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Main Theme

Sustainable Teacher Professional Development in English
Language Education: Where Theory, Practice, and Policy Meet

Editors

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Jointly Organized by

The Association for the Teaching of English
as a Foreign Language in Indonesia (TEFLIN),
and English Language Department,
Universitas Negeri Makassar



Pearson

**SUSTAINABLE TEACHER PROFESSIONAL DEVELOPMENT IN ENGLISH
LANGUAGE EDUCATION: WHERE THEORY, PRACTICE, AND POLICY
MEET**

LOGO BADAN PENERBIT

Sustainable Teacher Professional Development in English Language Education: Where Theory, Practice, and Policy Meet

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DISI OLEH BADAN PENERBIT

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Preface

This book presents the Proceedings of the 65th TEFLIN International Conference held in Makassar from 12-14 July 2018, hosted by English Department Faculty of Languages and Literature, Universitas Negeri Makassar and TEFLIN (the Association for the Teaching of English as a Foreign Language in Indonesia). This conference was aimed providing an opportunity for EFL teachers and researchers and all relevant EFL stakeholders. The conference is conducted to celebrate the 57th Anniversary (*Dies Natalis*) of Universitas Negeri Makassar.

The main theme of the Conference is “Sustainable Teacher Professional Development in English Language Education: Where Theory, Practice, and Policy Meet”. The idea of a sustainable approach is used to place emphasis that teachers are lifelong learners who are entrusted to develop their professionalism and innovate their pedagogical practices. Recent studies show that both ESOL teacher professionalism and innovative pedagogical practices exert influence on fruitful English language education. In this respect, the ultimate goal of English language education is to help learners become competent users of English as a lingua franca or English as an additional language.

Part I presents 10 papers talking about English linguistics, teaching and learning, and challenges. Part II presents 10 papers, among others, about teaching practicum, sustainability and teacher professional development. Part III presents 10 papers on ESOL teacher competence and innovation in ELT practices. Part IV present 10 papers on various teaching techniques and psychological aspects in ELT. Part V present 10 papers relating to teaching and learning styles in ELT and Part VI, presenting 10 papers, relates to teaching techniques, ELT material development, and assessment. Finally, Part VII presents 6 papers concerning with sustainable evaluation, language learning and acquisition, and teacher professional development.

This book will hopefully facilitate the sharing of knowledge among researchers, teachers, and ELT stakeholders in Indonesia and globally.

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PART I: English Linguistics, Teaching and Learning, and Challenges

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Challenges of a non English education graduate in teaching ESP: A case study in State University of Surabaya

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Abstract: Recently, ESP has been receiving even greater interest due to the effects of globalization within industry and academia, particularly in Asia. In industrial settings, workers increasingly need strong English skills to succeed in their jobs (Anthony, 2015, p.2). Accordingly, this paper aims at describing the ESP learning process in Non-English Departments at State University of Surabaya (UNESA). This is a case study within the context of the university's Department of Instructional Technology, School of Educational Sciences. The choice of the case study method is due to its uniqueness because the ESP lecturer at this context does not have an English Language educational background. In depth interview, document analysis, questionnaires, and teaching material evaluation are conducted to collect the details of description about the ESP learning process in the selected context. The research reveals that from the policy perspective, the purpose of the ESP of the university is to prepare the students to complete the English proficiency test designed by the university language center. The topics in the locally designed teaching material are not specifically related to the instructional technology academic discipline. They are about daily issues related to university students' life. The lecturer utilizes Edmodo, an internet based social media like for assessing students' performance through quiz and assignments. The various level of students' proficiency is one of the constraints faced by lecturer. A constructivist approach is applied by the lecturer by providing students opportunities to explore the English language in a communicative use. At the end of semester, majority of the students show an increase in confidence in using English for communicative use.

Keywords: ESP, Non-English Departments, case study, Edmodo, constraints

Introduction

English for Specific Purposes (ESP) is a system of learning English in Indonesian public (state) and private universities. English language courses are mandatory courses for all universities in Indonesia based on the national curriculum standards established by the Ministry for Research, Technology, and Higher Education. In reality, ESP in Indonesia is seen as a learning system with many difficulties. According to the writer, the difficulties that often become discussion matters for practitioners of English language learning can be classified according to their areas, among them the areas of higher education policies, lecturer autonomy, learning management, and socio-culture.

In the area of higher education policies, writer's observations on several state universities in the province of East Java have shown that there are differences and similarities in applied policies related to ESP. The basic similarity is that the universities have all executed the policy that had been executed by the central government, in this case by a ministry, that English language courses are to be mandatory for Bachelor's (S1) degree programs. However, each university has different policies in the management of curriculum levels, and even internally within a university there are several differences from one school to another. One university, in implementing and achieving a vision to become an international-standard university, have stipulated English-language competence as an absolute prerequisite for its

graduates. The university has required a certain score on an international-standard English-language test certificate as a requirement, which has the consequence that the system of management for ESP learning is only directed for achievement of the target score on the test.

