that they are being used by the capitalist to be the object of consumption culture together with the tool to get big profit. They need consume the beautiful product to support their performance while they are demanded to sell many products. As SPG they are demanded to do everything their boss wants. Barker (2005, p. 109) quotes Foucault’s argumentation; the controller, wherever he is in conscious or unconscious always produce knowledge through language to create a culture that aims to get the power. The formulation of culture is through the discourse that develops in society and

automatically will construct the differences, disciplining, and corrections to the behavior and legitimation of the controller are unconsciously controlled by society because they are the personal or interpersonal controller is formulated to be a loyal subject.

In this determining, women body becomes practice arena and examining power, however, the body as individual possession must be a personal region where a person has totally right to manage. When social control begins to contact with the body that is a private world then, women do not have a freedom again. It can be seen to the SPG that their body is managed in every social practice to be a tool to get big profit for the capitalist. Here Foucault argues “sex depends on various body discipline” (Foucault, 1997, p. 168). It also becomes the instigator of the appearance in every experiment and wisdom. It is a part of sexuality that creates economical-politic from the desire to know (Foucault, 1997, p. 91).

This condition is also portrayed by Indah Hanaco in her novel

“Pernah nggak kamu bayangin beratnya harus berdiri selama berjam-jam demi melariskan sebuah produk? Belum lagi harus berdandan heboh dan selalu tampil cantik. Padahal kadang ngaak ada hubungannya antara produk dengan penampilan si SPG. Intinya, perempuan hanya dijadikan pajangan. Dan itu rasanya...hmmm.... Sangat merendahkan” (the curse of beauty, 2012, p. 18).

“Have you ever imagine how difficult to stand in hours only for selling a product? Moreover, should dress up over and always appear beautiful. Whereas sometimes there is no relation between the product and SPG’s appearance. Basically, women only become decoration. And it feels too humble” (the curse of beauty, 2012, p. 18).

This illustration shows that they are tricked by the capitalist (here their boss) to

sell the product using the full body decoration to attract the consumer to buy the product while there is no connection between the product and the appearing. Moreover, they should dress more than usual and they are willing to do this. Moreover, they feel proud of being SPG and selling many products while hoping to get a big salary and high level or meeting rich men who will change their status soon.

Meanwhile, they should follow the trend of beauty in that period. The concepts of beauty change because there is an influence from the capitalists through mass media and the development of technology. Both of them create the definition of beauty through the standard of beauty which becomes the trend in each period. Beautiful women are women who have white bright skin, long hair, and slim body. This beauty is obtained by a plastic surgeon, the consumption of cosmetics products, using medical tools etc. Mass media changes lifestyle of Indonesian women that have simple lifestyle becomes the consumptive lifestyle. According to Baran, women magazines have a big role to create the character and lifestyle of Indonesian women in this time (Baran, 2011, p. 166).

These conditions can be seen from the beauty conception which is standardized by them in every country. In Western, the concept of beauty is realized by the appearance of the famous doll, Barbie. It becomes popular in 1959 until 2009. It has the perfect body. It is a young girl that has a slim body, white skin, long hair and beautiful eyes. Its popularity makes it is the icon of the culture (Roger, 2009, p. 5). Then, women begin to create their body to be similar to this doll. They do many body treatments such as a plastic surgery to make their face beautiful. Do strict diet to make their body slim. Brightening their skin uses the whitening product. And hair extension is for changing the short hair being long hair.

As the same as of Western, Indonesia also has a standard of beauty which changes every period. In Old Order beautiful women

are described as women who have tan skin or yellow skin, long black hair, and good manners. They also should be Indonesian indigenous women, not mixed residents. Moreover, this definition changes in New Order period. Beautiful women are valued for everything that can be seen, during they are nice to be seen and during they have perfectness compared to the other woman, then those are a category of beautiful women. It doesn't matter from anywhere they come from (Rahayu, 2013, p. 4). These conditions show how capitalism and mass media play a trick on the construction of women beauty.

The other criterion from the standard of beauty which is created by media is using men valuing. Most of the researchers always choose men as the appraiser of the standard of beauty. However, every man has a different opinion about women beauty. Most men also categorize beautiful and attractive women as women who have a big breast and buttocks. These parts are the part of the body that becomes the main of sexual attraction. Pranoto in his book "*Her Story, Sejarah Perjalanan Payudara*" argues woman breast is made into a myth as the main sexual attraction while the vagina is in the second place and the buttocks are in the third place (Pranoto, 2010, p. 14). It shows the beauty of a woman is symbolized by having a big breast.

Talking about the role of mass media in creating the concept of beauty, there is a research which is done by Dr. Thamrin Amar Tomagala. His research examines the content of four magazines in Jakarta. His research shows; the descriptions of women are should appear attractive, manage the housework, become the object of men satisfaction, do not leave kitchen matters, and always worry to be rejected by the certain environment (Suherman, dkk, 1998, pp. 156-157). From this research shows mass media also has a contribution building the image of women based on their sex function.

From this phenomenon indicates the role of the capitalists build the concept of

beauty through mass media using men perspective is for tricking women's unconsciousness to beautify themselves by their sex appeal potential because there is no absolute description about women beauty. Pranoto says the meaning of beauty is abstract. It does not have a certain definition because the beauty is relative. That relativity depends on men lust to appraise women but this assessment is usually of sex appeal (Pranoto, 2010, p. 77). However, women have different sex appeal. It can be seen from their face, their eyes, nose, lips, chin, teeth, posture, breast, skin etc. Every woman does not have the perfect body. Nobody is born perfectly. Men perspective which is blended by women conception in mass media gives the big impact of women consciousness. They cannot differentiate again between their real beauties with *pseudo beauty*.

Women are seemingly hypnotized by the display of advertisements and the promotion of beauty products which is shown by media. Then, they are a willingness to buy or change their body shape through medical tools. Beauty which is created by the capitalists' products covers the reduction of reality; beauty as the essence of women is no longer belongs to them. But the construction of the capitalists takes advantage of women unconsciousness. As Piliang (2012, p. 138) argues; the consumption is the phenomenon of unconsciousness. Therefore, this phenomenon is called as *pseudo beauty*.

These situations are also portrayed by Indah Hanaco in her novel.

“There are some women who have the similar age like me that will do the test series to be SPG. Their faces are beautiful. When I compare to them, I am the most simple makeup woman in this place. The first candidate is Millie, she looks beautiful with a mini skirt and good blouse. So do Alicia, Riko, and Heidi. They wear sexy clothes with makeup and incredible bag and shoes. First of all, my body is sized

how high I am. The owner of the agency, Miss Zoe requires having 165 cm” (*The Curse of Beauty*, 2012, p. 123).

From this scene denotes their beauty is constructed suitable for media image. Through the discourse of pseudo beauty, women feel pain. They are oppressed by their sensual body potential and their physical beauty. They are demanded to always look great from up to down to the public. From the face, they must appear fabulous. Consequently, they must put heavy makeup on their face in a long time. Then, they have to wear attractive clothes. The tight clothes which will show their body curve. They are also obligated to exhibit their beautiful foot with wearing high heels and transparent stocking. For getting these wonderful look is not easy. They should do a long process which spends their money. They have to visit beauty clinic, salon, and hairdressing shop to do body treatment. They also must go to the shopping center to buy their accessories such as high heels, transparent stocking, bag etc.

From this illustration, it also can be seen how women who get a profession as SPG should consume more and more with little salary to support their performance. These habits continue in their usual life. The daily appearance when they work as SPG unconsciously brings them to always dress up not as usual. They often apply heavy makeup to their face although they are not working. They also wear tight clothes, however, they only stay at home or go around the city. They use high heels only for hanging out with their family and friend. Their appearance is not enough with those things. They still need another thing like accessories to point out how fashionable they are. Finally, they do not know that their appearing is strange and further from fashionable.

Women do those things because they want to be beautiful in society sight which can make them live like a socialite. They are fond of hunting the trend of fashion,

accessories, and cosmetic which is booming at that time. They are also crazy about glamour activities such collecting the trend of electronic product or killing the time in the expensive places. Those habits bring them to hedonism world. They are being addicted to brand stuff to show their class to the other women. These conditions are suitable for Rahayu's argumentation; women are difficult. Being women is a grace at once a big challenge. The questions "how can be seen as beautiful, stylish, not out of date always full their mind". Then, to answer these questions they have to fulfill their necessities start from the hair until the foot. These ways become their priority to pay attention to their beauty and appearance (Rahayu, 2013, p. 3).

This condition is portrayed in Indah Hanaco novel

"For the first time, Kimi does not leave me alone in the holiday. Since afternoon she dresses me up beautifully. I feel she is too much (The Curse of Beauty, 2012, p. 139).

"Kim, should we wear a dress only for watching the film?" my objection while seeing her with a beautiful dress. With a luxury car of Kimi's boyfriend, we go to the elite mall in this city (The Curse of Beauty, 2012, p. 139).

From this scene, it can be told that Beauty for women is a grace from the God. Nevertheless, when the products or medical tools are used for beautifying themselves, thus the beauty which is projected with an imaging is being pseudo. As like Yasraf Amir Piliang says in his book entitled *Semiotika dan Hipersemiotika: Kode, Gaya, dan Matinya Makna* (2012, p. 56); lies, falseness, and pseudo which are packed interestingly through perfect imaging make it become the truth or being more real than the reality. Women seemingly wear the mask which covers their real face. Medical tools change the original body of women into more beautiful than before. On the other

hand, they create the self-image beautiful after using the capitalists' product. The consumption of the beauty products is a reproduction process of lust to be beautiful in social eyes, moreover, the other sex.

The other scene which tells about women is trapped in the danger of fake beauty that is useful to operate hedonism lifestyle is portrayed in the dialogue in the story of Indah Hanaco's novel

"I try to think beauty does not always give goodness. It is like a horrifying curse. at least, that is what I experience" (The Curse of Beauty, 2012, p. 106).

"I often see a beauty is considered as the tool to seduce the other sex. Men think they have a right to do everything to women. From a naughty whistle until the serious interference" (The Curse of Beauty, 2012, p. 107).

"I am bothered with this condition. Experience makes me think a beauty is a big mistake in this life. Many people who want to take advantage of it (The Curse of Beauty 2012, p.109)."

From the story above, the author tries to show the fetters of beauty which is faced by women consciousness that a beauty is no longer a grace from the God. In the end, it becomes the curse of themselves because there are many people who take advantage of it to fulfill their necessities. Moreover, they do not know their condition. And they follow their lust of adoring the beauty. Judy Blume's forever (1975), weight issues are deeply embedded and barely acknowledged, in later texts, body image becomes an acknowledged and often crucial aspect of the characters' development (Younger, 2003, pp. 45-56).

The body figure becomes the requirement or dominant factor in every social exchange. Social acceptance and the boundaries of social relationships are

influenced by the person body shape which becomes the standard size of someone's attracting. Foucault explains sex is an integral part of sexuality apparatus and because of it, power on sexuality can be positive on creating politics of the body and pleasure (Kali, 2013, p. 61)

Talking about SPG has the strong relation with mass media. Being SPG means being the icon of a product. It is sold to the consumer through the mass media imagery. As the icon of a product, women who have a job as SPG must have a good appearance that is constructed by mass media. Irwan in his book "*Sangkan Paran Gender*" says "in mass media women body becomes persuasive tools to sell the product, the erotic attraction is a strong stimulus factor to pull the consumer. Pleasure, beauty, pleasantness, freshness, agility are the women characters that are produced by mass media" (Irwan, 2006, p. 20).

Finally, it comes to the purpose of making women as a victim. They become the tool in distribution process and lifestyle. They are also exploited through forming and bringing out the part of their body to expose the image of the product that they sell. From this point, as the icon of the product, they have to care their body to always show the good appearance of their body while they work as SPG and offer the product to the consumer, regardless they also need to consume a various beauty product. Here, they also become the object of capitalism product. In this condition, Foucault states "body and sex are often treated as a commodity to satisfy the desire and get the profit" (Kali, 2013, p. 140).

This condition is also portrayed by Indah Hanaco in her novel

"Aku selalu merasa kalau ...eh ... menjadi SPG itu agak Bagaimana yaa... tidak manusiawi..." (The Curse of Beauty, 2012, p. 16).

"I always feel if.....being SPG is not human" (*The Curse of Beauty, 2012, p. 16*).

"Bagus, kalau gitu. Aku juga kurang setuju. Profesi itu seringkali merupakan topeng".

"Topeng?" tanyaku tidak mengerti.

"Keenan mengangguk. "banyak diantara mereka yang berprofesi ganda. Yang dipromosiiin tidak hanya sebatas produk yang diwakili. Tapi yang lain juga" (The Curse of Beauty, 2012, p. 21).

"Good. I also disagree. That profession is often a mask".

"Mask?" my question because I do not understand.

"Keenan affirms. "most of them who has a double profession. They are not only promoted the product but the other thing (the curse of beauty, 2012, p. 21).

These illustrations also show that women have hegemonized by dazzling life. They want to be seen as high class, upper class and rich people with the branded stuff around them and good appearing and accessories. They never realize that hedonism lifestyle has tricked them into a useless life where everything that they get and want is no longer theirs. Women should trap their side job as a whore only for satisfying their consumption desire. They should be mistress sex of rich men only to be the slave of luxurious life which finally bring them to the lost hill.

Conclusion

Glamor and luxurious life are a longing for every person especially women who are always considered as the second creature. By being rich people means their level and status will rise. They will be respected and honored by the other people. They will do everything and get everything that they want easily. In the other hand, they never realize pleasure and delight will no longer bring them in a good life. In the fact, they are only being the slave of the capitalist. They are not only blinded by dazzling life but also trapped to hedonism lifestyle that will take them to darkness.

As the example, there are women who have a job as SPG in Indah Hanaco's

the Curse of Beauty. They should try hard to survive in the difficulties of life. They are always underestimated because of their social status. This condition brings them to get a side job as whore and mistress sex of rich men. In the beginning, they feel like they are at a high level but in the end only the regretting that left.

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MOTIVATIONS THROUGH METAPHOR IN *NOT AFRAID* AND *READ ALL ABOUT IT*

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Abstract

This study examined the figurative language in the lyrics of Eminem and Emili Sande songs. It will easier and more interesting to analyze the figurative language trough the literary work that people hear everyday such a song lyric. This research use descriptive qualitative method. The main sources of data in this research were the lyric song of Eminem's *Not Afraid* and Emili Sande's *Read All About It*. The analysis of the data used the following step: first, listen to the songs, found the printed lyric of the song, found the figurative language. The last, the researcher drew the conclusion of this study. The result of this study show that, both song lyric, use the metaphor and personification. Based on the figurative language analysis, the singer wants to declare something and give motivation to the reader or listener through these songs.

Keywords: motivation, metaphor, personification, song lyrics

Introduction

Humans are social beings. They interact to another and live with another human. We leak emotion to each other. We have the mirror neuron that makes us match with other human beings' emotions, either unconsciously or immediately through communication. Communication a way of people to express their emotions, sharing information or motivate each others. But, in many cases, human beings can express their feelings in some other way for communication. In the past, they used a sender or messenger to meet ones they want to meet. Nowadays, there is no sender or messenger but people can use other methods to express their feelings, such as music.

In the end of 19th century, American slaves used music to talk about their hard lives as slaves and how they miss their lands. They shared the information, idea as well as thoughts using songs. Today, we listen to it every time, when we walking, while in transit, at work, and with our friend, music are like constant companion.

Music is the language of emotions. Music is the tool to share feeling between human being. However, musician created music not only to entertain but also to communicate through expressing or sharing

his/her feeling to the other. Music is not only the music itself but also the lyric. Through it, the reader or listener will know the topic of the song. Music is has language besides the musical arrangement. Through the song, the singer expresses his o her feeling. There are songs telling about sadness, happiness, love, social critiqued with direct and indirect ways.

According to the background above, the researchers make an attempt to analyze figurative languages and hidden meanings in two songs, i.e. *I am Not Afraid* by Eminem and *Read All About It* by Emeli Sande.

Methodology

1. Method of Data Collection.

This analysis uses qualitative analysis which is very "researcher-dependent". In this analysis, the researchers use observation method. Observation method is appropriate in observation of language.

In this research, the researchers used indirect observation technique by using the internet to get the song and the lyrics of *Not Afraid* by Eminem and *Read All About It* by Emeli Sande. The themes of the songs were to motivate others.

2. Method of Data Analysis.

Qualitative method is used in this research to analyze the data. Qualitative methods employ observations, interview, and/or the analysis of some type of text. Qualitative method is use to analysis meaning and theme. In this research, the researcher employs the content analysis on *Not Afraid* and *Read All About It*.

Findings and Discussion

In this analysis, the researchers analyzes the song lyrics of *Not Afraid* by Eminem and *Read All About It* by Emeli Sande to identify and analyze the figurative languages that the song writers in order to comprehend the messages of the songs. A song lyric is like a poem, considering the similarity of the structures to a certain extent.

1. Figurative Languages

Figurative language refers to words or phrases that have other meaning(s) beyond the literal meaning. In the study, two kinds of figurative languages are found. They are metaphor or personification. Metaphor is used to make a statement that doesn't make sense literally. It will make sense when the similarities between the two things become apparent or someone understand the connection between the two words. Personification is applied by using human characteristics to characterize some inanimate object, animal, or idea. They affect the way the reader imagines a thing.

a. Metaphor and Personification in *Not Afraid* by Eminem

This song is one of Eminem's famous songs. He is an American singer, rapper, recording producer and also actor. He is known as one of the most controversial and best-selling artists in early 21st century. He was born on October 17, 1972. His songs are usually related to the social criticism as well as reflecting himself. In *Not Afraid*, Eminem put all he wants to say with metaphors and personification to hide the true purpose.

We'll walk this road together, through the storm (line 31)

In this part of lyric, the word 'storm' represents 'problem'. But, it is not personification. Some of people think the problem is like a storm and the writer also tells the listeners or readers that they need to face their problems like one who is going through the storm.

In another line, the writer also uses metaphor to suggest the listeners or readers to believe that they are not alone when face a storm or problem.

Just letting you know that you're not alone. (line 33)

b. Metaphor and Personification in *Read All About It* by Emeli Sande

Eminem is not the only singer that uses his song to express his feeling. There is also Emeli Sande, a singer from the United Kingdom that uses the music as the tool of communication and a way to express her feeling, such as in *Read All About It*. In her song, Emeli Sande uses many metaphors and personifications. Here is an example.

You've got a heart as loud as lightening (line 8)

In this part of lyric, the writer put the personification to describe the heart of the people. The writer uses word as 'loud as lightning' to represent how strong the human heart just likes the power of lightning.

I wanna scream 'til the words dry out (line 16)

The writer also uses metaphor to make her song more dramatic. The writer tries to tell the readers or listeners to scream until they word dry out. Dry is for the water. But in that part, the writer uses the words "dry out" to say that you need scream till you cannot scream anymore.

2. The hidden purpose or meaning

Both of *Not Afraid* by Eminem and *Read All About It* by Emeli Sande have beautiful lyrics and arrangements. Both

singers share all they want to tell with the listeners about what they feel and want.

In *Not Afraid*, Eminem wants to tell others (listeners / readers) to not afraid and stand up against any problem, even when it is so bad because they are not alone. There are many people who also struggle to fight their problems.

I'm not afraid (I'm not afraid)
 To take a stand (to take a stand)
 Everybody (everybody)
 Come take my hand (come take my hand)
 We'll walk this road together, through the storm
 Whatever weather, cold or warm
 Just letting you know that you're not alone
 Holler if you feel like you've been down the same road (same road)

Emeli Sande also shares her thought with the listeners to not afraid and to shout out what they want. Her song tells the listeners to say loudly (scream) what they want, and if someone can't speak it anymore just write it and everyone can also read.

I wanna sing, I wanna shout
 I wanna scream 'til the words dry out
 So put it in all of the papers,
 I'm not afraid
 They can read all about it
 Read all about it, oh

Conclusion

Based on analysis above, the songs represent genuine feelings of the writers. The song writers express all they feel to communicate with others and share with them a story, as well as give motivate them to stand up and never give up when facing a problem. Both of Eminem and Emeli Sande are great singers and song writers.

Eminem as a rapper can give the people motivational words through his hard core tones and harsh language in his music. His music is rich of metaphor and personification that make his song have some deep feeling, though hard to

understand. On the other hand, Emeli Sande with her pop music is easy to understand even with some metaphor and personification in her song. Moreover, even when they use different kinds of music, they give the same motivation to the listeners.

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THE ROLE OF MILLENIAL TEACHER IN CONSERVING AND PROMOTING LOCAL FOLKLORE THROUGH STUDENT CENTERED LEARNING

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Abstract

The objective of this study is to explain the role and strategy of the teachers in teaching and learning of folklore in industrial revolution 4.0 era. Folklore as the part of local wisdom needs to be conserved and promoted. Millennial generation is the key of the success in conserving and promoting local folklore. Indonesia has potential students as millennial generation must be taken advantage in education. This research helps the teachers and educators to teach and learn the local folklore in industrial revolution 4.0 era through millennial generation. This study tries to maximize the Student Centered Learning approach in developing the use of e-learning and social media.

Keywords: millennial teachers, folklore, student centered learning

Introduction

Creativity is the key word that should be used in this era. This era is no longer using more monotonous and traditional teaching and learning. Learning of this era requires synergy of teachers and students' creativity. Teachers can no longer be entirely dominant because in this era all information and technology have the same rights to have. Teachers who are lazy to update information will be beaten by their students. However, creative and learning teachers will become facilitators and motivators for students (Susanto, 2013).

Senjaya (2008) mentions that as a facilitator, teachers play a role to provide services to facilitate students in learning process activities. In addition, teachers can observe the character of their students more complexly. So that can facilitate the teacher in observation of interest and talent of each student. Interests and talents in the end can be channeled and every student is not beaten flat in his or her interest. The excitement of excitement, anxiety, and courage to express an open opinion is the basic capital for learners to grow and develop into human beings who are ready to adapt, face

possibilities, and enter a challenging era of globalization (Mulyasa 2013, pp. 53-54).

