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Title

Designing Appropriate English Learning Materials
for Syariah Economy and Syariah Banking Study Program Students at IAIN Palopo

Author

Masruddin

IAIN Palopo

Bio-Profile:

Masruddin is a senior English lecturer at IAIN Palopo, South Sulawesi-Indonesia. His research interests include English Teaching and Sociolinguistics. He has a Ph.D. in Linguistics from Hasanuddin University, Makassar-Indonesia and currently teaching English Skills and sociolinguistics. He can be reached at anthosmithstain@yahoo.com.

Abstract

The research aimed at; 1) finding out the target need and learning needs of the Syariah Economy and Syariah Banking Study Program students at IAIN Palopo, Indonesia; 2) designing the appropriate material of the Syariah Economy and Syariah Banking Study Program students at IAIN Palopo, Indonesia. This was a research and development project. The steps of doing this research were; 1) need analysis; 2) designing syllabus; 3) designing material and first draft teaching material; 4) expert consultation; 5) trying out the material; 6) evaluation; and 7) writing the final draft. The data was analyzed by using a descriptive method in every step of the material and development research. The results of the research recommend 3 units as teaching materials namely; 1) At Syariah Bank; 2) Syariah Product; and 3) Being A Syariah Bank Officer. The materials were developed with the task-based approach and communicative approach. This research is expected to give a contribution to the teaching and learning English at IAIN Palopo Indonesia, especially for Syariah Economic and Syariah Banking Students.

Keywords: *Designing Materials, ESP, Syariah Economy and Syariah Banking*

Introduction

Students of Syariah Economic and Syariah Banking at State Islamic Institute (IAIN) Palopo - Indonesia are demanded to be able to understand and communicate in English. In fact, there are still many students have low skills in English. It happens since they are still rarely practice and lack of vocabulary in English. In addition, they have no many chances to use and exposure their practice in English. Furthermore, the available materials for students of Islamic Economic and Syariah Banking at IAIN Palopo are still in general English and mostly on grammar oriented. They need to have more specific materials on English Specific Purpose (ESP) in order to support their career in the future.

A number of researchers have given arguments that the teaching of ESP should meet the target learners' needs (Saragih, 2014, Gatehouse, 2001; Hutchinson & Waters, 1987). In addition, ESP is a learning program, in which the purposes of the course developed based on the specific needs of the target group (Richards and Schmidt, 2010; Basturkmen, 2010). ESP prepares material for the target learners to be able to use appropriate and correct English for many purposes contexts of learners' possible future professions. ESP program needs to be developed since the important of the language courses with specific contents, language skills, motivations, and processes are collaborated into specialized courses.

Therefore, this research and development on material development for Syariah Economic and Syariah Banking students are expected to help the students and the lecturers in English classroom. Hopefully, it can strengthen the students' motivation in the learning process, then it supports the profession of students in the future.

Methodology

This was a research and development project. The study used ADDIE model standing for Analysis, Design, Develop, Implement, and Evaluate (Taylor, 2004). Need analysis was conducted by distributing questionnaire and interviewing some students, alumni, lecturers, and bank clerk. Then, based on the need analysis, materials development was starting with the syllabus making and designing material. Following the analysis and materials development is expert consultation, which involves experts in material development, Syariah economic practitioners, Islamic bank clerk, and English lecturers. The consultation covers the evaluation of the content, language, and style of delivering in the teaching process. Following expert validation is the limited tryout materials. It was conducted to get feedback on the developed material, to eliminate the weaknesses. Therefore, the developed materials can meet the intended quality. The subjects of the try-out were 20 students of Syariah

Economic and Syariah Banking study program. The results of the tryout were used as basis final revision of the product.

Findings and Discussion

The final product of this development is the English material for Syariah economic and Syariah banking study program. The result of need analysis shows that the target needs of students at Syariah economic and Syariah banking study program IAIN Palopo in learning is to be able to communicate in English and can be able to access information related to Islamic economic field. Furthermore, in the content of language skills, they need vocabulary exposure to increase all the main skills in English. Then, for the listening skills, they need to learn more on pronunciation. They need to have the specific topic such as Syariah banking, Islamic Marketing, Islamic economic principle, Contemporary Economic in Islam, etc, in order to increase their topic in writing about their professional career in the future.

The material has the characteristic of Task-Based Language Teaching (TBLT). Based on the need analysis, the ESP material was proposed to mostly use task-based instruction. The learners involve in tasks with integrated approach skills in English. Tasks are more focused on the meaning or the context oriented (Nunan, 1989). TBLT is appropriate to help students to solve their problem in learning. In the process of their learning, the student of Syariah economic and Syariah banking Study Program wants to have material in in speaking activities such as an interview in pairs in English. They want to have some texts in Syariah economic and Syariah banking context. Then, for writing activities they want to have some example of legal documents in English. For the listening activities, they want to have a listening material in the form of monolog and dialogue in which they should listen and find out the main ideas and main information.

The experts considered that the product was good. The experts suggested some aspect such as the color, the size of the writing, the instruction. Then, the implementation of limited tried out ran very well. The students enjoy and can understand the material and they can get some new vocabulary about banking through the materials. In addition, the experts also suggest creating more interesting designs of the book in order to catch the attention from the target learners.

The results of the research recommend 3 units as teaching materials namely: 1). At Syariah Bank; 2) Syariah Product; 3) Being A Syariah Bank Officer. The materials were developed with task-based approach and communicative approach. This research is expected

to give the contribution to the teaching and learning English at IAIN Palopo especially for Syariah Economic and Syariah Banking Students.

The first part of the units in the book is *let's get ready*. In this part, it presents the specific pictures which related to the topic in every unit. Those pictures describe some vocabularies related to the task that will be given in the next parts of the unit. Then in the next activity, is the vocabulary list with specific pictures. This can be a good understanding for students about the next task. Following the *let's get ready* is the *let's act* part. In this part, the first task is *listening and speaking*. The students are given activity to listen and to speak based on the economic and banking context. It also introduces some expressions that is needed in the context of economic and banking. Then next part of the *let's act* is the *reading and writing task*. In this part, some tasks with reading text and writing activities about economic and banking activities. Then, the final part of each unit of the book is reflection sheet as evaluation on the topic of the unit.

Those materials in the three units of the books show the appropriate materials with the needs of students in Syariah Economic and Syariah Banking Study Program. It has some colorful pictures of banking and economic activities. It also has a good design with appropriate order of each unit from the easier to the more difficult parts. In addition, it also has facilitated the student to communicate and interact with one another through group tasks with appropriate contextual activities. Then, this research is expected to answer the challenge to arrange the material based on the identified needs (Long, 2005) and the call of presenting the needs-based documents (Richards, 2001).

Conclusion

The product of this study is English material book for Syariah economic and Syariah banking study program. The product was developed by following ADDIE. The materials of the book are 3 units as teaching materials namely 1). At Syariah Bank; 2) Syariah Product; and 3) Being A Syariah Bank Officer. The materials were developed with task-based approach and communicative approach. This research is expected to give the contribution to the teaching and learning English at IAIN Palopo especially for Syariah Economic and Syariah Banking Students. It is suggested for further researchers to conduct a study about the efficacy of the material.

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Title

CLIL as an Alternative Approach for Designing
English Course Syllabus in Indonesia

Author

Mayang Pipit

Linguistic Department of Indonesia University

Bio-Profile:

Mayang Pipit is recently pursuing her doctoral degree at Linguistics Department of Indonesia University. She is also a lecturer at the English Department of Indraprasta PGRI University Jakarta. Her area of interest is linguistics, educational linguistics, teaching English for young learner and curriculum and syllabus design. She can be reached at mayang912@yahoo.com.

Abstract

The failure of RSBI project (The Pioneering of International Standard School) in Indonesia was caused, one of them, by unavailability of science teachers who could teach that subject well in English. Although contently they have mastered the subject perfectly, they could not teach it to their students in English. Because of that, teachers were reluctant to use English as a teaching medium. Incapability of using English is caused by the lack of opportunity as they are not exposed to English in everyday communication since the status of English in Indonesia is only as a foreign language not as a second language. More artificial English environments are needed to make them more exposed to English. One of which, by creating teaching English through varied fields of study which are based on CLIL (Content and Language Integrated Learning) concept. The paper aims to design a proto English syllabus by using CLIL approach for mathematics teachers to intensify their English performance in teaching. The syllabus is an integrated one which combines content and communicative function. The process begins with a need analysis both internally and externally. The communicative function is based on two teaching perspectives of CLIL; language for learning and language of learning. Language for learning includes opening,

core, and closing session. Furthermore, language of learning is adapted from the content of specific subject used.

Keywords: *CLIL, syllabus design, need analysis, integrated syllabus, language for learning, language of learning*

Introduction

The status of English in Indonesia is as a foreign language. It is taught as a local content that is can be an optional subject (at elementary level). Besides foreign languages, there are about 700 local languages were spoken here. It makes Indonesian students have a limited opportunity to speak and listen English in their everyday communication. Hence, more artificial English environments are needed to make them more exposed to English. One of which, by creating teaching English through varied fields of study which are based on CLIL (Content and Language Integrated Learning) concept. This approach has been introduced on the middle of 1960s in Canada and North America. It refers to the immersion model which teaches certain subjects by using second/foreign language as instruction medium and can be categorized as a content-based approach.

Literature review

The project of RSBI/SBI, in fact, is in line with the principal of CLIL which fuses certain subject and language. CLIL is demanded by many countries since it could reach two educational purposes in one step. It will accelerate students' ability in a certain subject and language. It is able to stimulate cognitive and motivation aspect, as well as help students to acquire a target language in a naturalistic environment. "It is the naturalness which appears to be one of the major platforms for CLIL's importance and success in relation to both language and other subject learning" (Mars, 2000).

Dalton-Puffer (2007) also propose 4 advantages of CLIL that are appropriate to SLA concepts; 1) creates conditions for naturalistic language learning, 2) provides a purpose for language use in the classroom, 3) has a positive effect on language learning by emphasizing on meaning rather than form, and 4) drastically increases the amount of exposure to the target language. Those principals are fit to syllabus design since teachers need English for teaching mathematics which apply immersion concept as contained in CLIL approach.

In this research, adjunct model is chosen because teachers are 40 years on the average, language is taught in parallel focused on science development and certain skill to get the

Language teaching that is based on CLIL includes 3 perspectives which are related each other (Tryptych; Coyle, Hood, and Marsh, 2010); 1) language of learning which is needed to access basic concept (core session that is focused on vocabulary and grammar), 2) language for learning that is used to communicate in the target language (the opening and closing session and used for giving instruction to students in both session as communicative function activity), 3) language through learning which is acquired by students individually, concept, skill, and strategy. The development of CLIL language is carried out systematically through a continuous recycling in the individual communication and not through teaching grammatical aspect without context. higher level of thinking. The specific purpose is teaching mathematics in English.

Syllabus is also designed by referring to an integrated syllabus which combined content-based syllabus with functional syllabus (Richards, 2001). Mathematics topics are used as a basis to perform language and do the communicative function in class. Communicative function consists of a set of learning activities that are going to be achieved through integrating content and language. In the first syllabus, communicative needs is represented through a set of communicative function which is included in opening, core, and closing session. It includes session of teaching, communicative function, vocabulary, grammar, and class language. The second, includes topics of content and their language aspects. It consists of 5 parts; class, topics of content, function, vocabulary and grammar.

Methodology

Mix method is used for this research; qualitative is applied to analyze the data which is subjective and relative and quantitative is used for objective data. Through this method, one can be optimized the other (Green, Gracelli, and Graham in Craswell, 2007, p. 18) The informants were principal, curriculum coordinator teacher, and 6 mathematics teachers. 48 students (grade 7, 8 and 9) were involved as respondents. The data were also gained from mathematics syllabus and textbooks, teachers' speaking test and listening. Data were collected by using some elicitation devices (Nunan dan Bailey, 2009), such as questionnaire, interview, class observation, test, and the analysis of written documents.

Findings and discussion

Teachers' English proficiency level has not been adequate yet

The result of teachers' speaking test showed 80% teachers were on 20-30 TSE rating scale (no effective communication). For listening test, 75% teachers were on 2 scale,

intermittent user (no real communication is possible except for the most basic information using isolated words).

Communicative competence for present situation was divided into opening, core and closing session and most of teachers were less on close session (66.67). Relating to content vocabularies, 50% teachers had enough ability (good). For grammar, only 25% had a good scale. The ability of teachers in teaching all mathematics topics in English was still very less. Most of teachers (83%) were on very less scale in teaching 8 and 9 grade topics.

According to students, teachers still used Indonesian in teaching. When teachers used English to explain the topics, only 6.25% students understood very well. The teachers' pronunciation were unclear (54.17%) hence, 95.82% students said they were not really satisfied with the teachers' answers.

Target situation showed speaking was the most important skill which should be developed. Teachers also needed to master class language about opening session (66.6%). Students wanted teachers to speak English more in the class (50%).

Deficiency analysis shows the difference between desirable English competence and teachers' existing competence. Teachers' English competence was far from the expectation. Proponent factors analysis showed the institution had enough facilities to support that program. Conversely, the obstacle factors were seen from factors which hampered the teaching process and learning, for examples lack of pronunciation and less of understanding students' question (8.33%) and not confident (83.33%).

Lastly, language audit is intended to uncover required language aspects which are needed by mathematics teacher in teaching such as class language, vocabulary, and grammar.

CLIL as an alternative approach

CLIL can fulfill the needs of teachers, since it has two focuses; language and content. Contently teachers have already mastered the subject perfectly but they do not have enough ability to teach it in English. The content could be used as a means to activate and motivate their communication. Hopefully, by using it as teaching materials through 'artificial environment', teachers' English competence can be accelerated. There is not a standard CLIL model that can be applied in any situation, because in implementation level the approach needs to be adapted based on the educational environment where it is applied. Adjunct CLIL is used since the students were 40 years all approximately who use English for teaching mathematics.

An integrated syllabus

English course syllabus is designed by referring to an integrated syllabus which combined content-based syllabus with functional syllabus. Content (mathematics topics) are used as a basis to perform language and do the communicative function in class. Communicative function consists of a set of learning activities that are going to be achieved through integrating content and language.

Under CLIL concept, syllabus design is based on a need analysis internally and externally. Internally, six types of needs analysis are target and present situation, deficiency analysis, proponent and obstacle factors, and language audit. Externally, it is supported by the analysis of mathematics syllabus and textbook for the sake of syllabus content. Both are combined together as the references of a proto syllabus design. Proto is a syllabus which is focused on content. Components that should be considered such as specification of topics, communicative function, variation of language, discourse and rhetorical skill, communicative activities, grammar and vocabulary. The examples of both syllabuses can be seen below.

Table 1: the example of proto syllabus based on language for learning

Stage	Function	Vocabulary	Structure	Classroom language
Opening	- Greeting students	Related words	- Simple sentence	- Good morning
	- Starting lesson		- Compound sentence	everyone, how are you?
	- Checking attendance		- Complex sentence	- Hi everybody
	- Checking homework		- Imperative sentence	- Did you have a good weekend?
	- Reviewing the previous lesson		- Interrogative sentence	- Let's start the lesson
	- Brainstorming		- Simple present	- Let's take
	- Stating topic		- Simple past	attendance, shall
			- Simple present continuous	we?
			- Modals	- Who's absent today?
				- etc

Table 2: the example of proto syllabus based on language of learning

Class	Topic	Function	Vocabulary	Structure
VII	Integers	<ul style="list-style-type: none"> - Using negative number - Drawing integers in a number line - Comparing integers - Putting integers in a sequence - Calculating mentally - Estimating the result of operation of integers - Explaining characteristics of operations of integers - Explaining square, power of three, square and cubic root 	Related terms	<ul style="list-style-type: none"> - Numbers and mathematical symbols - Word classes - Simple sentence - Negative and interrogative sentence - Imperative - Simple present - Simple past tense - Simple future - etc

Conclusion

Syllabus design based on CLIL concept in this research is an attempt to intensify the English competence and performance of mathematics teachers in teaching. A deep analysis which is done toward internal and external needs of teachers is expected to reveal their real needs as well as give an alternative solution to their problems that are related to teaching mathematics in English.

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Title

Constructing Advanced Organizer Tasks for the Indonesian Classroom

Author

Michael Thomas Gentner

Panyapiwat Institute of Management, Thailand

Bio-Profile:

Michael Thomas Gentner Ph.D obtained his doctorate in TESOL as well as certifications in TEFL and CELTA. He has taught English in Korea, China, Cambodia, Japan, and presently in Thailand. He is author of the series, 'Teaching English in ASEAN'. He may be contacted at michaeltho@pim.ac.th.

Abstract

As the importance of English in Indonesia gathers force, a style of teaching, instep with the globally accepted and established communicative approach, is sought. The present discussion addresses the issue of how the unique interplay between cognition, cultural literacy, economic realities, and learner preferences in Indonesia propagates the use of advanced organizer lesson plans in a task-based framework, and how prior knowledge and situated inference activating devices correspond to auditory-based tasks. Considerable attention is devoted to activities moored to the oral narrative or storytelling modality as a vehicle by which tasks are administered. Explanations of, and rationale for the use of advanced organizer material in the ESL classroom are proffered and interspersed with accounts examining learner percepts to such activities and theoretical research that draws on the existing endorsements of scholars both international and Indonesian. The analysis concludes with the particulars of advanced organizer task constructions.

Keywords: *oral narrative, prior knowledge, schematic, existing cognitive concepts, input modification*

Introduction and Background

Creating and maintaining a dominion of linguistic nationalism that unites the more than seven hundred dialectal and ethnic groups separated by broad distances and vast stretches of ocean, where pockets of indigenous people spend the majority, if not all of their lives, removed from the mainstream is truly a great accomplishment. Uniting these cultures again in the acquisition of a second language is an even greater challenge. Foremost is the fear among the Indonesian intelligentsia and governmental lawmakers, such as those in the Ministry of Education and Culture, the Parent Action Group for Education (PAGE), and the National Union of Teaching Professionals (NUTP) that the push and pull for dominance between Bahasa Indonesian as a national unifier, and English as a global thoroughfare, will weaken the nation on both fronts (Lauder, 2008). How deeply English will become part of the Indonesian fabric is yet decided, what is widely described is the need for a higher scale of English fluency if Indonesia is to compete with its Commonwealth neighbors who hold a preexisting advantage in regards to global communicative capacities (Hermawan & Noerkhasanah, 2012). Most Indonesians have this clearly in mind, and many, particularly those from a moneyed background, are choosing to invest more in English education. The modern chic of English and all the respect and future prospects that follow is suggestive of a life with greater conveniences. For the majority of learners however, the government has been appointed the responsibility of endorsing a novel and sustainable approach toward English acquisition that is available to both the affluent and those of reduced circumstances.

The passive resistance to establishing elements of task-based modules into curriculum design, with conviction, is due in part to the thorny question of what is to be done with evaluation for testing, scoring, and placement purposes. The prospect of task-centered assessments or communicative performance tests in Indonesia are in the theoretical stages, as caution and ceremony block any appreciable movement away from the grammar-translation method for testing purposes. Early trials of student-centered knowledge-based instruction showed promise as a referential in what could be labeled an interlingual circumlocutionary manner (Mattarima & Hamdan, 2011). Learners develop auditory skills by drawing distinctions between and calling attention to content words over function. With pressure mounting, educational authorities are giving credence to the global change in EFL pedagogy, with communicative competency and learner-centeredness inhabiting the same instructional vein. Instructors who teach solely from the book are thought to lack in the type of training necessary for constructing discourse potential tasks that both entertain and educate, not strictly the latter. Utilizing advanced organizer skills is an assimilation theory that yields

productive language tasks. The oral narrative or storytelling lesson design is a vehicle by which advance organizer material can be transported.

Rationale for Advanced Organizers Tasks

Oral Narratives as a Vehicle for Advanced Organizer Devices

Oral narratives are a component of task-based learning. This approach was popularized by Prabhu (1987), who came to the realization that language learners were just as inclined to learn language specifics if they were taking into consideration a non-linguistic problem than if they turned their attention to particular language forms. Students are thus posed with a task they would have to perform rather than being absorbed with the syntactical framework. Incorporating the auditory oral narrative with Indonesian-based content falls into the category of subsumption, a component in the theory of advanced organizer. The doctrine, asserted by psychologist David Ausubel, (1960), claims that learning is based upon the types of subordinate, representational, and combinatorial processes that are borne out during the reception of information; an integral element of learning since new material is related to applicable ideas in the existing cognitive structure on a substantive, non-verbatim basis.

Cognitive structures represent the remnants of all knowledge acquiring episodes. Celce-Murcia (2001), maintains that the use of advance organizer can elicit a student's previously developed knowledge for top-down processing and accommodate them in linking the new information to what they already know. Lingzhu (2003), contends that students employ the top-down approach at constant intervals to anticipate possible consistencies. Only thereafter do students transition to the bottom-up approach to attest their understanding. The process of comprehension is guided by the idea that input is overlaid with pre-existing knowledge in a bid to find a match. Oral narratives are an innate form of natural and often authentic discourse through which structured long turns may be extended. The instructor, or alternative speaker has to forge order and link causes with results through a meaningful and compelling chain of events. In this design, instructors are afforded the opportunity to illuminate on relevant particulars of a story to help the listener mentally construct the context of the drama. Once this approach to creating descriptive order in the target language is acquired, the instructor can employ this skill to create and channel other types of extended monologue. Creating opportunities for learners to process long chunks of discourse is not a simple matter in language teaching. With narration, modifications to the tempo and elocution would allow the prose to fit any proficiency level. Production can involve long pauses and exaggerated gestures for young learners or paced within a natural real-time context for the

more advanced. Conversely, there is an inherent interest on the part of the listener to enter the story and understand what is being said, thus a higher concentration level on the narrative is created. What learners are forming is a menagerie of associations that fashion webs of attachments in maze-like patterns until an unobstructed route is unveiled and a channel between what is being transferred and what is stored completes the advanced organizer process.

Cultural Mirroring and Learner Preferences

One often overlooked strategy in second language acquisition pedagogy is the concept of cultural mirroring or juxtaposing references of the local culture as a platform for English task constructions. The number of English language textbooks on the market worldwide has reached immoderate proportions, yet these regionally-unspecific assigned readings are often generated for a global EFL learner's audience without regard for insular learner preferences. Perhaps the most referenced study on indigenous learning preferences (Reid, 1987), finds Indonesian learners with a proclivity towards kinesthetic and auditory learning. A more detailed study of Indonesian learners by Lewis (1996), establishes interactional dialogue in a group/pair environment as most favorable, with the study of grammatical structures among the least favored. The combined studies offer an example of how one type of teaching modality and delivery might accommodate learners of one ethnocentric division but not necessarily those of another. Societies, and at times communities within societies, make use of unique learning strategies.

From a more intellectual frame of reference, a most obvious benefit to ESL practitioners keeping language lessons regionally one-dimensional is that learners, particularly those from beginner to intermediate level, are spared having to combine dual elements of new language input with new cultural particulars concurrently. The use of regional appointments as a context medium accords learners a focus on language explicitly without the distractions of secondary non-linguistic information. The learner utilizes cerebral hooks by which these new arrangements of linguistically-acquainted information can be attached. This abstract passage between new and stored information figures prominently in the long-term retention of new linguistic-related episodes. The weaving of uttered English lexical items, chunks of words, and phrases with prior knowledge activates the neurotransmitters consequential to the learning process. What is cognitively taking place is not necessarily a retrieval of past grammatical or lexical instruction, but rather a motif that bears the resemblance of a fiber optic network that creates a framework for learning.

Mapping and retention is requisite, particularly in language acquisition, as the sheer volume of locution can saddle the learner with an oppressing degree of input.

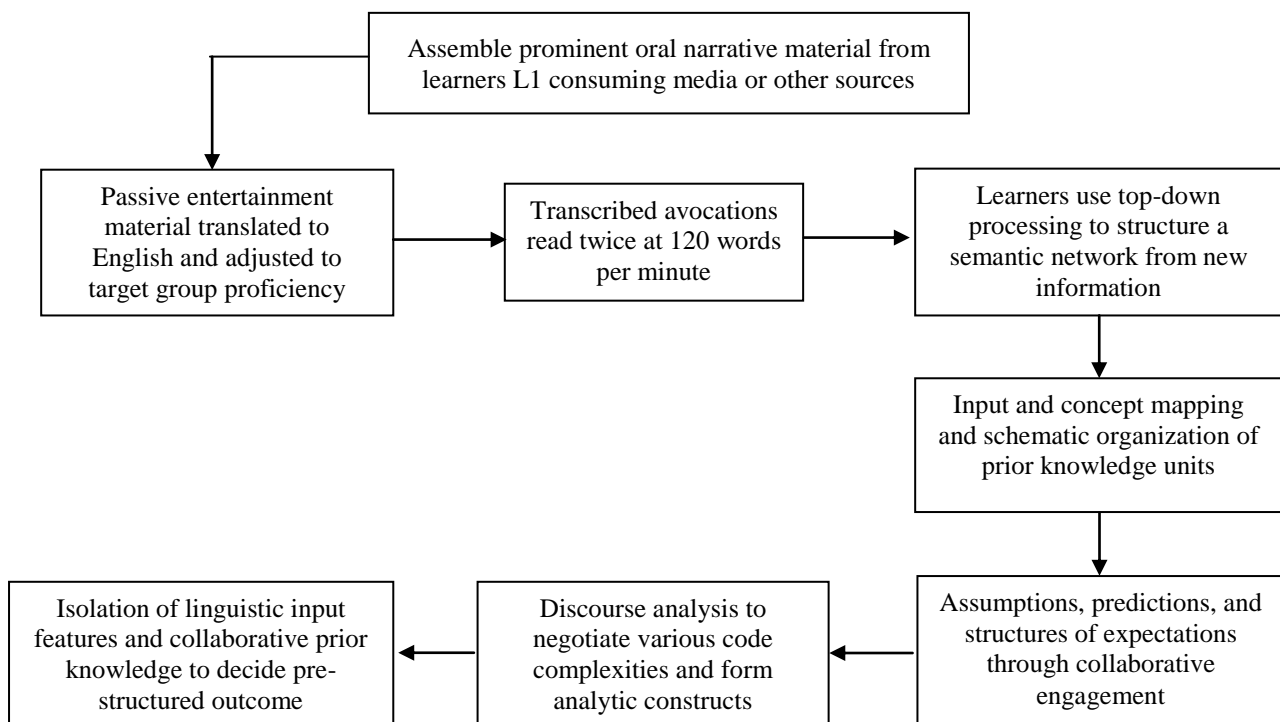
Cultural Literacy as Instrumentation

The source culture style of instruction can be defined as expository since information is provided to learners in a distinct and synoptic manner. It serves the dual function of providing a deductive English auditory exercise based on existing cognitive concepts and supplementary lessons in the appropriate suprasegmentals of English tone, pitch, and cadence dispensed appropriately for the target classroom. The instructors in an advanced organizer/oral narrative task have the occasion to utilize controllability in their otherwise incidental conveyance of grammatical patterns, lexical selections, and style of delivery. The lessons afford the learner an exposure to English by application rather than explanation. New linguistic patterns and lexical configurations are woven into expanding structural threads within the learner's linguistic repository giving rise to an increase in confidence, motivation, and diminished logophobia. A successfully coded configuration of new English parlance and articulation presented in proper grammatical order with hundreds of lexical items and amalgamations was successfully coded, matched to an existing schematic, and deciphered into the intended conclusion diminishes language anxiety and brings about an ascending level of communicative confidence.

Co-operative Principals and Participants

Situational authentic tasks can be an individual activity rather than a pair/group peer feedback endeavor with each learner responsible for mapping, coding, and outcomes. The incisive disadvantage to individual rather than a group/pair format, in this task type, is the assumption that each individual learner will have knowledge of each articulated feature. Learners, who may have successfully deciphered the oratory of the instructor and created a clear synopsis, may not be familiar with topic to the extent of identifying its signature. Not everyone is familiar with even the most popular, widely discussed, and generationally referenced material that is read or taken to the floor. This is where the process of content negotiation is of great consequence. The chances of correctly identifying a synopsis and title through collaborative discourse increases exponentially with the number of group members. A group of four, assuming they are of the appropriate mixed English abilities as viewed in the co-operative principals of Vygotsky (1978), creates a solid representation of the learner-learner interactive processing group and allows for a better gauge of linguistic abilities (Ohta, 1995). The collaborative environment activates shared responsibility for negotiating input and bringing individual talents to bear. A learner better versed in film, for example, might

combine this attribute with their knowledge of English to create a synopsis map whereby the process of systematically including and excluding feasible solutions until possible solutions are narrowed to a thin number. The more receptively fluent learners of the group may add to the deductive process in a scaffolding-like manner by clarifying words, time frames, or verb tenses which might signal an ordering process, Other members of the group would also add their noted understanding of additional segments and language bits to fill in the fissures and form added voices in the negotiating process that considers the common properties one film has with another, such as similar plots, character types, and finale. The combined accounts are then posited and a resolution settled upon. The cycle of low-level learners in a group becoming novice-level and eventually the group leader is a scenario played out throughout the lifelong learning process. What learners first do in a group setting affords them the tools to perform independently at a later stage. The following illustration sheds some light on the metacognitive and cognitive sequential strategies in play during group/pair advanced organizer auditory tasks:



Challenges from Traditions and Circumstance

Instruction on proper syntactic constructs continues to receive a higher priority than communicative competency, thus scoring well on grammatically-centered comprehensive tests and entrance examinations takes precedence. The English assessment tests, at the majority of Indonesian educational institutions, are habitually grammar focused and a source

of antagonism between grammarians and advocates of CLT. Education department officials are encouraging schools to expand programs that offer communicative English lessons (Lie, 2007). As a further matter, institutions are voicing concern about what they perceive as Indonesia's position in the ASEAN region showing signs of abatement. How this will affect the country's ability to compete in the global manufacturing sector is a source of concern. Instructors are voicing their disparagement for an assessment-based teaching methodology that shows little interest in engaging the attention of learners with creative and rousing lessons that would have their students listening with both ears. Sahiruddin (2013, p. 572) describes some of the problems instructors have with making the communicative approach transition:

- 1) Large class sizes: On average the typical Indonesian classroom is made up of thirty to forty-five students or more. The OECD ranks Indonesia 6th worldwide in the total number of students per class.
- 2) Teachers with a low level of English proficiency: Studies have found that teacher training programs assist teachers in the course design and teaching style but do little to improve the level of English knowledge.
- 3) The low salary of government English teachers encourages or even forces teachers to take additional jobs that leave them less time to prepare for lessons or further develop their English language skills.
- 4) Lack of sufficient preparation and training for the new curriculums and programs that are initiated on a regular basis. Teachers are given the foundations of such modifications but not the kind of detailed training necessary.
- 5) Lack of time to practice communicative English due to the focus on English for testing purposes that puts an emphasis on entrance exams, governmental data, and admissions to various programs and institutions.

In addition, the basic format of any student-centered lesson involves a departure from the instructor's role as an omnipotent classroom director to that of a casual facilitator who voices and interjects in a non-evasive and non-hierarchical fashion. The horizontal style of communication, customary to native English speakers, has existing elements of respect and status but is not reinforced through the alteration of honorific speech and proximics. Instructors and learners alike often find this status interruption among the most difficult transitions to adopt. (Marcellino, 2005).

Concerns over Linguistic Expansionism

The integration of culturally-sensitive advanced organizer instructional material relieves some of the concerns of linguistic imperialism, cultural degrading, and the Indonesia first education agenda championed by the government. Some are of the opinion that English textbooks and lesson plans reflect the cultural values and righteous perceptions of a foreign culture. There is the widespread assumption that in order to fully understand the linguistic registers of a second language, a learner must adapt, at least to some degree, to the cultural norms of those who speak the target language by convention. Critics of this line of reasoning are partial to the view that ethnologic orientation has the capacity to condescend, rebuke, or otherwise deliver a veiled critique of another society. From a learning perspective, the merging of two partially related entities compromises a learner's ability to linguistically navigate. With such reservations in mind, lesson plans that pointedly avoid the elements of high culture in favor of a more vernacular and emotively appropriate initiative that embraces aspects of the native culture without intimidating the syntactic and semantic integrity of the lesson, are most sought after.