The differences of internal implementations of ESP learning management policies at the level of schools in a university comprise differences in materials and learning genres. Several schools teach ESP with the purpose of increasing student competence of the English language in mastering the terminology and understanding textbooks in the field of knowledge that becomes the focus field of discipline of the school. Several other schools within the said university emphasize the learning goal of general English-language ability at the intermediate level, which would allow the student to be able to actively interact in spoken or written forms using the international language.

In the area of lecturer autonomy, the inexistence of equal perceptions regarding the goal ESP makes it difficult for ESP learning to succeed. Meanwhile, issues of the lack of course meetings, limited facilities for learning, and ineffective class behaviors makes learning management difficult. Finally, the position of English, which is considered a foreign language, often becomes a reason why English-language learning in universities is often considered ineffective.

Even so, with the various difficulties of ESP learning in several universities in Indonesia, research by Dja'far, Cahyono, and Bashtomi (2016) had revealed that learning motivation for English in universities are quite high. Further, they had concluded that:

“The results of the research showed that the Indonesian EFL teachers perceived that university students’ motivation was generally high. The students’ motivation is moderately related to ESP learning achievement for both groups of students. However, it was revealed that the students’ motivation and achievement in reading and writing aspects of ESP

between the students of low and high motivation were considerably different. Based on the findings, we recommend teachers apply motivational strategies in ESP classrooms as the strategies bring benefits to the improvement of students’ ESP learning achievement” (Dja’far, Cahyono & Bashtomi, 2016:33).

This article has the intent of describing the difficulties, challenges, and strategies of a lecturer in the ESP learning process. This research is a case study research on the ESP learning and teaching process at the Department of Education Technology of the State University of Surabaya (UNESA).

Formulation of the problem

From the above explanation, this research is aimed to describe several problems as in the following formulation:

1. What are the learning strategies that lecturers apply in managing ESP learning at the Department of Education Technology of the State University of Surabaya?
2. What are the learning goals ESP at the Department of Education Technology of the State University of Surabaya?
3. What are the difficulties that lecturers encounter in achieving ESP learning goals?
4. What are the learning outcomes that are achieved by students after learning ESP?

Literature review

ESP in the Asian and Indonesian context

In an article titled *Recent Trends in Asian ESP*, Sa-ngiamwibool (2014) stated that more and more Asian countries will require ESP competence for use in the workplace. The regional economic integration of the AEC will play a vital role in ESP learning going forward. The development of ESP as a field of discipline in Asia will continue to increase. The primary field of pedagogical ESP is also thought to be further expanding. This reflects the increased influence of ESP in the future,

and also that ESP can become a more well-known academic discipline. The growth of business in English and the growth of Business English courses in the entire Asian region is reflected from the increase in percentage of researches being published in this field. Several international journals that are fully dedicated to studies in ESP include *The Asian ESP Journal*, *ESP World*, *the Journal of English for Academic Purposes*, and *the Taiwan International ESP Journal*. This growth also reflects the increase of professional people in the field ESP because of the internationalization of English as a global language.

Meanwhile, in *The Changing Role and Importance of ESP in Asia*, Anthony (2015) stated that within the past several years, ESP has attracted massive attention from industrial actors and scholars in Asia due to increased pressures from the general public to provide high-quality English language education as a result of the globalization of economies and higher education. Trends that have been observed within the past 20 years, such as globalization in industry and academics as well as the increase in international students, indicate that ESP teaching will become a part with increased importance in university curricula in Asia. ESP lecturers are expected to play an important role in designing and participating in English language programs to fulfill the needs of students who struggle to handle the demands of English Mediated Instruction (EMI) programs. The growth in EMI instruction can be seen as a reflection of the current state of English language teaching. What is happening in tertiary institutions in Japan is that English language courses that have been traditionally managed by non-English language faculties or departments have been transferred to institutions that claim to provide English language education that is more appropriate to certain needs (Howell 2009, in Anthony 2015). It appears that the increasing importance of globalization will cause changes in the design and structuring of ESP programs, making them more integrated, coordinated, and connected in the form of network-based learning.

In the Indonesian context, Kusumaningputri (2010) explained that the implementation of ESP in higher education is essentially an effort to respond to the challenges of the demands of the working world. ESP courses are expected to provide two benefits. First, as ESP is being taught during the time students undergo academic education within their respective fields of discipline, students then learn to use English directly in the context of their fields of discipline, for both academic and non-academic interests. Here, academic interests refer to being able to read, listen, write, and speak about things that are related to content or materials of their fields of discipline. The second benefit is skills for non-academic interests outside their fields of discipline, such as speaking, reading, listening, and reading about their everyday things. The examples include talking to lecturers and friends, writing light reviews, listening to news in English, and many more.