The teacher is also a motivator no longer as a dictator in a class who likes to command and pressure students to learn. Teachers are required to encourage not just information transfer. Motivation is needed in every learning and teaching activity. Each student has their own character so that automatically the level of students' learning motivation will be different. So the teacher's job is to encourage students to grow in their motivation (Sardiman, 2016, pp. 75-76).

This millennial era teachers are expected to have a very adequate ability for the mastery of information technology. Information technology must be one of the main skills teachers must have today. Maybe it could be called a millennial teacher or teachers who have students of the millennial generation. If teachers do not quickly master the information technology then get ready to be ignored by the students. Nowadays students believe in more Google than teachers or even parents. Another problem with this millennial era is how these ancestral cultures are not neglected. Teachers are also one of the professions that have a role in cultural conservation. Local culture

may be easily overlooked by the millennial generation. This can be because millennial generations are being tampered with a variety of information that is so rapidly obtained from around the world that local culture will be eroded by foreign cultures. It's like contestation. The millennial generation is disguised by various forms of culture. They just choose what they like.

Folklore is an intangible cultural heritage that has been inherited in a down-and-down manner (Lutviansori, 2010), but with the new situation and condition where the industrial revolution must pass through disruptive period. So there is need for action and efforts to preserve the inheritance of these folklore ancestors. It may be feared if the children and grandchildren will not know the local cultural heritage. They will lose their national and regional identity. Losing identity or identity will cause a sense of inferior to other nations and cultures that will make this nation are not confident in the culture.

Cultural diversity owned by this nation actually has a great advantage in the era of globalization. Indonesia can be a reference from various nations in terms of maintaining cultural plurality. With cultural diversity and folklore Indonesia can be a pilot country in the conservation of noble cultural values.

This study will explain how the role of teachers in the industry era 4.0 in promoting and conserving local folklore as one of the cultural heritage through student centered learning.

Discussion

1. Teaching Learning Style in Millennial Era

In this era of education experienced very complex problems because the development of information technology is growing rapidly and quickly. Problems encountered include morality, child character and loss of local culture. However, these technological advances should be addressed and anticipated positively.

Teaching learning in this millennial era is closely related to distance learning. Teachers and learners are not tied to space and time. So there will be differences in teaching trends in this era.

In conventional education, teachers and learners are in the same room and time. During the learning process takes place, the management of the class is entirely by the teacher who performs various activities such as explaining or holding a question and answer about the learning materials that he discussed, providing guidance, motivating, assessing and so forth. Because the teacher expresses it directly, the learner can respond directly.

Distance learners, teachers and learners are not in the same time and space as they are geographically separated. Being separate, there is no supervisory or teacher control over the learner's behavior, especially if the teacher limits himself to interact directly with the learner. Communication of teachers and learners is done through the media, because not face to face directly. As a result the teacher will know the learning progress of the learner if the learner responds to the teaching, assignment, or exam given to him (Munir, 2012).

2. Student Centered Learning and E-Learning

This millennial E-Learning era is necessary. E-learning is a pragmatic information and communication technology that requires the support of teachers and learners. Therefore the successful use of e-learning is influenced by teachers and learners. E-learning will work well if done correctly and optimally.

E-learning is optimal if it collaborates with Student centered learning (SCL) approach. SCL is a learner-centered approach. Learners have an active role in learning. While the position of the teacher as a mediator.

This collaboration is very effective because the teacher is not a subject of learning. So that learners become more

active and can explore the learning materials independently. The collaboration also enables children to optimize their ability and independence. (Munir, 2013, pp. 167-193)

3. The Use of Social Media in Teaching Learning

Is social media currently playing a role in education? Yes of course, this can be seen from the many new methods in the world of education that many use of learning media taken from social media. Learning activities become easier when social media is used in education. Through the social media students can be more creative and independent in learning, thus the quality of students can also increase, with the increasing quality of Students of the quality of education is better.

How to use social media in order to trigger the quality of the learner is to make use of all the ease of communicating and sharing information owned by the media for educational or learning process. Some social media that can play a role in the world of education that can trigger the quality of learners, such as Facebook, Twitter, Blogs, Instagram and Youtube. Student quality can be better when utilizing social media as much as possible, by minimizing the negative impact.

The development of various gadget technologies that have been changing the internet as a form of mass media, allowing anyone to publish and communicate anything, to anyone, from anywhere and whenever an internet connection is available.

4. The Role of Millennial Teachers in Conserving and Promoting Local Folklore

The changing times require teachers to change the teaching style. In addition, the role of teachers is not limited to teaching and learning in schools but there is more common at this time of promotion. Probably strange, why teachers should be promotional? What is promoted? To maintain the culture including folklore then

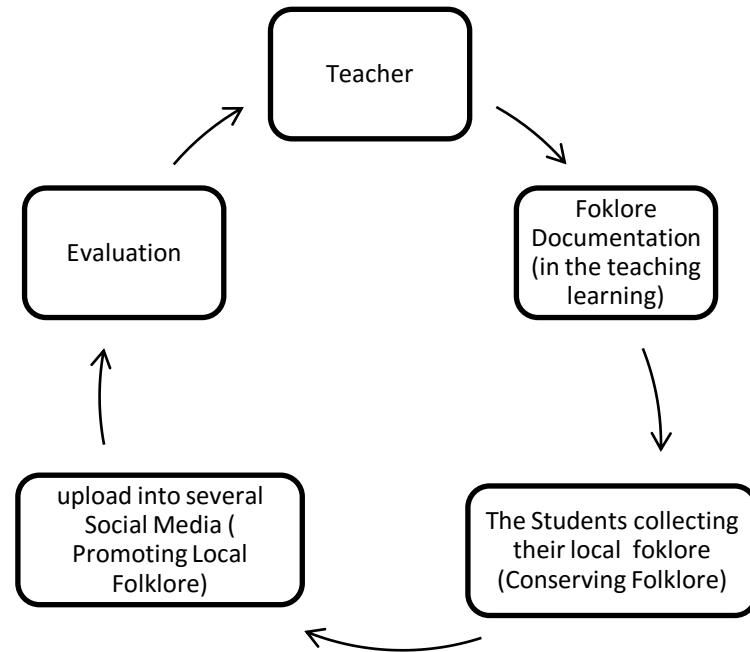
the role of teachers is necessary because teachers have the closest role from other occupational professions. Teachers are professions that directly relate to the younger generation. So the role of teachers is needed in maintaining a culture.

Folklore is the inherited cultural heritage that is now very easily lost due to the flow of globalization. Promotion is one good way to capitalize on the current globalization and industrial revolution 4.0. So what's worried about the loss of our culture will not happen.

5. Social Media Utilization in Teaching Learning

Social media has an important role in the era of industrial revolution. Social media spread the word quickly. Utilization of social media in learning activities is needed in promotion and conservation of folklore. For example, a teacher assigns a task to his students to record and document the various types of folklore in their respective areas. This task can be in the form of individuals or groups. After they have documented their findings, they upload the results in various social media that their teacher has determined.

The activity seems trivial, but it has a remarkable advantage because social media directly connected to the whole world. Unlike a website or blog, websites and blogs do not have features linked to other accounts or web pages, even passive. The difference with social media is that social media has characters that connect and spread what is uploaded to all social media accounts. Social media is now both Twitter, Facebook and Instagram they have a hashtag in ease of search. Hashtag is very useful in to brand a searched word. So in this occasion hashtag service is good enough to promote something, especially applied to learning and promotion of folklore. Local Folklore will be known and can be read by outsiders by giving certain hashtags when uploading their results.



Conclusion

The role of teachers in maintaining local wisdom and culture especially folklore can be realized if the combination of teaching strategies and the role of active students take place harmoniously. Social media has become an excellent tool for promoting local folklore. Social media can trigger the quality of learning if it can be utilized maximally all the ease of communicating and sharing information owned by the media for the process of education or learning.

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COMPARING THE PROTAGONISTS' CHANGES OF LIFE NEEDS AND THE FULFILLMENTS IN *CAST AWAY* (2000) AND *THE MARTIAN* (2015)

A Psychological Study of Literature

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Abstract

In either literature or real life, one's motivation dealing with his/her satisfaction and need fulfillment in life can change as time goes by when experiencing some significant life transformation. Based on the above statement, this study was conducted. The material objects chosen were *Cast Away* (2000) and *The Martian* (2015), for there was some very similar formula in both movies in terms of plot, including the protagonists' phases of life, characteristics of setting and conflicts experienced by the protagonists related the studied topic. By applying Maslow's theory of hierarchy of needs, the study was aimed at finding out the life needs of Chuck Noland, the protagonist in *Cast Away*, Mark Watney, the protagonist in *The Martian* including their changes and fulfillments within three different phases of life. The result showed that in both movies the protagonists experienced three different phases of life, which dealt significantly with what their ultimate life needs were within each phase and to what extent that the characters' were motivated to fulfill the needs. In the first phase, the protagonists tried to fulfill esteem need (4th level in hierarchy of needs). In the second phase, the characters pursued the fulfillment of belonging and love need (3th level in hierarchy of needs). And, in the third phase, both protagonists elevated the life standards due to fulfillment of (some of) the needs in previous phase. Chuck Noland in *Cast Away* had pursued love need but had not yet fulfilled belonging need (3th level in hierarchy of needs). Meanwhile Mark Watney in *The Martian* was already in process of fulfilling self-actualization (5th/top level in hierarchy of needs). It is concluded that when people experience some life transformations, regardless in better or worse situations that result in changes of life needs, they will try to adjust themselves to the new situations by trying to fulfill the new needs, neglecting the needs that they were pursuing in the previous situation.

Keywords: life needs, need fulfillments, hierarchy of needs, comparative study, film

Introduction

Every human being has different life needs and ways to fulfill them. One's life needs and fulfillments are influenced by the surrounding environment as well as where he or she lives. Then, what about life needs and the fulfillments of someone stranded on an uninhabited island or a strange planet alone for a long time? This kind of situation happens to Chuck Noland in *Cast Away* (2000) and Mark Watney in *The Martian* (2015).

In both movies, Chuck Noland and Mark Watney is described getting a disaster when they are at work. Chuck Noland is stranded on uninhabited island and Mark Watney lives in Mars alone for a long time. Chuck Noland and Mark Watney get a lot of

problem during their isolations, loses their jobs and home, and they are all alone. Besides, they are lack of food supplies to eat. Both of the protagonists have no option but to survive and make attempts to return to their normal environments. At the same time, must keep their mind stable. As a consequence, they exploit anything around to eat and protect themselves. Finally, they find a way to return to their environments and continue their lives.

In this research, both movies are compared dealing with such similarities in the formulaic plots. Those movies are basically focused on the central characters' problems (what Chuck Noland and Mark Watney are experiencing). The researchers use psychological approach to

compare the central characters' hierarchy of needs before, during, and after their isolations.

The researchers use Abraham Maslow's psychological theory namely Hierarchy of Needs.

Methodology

1. Research Approach

In this research, the researchers use psychological approach with Abraham Maslow's theory of Hierarchy of Needs. It helps to analyze and compare the hierarchy needs of the central character or protagonist in *Cast Away* (2000) and in *The Martian* (2015).

2. Types of Data

In this research, the researchers determines two categories of the resources, they are primary and secondary data. The primary data in this research is Robert Zemeckis's *Cast Away* (2000) and Ridley Scott's *The Martian* (2015). Whereas the secondary data include library and online resources that contains various references such as books, journals, learning materials, and other resources. It is able to help the researchers get information to analyze the primary data.

3. Technique of Data Collection, Analysis, and Presentation

a. Technique of Data Collection

In collecting and analyzing the data of this research, the researchers watch and take note any kind of relevant information or data from the movies. The data that are used

in this research are dialogues, actions, and pictures of both of the central characters.

b. Technique of Data Analysis

The researchers use qualitative descriptive technique to analyze the data until the researchers find out the results and make a conclusion of the data.

c. Technique of Data Presentation

Data is presented in form of combination between screenshots (images) and quotations (texts).

Findings and Discussion

The researchers find some similarities and differences of protagonists' hierarchy of needs in *Cast Away* (2000) and *The Martian* (2015). The data analysis is in the following.

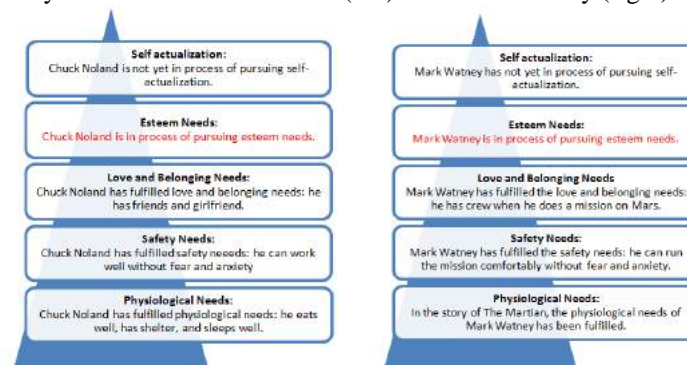
1. Hierarchy of Needs of Chuck Noland in *Cast Away* (2000) and Mark Watney in *The Martian* (2015).

The hierarchy of needs of Chuck Noland in *Cast Away* (2000) and Mark Watney in *The Martian* (2015) are divided into three phases of life, they are: Before, during, and after they are isolated on a strange place.

a. Hierarchy of needs of Chuck Noland in *Cast Away* (2000) and Mark Watney in *The Martian* (2015) before they being isolated on strange place.

Before Chuck Noland and Mark Watney get accident, they have similar level of hierarchy of needs. They have already reached into esteem need level. It is can be seen in diagram below.

Diagram 1. Hierarchy of Needs of Chuck Nolan (left) and Mark Watney (right) and before Isolated

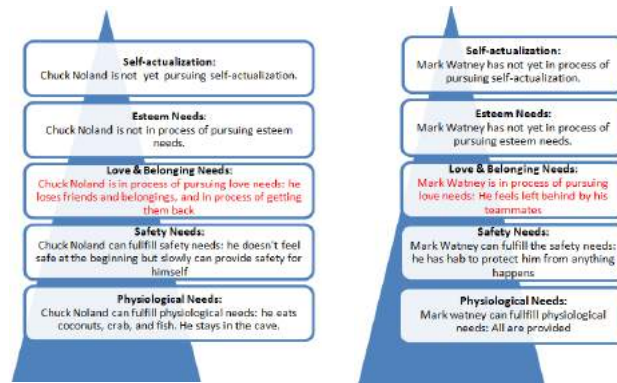


b. Hierarchy of needs of Chuck Noland in *Cast Away* (2000) and Mark Watney in *The Martian* (2015) when they were isolated in strange place.

Mars, they have similar level of hierarchy of needs. They have already reached into love and belonging need. It can be seen in diagram below.

When Chuck Noland stranded on the uninhabited island and Mark Watney lost in

Diagram 2. Hierarchy of Needs Diagram of Chuck Noland (left) and Mark Watney (right) during isolation



c. Hierarchy of needs of Chuck Noland in *Cast Away* (2000) and Mark Watney in *The Martian* (2015) after they are saved from isolated place.

and Mark Watney are different. Chuck Noland still in process to pursuing the love and belonging needs because after he back home he lost his girlfriend. Whereas, Mark Watney can fulfill the highest level of hierarchy of needs (self-actualization. After he back to the Earth he become a professor. It can be seen in diagram below.

After Chuck Noland and Mark Watney saved from isolated place, they back to normal life. In this place the level of hierarchy of needs between Chuck Noland

Diagram 3. Hierarchy of Needs Diagram of Chuck Noland (left) and Mark Watney (right) after being saved from isolation



Conclusion

In the analysis of hierarchy of needs of Chuck Noland in *Cast Away* (2000) and Mark Watney in *The Martian* (2015), the researchers divide the hierarchy of needs into three phases of life, i.e. before, during and

after Chuck Noland and Mark Watney are isolated on a strange place. According to that, there are some changes or shifts of needs of both characters during their three phases of life. Hence, it is concluded that when people experience some life

transformations, regardless in better or worse situations that result in changes of life needs, they will try to adjust themselves to the new situations by trying to fulfill the new needs, neglecting the needs that they were pursuing in the previous situation.

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AUTHOR'S VIEW TOWARD PAKISTAN SOCIETY IN QAISRA SHAHRAZ'S *THE HOLY WOVAN*

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Abstract

Culture shows the result of the behavior and the habit of the societies in that place. Culture is the complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man a member of society. This research only focuses on *The Holy Woman* novel by Qiasra Shahraz. In analyzing the data, the writer used is genetic structuralism theory by Lucien Goldmann. The result of this research shows that in Pakistan, there are matchmaking, patriarchal system, and pride of social status.

Keywords: novel, *The Holy Woman*, Pakistan, social, genetic, structuralism

Introduction

In the world, there are so many differences. It can be seen from traditions, music traditions, languages, religions, foods, even behavior. Those are called as culture. In the term of culture, culture shows the result of the behavior and the habit of the societies in that place. According to Taylor (1958) stated that culture is the complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man a member of society. So, culture includes the whole aspects such as belief, art, knowledge, morals and others that happen in that place. It can give good or bad impact for those societies but it depends of what culture that they believe as their culture.

According to Abcarians and Klotz (1988) explain that through literature, an author tells the readers the historical issues or events of the society happened during his lifetime. Thus, it is possible for the readers of the literary works to get some understandings of particular issues in the society by reading literary works produced during the issues took place. Based on that statement, the author is a representative of society wants to describe what happen during her or his lifetime. The societies also influence the literary work that is created by the author. In addition, the reader or the

audiences will get information and understanding about the social condition or even the culture of that place.

In this research, the researcher only focuses in one literary work which is novel. The novel that was chosen by the researcher is representing Pakistan society in the 20th century. Pakistan in the 20th century was really known for Zia's policy called as Islamization. This policy affected all socio-aspects, there are economy, religion, tradition, and patriarchal system. Those socio-aspects worsened because of islamization and later also resulted in women's movements in Pakistan. All of women's movements were organized by the man.

Women's movements in the 20th century increased rapidly as the impact of patriarchy in Pakistan which was applied in all aspects of daily life, such as education, job, law protection, marriage system, and human rights. Before 20th century, this system was venerated by this country and in 20th century some women established women's organization to protect their rights as Zia issued Islamization that supported patriarchy in Pakistan. Some women's activists spoke up for women right and found women associations. Every association had its own concern in women's life. One famous activists at that time was Benazir

Bhutto who also become prime minister in the 20th century and started women's involvement in politics (Korson and Maskiell, 1985). Based on those statements above, it can be summarized that some social institutions in Pakistan were injustice since they made some people superior and the others were inferior. There was no equality.

Discussion

1. Theory of Genetic Structuralism

Lucian Goldman developed the study about genetic structuralism for the first time in France. Genetic structuralism theory is a branch of literary research that gives attention to both intrinsic and extrinsic element (Faruk, 2012, p. 14). It means genetic structuralism theory discusses about the intrinsic elements of literary and includes other background such as the author's background and historical background. Genetic structuralism also tries to review the literature from the sociological perspective and examines the literary formed.

This novel entitled *The Holy Woman* is a novel that tells about social condition in Pakistan in 20th century. That is social problem which happens in that era. Genetic structuralism theory is suitable for this research. The author of this novel wants to describe the social phenomenon in Pakistan in 20th century. So, the author's worldview is an important thing to give influence the literary works.

a. Human Fact

According to Faruk (1994), human fact is all the results of activity or behavior of human beings both verbal and physical, which is trying to understand by science. Human facts can be divided into two. First is the individual fact such as the sexual behavior of a person related to the social class. Second is the social fact that is connected with history. Human facts are not something that has just emerged, but the result of human activity as a subject because human beings assimilate and adapt to the environment, thus becoming the subject in

human reality. In addition, because individual humans are unable to assimilate and accommodate, humans need collectivity to overcome the individual.

That fact may be in the form of certain social activities, political activities, even cultural creations such as philosophy, art, music, sculpture, and literary arts. Genetic Structuralism sees literary work as the human fact. The human fact is similar to human behavior. Goldman defines human fact as all of the human activities and behaviors, both verbal and physical, that science tries to understand. It can be social or individual activities, including cultural works, painting, musical compositions, as well as literary works.

The researcher decides human fact is the novel *The Holy Woman* by Qaisara Shahraz. It focuses on Pakistan Society. Pakistan society consists of several phenomena, social behavior, and cultural practice. Those aspects are clearly stated on the novel *The Holy Woman*. In addition, these results of human activities will not be happen without any supported object which is usually called as a collective subject.

b. Collective Subject

There are two subjects of the fact of humanity, which are the individual subject and the collective subject. The individual subject is the subject of individual facts. Meanwhile the collective subject is the subject of social facts. In accordance, social, politic, and economic revolutions, as well as great cultural works, are considered as social facts. Moreover, the trans-individual subjects are the one that create those social facts.

In this research, the researcher believes that collective subject comes from social class of the author as High class group of Pakistan-British and the social class in Pakistan who collectively create the novel. In *The Holy Woman* is written by Qaisra Shahraz in the 20th century. It shows that the author of this novel as a collective subject wants to share and describe what happen in 20th century that has correlation with Zia's

policy. An author creates a story is not based on her imagination but it is based on society phenomena happen during her lifetime. In addition, Qaisra Shahraz is an author of this novel as a representative of Pakistan society and also as collective subject.

c. World Views

Goldman believes the homology between literary structure and the structure of society in which both are the result of similar structural activity. However, the relationship between society and literary structure cannot be understood as a direct determinative relationship but through what it calls the world view.

Thus, worldview is a united aspiration and aspiration that develops in collective subjects and has given rise to social reactions in certain societies. Through the worldview, the literature may reflect the 'authentic value' that embraces life. The authentic value is the value implied in a novel, in which the value that governs the world form completely. Characteristics of value are conceptual and abstract.

According to Goldman in Edraswara (2013) stated that world view is a perspective which is coherent and integrated concern with the connection of human with human nature. Based on that, the researcher assume that world view is form consciousness of the human. It is not only between human and human but also human and nature. Goldman also believes that analyzing world view coming from the outside of the story can be experiences or the views of the author on society that happened at the time and reflected in literary works.