Methitham and Chamcharatsri (2011), describe how Western promoted teaching methods and materials are accepted by most teaching professionals because of the assumption that they are, from a research perspective, on good authority. Notwithstanding, a sediment exists among non-native ESL practitioners that instructional material, in its multi-dimensional roles, portrays the culture of the West as more civilized while those of the more traditional cultures are somewhat antiquated or backwards. Assumptions along these lines have the ability to marginalize both the language and culture (Puskurbuk, 2010). This is not to suggest that English instruction represents a style of neo-imperialism. Indonesian differs from its Malaysian and Singaporean counterparts as British subjugation, despite the best efforts of some, thought better of instigating the Dutch and left Indonesia out of the Commonwealth and its habits of anglocentricity. With Dutch as the language of the colonizer, English was spared the emblematic malediction of dominion (Dardjowidjojo, 2003). Nevertheless, with memories of colonization still crisp in the Indonesian memory, learning materials that celebrate the accomplishments of Indonesia and its peoples may be better received than the achievements of Western nations. Parenthetically, a populace with an intractable religion and shared societal puritanical values might call into question the appropriateness of some elements of Western ideology. Lesson with Christmas, Easter, and Valentine's Day for instance, could raise concern for those who would favor the characterization of Islamic values and celebrations rehearsed through the medium of English.

English as a Multi-linguistic Language

The reality of Multiple Englishes in second language acquisition builds a case for the use of regional culture material and reference in task planning. Particularly for young learners, the question of which culture and to what extent does a foreign ethos become an influence over the young minds of children is central to the discussion. Keeping relativism in mind and lessons within the representative culture gives learners the tools to characterize elements of their own lives, emotions, traditions, and dispositions (Amalia, 2014).

In Indonesia, the fluency level of the customary English instructor remains wide of the mark. Though new programs to strengthen teacher competency are underway, the shortage of qualified English instructors at all institutional levels encourages schools to push trainees through the programs before they are properly qualified for a post (Mappiasse & Bin Sihes, 2014).

In many expanding circle ASEAN nations, the salary for teachers is at the lower reaches and thus the combination of low skill, low salary, and little time to procure and implement modern communicative type lessons is in an all-to-typical fashion. Advanced learner tasks, when performed through the medium of oral narrative reception, provide some degree of relief. Most NNS (nonnative speakers) instructors in Indonesia have received only a basic framework for communicative language practice but have the advantage of local knowledge necessary to produce lessons. For NS (native speakers), imbedding Western-based postulations into lesson planning runs the risk of cultural elitism or the legitimatization of colonial or established powers (Phillipson, 1992). In addition, NS instructors and the increasing use of instructors from outer circle nations, leads to a greater variety of cultural backgrounds that become a prelude to the cultural prejudices of both the inner and outer circle.

Logistics and The Dismal Science

Another debate is how a language policy, singular in composition, can persevere without extensive re-orientation for the economic and social contrasts of a multicultural nation. Such diversification and economic limitations facilitate the use of advanced organizer tasks that foster affordable and pedagogically sound second language instruction. For many in this interspersed nation, what unites the various ethnicities, at least from an ESL perspective, is the reliance on a textbook driven teacher-centered approach that draws prodigiously on the grammar-translation method (May, 2015; Yusny, 2013). Apart from the strains of an outmoded style of English instruction are the financial strains of acquiring new

English course books with every new governmental initiative, procuring advanced learning technology with multimedia material and equipment, and NS instructors whose pronunciation and pragmatic communication skills are clamored for. Lesson plans, such as those with advanced organizer skills playing a key role in generational-themed tasks, compensate for the types of material out of the reach of many school budgets. Learners have, at the very least, local or common knowledge of traditional stories, fairy tales, music, history and other elements of a regional culture that can be transcribed into English and used to create interactional discourse. The instructor initiates a monologue and combines a felicitous pitch and modulations that are dispersed among eager learners without the worry of expenditures hindering their implementation. The parallel benefit, as both a pedagogically sound instructional tool and a cost efficient resource, renders it a suitable approach to second language development in regions of small means.

The Instructor and the Art of the Melodrama

Many English language learners undertake their studies with a lack of enthusiasm towards learning the syntactical functions of the English language. Low-interest material negates traces of the students' ability to organize their recall facilities. Therefore the importance of an aptly chosen agenda and at what momentum the narration will be recounted bears prudent consideration. Advanced organizer material often marks a segue from brief reciprocal exchanges to extended speech acts or long turns (Trahey, 1996). When learners are constrained to fleeting and predictable lumps of dialogue, their facilities for verbalizing only short chunks of language become the objects of criticism. With oral narrative tasks, the students' ability to comprehend the material depends principally on the instructor's delivery. Brown (2001) characterizes this teacher talk or caretaker speech as essential, particularly in the young learner stage of development. Geddes and White (1978), have likewise presented a case for simulated authentic discourse, or input modification, meaning the material has been altered to serve a classroom purpose. The natural speech production rate of a native speaker is between 150-200 words per minute making unsimulated authentic discourse useful for only the most progressive speakers. A learners' overall attitude towards acquiring English improves with the adjustment of speech delivery adaptations that compensate for the proficiency level of the target group (Widiati & Cahyono, 2006).

Since Indonesian learners favor kinesthetic and auditory task types in a pair/group setting, learners are well disposed to the idea of advanced organizer tasks involving a narrative/storytelling theme and laced with movement and theatrical effects. Participants can

see and hear the attitude of the speaker who has the occasion of exposing students to various speech patterns in their natural context. In addition to the new information from the instructor's oral narrative being mapped against some prior schema, a number of non-grammatical ingredients can be served to convey meaning as oral communication is no longer the sole factor. Facial expressions, body posture, hand and body gestures, combined with the ebb and flow of intonations, will enable the instructor to engender a coherent illustration of the subject matter. Since the oral narrative is an act of storytelling, the same narrative tenses, (present simple, past simple, past continuous, past perfect, and past perfect continuous) can be employed. Novice level students find present and past simple suitable while the more advanced students could be challenged with the more exacting perfect tenses. Depending on the instructor's grammatical objective, the task can be adjusted to concentrate on one or a combination of these forms using various input modifications.

Constructing Advanced Organizer Tasks

As noted, when advanced organizer tasks are orchestrated, learners manipulate the information in dual antithetical processes. In top-down processing, students reflect on previous occurrences as well as forage through their intellectual databases where they assimilate ideas to make predictions. In bottom-up processing, learners weave their understanding of syntactical rules and lexical chunks to compose a visual image of the theme being voiced. Students will already be acquainted with the details of these dramas in their first language-dominated conscious. By illustrating stories in English in the oral narrative task, new phonological arrangements are being presented.

Instructors may find it necessary to make categorical adjustments to improve the continuity of the task. Bardov-Harlig (1992:35) recommends; 1) Create a chronological sequence so the narrative follows a time ordered format; 2) With an oral narrative there should be an introduction, supporting ideas, and a conclusion; 3) Incorporate creative adverbs as well as transition words and sentences; secondly, then, after that, finally; 4) Put stress on the key words and slow the tempo of speech when explaining something that may be a bit difficult to absorb. After the first phase of the presentation, instructors can deduce whether the level of English is at the appropriate proficiency level for the class and make circumspect adjustments accordingly. Gentner (2016), provides intermediate-level samples on the procedures and material that may be used in an Indonesian advanced organizer/oral narrative task-based activity.

Indonesian Film Synopsis

Preamble:

- a) (Warm-up) Begin by asking if any students have seen any of the latest movies.
- b) Form students into groups of four, five, or six with each group requiring one sheet of paper.
- c) Describe the activity: Indonesian movies will be discussed in English; write the movie titles in Bahasa Indonesia.
 1. Based on the true story about a conservation organization that educates learners in remote places throughout the Indonesian archipelago. One activist works to bring literacy and math skills to a village that sees opposition towards education by some of the locals who fear it will bring disaster. (The Jungle School- *Sokola Rimba*)
 2. The story of a boy who did not graduate from elementary school but was educated because he watched TV news. He dreams of becoming a news anchorman, but he is shy about a problem with his lower lip. When his sister dies, he gets the courage to follow his dream. (The Beetle Soliders- *Serdadu Kumbang*)
 3. A mother with three children tries to make a living in Jakarta after her husband dies. Her oldest daughter married a rich man and her son is an actor so she must raise her youngest daughter on her own. (Mother- *Ibunda*)

Quiz Game

Introduction:

- a) Students form into three large groups and each group selects a leader.
- b) A quiz diagram is written on the board with categories and point values.
- c) Explain the task: Group 1 will choose a category and point value and try to answer that question, if not, other groups have an opportunity to answer. Example entries in the category of Indonesian History are as followed:
 1. (5 points) Where was the core of Buddhist teaching and learning during the 7th through the 12th centuries? (*Sriwijawa*)
 2. (6 points) Where was the archipelago's Hindu Kingdom during the 13th and 14th centuries? (*Majapahit*)
 3. (7 points) In what year did the Japanese invade Indonesia? (*1942*)
 4. (8 points) Who was Indonesia's President in 2002? (*Megawati Sukamoputri*)

5. (10 points) What was the most powerful ethnic group in Sumatra from the 12th to the 17th century? (*Minangkabu*)

Indonesian Music

Introduction:

- a) Begin by humming a popular Indonesian song and ask students to identify it.
- b) Form students into groups and introduce new vocabulary for the songs.
- c) Explain the task: Fifteen Indonesian songs will be translated into English and the lyrics read to the students. Students write the song name in Bahasa Indonesian.
 1. On top of a Champakka tree, a bird is singing, whistling all day long, not tired at all, nodding his head while singing tri-li-li, hopping around with his beak always open, shaking his head, facing the blue sky... (A Thrush Bird- *Burung Kutilang*)
 2. My native land, the land where I shed my blood, there I stand to be on guard of my motherland, my nationality, my nation, my homeland, let us proclaim, long live my land, long live my state, long live my nation... (Great Indonesia- *Indonesia Raya*)
 3. The clang of the piano, when fingers slowly dance a creeping tone, in the silence of the night, when the rain comes along with a shadow, ever forgotten, a small heart whispers, return to him, a thousand words seduce, a thousand regrets in front of my eyes... (*The Forgotten- Yang Terlupakan*)

Indonesian Parables I

This sub-section will demonstrate how an advanced organizer/oral narrative task can be adjusted to pre-intermediate or advanced level learners. The same story, in this example *The Story of the Coconut Tree*, with adjustments to vocabulary and sentence structure can be altered to fit any target group.

- a) Pre-intermediate- There was a very very old man, some people said he was a thousand years old. He was very smart and many people visited him in his cave near the ocean to ask him questions, a man asked him how he could help people and the old man gave him a magic box and said don't open it until you get home, but the man opened it when he got outside the cave.
- b) Advanced- There lived a significantly elderly gentleman; some said he had reached a millennium in years. Since he was a highly intelligent individual, his cave along the coast was visited by many who were searching for answers to

difficult questions. One such fellow asked him how he might serve his fellow man, to which the elderly guru produced a magic box and warned that the box should not be opened until the fellow had arrived at his home, but the fellow opened it soon after exiting the cave.

Indonesian Parables II

In this subsection, a fairy tale titled, *How Lake Chini Came to Be- Asal Usul Tasik Chini*, will employ the same oral narrative procedures in a demonstration on how a standard text can be altered to fit particular language points..

- a) Standard- ‘A native tribe wants to make a village so they clear the thick jungle to build houses and plant crops, one day a mysterious old woman comes to the new village and tells the people what they have to do to make the spirits happy, but the people of the village don’t listen to the old woman and disaster hits the village.
- b) Present continuous- ‘A native tribe is *clearing* the thick jungle. They are *making* a village by *building* houses and *planting* crops. An old woman is *walking* around the village and *telling* people what they should be *doing* to make the spirits happy, but the people are not *listening* to the old woman and bad events are *coming* to the village.
- c) Past simple- ‘A native tribe wanted to make a village, so they cleared the thick jungle, built houses, and planted crops, but one day a mysterious old woman came and visited the new village, she told the people how they could have made the spirits happy, but the people of the village did not listen to the old woman and disaster came to the village.

Conclusion and Discussion

The adaptation of advanced organizer tasks allows the instructor a wide latitude of design possibilities and language acquisition scenarios. Indonesian learners are afforded a task-based strategy that accounts for financial circumstances, ethnic and cultural considerations in task constructions, the learning preferences of Indonesian learners, and the support factors found in a collaborative learning environment. Advanced Organizer tasks, utilizing the oral narrative method, have negligible costs and are thus economically feasible for all of Indonesia’s 34 provinces. Since they rely on regional and generational components, the tasks are applicable to various speech communities throughout the nation without prejudice toward one or another. Oral narrative tasks are an appropriate link to the auditory and kinesthetic learning preferences of Indonesian learners as the actions and speech of the

instructor satisfies both determinants. The content of these tasks lends itself to the type of acclimation that allows instructors to reconfigure any existing text from any number of genres to a desired pragmatic or grammatical objective. The resulting syntactic and phonological cues summon images from which learners form assumptions that result in a sharper focus of semantic constructs. The use of caregiver speech allows the instructor to heighten the effects of certain vocabulary and exaggerate others to demonstrate the priority of a word or phrase in a sentence. Stress, intonations, and other suprasegmentals of the language can be, if the occasion requires, rendered with dramatic effect.

Instructors are expressing interest in this pedagogical technique but often have little in the way of experience in constructing and orchestrating such a task. Proponents of oral narrative/storytelling tasks point to lower affective filters, increased learner input and expanded participation behavior, as well as better comprehension and linguistic organizational skills. Perhaps the biggest advantage to implementing oral narrative information-gap tasks to a class syllabus is the increase in intrinsic motivation responsible for fostering the desire in many to reconsider their skepticisms in regards to the tutelage of the English language. Opponents remain unconvinced of the value of oral narrative instruction and remain in favor of a more measured approach as lessons affiliated with the task-based approach do not, in the sentiment of some, lend themselves easily to assessment. Learners have for decades been taught this complex English language embedded in unfamiliar foreign concepts and mannerisms, and often delivered in colorless fashion with the rote memorization of words in stilted phrases being the only objective. With students learning English through the prism of their own culture and in a manner that invites enthusiasm and imagination, the linguistic proceeds of the advanced organizer/oral narrative tasks can hardly be questioned.

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Title

Effect of Medical English on Students' General English Proficiency

Author

Mohammad Reza Kooroghli^a, Samad Sajjadi^{b,*}, and Forough Rahimi^c

^a*English Translation and Literature Department, Islamic Azad University, Parand Branch;*

E-mail: mkooroghli@piau.ac.ir

^b*English Language Department, College of Paramedical Sciences, Shahid Beheshti University of Medical Sciences, Tehran E-mail: samad_sajadi@sbmu.ac.ir*

^c*English Language Department, College of Paramedical Sciences, Shahid Beheshti University of Medical Sciences, Tehran, E-mail rahimi.forough@yahoo.com*

Abstract

This study was to find out if medical English language courses could improve students' general English proficiency, in addition to their special English. To this end, 30 medical students took part in a longitudinal three-credit course instruction, lasting for 16 weeks. The students had already practiced English at junior and senior high school as part of their curriculum requirement. Before the start of course instructions, the students took a medical English test and a general English test, serving as pretests with reliability estimates of 0.71 and 0.63. Then they received the course instructions lasting for 16 weeks. The instructions specifically focused on medical English. At the end of instructions, on week 17, the students took the posttests which were identical versions of the pretests. The time interval between the pretest and posttest was long enough to remove the memory effect from the pretests. A set of statistical computations, including t-tests, were carried out to compare students scores on the pre- and post tests. According to the results, there were significant improvements in learners' both medical and general English test scores (with $t=4.45$, $p<0.001$, and $t=3.84$, $p<0.001$) although, in line with the course objective, the classroom instructions and text materials were exclusively medically focused. This implies that ESP instructions can significantly improve learners' overall linguistic competence, no matter whether the instructions are professionally oriented or generally focused. In other words, the

* Corresponding Author: samad_sajadi@sbmu.ac.ir

learning skills that EFL learners bring to the task permit them to go beyond their course specific materials to generalize their learning to a wider language spectrum, with EGP being the main beneficiary.

Introduction

Medical English, an important sub-branch of English for special purposes (ESP), differs from general English in numerous ways (Davoodifard & EslamiRasekh, 2005). The most important difference is the learners and their purposes for learning English. Students in Medical English courses are supposed to be reasonably familiar with English for general purposes (EGP) and, accordingly, in their ESP classes, they are subjected to professional English taken from their specific field of study (Hutchinson & Waters, 1987). The main intention of the medical English or ESP course is to develop different job-related communication skills (Belcher, 2006). As such, Medical English courses, like any other ESP courses, rely on authentic, need-oriented, instructional materials, with class activities dealing with learners' professional needs for which English is required (Belcher, 2004).

To this end, Medical English and ESP courses mainly concentrate on language in context than on teaching grammar and language structures. The rationale is that English should not be abstracted from learners' own field of study; rather, it should be related to, or directly come from, the subject area of their field of study (Belcher, 2006; Mohan, 1986). In terms of communication skills also ESP instruction may not be similar to EAP. While EAP courses may equally focus on the four skills of listening, speaking, reading and writing, the ESP courses, including medical English, choose their skills based on the needs analysis results carried out before the administration of such courses (Sajjadi et al., 2012; Basturkmen, 2010; Gatehouse, 2001; Robinson, 1991).

Medical English courses in Iran, like other ESP courses, view reading as the most essential linguistic need for EFL learners pursuing their higher education in different academic fields. Accordingly, Medical English and other ESP courses mainly focus on the development of reading comprehension skills in learners (Moslemi, 2011). The reason is that, good reading skill in English would enable the students to get access to and read an invaluable wealth of written information available in English worldwide. To this end, the course syllabi, developed and recommended by the relevant education authorities in Iran, view reading as the main comprehension skill in English that the students need to master. As such, a big majority of textbooks and course materials, serving as text materials for ESP and EGP courses, are primarily reading oriented (Ajideh, 2011).

Nonetheless, in terms of content, as indicated above, the ESP and EGP are significantly different; the ESP content, including medical English, is about students' field of study or their future profession while the EGP content deals with general academic language or everyday communication encounters. If so, then the question is whether or not a medical English class, as a significant sub-branch of ESP, with field specific content, can improve learners' general English. The issue has not been systematically investigated yet but, to the author's experience, medical English classes, with field-specific course content, could enhance students' overall command of English, including their EGP. This claim may contradict the overtly alleged ESP course objectives which are intended to enhance the participants' field-specific linguistic skills (e.g. Dudley-Evans, 2001). To the author, however, the claim warrants systematic investigation because if medical English, a sub-branch of ESP, could improve EFL learners' overall command of English, including their EGP, then why to invest huge financial resources for two distinct types of courses – commonly referred to as ESP and EGP. So to find out whether a medically oriented course could similarly enhance EFL learners' general and special English, the following hypothesis was postulated.

- Field-specific instructional materials can significantly improve EFL learners' both special English and general English.

Method

Participants

Participants were 33 medical students (29 girls and 4 boys) taking their medical English course at the Medical College of Islamic Azad University, in Tehran. They were in their second semester of medical education and, as part of their curriculum requirement, they all had to pass a three credit medical English (ESP) course. The course, preceded by a three-credit general English course offered in their first semester, was an obligatory, three-credit course.

The participants had already developed a basic knowledge of English at high school, followed by some further instructions in their general English course. Their command of English could roughly be considered high intermediate. So with a rather suitable command of English, they could handle a broad range of topics, yet with some difficulties. So they still made mistakes, while communicating in English, but the mistakes they made did not significantly hinder their ability to communicate.

Pretest and Posttest materials

Two different sets of test items, a "general English test" and a "special English test" served as the test materials of the study. The tests were administered two times: once as "pre-test", at the beginning of the semester, and once as "posttest", five months later, at the end of the semester. The time interval between the pretest and the posttest was long enough, i.e. five months, to account for memory effect.

The two test booklets, i.e. the general English and the special English tests, were similar in format – multiple choice – but very different in content. The general English exam dealt with vocabulary items and comprehension passages of every-day life issues, but the Special English test dealt with subject-specific, medical topics.

Procedure

At the start of the semester, the participants met in a spacious class in their Medical School to take the pretest exams. To account for order effect, the exams were administered in two successive days. The students had 60 minutes to answer the questions for each exam. A week after the exam, the students took part in their special English classes, lasting for 17 weeks. On week 18, they took the same tests, serving as the study's post-tests, in two successive days.

The three credits ESP course lasted for 17 weeks, each week with three hours of instruction, in two successive sessions in the same day, separated by 30 minutes break time to avoid class boredom. The reason for two sessions a day per week was the distance and commuting problems in Tehran for both the instructor and the students. The course book was "Fitzgerald, et al. (2010), *English for Medicine in Higher Education Studies*. The course instructions were accompanied by numerous quizzes and achievement tests, as is common in skill-oriented language courses.

Data Analysis and Results

T-tests were used to compare students' scores on the pretests and posttests. According to the results (tables 1 and 2 below), students achieved significant score gains on both the medical English and general English tests, with $t=4.55$, $p<0.001$ for the former and $t=3.87$, $p<0.001$ for the latter, although the instructions exclusively dealt with medical English.

Table1. Paired sample t-test of the pre and post-test scores (Medical English)

Test Condition	N	Mean	SE	SD	Lower	Upper	t	Sig
Pretest	33	11.59	1.37	7.92	8.10	3.09	4.55	P<0.001
Posttest	33	17.90	1.70	9.79				

Table 2.Paired sample t-test of the pre and post-test scores (General English)

Test Condition	N	Mean	SE	SD	Lower	Upper	t	Sig
Pretest	33	15.01	2.11	12.17	10.89	3.35	3.87	P<0.001
Posttest	33	22.13	2.14	12.32				

Discussion

According to the results, there were significant improvements in learners' both medical and general English although, in line with the course objective, the classroom instructions and text materials were exclusively medically focused. This implies that EFL instructions can significantly improve learners' overall linguistic competence, no matter whether the instructions are professionally oriented or generally focused. In other words, the learning skills that ESP learners bring to the task permit them to go beyond their course specific materials to generalize their learning to a wider language spectrum, with EGP being the main beneficiary.

The results are in line with Ahmadi's (2003), study that sought to find out whether there was a significant relationship between the test scores of the examinees taking medical English and general English tests under similar conditions. According to his results, the examinees' ESP test scores positively correlated (71%) with their EGP scores, indicating that ESP tests could serve as an adequate measure of EFL learners' general English competency and vice versa. Such results may indirectly support the findings of current study. That is, positive correlation between ESP and EGP test results could imply a rather similar link between ESP and EGP learning outcome, as indicated in this study.

The positive impact of subject specific instructions on EFL learners' medical and general English seems to be linguistically justifiable too. As Maleki (2008) indicates, ESP courses could become highly motivating by combining subject matter and English language teaching because, this way, students are able to use the vocabulary and structures that they learn in a meaningful context which is composed of their subject-matter and content for the teaching of relevant skills; this gives them the context they need to understand the English of the classroom quite efficiently. As such, the teacher can make the most of the students' knowledge of the subject matter, thus helping them develop their overall command of English faster – no matter whether it is their general or special command of English.

Another reason for positive impact of ESP instructions on learners' general English could be the teaching experience from general English courses. ESP teachers have already accumulated a wealth of experience in general English courses. They would exploit their background in language teaching to teach ESP courses. By exploiting such competencies in ESP classroom, they can indeed help learners to improve their overall command of English for both special and general English.

The results could also be accounted for by the common linguistic feature available in medical English and general English courses. With such link in mind, in their ESP courses, curriculum developers have paid special attention to general English content and the 'common core' of English language. In his ESP course design Gatehouse (2001), for example, integrated general English language content and acquisition skills when developing the curriculum for language preparation for employment in the health sciences. In an ESP course for employees at the American University of Beirut, Shaaban (2005) included the 'common core' of the English language in the curriculum. Likewise, Chen (2006) stressed the significance of considering a 'common core' of English language needs and a proper selection of discourse and genres to meet 'specific' needs. Anthony (1997) suggested team teaching with a general English teacher in ESP courses.

To recap, medical English, an important sub-branch of ESP, has a lot in common with general English. ESP learners, in their medical English courses, are constantly expanding their linguistic repertoire by becoming more fluent in different components of the language under instruction, and adjusting their linguistic behavior to new situations or new roles applicable to both ESP and EGP contexts. Hence, the curriculum developers need to consider the constructive link between medical English and general English courses, when planning for and formulating different language courses. Likewise, EFL teachers need to adopt a

dynamic perspective in improving their methodology for the ESP and EGP classroom in light of the new insights taken from current research findings.

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Title

Embracing EIL Pedagogy in Teaching Speaking to University Students
through Culturally-Relevant Materials

Author

Monica Ella Harendita

Sanata Dharma University, Indonesia

Bio-Profile:

Monica Ella Harendita currently serves as a lecturer at Sanata Dharma University. She has a Master's Degree in Education from Monash University, Australia. Her research interests include English as an International Language (EIL), language, culture and identity, and pre-service teachers' identity. She can be reached at meharendita@usd.ac.id

Abstract

The implementation of English as an International Language (EIL) pedagogy is on the rise as a response towards the dynamic use of English language across the globe. In this light, this research aims at describing how such EIL-informed speaking materials are designed. The materials are designed to teach Speaking to the second semester students of the English Language Education, Sanata Dharma University. Despite the acknowledgement of the culture of the Inner Circle countries, the materials are also designed to be culturally relevant in such a way that they can accommodate learners to bring up their local cultural backgrounds. It is expected that the designed materials will help raise students' awareness of EIL as well as amplify their sense of ownership of English language.

Keywords: *EIL, Speaking, culturally-relevant materials*

Introduction

In English language education, the current status of English as an International Language (EIL) has shed light on the pedagogy as well as the materials to teach. Generally, English language learning focuses on materials made and designed in compliance with the

native-speakers' norms (McKay, 2003). However, the materials do not really depict how English is used since English is no longer used only to communicate to native speakers of English (NES) but also to non-native-speakers of English (NNES). McKay (2003) asserts further that the nature of English has changed “in terms of how many of its speakers make use of English and how English relates to culture” (p.2). Similarly, Renandya (2012) maintains that one of the principles in EIL is “the promotion of instructional materials that include both local and international cultures” (p.73).

Among four language skills, speaking seems to be one of the most challenging skills for language learners. As future English teachers, the students of English Language Education Study Program, Sanata Dharma University are expected to be proficient in speaking. However, culturally- irrelevant materials (such as those focusing too much on native-speaker models) seemingly affect their motivation and may hinder them in making the most of their Speaking class.

Literature Review

Kachru's Three Circles Model

The discussion of EIL is inseparable from the Three Circles models proposed by Kachru (1985 as cited in Park and Wee, 2009): Inner Circle, Outer Circle, and Expanding Circle. The Inner Circle countries include the USA, the UK, New Zealand, Australia, and Canada. According to Kachru (1985, as cited in Park and Wee, 2009, p. 389), Inner Circle countries are where “the traditional monolingual native speakers of English are located”. The next circle, the Outer Circle, consists of countries that were once colonized by English-speaking countries, such as Singapore, Malaysia, and India. English is now an official language in those countries. The last circle, Expanding Circle, is where English does not hold any official status and is used a medium of international communication. Some examples of Expanding Circle countries are Indonesia, South Korea, Japan, and China. However, the clear-cut boundaries in Kachru's model somehow seem problematic particularly due to the vast development of English language use. It does not sufficiently elucidate “the heterogeneity and dynamics of English-using communities” (Park & Wee, 2009, p. 390).

The Need for EIL Pedagogy in Teaching Speaking

The previous discussion takes us further to how English is spoken internationally. Crystal (2003, p. 69) states that “the ratio of native to non-native is around 1:3” Therefore, McKay (2003) argues that “the teaching and learning of an international language must be

based on an entirely different set of assumptions than the teaching and learning of any other second and foreign language” (p. 1). Similarly, Ha (2008) also highlights the need to reconsider redesigning Teaching English as a Second Language (TESOL) course so as to “make students from non-English-speaking backgrounds aware of how their images have been constructed through English and ELT, and in what way their voices can be heard” (p. 100)

One of the most common beliefs in ELT is that “the cultural content of ELT should be derived from the culture of native English speakers” (McKay, 2003, p. 75). However, assumptions of EIL stated by Talebinezhad & Aliakbari (2001) heavily emphasize on the existing nature of English use in a way that English is used across nations and facilitates communication not only between NNS to NES but also among NNS. Therefore, the notion of culture in EIL needs rethinking, as Talebinezhad & Aliakbari (2001) further argue that “EIL will not de-emphasize or undermine the interest in culture but it is to say that English culture is not the sole referent” (p. 3).

Traditional ESL/EFL approach might see NES culture as the target culture a student needs to be familiar with. Needless to say, those cultures have become the references in designing teaching materials. As a result, the diversity of different cultural backgrounds is overlooked. In this vein, Renandya (2012, p. 75) argues that “despite the growing awareness of the role of English as an international language, teaching materials often reflect the cultures of native English-speaking countries.” It then becomes problematic as it may create the image of Self and the Other (Ha, 2008).

Methodology

This library research is basically non-empirical research as it deals with a number of references and resources and does not aim at obtaining primary data. The references and resources then became a guideline in designing the materials. Thus, this research is mainly descriptive and interpretative. The result of this study can be a basis for other empirical studies.

Findings and discussion

Based on the course outline, Speaking II offered to the second semester students generally deals with descriptions of self, objects, places, processes, procedures, scenes and situations. In approaching the topics, ‘traditional’ ELT will most probably focus on how such descriptions are used in the Inner Circle cultures. In addition, most of the sources and

materials used in the class will provide or employ vocabulary that may not be present in other countries or cultures. For example, when describing someone's appearance, the materials use vocabulary such as freckles, red hair, or pale complexion. Those features do not commonly appear among Indonesians. As Ha (2008) argues, this kind of difference may bring about the gap between Self as an Indonesian and the Other.

Since there are some inappropriateness and mismatches between the materials and the context where students are situated, EIL pedagogy can serve as an alternative to make the teaching and learning more meaningful for the students. In integrating EIL pedagogy, teachers certainly need to consider what culture to represent (McKay, 2003). Before making the decision, there is certainly a need to consider the objectives of learning English that the students have. Students enrolled in the English Language Education Study Program of Santa Dharma University are expected to be teachers. The society and the stakeholders may then expect them to introduce the English culture to their future students. Therefore, acknowledging the Inner Circle cultures is still undeniable.

Yet, the materials should also be designed based on the students' culture too to make the teaching more meaningful and contextual. Providing materials based on their culture will hopefully result in a sense of ownership of English language and may consequently affect the students' confidence in producing English language. In addition, language teaching should focus not only on communicative competence but also on intercultural competence (Richards, 2008). Hence, addressing the differences between the Inner Circle culture and the Indonesian culture is also of the same importance.