Even so, Kusumaningputri (2010) adds that ESP instructors naturally experience teaching difficulties because teaching ESP in universities may very well be a new experience for them. Pedagogical and emotional maturity, and the time required to prepare for teaching in a different department from their field of discipline, demands preparations that are not simple. In addition, many young lecturers also do not understand the character of ESP courses, which are essentially different from learning the English language for general purposes. This affects the teaching materials, aims, and methods, which when progressed will cause ESP learning to be misdirected. A third challenge that lecturers face is excessive teaching load. In addition to teaching ESP, the lecturers are also lecturers in the Faculty of Literature and Faculty of Teaching and Education Science, teaching various courses in both faculties. This very high teaching load causes the achievement of ESP learning goals to not be at the maximum because the lecturer is too tired, putting the learning quality at risk. In terms of teaching materials, in particular in non-English study programs, sometimes this becomes irrelevant with the backgrounds and needs of the students. This occurs due to several reasons,

such as the lack of English language teaching materials that have been designed for particular purposes, and the many available teaching materials published in foreign countries which have inappropriate difficulty levels to the needs of Indonesian students.

Another ESP learning context in Indonesia is depicted by Coleman (1996) in "Shadow puppets and language lesson: Interpreting classroom behavior in its cultural context". This article is an ethnographic study on the classroom behavior for the English language in classes of state universities in the late 80s. Coleman wanted to see how far the factor of culture is related to the English language teaching process in the classroom. In his research, he performed direct observation on the learning-teaching process in the classroom, made notes, interviewed lecturers, and read books on Indonesian and in particular Javanese culture, including the work of Clifford Geertz and about *wayang kulit* (shadow puppets). In one of his notes, he interestingly pointed out that:

"By the time I left approximately 75 people were present... Throughout the lesson there was a tremendous amount of coming and going, of people changing place, of late comers arriving and searching for seats, and constant noise of people talking, quite openly and loudly, with each other". (Observation 35).

Coleman saw that the learning process in the Indonesia is highly related to two Javanese local cultural products, which are *wayang kulit* shows and greetings at wedding receptions or other major events. The English language learning process in the classroom, according to Coleman, is no different than a *wayang* show. The lecturer is analogized to be the actively speaking *dalang* and the students are the *wayang* audience who relax while occasionally smoking, eating, drinking, yawning, and even sleeping, only to then wake up and take notice when there is a funny or war scene. The same is true during greetings at a reception; not many in the audience take notice. For Coleman, English language learning in the Indonesian classroom is purely

a ritual. Interestingly, when he interviewed several English language curriculum experts in Indonesia, including Sadtono, they consider such classroom behavior to not be a problem. At the end of his discussion, in what may be an attempt to avoid negative reactions to his observations, Coleman considered this English language teaching problem in a neutral way. He stressed that effective English language teaching for the Indonesian context is by taking external courses, coming to a lecturer's home, forming study groups, or taking private lessons. As revealed above, English language teaching in Indonesia and in particular the classroom behavior cannot be removed from the Indonesian local cultural context. Researches that do not see this as a cultural point will immediately leap to the conclusion of poor teaching.

Though circumstances may now have changed, and though the observations of Coleman were done on a small scale, some of the facts he revealed indeed does capture the true reality, including passive students, classes with many students, students not possessing the materials, and lack of opportunities for students to actively participate using English in their learning process.

Method

This research applies the case study method. In this case study, in-depth interviews are conducted with lecturers. In addition, document analysis, student questionnaires, and examination of teaching materials are done to obtain a detailed picture of ESP learning in the selected research context.

A case study is an empirical research that examines contemporary phenomena in a real-life context. Case studies involve intensify analyses on people, communities, or organizations. Case studies provide opportunities for the researcher to obtain holistic and in-depth views on research problems, and can facilitate the depicting, understanding, and explanation of problems or contextual situations of the research (Yin, 1994). In case studies, documents and data are examined in detail in order to explain the

phenomena within the data. Based on the data, the researcher can produce a theory and will be able to test this theory (McDonough and McDonough, 1997).

Rahardjo (2017) added that a case study is a series of scientific activities that are done in an intensive, detailed, and in-depth manner on a program, event, and activity, whether on the level of individuals, groups of people, institutions, or organizations, to obtain an in-depth knowledge on the event. Usually, the selected happening (which is then called a case) is an actual (real-life) event that is taking place, not something that has already taken place (Rahardjo, 2017:3).

In this case study, the researcher used the steps to a case study as had been developed by Rahardjo (2017: 23). These are the explanations to the steps of the case study research:

- (1) determining the focus of study, which covers the selection of a problem that is feasible and meaningful to study;
- (2) development of theoretical awareness by studying relevant literature and previous studies;
- (3) determining the case or matter to be studied, which covers the activity of selecting from where and whom data is obtained;
- (4) development of a protocol for obtaining and processing data, which covers the activity of determining the tools, steps, and technique to be used for obtaining and processing data;
- (5) executing the activity of data collection, which is composed of the activity of collecting data from the field or examining through the selected literature;
- (6) processing of obtained data, which covers the activities of coding, categorizing, comparing, and discussing;
- (7) negotiation of study results with the subject of the study; and
- (8) formulating the conclusion of the study, which involves the activity of interpreting and integrating findings into the structure of previous knowledge, and providing suggestions for further studies (Rahardjo, 2017: 22).