In this research, the collective subject of the novel *The Holy Woman* brings the idea and ideology from social caste and group that shows in the world view, so other people who do not live in Pakistan will know what happen in 20th century. The collective subject tries to combine all thoughts from individual or author into specific world view. The author of *The Holy Woman* novel belongs to high class group of people in Pakistan and

British. She may have combined ideas from aspiration, tradition, and feeling connected with other social group that is developed in collective subject. The world view of this novel comes from the author's perspective that has correlation with society's perspective and also the ideology of nature of the country.

i. Matchmaking

The collective subject brings the idea from the Pakistans' society which is matchmaking. This novel tells the reader there is matchmaking, it can be seen from Habib's Family. Habib has a child namely Zarri Bano. Zarri Bano's brother wants to do matchmaking with his friend. Zarri Bano also wants to know more about her brother's friend. Srikander and his father come to Habib's house to talk about matchmaking.

Sikander and his father Raja Din were sitting and talking to Zarri Bano's parents. Tea had been served by Fatima, their housekeeper. It was the first time that they had all met. Jafar and Sikander had got to know each other in Karachi on business. On one occasion Sikander had invited Jafar to his home. (Shahraz, 2001, p. 19)

In other hand, there is one character namely Kaniz. She and her sister want to do matchmaking her son with a woman in Lahore. They think that a woman who was chosen was right and suitable for Khawar. In addition, in Pakistan also matchmaking must be in the same class.

In Chaudharani Kaniz's mind, the rishta or eligible bride to whom her youngest sister Sabra had introduced her in Lahore, would be an excellent wife for Khawar. The young woman was attractive and well-educated, but more to the point she came from a wealthy family of good repute and background. (Shahraz, 2001, p. 25)

ii. Patriarchal System

Since the novel is containing about woman condition and perspective to

woman's movements in Pakistan in 20th century. It has problem of strict condition of woman and patriarchal system in Pakistan that makes woman cannot do anything except following all rules which made by man. It happens with Zarri Bano, when she must be the holy woman by her father Habib. She cannot do anything, she must follow the rule.

'Here I stand before you, Mother, my father's Shahzadi Ibadat.' She spread her hands in a flourish "The Holy Woman". The woman he created by killing me. Did you not know that men are the true creators in our culture, Mother? They mould our lives and destinies according to their whims and desires. The irony of all ironies, for which I can never forgive myself, is that it has happened to me – a feminist, a defender of women's rights...(Shahraz, 2001, p. 72)

Besides matchmaking, patriarchal system in Pakistan was strong. It also happens in Kaniz's family. When Kaniz wants to do matchmaking between her son and a woman from Lahore, her son Khawar rejects that matchmaking, because he has a woman who is loved by him.

'Really.' Khawar whistled softly, releasing the tight rein of his temper. Proud, like his mother, he was unable to bear her imperious, tyrannical manner. 'You and Auntie Sabra can do what you like with that "Lahori" woman,' he said icily. 'If I want to, I can marry that chit – that washerwoman's daughter and there is nothing you can do to stop me, Mother.' He glared down at her, in no mood to humour her further. (Shahraz, 2001, p. 28)

iii. Pride of Social Status

In Pakistan, pride of status also exists. It tells from the story of Kaniz. She treats her servant different way with people who have the same level with her. She still believes with her ancient that treats people with different class also different way.

Now she, Kaniz, was the only chaudharani in the village and she never

let a single soul forget it! With her snooty manner and imperious ways, she kept most of the villagers at arm's length. For she had imbibed very early on the ancient wisdom that says it never pays to be too familiar with one's servants and neighbours. (Shahraz, 2001, p. 26)

It is different with Habib's family. His wife namely Shahzada treats people with the same way. Her servant namely Fatima has already considered as her family.

Treating all her servants and subordinates as equals, and with innate kindness, Shahzada had built a special rapport with Fatima: she had been with them for over twenty years, and was therefore almost like another member of the family. (Shahraz, 2001, p. 61)

d. Text Structure

Text structure is still very important in doing analysis in the concept of genetic structuralism by Goldmann. Text structure refers to how the information within a written text is organized. According to Ornstein (1994), text structure is the main idea of the text, information organization, as well as the verbal and textual cues which bring unity to the text. Text structure also give understanding that text might present a main idea and details, causes, and then the effects, and also the different view of a topic. According to Meyer and Freedle (1984) have organized five basic expository text structure, there are descriptive, sequential, causation, problem or solution, and comparison. In this research, the researcher focuses on descriptive to see the text structure of this novel. The object that will be used is fiction book. This object also describes all of aspects in Pakistan that collective subject faced. It is using descriptive way of writing a literary work.

Conclusion

This paper is analyzing *The Holy Woman* novel by Qaisra Shahraz with the genetic structuralism theory by Lucian Goldman. This novel tells about social condition in Pakistan in 20th century. Women's

movements in the 20th century increased rapidly as the impact of patriarchy in Pakistan which was applied in all aspects of daily life, such as education, job, law protection, marriage system, and human rights.

In genetic structuralism theory, there are human fact, collective subject, world view, and text structure. First, the human fact is the novel itself entitled *The Holy Woman*. Second is collective subject, collective subject is the author itself. So, collective subject in this novel is Qaisra Shahraz as a representative of the society in Pakistan. The third is worldview. *The Holy Woman* novel describes author's view over Pakistan society: Matchmaking; patriarchal system; and pride of social status.

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TRANSLATION

STUDENTS' DIFFICULTIES IN TRANSLATING IDIOMATIC EXPRESSION FROM ENGLISH INTO INDONESIAN

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Abstract

This research is about the difficulties in translating idiomatic expressions. It is aimed to find out about how students translate the idiomatic expressions, and the difficulties experienced by students during the translating process. 18 English Education students were taken as the sample of the study by purposive sampling. The students were given translation test which contained idiomatic expressions. The students' translation results were analysed to know the accuracy level. The result of accuracy level then leads to the analysis of students' difficulties in translating idiomatic expressions. Therefore, questionnaire and short interview were employed to gain further data. The research found that 15% of students' translations were totally inadequate, 23% were inadequate, 10% were adequate, 14% were almost successful, and 38% were successful. The fact that the amount of the inaccurate translation result was more than the accurate translation result indicated that the students experienced difficulties during the translating process. Meanwhile, the translation difficulties experienced by students were lexical difficulty at 73%, stylistic difficulty at 67.5%, cultural difficulty at 66%, and 64% for grammatical difficulty. Based on the result, it is suggested for the students to improve their knowledge of English idiom and the translating ability. In addition, the students should optimize the use of dictionary to help produce good translation. For teachers, the result of the research can be used to reflect the students' difficulties in translation, so that they are expected to overcome the difficulties by considering students' ability and background knowledge in translation.

Keywords: difficulties, translation, idiom

Introduction

Translation is an actual issue to be discussed in the scope of foreign language learning. According to Bell in Orudari (2008) translation is about transferring the meaning from source language into target language. From the definition, we know that translation is not simply about literary changing word to word, sentence to sentence in source language into target language. Yet, it also requires knowledge and understanding to choose the closest and the most proper equivalence in target language to properly convey the message contained in source language into target language.

However, translator often encounters some difficulties during the translation process, especially in translating figurative language. Figurative language is normally found in any literary works such as novel, poetry, and prose, in a form of metaphor, proverb, or idiomatic expressions. However,

figurative language is also used in formal writing such as article or news in magazines and newspaper. One of the expressions of figurative language that can be found either in literary works or formal writing is idiomatic expression. Idiomatic expressions are often being included either in English or in *Bahasa Indonesia*.

The use of idiomatic expression in any kind of material often requires Indonesian students to find and translate idiomatic expression from their language into English and vice versa. During the process of translating idiomatic expression, the problems of translation may show up. As mentioned by Wright (2002, p. 10), translating idiom is considered to be difficult, since idiom cannot be translated as word for word. Translator should understand the meaning first before translating the whole meaning.

During the process of translation, there are some difficulties that might be encountered by translator. As proposed by Hartono (2009, pp. 62-89), those difficulties are classified as: (1) Lexical difficulties, (2) Stylistic difficulties, (3) Grammatical difficulties, and (4) Cultural difficulties. The translation difficulties can also be represented by the quality of a translation product. Maghfur (2013) concluded if only less than half of the translation results were successfully translated, it means that the students still have several difficulties in translating the meaning of idiomatic expressions. Therefore, the researcher will also try to find out the quality of students' translation products using the rubric of translation accuracy assessment by Waddington (2001, p. 315) in which there are five levels of translation accuracy as listed below:

Table 1. Translation Quality Assessment Rubric

	Accuracy level	Indicator	Mark
Level 1	Inadequate transfer of ST content. Not worth revision	Total lack of ability in transferring message	1-2
Level 2	Serious inaccuracies in transferring the message. Need thorough revision.	Almost the entire text reads like a translation. Continual errors	3-4
Level 3	Succeed transfer of the general idea but with a number of inaccuracies. Considerable revision	Certain parts read like an originally written in TL, but other like translation. Considerable errors	5-6
Level 4	Almost complete transfer, one or two inaccuracies. Little revision	Large section read like originally written in TL. Number of errors.	7-8
Level 5	Complete information transfer. Minor revision	Completely read like originally written in TL. Minor errors	9-10

Based on the fact above, the researcher would like to find out the difficulties encountered by students in translating idiomatic expression from English into Indonesian by first knowing the quality of their translation product. Therefore, the objective of the research are (1) to find out how the sixth and eighth semester educational program students of University of Muhammadiyah Semarang in the Academic Year 2016-2017 translate idiomatic expression from English into Indonesian, and (2) to find out the students' difficulties in translating idiomatic expression from English into Indonesian.

Methodology

This research used descriptive qualitative method as the research methodology. Descriptive qualitative study is aimed to record an event, situation, or circumstance (Fraenkell and Wallen 2012, pp. 459). In addition, Fraenkell and Wallen also state that qualitative research is a study that investigates the quality of relationships, activities, situations, or materials. Therefore, the researcher described students' difficulties in translating idiomatic expression from English into Indonesian, in which the researcher collected and analyzed the data without experimental manipulation, then drew conclusion based on the data analysis. The researcher used purposive sampling in choosing 18 students of English education program at University of Muhammadiyah Semarang as the sample of the research. The consideration is based on the achievement of the students that the sixth and eighth semester students of English Education program have taken English – Indonesian translation and English idioms subject. Therefore, it is hoped that the sample were able to represent the data needed for the research. In collecting the data, the researcher used translation test to gain data about translation accuracy and further to identify the translation difficulties. The translation test was in a form of written test consisted of 15 sentences with idiomatic

expressions taken from *Jakarta Post* daily newspaper. The result of the translation test was also supported by the questionnaire and interview data about students' background knowledge and translation difficulties. Most of the data analysis of this research was conveyed in non-statistical analysis. However, the researcher also provided data to see the percentage and frequencies to support the research. Especially in analyzing the questionnaire, the researcher used the formulation from Sugiyono (2010, p. 94) to calculate the finding of the Likert scale questionnaire.

Findings and Discussion

1. Translation accuracy assessment

The translation test was used by the researcher to gain data about students' translation accuracy. The test consisted of 15 numbers of written translation test which was distributed to the 18 students. As the result, there were total 270 translation data collected. For detail, here is the table of the general finding as the overview of the students' accuracy level.

Table 2. Students' Translations Accuracy Assessment

Level	1	2	3	4	5	Total
Data	41	62	28	39	100	270
(%)	15	23	10	14	38	100

The accuracy levels of the students' translation were calculated by collecting the 270 idioms translated by the students. Hence, there are total 270 data which are classified into five levels. The rate 1 accuracy level represents the totally inadequate translation, rate 2 accuracy level represents the inadequate translation, rate 3 accuracy level represents the adequate translation, rate 4 accuracy level represents the almost completely successful translation, and meanwhile rate 5 accuracy represents the successful translation of the students.

a. The Totally Inadequate Translation

The totally inadequate translation refers to the rate 1 accuracy level which means that the students were not able to

adequately transfer both of the meaning and the form of idioms. In this case, the students have to try doing the translation again instead of revision. For example, the idiom "it goes without saying" of which the student mostly translated into "*sangat jelas*" or "obvious" in English was inadequately translated by one of the students as written below.

- (I) ST : "it goes without saying ..."
 TT : "*itu yang kita usah dikatakan ...*"

The translation above made the whole sentence in target language seems awkward or even cannot be understood.

b. The Inadequate Translation

Some of the idioms translation which were considered into the level 2 were "close call". According to Oxford Dictionary of Idioms, "close call" means a narrow escape from danger or disaster. In *Bahasa Indonesia*, that kind of situation is said with "*dalam keadaan terhimpit*". Or else, there is Indonesian Idiom which has the same idea with that situation; "*berada di ujung tanduk*". However, most of the students translated the idiom by words so that they were unable to find the equivalence in *Bahasa Indonesia*. They cannot even guess the meaning of the idiom. Most of them were misguided because of the word "call", so that they translated the idiom with something related to the "call" which means "*panggilan*" or "*telepon*" in *Bahasa Indonesia*. The students' translation for the idiom "close call" among others were "*panggilan yang dekat*", "*komunikasi*", "*kenalan*", "*telepon yang sangat akrab*", and "*kedekatan*".

c. The Adequate Translation

The idiom of which the translation categorized into the rate of 3 accuracy levels is "stand any chance of". Based on the Oxford Dictionary of Idioms, this idiom is used to state when someone has a prospect of success or if it is able to survive. In *Bahasa Indonesia*, it can be replaced with "*membuka peluang untuk*" or "*bertahan dari*".

However, most of the students translate the idiom as “*ingin*”, “*berusaha*”, “*mampu*”, “*banyak kesempatan*”, and “*ingin mendapat kesempatan*”.

Those translations categorized into the translation accuracy level 3 since the translation contained the main idea of the idiom “stand any chance of” which is related to “effort to try something”. However, the forms of words chosen to translate the idiom were unsuitable to the given context. In order to form a perfect translation which is read as originally written in target language, the translator should both choose the suitable equivalence and the form of word according to the context.

d. The Almost Completely Successful Translation

The almost completely successful translation refers to the rate 4 accuracy level which means that there may be a few insignificant inaccuracies that require revision. One of idioms which were almost completely translated by the students was “look forward to”. According to Oxford Dictionary of Idioms, the idiom means “to wait eagerly”. Meanwhile in this sentence, the idiom tended to convey something which is eagerly expected in the future. Therefore, the most suitable translation for the idiom in Bahasa Indonesia is “*berharap*” or “*berharap kedepannya*”. In the case of student J, she had translated the idiom “look forward to” into “*berharap lebih*”, which is correct according to the dictionary. However, if we thoroughly read the translation, it created the slightly different message than the initially intended in the sentence.

(J) ST : “We see that Indonesian Belarus may become significant trading partners. Therefore, we **look forward to** more Indonesian citizens visiting Belarus in the future.”

TT : “*Kami melihat bahwa Indonesia dan Belarus mungkin menjadi mitra dagang yang signifikan. Karena itu kami sangat **berharap lebih** warganegara Indonesia*

mengunjungi Belarus di masa depan.

Just like student J, some students have also successfully translated the main idea of the idiom, however it still need some revision to result a natural translation.

e. The Successful Translation

The successful translation refers to the rate 5 accuracy level which means that there is a complete transfer of the Source Text Idioms and only minor revision needed. One of the idiom translation categorized in this level was the idiom “get rid of”. The idiom “get rid of” in the dictionary means dispose of, “destroy”, “remove”, “eliminate”, and etc. However, according to the context, “throw away” or “*membuang*” in Bahasa Indonesia is the most suitable word to translate the idiomatic expression in this sentence. From the result, it can be seen that 14 from the total 18 students had been successfully translated the idiom “get rid of”.

2. **Background Knowledge of the Students**

The questionnaire and interview were used to gain data about students background related to translation and idiomatic expressions. The result of students’ background knowledge from the questionnaire can be seen as follow:

Table 3. Students’ Background Knowledge about Idiom

Question	Indicators	Result	
		Percentage (%)	Category
1	Ability in identifying Indonesian idiom	74	High
2	The involvement with Indonesian idiom	76	High
3	The involvement with English idiom	61	High
4	The use of English idiom dictionary	54	Relatively high
5	The use of various sources other than idiom dictionary	80	High
6	The process of translation involving understanding of the	78	High

meaning before
 translating into the
 proper equivalence

From the interview, it is revealed that most of them were not used to translating activities. This condition influenced the translation product of the students. There were only 5 out of 18 students who accustomed more to translating activities. Related to the students' background knowledge about idiom, the researcher concluded that students' familiarity with the form of Indonesian idiom is high. Most of them know about idiomatic expressions as "*ungkapan*" in *Bahasa Indonesia*. They found that idiom and proverb is the different thing. However, two of them mentioned that "*peribahasa*" or proverb included into idiomatic expressions. As stated above, idiomatic expressions can be in various forms, such as phrasal verbs, compound words, and proverbs. Therefore, the students' knowledge about English idiom can be categorized as high. It was proved by how they describe about what is idiom and the example of idioms they know. However, the percentage of their acquaintance toward English idiom is lower compared to Indonesian idiom. Some students even stated that they were not familiar with the idiom used in the translation test.

In translating the idiomatic expressions, there are some tools which were used to help them during the translation process. Other than dictionary, students preferred to look up the meaning of the idiom from various online sources such as website or online dictionary. Besides, in term of understanding the meaning, 74% of students tried to understand the meaning of the idiom first, before looking up the idiom equivalence in *Bahasa Indonesia*. Therefore, the process of translating the idiom did not directly transfer the English idiom into Indonesian idiom, but also involved the process of finding and understanding meaning of the idiom in source language.

3. Translation difficulties

Related to the difficulties in translation, it was highly found that the students experienced significance difficulties during the translation process. The percentage showed by the data was 76%. The data of translation difficulties gained from the questionnaire is listed as follow:

Table 4. Students' Difficulties in Translating Idiomatic Expressions

Question	Indicators	Result	
		Percentage (%)	Category
7	Difficulties during the translation process	76	High
8, 10, 11	Lexical difficulty	73	High
14, 15	Stylistic difficulty	67.5	High
12, 13	Cultural difficulty	66	High
9	Grammatical difficulty	64	High

a. Lexical difficulty

Based on the data, the lexical difficulty encountered by students was 73%. This difficulty was drawn since most of the students were unable to identify the idiomatic expressions contained in the sentences. Students' inability in identifying the idiomatic expressions was mainly caused by the lack of vocabulary mastery. In addition, the idiomatic expressions used as the translation test were taken from *Jakarta Post* of which the vocabularies used in the news were less familiar for the students. Therefore, the lexical difficulty appeared during the translation process was because the students did not understand the vocabulary used in the translation test. As the result, the idiomatic expressions sometimes translated literally just like the common words.

On the other hand, some students were able to identify the idiomatic expression. They were able to differentiate between the literal word and the idiomatic expressions. However, they misunderstood the meaning of the idiom. The misunderstanding was happened since the students thought that they understood the

meaning, but they failed in transferring the meaning of the idiom into the proper *Bahasa Indonesia*. In addition, there were only few of students who were able to get the meaning of the whole sentence. As the result, they failed in understanding or guessing the meaning of the idiom. It means that the context of the sentence was a significant element to help students in understanding and further translating the idiomatic expressions from English into *Bahasa Indonesia*.

b. Grammatical difficulty

The grammatical difficulty might occur because of some grammatical issues in English – Indonesian translation. In this research, the grammatical difficulty found was limited in the aspect such as the form of word. For example, in case of translating verbs, the word that should be translated as passive voice was translated into active form, and vice versa. One of the factors contributed in the translation failure is the improper use of dictionary. We know that most dictionaries, in this case English - Indonesian dictionary offers the active form translation of verbs. On the other hand, the students who looked up for the meaning of a word by using dictionary tend to instantly take the word from the dictionary and put it into the sentence without any adjustment. Besides, the fact that Indonesian students are used to translate the verb –ing form into active verb was also related to the translation failure. Nevertheless, the verb –ing form in English is not always present a verb.

c. Cultural difficulty

Since idiomatic expression is one of the culturally related expressions, it is common for the translator or students to have difficulty in cultural category. In this study, the data showed that the cultural difficulty experienced by students during the translation process reached 66%. It was indicated by students' acquaintance with idiom either in *Bahasa Indonesia* or English. The students stated that their acquaintance

with Idiomatic expressions involved in the text used as instrument was not high enough. They were just able to recognize few numbers of the idiomatic expression used. The students' acquaintance and awareness toward English idiom may be affected by some factors. One of these is that the students did not know much about English culture, especially the culturally related language such as idiomatic expression. Therefore, the idiomatic expressions they found in the translation test seemed unfamiliar to them. To cope with the difficulty, students should put their concern toward English idiom, so that they will understand the meaning, and further they are accustomed to use the idiomatic express either in their writing or utterance. When they understand the meaning of idiomatic expressions, it will be easier for them to look up the idiom equivalence in *Bahasa Indonesia*.

d. Stylistic difficulty

As mentioned before that the students' acquaintance toward idiom is not culturally high enough, it was also difficult for students to give the perfect translation in a matter of style. In the other words, cultural difficulty also influenced the stylistic difficulty. Actually, most of the students translate the idiom into the same unit of language. However, the translation only employed the literal word for word translation.

To perform a perfect translation of idiomatic expressions, the students should be able to give the idiom equivalence in the target language. For example in translating idiom "close call", the first thing do is finding the meaning. The meaning of "close call" according to Oxford Dictionary of Idioms, "close call" means a narrow escape from danger or disaster. In *Bahasa Indonesia*, that kind of situation is said with "*dalam keadaan terhimpit*". After finding the meaning, students can start to look up for Indonesian Idiom which has the same idea with that situation, which is "*berada di ujung*

tanduk”. Therefore, the translation product in *Bahasa Indonesia* will not only give the meaning of the idiom, but also contain the idiomatic expression in the source text’s idiom. In addition, to cope with the stylistic difficulty, students should improve their knowledge by reading and practicing more translation so that they will have more experience in translating idiomatic expressions.