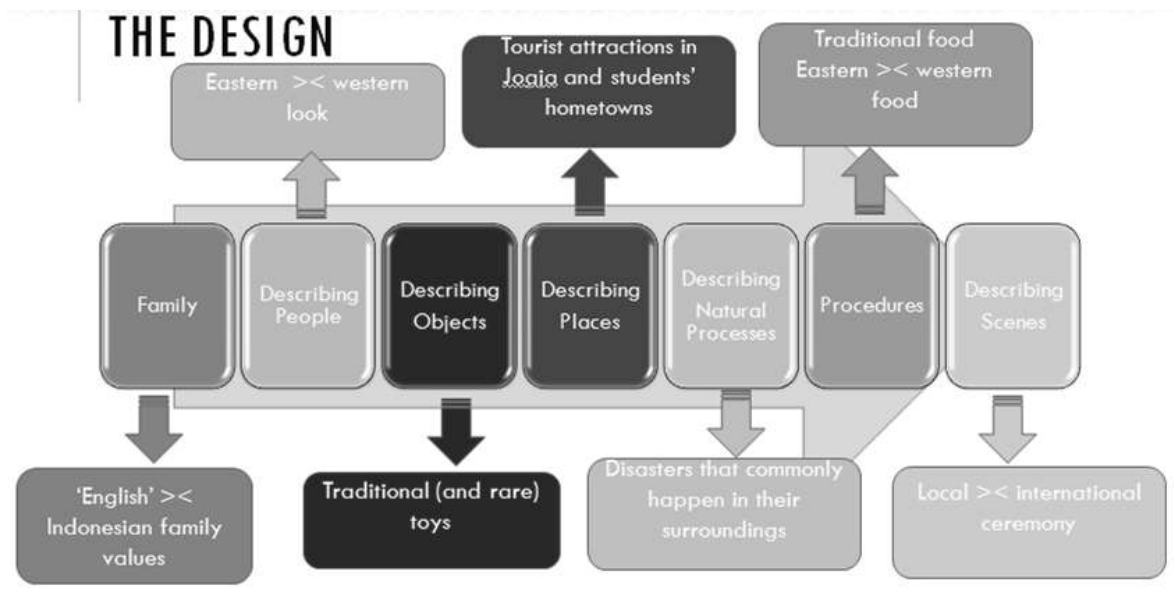


Figure 1. The design of the materials

Conclusion

EIL pedagogy provides an alternative approach to current English language teaching. Based the principles of EIL pedagogy, culturally-relevant materials can be designed. Such materials help the students to be able to relate what they learn with their lives as well as endow them with intercultural competence. Moreover, the sense of ownership of English language may be growing and boost their confidence in producing the language.

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Title

Bilingualism: The Beneficial and Contradictory Findings

Author

Muhammad Ahkam Arifin

Universitas Islam Negeri (UIN) Alauddin Makassar

Bio-Profile:

Muhammad Ahkam Arifin is a teaching assistant at English Education Department, Teaching and Science Faculty of *Universitas Islam Negeri (UIN) Alauddin Makassar* (Alauddin State Islamic University of Makassar). He took his Master`s degree at MSc TESOL Programme at the University of Edinburgh, United Kingdom. He can be contacted via *ahkam.arifin@gmail.com*.

Abstract:

Historically bilinguals were often associated with low intelligence, high mental confusion, and limited number of vocabularies. In their seminal work Peal and Lambert (1962), however, reported that bilingual children significantly outperformed monolinguals on verbal and nonverbal intelligence tests. This paper first reviews the benefits that bilinguals have when acquiring an additional language. Secondly, the cognitive benefits will be explored, particularly the bilingual advantage in executive functioning (EF), empirically linked with general intelligence and the ability to better cope with brain damage (e.g., dementia) mostly known as “cognitive reserve”. This paper culminates with presenting speculations why some studies report contradictory findings.

Keywords: *bilingualism, multilingualism, metalinguistic awareness, executive functions (EF), cognitive reserve*

Introduction

In the past, some psycholinguists and linguists expressed concern over perceived intellectual disadvantages of bilingualism. Saer (1923) and Smith (1923), for instance,

revealed that monoglot (monolingual) children had a better intelligence, higher number of vocabularies, and lower mental confusion than did bilingual children (see also Jones & Stewart, 1951; Darcy, 1963 for review). Seemingly, however, it was Peal and Lambert (1962) who, initially, showed researchers the opposite direction by showing that bilingual children performed significantly better on both verbal and nonverbal intelligence test than did monolingual children.

Currently, researchers from such different fields as cognitive psycholinguistics, sociolinguistics, neurolinguistics, education, and others are actively focusing on studying the beneficial implications of being bilinguals and multilinguals (e.g., Calvo, A., & Bialystok, 2014; see Bialystok, 2009 for review). Considering most second language acquisition (SLA) studies still define multilingualism as a synonym of bilingualism (e.g., Saviile-Troike, 2012), in this paper I will refer bilingualism as the ability to use two languages (R. Ellis, 1994) and multilingualism as the ability to use three or more languages (McArthur, 1992). Bilinguals and multilinguals may not have equal proficiency in their languages (Kemp, 2009).

Linguistic Changes

One of the implications of being bi/multilinguals is the enhancement of metalinguistic awareness (Cenoz, 2013) as a result of structural knowledge of more languages (Jessner, 1999) and focusing upon the similarities and differences between languages (Lado's Contrastive Analysis) (James, 1999). Metalinguistic awareness is generally considered to be able to facilitate language learning (Ringbom, 1987; Lasagabaster, 1997; Cenoz & Valencia, 1994). However, there appears diversity in defining the term metalinguistic awareness. Jessner (2006) uses metalinguistic awareness, language awareness, and linguistic awareness synonymously, while Masny (1997) offers a distinction between language awareness and linguistic awareness, or metalinguistic awareness (for further discussion, see Kemp, 2001). Metalinguistic awareness tends to be associated with explicit knowledge about language (Ellis, 1993; Roehr, 2008), but can also be implicit (Kemp, 2001). Metalinguistic ability manifests itself in the form of phonological awareness, word awareness, syntactic awareness, or pragmatic awareness (Yopp, 1988).

Interestingly, though, only certain conditions may enhance the metalinguistic awareness of bilinguals and multilinguals such as having literacy in the first and second language (Kemp, 2001; Sanz, 2000 Cenoz, & Valencia, 1994) and being highly proficient in both languages (Ricciardelli, 1992). It is related to the threshold theory proposed by Cummins (1976, 1991), that is, high level proficiency in two languages may bring beneficial

effects (upper threshold), whereas low level of proficiency may bring no changes and even negative effects (lower threshold). Nonetheless, this speculation may not also apply in all contexts, for Yelland et al. (1993) found that English children learning Italian within only six months – one hour of instruction per week – were shown to have a significantly higher level word awareness than their monolingual counterparts. Furthermore, bilingualism may result in negative consequences if the first language is in danger to be replaced by the second language (subtractive bilingualism), as opposed to additive bilingualism (Lambert, 1974, 1981; Cenoz, & Valencia, 1994).

After controlling age, socioeconomic class, gender, parents' education, Kang (2012) reported that bilingual children having literacy both in Korean as their native language (L1) and English as a foreign language (L2) outperformed Korean monolingual children who also had literacy in Korean in the test of phonological awareness in Korean. In their study, Loizou and Stuart (2003) also indicated that bilingual English-Greek children had significant superiority over monolingual English children in phonological awareness, but no significant difference between bilingual Greek-English children and monolingual Greek children. They concluded that the bilingual enhancement effect might apply only if the second language is phonologically simpler than the first language. Although most studies have so far shown the bilingual advantage in metalinguistic tasks, yet not necessarily in all tasks (see Bialystok, 2001 for review).

Having more language learning strategies is said to be another advantage for bilinguals and multilinguals as a result of their previous learning (Nayak, Hansen, Krueger, & McLaughlin, 1990). Kemp (2007) for example showed that learners who had more languages in their repertoire know more strategies in learning grammar and more frequently apply those strategies. Examining undergraduate students, Psaltou-Joycey and Kantaridou (2009) also asserted trilinguals had better flexibility in using more language learning strategies than individuals who are bilinguals, with advanced trilinguals using strategies more frequently. Although Kemp (2007) and Nayak, Hansen, Krueger, and McLaughlin (1990) emphasized there was no direct link between the use of more strategies and being a better language learner, successful language learners are always associated with having and using more strategies in language learning (Oxford, 1994).

Becoming more sensitive to the communicative needs of their interlocutors, and being able to apply a variety of strategies in maintaining the conversation, appears to be an additional edge to bilinguals (Thomas, 1992: see also Cenoz, 2003 for review). Observing her own husband and her two children using English and Korean in their daily lives, Chung

(2006) concluded codeswitching, as a communication strategy within her family, functioned as lowering language barriers and consolidating cultural identity. She defined codeswitching as the ability to switch from one language to another and as a synonym for codemixing (see Muysken, 2000 for a distinction). Some scholars may refer codeswitching to the ability of using more than one variety in a single conversation (Toribio & Bullock, 2012) or style (Romaine, 1995): there emerges fuzzy boundaries between languages and varieties (Kemp, 2009). If codeswitching may help maintain the conversation, then it should also benefit language learners in learning language, as is the case in Task Based Language Teaching (TBLT), learners are said to acquire language through output (Ellis, 2003; Nunan, 2004). Furthermore, codeswitching may also become a language learning strategy (Arnfast & Jørgensen, 2003). Codeswitching is, also, regularly associated with scaffolding (Saville-Troika, 2006; 2012). That is, language learners may get scaffolded (support) by their peers in the classroom in learning language or performing tasks by codeswitching (Swain & Lapkin, 2013).

Some other self-evident benefit of being bilinguals or multilinguals is having the opportunity to speak with people from different communities, strike new friendships, and have the opportunity to build good mutual understanding among different communities. For example, currently, being able to speak more than one language enables me to live abroad and study in a university, where a language different from my native language (Indonesian) is used as its medium of instruction. Now I realise more the importance of having another language as I can get more information by reading resources written not only in Indonesian language but also in English language. It means I can acquire more knowledge, i.e. through reading journal articles in two different languages. Moreover, with the opportunity to meet and get to know people from around the world, I can learn additional cultures, different from my own. Conversely, I can introduce my native culture to others that may contribute to the increase of cultural sensitivity (intercultural awareness) and, of course, to bring about mutual understanding. Language learners, including myself, may also get benefits with the ability to do translation from one language to another language. Not only is translation important regarding sharing information or knowledge to others, but it has also been perceived to be an effective means of language learning, protecting learners' linguistic and cultural identity (Hall, and Cook, 2012)

Cognitive Changes

As a result of codeswitching which requires monitoring in selecting appropriate language, activating the selected language, and inhibiting the other language(s), bi/multilinguals seem to benefit from learning languages in executive processing (EP), also called executive function (EF), that is, the ability to inhibit those that are not irrelevant and competing (inhibition), to switch from one task to a completely different task (task-switching), and to monitor goal-setting cues (attention) (Marian & Shook, 2012; Paap & Greenberg, 2013). EP has been empirically shown to be linked with general intelligence (Kyllonen, 2002; Gray & Thompson, 2004).

For example, Bialystok, Craik, and Luk (2008) showed the overall superiority of young and older bilinguals in inhibitory control over young and older monolingual by applying Simon, Stroop and Sustained Attention to Response (SART) task. Furthermore, Blumenfeld and Marian (2014) also found that university-age bilinguals performed better than monolinguals in cognitive control tasks of Simon and Troop tasks. Additionally, in Flanker task, after controlling culture (socio-economic) variable, Yang, Yang, and Lust (2011) also showed bilingual children's advantage.

Regarding task-switching ability, Prior and MacWhinney (2010) reported the advantage of female fluent bilinguals with diverse native languages studying in an American university over English monolinguals in a non-linguistic task switching paradigm. Controlling age and gender, Garbin et al. (2010) in their study using color-shape switching task (a non-linguistic task switching paradigm) also reported fluent Catalan-Spanish university students advantage over Spanish monolinguals. Again with a similar task-switching paradigm, Prior and Gollan's report (2011) exhibited smaller task-switching costs experienced by fluent Spanish-English bilinguals than monolingual English speakers.

To find out whether or not bilinguals have better attention, Bialystok (1999) carried out a study of sixty preschool children who had not received any formal instruction on reading. Half of those children were Chinese-English bilinguals and the rest were English monolinguals. Both groups include children of middle-class provenience. By using Visually-Cued Recall Task, Moving Word Task, Dimensional Change Card Sort Task, she found that bilingual children outperformed monolinguals through showing better abilities in solving problems that were based on conflict and attention. Similarly, Soveri et al. (2011) highlighted such stance with their study, where both 30-50-year-olds and 60-74-year-olds bilinguals were more skilled in focusing attention and ignoring task-irrelevant stimuli.

Amazingly, language learners may get benefits from learning languages with cognitive reserve, that is, the efficiency and capacity of the brain to actively deal with brain damage through the implementation of cognitive processes, leading to the enhancement of brain function during aging (La Rue, 2010; Marian & Shook, 2012). Bialystok, Craik, and Freedman (2007) conducted a study on the records of monolingual (with the average age of 75.4) and bilingual patients (with the average age of 78.6) with cognitive complaints who had been diagnosed with various kinds of dementia (e.g., Alzheimer's diseases and a series of strokes). They found that the bilinguals were shown to have delayed symptoms of dementia for 3 – 4 years later than the monolinguals (see also Craik, Bialystok, & Freedman, 2010). Mitchel et al.'s study (2004) confirmed that learning languages and actively using them may increase the density of grey matter, that is, part of the brain responsible for information processing (Cheshire, 2006) as well as the density of white matter (Li, Legault, & Litcofsky, 2014), which functions as a connector of grey matter regions and responsible for transmission information (Cheshire, *ibid*).

Nevertheless, there have also been some studies that see no coherent evidence for the superiority of bilinguals in EP (see Hilchey & Kelin, 2011 for review). For instance, Paap and Greenberg (2013) reported no advantage of highly fluent bilinguals over monolinguals in EP. The authors applied the task anti-saccade, Simon, and flanker, colour-shape switching, and Ravens Advanced Matrices. Controlling sociocultural variables, Kousaie and Phillips (2012) also reported no bilingual advantage both in young and older adults. The participants of their study were English-French bilinguals who had learned both French and English simultaneously from birth (early and simultaneous bilingualism) and actively used both of their languages on a daily basis (see also Morton & Harper, 2007).

Regarding Alzheimer's disease, Chertkow et al. (2010) found no overall significant bilingual advantage in relation to age at diagnosis or age at symptom onset, yet indicated the advantage of multilinguals. Furthermore, as a result of the activation of the two consistently competing languages (Marian & Shook, 2012), bilinguals tend to be associated with harmful implications both in a smaller vocabulary size in each language and lexical retrieval (e.g., naming picture slowly, tip-of-the-tongue experiences) (see Bialystok, 2009 for review). Nonetheless, Bialystok (*ibid*) argued that the exact causes of the experience of deficits in lexical have not been clear. One proposed reason of this experience is the fact that bilinguals use both of their languages not as often as do monolinguals (Weaker Link Hypothesis) (Michael & Gollan, 2005).

Metacognitive Changes

Learning languages has been shown to be able to increase language learners' metacognitive awareness. Le Pichon Vorstman et al. (2009) reported children's metacognitive awareness could be enhanced by having them experience learning a language in a formal setting. They continued that the similar enhancement of metacognitive awareness was not shown in children who had no specific experience learning English in a formal context. The authors defined metacognitive awareness as self-awareness of one's own learning strategies and mental activities to self-regulate the process of learning involving cognitive processes (e.g., memory, comprehension, learning and attention). Metalinguistic and metacognitive awareness seem to be fuzzy boundaries. For example, Kabuto (2011) stated that metacognitive can be enhanced by comparing similarities and differences of language structure (for further discussion, see Kemp 2011). Importantly, also bi/multilingualism now has been associated with creativity, or divergent thinking (Kharkhurin & Wei, 2015).

Conclusion

Although most of studies now have shown the bi/multilingual advantage over their monolingual counterparts, there are also studies that find no coherent evidence of this advantage. Some speculations of the problems in methodology of each study have been put forth. Kemp (2001), for example, has highlighted at least two conditions that may block this advantage: (1) if acquiring an additional language may replace the learner's native language (subtractive bilingualism), and (2) if the learner is not literate in his native language(s). Nonetheless, such speculation may not be true, to the extent that some studies have shown no bilingual advantage after controlling socioeconomic and cultural variables, and even with participants who have literacy in both of their languages. Clearly, there is a need to conduct a holistic study in the sense that it can cover all potential variables that may influence the result of the studies. A longitudinal study may be needed.

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Title

Teachers' Perspectives on Scientific Approach in Indonesian Educational Context

Author

Muhammad Azwar Paramma

Universitas Negeri Makassar, Indonesia

Bio-Profile:

Muhammad Azwar Paramma is a researcher in the English Department, State University of Makassar, Indonesia. His research interest deals with English language studies, bilingual education, and educational technology. Email: azwar_paramma@yahoo.co.id

Abstract

This paper examines the EFL teachers' perceptions toward the Scientific Approach in their classroom interaction in Indonesian school context, focusing particularly on their understanding, perspectives, and implementation of the scientific approach. It aims at exploring teachers' perception towards the Scientific Approach applied in the teaching and learning interaction. The study employs survey research to gain the data. Purposive sampling technique was employed in selecting the EFL teachers as the respondents. The result of the study demonstrated that there were marked differences in the way the EFL teachers perceive the scientific approach in their classroom teaching practices.

Keywords: *perception, Scientific Approach, learning interaction*

Introduction

Curriculum 2013 emphasize new learning process in supporting the learning process in Indonesian school education. It brings a responsibility that every level education system is developed as integrative science, application oriented, thinking ability development, learning ability, and curiosity. The general aim of learning process is to improve the knowledge, skill and attitude equally (Widiyatmoko 2016). In consequence, it serves Scientific Approach with expectation to develop the students' knowledge, skill, and attitude.

Using a new approach in teaching English, the EFL teachers find dilemma between their needs and their responsibilities in teaching that give significant impacts to the learning process in the class especially in making students interested in English as a second language (Wong 2009).

As an attempt to anticipate the difference perspectives among the EFL teachers toward the Scientific Approach, it is important to find out their perception about understanding and implementation towards scientific approach in their classroom interaction.

Literature review

Teaching and Learning Approaches

Strategies and approaches to studying are specific to education and students comprehension, being contextual ways of providing learning materials involving characteristic combinations of intentions, processes and activities (Entwistle & Peterson 2004). It becomes an assistance for teacher to effectively perform the classroom. By using suitable approaches in teaching, it will make learning become easier, faster, enjoyable, effective, and transferred to new situations (Bouckenooghe et al. 2016).

Scientific Approach

Bloom et al. (1956) has earlier study on teaching and learning system by developing taxonomy that covers an educational-logical-psychological classification. It categorized the three major parts such as cognitive, affective, and psychomotor into educational domains as learning objectives. Regarding to the Bloom's perspective, in present study, these educational domains are adopted as learning outline to evolving learning approach in Indonesian curriculum. Furthermore it well known as Scientific Approach on 2013 curriculum.

Further explanation on Menteri Pendidikan dan Kebudayaan (2013), this curriculum emphasize three learning models in supporting the learning process such as discovery learning, project-based learning, and problem-based learning as part of the Scientific Approach. Recent study to the learning models in scientific approach, (Bernardini 2016; Ajmal et al. 2016) have been investigated the learning models related to the classroom practices. These study revealed the learning models of scientific approach are effectively support the improvement of students' achievement in English. Therefore, they are students centered and support students to improve their learning comprehension through intensive teacher guidance.

Method of the Study

A descriptive study was employed using survey questionnaire to collect data of the 34 EFL teachers' perception on scientific approach in their classroom interaction. They were selected based on their profession as the teachers implementing scientific approach method to their classroom teaching practices. As the preliminary survey, the participants were asked to provide basic demographic information. Further survey of the learning models in scientific approach was rated by participants to know what extent they perceive their understanding of scientific approach. The learning models in scientific approach included discovery learning, project-based learning, and problem-based learning (Hosnan 2014). Data was analyzed using a 5-point Likert scale to rate the questionnaire (1 = "strongly disagree," 5 = "strongly agree") (Brown 2010).

Findings and Discussion

The EFL Teachers' Perception on Scientific Approach

Mostly EFL teachers who implemented scientific approach in this study responded positively related to their classroom interaction. In addition, the EFL teachers also perceive that scientific approach on 2013 curriculum is understandable and applicable to their learning interaction. Figure 1 below describes the number of EFL teachers' perception towards scientific approach and its learning models.

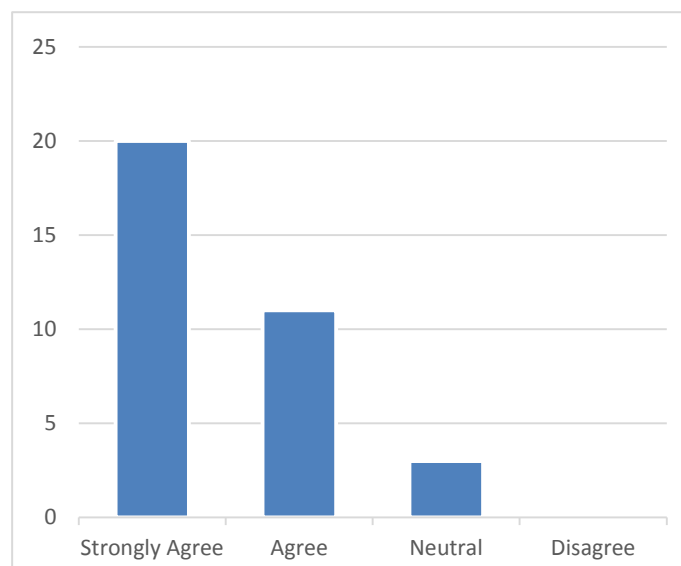


Figure 1 EFL Teachers' Perception towards Scientific Approach

As an indication of the Figure 1 above, the extent of EFL teachers strongly agree to which used of Scientific Approach on 2013 curriculum is implemented in Indonesia. The detailed of the survey are described as 20 (58.82%) teachers were “Strongly Agree”, 11 (32.35%) teachers were “Agree”, 3 (8.82%) teachers were “Neutral”, and none “Disagree”.

Discussion

As a result, the EFL teachers’ perception divided into three categories: (1) Strongly Positive Teachers (SPT); (2) Moderately Positive Teachers (MPT); and (3) Less Positive Teachers (LPT). These categories are related to the EFL teachers’ understanding to scientific approach and implementation to their classroom interaction as follows:

- Strongly Positive Teacher

The Strongly Positive Teachers are characterized as teachers who have score interval above 73 as categorized ‘Strongly Positive’. There are 20 EFL teachers (58.82%) classified into this category. These teachers perceived their understanding to the use of the learning models and enable it to their classroom interaction such as interactively use discovery learning, problem-based, and project-based learning.

- Moderately Positive Teacher

The Moderately Positive Teachers are characterized as teachers who have score interval from 48 to 72 as categorized ‘Moderately Positive’. There are 11 EFL teachers (32.35%) classified into this category. These teachers perceived their understanding to the use of the learning models and enable it to their classroom interaction although the influence of conventional teaching method still on it.

- Less Positive Teacher

The Less Positive Teachers are characterized as teachers who have score interval below 48 as categorized ‘Less Positive’. There are 3 EFL teachers (8.82%) classified into this category. These teachers maintained their perspective to the conventional teaching method in their classroom interaction with less intention of implementing the scientific approach.

Conclusion

The study revealed that there were marked differences in the way the EFL teachers perceive the scientific approach in their classroom interaction. The EFL teachers’ perception felt into three categories: (1) Strongly Positive Teacher (SPT); (2) Moderately Positive Teacher (MPT); and (3) Less Positive Teacher (LPT). These categories related to the EFL teachers’ understanding to the scientific approach and their classroom interaction. All in all,

the more positive of the teachers on scientific approach the better the practices they have in their classroom teaching practices reflecting the state bureaucracy in Indonesia by Gaus et al. (2016). It is suggested that all efl teachers equipped themselves with the 2013 curriculum to make their classroom teaching practices more effective and interesting.

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Title

Learning Strategies in Speaking Performance Applied by the 12th Grade of Senior High School Students in Indonesian

Author

Muliaty Ibrahim

STKIP Mega Rezky Makassar, Indonesia

Abstract

This study aims to explore language learning strategies in speaking performance used by twelve years students' Indonesian secondary school. The study addresses how the students use these strategies. It employs a descriptive qualitative in nature using phenomena design. Through this method, it is hopefully more comprehensive and intensive information will be obtained from the natural settings. The sample consists of 4 students to the twelve years students of SMA Negeri 1 Makassar and SMA Negeri 1 Maros. The researcher chooses two male and two female students. She tries to explore and elicit data of what actually language learning strategies are dominantly and intensively employed by two senior high school students EFL learners while they are doing EFL learning activities both inside and outside of the class. The research data are collected using observation, interview as the data instrument and report as a document. Data collective by means of qualitative methods constitute interview in speaking performance. The study demonstrates that the students used a wide range of strategies consciously, confidently, and effort fully as well as persistently because of the usefulness of the strategies and pleasure in using strategies. Implications for Indonesians English Foreign Language learners are made.

Key words: *Language Learning strategies, consciously, confidently, and effort fully and persistently.*

Introduction

Language learning strategies are among the main factors that help determine how the students learn English Foreign Language. English Foreign Language is a language studied in a setting where that language is the main vehicle for daily

interaction and where input that language is restricted. The study of language learning strategies has sought to identify patterns of strategy use that are indicative of successful language learning. Considering that learning is actually processing information, the most important elements of these process are perception, attention, memory, and thinking. On the other hand, learning is the management of mental responses to stimuli (Marcela, 2015). At the senior high school level, the English language learners are considered at intermediate level since they have learned English for at least six years, and even more. The period of time spent for such quite a long time learning should make them master English very well. In other words, they should have the ability to communicate in English actively. They are expected to be able to participate, initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability with diverse language strategies, satisfying the requirements of schools and work situations, and narrating and describing connected discourse with paragraph-length (Richards, 2001).

The interrelation between learner strategies and language learning outcome is similarly reciprocal. Students' strategy use can be influenced by their L2 proficiency, which is one of the indicators of language learning outcomes, and can also have an effect on their L2 proficiency level. For example, students with high L2 proficiency may select and use the compensation strategy 'using a circumlocution or synonym', instead of 'switching to the mother tongue' (Oxford, 1990) when they do not know an L2 word in the midst of a conversation practice in L2. The choice and use of the first strategy, which requires better vocabulary and understanding in L2 morphological and syntactical constructions, is obviously influenced by their high level of L2 proficiency. At the same time, the strategy use can also have an effect on their L2 proficiency level, i.e. the increase of L2 proficiency level as the result of practice.

Language learning strategies are important factors that affect students' learning. In Indonesia, Senior high school is an important stage in a person's education. This research examines the English language learning strategy use by senior high school learners in Indonesian context by means of the strategy inventory for language learning. With the development of the research on second language acquisition, more and more attention has been paid to the research on learners differences. English language learning strategies have been increasingly attracting the interest of contemporary educators as they have potential to enhance learning. Learning strategies are claimed to have the principal influence on the rate and level of second language acquisition (Ellis, 1994; Oxford, 1990). Over the years, many

researchers have studied and examined the language learning strategies. However, the results of the studies are different and controversial. Most of the research subjects in these studies are students in different colleges and universities. There is little in the literature that focuses on the language learning strategies of students learning English in senior high schools. In Indonesia, senior high school is a very important stage in a person's life because the study in senior high school determines whether a person can go to have higher education or not and what kind of higher education a person can have. Therefore, the teaching in Indonesia senior high schools is quite different from that in universities or colleges and the students in senior high school have their own peculiar ways of learning.

Studies in this field have produced a number of learning strategy taxonomies and the most comprehensive system is the one proposed by Oxford (1990). She proposes a system of learning-strategy classification into two major classes, direct and indirect. These two classes are subdivided into a total of six groups. The direct strategy class covers memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps in the brain. The indirect is composed of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for cooperating with others in learning process. O'Malley et al. (1985) classify learning strategies into three broad categories: metacognitive, cognitive, and socio-affective. With related to English learning, The students usually learn more effectively when they learn through their own initiatives. When their learning styles are matched with appropriate approaches in teaching, then their motivation, performances, and achievements will increase and be enhanced (Brown 1994). The visual learners, for example, prefer to obtain information through visual simulation. Compared with the auditory learners who prefer explanations, lectures, or oral instructions without using any visual aids, for the visual learners, "teachers, conversations, and oral instructions without any visual backup can be very confusing".

Research into what learners do to learn a language has resulted in the identification of specific strategies and in attempts to classify them in some ways. Rubin (1975), one of the earliest researchers in this field, provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge." Oxford (1990) defines learning strategies as specific actions taken by learners to make language learning more effective, more self-directed, and more enjoyable. Her definition, thus, concerns observable behaviors, although it might also include unobservable cognitive actions.

The most general finding among the investigation of language learning strategies was that the use of appropriate language learning strategies leads to improved proficiency or achievement overall or in specific skill areas (Wenden and Rubin 1987; Oxford and Crookall, 1989; O'Malley and Chamot, 1990; Oxford, 1993; and Oxford et al., 1993). They found that the success of learning English has positively correlated with the use of appropriate learning strategies. They also reported that learners who adopted learning strategies are more successful than those who do not. These studies also supported the notion that the use of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction (Oxford et al., 1993). In this regard, it appears to be extremely important that teachers of a second or a foreign language should learn to identify and comprehend how the strategies of their students are applied in varied language activities.

O'Malley et al. (1985) suggested that the learning strategies of good language learners, once identified and successfully taught to less competent learners, could have considerable potential for enhancing the development of second language skills. Considering these, the researcher would like to suggest that if we, language teachers knew more about what the "successful learners" did, we might be able to teach these strategies to poorer learners to enhance their success records. Thus, this study is based on the idea that "an understanding and awareness of learning strategies on the part of teachers as well as students may provide valuable insights into the process of language learning" (Fleming and Walls, 1998).

In reality, the students do perform many tasks in the classroom. However, they are not asked systematically to describe in detail how they proceed in performing them. Most of the teachers focus upon the results but rarely upon the learning strategies that students use to arrive at the results and they spend comparatively little time talking to learners about their learning. These matters need to be taken into account by Indonesian junior secondary school teachers because their students need to keep on learning foreign languages, even when they are no longer in a formal classroom setting.

Even though there are many influential variables that could affect EFL learners in learning English in our environment, the focus of this study is directed to the learners' behavior and thinking process they used during the learning process is going on. Any actions, relating to successful learners used in facilitating their way of learning English in terms of obtaining, retaining, and retrieving information they have had will be the main concern of this study.

Based on the above statement, the problem of this study is postulated as follow:

1. How do the students use on their language learning strategies in learning English?

Methodology

This study is descriptive qualitative in nature using phenomena design. Through this method, it is hopefully more comprehensive and intensive information will be obtained from the natural settings.

Subjects

The subjects of this research are twelve year students in Indonesian senior high school in South Sulawesi. This study aims to reveal the phenomenon in learning foreign language learners are successful, this research uses one learner as the subjects research porposively. The subjects are selected based on the criteria. The subjects have a mastery of English better than the other students. These subjects are able to use English actively and in writing. The subjects have never live in abroad. These criteria are made to avoid the possibility that ability to speak English owned the subjects are not product of a learning process that takes place outside the context of foreign language in Indonesia. The total number of students who give consent to participate in this study is 4, 2 male and 2 female students.

This research is located at SMA Negeri 1 Makassar, and SMA Negeri 1 Maros, South Sulawesi. The twelve year, and the reseacher only takes 2 students in each school. They have ability to speak English better than the other students, and they have a good record in English competation, it is based on a variety of data which will be explained later in the chapter description of findings. These data include a form of performance academic quality when interviewed in English, opinion classmates, English teachers who are teaching, and English test scores obtained books.

Instruments

In this research, the researcher uses three instruments they are *observations*, *interviews*, and *documents*. *Observations* are done at the subjects' house and at the English course place, a total of seven times. *Interview* is the transcribed verbal reports data are recorded data to be obtained as the results of in-depth interviews between the researcher and the EFL learners. Semi-structured interviews are used to collect the qualitative data. The recorded data consist of data reflecting the EFL learners' learning styles preferences as well as the overt and covert learning strategies that could not be obtained through the observation techniques. *Documents* are the analysis of some collections of the subjects' (school/home)

work. It uses to get students' grade point average to see the students who can be the samples of this research both their native region, and achievement.