Findings

Lecturer profile

As explained in the introduction to this article, the profile of lecturers for the English language course at the Department of Education Technology of UNESA represents a unique part of this research, making this research able to be categorized as a case study. These lecturers do not possess the theoretical and practical foundations for English language teaching because they are not graduates of the Department of English Education. These lecturers are only Bachelor's and Master's graduates of Education Technology who were appointed by department authorities to teach the English language course. These lecturers were appointed because they happened to have high scores in international-standard English language competence tests. To make up for their lack of English language educational background, department provided to them the chance and facilities to participate in several training courses for English language teaching, both inside and outside the campus of the State University of Surabaya.

To equalize perceptions regarding teaching content and method, university authorities assigned the language center in the campus to design the curriculum, teaching materials, lesson plans, and evaluation system. The lecturers of the English language course become part of a community of ESP lecturers who routinely communicate informally regarding the issue of ESP teaching.

The aim of the faculty in relation to the mastery of the English language

In the documents regarding the vision, mission, and goals of the university and the department of education technology, the researcher did not find data that shows the importance of mastery of foreign languages, in particular English, for its graduates. Yet, in a document found for the aims of the Faculty of Education Science, there is very clearly an indirect acknowledgment of the importance of English as an international language. These are the aims of the Faculty of Education Science of UNESA:

1. To create high-quality and competitively superior graduates with competence at the national and international levels.
2. To create innovative scientific works in the field of education science and the science of psychology for both lecturers and students, and to have them published nationally and internationally.
3. To create cooperation with other institutions, both national and international, in order to strengthen the institution and development of education science and the science of psychology.

From the above explanation, mastery of English is considered important because of the noble reasons of being able to compete at the international level, publish articles internationally, and create institutional cooperation with international institutions.

Aims of ESP learning

Normatively, lecturers stated that the aims of teaching the ESP course at the department of education technology at UNESA is so that students possess an integrated competence of the English language at the intermediate level in order to understand the discourse of written and spoken texts in the field of education technology. Further, lecturers explained that the ESP course is expected to increase student competence in fulfilling the need for speaking English for academic purposes, which is also related to the field of discipline of education technology.

Students are expected to be able to use the English language for communicative purposes that a student is demanded to have in a global life. In detail, lecturers expect that their students can peruse their competence of the English language for practical academic needs. For their speaking abilities, students are expected to be able to understand simple academic spoken discourse such as lectures, lesson videos in English, audio explanations of spoken academic texts, and simple conversations discussing academics and education technology as the field of discipline they study. For their reading abilities, students are expected to be able to understand simple academic texts about the field of discipline of

education technology. Students should be able to explain the primary ideas found within a text as well as to understand specific information found in them. For their writing abilities, students should be able to write simple paragraphs with good grammatical accuracy, explain ideas orderly and chronologically, provide relevant information, and draw conclusions from the written ideas. Finally, for their speaking abilities, students are expected to be able to present academic texts at an intermediate level in simple academic forum settings such as group discussions, class discussions, and class seminars.

In reality, the ESP course at the Department of Education Technology at the State University of Surabaya is directed to prepare students to face the Test of English Proficiency (TEP) di Language Center of the university as a prerequisite for student graduation. The lecturers explain that the teaching content is extrapolated from the curriculum in the form of a module book containing general and specific English language material (EAP and ESP) with text related to student life on campus. This module was composed in relation to the application of the TEP regulation for students of the State University of Surabaya as one of the requirements for graduation. It is expected that the various materials and training exercises found in the module can help students to study materials in order to achieve the required score.

To bridge the gap between the need for English language competence integrated in ESP with the demands of the TEP, lecturers innovated by providing several activities that allow students to use the English language for communicative purposes. Several forms of these activities include paired conversations, class discussions, storytelling, and academic presentations that are packaged in a teaching model that is both challenging and interesting.

Difficulties, learning strategies, and class behaviors

The primary difficulty in ESP teaching as found by the lecturers is the lack of confidence of students in using the English language for

communicative purposes. Second, the varied proficiency levels also become a challenge for lecturers in the effort to create meaningful learning. Several class activities were conducted by the lecturer in facing those difficulties.

In addition to following the teaching guidelines found in the module, as explained in the discussion above, lecturers innovated with the use of several learning strategies through interesting and challenging activities. One example is learning English while having breakfast together, where students were asked to bring their own food to be made as storytelling and discussion activities on breakfast from the point of view of the student, including daily activities of the student. In this discussion, students were made to be motivated to use English as a communication tool. The inability of lecturers in comprehending theories, methods, and approaches in ESP learning did not stop lecturers from managing learning that is interesting and meaningful. This is proven by the basic principle of foreign language learning, which is to provide a chance for learners to use the language as a communication tool, which has been executed.