Conclusions

The students translated the idiomatic expressions mostly by word for word translation. They translated the idiomatic expressions only by transferring the meaning without transferring the English idiom into the equivalent form of Indonesian idiom. The students were also assisted with any information they browsed mostly from the internet to find the meaning of the idiom. As the result, only 100 from the total 270 translation data or the percentage is 38% which were able to be categorized as accurate translation, because they produced good translation products which were read like originally written in target language. The result revealed that the unsuccessful translation data were as the consequence of the difficulties encountered by students during the translation process. The students’ difficulties in translating idiomatic expressions were (1) lexical difficulty on 73%, (2) stylistic difficulty on 67.5%, (3) cultural difficulty on 66%, (4) grammatical difficulty on 64%. The researcher draws the conclusion above after analyzing the collected data. Based on that conclusion, it is suggested that:

1. The students should improve their ability in translating by doing more practice of translation, either from English into Indonesian or vice versa.
2. The students should optimize the use of dictionary to help the students in producing good translation product. The recommended dictionary is the English dictionary such as *Oxford English*

Dictionary and *Cambridge Advanced Learner’s Dictionary*.

3. The students should improve their awareness and knowledge of English idiom by reading various materials in English such as articles, papers, news from online media, English newspaper or magazine, song lyrics, and even movie’s subtitles in English.
4. The students should pay more attention to the meaning of the idioms in order to get the clear meaning of the idioms, so that it is better if the students also use the English idiom dictionary.
5. The result of the research can be used to reflect the students’ difficulties in translation, so that the teachers and teacher candidates are expected to be able to overcome the difficulties by applying the most suitable approach during the translation class related to the students’ ability and their background knowledge in translation.

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THE CHALLENGE OF THE INTERPRETER IN INTERPRETING NON-NATIVE ENGLISH SPEAKERS A Case Study - EIT Case at Court of Gianyar – Bali

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Abstract

The aim of this research is to find out the challenges faced by the interpreter in interpreting Bulgarian Accused for the ATM Case. To discuss the problems of this research, eclectic theories are applied. But facial Pochhaker's theory is applied as the main theory for interpreting and other theories of syntax, semantics and pragmatics as well as semiotics. The data used for this research were taken from court examination at the District Court of Gianyar in the case of two Bulgarians charged engines with Article 30 paragraph (2) and Article 33 of Law No. 11 of 2008. Based on the result of the analysis, it was found that there are some challenges faced by the interpreter in charge for foreign accused in the District Court, such as, weak voice of the accused, poor and unclear features of English, incorrect grammar and limited vocabulary. To cope these difficulties, the strategies applied in interpreting English to English are paraphrasing with addition and simplification of information, shift of information as well as non-technical strategy, by using hand illustration while to understand their English the interpreter observed the Accused facial expressions and gestures, and noticing the mouths and forms of lips.

Keywords: Interpreting, addition, provisions and shift

Introduction

The island of Bali is very famous as a tourist destination in the world. Even many tourists get to know better about Bali Island than Indonesia. This is because of its beauty, hospitality of the people and its culture which is very unique in the eyes of the tourists. Thousands of tourists both domestic and foreign tourists come to Bali to see and enjoy directly the beauty and uniqueness of this Island of God (the predicate given to Bali Island). These blessings of tourists contribute positive effect for the development of economy and raise the standard of living for Balinese in general and particularly the community located in the tourist destinations and those involved in the world of tourism.

Not all tourism activities in Bali, however, give positive proceeds. Balinese, on the other hand, are also faced with negative impacts brought by the tourists. The negative impacts cannot be separated from the lives of Balinese people, such as the influence of dressing culture, the

decreasing role of Balinese Language as a regional language supporting Balinese culture and the changes of ways of life. In addition to the impact of local language and cultural deterioration, the impacts having special attention to the society and government is the influence of drug abuse (narcotics), electronic transaction crime, human trafficking and even recently was murder. The perpetrators are not only Indonesian, but many foreigners became the perpetrators of crimes, especially narcotic crimes.

Many foreigners were involved in criminal cases in Bali within last five years. The crimes mostly committed by foreigners were still dominated by the narcotics crimes, followed by the criminal offenses of fraud and embezzlement, murder case occurred in August 2015 and within recent two years is EIT (Skimming Case).

In handling the legal process for the foreigners engaged in criminal offenses from investigation stage at the police office, prosecution at the level of prosecutor office

to the judicial process in the court, interpreter has a key role. The interpreter bridges the communication from the law enforcers to the accused (Cao, 2007) and vice versa from the accused to the law enforcers. This is clearly governed under the Law No. 24 of 2009 on Flag, Language and State Symbol as well as the National Anthem.

This article tries to discuss about the criminal offense of Electronic Information and Transaction (EIT) pursuant to the Law No. 11 of 2008. This article is not intended to rise up legal point of view or the reasons why the perpetrators committed the offense, however it merely views the linguistics aspect of the perpetrators, particularly the English language of the foreigners (Bulgarian) who are not native speakers of English. Why the linguistic aspects of non-native English speakers need to be noted? Most Indonesian citizens contend that foreigners can speak English, but it turns out that many foreigners coming to Indonesia, Bali especially have less English language competence, cannot speak English fluently, not even understand English at all. Similarly as the two Bulgarian who became the accused in the criminal case of ATM Skimming in the territory of District Court of Gianyar as the object of this study. Even though they had been back and forth Bali-Bulgaria repeatedly, and had been living in Indonesia for more than a year, their English language competence were very limited and only related to the general activities in their daily life. In this case, an interpreter did not only encounter the difficulties of access and English legal terminology, but the much more serious challenges is to understand their poor English and limited vocabularies, and to convey legal nuance message from judges, prosecutors and lawyers of the accused.

This article intends to highlight the techniques and strategies of an interpreter in apprehending the intent of the accused in order to convey the message to the law enforcers to avoid distortion of message, and

on the other hand to convey the message from law enforcers to the accused since it is a severe case with threat of sentence of a maximum of 10 (ten) years. The failure in conveying the message can affect the fate of the accused to possibly stay for longer period in prison (penitentiary).

Methodology

This research applied a descriptive method. This descriptive method is applied to describe the challenges faced by the interpreter in understanding the utterances of the foreign accused who were non-native English speakers (Bulgarian) and the tricks used by the interpreter in the effort to minimize the deviation of messages communicated.

The technique used to collect data is a recording technique, namely by recording hearing process by using a recorder in the form of camcorder. The results of the recording were then transcribed. The transcribed data were carefully analyzed to find the existing challenges in the data corpus and matched with moving image (video) to see whether there were non-verbal communicative techniques used by the interpreter in addition to verbal techniques.

Theoretical Framework

As noted above, this research is focused on the challenges of interpreters in the hearing of EIT (ATM Skimming) committed by two Bulgarian Citizens. This data for this research was taken on hearing for the examination of the accused. Since both accused were foreigners (Bulgarian Citizens), it was compulsory for them to be assisted by an interpreter. Without the presence of an interpreter at the proceeding, the hearing cannot be performed. Jacobson (2001) stated that:

“The interpreter is present in the court of the room to ensure that the other participant may communicate the United States if the proceedings were monolingual. The goal is to ensure the success of the communication, i.e. screened all details as well as the

message of a amalgamation dialog is understood by all participant.”

The role of the interpreter is very important in the proceedings of the abovementioned case especially, and other cases involving foreigners. Jacobson (2001 in Puspani, 2010, p. xiii) mentioned that the interpreter must be subject to the four principles, as stipulated in the *instruction for the Interpreters*, namely: (1) *accuracy and completeness*, (2) *impartiality*, (3) *confidentiality*, and (4) *conflict of interest*. Therefore, an interpreter only translates and must translate all things accurately. But, it is necessary to note that in addition to the difference language and legal system, the culture between the source language and target language is also different, then an interpreter sometimes needs to add or reduce the information in order to produce accurate, acceptable translation and can be easily understood by the accused and law enforcers, without affecting the contents of the message.

Verbal (oral) interpretation in the court is a phenomenon involving two different languages with the purpose of getting an equivalence of meaning of the source language and target language. Therefore one theory is not sufficient to cover the existing phenomenon, eclectic theories should be applied. As the basic theory applied is the theory of oral translation (interpreting) which is combined with the theory of syntax, semantics, pragmatics and semiotics. Seligon (1990) stated that an interpreter often encountered with the problems associated with oral translation in the court focusing on the interpreter and court personnel: prosecutors, judges, accused, lawyers and witnesses. Pochhaker 2004 stated that:

“An activity consisting mainly in the production of utterances (text) is presumed to have similar meaning and/or effect as the previous existing utterances in another language and culture.”

From this quotation it is obvious that an interpreter is required to produce interpretation which is considered to have a equivalent meaning and effect in accordance/similar to the previous utterance in a different language and culture (Altay, 2004 in Samadi, 2011).

The role of syntax, semantics, pragmatic and semiotics theories are very important for the interpreters, as in producing their verbal interpretation firstly they will consider the form of sentences and then observe the meaning to find out equivalence and in order that the equivalence matches with the intended message, pragmatics theory takes its role. However it is not as easy as what is imagined as the accused was often unclear in uttering words, phrases, sentences and even without any utterance at all, only in the form of gestures (body movement). To comprehend and interpret things like this, semiotic theory holds an important role.

Interpreting pattern commonly used by the interpreters in Bali is "flat or calm", namely utterance with a flat intonation pattern without any difference of intonation between up or down intonation (angry or sad or happy). A legal interpreter, again, does not only transfer the message from the source language (SL) to the target language (TL), but his are required to convey the message to the target language at the accurate level of equivalence, which is faithful to the style, tone and register of the source language. This means that an interpreter could convey the message in accordance with the speech acts of the source language. When a judge is angry which is shown with a high tone, an interpreter should also have an angry tone, or when the accused is in grieve, the interpreter should also show sad tone associated with sad facial expression (which we call as to "dramatize").

Findings and Discussion

Based on the aforementioned description, this study will discuss about the modes used

by an interpreter in carrying out his duty as a legal interpreter in the court, the challenges encountered during undertaking his duty as well as the strategies applied in interpreting activities, which will be described as follows:

1. The Modes of Interpreting Used

The modes of interpreting (oral translation) can be distinguished into three, namely simultaneous, consecutive and liaison interpreting (Hatim, 1997; Venuti, 2000). However, the mode of interpreting used by the interpreter in proceeding of EIT case above was consecutive. The Consecutive Mode is used when the utterance of the participants involved in communication is in the form of the short utterances of questions and the response in the form of declarative sentences from the parties interacting the proceeding in the trial, among others, judges, defendants, lawyers and prosecutors. Generally there is a pause in the speaker or an interpreter determined a pause to start the interpretation into the target language, as seen in the following quotation:

- Judge : *“Jam berapa saudara berangkat ke Ubud, dengan siapa dan apa tujuan Saudara ke Ubud?”*
- Interpreter : *“What time did you leave for Ubud, with whom and what was your purpose to go there?”*
- The accused 1 : *“I go Ubud one thirty with K... to party”*
- Interpreter : *“Saya pergi ke Ubud jam satu tiga puluh dengan K... untuk berpesta.”*
- Interpreter : *“And You K..”*
- Judge : *“He ask for party and me go.”*
- Interpreter : *“Terdakwa 1 yang mengajak saya ke pesta dan saya mau ikut.”*

In the above quotation consecutive interpreting was used where the utterance uttered both by the judges in the form of short sentences of question and the statement and the response from the accused in the form of declarative sentences were delivered in turn or in other words an interpreter applied consecutive interpreting model. Consecutive mode was not only applied by the interpreter when examining the accused, but also on when the examination of the witnesses. But at the time of examining the witnesses, the consecutive mode was performed with the technique of whisper. Why whisper? This technique was used by the Interpreter so that the voice of the interpreter and the accused did not interfere the question and answer process in the examination of the witnesses which may affect the process of witness examination.

In addition consecutive mode as described above, the interpreter also interpreted using simultaneous mode (simultaneous) namely at the reading of charge by the public prosecutor), the reading of the demands by the prosecution team), the defense by attorney at law and the reading of the order by the Judge Panel.

There is one mode that slips from the attention of the interpreting experts and researchers, namely "sight interpreting mode" generally performed at the time of the prosecutors and judges or lawyers shows evidence in the form of documents in English. During that time the judges asked for the interpreter to translate verbally the content of this document used the evidence. It is called as "sight interpreting" since the interpreter must translate directly and verbally the document shown to him before the court room to the law enforcers.

2. The Challenges encountered by the Interpreter

The duty of an interpreter at the proceeding in the court is not easy. There are various challenges encountered by an interpreter. The challenge is sometimes from the context outside the language competence

and translation. It necessary to note that the proceedings involving the foreigners will be always attended by dozens of journalists both from the country as well outside the country searching for news for their newspapers, magazines, or online news, or directly broadcasted (live) in their country. Therefore, an interpreter must be physically and mentally prepared to various TV Camera, Video and various types of microphone. An interpreter should show professional attitude, without any glimmer of nervous attitude and expression on the face of an interpreter.

The other challenge is the very weak utterances and even could not be heard by the judge panel, prosecutors, lawyers, visitors including journalists and reporters. As shown in the conversation above:

- Judge : “*Apa tujuan saudara berhenti di ATM Clandis Batubulan?*”
- Interpreter : “What was your purpose to stop at the ATM of Klandis Batubulan?”
- The accused 1 : “Wanttake money.”
- The accused 2 : “Normal take money.”
- Judge : “*Suruh terdakwa agar suaranya keras, dan bicara jujur dan tidak berbelit-belit yang bisa menyulitkan dirinya sendiri.*”
- Interpreter : “Please speak louder and be honest.”
- The accused 1 : “K... want take money, card me have.”
- Interpreter : “*K... mau mengambil uang Pak Hakim, tetapi kartunya Terdakwa 1 yang punya.*”

When the accused uttered "*this Take money*", the judge considered that the voice of the accused was less clearly heard by the judges and seemed in doubt and impressed not to tell truth, therefore the judges requested to the interpreter to ask the accused to speak louder and be honest in giving the testimonies.

In addition to a very weak utterance, the accused as the foreigners who are non-native English speakers have no good English competence in term of grammar and limited vocabularies, as seen when the accused said: *K... want take money, card me have*. So, the interpreter encountered difficulties in the effort to reconstruct the sentence uttered by the accused 1 and as a result, there was a difficulty to understand the meaning of message delivered by the accused 1, moreover the sentence uttered by the accused 2 "*normal take money*". From the interpretation of message delivered by the interpreter, namely "*K... mau mengambil uang Pak Hakim, tetapi kartunya Terdakwa 1 yang punya*" to the Judge Panel, seemed that the message is reconstructed from the context of question from the judge panel and the words uttered by the accused 1 and 2. It is clear that the interpreter tried his best in order that the message conveyed by the accused could be clearly and easily understood by the Judge Panel, Prosecutor as well as Legal Adviser in natural expression.

3. The Interpreting Strategies Applied

There were three translation strategies used by the interpreter in performing their duty as an interpreter at the court in this Bulgarian case, namely: paraphrase with addition, simplification, shift of information and non-technical strategies by illustration of hand movement to convey the message and pay attention to the facial expression, the shape of mouth and lips to understand the message of the accused.

a. Paraphrase strategy with addition

This strategy is often used by the interpreter in doing his duties as an interpreter in the court room. The aim is to clarify the equivalent word in the target language, and support in order that the context is acceptable in the target language.

As clearly shown in the quotation of the following example:

- Lawyers : “*Apa saudara bisa ambil uang pada saat itu?*”
 Interpreter : “Could you take the money at that time?”
 The accused 2 : “Card no in, no money take.”
 Interpreter : “*Karena kartu ATMnya tidak bisa masuk, maka Terdakwa 2 tidak bisa mengambil uang.*”

In the above example, the interpreter has to reconstruct the words uttered by the accused 2, by giving additional information, such as, “ATM” and “*the accused 2*”. If the interpreter translated directly the words uttered by the accused 2, for instance into “*the card does not go no money taken*” then the result of interpretation would be rigid and cause multiple meanings about what card is inserted, who enter the card. By adding this information, the interpreter intends that legal advisers, judges and prosecutors could understand easily the message conveyed by the accused 2. In this context, the law enforcers were expected to be able to understand the circumstance of the shortage English language competence of the accused. The addition of this information did not affect the message conveyed at all.

b. Informative Simplification Strategy

This strategy is also often used by the interpreter when the context in the target language is covered, its means that the meaning of the message delivered was appropriate, although no word or more words are not interpreted by the interpreter. In addition, the message delivered by the accused to the interpreter, although it was not interpreted word per word, it is pragmatically considered to have been implied in the target language, as seen in the following quotation:

- Judge : “*Suruh terdakwa agar suaranya keras, dan*

bicara jujur dan tidak berbelit-belit yang bisa menyulitkan dirinya sendiri.” (in angry tone)

- Interpreter : “Please speak louder and be honest.” (in angry tone)

It is clear from the above example that the interpreter did not interpret all the words uttered by the judges. In this instance the interpreter only said “*please speak louder and be honest!*” Pragmatically, however, the message of the source language has been implied in the target language message with the implications of the same meaning. This can be seen from the perlocutionary act of the accused who then repeated the same sentences and more complete with stronger voice.

- The accused 1 : “K... want take money, card me have.”

- Interpreter : “*K... mau mengambil uang Pak Hakim, tetapi kartunya Terdakwa 1 yang punya.*”

c. Shift Strategy

This strategy is usually used in the court proceedings, not only in the EIT case but also in other criminal and civil cases. In general the shift occurs at the level of the word, phrases or even sentences. A shift in interpreting (oral translation) is very common, because a interpreter does not have the opportunity to look up at the dictionary, access to Internet or ask anyone else and therefore sometimes the words he did not know, but he knows the meaning are paraphrased only.

Let’s see the quotation below:

- Judge: ; “*Dimana saudara membuka rekening dan rekening apa saja?*”

- Interpreter : “In what bank did you open account and what

- account did you open?”
- The accused 2 : “Me no bank account, he... I don’t know.”
- Interpreter : “*Terdakwa 2 tidak memiliki rekening bank, Yang Mulia, tetapi Terdakwa 2 tidak tahu apakah Terdakwa 1 mempunyai rekening bank atau tidak.*
 What about you? In what bank did you open account and what account do you have?”
- The accused 1 : “MayBank ... Me have account for Indonesia money and dollar.”
- Interpreter : “*Di MayBank yang mulia... Terdakwa 1 mempunyai rekening rupiah dan rekening dolar.*”

It is obvious that shift occurs on the level of phrase *what account* to *what account did you open*, and even on the utterance of the accused 2 above the interpreter did not just use shift strategy but also provided elaboration by reconstructing the utterance. This was used to simplify and clarify the message delivered by the judges and by the accused with the same pragmatic nuance without affecting the meaning is conveyed from the source language into the target language.

There is a non-technical strategy that should be known by the interpreters particularly in interpreting foreigners having low and weak voice or intentionally weakened and their words are inter-related to each other, that is, by observing the movement and the shape of lips, always paying attention to facial expression of the accused.

To help and ease the accused to understand the message of the source language which was conveyed to him, the interpreter also provided hand gestures to support illustration.

Conclusion

Based on the discussion above, it can be concluded that the interpreter in interpreting foreigners encountered various challenges such as: many media that you wanted to hunt and cover the case for their news and as the effect the interpreter felt nervous and less confident to be lack of professional in the court room. Another challenge is the weak voice of the accused whether intentionally or not with an indication to hide behind the interpreter or other motifs. And the challenge which cannot be considered less important is the interlinked words in the sentence within the utterance. Regarding this EIT case, the challenge was not from the interlinked utterance as from Native English Speaker, as in American, British, and Australian accent or other Native English speakers, but it tended poor English language competence, and limited vocabularies. Such conditions exacerbated the difficulties encountered by the interpreter in the proceeding at the court room.

The strategies adopted by the interpreter to overcome such challenges are information addition, simplification and shift of information. But it is also important and practical strategy is observing the gestures and facial expression of the accused, including the attention to the movement and form of his lips. In less English language competence of the foreigners, it can be supported by providing illustration of limbs, particularly hands.

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REFLECTION ON IMPLEMENTING QUOTES AS ATTRACTIVE MEDIA RELATED TO STUDENT MOTIVATION IN LEARNING ENGLISH-INDONESIAN TRANSLATION

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Abstract

A translator needs to choose the best diction in order to express the meaning without losing the aesthetic of language from source language to target language. Using quotes as one of attractive media could be the alternative way to improve student motivation in translating meaning and expression. Quotes become new trend media learning in translation since quotes are rarely used by lecturers. The students often find quotes in social media that are related to their feeling, situation, and interest in their daily life. Therefore, using quotes for translating facilitate them in understanding the figurative language and help them learn relax circumstance. In this paper, the writer would like to share feedback from the students of the English Education Program of State University of Semarang Indonesia in the English-Indonesian translation class by reflecting on the student learning experience in Translation. This research uses descriptive qualitative. The researchers do the observation while in translation class in 2017. Then, the researchers conduct interview and questionnaire to collect the data from the research participants. The result of the study shows that the students give positive feedback that quotes increase student motivation in English-Indonesian translation since quotes is interesting media and help express their feeling.

Keywords: quotes, English-Indonesian translation, student motivation

Introduction

Globalization has been affecting many people and societies in almost every aspect of their life, especially in communication (Kamil, 2014). In order to face the broader world, at least we should understand more than a language. English as an international language has a prominent role, not only for communicating, but also gaining the other information and knowledge. However, most of Indonesian people do not understand English since they have their own native language to be used in their daily life. Translation is a kind of bridge in transferring information from one language to another language and connecting people who do not speak the same language.

Translation is not only translating each words or phrases from Source Language (SL) into Target Language (TL), but it is also looking for the equivalent of meaning or message in the source language

to be transferred into the target language. (Manik and Hasibuan). As the second language learners of English, especially for the beginners, we can learn how to translate English Indonesian from the simple things that can be found easily in our daily life. We can also use a media as a tool to motivate and help us in translating.