Data Management and Analysis

Data management. Regarding the data collected by interview. The researcher recorded her voice in the form of audio-recorded semi-structured interview between students and her. The researcher came to their school, community, home and the place where they took private courses. The researcher transcribed the recorded interview for six weeks. In the interview, she used a specific indicator for each interview to facilitate quotation at data analysis stage.

Analytical techniques for the qualitative data. Several steps were taken in collecting. The researcher used interview each student. She did some meeting with the students. She made appointment in a comfortable place. She met them of individual or personality interview, so they could be free to tell about themselves. The first, she used a table to condense the meanings of each individual interview. The table consisted of five main columns. The first, it was contained 'natural units' – statements made orally in interviews. The second, it was contained 'central themes' – the main ideas of the 'natural units' mentioned in the first column. The third contained language skills for which the activities indicated in the 'central themes' were intended. The fourth contained strategy taxonomy (Oxford, 1990), which included strategy, strategy set, and strategy group.

Result

The research findings show students translating in English learning strategies mindfully, confidently, effortfully, and persistently. Concerning conscious use of the strategies; the students translated using the strategies with clear awareness of what they were doing, as indicated by among other things, their ability to identify the strategies that they used. This finding supports conscious use of strategies as implied in a claim made by Lee and Oxford (2008, p.8), stating strategies could help Korean students who participated in their study to learn English more efficiently. Mostly they used strategy mindfully.

In the present study, male and female students differed from each other in the strategies. Male students used strategy 'finding out about language learning the most and reading English novels and narrative stories the least, and female students, 'paying attention' the most and 'representing sounds in memory' the least. Regarding the strategy male students used compensation strategies, but female students, metacognitive strategies. The finding parallels a finding from a study by Hong-Nam and Leavell (2006) who demonstrate the

significant differences between male and female students lay only in the use of affective strategies.

Discussion

All the students were shown to use strategies consciously. However, if they were conscious, they were not all confident, i.e. some students indicated confidence on the part of some students are not clear, as there was no direct question on this in the qualitative phase of study. When the students did not allude to confidence in their strategy throughout interview, it did not necessarily mean that they were not confident strategy users.

As regards effortful and persistent use of strategies, both are the ways students used strategies uncovered in this study, which had not come to light in any previous studies. Effortful use of strategies involves putting in extra effort before or during the process of exercising them. Some students in this study indicated this behavior, and among them, gender and proficiency levels did not seem to be influencing factors.

The effort, for the most students in this study, extended to the area beyond physical activities. They had to decide to replace practice of certain strategies that were hard for them to use. The strategy 'repeating', for instance, would normally be done by repeating the words of real native speaker of English; the students used native English singers and actors on the movies.

Based on the interview, it is clear that the participants used strategies across four dimensions, they used the strategies consciously, confidently, effortfully, or persistently. One of the students raised another potential way of using strategies, i.e. creative use. These students' persistence caused them to work quite hard. Firman, Bryan and Dya kept persuading their peers to practice speaking with them, and persisted in practicing speaking with their family.

Conclusion

This study gives evidence that students used strategies consciously and confidently. The students used strategies frequently is not considered as an appropriate answer to the qualitative question of how students used strategies. Thus frequent use of strategies is not claimed as a separate 'finding' that parallels the 'conscious', 'confident', 'effortful', and 'persistent' use of strategies in this study. This study measures included actions ask a friend, follow the conventional course, follow the formal learning and learning activities autodidact. In addition, it gives evidence of effortful and persistent use of strategies, these being so far

unacknowledged in language learning strategy research, and thus a contribution to it. Interestingly, these two ways, distinct from the first two, are characterised by the sense in which they make the students 'work', take deliberate action.

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Title

Gender Differences in English Language Teaching

Author

Murni Mahmud

Universitas Negeri Makassar, Indonesia

Bio-Profile:

Murni Mahmud is a Professor of English Education Department at Universitas Negeri Makassar, Indonesia. Her research interests include gender studies and discourse analysis. She has a Ph.D. in Anthropology Linguistics from the Australian National University and currently teaches Anthropology Linguistics and Sociolinguistics. She can be reached at murnimahmud@unm.ac.id

Abstract

This paper examines the use of sex-based grouping (female-sex group, male-sex group, and mixed-sex group) in teaching English subjects. The subject of this research is one class consisting of 30 students taken randomly in one Senior High School in Makassar, South Sulawesi, Indonesia. To collect data, the teaching and learning process employing the sex-based grouping was observed. The study found that male and female students have different ways in learning English, which are influenced by gender differences. Male students preferred mixed-sex grouping whereas female students preferred the female-sex grouping.

Key words: *gender, sex-based grouping, English language teaching*

Introduction

Gender difference in communication has become important topics for discussion recently since the notion about 'women's language' was elaborated by Lakoff (1976) and followed by Tannen (1990). This notion emphasized that men and women have different styles in communicating. Numerous studies on it then flourished (Keeler 1990; Kuipers 1990; Berman 1998; Itakuro and Tsui 2004).

This paper examined the issue of gender differences in teaching English by examining the use of sex-based grouping (female-sex group, male-sex group, and mixed-sex group) in teaching English subjects. Discussion in this paper becomes precious findings on the literature of English language teaching and literatures of language and gender.

Related Literature

Literatures had revealed differences of men and women in communication. Tannen (1990), for example, states that there is a tendency for men to use language to ‘preserve their independence and maintain their position in the group’. Conversely, women use language to ‘create connection and identity’. Biber & Burges (2000) also confirm that women’s focus in conversation is on ‘personal and interactional aspects of conversation’, whereas men’s focus is more on ‘transferring information’. In addition, Stanton (2001) states that conversations for women are for the sake of ‘developing and preserving intimacy’, while for men, ‘maintaining power’ is more important than other aspects, such as intimacy.

Literature had also revealed the differences between men and women in terms of learning a language (Logan and Johnson, 2009; Mahmud, 2010). Logan and Johnston (2009) found that women ‘have better reading comprehension’ than men. Mahmud (2010, p. 182) mentions that some characteristics of female students such as being ‘ashamed, nervous, not certain’, can influence their English proficiency.

Research Method

This paper is based on the data taken in 2015. The subject of the research is the second year students of one Senior High School in Makassar. One class was taken randomly, consisting of 30 students. To collect data, the researcher conducted intensive observations in three meetings. In each meeting, students were divided into three groups: male single sex group, female single sex group, and mixed sex group of male and female. Each group was given a topic for discussion and was observed separately. The results of the observation was described and elaborated in relation to gender differences in English language teaching.

Findings

Table 1 Students' Performance in Sex Based Grouping

Group	1st meeting	2nd meeting	3rd meeting
<i>Female</i>	<i>Each member expressed opinions and work together to make good report; Some produced questions; In the reporting, some of the members are trying to answer the questions; Most members speak in turn</i>	<i>Each member expressed opinions and the topics All work together to make good report Some produced questions and others are trying to answer the questions Members tried to solve problems together</i>	<i>Each member expressed opinions n the topics All work together to make good report Some produced questions; others try to answer In the reporting, some of the members are trying to answer the questions</i>
<i>Male</i>	<i>Tended to be silent more rather than talking Only one or two try to talk on the topics Sometimes one member was asked to talk but no comments</i>	<i>Tended to be silent Members are expecting each other to talk No one from the group answered the questions in the reporting sessions</i>	<i>Tended to be silent Talking should be prompted Not a good report Only one of the members tried to write reports; others are just waiting</i>
<i>Mixed</i>	<i>Members try to express their opinions Questions and answers were lively Members were cheerful (laughing and yelling)</i>	<i>Members try to express their opinions Members spoke each other freely Some felt ashamed with her opinion</i>	<i>Members try to express their opinions One member who tried to express opinion will be supported by clapping hand</i>

Table 1 above shows differences in the way each member of the group participate in the group discussion. In each meeting, groups of the female single sex always performed good participation in the class. In the first meeting, each member try to express opinions about the given topics, some tried to probe questions which can make their discussion was directed to the main issue of the topics. They also show good order in talking. Last they

worked together to produce good reports. In the reporting session, members were actively asking questions. These phenomena can also be observed in the second and third meeting.

A different style of discussion can be seen in the male single sex setting where all of the members are male students. As observed for three meetings, members did not show cheerful discussion that can be seen from the high tendency to be passive and keep silent. Questions need to be prompted, and sometime only one or two tried to talk.

Another different case can be seen in mixed sex setting. From the three times of observation, members of this group tended to be very noisy as they were shouting and laughing each other when one of them was expressing their opinion. During the discussion, most members tried to be active and in fact they made a discussion into long debate. When a female member was expressing her opinion, other members were yelling and clapping hands. However, they still can produce good report after long debate.

Therefore, it can be inferred that female and male students have different styles in communication. The female single sex group has more potential to show their good participation in English discussion, compared to the male single sex group. Mixing the group of men and women could also show active participation. This study proves the existence of 'women's language' that had been observed by Lakoff (1976) and Tannen (1990). Tannen (1990) indicates that the superior language-related communicative skills of females are related to their difference in communicative styles. As addition, Tannen (1990) characterizes male speech as conflictive and female speech as cooperative. This results in better communicative competency among female language learners since they are more active in listening and able to convey the message in a harmonious way.

Conclusion

It can be concluded that gender differences are important aspect in English language teaching. Students in the class are various and come from different background and therefore, they are different. Findings from this study prove that those differences can be caused by gender differences, particularly the notion of women's language (Lakoff 1976; Tannen, 1990). In order to accommodate students' differences in the class, English teachers need to create a great atmosphere for learning. The study shows that sex- based grouping can become an alternative way.

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Title

Learners' Motivational Traits and Strategic Investment in Learning through EFL Immersion
Program: A Study at Insan Cendekia Madani Boarding School
Tangerang Indonesia

Author

Dra. Nasmilah, M. Hum, Ph.D

Abstract

The present study investigates learners' motivational traits and their learning strategies invested during the implementation of English as a Foreign Language (EFL) immersion program. Taking the English tutors and the students of grade 7 and 10 as subjects, it is revealed how English is perceived by the students and how this perception is reflected in their learning motivation and strategy use to improve their communication skills. Using qualitative research paradigm utilizing interview, observation, and focus group discussion (FGD) the study emphasizes that EFL immersion program is an essential alternative to overcome problems encountered by students in traditional classroom contact for full-board type of schooling. Personal approach to individual students develops a conducive interaction that allows students' motivation in learning English to be enhanced and thus enriches the strategy use to perform better in speaking skills. This study is particularly beneficial to be attended by EFL school teachers and related practitioners.

Keywords: *motivational traits, strategic investment, total immersion*

1. Introduction

The educational dynamics of English as a Foreign Language in Indonesia have long been documented in a large volume of research. Various topics on the development of different English language skills have been elaborated as well as the ways they are practiced by learners at different age, level and learning context. More research attention has also been directed to the individual differences of EFL learners which are believed as playing crucial roles in developing the skills of English as a foreign language. Among others, individual

differences cover motivation, learning strategies, age, learning styles, etc. Motivation and learning strategies are believed to be interrelated as the more motivated the language learners are, the more learning strategies they employ in the process of learning. This study scrutinizes 1) how total immersion affects the learners motivation in language learning, and 2) how motivation and learning strategies are intertwined within the total immersion program.

Large number of studies has been compelled in relation to individual differences among EFL learners at all levels of age. Mori (2007) has found that Indonesian high school students are more instrumental and integrative than those students at the university level. Mori's study emphasizes the fact that university students are less integrative and instrumental even though they tend to have stronger motivation and have better attitude toward EFL learning. Mori further recommended the importance of studying motivation in relation to other individual differences and focusing more on the understanding of the use of learning strategies in order to provide more knowledge and resources for better teaching model applicable for intended levels of students. <http://eprints.utm.my/15931/1/JOE-1-2011-014.pdf>

This study reports on a prominent picture of how influential motivation and language learning strategies are in determining success in English Foreign Language (EFL). The aim is to provide a general portrait of how well these two individual differences develop in an English Immersion program of Secondary school and how the field is important to contribute to the program of a boarding school in which an extremely serious curriculum is in the process to be implemented; Cambridge curriculum.

2. Why immersion program?

English has become a compulsory subject in Indonesian schools as it is an inseparable part of the curriculum endorsed by the Department of National Education. Its position as compulsory subject has been implemented for three years for Junior High School and another three years for Senior High School while for Primary school this subject is an optional (Lauder, 2008). This leads to the consistency of English as important subject which becomes the first foreign language to be embedded in the national curriculum.

The application of Competency-based curriculum in Indonesia has basically originated from School-based curriculum which was implemented early on. In the history of general education, it was widely accepted that Teacher-centered approach was the only teaching system applied by teachers in which students were merely passive object whose role is to listen and follow instructions. Even though this approach worked well to some extent, approved by the presence of mature intellectuals at present, but the shift of educational

approaches to learner-centered approach which begun in the late 1980s has proven the effectiveness of the so called SCL (Student-centered Learning) in all levels of education. SCL itself has opened great opportunity for the study of individual learners in conjunction with their performance in learning. This shift also provides more chances for teachers to elaborate the student individual differences as confirming contribution to design their teaching preparation in an attempt for better quality of teaching and learning process. Thus, performance-based instruction implemented by teachers in the whole process of teaching and learning should be based on the learners' competences which according to Richards and Rodgers (2001) comprise essential skills, knowledge, attitudes and behaviors required for effective performance of "a real-world task or activity"

Shifting focus from teacher-centered to student-centered learning is now an obsession among English language teachers and practitioners in Indonesia. It is widely believed that giving more opportunity for students to experience learning through more exercises and more independence allow language input to be absorbed by learners in high speed. However, some studies such as those by Bjrok (2005) and Marcellino (2005) still confirmed that teacher-centered approach still dominated the educational system in Indonesia. It is hard for teachers to avoid this practice due to large class size and mixed ability students. They stated that in most cases students just listened to the explanation of the teachers and did not put adequate effort to respond to teachers' instruction with independent tasks. This old paradigm did not train teachers to become facilitators, but rather just a model to be imitated. Consequently, students are rarely given enough time and opportunities to participate in classroom interaction. In addition, teachers mainly apply single and monotonous teaching methods which lessen the students chances to be exposed and taught different ways of expressing feelings and thoughts.

In relation to independent way of learning, improving curricula, syllabi, materials, and activities is believed to be more effective in the process of teaching and learning. Providing access for independent and autonomous learning is also highly recommended. However, these expectations are still far away from the reach of the teachers. Good teachers should better understand the individual differences among their students before they design their teaching materials. They are required not only to be knowledgeable but also to be skillful in transferring their knowledge, being creative and innovative in providing teaching aids to assist language learning to take place (Dardjowidjoyo, 2003).

It is clear from all perspectives that teachers need to understand the individual differences of their students and link those differences with their teaching preparation.

Among those are motivation and learning strategies that should be invested both before and while learning. Being knowledgeable of these two aspects will lead teachers to provide well-developed curriculum, syllabi, lesson plan and teaching materials to achieve teaching and learning objectives.

All the facts mentioned above become the bases for the implementation of Immersion program in which much more exposure to English can complete what has been missing in the process of preparing EFL learners to be more proficient users of English. This study put the emphasis on the learners' motivation and how they orchestrate their learning strategies to improve their performance in all skill areas of English.

3. Learners' Motivation

In the original version of Socio-educational Model of Language Learning, proposed by R. C. Gardner (1959:267) and various other colleagues, motivation is grouped into two categories; "integrative motivation" and "instrumental motivation". Integrative motivation refers to positive attitude toward the foreign culture and a desire to participate as a member of the target culture. Instrumental motivation is possessed by those whose goal of acquiring language is to use it for a specific purpose, such as career advancement or entry to post secondary education. It is widely accepted through empirical studies that students with integrated motivation are more successful language learners than those who are instrumentally motivated (Ehrman et al., 2003).

Based on social psychology, early studies such as Gardner & Lambert (1972:134) treated second language learners' motivation as a "relatively static trait". It is suggested that learners who wanted to integrate into the target culture were more motivated and more proficient than those who were instrumentally motivated for reasons of academic or career advancement.

Although the significance of studying motivation from the perspective of socio-psychological domain in language learning is well established, criticism toward the concept of integrative motivation becomes a major issue among the observers. Crookes & Schmidt (1991), and Dornyei (1994) have argued that definition of any terms related to integration is somewhat ambiguous. Other researchers such as Crookes & Schmidt (1991), Dornyei (1990); Clement & Kruidenier (1985) assert that what is suggested by Gardner is more multifaceted than what is originally proposed. Studies by Oxford & Shearin (1994); Crookes & Schmidt (1991); & Au (1988) have revealed interesting findings highlighting that integrative motivation is far less important in foreign language setting where such integration is virtually

impossible. In some cases, individuals who are highly ethnocentric and do not like the cultures of the target language they are studying have achieved very high levels of foreign language proficiency (Leaver, 2003).

The above findings in turn, give rise to a number of new studies focusing on reasons for learning second language. Clement et al. (1994:42) identified four orientations of foreign language learners studying a target language. These are: (a) instrumental -friendship and travel-related, (b) integrative - identification with the target language group (c) sociocultural orientations - general interest in the culture and in world events, and (d) knowledge expansion and career improvement.

Within the area of educational psychology, “intrinsic and extrinsic motivations” are two terms widely used to describe what Gardner & Lambert (1959:267) proposed as “integrative and instrumental motivations”. This model is introduced by Deci & Ryan (1985:5) who defined intrinsic motivation as the motivation that comes from within the individual and is related to individual’s identity and sense of well-being. Students are said to be intrinsically motivated when they put learning as a goal in itself. Bandura (1997:79) relates this to the “feeling of enjoyment or a feeling of competence (self-efficacy)” when dealing with interesting and challenging tasks. Deci & Ryan (1985) go on defining extrinsic motivation as motivation that comes from outside the individual. Students are extrinsically motivated when learning is done for the sake of rewards (such as grades or praise) that are not inherently associated with the learning itself, that is, when learning or performing well becomes necessary to earning those rewards. Many studies have demonstrated e.g., Walqui (2000) that intrinsic motivation correlates more closely with language learning success than extrinsic motivation. However, study by Pintrich & Schunk (1996) reveals that external rewards can either increase or decrease motivation, depending on how they affect self-efficacy. They further suggest that providing students with learning experiences that meet their needs for competence, relatedness, self-confidence, and enjoyment can increase their intrinsic motivation. When students are given choices, both their persistence and sense of autonomy are greatly enhanced.

Study on motivation as part of individual differences in second language acquisition (SLA) has also been conducted from two different but related perspectives. Gardner, Tremblay & Masgoret (1997) use traditional social-psychological theory and methodology, whereas Siegal (1996); Pierce (1995); & Wertsch (1991) use social constructionist to investigate the relationship between socio-affective factors and second language acquisition. Early second language acquisition research examined the role of attitudes and motivation in

promoting language proficiency; much of that research (e.g. Gardner & Lambert, 1972) focused on target language proficiency in terms of grammatical accuracy, native-like pronunciation, and the target language cultural norms. More recently, SLA researchers have become interested in the notion of pragmatic competence, a clearly important component of current definitions of successful language learning. The attempt to integrate second language pragmatic norms and behavior into a theory of second or foreign language development is shown through the models of communicative competence proposed by Canale (1983) & Bachman (1989) who were inspired by Hymes' (1972:287) "construct of sociolinguistic competence". In conjunction with this expansion of what it means to know a language, questions arise with regards to individual differences and the role of attitudes, motivation, and learners' willingness to adopt second language standards for linguistic action including both oral and written language.

Kasper & Schmidt (1996) pointed out that learners' willingness to adopt second language pragmatics may be particularly sensitive to their attitudes towards the L2 target community and their motivation for learning a second language. In another study, Hinkel (1996:51) examines ESL learners' knowledge of "second language pragmatic norms, their attitudes toward them, and their self-reported behaviors". Scrutinizing various aspects of L2 politeness, subjects' awareness of it, and perceptions of L2 pragmalinguistic norms from 240 non-native speakers, she found that the non-native speakers' recognition of second language pragmatics norms was not matched by their willingness to adopt L2 communicative practices.

Willingness as assumed by Kasper & Schmidt (1996) is the expectation of second language learners to achieve "native-like competence", even though there is only little support for this assumption to be widely accepted (quoted in LoCastro, 2001:70). She goes on to say that the learner and Second Language Acquisition form a complex constellation of variables, which interact each other. In her empirical study, LoCastro (2001) examined the relationship between learner "subjectivity, attitudes and L2 pragmatic norms" to scrutinize the extent to which EFL learners are willing to adopt L2 communicative norms. Through the use of self-reports of the learners on these issues, LoCastro (2001:69) found out that individual differences specifically "attitudes, motivation, and learner's self-identity", may influence and constrain the willingness to adopt native speaker standards for linguistic action. Many learners favour retaining their own identities, suggesting it as inappropriate for them to accommodate to the "L2 pragmatic norms".

4. Language learning strategies

“Learning styles and learning strategies are often seen as interrelated. Styles are made manifest by learning strategies (overt learning behaviors/action)” (Ehrman et al., 2003:315). A given learning strategy, they further point out, is essentially neutral until it is considered in context. This indicates that learning strategy is particular to any individuals and interpretable according to the context in which it is used. Learning strategy is useful under several conditions: “(1) the strategy relates well to the L2 task at hand, (2) the strategy fits the particular students’ learning style preferences to one degree or another, and (3) the learner employs the effective strategy and develop a bridge to relate it with other relevant strategies. It is emphasized that when learners fulfil these conditions, the learning becomes more enjoyable, easier, faster, more effective and easily transferred to new situation. (Oxford, 1990) This will also enable more independent, autonomous, lifelong learning (Allwright, 1990; Little, 1991) cited in Ehrman et al. (2003:315).

In the field of language learning, all definitions of strategies manifest conscious movement toward a language goal (Bialystock, 1990; Oxford, 1990; 1996). Oxford (2001) introduces a strategy chain to demonstrate a set of interwoven and mutually supportive strategies, for example, the teaching styles applied by the teacher well match the learning styles of the learners. Even in subject areas outside second language learning, the use of learning strategies is also directly translated to the success and better proficiency of the learners. (Pressley & Associates, 1990) It is thus not surprising that students who frequently employ effective learning strategies possess a high-level of self-efficacy (Zimmerman & Martinez-Pons, 1986), and less able learners on the other hand often use strategies in a random, unconnected, and uncontrolled manner. (Abraham & Vann, 1987 and Chamot & O’Malley, 1996 cited in Ehrman et al. 2003:316)

Oxford (1990 in Ehrman, at al., 2003:316-317) has identified six major groups of learning strategies:

1. “Cognitive strategies; this type of strategy provides the learners with ability to directly learn from the material through for instance, reasoning, analysis, note-taking, and synthesizing.
2. Metacognitive strategies (e.g. identifying one’s own preferences and needs, planning, monitoring mistakes, and evaluating task success) are used to manage the learning process overall.

3. Memory-related strategies (e.g. acronyms, sound similarities, images, key words) help learners to link one teaching point with another without having to involve deep understanding.
4. Compensatory strategies (e.g. guessing from the context; circumlocution; and gestures and pause words) help make up for missing knowledge.
5. Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself, and using deep breathing or positive self-talk, help learners manage their emotions and motivation level.
6. Social strategies (e.g. asking questions, asking for clarification, asking for help, talking with a native speaker) enable the learner to learn via interaction with others and understand the target culture.

The broad coverage of the study of learning strategies gives rise to another approach modelled by Biggs (1992). On the basis of purpose of learning, Biggs (1992) in Ehrman et al., (2003:317) incorporated motivation into learning strategies and categorized them into three groups:

1. Surface (to get a task done with little personal investment)
2. Achieving (to succeed in competition and get good marks), and
3. Deep (to make personal investment in the task through associations and elaboration).

Ehrman (1996:173) further describes deep processing as:

“An active process of making association with material that is already familiar, examining interrelationships within the new material, elaborating the stimulus through associations with it and further development of it, connecting the new material with personal experience, and considering alternative interpretations. The learner may use the new material to actively reconstruct his or her conceptual frameworks.”

On the other hand, surface processing is described as superficial completion of the task with minimum conceptual effort, resulting in less information stored in memory. This consequence is due to the absence of both emotional and cognitive contribution in the process of task completion. Ehrman (1996:174) suggests that the most successful combination of these strategies and motivation is “deep and achieving strategies”, though she indicates the “existence of a place for surface strategies, because sometimes the cost/benefit ratio of a task does not justify any deeper

investment”.

The model suggested by Biggs (1992) exploits the possible connection between intrinsic motivation and deep strategies in that he treats motivation in parallel with strategies, as indicated above. However, Ehrman (1996) opposed the idea by arguing that the students may not have the choice of using deep strategies, no matter what their motivation, for reasons of weak educational background, lack of aptitude for learning, inexperience, or inability to adopt appropriate learning style

Wenden & Rubin (1987) and Cohen (1998) have also suggested other important treatments of language learning strategies. Wenden & Rubin’s work is relatively theoretical, providing a comprehensive overview of theory and research on learning strategies, which is still mostly relevant to date. Cohen’s approach is generally applied to research strategy use, to synthesize extant models, and provide teachers’ materials for learner awareness. His contribution to understanding how and when students use specific strategies has helped inform strategy-training programs (Ehrman et al., 2003).

A great deal of effort has been invested into designing and executing strategy training programs considering the fact that appropriate learning strategies can make such a difference to learning success. To increase proficiency in second language speaking, Dadour & Robbins, (1996), O’Malley et al., (1985) have shown the positive effect of strategy instruction by providing instruction and help for the students to use more effective and appropriate learning strategies. Similar attempt was made by Chamot & O’Malley (1996); and Cohen & Weaver (1998) in improving reading proficiency for second language learners. They designed an interesting study investigating how strategy instruction affects both native English-speaking learners learning foreign languages. Similar study was conducted by Nunan (1997) who concluded that strategy instruction lead to increased second language learning motivation, and among native-English speaking learners learning foreign languages, it is found a greater use of strategy and self-efficacy. (Chamot & O’Malley, 1996).

Dornyei (1995) and Oxford (2001 in Ehrman et al., 2003) have documented that L2 learning strategy instruction has had mixed results. One main reason for this might be that students’ diversity of learning styles and needs was not systematically taken into consideration in the presentation of strategy instruction. It is further emphasized that strategy instruction is more effective when adjusted for students’ learning styles (Ehrman et al., 2003).

The essential roles of motivation and learning strategies in the process of

teaching and learning as scrutinized above have widely been proven in extensive studies including those conducted in Indonesia. How these two aspects of individual differences intertwined in Insan Cendekia Madani Islamic boarding school is unique in itself. It enriches the writer's insight of how an exclusive school engage its students to be successful English language learners.

5. Insan Cendekia Madani Islamic Boarding school (ICM) at a glance

The school under study comprises three levels of early education; Kindergarten, Primary School and High schools. It is built on an 8.5 hectares land just outside Jakarta, the capital city of Indonesia, a developed suburban area called Tangerang. With cosy and well-designed school, supported and surrounded by beautiful green parks and gardens, the school is considered luxurious with complete facilities including sport courts, and swimming pool. The Islamic atmosphere is well presented. Female and males are separated in all school activities except for school excursion in which they are also well-guarded by the school teachers. With about 30 percent out of 120 teachers are fluent users of English, this school is in the process of implementing Cambridge curriculum in an attempt of gaining a desired label of 'international school'. Various different methods have been implemented to make this dream come true after five years school operation. However, this expectation is far from being realized. Some of the parents even complained that their children went to the school initially with great ability in using English but after a while they lose it. This becomes a great concern of the whole school management which was then followed up with the idea of implementing a Total Immersion English Program in cooperation with a private English school.

This Total Immersion Program (TIP) run by the school partner employs 10 tutors to train 250 students, 125 Junior High School (JHS) students [year 7], and 125 from Senior High school (SHS) [Year 11]. This makes the ratio of 25:1 (25 students to be looked after by 1 tutor). All the tutors are provided with bedrooms to mingle with the students after and before school hours. English is taken as a tool of communication and should be used by all the students at any time the tutors are around. Considering the class hours which start at 6.30 and last till 4pm, practically, the interaction between tutors and the students can only be initiated from 5 to 9 pm. This includes two prayers times, Maghrib and Isya in which all the tutors and the students gather in the Mosque for prayers in congregation.

This pure qualitative study was inspired by the dynamics of teaching and learning process within this strict Islamic educational system applied in the school. Through close observation, interview and focus group discussion with both 10 tutors and 40 (out of 250) students it is revealed that several factors are detrimental in enhancing students' motivation and triggering the use of specific learning strategies applied by students when English session is in progress.

6. Learners' Motivational traits

Learners' individual differences are unique in any given society. This applies also in the learning context of ICM Islamic boarding school in which formal teaching hours are strictly arranged to accommodate every single aspect of the school curriculum. Even though Student-centered learning (SCL) has been implemented from the very beginning of the school program problems in motivating students to learn English still encounter. The study reveals that learners' motivation to learn English varies across grades. The higher the grades are the higher the motivation the learners have. The following excerpts taken from two FGDs (5 JHS and 5 SHS) have shown this trend.

Senior High School (SHS)

Q: How do you like English and how do you improve it?

A: [St1] "I like studying English because I want to become ambassador for my country like my father. I read books a lot and surfing in the internet for new words."

[St2] "Hmmm... Everybody should learn this language because if we don't we will be left behind. I read many books in English and I always do my homework. I keep studying this language especially because now I have my tutor to help me"

[St3] "Me.... I like English just like Bahasa Indonesia. I want to study overseas when I finish my study here"

[St4] "Why I like English? It's simple. I like it because when I play games in my computer all the instructions are in English. I learn more words everyday".

[St5] "I like English very much and I always get good marks from my teacher since high school. I think I will keep studying this language so I can go abroad easily one day"

Junior High School (JHS)

Q: How do you like English and how do you improve it?

A: [St1] “I like English but I don’t study it seriously. I have so much homework to

do”

[St2] “Yes..., I like English but... I don’t know how to pronounce the words”.

[St3] “English is rather hard to understand. But I need to learn because I don’t want to have bad mark in my report.”

[St4] “I think English is very important. I study this language with my brother even at home.”

[St5] “hmmm... English is difficult. I don’t know how to make a simple sentence yet.

(Q: Question; A: Answer; St: Student)

It is proven from the above excerpts that SHS students have higher motivation compared to JHS students. However, there is a tendency that students of JHS are more attentive when tutors lead them with outdoor activities after school. When this fact was confirmed with the tutors, they responded that younger learners are still very much dependent on the tutors while SHS students prefer to be given more flexible time on their own. This indicates that motivation could be high even though the clue of this is unseen to specific learners groups.

Motivation has been proven to have powerful influence on the use of learning strategies by students. From the observational matrix it is discovered that language learners with higher motivation tend to employ more varied learning strategies compared to learners with lower motivation. This also confirms that motivation is the key factor which determines the use of learning strategy types and its frequency and thus the two are inseparable determinants of success in language learning.

To a great extent, motivation also leads students to work hard on a language activity. Their willingness to engage in activities instructed by their tutors is spontaneous due to their great interest in experiencing something new in their learning process. This in turn has a great positive effect on the attempt to achieve the learning goals and outcomes. The SHS students are mostly willing to communicate frequently with the tutors. Their good grasp of English words builds up a firm self-confidence which allows English to be spoken fluently.