In a further explanation, a lecturer stated that students were provided the chance not only to use the language in classroom communication, but also the chance to utilize the language in its cultural context. As an example, students were asked to demonstrate a telephone conversation on how to reserve a table at a restaurant. This is designed to provide a chance to students so that they know about the cultural context of the English language if they wish to dine at a restaurant. The lecturer states that the activity was necessary to be conducted in order to provide cross-cultural understanding, considering that they are used to eat at food stalls or traditional Indonesian restaurants and very rarely eat at a modern restaurant as in the cultural context of the English language.

Students' progress

The lecturer explains that some students feel motivated to learn more about English after

studying ESP in the first semester. They say that after studying ESP they love English more than before. They started to read some English textbooks and fictions. To increase their listening skill, they say that they started to watch English movies with no subtitles. But the most meaningful progress the lecturer noted from the classroom interaction is that the students are not afraid to speak up anymore in the speaking activities.

The scores of proficiency test (TEP) for the students investigated in this research were not published yet so that the relationship between the teaching strategies and the scores were still not revealed. However, the lecturer tried to perform the foreign language principles that she perceived effective. The interview with the lecturers shows that she provides the students with, *first*, opportunities to use the language in communicative purposes in some various activities. Secondly, the students are provided with all integrated language skills, forms, and meaning. And the last, students get their feedback from online communication by using a social-media like Edmodo. This Edmodo is utilized to measure the students' progress such as mid-semester test as well as giving feedback for the students performance.

Conclusion

From this research it may be concluded that a non English education graduate could be a good ESP lecturer. Some criteria could be applied when a higher education institution appoints a non English graduate to an ESP lecturer. A training on English language teaching methodology is a compulsory subject. Also, they should have an excellent English language proficiency. And the last, they should have an appropriate knowledge about the subject or academic discipline of the ESP in which they are teaching. The research also reveals that from the purpose of the ESP of the university is to prepare the students to complete the English proficiency test designed by the university language center. The locally designed teaching material are not specifically related to the instructional technology academic discipline. They are about daily issues related to university students' life. The lecturer utilizes Edmodo, an internet based

social media like for assessing students' performance through quiz and assignments. The various level of students' proficiency is one of the constraints faced by lecturer. A constructivist approach is applied by the lecturer by providing students opportunities to explore the English language in a communicative use. At the end of semester, majority of the students show an increase in confidence in using English for communicative use. The students progress could be the result of the approach the lecturer applied, such as providing the students with opportunities to use the language in communicative purposes in some various activities.

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Applying inductive method to improve the ability in using suffix-ing of Grade XI Students at MAN 1 Palu

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Abstract: This research aims at describing the inductive method which focuses on the problem of senior high school related to misplacing of functions of suffix -ing either in creating a sentence or comprehending a text. The population of study is the eleventh grade students of MAN 1 PALU, in which the experimental and control group consist of 25 students for each. The method used in this study is quasi-experimental research design-non-equivalent control group design. It is done in eight meetings. The variables of this research are inductive method and ability in using suffix -ing. The samples of this research are students of grade XI IPS 2 and IPS 3, selected through purposive sampling technique. Based on the results of the study, it is proved that applying inductive method has overcome the students' problem. It has affected students' attention, understanding, and achievement. It is found that first, there are 18 students (72%) who are motivated to learn English. Then, $t_{\text{counted}} 6.5$ is higher than $t_{\text{table}} (2.012)$. It means that H_0 is rejected and H_a is accepted. Finally, applying inductive method affects the ability in using suffix -ing of grade XI students at MAN 1 PALU.

Keywords: Applying; Inductive Method, Ability in Using Suffix -ing

Introduction

Grammar contains rules for creating sentences, including an account of the meaning that these sentences convey. Grammar tells how to turn singular nouns to plurals, how to make negative and interrogative sentences, etc. It can be concluded that studying grammar is same as learning how to create appropriate sentences. In other words, although grammar is not the main objective of language learning but it is definitely needed in the classroom because it is impossible to speak a language perfectly without knowing the grammar of the language.

The purpose of learning English in Senior High School is the students are expected to be able to involve grammar, vocabulary, and pronunciation in contextual English teaching in order to create meaningful perception. Therefore, learning English skills are not enough without its components. Based on the preliminary research, the students had low capability in using suffix -ing in context, and they could not differentiate the use of it as present progressive, present participle, and gerund since they never gain examples in context.

There are many techniques are implemented to solve the grammar problem and the researcher offers inductive method as preferable teaching resolution. This method is one of effective teachings and its instruction begins with specific set of examples. The instruction is started with some examples of grammar point and then it is followed by generalizing the rules in the examples. Also, it is facilitated by reading text. It aims at teaching the students accurate use of grammar. The examples have a purpose to give learners opportunities to reinforce what they have just learned. Therefore, the researcher believes that this method can facilitate the English teaching in improving the students' ability in using suffix -ing.