Nowadays, quote has been becoming popular for many people around the world since it can be found easily in the internet, especially in social media like Instagram, Facebook, twitter, and etc. It can not be denied that many people used social media in their daily life. In other words, they are addicted with social media. Sometimes, it causes reluctant to read a book even for the students who are demanded to read many books in order to enrich their knowledge. Because of those reasons, quotes can be alternative learning media in learning English-Indonesian translation. Quotes are a

unit of words that have interesting pattern, good diction, and valuable meaning that could be taken from experience of successful people even the writers' own experience of life, carrier, and love. The students often find quotes in social media that are related to their feeling, situation, and interest in their daily life. Therefore, using quotes for translating facilitate them in understanding the figurative language and help them learn relax circumstance.

The study aims to share and describe feedback from the students of the English Education Program of State University of Semarang in the English-Indonesian translation class by reflecting on the student learning experience in Translation. These feedbacks are necessary to improve English-Indonesian translation. Therefore, the writer would like to find out the challenges/difficulties/drawbacks in learning Translation by using quotes and the successful factors for Translation classroom by using quotes. To be successful in learning translation using quotes, the lecturers should select the appropriate quotes for the students such as quotes about life, love, education, and religion.

Methodology

This research was a case study since the main purpose of the study is to describe the implementation of quote in learning English-Indonesian Translation by English learners. In a qualitative project, the authors will describe a research problem that can best be understood by exploring a concept or phenomenon. In this case of study, the writer conducted a survey on the implementation of quotes in English-Indonesian translation class. Descriptive qualitative method is used to describe the data that is collected from the observation, questionnaire, and interview. The partipants of this study are fifth semester students of English-Indonesian Translation Class of English Department in Universitas Negeri Semarang. There are 15 respondents who were be interviewed and given the questionnaire. The results of this

study would be analyzed in the form of description and percentage data in findings and discussion session.

There are some steps in conducting this study. First, the researchers were conducting observation while they are taught by the lecturer in the translation class. The lecturer gave the introduction study in the beginning of the class by using quotes. The students are taught about the technique of translation. After that, the students practiced to translate some quotes that were given by the lecturer. They were also supposed to find some quotes, translated it, and displayed in front of the class. Second, the researchers giving questionnaire for 15 participants of this study. Then, the participants were interviewed after they filled the questionnaire. After the data was collected, the researchers analysed the data by using descriptive qualitative method. Last, the data was displayed in the form of description.

Findings and Discussion

This study provides some findings about feedback or the effect of using quotes in translation class. The researchers gave some questions to the respondents related to their perspective of translation in general and the use quotes as a learning media. Reducing data is also done by the researchers in order to create the significant and efficient data analysis. From the questionnaire, the researchers had collected the data that can be figured out as follows:

1. All of the respondents stated that the find any difficulties in translating. The diagram shows that 64% of the respondents the sometimes find difficulties in translating and 35,7% of them are definitely get the difficulties in translating English into Indonesian. There were no respondents who stated that they didn't find any difficulties.

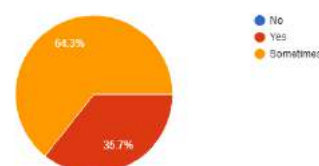


Figure 1. The percentage of students who find difficulties in translating

2. The difficulties or the struggles that they found come from many aspects of language, such as the understanding of cultural context, vocabulary, grammatical structure, or even the technique of translation. The details percentage of the students' difficulties in translating shows that 92,3 % of the students found difficulties in translating the cultural context due to the lack of cultural understanding either in the target language and source language. The lack of vocabularies is also becoming one of the factors that makes the students struggle in translation. The percentage shows that 38,5% of the students get difficulties in it. However, the students didn't find any difficulties of the grammatical structure in translating from English into Indonesian. Since the product of the translation is in their native language (Indonesian), the grammatical structure of Indonesian can be understood by the students naturally because it has been becoming their first language.
3. The method that they used are literal method and semantic method (combination of literal method and free translation). The diagram shows that 85.7% of the respondents used literal method and 14.3% respondents used semantic method. Literal translation is a method of translation in which the source language word order is preserved and the words translated singly by their most common meanings, out of context (Ordudari, 2007). Semantic method of translation is more flexible rather than literal method. This method is considered about the aesthetic of source language and also the context of the language (Hartono, 2017). In the previous point, it has been stated that most of the students are getting difficulties in understanding the cultural context. Ideally, a translator should have

- knowledge of source and target cultures, understand the topic, know the vocabulary and grammatical structure of both language. (Limantoro, 2017). Therefore, students need to practice translating by using semantic method. The use of quotes can help students to learn about cultural context and semantic translation since some of the quotes are consisting of phrase of words with cultural context.
4. That might influence their participation in translation class, the researchers asked the respondents whether they liked quotes or not. The diagram shows that 85.7% respondents like quotes meanwhile the respondents who don't like quotes are just 14.3%. It shows that the interest of quotes is high since as many as 78.6% respondents stated that they often find quotes in their social media and only 21.4% of respondents who are sometimes finding quotes in their social media. It can be caused by many factors such as the respondents unfollowed or added fans page or official account of such quotes in their social media. The percentage can strengthen that social media can influence translation class.
 5. The feeling of the respondents when their lecturer used quotes as media in teaching translation are happy since only two of respondents who answered they sometimes get bored and not interested with quotes. However, thirteen of respondents had positive answers or good feeling of quotes even there is a respondent who stated that teaching translation using quotes was fun and interesting. The respondents' feelings are in line with the question of whether the respondents motivated to learn translation using quotes or not. The diagram shows that 78.6% of respondents answered that quotes motivated them to learn translation. Then, 14.3 % of respondents are not motivated to learn translation using quotes. Furthermore, 7.1% of
 6. respondents are neutral. It means that most of respondents were enjoying the

translation class that used quotes learning media. One of the students stated that quotes encourage her motivation since it consists of positive vibes that help her to think positively.

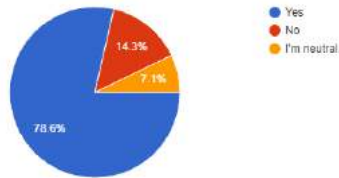


Figure 2. The percentage of students who are motivated by using quotes.

7. To find out the most favourite media in translation, the researchers asked which media that they prefer used. The result is that 64.3% respondents answered translating quotes and 35.7% answered translating text with certain field. This is a big result of our research since quotes is proven as the most favourite learning media of the students than the text one. The reason may be the quotes have good pattern and interesting diction and valuable meaning and obviously can express their feeling. It is proven by the diagram that 85.7% respondents stated that quotes help them express their feeling and the rest, that is 14.3% stated that it can't help them express the feeling. They also have various reasons that the quotes can be connected to someone's life such as feeling and thought especially for those who are introvert. Then, the quotes are sometimes poetic and interesting to read.

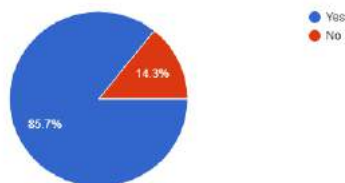


Figure 3. The percentage of learning media preference for students.

Conclusion

Translation is a kind of bridge in transferring information from one language to another language and connecting people who do not speak the same language. In learning English-Indonesia translation, there are many learning media that can be used by lecturers. Quote is one of the attractive media of translation class that is suitable with this globalization era since it can be found in internet and social media like Instagram, twitter, Facebook, and etc. Based on the survey, the writer found that 64% of the respondents sometimes find difficulties in translating and 35,7% of them are definitely get the difficulties in translating English into Indonesian. The result also shows that 92,3 % of the students found difficulties in translating the cultural context and 38,5% of the students get difficulties in vocabularies. Furthermore, 85.7% respondents said that they like quotes meanwhile the respondents who don't like quotes are just 14.3% because most of them can find quotes in their social media. The result also shows that 78.6% of respondents answered that quotes motivated them to learn translation. Then, 14.3 % of respondents are not motivated to learn translation using quotes. Furthermore, 7.1% of respondents are neutral. Quotes have become favourite learning media for the students since 64.3% respondents answered prefer using translating quotes and 35.7% using translating text with certain field. It is clear that Quotes can influence students' motivation in learning English-Indonesian translation because most of students like quotes. Furthermore, quotes can express students' feeling since quotes have valuable meaning which connected with the students' real life such as carrier, education, and love.

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BORROWING IN THE TRANSLATION OF CULTURALLY BOUND EXPRESSION

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Abstract

Translation is not only a linguistic transfer and transfer of meaning but also a cultural transfer. Although theoretically equivalence can be attained due to the universal nature of language and cultural convergence but the facts show that a language is used by speakers who often have very different culture from other speakers of language so that in the translation process it is difficult to find a synonymous equivalent especially culturally bound expression. This study tries to identify and describe the phenomena of translating culturally bound expression from Indonesian into English as a result of the translation ideology and strategy exercised by the translator. This is a descriptive translation study focusing on objective aspect of the product using unidirectional parallel bilingual corpora based on text-based theory and translator-based theory. The findings show that based on the study of Indonesian fiction with Balinese culture setting translated into English there is an effort to translate the cultural meaning with the strategy of borrowing.

Keywords: borrowing, culturally bound expression, translation

Introduction

From a communication perspective translation provides access to resources (science and technology) and to understand and communicate socio-cultural values. From a political and cultural perspective, translation serves as a language development strategy and as a means of enhancing the nation's cultural image. Thus translation can be a catalyst for the progress of a nation. Translation of various works of art such as music, film and literature of a region is necessary for the interest of global understanding of the area and its cultural social life.

Translation is not only a linguistic transfer and transfer of meaning but also a cultural transfer. In the process of translation a shift always occurs simultaneously from a linguistic system to another linguistic system and from one socio-cultural system to another. Although theoretically equivalence can be attained due to the universal nature of language and cultural convergence but the facts show that a language is used by speakers who often have very different culture from other speakers of language so that in the translation process it is difficult to

find a synonymous equivalent especially culturally bound expression.

Literary works are imitation, representation and reflection of sociocultural reality. Thus the translation of literary works or texts that have cultural meaning will face language and non-linguistic (including cultural) issues. To address linguistic and cultural inequalities in translation requires an appropriate method or strategy to achieve the closest equivalence level. Adjustment requires a strategy that is largely determined by the translator's ideology, competence, method of translation and translation objectives.

The notion of strategy in this paper is identical with the understanding of the methods used by Vinay and Darbelnet (in Venuti (ed.), 2000, pp. 84-93), procedures by Newmark (1988, pp. 68-93), and adjustments by Nida (1964) and Larson (1998), ie a way of achieving correspondence between the source text and the target text. Although Vinay and Darbelnet (in Venuti (ed.), 2000, pp. 84-93), and Baker (1991) do not differentiate methods with procedure but Newmark (1988) and Machali (2000) assess the

difference between methods and procedures lies in their unit of application. The method of translation concerns the whole text whereas the procedure applies to sentences and smaller language units (such as clauses, phrases, words). Therefore Baker (1991, p. 17) considers that equivalent choice always depends not only on the language system or the system being handled by translator but also on how both the author of the source text and the translator manipulate the language system. In this case translation cannot be separated from the intervention of the translator.

There are many alternative strategies for dealing with non-equivalence issues in the translation process. Vinay and Darbelnet (in Venuti, 2000, pp. 84-93) for example see many alternative strategies and extract them in two broad categories namely (1) direct translation and (2) oblique translation; Larson (1998, pp. 169-193) grouped translation strategies based on whether a concept in source a language is owned/known. In the case of translating the cultural meaning of the source language (Indonesian) into English, Putra Yadhya (2004) indicated that the most prevalent tendency is that the ideal equivalent or possibly the absolute equivalent is likely to occur at a smaller grammatical level especially the word (and a number of phrases) as well as the borrowing case which permeates the boundaries of kinship and language typology

This study generally tries to identify and describe the phenomena of translating culturally bound expression from Indonesian into English as a result of the translation ideology and strategy exercised by the translator. Specifically, the study is aimed at describing the phenomena of borrowing as the strategy of transferring cultural bound expression in Indonesian into English as the target language.

Methodology

This is a descriptive translation study focusing on objective aspect of the product. The corpus of data in this translation study

was a unidirectional parallel bilingual corpora consisting of the original (Bahasa Indonesia) and its translation (English). The object of this research is the translation of Indonesian fiction literary texts (with a background and theme of Balinese culture) as a source text entitled *Mandi Api* written by Gde Aryantha Soethama (2006) and its English translation entitled *Ordeal by Fire* by Vern Cork (2008) as the target text.

The primary data collected were in the form of meaning representations of Balinese culture or translation units in various lingual forms (words or phrases in sentences or discourses) contained in the source text and its translations in target texts which are then tabulated and classified on the basis of form and contextual meaning of culture referred to get corpus of data. The classification of the corpus is based on criteria of cultural aspects (cultural objects, cultural behavior, and cultural knowledge) and the culturally bound meaning referred to (whether known / shared).

In this study the grouping of culturally bound expression is based on Newmark categorization (1988, 95), namely (1) ecology including flora, fauna, wind, valley, mountain, (2) material culture or artifacts such as food, clothing, housing and city, transportation, (3) social culture including work and leisure, (4) organizations, customs, activities, procedures, concepts that are political and administrative, religious, and artistic and (5) gesture and habits. Nevertheless, the description of the data findings on the results of this study is theoretically not strict but more adapted to the data collected.

This research uses descriptive qualitative method based on eclectic theoretical framework (text-based theory and translator-based theory on the one hand and hand form-based translation and meaning-based translation on the other) applied partially or simultaneously. The focus of analysis was on identifying the profile of cultural contextual significance reflected in the source text and its equivalent in the

target text and then on determining its level of correspondence.

The study sees (1) the meaning as reference, which holds that there is a direct and constant relationship between signs and references in each context, (2) meaning as context and usage which assumes the meaning of an expression is its function in the use of, or in other words, is determined by the context as linguists hold in the study of discourse and pragmatics, and (3) the meaning as culture assuming that because culture and language differ from one another, linguistic meaning is determined by the cultural context in which the event of speaking happens (See Frawley, 1992, pp. 17-54). Since the analysis was conducted qualitatively then the results of the analysis are presented in descriptive narratives supported by inductive and deductive techniques.

Findings and Discussion

The findings show that based on the study of Indonesian fiction with Balinese culture setting translated into English there is an effort to translate the cultural meaning with the strategy of borrowing. As far as the data can be collected from the text, the culturally bound expressions vary in various fields or registers such as arts and religious rituals, ecology, and address terms, naming or calling.

As previously mentioned, the source texts are short stories that have a Balinese cultural background based on Hinduism. The identity is supported by three basic elements namely Balinese language, traditional arts and institutions based on the configuration of the main values including religious values, solidarity and aesthetics. In the field of art (especially performing arts) there are culturally bound expressions (typically Balinese) in Source Text (ST) and its translation in English as the Target Text (TT) such as the following:

1. ST : Ia menyumbang seperangkat *gamelan*, dan menghidupkan kembali *sekaa legong* di desa kami. Berkat

bantuannya *sekaa legong* kami bisa pentas setiap malam di hotel-hotel Nusa Dua. Kemudian ia meminta agar kami mengaktifkan *sekaa joged bumbung* (p. 143).

TT : He contributed a *gamelan* orchestra to our village and revived the *sekaa legong* dance group. Thanks to his help our *sekaa legong* could perform every night in well-known tourist hotels in Nusa Dua. Then he asked us to revive the *sekaa jogged bumbung*. (p. 11)

2. ST : Begitu “*Gelagah Puwun*”, gending terakhir, dikumandangkan, Mangku Rajeg meninggalkan tempat pertunjukkan. (p33).

TT : As the *Gelagah Puwun*, the final tune, was played, Mangku Rajeg left the hall. (p. 17)

In the field of religious rituals there are expressions specifically Balinese in the ST and its translation in English as the TT such as the following:

3. ST : Syarat kedua dalam upacara pernikahan harus ada sesaji *pati wangi*. Sesaji *pati wangi* itu pertanda dan permakluman merosotnya derajat seorang warga puri (p.87).

TT : And secondly, that during the marriage ceremony they must be sure to make *pati wangi* offerings. *Pati wangi* offerings are a symbol and acknowledgement of the loss of rank of a woman of noble birth (pp. 91-2).

4. ST : Selama duabelas hari setelah seorang meninggal, anggota keluarga dalam keadaan *cuntaka* (p.113).

TT : The custom is that, for twelve days after somebody dies, the members of the family are to remain in a state of ritual impurity, called *cuntaka* (pp. 65-66).

Borrowing strategy is also found in the translation of expression under category of ecology (flora) as indicated by the following examples:

5. ST : Ayah pengantin wanita mendatangi anaknya yang termenung lesu di

bawah pohon *belimbing*, menggamit tangannya (p. 165).

TT : The father of the bride approached his daughter who was standing listlessly under a *belimbing* tree and took her hand (p. 3).

6. ST : Pohon bunga *sandat* di tepi jalan is rasa menebarkan aroma lebih wangi dari biasanya (p.92).

TT : The scent of the *sandat* tree's flowers smelled sweeter than usual (p. 95).

Borrowing strategy is also found in the translation of expression indicating material culture or artifact related to traditional clothing, community building and religious building as indicated by the following examples:

7. ST : Badan mereka terbaring tengadah di atas balai-balai yang dihias dengan kain *songket*..... (p.7)

TT : They lay with their heads back in the pavilion which had been decorated with *songkets* (p.89)

8. ST : Persis ketika matahari muncul di timur, tiga saudara Kadek bergiliran metatah di *bale dangin* yang terbuka (p. 7)

TT : Exactly as the sun rose in the east, Kadedk's three siblings in turn, had their teeth filed in the *bale dangin* (p. 89).

9. ST : Hanya lima puluh meter dari rumah ini kami membangun *Pura Ulunsuwi*, tempat suci untuk petani yang tergabung dalam Kelompok petani *subak*. (p.142)

TT : Only fifty meters from this house, stood the *Pura Ulunsuwi* temple, a worshipping place for all farmers who were involved in the local irrigation group *subak* (p. 10)

As quoted by Liliweri (2001, p. 83), Murdock in Gundyhunst (1983) sees culture as consisting of customs and tendencies in a certain way and emphasizes that the "way" is the essence of an action and not the action itself. Newmark (1988) incorporates the customs and tendencies of acting in this

particular way into cultural categories such as address terms, naming, greeting and calling as part of Balinese culture. Here is the corpus containing the words with various equivalents. This group of words consists of the name of self, the term kinship and the name or calling of fellow human beings and God and its manifestations as the ST and its translation in English as the TT:

10. ST : *Ketut Wijil* menunduk (p. 39).

TT : *Ketut Wijil* lowered his head (p. 23).

11. ST : Gelegar *gamelan baleganjur* langsung menyergap rombongan *Nyoman Soroh* ketika keluar dari gerbang kedatangan Bandar udara (p. 109).

TT : *baleganjur gamelan* assaulted the ears of *Nyoman Soroh*'s group the moment they came out of the gates of the airport.

12. ST : Betapa pekat rasa kecewa *Mangku Rajeg* ketika ia tahu kursi pengunjung kosong melompong (p. 33).

TT : *Mangku Rajeg* was overwhelmed by disappointment when he realized that most of the seats for the audience were completely empty (p.17).

13. ST : Kalau banten sudah dihaturkan kepada *Hyang Widhi*, itu sudah jadi lungsuran. (p.55)

TT : Once the offerings had been dedicated to *Hyang Widhi*, the Almighty, they were regarded as left-overs (p. 129).

14. ST : "Kita harus minta maaf kepada *Sang Hyang Prama Kawi* dan leluhur karena kita ceroboh. ..."

TT : "This is derecliction of duty and we must ask forgiveness of *Sang Hyang Prama Kawi* and our ancestor (p. 131).

The above example 10 and 11 indicate name or address terms are translated

into English through borrowing strategy. The name or address terms in Balinese society is shown by two distinctive features of the components that show the clan (*triwangsa* and non-*triwangsa*) and the components that indicate the birth order. Features referring to clan such as *brahmana*, *satria*, *wesia* or *sudra*, are at the forefront of which is then usually followed by the birth order component (*Wayan* for the eldest, *Made* for the second, *Nyoman*, the third, and the fourth *Ketut* or another title according to the country and residence in question). The third component is a personal name each of which is usually different from the surname / parent. Example 12 is the translation of address terms or calling of fellow human beings (priest), *Mangku* while the rest two (example 13 and 14) are calling of God and its manifestations.

Culture is not only built on extrinsic factors that arise as an explicit culture but also by intrinsic factors such as beliefs, attitudes, perceptions, values and norms that are understood theoretically as implicit cultures (See Liliweri 2001, p. 83). This field appears on the surface as a concept and system of knowledge. The presentation of the following corpus will illustrate the field of implicit cultural field found in the source text and its equivalent in English. The identified lexical items are related to the Balinese concept of life and death.

15. ST : Selama duabelas hari setelah seorang meninggal, anggota keluarga dalam keadaan *cuntaka*. (p.113)

TT : The custom is that, for twelve days after somebody dies, the members of the family are to remain in a state of ritual impurity, called *cuntaka*. (pp. 65-66).

16. ST : Ia *moksa* di sana, konon, tanpa meninggalkan jasad. (p.168)

TT : There he had reached *moksa* without leaving his body. (p. 7) uniting soul of dead with God

To clarify meaning and to convince the target audience to capture the message or the meaning of the cultural context, borrowing is often accompanied by modifications such as:

17. ST : Ia sangat girang kalau ada *arisan*, dan selalu membuat kegiatan-kegiatan baru bersama kawan-kawannya sehingga ada alasan untuk ke luar rumah (p. 103-104).

TT : She loved going to *women's arisans* too, and was forever organising new activities with friends so that she had a reason to get out of the house (p. 38).

The translation of *arisan* into *women's arisans* conducted shows there has been a process of borrowing followed by a modification in which the word *arisan* is retained by adding modifier *woman's* in front of the word *arisan*.

In addition to including modifiers, a number of data also show borrowing followed by descriptions or explanations of culturally bound concepts in the source language as can be seen in the following equivalence:

18. ST : Dulu, mati ditabrak di jalan raya memang aib besar. Peristiwa semacam itu disebut *mati salah pati* (p. 103).

TT : In earlier times, to be killed on the roads was a terrible misfortune. There was even a special term for it: *Mati Salah Pati Death by Misfortune* (p. 37).