In terms of teaching facilities, this study uncovers that complete facilities are not a

guarantee for high motivation by EFL learners. When asked whether the school facilities affect both SHS and JHS students to actively engage in language learning activities, all responded negatively. They confirm that their motivation in learning English is mostly affected by their eagerness to assimilate with native speakers of the language if one day they have to live in the country where the target language is being used. This, in the perspective of the researcher, is a manifestation of the firm economic conditions of the students whose parents are economically established. ICM Islamic boarding school is the most expensive school ever in the nation.

7. Language Learning Strategies (LLSs) of the learners

Various learning strategies are reported to be applied by SHS students whose high motivation is shown throughout the 14-week total immersion program. Four main groups of learning strategies seem to be the most frequent types of LLSs applied by the students. They are the empowerment of memory, Cognitive, Affective, and Social strategies.

Empowering memory is the most favorable learning strategies found to be utilized by the students when engaged in language learning. This includes remembering the relationships between what the students already know and new things they learn in their interaction. They also try to frequently use the new English words in a sentence so they can remember them. Memorizing words is also much easier when they use flashcards and then try to compose sentences based on the new words they have just learned.

The use of language learning strategies by the highly motivated students can secondly be categorized into cognitive type of strategy (Oxford, 1990 in Ehrman, et al., 2003). The students reported that they often say or write the new learned vocabulary several times and try to speak them out like native speakers. This practice is essential to improve their pronunciation. The students also reported that they frequently use their newly-learned vocabulary in different ways to make sure they appropriately put the words in correct composition. In their own time, the students mostly write notes, messages and any related word web in their gadgets to help practicing the words in more essential way. Most of them also do plenty of reading for pleasure. They believe that most of the words they have possessed are resulted from their active engagement in reading.

Highly motivated students also reported to use various strategies related to the affective factors they inhibited. When challenged with difficult learning situation especially when teachers ask unexpected questions, the students encouraged themselves to speak English even when they are afraid of making mistakes. Trying to make themselves relax

whenever they need to engage in English exchange and conversation is also a favorable strategy imposed by the learners. Sometimes, they write their feelings in a diary and they write in English.

The last category of LLS used by the highly-motivated students is social strategy. By this, the students frequently ask the speaker to slow down or say the sentence again when comprehension is hardly gained. Trying to converse with native speakers who are teaching in their school is also favored. They find this very helpful because those native speakers are willing to correct them when they make mistakes in using the language. In addition, they are very pleased as they can learn the culture of the native speakers simultaneously through intense conversation.

It is clear from the above findings that highly-motivated students can make use of various learning strategies essential to achieve the objectives and the outcomes of the language learning. Thus, teachers are encouraged to frequently modify their instruction in order to develop learners' motivation. High motivation leads to more engagement in learning process and in turn provides easy access for learning outcomes to be achieved. When success is in hand, motivation will admittedly be much higher. On the contrary, failure in learning results in lower motivation and in turn less engagement in learning.

8. Conclusion

Total immersion program has been proven to be effective in enhancing the English language learners' motivation in ICM Islamic boarding school. They actively engaged in learning activities instructed by the teachers/tutors whose involvement in the program is less formal compared to the classroom teachers. Personal and individual approaches are key determinants in assisting learners to freely express themselves in English as tool for communication in their daily life within the boarding school. Being able to freely convey messages in simple English and later becomes more complex is considered success by these specific learners under study, which in turn enhances their motivation in learning. High motivation directs learners to actively utilize various learning strategies essential to gain success in language learning. Thus, the circle keeps moving. The higher the motivation is, the more successful the language learners will become. The more successful the language learners are, the higher their motivation will be.

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Title

The Use of Pictures in English Speaking Classes for Pupils at DANANG Primary Schools:
Reality and Solutions

Author

Ngo Thi Hien Trang

University of Foreign Language Studies, Vietnam

Bio-Profile:

Ngo Thi Hien Trang received her BA in TESOL and an MA in English Language from University of Foreign Language Studies. She has contributed to national and international conference proceedings, and published articles in Journals of Linguistics and Life, and Journal of Science and Technology. She can be reached at nthtrang@ufl.udn.vn

Abstract

A wide range of methods of teaching English speaking skill to pupils is used at primary schools where English is a compulsory subject for third-grade pupils upwards throughout Vietnam and in Danang, one of the piloted cities. According to modern language teaching methodology, using pictures is regarded as an effective way to enhance this skill, especially for young learners. This paper investigated the reality of using pictures in teaching English speaking skill to third graders at local schools who are using textbooks proposed by the Ministry of Education and Training. Teachers' difficulties, their attitudes towards using pictures, and suggestions for using pictures more effectively were shown. The paper is hoped to basically improve the quality of English teaching as declared in National Foreign Languages Project 2020; and the "Primary English Teacher Training" program at Danang University of Foreign Language Studies.

Key words: *pictures, speaking skill, reality, teachers' attitudes, difficulties.*

University of Foreign Language Studies (UFLS)

131 Luong Nhu Hoc Street, Cam Le District, Da Nang City, Viet Nam

Introduction

There is no idea about whether teachers take advantage of pictures. Therefore, I decided to conduct this topic to investigate the reality of using this means of visual aids, teachers' difficulties and attitudes towards using pictures to teach English speaking skill to pupils at primary schools in Danang, and to give some suggestions on using pictures more effectively.

Literature review

Definition of Picture

According to Hornby (2010), "picture is a painting, a drawing, a sketch or a photograph, an image on a television screen, a cinema film, and an impression formed from an account or description."

Classification of Picture

Rogova and Berliner (1998) say that pictures can be grouped into non-mechanical pictures and mechanical pictures. Non – mechanic pictures are boards, cards, posters, charts, maps, scrolls, board games, mounted pictures, photos, objects, brochures, leaflet, newspaper, magazines, books, puppets, equipment operation manuals and so on. Advantages of these items that should be taken into consideration are their cost, availability, accessibility or user-friendliness. And mechanic pictures include audiotapes, audio recorders, record players, video players, VCDs, CDs, DVDs, television, telephones, cassettes, computers, projectors, slides, filmstrips, PowerPoint software. Although these forms of media are more expensive and less user-friendly than the non-mechanical ones, they are expected with the aim at motivating pupils and maintaining their high level of interest to learn better thanks to their time-efficiency, compact manner, animation and adaptability.

Methodology

The data collected from questionnaire consisting of 17 closed and open-ended questions which were delivered to 10 teachers, and observations which concerned the frequency of using pictures, picture selecting sources and difficulties in using pictures at Phu Dong and Hung Vuong primary schools were quantitatively and qualitatively analyzed to answer the research questions. After collecting the data, the researcher identified, and grouped them. Then, they were displayed in percentage and illustrated by graphs. Basing on this analysis, the researcher got findings for discussion.

Findings and discussion

Reality of Using Pictures in English Speaking Classes at Danang Primary Schools.

According to teachers, there were a variety of sources to select pictures: the main source of pictures was from *textbooks* (41.18%), *the Internet* was chosen as the second favorite one (29.41%), *newspapers and magazines* ranked the third with 17.65% because it was not easy to pick up pictures which were relevant to the content of speaking lessons from this resource, very few of them got pictures from *picture dictionary and self-drawing*.

All teachers used pictures as a teaching aid in an English speaking lesson. They made use of pictures at all stages for pupils to understand speaking lessons easily. However, they all revealed they sometimes presented pictures in their speaking classes.

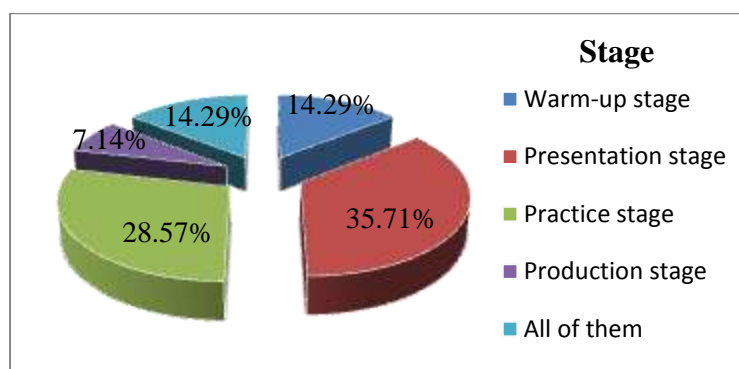


Figure 1: *Stages of Using Pictures*

In recent years, some primary schools in Danang city have been well-equipped and primary teachers are trained to use new and modern teaching techniques; therefore, 40% teachers used *computer and projector* as their best way to present pictures. Up to 46.67% could not deny the convenience when using *posters and flipcharts* to show pictures. Actually, most teachers used both types of pictures including mechanical and non-mechanical ones in English speaking lessons. There was only 14.28% always using the former. The traditional means - *board* ranked the last.

Teachers employed many activities with pictures giving pupils more chances to speak such as “*Role play*”, “*Lucky number*”, “*Pictures description*”, “*Rub out and remember*”, “*Comparing pictures*”, “*Guessing pictures*” or “*Pictures dictionary*”; however, these activities could still not meet the demand of pupils. Once these activities were employed, the atmosphere in speaking classes was more exciting and pupils were more interested in lessons than those without any pictures.

Teachers’ Difficulties

According to 43.75% teachers, *the level of relevance* was the biggest problem in choosing pictures from the Internet, magazines and newspapers. However, some asserted they

had little difficulty in selecting pictures because pictures were available in textbooks which was the main source or in picture cards given by the District's Department of Education and Training, or published by Oxford University Press which were already relevant to lessons. 37.50% teachers thought it took *a lot of time* to find and select pictures for their speaking lessons. *Complicated contents* were also a big problem which ranked third at 12.50%. The rest (6.25%) advocated *types of pictures* whether they were mechanical or non-mechanical were also their concern.

Besides, teachers also faced many problems when using pictures in English speaking classes as shown in Figure 2.

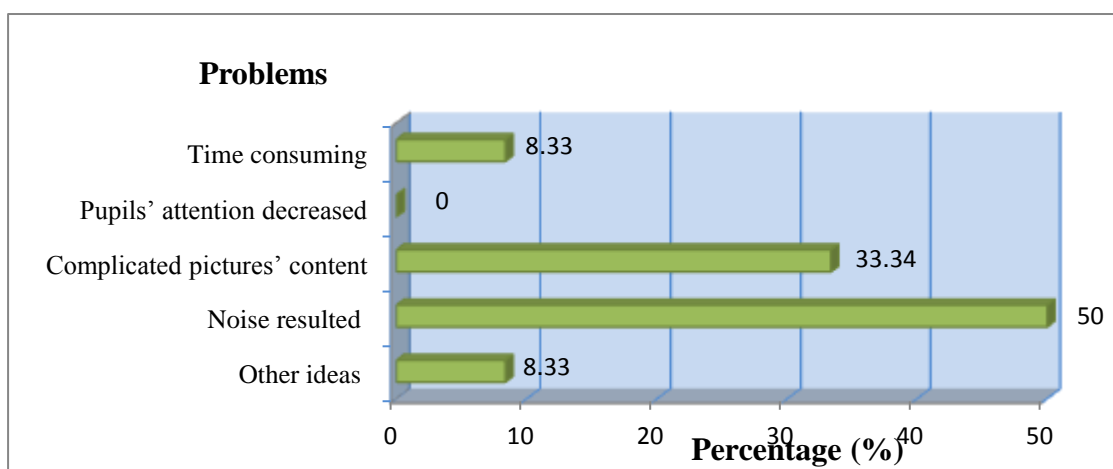


Figure 2: *Difficulties in Using Pictures*

Teachers' Attitudes

All teachers regarded pictures as a necessity in an English speaking lesson thanks to a variety of benefits. Most teachers (43.75%) thought that *pictures could motivate pupils and made them want to pay attention and take part in learning activities*. 37.50% agreed that *pictures were a means of presenting ideas in a time-efficient and compact manner*. 12.50% teachers stated that *pictures could provide information and created contextualized situations in speaking activities, discussing and storytelling*. The rest (6.25%) used pictures in their teaching because *pictures could be used for many times and many activities*. Some teachers advocated pictures could also make speaking activities more interesting and animate. Therefore, all teachers thought pupils got more involved in English speaking classes when using pictures. No one thought it was useless to teach speaking skill by presenting pictures. Most teachers found it really effective when using pictures. However, to some extent, most teachers thought the effectiveness of pictures mainly depended on the teaching methodology of teachers.

Suggestions

In order to reach the effectiveness in teaching young learners, teachers have to get a basic foundation of pupils' psychology. However, in reality, most primary teachers of English in Danang graduated from University of Foreign Language Studies who could not, to some extent, approach the theory of children' psychology closely and dramatically because those teachers just had some periods only at university to learn about the way children think and behave. On contrast, for those who graduate from University of Education, they understand thoroughly about the psychology of young learners but the fact that they are trained to be the teachers of other subjects only, not English. Therefore, primary teachers of English should cultivate professional knowledge, and simultaneously learn about the children's psychology in order to know what the best ways to motivate their pupils to speak out.

When using any kinds of pictures in English speaking lessons, teachers should make sure of the quality of pictures used. First, pictures should be big enough to be seen with a minimum size of 15cm x 12cm. Furthermore, pictures should be presentable, and preferably mounted. Pictures simply ripped out of magazines look scrappy and unprofessional. Last but not least, pictures should be unambiguous and simple as they can be for the purpose they have to fulfill unless the ambiguity is deliberate and productive.

Conclusion

In summary, this article found out the actual use of pictures in English speaking classes in Danang. Although teachers are aware of the importance of pictures in teaching; however, due to the lack of well-equipped teaching facilities, methodology, computer and picture using skills, the effectiveness of using pictures is not as expected. Hence, a number of recommendations have been proposed to improve the efficiency of using pictures in English speaking classes in Danang city.

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Title

Assessing Students' Belief of Learning English as a Foreign Language through Metaphor
Analysis in Senior High School Level

Author

Ni Wayan Yudiastini Astuti

English Department Postgraduate Program University of Mataram

Bio-Profile:

Ni Wayan Yudiastini Astuti is an English instructor in Language Centre University of Mataram. Her research interests include linguistics, applied linguistics, teaching and learning practices. Email: yudiastininiwayan@gmail.com

Abstract

The study aims to utilize metaphor as a research tool to examine the underlying belief of students in learning English as Foreign language (EFL) in Senior High School level. The status of English in Indonesia as a foreign language determines the way English is practiced and carried. Likewise, the EFL status is no longer relevant to vast development of English as a global language. In this sense, Indonesian Government has established English as foreign language since 1967 which defines its function limited to academic purposes. It never serves as a means of communication. Thus, metaphor analysis will be conducted in order to understand the way students perceived their English learning under foreign language circumstances. In cognitive linguistics study, metaphor is claimed to be central in windowing human pattern of conceptualization. In this respect, CMT (Conceptual Metaphor Theory) is utilized in order to uncover students' conceptualization of learning English as foreign Language (EFL). Qualitative descriptive method is employed, specifically a tripartite model of discourse analysis. A tripartite discourse analysis model inspects text in micro, meso and

University of Mataram Jln. Majapahit No. 62 Mataram, Nusa Tenggara Barat 83125 Phone(0370) 623873

macro level of analysis. The data will be gathered from 50 Indonesian students. To elicit the images of English as Foreign Language, a questionnaire deliver to the respondents. The respondents are required to complete the task: “English is a Foreign Language. Learning English is like

Keywords: *Learning English as foreign language (EFL), Metaphor Analysis, Tripartite Discourse Analysis Model.*

Introduction

The study sets out to describe the underlying belief of students in senior high school level in Indonesia who learn English as Foreign Language. The image of students created through metaphor expression they have produced may give insight to their mental representation which contained information about their learning. The status of English in this country determines its belief and practices which has already internalized in the mind of the learner. In this case, many learners belief that English is a hard subject. Learning English under Foreign Language circumstance raise a mental block issue. It has been seen through the process of questionnaire piloting. A senior high school student is given a task to be completed as in “English is a Foreign Language. Learning English is like.....”From the task completion she describes that learning English is like swallowing sea water (salty water). In this sense, the noun swallowing activates food frame. Learning English is like learning about food. The food may taste delicious or not. However, salty food is unpleasant to taste and to swallow. It uncovers the belief of the student that learning English is unpleasant and uneasy task. Likewise, the status of English as a foreign language contributes to this hardship. Thus, the study raises two questions: (1) what images do senior high school students generate about their English learning? (2) what is the implication of those images to students’ belief?

Literature Review

The Status and Function of English in Indonesia

Historically, English has already accepted as one foreign language in Indonesia since 1945. Wachendorf (the head the Central Inspectorate of English Instruction) has established that English would be taught in Junior and Senior high school (year 7-12) as a compulsory subject which focus on the teaching and learning of reading and grammar (Jazadi, 2004).

Since that day, the status and function in Indonesia has never developed into a tool of communication.

Conceptual Metaphor Theory (CMT) in Cognitive Linguistics View

In Aristotle era, metaphor has been recognized by its power in shaping and influencing somebody's thought (Evan and Green, 2006). Metaphor allows human to utter abstract concept in a more familiar concept through cross domain mapping (Krennmayr, 2011; Cortazzi and Jin 1999, Cienki, 2005). It is an aid of human cognitive process and it may determine people attitude based on their perception of reality (Nikita and Furuoka, 2008: 194). Here is an example of metaphor expressions which is taken from Krennmayr (2011:11)

What he said left bad *taste in my mouth*

I just can't *swallow* that claim

From these expressions, all the italics words do not refer to food in this context but are utilized to express some abstract topics of ideas. From those expressions we can generate conceptualization that FOOD IS IDEA.

Metaphor Research in English Language Teaching and Learning

Many papers have written to use metaphor as an assessment tool for language teaching and learning. Cortazzi and Jin (1999) conducted their research to assess teacher students' educational experiences by bridging the gap in learning. The images generated were journey, cooking, plant growth, cultivation and search for treasure. Furthermore, Nikita and Furuoka (2008) examine the students' images about their language teachers. The result reveals that students indicate their language teacher as nurturer. Farjami (2012) gains English learning images from 350 students in Iran. He discovers that the students creates FRIENDSHIP AND EMOTIONAL SATISFACTION, ADVANTAGES AND OPPORTUNITY, FOOD, COOKING AND EATING to be useful in tackling teaching and learning foreign language issues.

Methodology

The total participants are fifty (50) senior high school students from Mataram (22 persons), Central Lombok (21 persons) and Dompu (7 persons). The data collection is obtained through administering questionnaire "English is a Foreign Language. Learning English is like" The questionnaires are written in Bahasa Indonesia. The instruction and metaphor expression are given in the sheet in order to minimize baffle vague information. The students are required to fill the identity section. To examine the data, all metaphor expressions are translated into English. The different cultural perspective of

metaphor expression is avoided by translating the source language in to target language as it is.

Moreover, a tripartite model of discourse inspection which is developed by Koller (2008) is used. The text examination is undergone in three level of analysis. The first level is micro level or textual analysis. Within this process all metaphorical expressions are selected and grouped based on their sense of meaning and entailment. The second is meso level of analysis. In meso level of analysis the images of learning English are translated into students' feeling and association about their learning. The third, macro level of analysis explores the power relation of students' image about their learning and English status and function in Indonesia. Figure 1 illustrates the framework design of metaphor analysis.

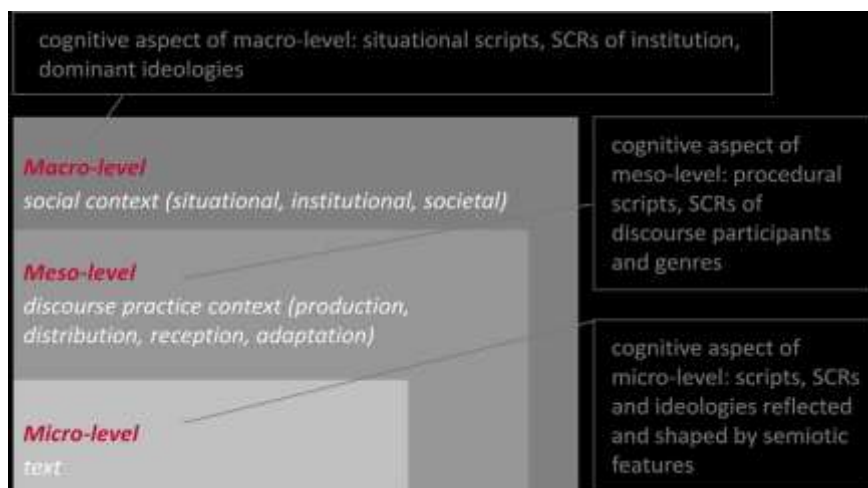


Figure 1. A tripartite Model of Discourse Analysis (Koller, 2008:6)

Finding and Discussion

Table 1. *Students' Metaphor*

No	METAPHOR FRAME	METAPHORICAL EXPRESSIONS	ENTAILMENT
1	SPORTS, PHYSICAL ACT	Learning a martial art	tricky
		Walking on the hot asphalt	difficult and risky
		Catching the fish in the ocean	hard
		Catching the chicken	tricky, it could be difficult and easy at the same time
		Straightening wrinkled thread	difficult and stressful
		Walking on dangerous area	difficult and risky
		Climbing coconut tree	tricky, you should know the technique to reach the goal
		Walking on the ice	dangerous and risky
		Walking on the cactus	hard and painful
		Walking on a tail of rope	hard and risky
		Climbing a mountain / climbing steep mountain	learning English is hard
		Peeling durian skin	tricky, difficult at the beginning and better ending
		Fishing	learning English need particular attitude like patient
Unifying broken plate	hard and the result imperfect		
2	FOOD, EATING, DRINKING, COOKING	Feeding the croc	tricky
		Eating noni fruit with sweet sour taste	neither easy nor difficult
		Like a fruit	easy
		Eating durian skin	extremely hard
		Swallowing nail	extremely hard
		Drinking black coffee	unpleasant
		Eating soybean with chopstick	extremely hard
		Eating thorn	extremely hard
		Eating orange/durian/sour mango	neither easy nor difficult
		Drinking bitter water from the stream	unpleasant
		Drinking sea water	hard and unpleasant
		Learning to cook/cooking	tricky
		3	RIDING, DRIVING
Riding / riding a bike/riding motorcycle	tricky		
4	BABY	Learning to walk	tricky, difficult at the beginning and mastery at the end
		Learning to crawl	tricky, difficult at the beginning and mastery at the end
5	LOVE, FRIENDSHIP	Understanding one's character	tricky
		Chasing women heart	tricky
6	COMPUTER	Using computer	tricky
7	CLOTHES	Wearing veil	tricky
8	ALIEN	Alien language	learning hard language

The study has generated fifty (50) metaphorical expressions produced by senior high school students. The table shows that students likely to produce metaphor about their foreign language learning in terms of SPORTS and PHYSICAL ACTIVITY, FOOD, EATING, DRINKING and COOKING, RIDING and DRIVING, BABY, LOVE and FRIENDSHIP, COMPUTER, CLOTHES and ALIEN.

In meso level of analysis all these images are analyzed thorough to uncover its implications in shaping students' belief about their learning. The entailments which are drawn in the table indicate how students feel about their learning. It shows the degree of difficulty the students' face in learning English as a foreign language. As an example high degree difficulty or hardness is expressed in *"learning English is like swallowing thorn/nail"* In this sense, the students belief that learning English is hard and impossible to master. Moreover, *"learning English is like unifying broken plate"* shows that students' belief English is a hard subject which can be learned but the result will be imperfect. Other student

believes that learning English is a tricky thing. It is difficult but with a complete care and practice it will be mastered. It can be seen from “*learning English is like driving a car*”. Moderate feeling is also found in “*learning English is eating orange/durian/sour mango*” It shows that English learning can be easy or difficult at the same time. Furthermore, students who describe learning English as fruit seems to be familiar with English as in “*learning English is fruit*” Fruit frame activates the sweetness pleasant taste and eligible of plant part. It shows the positive belief of the students towards their learning. However, in general the data explains that senior high school students’ poses negative belief about learning English as Foreign language. This particular believe trigger mental block issues which worsen the learning process.

Furthermore in the macro level of analysis, the images show that the students’ belief is shaped by the power of English status and function in Indonesia. The negatives feeling students created through the metaphor under the frame of SPORTS and PHYSICAL ACTIVITY, FOOD, EATING, DRINKING and COOKING, and ALIEN are caused by the unfamiliarity of English usage as a tool of communication. It shows students lack of interest and motivation in learning uncharacteristic of something which is not a part of their culture or community. It reveals their treatment to English as merely a school subject to be completed without any particular goal. The students feel insecure through their learning. However, a more positive attitude is also shown in RIDING and DRIVING, BABY, LOVE and FRIENDSHIP, and CLOTHES frames. A tricky character indicates the students’ poses higher motivations, better English treatment (not limited to school subject) and more independent learner. In this sense, the students perceive their learning as a journey in life. Indeed, they start it with hardship and yet it well-develop in the process.

Conclusion

In conclusion, making English as a tool of communication should be considered by the policy maker to reduce learners’ negative images for promoting successful English learner.

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Title

MIM-GA: Measuring Non-Native Students' Group Attitude (GA) in using Mobile Instant Messaging (MIM) in Learning English

Author

Noor Raha Mohd Radzuan, Zarina Mohd Ali,
Abdullah Adnan Mohamed, Nurkarimah Yusof
Universiti Malaysia Pahang, Malaysia

Bio-Profiles:

Noor Raha Mohd Radzuan, PhD is a senior lecturer who currently heads the Department of English Language (DEL) at the Centre for Modern Languages & Human Sciences (CMLHS), Universiti Malaysia Pahang (UMP). She has authored numerous publications and presented research works in the field of Applied Linguistics, specifically in second language oral communication and English for Specific Purposes (ESP). Her email is nraha@ump.edu.my

Zarina Mohd Ali is a senior lecturer at DEL CMLHS UMP and has been an educator at tertiary level for 20 years. She graduated from Universiti Sains Malaysia with a bachelor's degree in translating and interpreting (English – Malay) and the University of Malaya with a master's degree in English as a Second Language (MESL), specializing in ESP. Her research interests include service quality, needs analysis, technology-enhanced language teaching and learning. Zarina can be reached at zarina@ump.edu.my

Abdullah Adnan Mohamed is a senior lecturer who has been teaching English language and communication courses to engineering undergraduates for more than 15 years. He is presently undertaking doctoral research on English language needs of Malaysian professional engineers. Besides teaching, he is also active in community services. Abdullah Adnan can be reached at adnan@ump.edu.my

Nurkarimah binti Yusof has been teaching English language courses at DEL CMLHS UMP since 2014. Prior to her current teaching position, Nurkarimah was a Graduate Research

Assistant at Universiti Putra Malaysia where both her bachelor's and master's degrees were obtained in 2011 and 2014, respectively, in the fields of English language and communication. Her email is nurkarimah@ump.edu.my

Abstract

Successful language learning often requires students to collaborate in a group in completing certain tasks assigned to them by instructors. The success of such collaboration relies heavily on effective communication which requires positive attitude among group members. However, group attitude can be difficult to measure. Meanwhile, technological advancement has made mobile instant messaging (MIM) very popular in group communication. Much research has been conducted on GA and increasing number of studies have shed light on MIM. Nevertheless, little is known about their relationship. Therefore, this study aimed to measure non-native students' group attitude (GA) in using MIM in completing their English language classroom group projects and the strength of the relationship between MIM and GA. A total of 77 students participated in the study by answering a set of questionnaire comprising 35 items (20 GA items and 15 MIM items). Results have shown a significantly positive correlation between MIM and GA. Thus, it can be concluded that positive group attitude, which is key to effective group communication, can be achieved and enhanced with the use of MIM. This study further recommends that MIM should be seriously considered for implementation in English language learning in which group communication is of great importance.

Keywords: *Mobile instant messaging, group attitude, group communication, English language learning.*

Introduction

The burgeoning growth of modern technologies and their potential benefits for education especially in language learning which provide the opportunities for the transformation of students' learning experience from the previously conventional *chalk and talk* mode to many new multimodal technological immersions, such as the use of instant messaging (IM) applications. One of these popular IM applications is *WhatsApp* (WA). Swathi (2015) has reported that WA application is Malaysia's most favourite IM with 81% daily usage. In Malaysia, young adults in the category of 20-24 years of age often use technology to communicate especially using smartphones and despite the decreasing trend in

the use of short text messages (SMS), the use of free messaging application has been on the rise since 2012 (Malaysian Communications and Multimedia Commission [MCMC], 2015). Therefore, this study aimed to measure GA among non-native students in using MIM application in completing group tasks assigned in English language classrooms with a protocol that provided guidelines for students. More importantly, it also aimed to eventually measure the strength of the relationship between MIM and GA.

Literature Review

Five characteristics of mobile learning suggested by Laurillard (2007) are (1) *adaptive*; (2) *investigative*; (3) *communicative*; (4) *collaborative*; and, (5) *productive*. MIM fulfils these criteria in which it promotes interactivity and leads to active collaboration among the participants (Holley & Dobson, 2008; Markett et al., 2006; Bollen et al., 2004). Moreover, it benefits the students if the content of the messages are related to their learning (Kuznekoff, Munz & Titsworth, 2015). Additionally, the text-based nature of MIM provides opportunities for students to express their opinions and ask questions without the pressure or feeling of threat that can accompany traditional classrooms (Kitsantas & Chow, 2005; Rau et al., 2008; Ting, 2012), thus minimizing anxiety. Arguably, it has also been reported that MIM supports social bonding between students and instructors (Rau et al., 2008).

The features in *WhatsApp* (WA) as one of MIM applications, a popular mobile application among young higher education users (Duggan, 2015), fulfil these criteria allowing students at the universities to make use of this mobile apps for group communication. For language learning in group communication to be effective, positive group attitude (GA) among its members is necessary, however it is difficult to be measured. Furthermore, very few studies have examined the use of MIM in connection with GA. Its potential in enhancing the quality and quantity of interaction in communicative events among small group members (Clement, Dornyei & Noels, 1994) promotes positive attitude in group communication and cohesiveness among group members which contributes to enhanced performance (Evans & Dion, 1991).

Group work is one of the various activities in language classrooms. Arguably, it is one of the most effective ways to provide opportunities for learners to study language actively with group members among peers by co-constructing their understanding and knowledge focusing on communication. This may minimize anxiety and result in learning becoming socially constructed (Vygotsky, 1978).

Collaborative learning is also a crucial part of students' learning as the nature of some forms of course assessment may involve group assignments such as group oral presentation and writing assignment. Ideally, this will encourage group communication among students. Rambe and Bere (2013) reported that 35% of students in their study had agreed that WA application would lead to better collaborative learning compared to face-to-face one-way communication in lectures and tutorials. However, effective group communication requires positive group attitude, which expedites students' learning and aids comprehension of any given task at hand.

Studies have been conducted on the effectiveness on MIM applications on team work but most of these focus on workplace setting (see Wang, Yang & Tseng, 2016; Isaacs, Walendowski, Whittaker, Schiano & Kamm, 2002). Even though MIM tools may provide opportunities for students to foster active learning via group interaction on mobile devices, there is paucity of research on GA among students who are using MIM in education setting. Furthermore, little is also known about how students carry out group-related tasks and the difficulties they may have encountered. Therefore, it is important that both GA and students' use of MIM in educational setting are measured. More importantly, the relationship between GA and MIM within the context of English language learning needs to be determined.

Methodology

The study

The present study was part of a larger research on the use of MIM among university students. The participants were non-native speakers of English among Universiti Malaysia Pahang (UMP) students who had registered for *English for Technical Communication* (ETC) course, an intermediate level course. In the course, these engineering and technology students were required to write a feasibility report based on a given scenario. The task, which was a group work that involved three to four members, required the students to collaboratively write and submit the feasibility report as group assignment. Each group was asked to appoint a leader and create a WA group. A protocol was developed to aid instruction (Yusof et al., 2015) for use by students as guidelines. Informed consent form and questionnaire were distributed. A total of 120 sets of the questionnaire were distributed and 77 sets were returned which yielded 64 % response rate.