Literature review

Definition of grammar

Grammar refers to description of rules about how words are combined and how sentences are composed. Alexander (1990) points out that grammar is one of the supporting causes to create good communication and learn it to communicate better. The contribution of grammar is quite useful to run the interaction

and communication well. Communication is integral part of human activities since grammatical competence is a part of communicative competence. To obtain an effective communication skill, the students should realize that grammar may help enhancing accuracy of language and thinking

Functions of suffix -ing

Present progressive

The present progressive as an aspect is relatively unique verbal development in languages because it shows a temporary activity which begins in the past, continues in the present time and probably ends in the future. Azar (2002) points out that present progressive describes ongoing activities. It indicates continuing action and is characterized through the expression of idea or thought in the form of oral or visual language that is in progress or is still incomplete. Therefore, present progressive can be seen in the form of affirmative, negative, and interrogative sentences. Sargeant (2007) provides the examples as follows:

1. She *is learning* English at home.
2. She *is not learning* English at home.
3. *Is she learning* English at home?

The first affirmative sentence confirms that the activity is going on in the present time and done by the subject *she*. The second sentence captures the existence of negation “*not*” which means not doing the activity. At last, the third number shows an inversion of subject and predicate and it has purpose on clarifying something by asking question.

Present participle

A present participle is the –ing form of a verb which is used as an adjective. Plag (2002) points out that suffix –ing refers to verbal inflectional suffix commonly producing present participle. A word added by suffix –ing is called present participle and it describes the cause of feeling. Hewings (1999) states that –ing adjective is appropriate to explain how someone feels about something or how the adjective describes the noun.

The position of present participle can be seen in two functions; attributive and predicative adjectives. Plag (2002) defines that attributive is one of the positions which contains present participle as an adjective. This participle is put in a sentence attributively. The second position of suffix –ing to form adjective goes to predicative. The examples can be seen as follows:

4. the confusing direction
5. the direction is confusing

The difference of the examples above is located on the position. It can be identified that the sentence (4) belongs to attributive position since the word *changing* is used to describe noun *direction* while the example (5) is composed predicatively which is characterized by the –ing form placed after the auxiliary but the category both of them is still as an adjective.

Gerund

Gerund is a noun made from a verb by adding “-ing”. Azar (2002) states that a gerund is the –ing form of a verb used as a noun. A gerund is used in the same ways as a noun either as a subject or an object. Its application can be seen in its sentence construction, for example *Cooking is my routine activity* and *my hobby is cooking*.

Gerund occupies two positions either as a subject or object in a sentence. Identifying a gerund in a sentence is difficult since it occupies more than one position. Subject of a sentence can be filled with gerund and it can be put before the auxiliary or before noun. The examples are presented below:

6. *Speaking* English is people need.
7. *Writing* provides us a challenge.
8. *Riding* horses is fun.

Those examples show that *speaking*, *writing*, and *riding* are the subjects of a sentence and the verbs are singular. Another example is provided by Azar (2002) as follows:

9. *Learning a second language* is difficult.

treated through inductive method while the control one is taught by using conventional teaching. The population consists of four classes. The research sample was selected purposively through purposive sampling. The researcher chose XI IPS 2 and XI IPS 3 because the students experienced grammar problem. The independent variable was the application of inductive method and the dependent one was students' ability in using suffix -ing.

There were three instruments used in this research; observation checklist, questionnaire items, and test. Observation checklist aims at identifying how Inductive method worked in the classroom and this instrument was filled by the students of experimental class. The questionnaire was given before and after the treatment. The content of questionnaire was related to students' interest in learning English. The test consisted pretest and posttest were given to both classes to measure students achievement of using suffix -ing.

After obtaining data of the test, the researcher accumulated the individual score with simple statistic formula recommended by Arikunto (2010:240) as follows:

$$\Sigma = \frac{x}{N} \times 100$$

Where:

Σ = individual score

X = obtained score

N = maximum score

The researcher tested the hypothesis to know it was accepted or rejected with the criteria If the t_{counted} value is higher than t_{table} value, it means that the research hypothesis is accepted or inductive method affected the learners' achievement, while if the t_{counted} value is lower than t_{table} value, it means that the hypothesis is rejected or this method gave nothing to the students' progress.

Findings and discussion

The result of this research brought the distinction between experimental class and the control one It was found that those classes

prior knowledge were significantly similar in pretest. In the posttest, the results of those classes are very different significantly. The mean score of experimental class was 82.8 and the control class was 60.76. Then, the result of observation is almost 100 % students showed their participation in the teaching treatment using inductive method. In addition, the result of questionnaire in experimental class after applying inductive method described that from 25 students, there were 18 students were motivated and 7 students were unmotivated. This result captured that their motivation in learning English was getting better. The result of data analysis depicted that t_{counted} value (6.5) was greater than t_{table} (2.012). It means that inductive method works well in solving grammar problem.