The above example indicates the translator uses a couplet strategy through borrowing accompanied by the explanation of the *Mati Salah Pati-Death by Misfortune*. This indicates that the concept of *mati salah pati* is culturally not shared by the culture of the translator. In Hindu culture (Balinese) this concept is related to *Ngaben* because the status or type of death determines whether the ceremony *Ngaben* can be done directly or not. Hinduism embraced in Bali knows

some kind of death, dead common death (ordinary because of sickness or old age), *mati ulah pati* (suicide), *mati ngulah pati* (planned death for example by crashing into a vehicle that impresses death due to other people), and *mati salah pati* (die not accidental but because of accident like being hit or other misfortune). Actually it is only common death that can be directly cremated while the other three types of death cannot be directly and must be buried first for a certain period.

Conclusion

Borrowing is a strategy of translation by taking and carrying lexical items from the source language into the target language without formal and semantic modification. The rationalization of the implementation of this strategy lies in the goal of maintaining the integrity of the message and introducing the cultural distinctiveness of the source language. Borrowing tends to occur in the process of translating implicit culturally bound meaning or in cases where the concept of culturally bound meaning in the source language is not owned / unknown and the translator exercise foreignization ideology in order to introduce foreign culture to the target readers.

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COMPARISON OF TRANSLATION QUALITY BETWEEN GOOGLE TRANSLATE, SDL FREE TRANSLATION AND TRADUKKA IN THE HEALTH ARTICLE ENTITLED *VAGINAL BIRTH AFTER CAESAREAN*

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Abstract

The purpose of this research is to find out the comparison of translation quality produced at online translation of Google Translate, SDL Free Translation and Tradukka. In consequence with the existence of this research, is expected to give positive contribution to the users of online translation services in particular and translation researchers generally in providing information about the quality of translation produced. Google Translate, SDL Free Translation and Tradukka both have pages that are quite simple but have different levels of translation quality. Thus research is to compare between Google Translate as one of the sites that often opened and produced translation quality more accurate, acceptable and has a high level of readability with two other sites. In addition, there is still much doubt about the quality of a translation machine in producing translations of quality.

Keywords: translation, online translation, quality of translation

Introduction

The development of the Internet contributes enormously to the science of translation. Along with the increasing demand for translation services it also has an effect on improving the quality of translators. In fact, the limitations of a professional translator are a major problem in the world of translation, in addition to money and time factors as well. This leads to IT-based companies creating a translation engine in the form of a software or translation software as well as online translation services.

The use of translation engines is growing rapidly through software used in online translation services. There are many online translation services such as Google Translate, SDL Free Translation, Tradukka, Nice Translator, BabelXL, Frengly and others. Google translate is one of the many sites opened and opened by the service users. Similarly with other sites such as SDL Free Translation and Tradukka, in addition to easy operation and has a fairly simple page

that is almost similar to Google Translate, making the service users often use this site.

This is an answer for translation service users who find it difficult to understand a text, document, journal, article or other foreign language, Google Translate, SDL Free Translation and Tradukka accommodate all of its service users by serving various translation services of foreign languages from various worlds. The advantages of Google Translate translation services, SDL Free Translation and Tradukka make it easy for users especially the effectiveness of time, and cheapness in financing. The ability to translate these three sites includes word level, phrases, clauses, sentences even a whole text. In addition there are applications that can be downloaded and used through mobile facilities respectively.

The rules on an online translation engine on Google Translate, SDL Free Translation and Tradukka are very important for Indonesian academics. This is as stated by an expert (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 report".

Today, some scholars believe that there is a lack of translation machines, such as producing an ideal translation quality between Bsuor source languages with BSA or generated origin. Balance in Basa and Bsa in translation translates to good translation quality in terms of accuracy, acceptability and legibility.

The root of the problems that exist in the online translation engine Google Translate, SDL Free Translation and Tradukka this form of words that are still ambiguous. As found in a health article translation titled "*Vaginal Birth After Caesarean*" by Hannah Dahlen ". This article is taken from a health page named "*Pregnancy Birth and Beyond*", www.pregnancy.com.au/birth-choice/vbac/vbac-articles/vaginal-birth-after-caesarean.shtml.

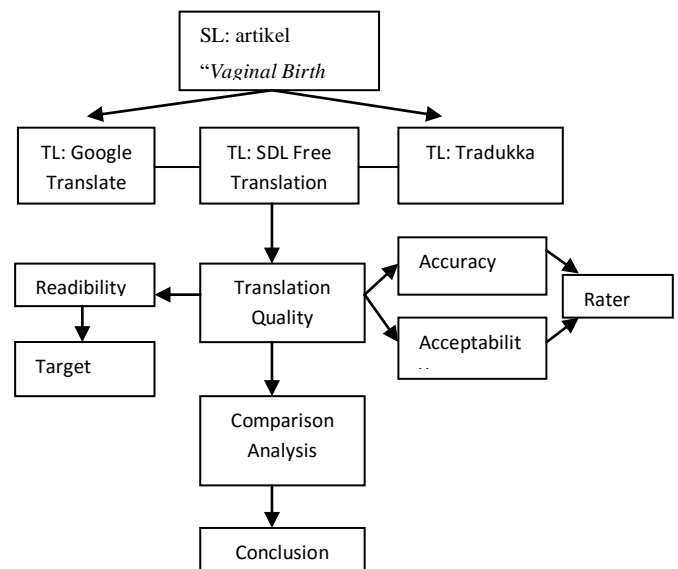
Methodology

The focus of this study is to investigate the translation technique and translation quality in the article produced by online services (Google Translate, SDL Free Translation and Tradukka). The research used descriptive-qualitative approach with case study design for single case. The data used in this research was an online article entitled "*Vaginal Birth After Caesarean*". Objective data was collected using a selective note taking technique (criterion-based selection). While affective data collected through the provision of questionnaires to informants with interviews. There is a scale of assessment on the questionnaire distributed to the rater, in which a rater must provide an assessment scale supplemented by the

reasons underlying the assessment. While in the assessment of the quality of translation used scale assessment that refers to the theory of Nababan (2010). There are three types of questionnaires used, namely: (1) Accuracy Rating Instrument to measure the accuracy of message messages, (2) Acceptability Rating Instrument to measure the acceptability level of translation, and (3) Readability Rating Instrument, to measure the level of translation legibility.

The design of this study refers to the problem formulation of translation quality generated on Google Translate, SDL Free Translation and Tradukka In A Health Article entitled "*Vaginal Birth After Caesarean*" by Hannah Dahlen

Diagram 1. Research Design



Findings and Discussion

There are 34 data found in articles in the form of sentence level, where each per sentence is translated using the three online translation services then from the translation data, analyzed the quality of the translation produced in terms of accuracy, acceptability and legibility. After it analyzed then from the findings data is made in terms of quality of translation produced either from Google Translate, SDL Free Translation or from Tradukka. The following is the discussion and discussion of translation quality generated by Google, SDL and Tradukka.

BSu	BSa by Google Translate	BSa by SDL Free	BSa by Tradukka
Young mums risking pelvic floor health	Ibu Muda Mempengaruhi Kesehatan Lantai Pelvic	Mums muda membahayakan kesehatan Lantai panggul	Ibu muda mempertaruhkan kesehatan dasar panggul

Pelvic is the bones that form a bowl-shaped structure in the area below the waist at the top of the legs. In Google translate, pelvic floor health translated into target language “*kesehatan lantai Pelvic*”, this translation is unacceptable, this is because the word “floor” is literary translate into “*lantai*”. Different with SDL Free translation, the product of translation produced into the target language are less accurate, less acceptable and difficult to understand the meaning. The word “mums” in the source language is not translated although some readers understand about the meaning of the word, but overall the translation cannot be conveyed and understood by the target reader because the meaning is ambiguous. The translation is more acceptable and more accurate on the translations produced by Tradukka. Although the word “risking” is translated into “*mempertaruhkan*”, the content of the message is delivered because the message discussed about the risks received by young moms who gave a birth. For readability, although in terms of the title cannot understand directly, but it can be captured from the message.

BSu	BSa by Google Translate	BSa by SDL Free	BSa by Tradukka
The Continen Foundation of Australia, which commissioned the research, today launched a national campaign to raise awareness of the importance of prevention and better management of incontinence among mothers	The Continen Foundation of Australia, yang menugaskan penelitian tersebut, hari ini meluncurkan kampanye nasional untuk meningkatkan kesadaran akan pentingnya pencegahan dan pengelolaan inkontinensia yang lebih baik di antara para ibu	Dalam pengkembangan diri dasar Australia, yang ditugaskan penelitian, hari ini meluncurkan kampanye nasional untuk meningkatkan kesadaran akan pentingnya pencegahan, dan manajemen yang lebih baik dengan mengompol di antara para ibu	Yayasan kontinensia Australia, yang ditugaskan penelitian, hari ini meluncurkan sebuah kampanye nasional untuk meningkatkan kesadaran akan pentingnya pencegahan dan manajemen yang lebih baik inkontinensia antara ibu

The Continen Foundation of Australia, Google does not translate literary, Google faster to capture the term in a foreign language that does not need to be translated into the target language. The translation feels inaccurate and unacceptable to the translations produced by the SDL Free translation, which is translate into “*dalam pengkembangan diri dasar Australia*”

While Tradukka translates into the target language more acceptable and have a good readability. The word “foundation” is translated into the target language “*yayasan*”, which means more acceptable and all readers better understand its meaning.

BSu	BSa by Google Translate	BSa by SDL Free	BSa by Tradukka
The Managing the mother load campaign also aims to better educate maternity health professional	Kampanye Managing the mother load juga bertujuan untuk mendidik professional kesehatan maternitas dengan lebih baik	Managing ibu kampanye beban juga bertujuan untuk mendidik para professional kesehatan kehamilan yang lebih baik	Mengelola kampanye beban Ibu juga bertujuan untuk lebih baik mendidik bersalin kesehatan profesional
"For mums juggling work, kids, appointments and a social life, exercising your pelvic floor three times a day might seem a lot	"Bagi ibu yang bekerja menyulap, anak-anak, janji temu dan kehidupan sosial, melatih dasar panggul Anda tiga kali sehari mungkin tampak banyak	"Untuk mums bergelut dengan bekerja, anak-anak, janji temu dan sebuah kehidupan sosial, melaksanakan nta panggul anda tiga kali sehari mungkin kelihatannya banyak	"Untuk ibu juggling kerja, anak-anak, janji dan kehidupan sosial, latihan dasar panggul Anda tiga kali sehari mungkin tampak jauh

Just like in the discussion above, Google does not translate foreign words, Google further maintain the source language into the target language. The word “maternity” is also defend and doesn’t translate into the target language, thus making the level of readability is medium. It is because not all target readers knowing about the medical term. The word “juggling” translated into the target language becomes “*Juggling kerja*”, while the “kids appointment” make the translation feel less acceptable, another case in Tradukka,

juggling is not translated, from the accuracy the quality in Tradukka is more grateful while from Google feels strange to hear.

This seems far different from the three online translations in translating the sentences of “exercising your pelvic floor three times a day might seem a lot”, Google translate into “ *mungkin tampak banyak*”, SDL Free translate into “ *mungkin kelihatannya banyak*” whereas for Tradukka is very different with both of them into “ *mungkin tampak jauh*”

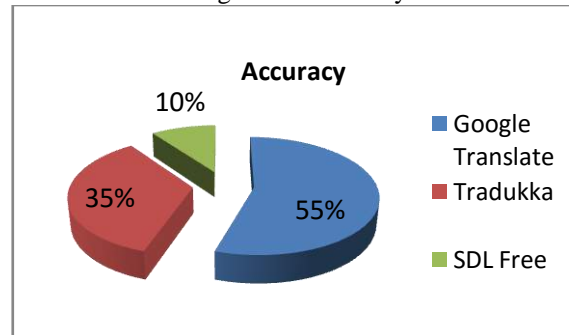
Although in terms of acceptance, Google generate enough translation but for over all the target reader are understand and the message conveyed Google more accurate, because in delivering the target message the reader able to understand the context as a whole.

BSu	BSa by Google Translate	BSa by SDL Free	BSa by Tradukka
And if they are experiencing any level of incontinence, they should seek professional help because it can be treated. <u>In fact, left untreated it can get worse.</u>	Dan jika mereka mengalami tingkat inkontinensia, mereka harus mencari bantuan profesional karena dapat diobati. <u>Sebenarnya, yang tidak diobati bisa bertambah buruk.</u>	Dan jika mereka mengalami tingkat apa pun dengan mengompol, mereka harus mencari bantuan profesional karena dapat diobati. <u>Kenyataannya, meninggalkan area yang tidak terkena sinar, lebih buruk.</u>	Dan jika mereka mengalami tingkat apapun inkontinensia, mereka harus mencari bantuan profesional karena bisa diobati. <u>Pada kenyataannya, diobati ini bisa lebih buruk.</u>

In the translations resulting from the above three online translation services, there is a difference to the translation results, in translations produced by Google and SDL having the same message in their delivery that leaves a bad effect when treatment is stopped. However, unlike the translations submitted by Tradukka, the placement of words into the target language is noticed so as to cause different messages, in Tradukka the phrase "In fact, this treatment can be worse." It means that if treated it will cause unfavorable effects, so the message is far different from the message delivered by Google and SDL free.

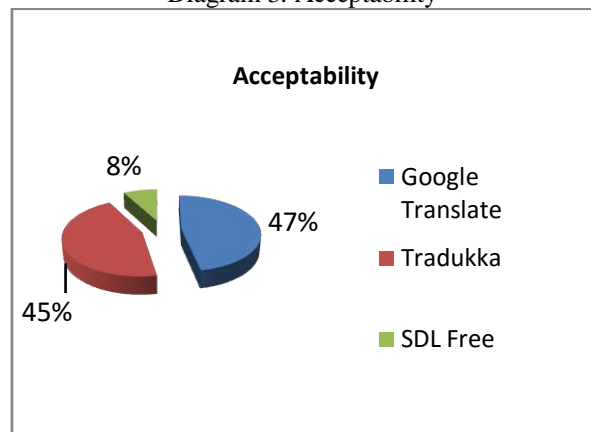
Here is the translation of the resulting translation quality data in terms of accuracy, acceptability and readability.

Diagram 2. Accuracy



From the above chart, it can be concluded that the quality of translation produced by Google translate has a higher level of accuracy compared with both. This is because Google's translation engine has the capacity and quality in word processing, phrases and sentences that are increasingly being upgraded and tailored to the target language. With the memory holding capacity owned by the company Google, making Google increasingly growing.

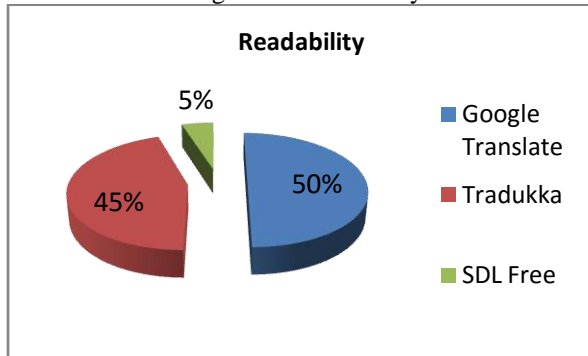
Diagram 3. Acceptability



On the quality of translation in terms of acceptability, Tradukka almost has a balanced position with the translation on Google. In the example above, translating the source language into the target language equally, as in the example "foundation" translated into "yayasan" results in a better acceptability level, because in the target language or Indonesian language, the word

"yayaan" is often used from the foundation word, so the message delivered is more flexible and does not sound strange to the ear.

Diagram 4. Readability



The level of legibility on translation quality generated on SDL Free has the lowest quality in the assessment of the target reader. Most of them claim that it is difficult to understand the message delivered by SDL Free. The placement of a predicate or object subject is not adapted to the language level of the target language, so in one complete sentence it confuses the reader.

Conclusion

The quality of translation on Google still has a better level than SDL Free translation and Tradukka. In terms of the quality of acceptability, Tradukka cannot be denied has a quality that is almost as good as the quality of acceptance from Google. It is different from the quality of translation from SDL Free Translation, in terms of accuracy, acceptability and readability is very low which ultimately result in poor translation quality.

Nevertheless it cannot be denied though the sophisticated technology offered online translation and effective cost but in terms of translation produced still have deficiencies, compared with translation which is manually translate by human services.

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TRANSLATION TECHNIQUES OF REFUSAL STRATEGIES IN INDONESIAN NOVEL *KEKEJIAN YANG INDAH* TRANSLATED FROM ENGLISH NOVEL *THE BEAUTIFUL MALICE*

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Abstract

This study is about the analysis of English refusal strategies and their translation in Indonesian as found in the novel entitled *Kekejian Yang Indah*. The aims of the study are to find out the types of refusal strategies in the original novel and to identify the translation techniques applied by the translator to translate the refusal strategies into Indonesian. The linguistic data were analyzed by using the theory of refusal strategies proposed by Beebe et al (1990). Meanwhile, the translation techniques were identified based on Molina and Albir (2002). The result shows that there are 91 data of refusal strategies. There are 67 direct refusal strategies and 24 indirect refusal strategies. The direct refusal strategies are translated by using established equivalent (135 data), modulation (22 data), explicitation (19 data), variation (19 data), implicitation (14 data), pure borrowing (6 data), reduction (5 data), addition (5 data), deletion (4 data), transposition (2 data), adaptation (1 data), paraphrase (1 data) and discursive creation (1 data). Meanwhile, the indirect refusal strategies are translated by applying established equivalent (49 data), variation (16 data), explicitation (10 data), modulation (8 data), addition (4 data), pure borrowing (3 data), reduction (2 data) and paraphrase (1 data). By using established equivalent frequently, it is assumed that translation of refusal strategies in *Kekejian yang Indah* reflects familiar and usual translation.

Keywords: translation techniques, refusal strategies, direct refusal, indirect refusal

Introduction

Translation is the result of the process of translating words or text from one language into another language. The process of translating is an inner process in an effort to divert messages from source language (SL) to the target language (TL). So, translation is art, skill and science (Nababan, 2008, p. 12). Besides, translation is a written medium and useful connection to communicate with other people in different language, culture and background (Fitria, 2015). By the existence of translation, it can help people to share any perspective of this world. People are able to share information, knowledge, ideas, and lots of things to each other. There are many

differences both source language (SL) and target language (TL) like the structure, culture and style. Therefore, translation is very useful for people who do not have good ability in understanding SL, so they need help to translate it into the TL.

The structure of utterance in TL which reflects difference is refusal strategy. Refusal is a negative response to an offer, request, invitation and suggestion (Searle, 1969). It becomes important because sometimes the speaker cannot always agree or must give positive response to the hearer. There are two main types of refusal strategies as proposed by Beebe et al. (1990) including direct and indirect refusal. Furthermore, the

formulas have been classified as direct and indirect refusal strategies. They also include adjuncts to refusals under the indirect refusal. However, the way people use refusal strategy tends to be different. For example, Western culture tends to be direct while Eastern one seems to be indirect. These differences may render difficulties to translator in transferring meaning.

Furthermore, the way translator transfers meaning is known as translation technique. It aims to know how the translator in translate SL into TL to understand the reader of view from translation products. For example:

Data BM.01

Context of Situation

Alice invites Katherine to come to her birthday party.

Alice : “Do you want to come?”
 “You will not”.

Katherine : “Probably not.”

ST : “Probably not”.

TT : “*Yeah. Kemungkinan memang tidak.*”

The example shows that Katherine directly refused Alice’s invitation. In ST, writer use negative willingness/ability of direct refusal. In TT, translator adds *Yeah* which is categorized as no of direct refusal. In consequence, the technique used by translator by adding some expression reflects different refusal strategy in TT.

Therefore, this study will analyze refusal strategy used by the writer. With theory of translation technique, this study also reveals how translator reproduces refusal strategies produced by writer.

Methodology

This research used descriptive qualitative method. Qualitative descriptive research design typically implemented an eclectic but reasonable combination of sampling and data collection, analysis, and representation techniques. It used to describe linguistic phenomena, particularly the refusal strategies

collected from the novel *Beautiful Malice* and its translation techniques by comparing both English and Indonesian versions “*Kekejian yang Indah*”. The data were obtained through content analysis. The data were refusal strategies in *Beautiful Malice* novel and translation techniques from comparing English and Indonesian versions. To formulate how translator transfers meaning from ST to TT, the study utilized translation techniques theory proposed by Molina and Albir (2012).

Findings and Discussion

1. Refusal Strategies in *Beautiful Malice*

Based on the analysis of refusal strategy in *Beautiful Malice* novel, the study finds that two strategies proposed by Beebe et al. (1990) are used by the writer. It is shown in the following table.

Tabel 1. Refusal Strategy in Beautiful Malice

No.	Refusal Strategy	F	%
1	Direct	67	73,63
2	Indirect	24	26,37
Total		91	100

From the table above, the writer often uses direct refusal that indirect. The writer exploits direct refusal as much as 67 data (73.63%) while indirect one is expressed 24 times (26.37%). For example:

Data BM.06

Katherine is talking to Alice that she thinks of a few good things about travelling like swimming in the Mediterranean, seeing Eiffel Tower, the Great Wall China, etc.

Alice : “**Nah. I like it here.**”

Data BM.04

Katherine is talking to Alice, if she has money, she will spend the money for herself as travelling to somewhere.

Alice : “**I’m not interested in travelling**”.

From the examples above, Alice uses different strategy in refusing Katherine suggestion. In data 06, Alice refuses

Katherine directly by saying “No”. In data 04, Alice indirectly refuses Katherine. She gives reason to what Katherine is suggesting.

2. The relation of refusal strategies and Translation Techniques

After obtaining refusal strategies in English and Indonesian versions, they are compared to reveal translation techniques. As Molina & Albir (2002) suggested, they are 18 techniques of transferring meaning from SL to TL. In this study translator only uses 12 techniques dominated by established equivalent as follows.