Data collection and data analysis procedures

The questionnaire had 35 items, comprising 20 GA items and 15 MIM items. GA items were adapted from Evans and Jarvis (1986) while MIM items were developed by researchers in the present study. Participants were asked to rate their agreement on the items using a 6-point Likert-scale ($1=Strongly\ Agree$ to $6=Strongly\ Disagree$). However, the scores for 11 GA items (GA items no. 4, 6, 7, 8, 9, 10, 14, 15, 17, 19, and 20) were reversed because they were negative statements. Data were entered in *IBM SPSS Statistics version 22* for analysis for Mean (M) scores and their standard deviations (SD) for GA and MIM. In addition to correlation, reliability analysis was also performed.

Findings and discussion

Demographic data

In the present study, female respondents outnumbered their male counterparts by 48% and this similar scenario has been evident in Malaysian tertiary education (Ismail, 2015). The breakdown of ethnicity showed more than half (61%) of the sample were the dominant indigenous Malay *Bumiputera* (literally translation: *sons of the soil*), followed by the Chinese (8%), which is the largest minority ethnic group in Malaysia. The remaining groups tied at 4% each were the Indian students and students from other indigenous non-Malay *Bumiputera* ethnic groups who were mostly from the Borneo Island states of Sabah, Sarawak and Federal Territory of Labuan. In the context of the Malaysian population, this breakdown resembled the 5:3:2 ratio (Tamam & Abdullah, 2012). Approximately 56% of the respondents were students from engineering faculties. The remaining 44% were students from the newer technology and industrial management faculties related to engineering subjects. Most of the respondents were using prepaid mobile lines (nearly 90%). This was consistent with the trend among students in Malaysian universities (Mokhlis & Yaakop, 2012). Most of the respondents admitted that they had been using WhatsApp (WA) messaging application for three to five years. In terms of time preferences, approximately half of the respondents (49%) did not restrict their use of WA application for social purposes. Likewise, slightly more than half of them (53%) also did not limit their use of WA application for learning purposes. Nevertheless, it can be seen that the other half of the total number of respondents preferred to use WA application for social purposes later in the evening until past midnight because WA application was used for learning purposes during daytime. Almost all respondents had WA groups for social purposes (96%) and learning purposes (99%). However, the category of number of WA groups for social purposes which recorded the highest percentage of users

was the 5-10 group (46%) whereas for learning purposes, it was the 5 or less group of users. Most of the students also responded positively to the questions whether WA application did help them in their learning process (87%). Almost all respondents agreed that WA should be used in group communication for learning purposes (94%). As noted by Kuznekoff, Munz and Titsworth (2015), this indicated a positive impact of the use of MIM such as WA application on students' learning. Summary of demographic profile of the respondents is shown in Table 1.

Table 1

Demographic data

No.	Demographic information		Frequency	Percentage
1.	Gender	Male	20	26.0
		Female	57	74.0
2.	Ethnicity	Malay	61	79.2
		Chinese	8	10.4
		Indian	4	5.2
		Other	4	5.2
3.	Faculty	Civil Eng.	17	22.1
		Industrial Mgmt	13	16.9
		Chemical Eng.	8	10.4
		Industrial Tech.	16	20.8
		Engineering	5	6.5
		Tech.	18	23.4
4.	Type of mobile phone plan	Computer Eng.		
		Postpaid	8	10.4
5.	Category of WA users	Prepaid	69	89.6
		Less than 1 year	4	5.2
		1-3 years	51	66.2
		3-5 years	17	22.1
		More than 5 years	5	6.5
6.	WA use preferences for social purposes	In the morning	3	3.9

		In the afternoon	6	7.8
		In the evening	19	24.7
		Past midnight	22	28.6
		All the time	38	49.4
7.	WA use time preferences for learning purposes	In the morning	19	24.7
		In the afternoon	18	23.4
		In the evening	14	20.2
		Past midnight	7	9.1
		All the time	41	53.2
8.	Number of WA groups for social purposes	None	3	3.9
		Less than 5 groups	23	29.9
		5-10 groups	35	45.5
		11-15 groups	5	6.5
		More than 15 groups	11	14.3
9.	Number of WA groups for learning purposes (other than this WA group)	None	1	1.3
		Less than 5 groups	39	50.6
		5-10 groups	29	37.7
		11-15 groups	5	6.5
		More than 15 groups	3	3.9
10.	Does <i>WhatsApp</i> use help you in learning process?	Yes	67	87.0
		No	10	13.0
11.	Do you agree that <i>WhatsApp</i> should be used to communicate among group members for learning purposes?	Yes	72	93.5
		No	5	6.5

Statistical analyses

Table 2 and Table 3 present the mean (M) scores and standard deviations (SD) of data from GA items and MIM items, respectively. The mean scores for GA and MIM items were 3.96 and 4.83. Data analysis of GA items showed minimum-maximum range of mean scores from

3.45 to 4.22 with overall mean score of 3.96. Three positively worded statements (items no. 5, 12, and 11) that described group cohesion were rated highly by student. However, at least seven negatively worded GA items (items no. 17, 10, 9, 20, 4, 14, and 15) were also rated above the mean score of GA ($M=3.96$). Two possible reasons could have caused these mixed results. Firstly, as noted by Hou, Kang and Sung (2007, 2008), despite of the aim of MIM to facilitate students' communication to complete group assignment, some students could have used gone off-topic in their discussions. Secondly, the presence of negatively worded statements in the GA items adapted from Evans and Jarvis (1996) could have caused confusion among students. These items can be ineffective (van Sonderen, Sanderma, & Coyne, 2013) and may affect internal consistency of the instrument (Salazar, 2015). Even though internal consistency was not affected, the negatively worded items which were intended to avoid acquiescence bias could have resulted in another problem: inconsistency. Acquiescence bias refers to the tendency to agree with what is stated (Colosi, 2005).

Meanwhile, data analysis of MIM items clearly showed eight (items no. 2, 3, 9, 12, 14, 15, 11, and 8) of the nine MIM items rated highly by students described group communication among peers. Much of students' MIM group communication largely concentrated on seeking answers from classmates and teammates, planning activities with teammates, giving and receiving instructions as well as notifications to and from teammates and classmates. Only one MIM item (no. 13) rated above the mean score for MIM items ($M=4.83$) was a description of students' communication with their instructors. The present study has shown that unlike in the case of Rau et al. (2008), MIM did not seem to strongly support student-instructor social bonding.

Prior to correlational analysis, reliability analysis was performed. Cronbach alpha coefficients for both GA and MIM were 0.85 and 0.97, respectively. This indicated that both instruments had good measures of internal consistency. Normality test for GA showed that data did not violate the normality assumption. However, this was not demonstrated by data analysis of MIM. Therefore, Spearman's r_s was used to determine the correlation between MIM and GA. Despite non-normality of MIM data distribution, Pearson's r was also analysed for comparative analysis of the two measures. Results indicated that there was a weak but positively significant relationship between GA and MIM ($r_s = 0.259, p < 0.05$) for Spearman's rho which was also similar to that of the Pearson's r ($r = 0.243, p < 0.05$). Hence, it was evident that a weak but significantly positive relationship existed between students' use of MIM and their GA. In other words, as students used more MIM, their GA also increased.

Table 2

Mean (*M*) scores for Group Attitude (GA) items and their standard deviations (*SD*)

Group Attitude (GA) Items		<i>M</i>	<i>SD</i>
Item no.	Description		
1.	I want to remain a member in this group.	4.0779	1.2114 2
2.	I like my group.	4.0649	1.1623 2
3.	I look forward to coming to the group.	3.9481	1.1343 5
4.	I don't care what happens in this group.*	4.0390	1.4367 5
5.	I feel involved in what is happening in my group.	4.2208	.99503
6.	If I could drop out of the group now, I would.*	3.8052	1.4513 1
7.	I dread coming to this group.*	3.6623	1.1877 7
8.	I wish it were possible for the group to end now.*	3.8831	1.4865 5
9.	I am dissatisfied with the group.*	4.1429	1.4392 5
10.	If it were possible to move to another group at this time, I would.*	4.1558	1.3085 2
11.	I feel included in this group.	4.1818	1.0603 8
12.	In spite of individual differences, a feeling of unity exists in my group.	4.2078	1.1161 2
13.	Compared to other groups I know of, I feel my group is better than most.	4.0390	1.1521 3
14.	I do not feel a part of the group's activities.*	4.0260	1.2975 1
15.	I feel it would make a difference to the group if I were not here.*	3.9740	1.2770 7

16.	If I were told my group would not meet today, I would feel badly.	3.5195	1.2205
			5
17.	I feel distant from the group.*	4.1688	1.1743
			2
18.	It makes a difference to me how this group turns out.	3.4545	1.0704
			8
19.	I feel my absence would not matter to the group.*	3.5195	1.2629
			4
20.	I would not feel badly if I had to miss a meeting of this group.*	4.0779	1.3508
			1

Table 3

Mean (M) scores for Mobile Instant Messaging (MIM) items and their standard deviations (SD)

Mobile Instant Messaging (MIM) Items		<i>M</i>	<i>SD</i>
Item no.	Description		
1.	To seek answers from my lecturers	4.415	1.3411
		6	6
2.	To seek answers from my classmates	5.026	1.0256
		0	5
3.	To seek answers from my teammates	5.000	1.0130
		0	7
4.	To provide answers to my lecturers	4.324	1.2818
		7	7
5.	To provide answers to my classmates	4.818	1.0603
		2	8
6.	To provide answers to my teammates	4.792	1.2176
		2	1
7.	To arrange appointment with my lecturers	4.714	1.2232
		3	1
8.	To plan learning activities with my classmates	4.909	1.0154

		1	3
9.	To plan learning activities with my teammates	4.974	.99966
		0	
10.	To receive instructions from my lecturers	4.740	1.2711
		3	6
11.	To give and receive instructions from my classmates	4.935	1.2067
		1	5
12.	To give and receive instructions from my teammates	4.974	1.1695
		0	0
13.	To receive notification from my lecturers	4.844	1.1592
		2	3
14.	To receive and send notification from my classmates	4.974	1.1236
		0	0
15.	To receive and send notification from my teammates	4.961	1.1173
		0	5

Conclusion

In summary, it has been evident that English language learners among non-native students responded favourably to the use of MIM in their group communication to complete the group work assigned to them. This also enhanced positive GA. In other words, MIM has the potential to engage English language learners in interactive communication by enhancing their attitudes towards peers in the same group.

The present study therefore recommends that MIM should be seriously considered for implementation in English language learning in which group communication is of great importance. However, before such recommendation can be implemented, a clear protocol or guidelines for both students and their respective language instructors should be developed.

It is acknowledged that this study had several limitations. Statistical power and relevance could have been improved by employing experimental design and stratified random sampling as well as increasing the effect and sample size. Statistical analyses performed did not involve validity checks. In this regard, Rasch model measurement can be employed to obtain person measures and item measures. This type of analysis will also show individual respondent's trend in answering questionnaire items, whether they are all positively worded items or a combination of both.

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Title

The Investigation of EFL Students' Experiences, Skills and Preferences in Reading
Multimodal English Medium Texts

Author

Novalita Fransisca Tungka

Nur Mukminatien

*Postgraduate School of English Language Teaching
State University of Malang, Indonesia*

Bio-Profiles:

Novalita Fransisca Tungka is a PhD candidate in TEFL in State University of Malang, Indonesia. Her research interests are focused on literacy and material development. She can be contacted at novalitatungka@gmail.com.

Nur Mukminatien is a Professor of TEFL in State University of Malang, Indonesia. Her research interests include L2 acquisition, literacy, and assessment. She has already published nationally and internationally. She can be reached at nursunaryo@gmail.com.

Abstract

This study investigates the experiences of EFL students when assisted with guided instruction in reading multimodal texts. The interview results carried out to trace the students' experiences, skills and mode preferences revealed that (1) guided instructions on multimodal text features influence students' comprehension success, (2) reading multimodal text with linear way of reading may have deleterious results on students' comprehension outcomes, (3) some of the reading comprehension skills are still appropriate for multimodal text comprehension, and (4) the mode preference does indeed influence the comprehension success for less-skilled students.

Keywords: *multimodal text, guided instruction, comprehension skills*

Jalan Semarang No.5, Sumber Sari,
Kecamatan Lowokwaru, Malang,
Jawa Timur, 65145, Indonesia

Introduction

This study investigates the experiences of EFL students when assisted with guided instruction in reading multimodal texts. Past research suggests that to produce skillful comprehenders, a sufficient exposure of multimodal texts in the classroom are highly required (Ganapathy & Seetharam, 2016; Baharani & Ghafournia, 2015), as well as explicit comprehension skills instruction (Ness, 2011; Rupley, Blair, & Nichols, 2009; Dermitzaki, Andreou & Paraskeva, 2008). Regarding this, this current study focused on investigating to which extent the guided instruction is helpful for less skillful students when being exposed to multimodal texts, and which mode has more contribution for students' multimodal comprehension performance.

Literature review

Contemporary text in our multimodal society communicates information through various modes. Each mode is equally capable to make meaning in different ways than each other, yet must be interwoven together to bring meaning (Serafini, 2012; Kress, 2010; Unsworth, 2008). A multimodal text comprehender must be able to construct meaning by making connection between modes, and relating the meaning made with the comprehender's prior knowledge or experiences to establish a new meaning for the information currently processed in response to the communicative context where the text exists. For example, in the movie poster (see Image 1), the movie title and tagline (textual modes) bring different meanings from the meaning brought up through presenting the image of a girl sitting in front of a laptop with her left hand covered her mouth (visual mode), suggesting mixed feelings that can be interpreted differently based on the audiences' reactions and experiences. To comprehend its entire meaning, these modes must be interacted and integrated, resulting in new meaning to the audiences that the words thrown online with intention to bully someone possibly have similar, even stronger, negative effect than bullying someone in face-to-face confrontation.

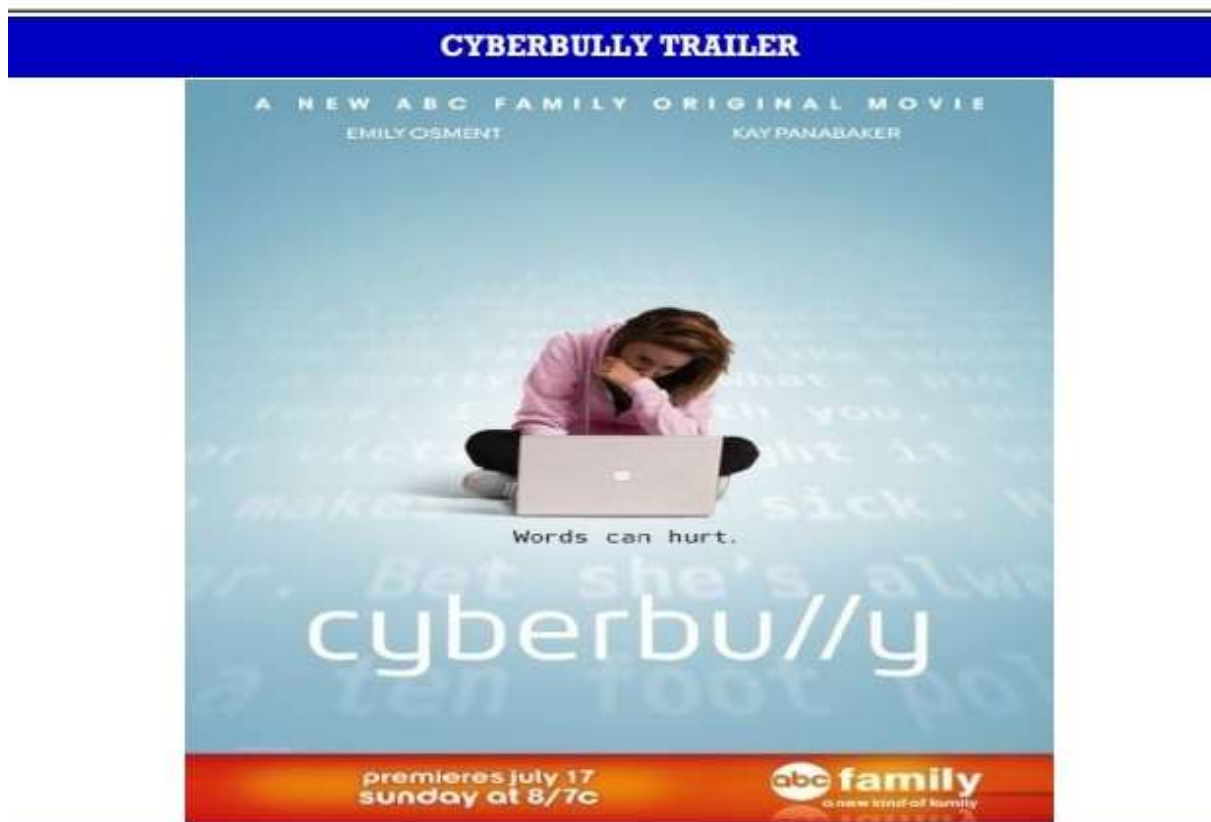


Image 1. *Movie Poster as Multimodal Text*

Our comprehension practice in classroom activities must be built under the premise that multimodal comprehension entails the integrative construction of meaning brought about by different modes of text. Consequently, explicit instruction on how to build and construct meaning of multimodal text (Ness, 2011; Rupley et al, 2009; Dermitzaki et al, 2008) and sufficient exposure of multimodal texts (Ganapathy & Seetharam, 2016; Baharani & Ghafournia, 2015) are required to produce comprehenders with sufficient skills to smoothen the meaning making process.

Methodology

A semi-structured interview (Richards, 2008) was utilized to investigate the viewpoints of students when assisted with guided instruction in reading multimodal material. Prior to this, pretest and posttest were administered to forty-five students, where their gained scores were statistically compared. The students were examined in implementing comprehension skills of *recognizing types and purposes of information, asking questions, identifying topic and implicit idea, recognizing features of information, differentiating functions of features, recognizing patterns of information, differentiating between fact and*

opinion, and *making inferences*. The test consisted of 25 items in textual-only (44%), textual-visual (32%), visual-only (12%) and audiovisual mode (12%). Based on their test performance, five students who showed lowest performance on their pretest and later significantly gained their score on posttest were purposively selected and interviewed for the purpose of this study.

Findings and discussions

This study was aimed at investigating less skillful students' experiences when assisted with guided instruction in reading multimodal texts. All the students agreed that guided instruction had helped them comprehend multimodal text, to the extent that the instruction helped them become better able in using a repertoire of skills as supported by previous research findings (Rupley et al, 2009; Dermitzaki et al, 2008). Almost half of the students (38%) claimed that *recognizing features of information* was the most helpful skill in predicting implicit idea of visual information. This skill also had helped them become more aware of the contribution of each mode features in meaning making process. This implies that to get the most benefit of teaching comprehension skills, the instructor must pay attention to the features of information presented across modes and their purposes.

Later, the findings showed that the students were least skillful in *recognizing patterns of information* and *differentiating functions of features* (8% students), caused by the students' lack of understanding that the purposes of information features are heavily influenced by the purposes of information patterns. A comprehensive instruction on recognizing different purposes of information features when appear across different information patterns is then required.

Pertaining to this, the students' responses on the way they read multimodal text showed that none of them did aware that such text requires an effort to navigate the paths of comprehension. All students responded that they read the text in linear way, thus causing deleterious results to their comprehension outcomes. A more comprehensive instruction on the navigation of comprehension paths and skills is therefore required to enable the students comprehend multimodal texts better.

During classroom activities, the students received multimodal materials on the explanation and demonstration of comprehension skills implementation. the audiovisual mode in the materials were empowered with onscreen texts to enable the students make connection between the text and the objects to comprehend the information. Almost half of the students (46%) preferred audiovisual mode to demonstrate the skills implementation, as

supported by the research on the affordance of audiovisual mode to compensate other different modes (Ganapathy & Seetharam, 2016; Baharani & Ghafournia, 2015), since this mode meets the needs of EFL students who find difficulties in reading information in other modes, such as in textual mode.

Conclusion

This study reveals that the less skillful students value guided instruction on skill *recognizing information features and their purposes* much more than instruction on other skills. The students claimed that instruction on implementing this skill helped them differentiate the purposes of elements in the text, intensified their awareness of the connection between modes, and enhanced their overall confidence in reading multimodal texts. Features of audiovisual modes are the most significant aspect for the students to improve their comprehension performance.

In light of the findings of this recent study, the first consideration is that audiovisual mode with concurrent on-screen texts and spoken narration that explains and demonstrates comprehension skills implementation is more effective for the EFL students. The second consideration is that comprehension skills explicitly taught to the students must be revisited to meet the needs of students to become multiliterate. Skills to enable students make meaning from multimodal text must be explicitly introduced, taught, and demonstrated, and should become the focus and goal of comprehension practice in classroom activities.

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Title

Student Response Toward Humor Based Instructional Media (Descriptive Study on Students of Grade XII SMAN 1 Bontonompo)

Author

Nurhayati B, Sitti Saenab

Universitas Negeri Makassar, Indonesia

Bio-Profiles:

Nurhayati B is a Professor of Biology Education Department at Universitas Negeri Makassar, Indonesia. Her research interest is in the field of learning strategy. She is currently developing a learning strategy based on humor. She teaches biology teaching and learning strategy, development of biology teaching program, as well as design and curriculum development. She has produced several books in the field of education, including teaching and learning strategies, development of psychology in education, learning strategies to succeed in college, and quality management education. She can be reached at nurhayati.b@unm.ac.id

Siti Saenab is a lecturer of Biology Education Department at Universitas Negeri Makassar, Indonesia. She is developing a learning strategy based on humor with a team. She became a lecturer at Universitas Negeri Makassar since 2009. She currently teaches biology teaching and learning strategy, development of biology teaching program and design, Plant Anatomy, and general biology. She can be reached at sitti.saenab@unm.ac.id

Abstract

Innovation on supporting the success of learning process is needed to be developed. One of innovation in the classroom is involving instructional media innovation. Humor-based instructional media is one of media that can make the learning process more fun. This study

Universitas Negeri Makassar. FMIPA Building at Parangtambung Dg.tata Raya Street. Telp 0411-864936.Fax.0411-840610: web: http://mipa.unm.ac.id

aims to determine student's response toward humor-based instructional media in the learning process. This research is descriptive study with the entire population of students on grade XII SMAN 1 Bontonompo in school year 2016-2017, while the research sample was grade XII IPA 1 and XII IPA 6 with totally 52 students. The result of this study showed 100% (52 student) feel interested by the use of humor-based instructional media with the level of interest is in strong category (74.63%). This research outcome is indicating that humor-based instructional media can support in increasing of student's interest in learning process.

Keywords: *Humor-based instructional media, students' response, learning process*

Introduction

The purpose of this study is to determine the interest of students and the students' response to the use of humor-based instructional media. Berk (1996) in the Ring (2008) states humor can be used as a learning tool as well specific strategies in the classroom. While MCGrath (2013) states that Implementation of effective humor can help teachers to engage students in learning and even relieve the stress during the exam.

When teachers have been able to communicate learning material properly and the students have been able to interpret and understand what teachers have been explained then it's called effective learning. However, teachers professionalism is not enough only by the ability to teach student, but also afford to manage the information and environment to facilitate the student learning activity. Humor-based instructional media can be one of choices that can be implemented by teachers to support the learning process in class.

Humor-based instructional media can be applied as a "*Planned humor*". Darmansyah (2012) explains, *Planned humor* is humor that can be done by all teachers in learning because it does not require teachers to become a humorous person. Teacher can use other content nuanced humor in teaching. Such as a visual media like cartoons, funny videos, and also directing students on humorous websites. Different types of humor are combined in learning regarded by students as a tool that facilitates making pleasure and comfort in a class (Wanzer, 2002)

Methodology

This research is descriptive research that illustrate the class XII Student response regarding SMAN 1 Bontonompo against the humor-based instructional media. The population consist of 52 students. Instrument research used closed questionnaire. The scale of

measurement of the instrument using a Likert scale. Data analysis technique used is descriptive statistics on the percentage.

Findings and Discussion

Humor-based instructional media that applied in this study is the media that has previously been developed by researchers, based on the fact that most of the students felt that the language of the book is sometimes imaginary and difficult to understand, the researchers focused on how to develop a media that can facilitate students remember and understand the interrelationships between concepts of genetics through amusing animations, accompanied by simple explanation and presented in a fun way.

However, the successful application of humor-based learning media is not only depends of a teacher teaching skills. Therefore in this study, the simulation of humor-based learning media already implemented to see the response of students to instructional media developed.

Table 1: *Percentage of students' interest in humor-based instructional media*

The number of students	Percentage (%)		
	Not interested	Less Interested	Interested
52 people	0%	0%	100%

Based on analysis of student questionnaire responses, 100% of the student respondents in this study feel attracted to humor-based instructional media. Student's learning interest shown large enough to be at 74.63% which is based on Sugiyono (2014) it stand on strong level, namely (0.60 to 0.79). Then, Here is the exposure of student responses by referring to the miraculous indicators of the personal response of students that includes a happiness, enthusiasm and motivation to learn and also efficiency of student learning.

Table 2: *Student's happiness response to humor-based instructional media*

Statement	SS (5)		S (4)		N (3)		TS (2)		STS (1)	
	Freq	%	freq	%	freq	%	freq	%	freq	%
More communicative	3	5.8	21	40.4	27	51.9	0	0.0	1	1.9

make me happier	8	15.4	22	42.3	18	34.6	4	7.7	0	0.0
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By looking at the results of the analysis questionnaire responses of students to use humor-based learning media, the conclusion that the students responded positively to the use of humor-based learning media on genetic material.

Table 3: *Student's enthusiasm and motivation response to humor-based instructional media*

Based on the analysis of questionnaer grain above note that the response of the

<i>Statement</i>	<i>SS (5)</i>		<i>S (4)</i>		<i>N (3)</i>		<i>TS (2)</i>		<i>STS (1)</i>	
	freq	%	freq	%	freq	%	freq	%	freq	%
was raise my curiosity rather than if I study with printed book	5	9.6	27	51.9	15	28.8	4	7.7	1	1.9
lead me to study the genetic material well	2	3.8	20	38.5	19	36.5	10	19.2	0	0.0
improve the quality of my learning	2	3.8	25	48.1	24	46.2	1	1.9	0	0.0
helpful to associate the concept to reality.	8	15.4	18	34.6	23	44.2	2	3.8	0	0.0

enthusiasm of the students studying the genetics through humor-based learning media is greater than through printed books, this is demonstrated by more than 50% of students

choose to strongly agree and agree, it is proven that students feel more enthusiastic by using humor-base instructional media rather than using a textbook.

Presentation of genetic material through humor-based learning media is also proven to increase the curiosity of students into the subject matter, as shown in the second statement on table above, where positive responses of students who choose to agree and strongly agree greater than students who choose a neutral and disagree. The same thing is also shown on the stationing of instructional media to help improve the quality of student learning and can help students associate the concept of teaching materials with the reality. So, in general the students responded fairly positively to humor-based instructional media can enhance the enthusiasm and motivation to learn of the student.

Table 4: *Student's efficiency learning response to humor-based instructional media*

Statement	SS (5)		S (4)		N (3)		TS (2)		STS (1)	
	freq	%	freq	%	Freq	%	freq	%	freq	%
facilitates my learning process	13	25.0	23	44.2	16	30.8	0	0.0	0	0.0
allow me to quickly understand	18	34.6	15	28.8	16	30.8	1	1.9	2	3.8
enables me to understand the subject matter without any other source	9	17.3	14	26.9	23	44.2	5	9.6	1	1.9

Based on the analysis results questionnaire responses of students to the statement "*This learning media easier for me in the learning process*" and "*Media this learning makes me able to quickly master the learning material*" shows that the humor-based instructional media on genetic material considered to facilitate the students and help them learn quickly. A learning activities can be said to be efficient if the desired accomplishments can be achieved with as little effort as possible. Enterprises in this case is anything that is used to obtain satisfactory academic results.

However, the statement "*Learning Media is easier for me to understand the subject matter without other sources*" obtained the opposite result, as many as 44.2% of students chose less agree, while 9.6% chose disagree. This shows that students still think that they still need another resource to help them to understand the lessons.

Conclusion

From these results, it can be concluded that the adoption of humor-based learning media in genetic obtain a positive response towards student's learning interest. It is proven by 100% (52 students) feel interested in the use of humor-based learning, with a level of interest that are in the category of strong (74.63%).

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Title

Teachers' Role in Reducing Students' English Speaking Anxiety Based on Students' Perspectives

Author

Nurul Atma

Universitas Halu Oleo, Indonesia

Bio-Profile:

Nurul Atma is a faculty member of the English Department of *Universitas Halu Oleo*, Indonesia. Her research interests are second language acquisition and English Language Teaching. She could be contacted at nurulatma16@gmail.com

Abstract

This study reports on the factors triggering English speaking anxiety based on students' perspectives and their expectation on what the speaking teachers could do to help them reducing their English speaking anxiety. The data were collected by interviewing five students who have pursued Speaking course. Using a case study research design, this study reveals that speaking anxiety potentially stems from the students themselves who regard that lack of vocabulary, unfamiliar topic, others' negative judgment, and low-perceived ability are the triggers. Besides, the students believe that teachers are in charge in reducing their speaking anxiety due to their role as the organizer of the classroom activities.

Keywords: *English speaking anxiety; teachers' role; students' perspectives*

Introduction

Recently, the focus of language learning is increasingly directed to the affective factors which could stem from motivation, self-confidence, and anxiety. It is one of the factors affecting the success of language learning. It means that to boost the students' potential in learning, they are not only challenged to be outstanding in cognitive side but also

to have supportive affective sides. In other words, students ideally should have high motivation and self-confidence as well as low anxiety.

Besides, based on Krashen's affective filter hypothesis, it is stated that the input is blocked when the students are in negative emotional states, such as feeling anxious (Lightbown and Spada, 2001). Thus, in spite of comprehensible input, if the students have high filter, it might be hard for them process the input. Furthermore, Du (2009) states that "the affective filter is responsible for individual variation in SLA." It means that affective filter might be the plausible reason for why it is easier for certain students to learn a language than the others.

This present paper focuses on one of the affective factors involved in language learning, namely Foreign Language Anxiety (FLA). Horwitz, Horwitz, and Cope (1986) point out that FLA belongs to affective filter causing the students unable to receive the input and "the learner fails to "take in" the available target language messages and language acquisition does not progress." Moreover, Crookal and Oxford (1991, cited in Wörde 2003) reported that FLA threatens not only self-esteem and self-confidence but also risk-taking. In a study conducted by MacIntyre, Noels and Clément (1997), they found that anxious students perceive themselves have low ability. They tend to underestimate themselves. In fact, perceived ability appears to be one of the causes of students' willingness to communicate (Hashimoto, 2002) which is the prerequisite for successful language learning. In a nutshell, it is not exaggerated to say that FLA intertwined negatively other affective variables.

Broadly speaking, FLA is related to the psychological side of the students when learning foreign language such as English. Horwitz et al. (1986) regard "foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." According to MacIntyre, Noels and Clément (1997) "anxious learners may focus their attention on their perceived inadequacies, the potential for failure, and the consequences of that imagined failure, rather than concentrating on the task itself." In other words, anxious students are more concern about others' impression about their performance than the tasks. They divide their attention to how they perform the task and others' evaluation which in turn might decline their performance. Further, Cheng, Horwitz, and Schallert (1999) examined how anxiety correlates to the students' speaking and writing ability. It appears that anxiety had greater correlation to speaking performance compared to writing ability. Unlike the other language skills, in speaking, the students' performance is continuously monitored by their peers and teacher. This probably accounts why the students are more anxious in speaking

To date, numerous studies have been conducted to examine how FLA correlate to students' achievement in general (Awan, Azher, Anwar, and Naz, 2010; Liu, 2012; Amiri and Ghonsooly, 2015) and speaking performance more specifically (Chan & Wu, 2004; Tóth, 2012; Azizifar, Faryadian, Gowhary, 2014). Their study constantly reveals that FLA has significant negative correlation to achievement as well as speaking performance which means that the more anxious the students, the lower their achievement and speaking performance.