In experimental class, inductive method is applied to overcome the students' grammar problem especially in using suffix -ing since they neverworked with clear examples. On the first day, the class started by greeting the students, telling the instructional objectives and giving warming up. She asked some questions related to the topic based on the lesson plan. She gave them some examples of verb -ing in affirmative sentence without presenting the pattern of it. Then, the students were stimulated to provide a verb, created affirmative sentence and saw -ing form in the spoof text. In this section, the students could tell slowly the pattern of affirmative sentences. On the next days, the topic was negative and interrogative forms. The students tried to create three forms of sentence and hypothesized the pattern of them. Then, the researcher moved to another function of suffix -ing; gerund as a subject and object of a sentence. At the first time, she started the class by asking the students hobby, provided a word, used it in some sentences and presented the examples of sentence. Then, the students contributed more examples and distinguished the position of gerund. On the following days, the researcher talked about suffix -ing as present participle. The examples were presented first related to the use of -ing form in adjective. The students grab a chance to

search another word and wrote a sentence which contained suffix -ing as adjective. They generalized the pattern, distinguished the use of -ing form as adjective and gerund, and gave narrative text. In the last meeting, they combined the use of suffix -ing in three parts; verb in present progressive, gerund, and adjective. They differentiated and concluded the pattern. Also, they saw the position of -ing form in reading text. The students in the experimental class were interested, motivated, and enthusiastic. Also, the students participated actively in the classroom.

Conclusions and suggestions

Conclusion

Referring to the findings, the procedure of teaching grammar using inductive method is executed well so that students' ability in using suffix -ing is improved. After applying inductive method, they can differentiate the functions of suffix -ing. They can understand them by looking at examples and they can make relevant sentences. Also, they are brave to answer the exercises and are enthusiastic in providing more examples. As the result, they understand the rule of that grammar focus. The achievement in experimental class is not significant as in control class but it still implies that the conventional method can be implemented to develop students' grammar ability. However, the students in control class are still not motivated and the achievement was little bit improved. Finally, the result shows that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Also, applying various techniques and media were better to increase students' achievement in English learning.

Suggestions

The teacher should apply inductive method in introducing the grammar lesson to the students, give special attention to practice their language visually and train them to work with task frequently since national examination covers some grammar points. Additionally, inductive method requires some variations and takes time; therefore, the teacher should be wiser in managing the time and more creative in preparing the lesson.

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Characteristics of a good language learner in relation to her language learning strategies

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Abstract: The purpose of this research is to know the characteristics possessed by Meta, a single subject in this study, as a good language learner in relation to her language learning strategies. It is a case study design. The result of the research shows that Meta possesses all of the kinds of language learning strategies (memory, cognitive, compensation, metacognitive, affective and social strategies). In terms of memory strategy she visualizes new languages. She remembers new words by writing the words for many times. In terms of metacognitive strategy she creates opportunities to practice English language skills. She identifies errors in understanding or producing the new language. She tracks the source of important errors and tries to eliminate them. She also evaluates her own progress. In terms of cognitive strategy she makes summary of English text, she highlights certain words and does scanning and skimming in reading English text. In terms of affective strategy she pushes herself to take risk in language learning situation, she discovers and controls motivation that influences language learning, she gives reward to herself for doing good performance in her language learning. In terms of social strategy she works with other language learners to improve her language skills. In terms of compensation strategy she uses guessing technique in reading and uses synonym technique in speaking.

Keywords: language learning strategies, good language learner

Introduction

Learning a language is a challenging task, but each learner and every language learning experience is unique. Lightbown and Spada (2006) stated that even students are in the same foreign language class, some students progress rapidly while other students making very slow progress. According to them a good language learner is the one who possess some characteristics, and those characteristics help the learner to get success in language learning.

Furthermore Griffiths (2009) states some variables that affect language learning and help students become good language learners, and one of them is language learning strategy. Many researchers have shown that language learning strategies have important role in language learning.

The result of the researcher's observation in English Department, Faculty of Teacher Training and Education, Mulawarman

University, shows that there is a successful language learner, especially in speaking, namely Meta. She was considered as a good language learner because she has the criteria of a good language learner. Based on researcher's observation, she uses many strategies in her language learning which makes her become a good language learner.

Meta has good achievement in learning English. Her Grade point Average was 3.84, and she also had some achievements related to English, such as in 2012 she was the winner of NUEDC (National University English Debating Championship) which was held in Mulawarman University and joined by many faculties.

This study intended to find out what makes Meta become a good language learner. By finding the characteristics of a good language learner in relation language learning strategy, teachers could encourage less successful language learners to use the appropriate strategies in order

for them become a successful language and an independent learner.

Methodology

It is a case study in which the subject of the study was a student of Mulawarman University, English Department namely Meta (initial name) who investigated in depth in order to find her characteristics as a Good language learner in relation to her language learning strategies.