Tabel 2. Relation of Refusal Strategies and Translation Techniques

Refusal Strategy	Translation Techniques	F	%
Direct	Established	135	
	Equivalent		41,41
	Modulation	22	6,75
	Variation	19	5,83
	Explicitation	19	5,83
	Implication	14	4,29
	Pure borrowing	6	1,84
	Reduction	5	1,53
	Addition	5	1,53
	Deletion	4	1,23
	Transposition	2	0,61
	Adaptation	1	0,31
Paraphrase	1	0,31	
Indirect	Established	49	
	Equivalent		15,03
	Variation	16	4,91
	Explicitation	10	3,07
	Modulation	8	2,45
	Addition	4	1,23
	Pure borrowing	3	0,92
	Reduction	2	0,61
	Paraphrase	1	0,31
Total		326	100

From the table above, there are 326 translation techniques used to translate 91 data of refusal strategies, including 67 data of direct refusal and 24 data of indirect refusal. First, direct refusal strategy is translated by established equivalent (135 data) modulation (22 data), explicitation (19 data), variation (19 data), implication (14 data), pure borrowing (6 data), reduction (5 data), addition (5 data), deletion (4 data),

transposition (2 data), adaptation (1 data), paraphrase (1 data). Second, indirect refusal strategy is transferred by established equivalent (49 data), variation (16 data), explicitation (10 data), modulation (8 data), addition (4 data), pure borrowing (3 data), reduction (2 data) and paraphrase (1 data).

From those, there are 12 techniques used including established equivalent, modulation, explicitation, variation, implication, pure borrowing, reduction, addition, adaptation, and paraphrase.

First, established equivalent refers to using the familiar terms or phrases (based on dictionary or language in daily use). For example:

Data BM.14

ST : “No. I’m Katherine, just Katherine.”

TT : “*Tidak. Namaku Katherine. Panggilanku Katherine.*”

From the example above, *tidak* is a familiar words and usually used in daily life. Se, modulation refers to replacing focus, point of view or cognitive aspects that exist in source language, either lexically or structurally. For example:

Data BM.17

ST : “But I will make it.”

TT : “*Tapi biar aku yang buat.*”

From the example above, translator structurally modulates *I will make it* into *biar aku yang buat*.

Third, explicitation is sub category of amplification. It refers to introducing information from the ST that is implicit from the context or the situation.

Data BM.14

ST : “No. I’m Katherine, just Katherine.”

TT : “*Tidak. Namaku Katherine. Panggilanku Katherine.*”

From the example above, translator transfers *just* explicitly into *panggilan*.

Fourth, variation refers to replacing linguistic or paralinguistic elements that affect linguistic variation. For example:

Data BM.27

ST : “I **don’t** actually know.”
 TT : “*Aku **tak** tahu pesis.*”

From example above, translator uses different language variation to translate *don’t* into *tak*. While ST version is standardized variation, TT version is non-standardized one.

Fifth, implicitation is sub category of reduction. It refers to allowing the situation to indicate information that is explicit in the ST. For example:

Data BM.47

ST : I **don’t think so**. I’m very hungry.
 TT : ***Tidak**. Aku sangat lapar, Ma.*

From example above, translator implicitly transfer *I don’t think so* into *tidak*. It will be equivalent if it replaces by *aku tidak berpikir begitu*.

Sixth, pure borrowing refers to completely applying words or terms directly from the source language into target language without changing anything; for example.

Data BM.14

ST : “No. I’m **Katherine**, just **Katherine**.
 TT : “*Tidak. Namaku **Katherine**. Panggilanku **Katherine**.*”

From the example above, translator transfer *Katherine* directly. It is borrowed without any change.

Seventh, reduction refers to applying with partial removal, because the removal is considered not to cause distortion of meaning. For example:

Data BM.85

ST : “Doesn’t matter. I don’t want talk. I **want to have some fun**.”
 TT : “*Tak masalah. Aku tak minat ngobrol. Aku **senang-senang**.*”

From example above, translator remove want to in TT. However, it still represents writer’s intention.

Eighth, addition is sub category of amplification. It refers to making an addition. For example:

Data BM.33

ST : “I don’t know, Mom.”
 TT : ***Wah**, tidak janji, Ma.*”

From the example above, translator adds information in TT. *Wah* is added and it is not reflected in ST version.

Ninth, deletion is sub category of reduction. It refers to removing information in TT. For example:

Data BM.77

ST : “I don’t want to.”
 TT : -

From the example above, translator removes information in TT. Consequently, refusal strategy is not reflected in TT.

Tenth, transposition refers to changing grammatical category. For example:

Data BM.61

ST : “No. That is not **the weird** bit.”
 TT : “*Bukan. Bukan itu **yang aneh**.*”

The bold word in the example above changes its word class. It changes from noun to adjective.

Eleventh, adaptation refers to replace a ST cultural element with one from the target culture. For example:

Data BM.42

ST : “No way. **God, no**. Give me a little more credit than that.”
 TT : “*Tidak mungkin. **Amit-amit, tidak**. Seleraku belum separah itu.*”

The bold clause in the example above is adapted in TT culture *Amit-amit*. *Amit-*

amit is culturally constructed in TT culture and doesn't exist in ST one. While *God, no* can be equivalently transferred into *Oh Tuhan, tidak*, translator adapts it.

Twelfth, paraphrase is sub category of amplification. It is a lexical change that makes the TT longer than the ST but does not change the meaning. For example:

Data BM.66

ST : "No. **I'll be fine.** Thank anyway."

TT : "*Tidak usah. **Nanti juga sembuh sendiri.** Tapi terimakasih atas tawarannya.*

The bold clause in TT is longer than ST version. However, the meaning is reflected well.

Conclusion

Refusal is one of speech act express to refuse offer, suggestion, request or invitation from others. This is usually expressed directly and indirectly. From the study conducted in *Beautiful Malice* novel, the writer tends to exploit direct refusal strategy than indirect one. Besides, by comparing those strategies in English and Indonesian versions, the study reveals twelve translation techniques used by translation for handling refusal strategy. They are established equivalent, modulation, explicitation, variation, implicitation, pure borrowing, reduction, addition, adaptation, and paraphrase. From those translation techniques used, translator frequently uses established equivalence which is considered as a familiar translation and usually used in daily life. Henceforth, translation of refusal strategies in *Kekejian yang Indah* reflects familiar and usual translation.

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HUMAN TRANSLATION VERSUS MACHINE TRANSLATION OF INSTAGRAM'S CAPTIONS

Who is the best?

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Abstract

Human translation is different from machine translation. Human translation is judged has better translation than the machine translation. The aim of this paper is to know the difference of human translation compared to machine translation moreover the type of texts to be compared is using formal and non-formal language. The difference is measured by the quality of human translation which is taken from students' translation. The data used in this paper is captions which are written in the Instagram. The captions in Instagram are selected by two topics that cover News item and entertainment since these topics are used in different style of language. The selected captions are translated by university students who have learnt Translation course and by machine which is provided by Instagram itself. The result of those translations is measured by quality assessment by Nababan. The result shows that there are differences in human translation and machine translation. Machine translation has good result in translate formal language, then the human translation is good in both formal and non-formal language. It is the evidence that human translation is better than machine translation since human translation is based on some factors in translation

Keywords: Human Translation, Machine Translation, Instagram's caption, quality assessment

Introduction

People usually do some activities while waiting in line or while spent their leisure time. They can read a book, magazine, newspaper, talk with someone else, or even watch television. Nowadays people usually prefer to have fun with their selves than to have chat with other people or read a book. Checking their cellphone sometimes admitted as the way to have fun. They can find anything by using cellphone. By using cellphone, they can get their daily needs, do their business, keep in touch with their family or colleague, and find any kinds of information. Even they can feel travel around the world by looking other's photo.

When people spend their leisure by opening their cell phone, usually they prefer to open their social media. In social media, they can interact with others, adopt innovation, and spread it. There are a lot of social media which still exists in society, such as facebook, twitter, Instagram, pinterst,

etc. According to Hu (2013) Instagram is a new form of communication, where people are able to share their updates by taking photos and adding some texts as caption to support the detail of the photos. User shares the beautifulness of their surrounding and adding some texts as caption to show others that they have visited this place or to promote this place. The lack of using international language make some people use their mother language to write the caption. People who saw the picture which has published feel confused since they want to visit the place but they did not know what the caption talked about.

As the user who uses Instagram are growing faster and became more global around the world, it can be assumed that Instagram update the application to satisfy the user. In June 2016, Dailymail recorded that Instagram announced the new update of this application. Since the user not only came from United States, Instagram added new

fitur where user can translate the text which is written in bio, captions, and comment into their language. Instagram try to help people to spread and share everything and minimize the lack of language.

Translation tool which is provided by Instagram sometimes can help user to understand the difference of language, but sometimes translation tool result the messy language which is unreadability.

There are some journals and article which is discuss about machine translation. Federico (2014) analyze the translation error made by google translate. The language which is used is Chinese, Arabic, and Rusian. He found that there are google translate sometimes made error in translating the language.

Fitri (2014) also had analyzed the machine translation in Instagram in the quality perspective. In this journal, she analyzed the caption which is used both languages between English and Indonesian languages. Then she compared between human translation and machine translation. This article has not comparing the formal language and also non formal language in the caption yet.

Referring the trend of Instagram nowadays, the machine translation which is provided by Instagram, the using of formal and non formal language, this paper is aimed to explore the differences of human translation and machine translation in the formal and non-formal language.

Methodology

This paper used qualitative research design in the form of a case study. Gall et al (2003) indicated that a research design that focused on the certain phenomenon was called as a case study. The subjects of the research are students of the fourth semester who has learnt translation since previous semester as human translator, and the translation tool which is provided by Instagram as the machine translation. This tool can translate the native language into language that programmed in the phone.

The instruments of data collection were the caption of the Instagram in source language, human translation version, and machine translation version. The data collection procedures were as follow.

1. Choosing the caption which is used formal language and target language.
2. Translating by using human translation and machine translation.
3. Comparing between source language and two target language version.

The data analysis techniques handed in several steps. The first step was choosing the caption of Instagram using formal language and non formal language. The second step was conducting the translation by students of fourth semester. The third step was rewriting the translation which is resulted by the machine translation of Instagram. The last step was comparing the source language and target language.

This article was conducting simple procedure. The procedure were choosing the caption of Instagram, translating by human translation and human translation, comparing the source language and target language, analyzing the result of comparing, finding the quality of the two translation version, and making the research conclusion.

Findings and Discussion

Translation tool provided by Instagram helps people to understand the caption in the Instagram even they used different language. The translation tool can translate the language in the caption which used different language into the language which is installed in the cellphone. For example the phone was installed in English language as default language. When people open the Instagram application, the translation tool set to translate from any different language into English. The translation tool as the machine translation in Instagram is able to translate the written text not only in caption, but also in comment.



Figure 1. Screenshoot of Instagram in Japanese language as the original language and in English language as the translated version.

The data used in this paper was the caption used formal language and non-formal language. The caption used formal language usually shared by official account of newspaper, national geographic channel, etc. This paper was used one of the posts shared by official account of tempo. Tempo is one of the newspapers which is exist in Indonesia. It is not only in the form of paper based newspaper, but also electronic newspaper. In the millennial era, this

newspaper also spread their news in the Instagram which shared in the photo and the news written in the caption side.

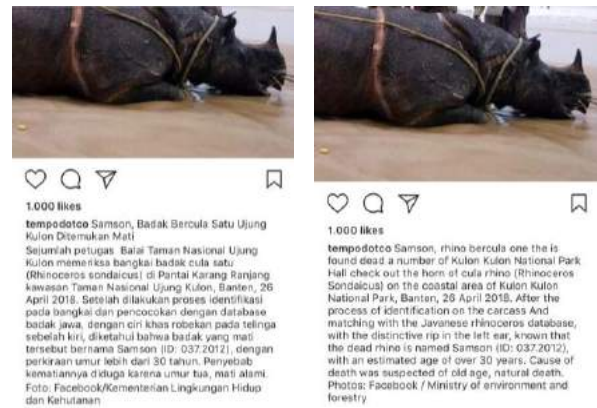


Figure 2. One posting in Tempo account, account which is used formal language and the translation version.

The caption in this posting was translated by four semester students. The two translated version then compared with the original one to be analyzed. The comparison as followed.

Table 1. Comparison the formal language between source language and target language in two version

Source Language	TL Human Translation	TL Machine Translation
<p>Tempodotco Samson, Badak Bercula Satu Ujung Kulon Ditemukan Mati. Sejumlah petugas Balai Taman Nasional Ujung Kulon memeriksa bangkai badak cula satu (Rhinoceros sondaicus) di Pantai Karang Ranjang kawasan Taman Nasional Ujung Kulon, Banten, 26 April 2018. Setelah dilakukan proses identifikasi pada bangkai dan pencocokan dengan database badak jawa, dengan ciri khas robekan pada telinga sebelah kiri, diketahui bahwa badak yang mati tersebut bernama Samson (ID:037.2012), dengan perkiraan umur lebih dari 30 tahun. Penyebab kematiannya diduga karena umur tua, mati alami. Foto: Facebook/Kementerian Lingkungan Hidup dan Kehutanan</p>	<p>Tempodotco Samson, one horned Rhinoceros is found dead. Some officers in the Ujung Kulon National park investigate the carrion of Rhinoeceros sondaicus in Karang Panjang seashore Ujung Kulon National Park, Banten on April 26th 2018. After carried out the identification process on the carrion and matched with the Javan Rhinos' database, with characteristic of the tear in the ear, we know that the dead Rhinos is named Samson (ID: 037.2012) with an estimated age of over 30 years old. The cause of his death was allegedly old age and natural death.</p>	<p>Tempodotco Samson Rhino bercula one the is found dead a number of Kulon National Park Hal check out the horn of cula Rhino (Rhinoceros Sondaicus) on the coastal area of Kulon Kulon National Park , Bante, 26 April 2018. After the process of identification on the carcass and matching with the Javannese rhinoceros database, with the distinctive rip in the left ear, known that the dead rhino is named Samson (ID:037.2012), with an estimated age of over 30 years. Cause of death was suspected of old age, natural death.</p>

There are some differences that is made in the both translated version. in the SL, it is written ‘Samson, badak bercula satu ditemukan mati’. In the human translation it is translated into ‘Samson, one horned Rhinoceros is found dead’, while the machine translation it is translated into ‘Samson, Rhino bercula one them is found dead’. The term *badak bercula satu*’ is a kind of rhino which is alive in Indonesia. This term can be translated well into English by human translation as the ‘one horn rhinoceros’ since this word has special term in English. While machine translation cannot translate this word since this word translated into ‘Rhino bercula one’. There is no vocabulary that is saved in the machine translation. Therefore the translation of the machine translation cannot make appropriate translation in English Language for ‘badak bercula satu’. This machine cannot transfer the meaning, cannot be read, and also inappropriate in the grammatical rules of the English language.

In the other hand the translated version of machine translation made more effective language than human translation. In the last sentence of the caption ‘Penyebab kematiannya diduga karena umur tua, mati alami.’ It is translated into ‘The cause of his death was allegedly old age and natural death’ as the human translation and ‘Cause of death was suspected of old age, natural death’ as the machine translation. The machine translation did not translate and added the pronoun since in the source language there is no pronoun. The human translation added pronoun to make the translation is more readable and make the translation version looks like not translated text or looks original text.

The other comparison is taken from ‘Setelah dilakukan proses identifikasi pada bangkai dan pencocokan dengan database badak jawa, dengan ciri khas robekan pada

telinga sebelah kiri, diketahui bahwa badak yang mati tersebut bernama Samson (ID: 037.2012), dengan perkiraan umur lebih dari 30 tahun’. The results of both of the translations are almost same. If the source language is using good grammatical and ordinary vocabulary, both human translation and machine translation are able to translate those words. Moreover the machine translation which prefers to use effective language can produced better translation than the students’ translation.

The non formal language that is used in this data was taken from one celebrity in Indonesia, Zaskia Adya Mecca. She usually posts and shares the picture with caption which is written in the non-formal language even using slang language.



Figure 3. One posting in Zaskia Adya Mecca’s account, account which is used non-formal language and the translation version.

The caption which is written as the caption in the zaskia’s Instagram was used non-formal language. This caption also translated and compared with human translation and machine translation. The comparison as followed.

Table 2. Comparison the non-formal language between source language and target language in two version

SL	TL Human Translation	TL Machine Translation
<p>Zaskiadyamecca Si kakak baru yang mendadak banyak cari perhatian 😊😊 dari jadi suka merangkak di rumah sambil bilang “aba baby, aba baby ..”, tiap adenyang-asi dia ikutan minta (ga diminum tapi di pegang doang aja gitu .. adenyang nyusu di kanan , dia megangin yang kiri □□♀□) dan masih banyak strategi cari perhatian dia yang lucu2 dan gemesin banget 🐱🐱 repot pasti , tp alhamdulillah saya enjoy banget ngejalanannya .. apalagi kalo inget masa2 begini paling lama cuma 2 taun abis itu da pada gak gelendotan lagi 😊😊 waktuuu, pelan2 aja yaa bergulirnyaa 🐱🐱 Outfit from #meccanism facebook: zaskiamecca official</p>	<p>Zaskiadyamecca the new brother which is looking for attention from being crawling at home and saying “aba baby, aba baby ...” everytime his brother suckling he ask too (not tdrink but only hold. His brother is suckling in the right, he hold on the left one) and there is so much strategy from him to find attention in cutes way and very rustling. Definitely hassle but alhamdulillah I still enjoy to do it.. Especially when I remember this time at most only 2 years after that they are not stick on me again. timessssss be slowly please...</p>	<p>Zaskiadymecca the new brother who suddenly finds attention from so likes to crawl at home and say “on baby, tell baby...”..” every idea ng he’s asked for (not drunk but in just like that.. Idea Nyusu oo the right, he megangin the left) and there is still a lot of strategy looking for him who luc2 and gemesin.. Brother for sure, tp alhamdulillah I enjoy so.. Let alone remember this time at least 2 years after that da on gak gelendotan again waktuu, slow aja ya bergulirnya. Outfit from #meccanism</p>

There are some differences that can be found in this comparison. Overall the translation version of the human translation is much better than the machine translation. It can be found for example in the ‘tiap adenyang ng-asi dia ikutan minta (ga diminum tapi di pegang doang aja gitu .. adenyang nyusu di kanan , dia megangin yang kiri □□♀□)’ as the source language. It can be found lots of non formal language, even used conversation language and lang language. The human translation translated it into ‘everytime his brother suckling he ask too (not drink but only hold. His brother is suckling in the right, he hold on the left one)’. This translation can delivered the meaning, produced the translation as grammatical rules in English language, and made the translation with high readability. It is because students as the human translator are familiar with the conversation language that used in this account. They knew what the caption is talked about. Whereas the machine translation produced it into ‘every idea ng he’s asked for (not drunk but in just like that.. Idea Nyusu oo the right, he megangin the left)’. This translation have no

meaning even make the reader became more confused when read the translation version.

In the non-formal language which is used to write in caption cannot be translated well by machine translation since the lack of the vocabulary that is stored in the programs. The uncommon language, uncommon abbreviation, and slang language which is used in the caption made machine translation translate it awkwardly, even it cannot translated the source language and only copy it into translated version.

Conclusions

This paper is aimed to explore the differences between the human translation and machine translation in translating formal and non-formal language. The findings showed that there are some differences between those translations. Human translation is better in translating special term and has more vocabulary in storage than the machine translation. It make the human translation able to translate difficult words and produce readability and as grammatical rules than the machine translation. however if the source language used common words and formal language,

machine translation can produce better translation than human translation since the machine translation able to produce effective language. In translating non-formal language, the machine translation cannot translate since the lack of vocabulary in the storage. It make human translation produced the better translation than the machine translation.

The human translation produced translation with high level of accuracy, acceptability, and readability both formal and non formal language. While machine translation produce translation with low level of accuracy , acceptability and readability even they did not translate it in non-formal language. The exception occur since machine translation can produce better than human translation id the source language has good grammar and using ordinary vocabulary. It is because of students' ability and knowledge in translating text. Machine translation is influenced by grammatical and term base which is input by the programmer in the application.

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CAT TOOLS

The Challenge for Translation Learning in 4.0 Era

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Abstract

The rapid development of technology influences the teaching learning process nowadays. Teaching and learning process should be integrated with technology. One of the new paradigms in education system is education 4.0. It is the innovation on education which focuses on the use of information technology and the use of internet. There are many applications and websites which can be used as media of teaching learning process. As one of higher education subjects, Translation should apply such kind of technology. Translation technology is also developed time to time. Translation Industry nowadays requires the ability of using CAT Tool and it should be realized by translation lecturers. The students and lecturers have to be familiar with it. The background of this paper is based on the result of students' interview. They are on the fourth semester and take Translation 2 in class 3 and 4. Based on the interview, the students are very familiar with machine translation such as Google Translate, ImTranslator.net, sederet.com, and babla.co.id. In addition, the students are also familiar with Kamusku, online dictionary, and dictionary application on their smartphone. However, there is another technology that actually can be used in translation class. It is Computer-assisted translation or CAT tools. This paper tries to propose some technologies in translation that is called as CAT Tool. It is hoped that lecturers are able to apply them in the classroom.

Keywords: CAT tools, Translation learning, education 4.0

Introduction

Technology plays a vital role in every part nowadays. Business, commerce, and also education cannot deny the development of technology. The emergence of technology have many benefits for human beings for instance in education field. The education fields nowadays are attending by Gen Z students which are very well-known with technology. Therefore, technology can aid the students to be autonomous learning and let them to access the more engaging material and encourage them to be more active. On the other hand, technology can assist teachers to enrich the curriculum and material (Richards, 2015). Technology can be used in class and support the material given.

The emergence of technology leads us to the new paradigm of education that is called as education 4.0. Education 4.0 means producing innovation. Sadiyoko in Anggraeni (2018) states that Industry 4.0

gives impacts to educational fields. The students are expected to develop their skills to work in the future by the use of information, internet, and technology. The skills that should be possessed by students in 4.0 era according to Puncreobutr (2016) are leadership, collaboration, creative, digital literacy, effective communication, emotional intelligence, entrepreneurship, global citizen, problem- solving and teamwork. In addition the life skills and the skills of creating innovation should be owned by students as well. One of the challenges in education 4.0 is engaging the technology in the classroom to create the required skill mentioned above.