Since speaking anxiety might possibly diminish the students' performance, the degree should be reduced. In this case, teachers as mediators in teaching and learning process play a crucial role in helping the students to reduce their speaking anxiety. This paper is devoted to discuss what the teachers could do to help the students reducing their speaking anxiety based on the students' perspectives. The result of this study could be used by teachers as a consideration in helping the students to reduce their speaking anxiety which in turn could potentially enhance their participation. Besides, it could be input to inform the teachers about what to do and what should not be done in the speaking instruction.

The research questions addressed in this study are:

1. What makes the students anxious in speaking English?
2. What do the students expect the teachers do to help them reducing their speaking anxiety?

Research Method

This study employed a case study research design. It attempts to explore what makes the students anxious in speaking English and what they expect their teachers do to help them reducing their speaking anxiety. In order to answer the research questions, five students of *Universitas Halu Oleo* were interviewed face-to-face. They were chosen on the basis that they have experience with Speaking course and they were voluntarily participated in this study. They were interviewed one-by-one in their leisure time.

Interview guide was developed to make the process of interviewing more organized. There were 16 questions which are divided into 3 broad categories namely students' experience in Speaking Course, factors making them anxious in speaking, and their expectation on what the teachers could do to help them reduce their speaking anxiety. Each of the semi-structure interviews lasted for about 10 minutes.

Before starting the interview, the participants were informed about the aim of the interview and the confidentiality of their identity. The interview was recorded to ease the

process of analyzing the data. The result of the interview was transcribed and then it was analyzed using content analysis.

Findings and Discussion

In order to answer the question *how to help students reducing their speaking anxiety*, the very first beginning that should be known by teachers is *what makes the students anxious in speaking*. Identification of factors causing speaking anxiety helps the teachers to plan the strategies to reduce the speaking anxiety.

Potential Factors Triggering English Speaking Anxiety based on Students' Perspectives

Based on the data collected, there are several potential factors contributing to speaking anxiety reported by the participants in this study, namely:

Factor one: It is difficult to find the suitable word of what I want to say

Lack of vocabulary is the most frequently cited reason of why the students are anxious in speaking. It is similar with what has been found by Liu (2006). There were four of five participants in this study reported that when they get difficulty in finding the exact word to express their ideas, they will be panic and ultimately this bothers their concentration. By this case, they could forget what they want to say subsequently.

Excerpt 1. *Sometimes I nervous because may be there are... Sorry, I mean I lost my vocabulary. If I do not know the vocabulary, I get difficulty in expressing what I want to say next.*

Factor two: I do not know what to say

The other factor making the students anxious is unfamiliar topic. There were three participants said that they could be more anxious once they are asked to speak topics which are not familiar to them.

Excerpt 2. *Speaking anxiety? Hm ... Oh ya when the teacher asks us about the material that I have never heard before. Ya something like new for me.*

Factor three: Everyone sees me and listens to what I am saying

In speaking classroom, the students usually have to share their ideas in front of the whole class making them constantly monitored by others. Thereby, they will be the focus of attention. Nonetheless, this study finds that this fact is actually one of the sources of anxiety. As reported by one of the participants of this study:

Excerpt 3. *I am nervous sometimes because I am in front of class*

Young (1990) also found that what makes the students anxious is not on having to speak in foreign language, but rather on having to speak in front of public. It appears that being exposed in front of public could boost the students' anxiety.

Factor four: Others could easily detect my mistake

The other participants said that she is anxious not only because of being constantly monitored but also because of the errors she made.

Excerpt 4. Hm I nervous when speaking because I fell like someone is gonna think I pronounce the word you know falsely or wrongly because I did not really sure what I was about to say is correct or right in their ears.

Based on the excerpt above, it could obviously be seen that the participant is very concern about others' impression about her performance particularly because of the errors she made. This characteristic is owned by people with low self esteem. As pointed out by Krashen (1980, in Young, 1991) "people with low self-esteem worry about what their peers think; they are concerned with pleasing others." The evaluative attribute of language classroom especially speaking classroom might boost this negative emotional state. Likewise, Gregersen and Horwitz (2002) found that anxious students have similar attributes with perfectionist in which they "have greater worry over the opinion of others and a higher level of concern over their errors" compared to their non-anxious counterpart. Moreover, anxious students tend to perceive their error as a trigger to others' negative evaluation. This is detrimental in case the students are more focus on others' impression rather than on the task. As stated by MacIntyre, Noels and Clément (1997), when performing a task, there is a tendency for anxious students to divide their concentration into their perceived low ability, the possibility for failure and the consequences, rather than concentrating on how they perform the task. Consequently, they "apply themselves less well to the task at hand, and performance on the task suffers."

Factor five: Others are better at speaking than I am

Low-perceived ability is also found to trigger the students' anxiety.

Excerpt 5. The other way like maybe they are fell they feared I mean how to call it when we have friends that have a higher capability than us. Like that.

As obviously seen from the excerpt above, the student is feeling inferior. She compares her ability to others and thinks that she is not as good as others at speaking. It is in line with what have been found by MacIntyre, Noels and Clément (1997) and Cheng, Horwitz, and Schallert (1999) that negative perception about one's own ability could be a predictor of anxiety level. They found that more anxious students tend to underestimate their

actual ability which in the end they could easily escape from the classroom activities because of feeling susceptible. In a similar vein, Bandura (1988) in MacIntyre, Noels and Clément (1997) found that perceived ability is one of the “components of one’s expectations for success at a given task” which determines the amount of endeavor that one takes to achieve the goal. It suggests that if the perceived ability is high, one likely performs greater endeavor which in turn induces success.

Teachers’ Role in Helping the Students Reducing Their Speaking Anxiety

According to Horwitz et al. (1986) teachers are confronted with two options in coping with anxious students. From the students’ side, teachers should help them to approach the anxiety triggering activities and from the teachers’ side, they have to create a relaxed learning environment which is actually a condition for successful language learning.

Teachers play a significant role in determining the degree of anxiety the students fell. When asked teachers’ role in helping them reducing their anxiety, one of the participants said:

Excerpt 6. Ya because they are the one who leads the class. So their role play so if they want their students to not be panic or in anxiety they should be capable of you know in leading the class into an enjoyable environment.

When asked their opinion about the idea that the more students practice speaking, the less anxious they are, all participants of this study agreed to the statement. The students believe to the idea that practice makes perfect. This is similar with what has been found in Young’s study (1990) that despite the students fell anxious in speaking, they need to practice speaking more. It means that the way to cope with speaking anxiety is by having the students speak up. Thus, instead of letting the students escape from the classroom activities, teachers should help the students to approach the anxiety-provoking situation. It also likely works to conquer the students’ anxiety caused by lack of vocabulary. The key point is that teachers should be able to design classroom activities which are free from anxiety situation. Classroom activities appear to be one of significant factors affecting the students’ degree of speaking anxiety.

The participants of this study were asked to describe speaking activities which they perceive less threatening. It was found that all the participants in this study are more comfortable when they are asked to work in group or in pair and do discussion. In a similar

vein, Young (1990) states that students are more willing to take part in oral activities provided that it is conducted in small groups. One of the participants of this study stated that:

Excerpt 7. *I am less anxious if I work in group because yah you know when I make mistake only known by the members of the group, not by all the students in my class. Something like that.*

The excerpt above suggests that face saving accounts for why the students feel less anxious when working in group or in pair. Thus, group or pair working could probably work to help the students reducing their anxiety stemming from afraid of being put “on the spot”.

It is also worth mentioning that teachers could tailor the classroom activities to what the students expect from the instruction. In this case, teacher ought to act as a researcher of his/her classrooms. As pointed out by Tsiplakides and Keramida (2009), “teacher as a researcher” is a very useful means to balance theory and practice, which potentially could have positive effects both on the professional development of English teachers and on students’ anxiety levels, motivation and language acquisition.” Thereby, teachers should continually evaluate their teaching in order to know how the students perceive their classroom practice. It could be done, for instance, by surveying the students’ perception about the instruction. Another possibility is by varying the activities for the sake of accommodating the students’ interests because some activities might work well for a few students and other students might perceive it as demanding activities. Further, the students likely are more willing to participate once the activities fit their interests.

Since familiarity with the topic of discussion plays a great importance, teachers ideally should consider the students’ characteristics and interests in choosing the topic. It should also be relevant to the students’ real life. It could be done by providing list of topics and let the students choose. Another alternative is informing the topic a week before the class begins. Thereby, when coming to the class, the students have background knowledge about what they want to say. It is likely making the students more prepared.

Speaking anxiety could also be caused by fear of making mistake. The teachers’ way in providing errors correction seems to be one of the manifestations of fear of making mistake because students usually see error correction as a form of humiliation which threat their face and self-esteem. Teachers, therefore, should provide a supportive learning environment where students could view errors as a natural part of learning. Interestingly, despite the fact that all the participants of this study think that error correction could potentially improve their anxiety, they do not worry about being corrected. Instead, they think that errors correction mediate them in noticing their errors and learn from them.

Besides, it also motivates them to learn more. When asked their feeling when being corrected, one of the participants said that:

Excerpt 8. *Embarrassing but I fine with that because I know my mistakes*

Excerpt 9. *Sometimes I shy but I think it my opportunity to improve my English.*

When asked how error correction affects their speaking anxiety, one of the participants said that:

Excerpt 10. *If it if it is being conducted directly when we are talking ya I think it will improve my anxiety*

The excerpt above indicates that the students are anxious not because of their errors being corrected, rather how their errors are corrected. Burden (2004) and Young (1990) suggest teachers to use a modelling approach to correction. In correcting the errors using modeling approach, the teachers directly provides the correct form of the errors without telling the students which word is incorrect, which so-called as recast. Teachers also could focus on the content rather than on the form since excessive error correction might probably inhibit the students' from participating in the classroom activities.

Another participant preferred teachers to give more positive reinforcement.

Excerpt 11. *The teacher should guide us in a good way and then the teachers also have to often give reward and reinforcement. Like that.*

Positive reinforcement could be in the form of providing encouraging comment and appreciating the students' effort through verbal or non-verbal praise. Kitano (2001) points out that positive reinforcement probably works to reduce the fear of negative evaluation.

The last issue worthy to be taken into account is teachers' characteristics. The participants of this study were also asked to portray teachers' characteristics that could reduce their anxiety. The most frequently cited teachers' characteristics expected by the participants are fun, friendly, and motivating. One of the participants said that:

Excerpt 12. *I think it will be nice if the teacher asks the student not if they approach the students you know in the loving way. Not just like I am a teacher and you are the students so you have to obey me. Not like that. He should be approaching the students like friendly but not making the students overacted.*

Another student asserted that

Excerpt 13. *The teachers have to be fun and then the teacher don't bring a hard tension and then so we can just relax and the teacher have to be friendly.*

Auerback (2001) in Burden (2004) suggests teachers to be more likely as a facilitator who allows the students to take over of their learning instead of being an authority figure

making the students “silenced and powerless”. Interestingly, in a study by Palacios (1998, in Horwitz, 2001) on how classroom circumstance might influence the degree of anxiety the students feel found that the most significant factor influencing the students’ anxious feeling is teachers’ support such as their help and friendship to the students. In a nutshell, it could be stated that teachers’ manner contributes to the degree of speaking anxiety the students have.

Conclusion

Teachers should be aware of the existence of speaking anxiety experienced by foreign language learners due to its interference with language acquisition. Since speaking in front of public is frequently cited to be the most threatening activity, the speaking instructional practice should be designed in an anxiety-free situation. As the one who organizes the classroom activities, teachers play a crucial role in reducing the students’ anxiety. It could be dealing with their ways in treating the errors, their classroom instructional practice, classroom condition, as well as their behavior. The key point is that being relaxed so that the students could have a relaxing learning experience.

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Title

Developing English Materials Dealing with 2013 Curriculum of the Seventh Grade Student in
MTsN Balang-Balang

Author

Nurul Suciana Adam

Alauddin State Islamic University of Makassar, Indonesia

Bio-Profile:

Nurul Suciana Adam graduated in 2016 at English Education Department of Alauddin State Islamic University of Makassar, Indonesia. She was a coordinator research in Student Research Institute of UIN Alauddin Makassar. She is interested with Curriculum and Materials Development, Teaching Method and Approaches, and Education Research. She can be reached at nsucianaadam@gmail.com.

Abstract

Based on a preliminary study conducted in MTsN Balang-Balang Gowa – South Sulawesi, it is found that teachers faced some challenges in implementing the 2013 Curriculum. In this case, a secondary book is needed by both teacher and student. Beside that, the primary course book of 2013 Curriculum is not available more in the school. Therefore, this study aims to develop English teaching materials in forms of module and some other teacher references based on the 2013 Curriculum.

This study is Research and Development (R&D) adapted from ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) by Steve J. McGriff, 2000. The research procedure will start from analyzing materials in the syllabus of the 2013 Curriculum, analyzing the students' need, designing the blueprint, developing the materials, implementing the materials in the classroom, and evaluating the materials by experts of 2013 Curriculum (evaluator students book) using experts' judgment and rubrics of analyzing student book set by National Standard. The result of experts' judgment and rubrics seems to be that the materials are good,

well-designed, well-organized, and proper to use to the learners. It is also appropriate with the content of syllabus of the 2013 Curriculum and matches the students' need.

Keywords: *Research and Development, English Materials, 2013 Curriculum, ADDIE Model*

Introduction

The idea of this study has come from the researcher's observation when the researcher visited the seventh grade students of Junior High School at MTsN Ballang-Ballang – Gowa, South Sulawesi several months ago. Derived from the observation, I had found some obstacles faced by the teachers in implementing the 2013 curriculum as the latest education curriculum system in Indonesia which the Competency-Based Curriculum was previously changed. The primary course book of 2013 Curriculum was still not available more in the rural region such as Balang-Balang village, Gowa – South Sulawesi. In this case, a secondary book was needed by both teacher and student in the school. This study aims to develop the English teaching materials in form of module and some other teacher references based on the 2013 Curriculum. The English Materials that would systematically be developed are the contents, the learning activities, and the organizations of materials integrated to the four skills (listening, speaking, writing, and reading). All of them would be covered in a form of module as a complementary book aiming to be additional items of the primary course book limited.

Previously, the researcher has conducted a preliminary study on May 2015 at MTsN Balang-Balang, Gowa. It was meant to identify the focus area of the research, so the researcher considered conducting a research and development (RnD) dealing with developing English material innovatively which the English materials adapted from the authentic, video, newspaper, text recording, and so forth (Tomlinson, 2011). The man stated it gained the competence expected by the teachers as well as the 2013 curriculum principles. Then, it would become as a secondary book or source. Moreover, this product applied student-centered activities of which the students became self-assisted in learning English. The researcher completely expected that the product would become the problem solver to add the English teaching materials based on the 2013 curriculum.

The research focus of this study was *“How English materials should be developed dealing with 2013 curriculum at the seventh grade students in MTsN Balang-Balang, Gowa?”* By covering three subtopics; 1) *How to formulate the systematic organization of integrated English materials based on the 2013 curriculum?* ; 2) *How to design the systematic*

English teaching which is appropriate with the learning activities based on the 2013 curriculum?; 3)How to develop the systematic content of the English materials extracted the syllabus of the 2013 curriculum?. Then, the research objective was to develop English materials systematically dealing with 2013 curriculum at the seventh grade in MTsN Balang-Balang.

Research and Development

In Tegeh and Kirna's (2013) study regarded that their study aimed to measure the development of teaching materials for educational research method by using ADDIE model. The trial results showed individual instructional materials in the qualification enough and the field test results indicated that well-qualified teaching materials. In other version, Komand, et.al. (2014) conducted a Research and Development (R&D) study designed by Lee and Owens (2004) which involved: need analysis, design, development, implementation, and evaluation. Then, Santosa et.al. (2014) developed the textbook prepared by using learning strategies called: *Relating, Experiencing, Applying, Cooperating, and Transferring (REACT)* subsequently developed into seven phases: *Relating, Experiencing, Applying, Cooperating, Transferring, Organizing and Re-enforcing* that then formed the acronym *REACTOR*. They stated that the development process of textbook was finished by using the principles of contextual learning that had been modified. As a result, the use of textbooks developed highly effective and could create an active learning situation.

Material Development

Several models could be applied for material development such as Sugiyono model (Indonesia), ADDIE model from Steve J. McGriff, Borg & Gall model, Dick and Carey model, Kemp model and many others. However, the researcher adapted from ADDIE model by Steve J. McGriff because all the phases could be interrelated and provide a dynamic and flexible guideline for developing effective and efficient instruction to the researcher. In process of development module, the researcher used the authentic materials as the main source. Tomlinson's (2011, p. 2) book stated that anything used by teachers or learners to facilitate the learning of a language such as videos, DVDs, emails, *Youtube*, dictionaries, grammar books, readers, workbook or photocopied exercises. In addition, they could also be newspaper, food packages, photographs, live talks inviting native speakers, instruction given by teacher, task written on cards or discussion among learners.

Further, Nation (2009, p. xv) said that curriculum design was integrated with knowledge from several of the areas in the field of Applied Linguistic, such as language acquisition research, teaching methodology, assessment, language description, and material production. Besides that, Richards (2001, p.13) revealed that the curriculum development was the process involved in developing, implementing, and evaluating language program. Evaluation of materials development additionally conducted in this phase of research. They are; 1) formative evaluation meant the collection of data and information during the development of instruction that was used to improve the effectiveness of the instruction (Dick and Carey et, al, 2001,p.284); 2) summative evaluation was defined as the design of evaluation studies and the collection of data to verify the effectiveness of instructional materials with learner target (Dick and Carey, et. al,2001,p.350).

2013 Curriculum

On July 2013, the Education and Cultural Ministry of Indonesia established the 2013 curriculum as a part of the continued development as well as an initiative better for the previous curriculum named Competency-Based Curriculum or *Kurikulum Berbasis Kompetensi* (Indonesia version) on which was initiated in 2004. The statement was regarded “the 2013 curriculum had the crucial objective to encourage the learners’ ability to conduct observing, asking, reasoning, and communicating or presenting of what they earned or they knew after receiving subject matter” (Mulyasa,2013, p.65).

Moreover, on the training module of the 2013 Curriculum set by the Culture and Education ministry of Indonesia said that the 2013 curriculum developed two modus of learning processes. They were simultaneously the direct learning process and indirect learning process. In addition, the direct learning process was education process the learners developed knowledge, intellectual ability, and psychomotor skill through the direct interaction with the learning source designed in syllabus and the lesson plan such as learning activities. In this process, the learners made the study activities covered observing, questioning, collecting the information, associating, analyzing, and communicating of what they have invented in analyzing activities. In order words, this process produced the direct knowledge and skill called instructional effect (2014,p.20).

Methodology

The researcher conducted a Research and Development (R&D) being adapted from ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) by Steve J. McGriff, 2000. The procedure of this study was presented as the following

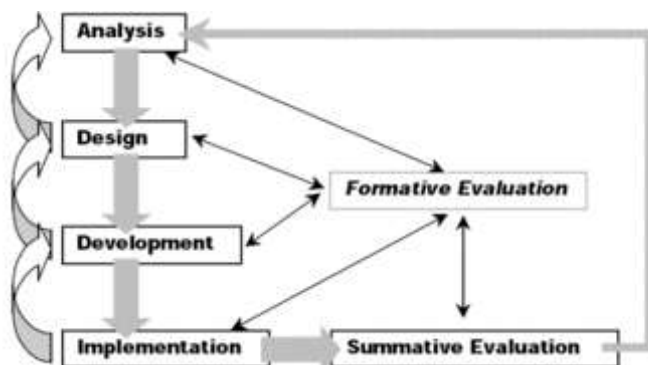


Figure 1. *The ADDIE's Model (McGriff, 2000)*

1. *Analysis.*

The phase as follows; (1) the researcher analyzed the teacher's handbook and the questionnaire distributed to the students to measure the students' need; (2) the researcher identified the systematic English materials and related to the syllabus of 2013 Curriculum; (3) the analyzing was done derived from the syllabus of 2013 Curriculum covering the names and the number of things, animals, and public building materials.

2. *Design*

This phase as follows; (1) designing English materials dealing with 2013 curriculum covering the names and the number of things, animals, and public building materials; (2) the researcher made the systematic blueprint of the organization materials, learning materials, and contents; and (3) searching several sources as the guidance for designing English material which was relevant with the name and the number of things, animals, and public building.

3. *Development*

This phase as follows;(1) developing lesson plan in blueprint; (2) developing the materials about the names and the number of animals, thing, and public buildings materials dealing with curriculum 2013 objectives of the course; (3) organizing the English materials systematically which had been suitable to the scientific approach and learning methods in 2013 curriculum to support learning objectives and materials of lesson plan developed; (4) validating the product to the experts to measure whether

the product was appropriate to the learners' needs as well as the goals and objectives of the course or not; and (5) the final product was ready to be implemented in trying out.

4. *Implementation*

This phase dealt with trying-out the product to measure the appropriateness of the product the learners.

5. *Evaluation*

This phase was designed to measure the rate of quality of the materials as being implemented. It measured the appropriateness of the developing materials. There were two types of evaluation. They were formative and summative evaluation. This phase had involved the experts of 2013 Curriculum (evaluator student book).

Findings

The result of this research finished based on the research focuses integrated with ADDIE model.

1. *Analyzing (the result of Needs Analysis)*

- *The results of need analysis of materials based on the syllabus*

The result of need analysis based on the materials in the syllabus of 2013 Curriculum was that the topics had been designed into twelve subtopics/lessons which were appropriate with the amount of meeting learning. They were things in my bag and in the classroom I and II, parts of my school, parts of my home, things in my home, pet, kind of animals I, kind of animals II, public building I, public building II, names of public building based on the occupation, the national and international buildings. Beside that, every meeting had a core skill and it was integrated one another in flows of skill that the researcher arranged systematically. Thus, learning activities dealt with scientific approach of 2013 Curriculum principle included observing, questioning, collecting information, associating, and communicating. The researcher developed the learning instructions referring to the type of activities consisted of individual, pair, and group activity, the amount of activities, and text structure.

- *The results of need analysis of developing learning materials based on the students' need.*

Table 1: Amount of responses about the systematic organization of materials

1. Systematic Organization of Materials	1. <i>Pre-teaching instruction</i>	Yes = 31 No = -
	2. <i>Type of pre-teaching instruction</i>	Warming up = 13 Ice breaking = 23 Pray = 9 Motivation Story= 6 Games = 13 All = 2
	3. <i>an activity before starting the material</i>	Listening teacher = 29 Reading the instruction= 2 Practicing by the student itself= 0
	4. <i>Type of learning material</i>	Text = 3 Picture = 5 Dialog= 10 Presentation= 13
	5. <i>Design of learning book</i>	Full picture = 20 Colorful = 10 Black and white color = 1
	6. <i>Design model of material</i>	Caricatured picture = 5 Cartoon = 22 Real picture= 4

Table 2: *Amount of responses about Systematic Content of Materials*

2. Systematic content of Materials	1. <i>Thing materials</i>	Things in the home= 8 Things in the school= 5 Things in the class = 14 All = 4
	2. <i>Animal materials</i>	Tame animals= 21 Wild animals= 2 Cattle animals= 5 All = 3
	3. <i>Public building materials</i>	Building in the hometown= 10 Traditional building=7 International Building= 3 All= 11

Table 3: *Amount of responses about Systematic Content of Materials*

3. The Systematic of Learning Materials	1. <i>Model of studying</i>	Discussion = 10 Individual= 3 Pair = 5 Group = 11
	2. <i>Project assignment</i>	Individual project= 2 Pair project= 2 Group project= 27
	3. <i>Presentation assignrment</i>	Individual presentation= 6 Pair presentation= 3 Group presentation= 21
	4. <i>Game combination</i>	Yes = 30 No=1

- *The result of need analysing of expert judgment.*

The experts stated the materials that it was clear, appropriate, and understandable. Then, the materials matched with the goals of the course, the focus of the course, and also appropriated with the 2013 Curriculum, students' need, and interest. The materials were well-designed and still up-to-date. Further, the experts stated that the language used was clear, appropriate with students' proficient English, and also understandable for the learners.

2. *The Results of Designing the Blueprint*

The results of product design included writing the topic related to the syllabus of 2013 Curriculum, content of materials, core skill, flows of skill, scientific approach, and learning instruction. Topics were divided into twelve meetings/lessons. There was core skill in every meeting as a symbol to achieve the purpose of study objectives and applied the flows of skill as the steps to make both teacher and students more straight forward in understanding the content of material. Besides that, the scientific approach covering observing, questioning, collecting information, associating, and communicating became the existing objective to arrange the related topic and by adding learning instruction included type of activity, amount of activity, and text structure as additional qualified items in arranging the material for developing phase.

3. *The Result of Developing Materials*

The experts stated that all items in the product were proper and good to be used derived to the students' need as well as the blueprint designed.

4. *The Result of Implementing the Materials*

Based on the result, the materials had been related to the current learning materials with the learners' learning experience previously. The material was systematic (easy to the difficult, from the concrete to the abstract), and also presented the flow of skill to make learners understandable. The method and *Scientific Approach of 2013 Curriculum* enabled to leave the question of why and how, encouraged the learners to ask, facilitated the learners to try, to observe, to analyze, and provided questions for the learner to reason like processing logical and systematic thought. Again, it presented the learners several of activities to communicate in communication.

5. *The Result of Evaluation the Product*

In this evaluation, two experts were involved to check the quality of the product. They stated that the product was good and well-designed to be learnt because it was appropriate with the students' need in the field.

Discussions

Research development is intended to produce English materials for names and the number of things, animals, and public buildings.

1. Analysing of need analysing

The product was appropriate with students' need as well as the syllabus of 2013 Curriculum. Distributing the questionnaires expected to gather information about objective needs before developing materials (Tomlinson, p. 2011). Besides, Richard (2010, p. 60) emphasized that questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze. Questionnaire additionally became basic information to analyze the need. Nation (2010, p.24) stated that need analysis is a step to invent what needs to be learnt and what the learners want to learn. Likewise, many of question that are usually raised in analysis of target need (Munby, 1978; Hutchinson and Waters, 1987 in Nation, 2010, p.25). In order hand, questions in the questionnaires of this study were made to achieve three systematic goals; (1) systematic organization materials; (2) systematic content materials; (3) systematic learning materials.

In the experts' judgement rubric stated that the English materials was good, proper used, and well-organized. The product consisted of materials which materials were presented through interesting design activity to the students, designed attractive colours and photographs. Tomlinson (2011; 8) stated when materials have a noticeable effect on learner, that is when the learners' curiosity, interest, and attention are attracted.

2. Designing the Blueprint

The result of expert's consultation was that the blueprint was valid in the fourth revision. The blueprint was appropriate with the syllabus of 2013 Curriculum. Richard (2010) said that a syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.

3. Developing Materials

Analysing the product done by the experts noted that the product was interactive, accurate, and integrated each other. Ideally, two aspects of developing materials are interactive in that theoretical studies inform and are informed by the development and use of classroom materials (Tomlinson, 2001: 6). Thus, evaluation either formative and summative phase resulted that the English materials completely proper to be used in the field area study based on the notes, comments, and summarizes from rubrics and experts' judgment filled.

Conclusion

The researcher adapted from the ADDIE model by Steve J. McGriff to develop English materials of the seventh grade student referring to names and the numbers of things, animals, and public building materials. First, the researchers distributed questionnaires to know the need of the students then analyzed what English materials existing in the syllabus used at 2013 Curriculum. Afterwards, she designed them in the form of a blueprint, and developed a blueprint in the form of modules. After developing the materials, she evaluated formatively the materials to the expert twice by using student book assessment rubric set by the government. After that, she tried out the product to the user, then, tried out to implement the product in the field in order to measure the appropriateness of the product. Finally, she evaluated the result of the research to the experts summatively in order to decide whether the product was well-organized and proper used. Overall, the materials expected to be a secondary book for students and teacher existing at MTsN Balang-Balang, Gowa had well crafted. The researcher had developed well-designed and proper used materials for the teaching English.

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Title

The Malaysian Education Blueprint 2013
and its Effects on English Language Teaching in Malaysia

Author

Pamela Lim Mei Shan, Melor Md Yunus, Maslawati Mohamad
Universiti Kebangsaan Malaysia

Abstract

The Ministry of Education in Malaysia has introduced the new Education Blueprint, which will be implemented in three waves starting from 2013 until 2025. The Education Blueprint 2013 aims to raise the Malaysian education standard to international level and prepare Malaysian children for the needs of the 21st century. The effects of the Education Blueprint 2013 on English Language Teaching in Malaysia will be discussed in this study. A total of 25 secondary level English Language teachers were involved in the study. The research tools used are observation checklist, document analysis and questionnaire. It is found that English Language teachers are starting to change their pedagogy from teacher centred to student centred approach which involves many activity based teaching and learning. The research findings indicate that as a result of the change in teachers' instructional approach, students become more active in classroom participation which is the key to acquiring the 21st century skills. Thus, it could be concluded that in order to equip students with the 21st century skills, they should be taught using the 21st century teaching approach.

Keywords: *Malaysian Education Blueprint, English Language Teaching, 21st century skills, student centred, teaching approach, pedagogy*

Introduction

Malaysians have long recognized that education is the key driver to the development of its human and economic capital. It is even more important today for education to face the global economic and social challenges. In view of this and due to the fact that the current trends in the Programme for International Student Assessment (PISA) which saw Malaysia

slipping further into the bottom, the Malaysian Government has developed the Education Blueprint that provides a quick but sustainable transformation of the education system until 2025. This is the result of an extensive research by experts in the education field from the UNESCO, the World Bank, the Organization for Economic Co-operation and Development (OECD), 6 local universities, principals, teachers, parents and students from all the states in Malaysia. The new blueprint was welcomingly different from the previous academic blueprint as it called for an all-encompassing transformation for the education system in Malaysia in order to enable it to meet emerging demands and future requirements. This is to ensure that Malaysia can continue to progress and keep in pace with today's competitive world.

Problem Statement

2009 was the first time Malaysia participated in the international PISA assessment but the result was not encouraging at all. Malaysia stood at the bottom third of 74 participating countries, scoring below the international and OECD average (Figure 1). Almost 44% of the 15-year-old Malaysian students who participated in PISA failed to meet the minimum proficiency level in reading. A difference of 38 points on the PISA scale is equivalent to one year of schooling. The result shows that 15-year-olds in Malaysia are performing as though they were three or more years behind their counterparts in Singapore, South Korea, Hong Kong and Shanghai (Education Blueprint, p. 7).

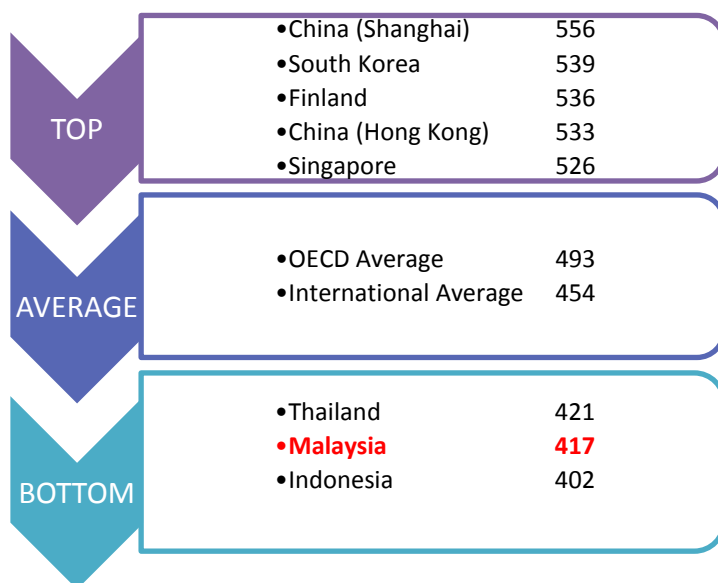


Figure 1 PISA 2009 standing adapted from the Malaysian Education Blueprint (2013)

Figure 1 shows Malaysia was placed at the bottom third among 74 participating nations in the PISA 2009. It is disheartening to note that almost half of the participating 15 year-old students failed to meet the minimum level in the reading assessment. Consequently, Malaysia scored well below the OECD and international average. 7% of the participating schools were good, 13% were mediocre but the bulk of Malaysian schools or 80% were weak in the reading assessment (DTP 2.0, 2015).

Research Objectives

Malaysia aspires to be in the top third of participating countries in terms of performance in international assessments such as the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA), within the next 15 years. This may not be an easy task because even if Malaysia improves in terms of quality education by leaps and bounds, other countries are not expected to remain static or slide during the same period of time. With the new Education Blueprint underway, is enough being undertaken to ensure a rich education for students to acquire the 21st century skills? Bearing in mind that the system is being transformed from top to bottom but are the grass-root levels doing their part effectively enough to see the attainment of the vision?



Figure 2 The five aspirations of the education system adapted from the Malaysian Education Blueprint (2013)

Figure 2 shows the five outcomes desired by the Education Blueprint 2013 for the nation's education as a whole: access, quality, equity, unity and efficiency. These are aspirations articulated in the National Dialogue as well as outcomes set by other high-performing education systems. Efforts should be concentrated on all the five areas. Not one area should be viewed as being more important compared to the others. However, in this study, the researchers shall focus on discussing on the effects brought about by the Malaysian Education Blueprint (2013) on Malaysia's English Language classrooms.

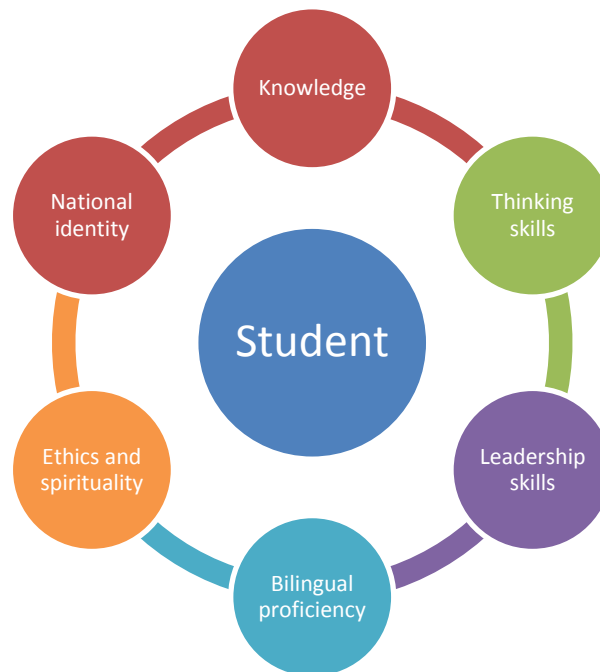


Figure 3 shows six attributes every 21st century student should possess

The Education Blueprint (2013) states six key attributes needed by every student in order to be globally competitive (Figure 3). Complementary to the system-wide aspirations, there are certain qualities that students need to possess in the 21st century, in addition to the holistic development of the intellect, spirit, emotion and physique as outlined in the National Education Philosophy (1988). The six key attributes are knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity. However, I shall focus on three aspirations that are more closely related to ELT.

Knowledge

Every child should basically be literate. It is imperative that they master core subjects like English which is one of the fundamental subjects stated in P21's Framework for 21st Century Learning (2009). P21 believes that mastery of fundamental subjects and 21st century themes is essential for students in the 21st century. Disciplines include English, reading or language arts.

Thinking Skills

It is hoped that every ESL student will learn how to acquire knowledge, connect knowledge and create new knowledge. Every student will master a range of essential cognitive skills among which are critical thinking, reasoning, creative thinking and innovation. Although critical and creative thinking skill is nothing new, our system has fallen short in producing such students. P21 (2009) stated that learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future, especially in the context of ESL.

Bilingual Proficiency

One of the languages of concern is English. English is a means for international communication. Every child should have a working knowledge of this language when they leave school. Ma'wa & Nooreiny (2015, p.101) stated "the role of English could be categorized into three themes which would be: 1) inevitable, 2) beneficial for both studies, career advancement and many various ways, 3) important but problematic especially for second language learners and those who are of lower proficiency level".

As the research objective is to discuss the impact and changes on English Language Teaching in Malaysia brought about by the Education Blueprint (2013), therefore the research questions are as follows:

- (i) How far are teachers changing the way they teach before and after the Education Blueprint (2013)?
- (ii) How effective is a change in teachers' pedagogy on the result of their students?
- (iii) What are the teachers' perspectives on the impact of the Education Blueprint (2013) on their teaching?

Literature Review

The American National Research Council (2012) defined the set of key skills that are referenced by the labels deeper learning, twenty-first century skills, college and career readiness, student-centered learning, next generation learning, new basic skills, and higher-order thinking. These labels are typically used to include both cognitive and non-cognitive skills such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. These skills are those that can be demonstrated within core academic content areas and that are important to success in education, work, and other areas of adult responsibility. The labels are also sometimes used to include other important capacities such as creativity, innovation, and ethics which are important to later success and should also be developed in formal or informal learning environments.

Binkley et al. (2012) determined that new standards for what students should be able to do must replace the basic skills and knowledge expectations of the past. In order to meet this challenge, schools must be transformed in ways that will enable students to acquire the sophisticated thinking, flexible problem solving, collaboration and communication skills they will need to be successful in work and life. There can be two types of teaching methods: Teacher-centred approach and student-centred approach. The main focus for the teacher-centred approach is to facilitate the transfer of knowledge whereas the student-centred approach focuses on the learning of communication, collaboration, critical thinking and creativity, which are referred to as 21st century skills.

Rotherham and Willingham (2009) concluded that in order for the 21st century movement to work, three areas need to be urgently addressed, namely, curriculum, teacher quality and assessment. First, educators and policymakers must ensure that the instructional program is complete and that content is not shortchanged for an ephemeral pursuit of skills. Second, states, school districts, and school administrations need to revamp how they think about human capital in education—in particular how teachers are trained. Finally, we need new assessments that can accurately measure richer learning and more complex tasks. For the 21st century skills effort to be effective, these three elements must be implemented in concert. Otherwise, the reform will be superficial and counter-productive.

Methodology

Research Design

The design of the study is quasi-experimental in which data were collected through observation checklist, document analysis and questionnaire. The research was conducted in

eight secondary schools in Sibul, Malaysia. The schools were selected based on their performance in SPM English Language.

Participants

Twenty five English Language teachers were selected according to the classes they taught. Besides, the teachers had undergone formal teacher training in teaching ESL. It should be noted that only one of the classes taught by each teacher was observed by the researchers. The students' mother tongue is either Iban, Mandarin or Malay, and they began learning ESL when they were in Year 1. Students' results very much depend on teachers because most students do not go for private tuition due to family financial constraint and locality of the school which is too far from tuition centres.

Data collection and analysis

Data were collected through observation checklist, document analysis, and questionnaire. Table 2 provides a list of the teachers and the data collected from them. A total of 75 observations were conducted on the teachers, each being observed three times in the classroom by the researchers over a period of 6 months. In order to examine how far the teachers are changing their pedagogy to the 21st century teaching method after being coached by their School Improvement Specialist Coach (SISC+), the observation check list results were analyzed using paired sample t-test. The data analysis was substantiated through a triangulation of document analysis of students' subject grade average (GPMP) (Table 3) and teachers' perception of the impact of having an SISC+ coaching them the 21st century teaching method in a questionnaire (Table 4). Triangulation of data collection was employed because data were collected from different sources.

Findings

RQ1: How far are teachers changing the way they teach before and after the Education Blueprint (2013)?

TEACHERS' PERFORMANCE RECORD					
NO.	NAME (PSEUDONYM)	PRE	POST	DIFF	% DIFF
1	DARREN	25	31	6	24.00
2	DANA	18	32	14	77.78
3	WENDY	16	27	11	68.75
4	DOROTHY	26	28	2	7.69
5	HUDSON	15	28	13	86.67
6	HII BEE HUI	16	23	7	43.75
7	HO LING LING	7	24	17	242.86
8	SHARON	10	36	26	260.00
9	GEENA	18	25	7	38.89
10	ROY	16	29	13	81.25
11	EDDIE	26	30	4	15.38
12	JACK	26	29	3	11.54
13	CINDY	22	30	8	36.36
14	BENJAMIN	13	19	6	46.15
15	KHAIRY	19	36	17	89.47
16	JENNIFER	16	23	7	43.75
17	SUZANA	19	22	3	15.79
18	HEATHER	18	29	11	61.11
19	WONG BING CHING	15	28	13	86.67
20	RANDY	17	28	11	64.71
21	DESMOND	13	17	4	30.77
22	LING CHEE KANG	15	29	14	93.33
23	JAMESON	17	36	19	111.76
24	ROHAYU	15	29	14	93.33
25	NURUL KHATIJAH	21	29	8	38.10

Table 2 shows a list of the teachers (pseudonyms) and the pre and post test results

Based on table 2, the research findings are significant ($t = -8.874$, $df = 24$, $p < .05$). The researchers conclude that there is a difference in the pedagogical achievement of teachers before and after the Malaysian Education Blueprint (2013). A higher mean score after teachers are coached (pre = 17.56, post = 27.88) shows that the coaching of the SISC+ is able to improve the pedagogical achievement of the teachers. This finding answers the first research question on how far are teachers changing the way they teach before and after the Education Blueprint (2013).

RQ2: How effective is a change in teachers' pedagogy on the result of their students?

AVERAGE GRADE FOR ENGLISH LANGUAGE (CLASS TAUGHT BY TEACHER)					
NO	NAME (PSEUDONYM)	PRE	POST	DIFF	IMPROVE
1	DARREN (5A2)	9.00	8.96	-0.04	YES
2	DANA (5A1)	8.08	7.84	-0.24	YES
3	WENDY (4SC)	6.00	4.88	-1.12	YES
4	DOROTHY (4A1)	8.92	8.15	-0.77	YES
5	HUDSON (4A3)	8.56	8.42	-0.14	YES
6	HII BEE HUI (5A3)	8.59	8.48	-0.11	YES
7	HO LING LING (4SC)	3.57	3.86	0.29	NO
8	SHARON (5D)	8.73	8.43	-0.30	YES
9	GEENA (5A)	8.38	7.94	-0.44	YES
10	ROY (5A3)	9.00	9.00	0.00	UNCHANGED
11	EDDIE (5A2)	8.88	9.00	0.12	NO
12	JACK (5S)	6.00	5.63	-0.37	YES
13	CINDY (5S)	4.40	4.88	0.48	NO
14	BENJAMIN (5B)	8.88	8.73	-0.15	YES
15	KHAIRY (5C)	7.70	7.79	0.09	NO
16	JENNIFER (3D)	6.00	6.00	0.00	UNCHANGED
17	SUZANA (5A2)	8.26	8.30	0.04	NO
18	HEATHER (5S1)	4.63	3.52	-1.11	YES
19	HOO CHING (5A3)	9.00	8.90	-0.10	YES
20	RANDY (5S3)	7.62	6.29	-1.33	YES
21	DESMOND (5B)	7.94	7.53	-0.41	YES

22	LING CHEE KANG (5H)	9.00	9.00	0.00	UNCHANGED
23	JAMESON (5A)	5.37	5.30	-0.07	YES
24	ROHAYU (5I)	8.53	8.88	0.35	NO
25	NURUL KHATIJAH (5E)	8.83	8.80	-0.03	YES

Table 3 shows the subject average grade (GPMP) of the class taught by each teacher

Based on Table 3, it is found that 64% of the classes recorded an improvement in the GPMP for English Language after teachers started using the 21st century teaching method. As a result of the change from teacher-centred to student-centred classroom, students became more participative allowing them to acquire skills on communication, collaboration, critical thinking, and creativity. Consequently, these skills enabled them to perform better in the examination. This finding echoed Huba & Freed's findings (2000) that there is a strong connection between student-centred learning and assessment of learning. This finding answers the second research question, "How effective is a change in teachers' pedagogy on the result of their students?"

Meanwhile, 24% of the classes did not report any improvement while only 12% of the classes showed a drop in the GPMP. This could be caused by the inconsistency of teachers in using the 21st century teaching method. When the researchers were there to observe the lesson, the teacher would use the student-centred approach but when the researchers were not around, the teacher reverted to the traditional way of classroom instruction. This supported Lea et al. (2003) who found that an issue that arose from student-centred learning was many teachers claimed to practise it but in reality, they were not. The drop in the result was due to using a full examination paper by a certain school in the AR3 but it was not the case in the AR1, making the first exam easier to score higher marks.

RQ3: What are the teachers' perspectives on the impact of the Education Blueprint (2013) on their teaching?

N O	PARTICULARS	STRON GLY DISAGR EE	DISAGR EE	NEUTR AL	AGRE E	STRONG LY AGREE	TOT AL
1	The sharing of the learning objectives makes the students more involved and responsible for their own learning	-	1 (4%)	6 (24%)	16 (64%)	2 (8%)	25 (100%)
2	Lesson is more well prepared to suit the capabilities of the students			5 (20%)	16 (64%)	4 (16%)	25 (100%)
3	The critical thinking skill of students can be honed through the HOTS activities and questioning technique			5 (20%)	17 (68%)	3 (12%)	25 (100%)
4	Students develop better communication skill by engaging			7 (28%)	13 (52%)	5 (20%)	25 (100%)

	in group activities						
5	Students develop better collaborative skill by engaging in group activities			8 (32%)	13 (52%)	4 (16%)	25 (100%)
6	Students show their creativity when given a chance to participate in activities during the lesson			7 (28%)	15 (60%)	3 (12%)	25 (100%)

Table 4 shows the teachers' perceptions on the impact of the Education Blueprint

Table 4 shows that 68% - 80% of the teachers agreed or strongly agreed that the 21st century pedagogy was effective to produce the targetted results in students, while 20% - 32% were sceptical of the usefulness of the 21st century pedagogy but only 1% disagreed that it was effective to produce the targetted results. This answers the third research question about teachers' perspectives on the impact of the Education Blueprint (2013) on their teaching.

Implications & Conclusion

The foreseeable transformation in Malaysia's ELT is broad and complex. Consequently, many initiatives have been developed as part of the reform. One such initiative is the introduction of SISC+ to give continuous professional development to teachers especially to in the transformation of the 20th century pedagogy into the 21st century pedagogy. It was found that by changing teacher-centred instruction to student-centred teaching and learning, students' results in English Language improved. This could be caused by students' preference of student-centred learning (Lea et al., 2003). Therefore, it is highly recommended that teachers start or continue to use student-centred learning. As shown by Huba & Freed (2000), there is a strong connection between student-centred learning and how well students perform in assessment of learning.

Teachers' role is an important one when it comes to influencing students to use a learning approach. Cope & Ward (2002) maintained that if teachers are interested and directed towards students and changing their conceptions, students are inclined to use the method prescribed by their teachers. The researchers supported this because it was found that teachers who agreed to the 21st century teaching method generally produced students with better outcomes. Therefore, it is suggested that teachers use the 21st century teaching method highlighted by the Education Ministry of Malaysia in the Blueprint 2013.

During the research, it was found that some teachers were skeptical and even disagreed with the 21st century teaching method. O'Sullivan (2003) stated that student-centred learning might not work in developing countries due to limited resources and big classes. This is echoed by some teachers who were reluctant to practise student-centred learning in their classrooms. Therefore, it is essential for the Ministry of Education to cascade the system transformation.

The Malaysian education system is in the midst of an intense period of transformation. Change in an education system is time consuming. Significant results of these changes, such as improvements in performance on international assessments, will only be clear in the foreseeable future. Nonetheless, as Malaysians have undergone Wave 1 and are embarking on Wave 2, they can already see significant changes in the way the system is run. These changes will form the foundation for future results. The researchers believe that if every single ESL teacher in Malaysia work towards making these aspirations a reality, then most ESL students will get the future they truly deserve.

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Title

The Potential Benefits of Internet-Based Learning in Thai EFL Context

Author

Patoomporn Chairat

Rajamangala University of Technology Isan Sakon Nakhon Campus, Thailand

Bio-Profile:

Patoomporn Chairat has a M.A. in English from Khon Kaen University, Thailand and currently teaches English at Rajamangala University of Technology Isan Sakon Nakhon Campus, Thailand. Her research interests include World Englishes, language acquisition, sociolinguistics and CALL. She can be reached at patoomporn.ch@rmuti.ac.th

Abstract

In the age of digital technology, it is difficult to distinguish our everyday life activity from technology. The best way to do is to live with the technology and use it ingeniously. For many years, it has been proposed that Internet-based learning (IBL) can be a good choice for adult learners for learning by themselves outside classroom. Therefore, this is an attempt to implement and describe the effects of IBL in an EFL course. In this study, a social networking was selected to be the medium for EFL training. At the first stage, the Internet and social networking usage habits of 78 Thai university students were investigated to find the potential of IBL. The results revealed that the students can participate in the IBL activities. At the second stage, the students were trained about some grammatical points from their lessons through the social networking. The second report shown that the students were active and had a great motivation to practice English through the social networking. This is a good sign for integrating IBL in the EFL classroom.

Keywords: *Internet-Based Learning, Social Network, ELT, Thailand*

1. Introduction

Internet-based learning (IBL) is beneficial to adult learners (Lyman, 1999). In the last ten years, there were many websites and mobile applications were developed with some features that can assist language learning. In Thailand, Facebook is also the most popular social network services in Thailand with around 30 million active users per month, and 28 million users logging on via their mobile phone (Syndacast, 2015). Consequently, there were some teachers and researchers utilizing these Internet technology in EFL classroom.

Therefore, this study was design to extend the understanding in using Facebook in an English for a foreign language (EFL) classroom. In this study, Facebook using habits of Thai EFL students were investigated to describe the students' characteristics (Yu, 2014) before joining some activities on Facebook. In addition, this study aimed to investigate students' feedback after participating the activities on Facebook.

Literature Review

Mazman and Usluel (2010) said that “educational use of Facebook has a significant positive relationship with its use for communication, collaboration and resource or material sharing (p.451)”.

Jong, Lai, Hsia, Lin & Liao (2014) presented that the peer discussion of educational matters was ranked at the forth place out of seven motives for Facebook use, after relationship maintenance, pass time and entertainment. Furthermore, Jong & et.al. asked the participants to compare Facebook with bulletin board system and e-learning. The results revealed that Facebook was more convenient in sharing educational resources and interacting with other users. Moreover, Facebook offered immediate learning opportunities as soon as teachers posted on Facebook. Course designers and curriculum developers should put more emphasis on teachers-students interaction via online channel by integrating more social media activities on their teaching materials and course syllabus (Grosseck, Bran & Tiru, 2011; Aydin, 2014)

Yu (2014) presented about the great advantage of Facebook is multimedia presentation. Facebook is easy to use and make the users more enjoyable with multimedia sharing. Moreover, Facebook provides the automatically notifications for the users as soon as there is a post posted in a group that they are the members or there is someone commenting on the post. Therefore, they can keep in touch with the teacher and their classmates easily.

Methodology

This study was conducted in the subject 'English for Daily Life Communication' in first semester of the academic year 2015. The participants of this study were 78 undergraduate students of the Industry and Technology Faculty, Rajamangala University of Technology Isan, Sakhon Nakhon Campus. The participants were selected by purposive sampling method. The participants enrolled in 3 sections of 2 lectures who were interesting in integrating Facebook into EFL classrooms. In this study, two research instrument were conducted. Firstly, a questionnaire about Facebook using habits of undergraduate students was conducted. Secondly, a questionnaire about students' feedback on the extra activities on Facebook was conducted.

Findings and discussion

The results from the survey questionnaire shown that 100% of the respondents said that they had a Facebook account. 44.87% of the respondents logging into Facebook via their mobile phone, 14.10% of the respondents logging into Facebook via their computer, and 41.03% of the respondents said that they used both computer and mobile phone for logging into Facebook.

Next, the results from the survey questionnaire shown that 82.05% of the respondents said that they check their Facebook every day, and 17.95% of the respondents said that they didn't check their Facebook every day. For those who said that they didn't check their Facebook everyday answered that they check their Facebook 3-6 days per week. 37.08% of the respondents going on their Facebook around 1-3 hours, 33.34% of the respondents going on their Facebook around 4-6 hours, 12.82% of the respondents said that they went on their Facebook around 7-9 hours, 7.69% of the respondents said that they went on their Facebook around 10-12 hours, and 8.97% of the respondents said that they went on their Facebook more than 12 hours.

Finally, he results from the survey questionnaire shown that 70.51% of the respondents said that they didn't have problems with their internet access, and 29.49% of the respondents said that they have some problems with their internet access.

The results of the questionnaire revealed that Facebook was suitable for being a tool for learning English outside classroom ($\bar{x} = 4.23$). And most of the participants said that they liked the extra activities on Facebook ($\bar{x} = 4.15$). In addition, the participants agreed that the

extra activity encourage you to learn English by yourself ($\bar{x} = 3.96$) as well as encourage you to learn English outside classroom ($\bar{x} = 4.06$).

According to the research results, we could said that Facebook and Internet is being a part of the students' life. They spend many hours on Facebook every day. As a result, using Internet-based learning approach could be an alternative way for compensating limited time of formal classroom from 2-3 hours per week to unlimited learning time. Therefore, English teachers could consider this information for their English course syllabus design. However, teachers should give some advices for using Facebook properly for the students. When integrating Facebook in an EFL classroom, the results were relatively positive. It was relevant to Jong & et.al. (2014) that Facebook had a potential educational value. However, learning English outside classroom have to realize on students' autonomy. The activities should be design for supporting individual creativity that allow the students creating their own work as well as reflect their own language skills.

Conclusion

In conclusion, the social networks could be a part of second language learning activities. However, the teachers should consider many factor when designing the activities such as the ability to access the internet of the students, the adequate time to interact with the students, the participation of the students as well as the learning styles of the students. If there is not much barriers, integrating Facebook in EFL classroom must be potentially beneficial.

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Title

An Investigation into some Factors Influencing to Student's Motivation to Learn Speaking English of the First – Year Students at English Department, University of Foreign Language Studies – Danang University – Vietnam

Author

Phạm Thị Tài

University of Foreign Language Studies – Danang University

Bio-Profile:

Her full name is **Pham Thi Tai**. She is currently a lecturer in University of Foreign Language Studies, The University of Danang . She has working here for 6 years. Recently, she has actively taken part in a lot of activities of doing research at her university. Tai had received her MA in 2013. She can be reached at tai.uni.dn@gmail.com.

Abstract

Over the course of conducting the study entitled “**An Investigation into Some Factors Influencing to Students' Motivation to Learn Speaking English of First - Year Students at English Department, University of Foreign Language Studies - Danang University**”, the presenter has drawn some of useful and interesting results and information related to this topic. The presenter summarized the concepts of motivation, some kinds of motivation into learning languages, internal and external motivation and how they affected into learning speaking English. As a result, both lecturers and students will have an overview and understand students' motivation in learning speaking English. In addition, this study has focused on analyzing some main factors influencing students' motivation of learning English. To illustrate, the presenter has presented some factors including learners, teachers, teaching

University of Foreign Languages, Danang University 131 Lương Nhữ Hộc, Cẩm Lệ District., Danang City, Vietnam

methods and power distances also. Especially, this study also covers some characteristics of speaking skill as well as communicative language teaching. All in all, through this research process, it can be seen clearly that English has such huge role for all students, and the first – year students in Danang University are no exception.

Key words: *Motivation, learning English speaking, factors, influence, University of Foreign Language Studies*

Introduction

This article aims to find out the students' motivation in learning speaking English is the way to help English teachers improve students' English speaking performance.

In the modern society, English has been taught as a subject in schools, and it is one of the compulsory subjects in Vietnam. However, Vietnamese students still cannot speak English fluently. The main reasons can be traditional teaching methods' emphasis on grammar and students' lack of motivation in learning speaking English.

According to National Foreign Language 2020 Project carried out by Vietnam's Ministry of Education and Training, all students in University of Foreign Language Studies must pass the official proficiency examination (level C1, approximately IELTS 6.5) before graduating. However, many students had got low marks of speaking skill in this kind of examination.

Current research aims to discovering the reality and identifying students' motivation in learning English speaking. From that, some suggestions were made to motivate students in learning speaking English.

Literature Review

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p.13). According to Flohr and Paesler (2006, p.6), speaking skill is the most important one in learning a foreign language. They also emphasize that “the focus in learning a foreign language is on communicative activities and expressive abilities, and the goal is to become fluent speaker”.

Types of motivation students have in learning speaking English: Motivation according to the Oxford Dictionary of English is a reason or reasons for acting or behaving in a particular way with interest or enthusiasm, (Oxford Dictionary of English, 2004. Meanwhile, Ellis (1994, p. 715) considered motivation as the attempt which learners make for learning a second

language because of “their need or desire to learn it”. Students can themselves raise their awareness of studying when they are motivated. Motivation makes students receive adequate incentive so as to learn second language in general and English in particular.

According to Gardner and Lambert (1972), there are two types of motivation: integrative motivation and instrumental motivation. These two types of motivation can affect and control the procedure and outcome of learning. Ellis (1994) believes the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized. Students who do not have instrumental or integrative motivation, in fact, will face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them (Cook, 2000).

Methodology

Design: The study used both qualitative and quantitative approaches. The methods are classroom observation, questionnaire and interview.

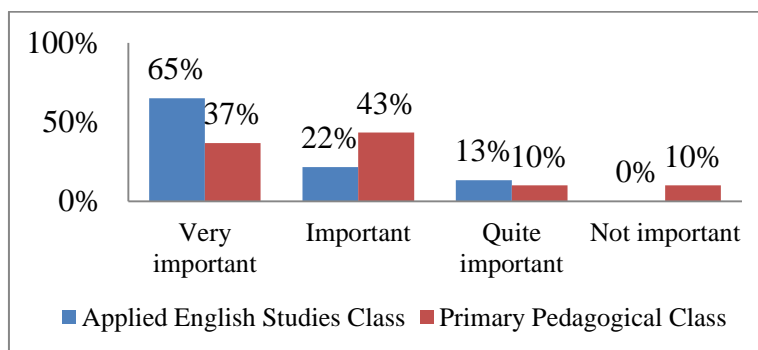
Participants: To conduct the research, 120 students including Applied English Studies Class and Primary Pedagogical Class were chosen randomly. One class will be observed and 10 students may be interviewed directly.

Data analysis: **The data collected from questionnaires were categorized and counted in numbers and percentages shown in figures and tables.** The data from class observations were used to clarify the information given in the questionnaires.

Findings and Discussion

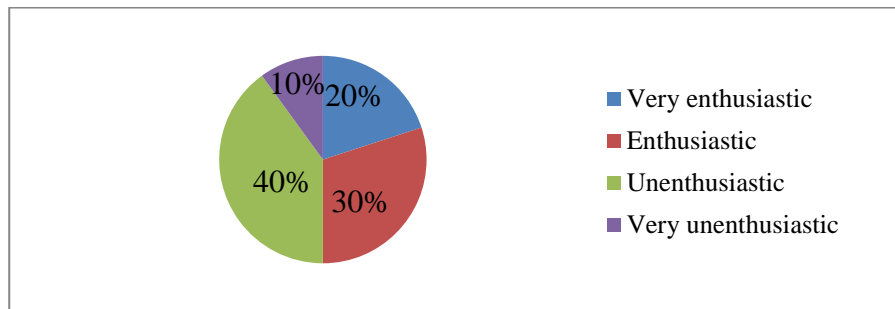
The reality of learning and teaching Speaking English at University of Foreign Language Studies

It can be seen that most of the students in this study understand the importance of Speaking in learning English.



Students’ opinions on the importance of Speaking skill in learning English.

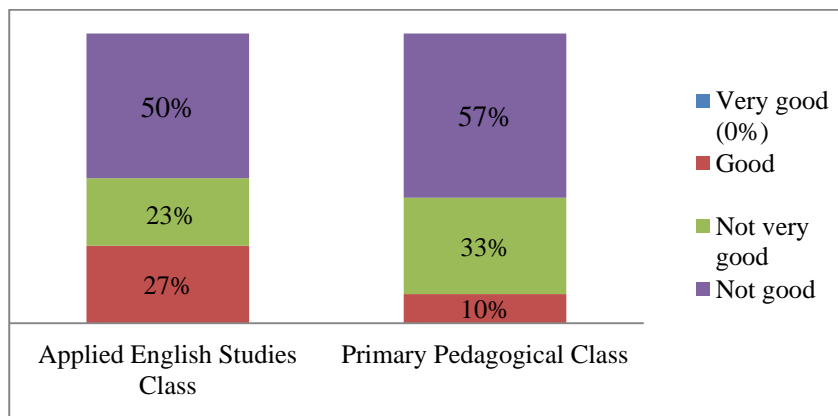
However, many students said they did not feel enthusiastic when learning speaking skill. After investigating 120 students, the following result is found:



Students' feeling when learning speaking skill

Half of the students did not feel enthusiastic in learning English Speaking because of many different reasons. Most of them said that Speaking English was very difficult. They did not know how to express their ideas in English.

50 percent of the student expressed their interest. Most of them like speaking English to communicate with foreigners. When the students were asked if speaking English was important and why in the questionnaire, 90 percent of them agreed that speaking was important in learning English.



Students' English Speaking performance

However, as the result shown in the chart, a large number of students said that their speaking performance was not good.

Types of motivation students have in learning speaking English:

After asking students to complete the questionnaires, students are learning speaking English for many different reasons. According to the table, the highest percentage of the students (account for 84.17 %) identified "to get a good job in the future" as the main reason for learning speaking English. Most of jobs require English skill. If they speak English well, they can get a good job easily. Especially, speaking English well helps them create a good impression in their job interview.

<i>No.</i>	<i>Reasons</i>	<i>Number of students</i>	<i>Percentage</i>
1	English is a compulsory subject	31	25.83 %
2	To communicate with foreigners	83	61.17 %
3	To study or travel abroad	21	17.50 %
4	To get a good job in the future	101	84.17 %
5	English Speaking is fun and interesting	55	45.83 %
6	To get good marks in the subject	45	37.50 %
7	To watch English TV program, listen to English songs, etc.	27	22.50 %

The students' reasons for learning English Speaking

Problems students have in their English speaking learning

<i>No.</i>	<i>Problems</i>	<i>Number of students (120 students)</i>	<i>Percentage</i>
1	Lack of vocabulary	74	61.67%
2	Lack of basic knowledge about topics	31	25.83%
3	Time for speaking activities is limited	83	69.17%
4	Speaking topics are not interesting	21	17.50%
5	Speaking activities are boring	42	35%
6	Pressure from teacher	35	29.17%
7	Teacher doesn't use much English in speaking lesson	38	31.67%
8	Lack of confident and afraid of "lose face"	79	65.83%
9	Pronunciation and Grammar mistakes	91	75.83%
10	Crowded class and seating arrangement are not suitable	68	56.67%

The students' problems in learning English Speaking

Clearly, after investigating students at University of Foreign Language Studies, they have many problems in English speaking class. It means that there still exists many factors affect students' motivation in learning speaking English.

Suggestions:

- Improve English language and social knowledge

- Learn in cosy and comfortable environment without pressure
- Learn with interesting speaking topics and suitable activities
- Add speaking test as an important part of examination

Conclusion

Language is a tool for communication, so speaking is very important in learning a foreign language. *Motivation plays a significant role in the process of learning a foreign language. Language teachers cannot effectively teach a language if they do not understand students' motivation and factors influencing students' motivation.*

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