Translation is one of subjects in English education department which is focused in students' skill. Translation Industry nowadays requires the ability of using CAT Tool for a more efficient and consistent translation process. It becomes the challenge for translation lecturers since they have to prepare their students to face the

development of translation industry. The lecturers should be aware with this rapid development in translation industry.

According to the preliminary interview, the students who takes translation subject are very familiar with machine translation such as Google Translate, ILI and ImTranslator.net. In addition, the students are also familiar with Kamusku, sederet.com, babla.co.id, online dictionary, and dictionary application on their smartphone. They have not familiar yet with CAT Tool for translation. Therefore, this paper tries to propose some technologies in translation that is called as CAT Tool. It is hoped that lecturers are able to apply them in the classroom.

Discussion

1. Machine Translation vs. CAT Tools

Dealing with technology in translation, it is important to differentiate machine translation and CAT tools. Both are different. Yao (2017) defines that machine Translation (MT) is a subfield of computational linguistics that investigates the use of computer software to translate or speech from one natural language to another. Machine Translation can be called as automatic translation. Since it is automatic, machine translation just translate the word literally. The result should be edited by human to create a good translation result. The examples of translation result using MT are as follows.



Figure 1. Translation result of long sentence

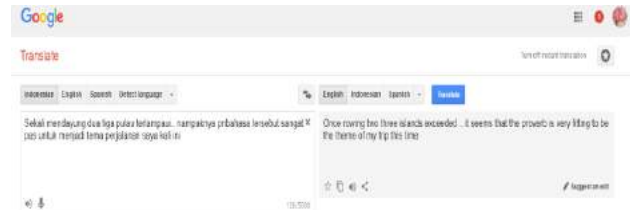


Figure 2. Translation result of proverb

From both translation results, MT still has limitations. Wei and Bei (2016) stated that there are three limitations of MT. First, MT only understands the literal meaning. This statement can be seen from the case in figure 2 that MT translates the proverb literally instead of finding the equivalence one. Then, MT cannot recognize various contexts and the last when the original text is too long to be divided, MT will have a tendency to translate word by word and sentence by sentence. Those two statements are showed on the translation result in figure 1.

Meanwhile, Computer Assisted Translation (CAT) is a form of language translation in which a human translator uses computer software to support and facilitate the translation process (Yao: 2017). In Computer Assisted Translation, the translator may utilize the translation memory and terminology database to get the consistent translation. In short, by applying this CAT tools, the translator can work productively and efficient.

There are many kinds of CAT tools which can be used by translators. However, this paper only proposes three kinds of it namely matecat, smartcat, and memoQ. The author chooses those three applications because of their ease to be used. Matecat and smartcat are online CAT tools and they are free, whereas memoQ has free trial in 30 days. Below are the pictures of CAT tools mentioned.

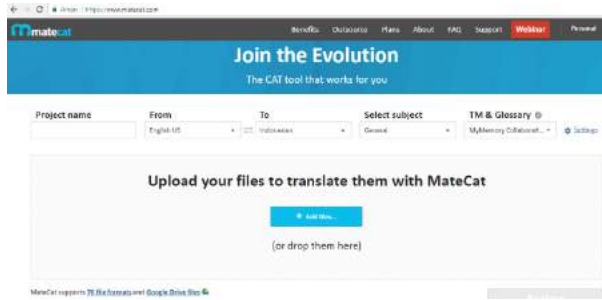


Figure 3. Metacat

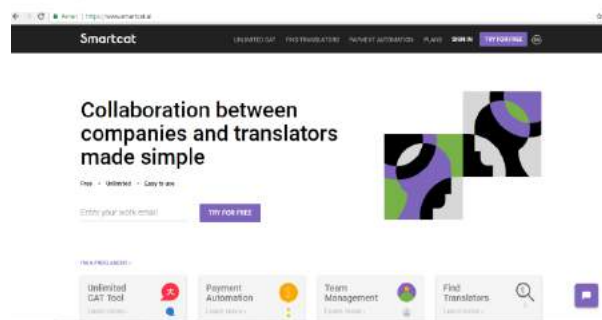


Figure 4. Smartcat

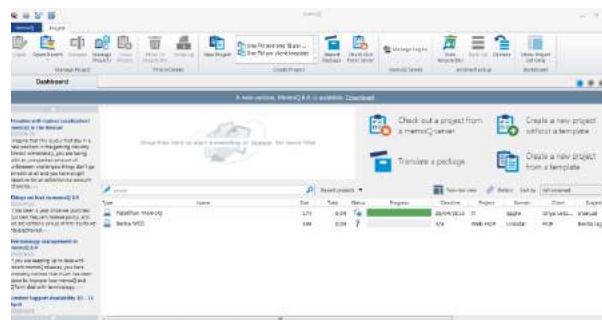


Figure 5. MemoQ

2. Engaging CAT Tools in the Classroom

Puncreobutr (2016) urges that the core of Education 4.0 focuses on the learning management that helps the students to develop their skills by implementing the new technology in which it follows the society changes. Therefore, it is important to engage CAT tools in translation class so that they possess its skill for their future.

The use of CAT tools becomes the challenge in teaching translation due to the fact that the translation industry requires it. The job opportunity below showed that translation industry seeks the candidates who are able to operate one kind of CAT tools.



PT PeMad International Transsearch

CAREER OPPORTUNITY

Urgently Required Candidates for the position of:
DEDICATED-FREELANCE TRANSLATION EDITOR

Location:
 The employee is required to work and reside in **Yogyakarta**.

About the Position:
 A dedicated-freelance translation editor is able to work remotely and will work for 8 hours daily (5 working days). The position is rewarded with generous salary only on monthly basis, and in some situations, will be asked to come to the office and work from the office. Thus, a dedicated-freelance translation editor should have flexibility in his/her mobility.
 A Dedicated Freelance Translation Editor is responsible for editing translation documents from English to Indonesian and vice versa to ensure quality translation to be delivered to clients.

Requirement:
 All applicants must take and pass a translating and editing test to be considered accepted.

- Qualifications:**
- English graduate is preferable
 - At least 4-5 years of translation experience
 - At least 2-3 years of editing experience
 - Excellent knowledge in translation industry
 - Good command of CAT tools (*highly preferable*)
 - Well-versed in English and Indonesian languages
 - Comfortable with internet searches and researches
 - Has a compatible working computer (Windows 7; processor of 1.5 GHz; and RAM 2 GB or higher).
 - Proven delivery of quality editing in a fast-paced environment.
 - Senior editors are welcome

- Skills:**
- Accurate and efficient researcher
 - Meticulous editor with exceptional command of Indonesian/English grammar, spelling and punctuation
 - Ability to follow very structured editorial guidelines and style
 - Prioritize content requirements based on audience and market
 - Adapt to new requirements, both editorial and technical as based on the projects
 - Excellent communication skills and time management, able to respond promptly and professionally to project managers' queries and directives
 - Ability to give feedback and input to translators

Company description:
 PeMad is an Indonesian translation agency, specialized in Indonesian, Malay, Tagalog, Thai, Vietnamese, and Tetum translation. Our clients consist of international translation agencies, multinational companies, non-government organizations, and individual clients from all over the world. For more details about us, go to <http://www.pemad.or.id>.

Candidates should send a CV and a cover letter detailing their experiences to date and their CAT tools skills.

Send your application, resume, and other supporting documents to: astri@pemad.or.id, albertus@pemad.or.id

Closing date: 22 April 2018

Only short-listed candidates will be notified.

It is no doubt that lecturers should include CAT tools in their translation curriculum in this era. It is important to prepare the students to enter the translation industry when they graduate from the university.

Conclusion

Education 4.0 is the era of innovation. The students and the teachers may use the technology to help their teaching and learning process. Moreover, technology can be one of the students' milestones to go through the job industry. Talking about technology, translation technology is developed time to time. Translation Industry requires the ability of using CAT Tool and it should be realized by translation lecturers. Hopefully, this conceptual idea can help lecturer in engaging the technology in translation learning. In addition, the students will familiar with CAT tool so they are ready for translation industry.

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ANALYSIS OF THE TRANSLATION OF PROCESSES IN THE EXPOSITORY TEXTS OF *ASK BARBARA: THE 100 MOST ASKED QUESTIONS ABOUT LOVE, SEX AND RELATIONSHIPS*

A Systemic Functional Linguistics (SFL) Approach

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Abstract

This research is aimed to analyze the translation of Processes in the Expository Texts of *Ask Barbara: The 100 Most-Asked Questions about Love, Sex and Relationships*. Translation is expressing ideas in one language into another. In Systemic Functional Linguistics perspective, representation of ideas into language is part of the Ideational Meaning which focuses on the Process (verbal phrase) as the core of the clause. The SFL approach to translation studies should provide the technical terms as the linguistic evidence to account for the equivalence in the syntactical elements of the clause. The research question is: what are the Processes in the Expository Texts in *Ask Barbara: The 100 Most-Asked Questions about Love, Sex and Relationships*? The objective of this research is to find out the types of Process in the Source language (English) and those in the Target language (Indonesian). This is a descriptive qualitative study of an embedded case study type. The data source of this study is the popular book *Ask Barbara: The 100 Most-Asked Questions about Love, Sex and Relationships*. The data are the Processes in the texts. The purposive sampling technique was used to obtain the data through the content analysis and Focus Group Discussion. The technique of analyzing the data includes domain analysis, taxonomy analysis, componential analysis, and the cultural theme or values. The data analysis reveals that from 297 clauses in the target language, there are 18.8% Processes in the Thesis, 75.4% Processes in the Argument, and 11.8% Processes in the Reiteration. In each of the elements of the generic structure of the expository texts, there are 22 Relational Attributive (39.3%), 19 Material (33.9%), 11 Mental (19.6%), 2 Existential (3.5%), 1 Relational Identifying (1.8%) and 1 Verbal (1.8%) processes. The Argument part of the texts is made up of 85 Material (37.9%), 75 Relational Attributive (33.5%), 39 Mental (17.4%), 16 Verbal (7.1%), 4 Behavioral (1.8%), 3 Existential (1.3%) and 2 Relational Identifying (0.9%) processes. In the Reiteration part of the text, there are 17 Material (48.5%), 7 Mental (20.0%), 5 Relational Attributive (14.2%), 2 Relational Identifying (5.7%), 2 Behavioral (5.7%), 1 Existential (2.8%) and 1 Verbal (2.8%) processes. In general, the expository texts in this book use 121 Material processes (40.7%), 102 Relational Attributive (34.3%), 57 Mental (19.2%), 6 Existential (2%), 6 Behavioral (2%) and 5 Relational Identifying (1.7%) processes. There are not many changes or shifts in the types of Process in the translation of this book. However, there are some shifts which include: 1 Material process becomes Mental process; 7 Relational:Attributive become Material processes; 3 Material processes become Relational:Attributive; 2 Material become Verbal processes; 2 Material become Existential processes; 1 Mental becomes Relational:Attributive process; 1 Relational:Attributive becomes Behavioral process and 1 Relational:Attributive becomes Mental process. Besides, there are also deletions of process in the translation because the processes are deleted or left untranslated.

Keywords: process types; expository text, staging

Introduction

Translation is an effort to reconstruct the meaning of a text in its contexts through choices (Mathiessen 2010, 2014). The choices are taken by the translator when he is both interpreting the source language (SL)

text and reproducing or reconstructing the into the target language (TL). The book “*Ask Barbara. The 100 Most-Asked Questions about Love, Sex, and Relationship*” (1997) written by Barbara De Angelis and its translation “*Tanyakan Barbara. 100*

Pertanyaan yang Paling Sering Ditanyakan Tentang Cinta, Hubungan, dan Seks” (2000) by Sudarmaji is selected and studied. This is a popular book which is written by a famous writer and the world first-rank writer according to New York Times daily newspaper and which has got positive reviews from its readers (www.goodreads.com). The book contains texts which belong to the exposition genre (text type). According to Christie and Derewianka (2008) dan Martin dan Rose (2008) in Emilia and Hamied (2015:161), the exposition text has specific characteristics “that requires the writer to adopt a position and argue for it, endeavoring to persuade the reader to accept the proposition”. Also, the text has specific generic elements, i.e. social function, schematic structure and linguistic features.

Nida and Taber (in Nord 2001, p. 7) suggest about the definition of translation that “translating consists in reproducing in the receptor language the closest natural equivalence of the source-language message”. The definition contains the words “reproducing” and “closest natural equivalence” which imply that the act of translation means reproducing new texts which require a natural, closest equivalence as the original text.

Suryawinata (in Nababan 2003, p. 25) describes the translation process in several stages. The first stage is analyzing the SL text. This step is started by reading and understanding the content of the text. The understanding includes two aspects, i.e. the linguistic and extralinguistic ones. The linguistic aspects include the ranks of sentence, clause, phrase, and word, while the extralinguistic aspects relate to the socio-cultural factors of the SL text. The second stage is for the translator to understand the meaning and message contained in the SL text before he transfers the meaning and message into the meaning and message in the TL text. The last stage of the translation process is restructuring, i.e. a process of transfer into the stylistic form suitable with

the TL readers and listeners (Kridalaksana in Nababan 2003, p. 28).

Molina and Albir (2002) define the translation technique as “procedure to analyze and classify how translation equivalence works”. This definition refers to the steps taken the translator in the translation process, i.e. “the actual steps taken by the translators in each textual micro unit”. The translation technique means the ways by which the SL text is reproduced in the TL text on the micro-levels of word, phrase, clause or sentence. There are 18 techniques of translation including adaptation, amplification, borrowing, *Calque*, compensation, description, discursive creation, established equivalence, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution (linguistic, paralinguistic), transposition, and variation.

Mona Baker, Roger T. Bell, Basil Hatim and Katharina Reiss have associated the development in the linguistic theories and the development in the translation theories (Bassnett 2004). Systemic functional linguistics (SFL) views a language as a meaning-making resource used to communicate each other in the situational and social contexts. SFL is concerned with the lexico-grammar aspects, which is meaning in the level of text or discourse. Therefore, this particular linguistic theory is relevant in the translation study as the translator cannot understand and reproduce the text coherently without understanding the meaning on the level of text and discourse. Also, it is important to use this linguistic approach because this particular linguistic theory can provide the technical terms as the linguistic evidence in handling the linguistic elements on the clause level.

Halliday (1994, p. 106) believes that the world phenomena or experiences consist of “happenings”, i.e. actions, thoughts, feelings and conditions. These are discussed under the grammar of Transitivity which

covers the experiential domains into six types of Process: Material, Mental, Relational, Behavioral, Verbal and Existential. Each Process has its own characteristics although in some instances the border between one and another is sometimes subtle (Matthiessen 2004). This kind of grammar also means the way how meaning is expressed in a clause to represent the speaker's mental reality (Simpson 1993).

The expository texts have specific rhetoric or textual stages different from other types of text so that these texts requires different linguistic resources. Typically, the expository text functions to express the speaker's opinion or to persuade the addressee's mind. Some typical Processes are found in the text type such as Mental, Material and Relational Processes (Gerot and Wignell 1995). The Mental processes function to express the internal phenomena within the speaker such as emotions (feeling), thoughts or ideas (thinking) or perceptions (perceiving). Material processes function to encode how the social phenomena occur (happening) or how someone conducts an action (doing). Relational processes are used to express the situation or condition of the speaker or his environment.

The researcher therefore had the research question of what kinds of process are found in the texts of the book "Ask Barbara: The 100 Most-Asked Questions about Love, Sex, and Relationships"?

Methodology

This is a translation research which is product-oriented using the qualitative approach. The research location is the popular book "Ask Barbara: The 100 Most-Asked Questions about Love, Sex, and Relationships" and its translation in Indonesian language. There are two kinds of data resource, i.e. the linguistic and translation sources. The linguistic data source is the texts in the original book while the translation data source is both the original and translated versions of the book.

In this qualitative research, there two kinds of data, i.e. the primary and secondary ones. There are two kinds of primary data, i.e. the linguistic and translation data. The linguistic data are taken from the clauses in the target language whereas the translation data are the translation techniques taken by comparing the original and translated versions of the book. The secondary data include the findings in the previous related researches on the transitivity and translation and discussion on the popular book "Ask Barbara: The 100 Most-Asked Questions about Love, Sex, and Relationships".

The purposive sampling or criterion-based sampling technique is used to determine the data and data source in this research, which implies that the selection of data and its source is based on the research objective. However, there specific criteria of data selection, as follows:

- Data are obtained from each of the eight topics in the book;
- From each topic, a question is taken which contains an expository text;
- All clauses in the expository text are analyzed using the Transitivity table to reveal the Process types in each clause;
- All steps in section a, b, and c are done to both the original (English) and translated (Indonesian) books.

The data in this research are clauses taken as the sample from the 8 topic containing 100 questions and the responses from the consultant (Barbara, the writer). The Data analysis is done in four stages, i.e. the domain analysis to learn the transitivity patterns of the clauses, taxonomy analysis, componential analysis and cultural theme analysis.

Findings and Discussion

1. Staging of the text

There are 100 questions in this book which are grouped into 8 chapters based on the theme or topic of discussion. Therefore, there are 8 texts obtained to represent the expository text, either analytical exposition or hortatory exposition. The text

identification is done based on the elements of the genre, i.e. the social function, rhetoric or generic structure and linguistic or lexico-grammatical features typical of the text type.

The next step is the identification of each generic element. First, it is confirmed that the objective of the text is to serve the function to express ideas, attitudes or position toward an issue of the consultant. Second, parts of the texts represent the generic structure of the text, i.e. the Thesis, Arguments, and Reiteration or Recommendation. In general, the first parts or paragraphs of the text form the thesis of the text. The next parts are paragraphs which express the examples, the arguments or reasoning given by the writer as to form the arguments of the text. The next step is the identification of the linguistic features of the text. Each elements of the generic structure of the text (Thesis, Arguments, and Reiteration/Recommendation) is developed by the typical lexico-grammatical features to serve the function of the text in making meaning.

The thesis is made up from a clause or clauses having Relational processes (being verbs) to express the attitude or position toward an issue; the Mental process (thinking or sensing verbs) also make up clauses to show thoughts or ideas or feelings; the Material processes (doing verbs) are also many in number to show the actions involved or to take in the issue discussed.

The Argument part of the text also includes the Material processes, Mental processes, Verbal processes (saying verbs) and Relational Process.

The closing part of the expository text which is supposed to serve the Reiteration or Recommendation is realized by the Relational processes, Mental processes, or Mental processes.

2. Types of the process

The linguistic data of the Process types are obtained from eight expository texts taken from the eight chapters in the

book *Ask Barbara: The 100 Most-Asked Questions about Love, Sex and Relationships*. Certain process types are supposed to represent the expository text type. Also, certain processes are found in different staging of the text. Therefore, it is important to determine the Process type in each staging of the text.

Here are the descriptions of the Process types in each stage of the expository text found out in this research.

Table 1. The Process types in each staging of the Text

Staging	Process Types	Total	(%)
Thesis	Relational Attributive	22	39.3
	Material	19	33.9
	Mental	11	19.6
	Existential	2	3.5
	Relational Identifying	1	1.8
	Verbal	1	1.8
Arguments	Material	85	37.9
	Relational Attributive	75	33.5
	Mental	39	17.4
	Verbal	16	7.1
	Behavioral	4	1.8
	Existential	3	1.3
	Relational Identifying	2	0.9
Reiteration	Material	17	48.5
	Mental	7	20.0
	Relational Attributive	5	14.2
	Relational Identifying	2	5.7
	Behavioral	2	5.7
	Existential	1	2.8
	Verbal	1	2.8

In the Thesis part of all the texts analyzed, six types of Process are found with the following frequency: Relational Attributive, Material, Mental, Existential, Relational Identifying and Verbal. From the total of 55 Processes, the Reational Attributive type is mostly found, 22 (39.3%); followed by the Material type, 19 (33.9%); Mental type, 11 (19,6%); some Existential type, 2 (3.5%); and Relational Identifying and Verbal types, each 1 (1.8%).

In all parts of Argument of the texts, 224 Processes are found, in which 85 (37.95%) are Material processes, 75 (33.5%) are Relational Attributive types, 39 (17.4%) are Mental processes, 16 (7.1%) are Verbal

process types, 4 (1.8%) are Behavioral Process types, 3 (1.3%) are Existential and 2 (0.9%) are Relational Identifying processes. In this part of the text, the Material clauses with Material processes in there are mostly used since most of the arguments presented are in the form of illustration of physical actions given by the speaker. From the 35 Processes found out in the Reiteration or Recommendation part of the text altogether, 48.5% (17) are Material processes, 20% (7) are Mental processes, 14.2% (5) are Relational Attributive types, 5.7% are Relational Identifying processes, 5.7% (2) are Behavioral types, and 2.8% (1) each are Existential and Verbal processes.

Table 2 shows the Process types found in the expository texts in this research.

Table 2. The Process types found in the expository texts

Process Types	Total	(%)
Material	121	40.7
Relational Attributive	102	34.3
Mental	57	19.2
Existential	6	2
Behavioral	6	2
Relational Identifying	5	1.7
Total	315	

For all the text analyzed, as the above table shows, from all 315 Processes identified, the Material processes are mostly identified in 40.7% (121), the Relational Attributive Processes in 34.3% (102), Mental processes in 19.2% (57), Existential types in 2% (6), Behavioral processes in 2% (6), and 1.7% (5) are Relational Identifying process types.

Conclusion

From the discussion on the research findings above, it can be concluded that the texts used as the research data are truly the expository texts since all the generic elements of the texts have been confirmed. The Process types mostly found in the Thesis parts are Relational, Mental and Material types. In the Argument parts, the types of Process are Material, Relational Attributive and Mental processes. In the Reiteration or

Recommendation part of the texts, the Material, Mental and Relational Attributive process types are mostly identified. The use of certain translation techniques such as Modulation and Transposition has caused some shifts or changes in the process type in the translated version of the text. Therefore, a further research on the various techniques of translation and their impact on the quality of translation should be conducted.

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