First, the subject was given SILL questionnaire in order to find out the subject's learning strategies. The subject of the study had her questionnaire, SILL (Strategy Inventory Language Learning) on 8th of March 2014, 50 statements were answered by using 5-point likert-scale that ranged from one (never true of me) through five (Always or almost true of me).

SILL is a structured questionnaire used to assess how often learners use specific language learning strategies. The instrument consists of 50 statements. Items 1-9 concern the effectiveness of memory (memory strategies); items 10-23 concern the use of mental processes (cognitive strategies); items 24-29 concern the compensation for missing knowledge (compensation strategies); items 30-38 concern the organization and evaluation of learning (metacognitive strategies); items 39-44 concern emotion management (affective strategies); and items 45-50 concern others (social strategies).

The data that was taken from SILL was analyzed by finding the average score from the total score of each learning strategy based on Oxford (1990). The average score of each category was categorized into some classifications in order to find the frequency of the strategy used by the subject. Below is the table of classification of SILL

Table 1. Oxford Calculating Method, Oxford (1990).

Frequency	Average	Classification
Low	1.0 to 1.4	Never using this strategy
	1.5 to 2.4	Usually not using this strategy
Medium	2.5 to	Sometimes

m	3.4	using this strategy
High	3.5 to 4.4	Usually using this strategy
	4.5 to 5.0	Always using this strategy

Second, there was semi-structured individual in-depth interview. The interview was only related to the specific strategies that often used by the subject. Forty six questions were prepared by the researcher and about seventy questions were given to the subject. The interview took fifty five minutes. The interview was held on March 8 2014.

Semi-structured Individual in-depth interview was analyzed by using Flow Diagram by Miles Huberman (1994) which included three concurrent flows of activity. Each of the flow is described as follows:

Data Reduction Stage

Individual in-depth interview was transcribed into Microsoft Word. The transcript was categorized and coded and the data that showed significant contribution to the study was taken.

Displaying Data

The researcher compacted the data, organized information that permitted conclusion drawing and action.

Drawing and Verifying Conclusion

The data which was displayed was analyzed and conclusion was made and it was verified to the theories in order to determine the truth and accuracy of the conclusion.

This study used two kinds of triangulation in order to increase the validity of research findings. The first triangulation was data triangulation. The data in this study was gathered from different sources of data. They were questionnaires, semi-structured individual in-depth interview, and documents such as the copy of Kartu Hasil Studi (Grade Point Average Result), some certifications, and memo of the subject. This study also had interview outside of the subject, there were two participants, Wilma and Ade, the subject's friends who always

studied together with the subject and has known the Subject's language learning strategy very well; she was interviewed to get the valid information of subject's language learning strategy.

The second triangulation was theory triangulation. The result of the data in this study was checked to the relate theories of a good language learner in relation to language learning strategy, as stated by Guion Lisa (2002) theory triangulation involves the use of multiple professional perspectives in order to interpret a single set of data/information. Multiple theories are used in examining a situation or phenomenon.

In the theory triangulation, this study used some theories. The first theory was about good language learner by Griffiths (2009). The second theory was about language learning strategy by Brown (2007), Longman (2002), Wu (2008) and Oxford (1990).

Discussion

From the responses of the subject and interview of triangulation it was found that the subject of this study, Meta uses six of the language learning strategies by Oxford (1990) as follows, *Table 2. Language Learning Strategies possessed by Meta Based on SILL Questionnaire by Oxford (1990)*

Strategy	Frequency	Classification
Memory	High	Always / almost always used
Cognitive	High	Usually Used
Compensation	High	Usually Used
Metacognitive	High	Usually Used
Affective	High	Usually Used
Social	High	Usually Used

After the result of the questionnaire was gotten, the subject was given interview and it was checked by the interview triangulation with two people who were considered as two of the subject's closest friends who know about subject's Language Learning Strategies very well and also theory. It can be concluded that there are some Language learning Strategies that are possessed by subject as well as

characteristics possessed by her related to her language learning strategies, they are:

Memory Strategy

Memory strategies are the techniques in remembering new word or information. Meta has two strategies, they are:

- Using imagery by relating new language information and word to concepts in memory by means of meaningful visual imagery
- Remembering new words by writing the words for many times in order to get familiar with the words.

This finding was supported by Rebecca Oxford. Oxford (1990) stated that Memory strategies are the techniques in remembering new information. Moreover she also added some strategies related to memory, one of them is using imagery by relating new language information to concepts in memory by means of meaningful visual imagery.

Cognitive Strategies

Cognitive strategies are the strategies which are used by learners to help them understand the information in the language material. By having and doing these strategies learner can understand and produce the new language. Meta's strategies related to Cognitive strategies are:

- Making summary of text in written and spoken
- Highlighting the text
- Doing skimming and scanning in reading English text

According to Oxford (1990) cognitive strategies are essential in learning a new language. These strategies involve more direct manipulation to the learning material itself. They help learners to develop their knowledge and help them to understand the information in the language material. Longman (2002) also added that thinking, remembering, perceiving, recognizing, and classifying are kinds of cognitive strategy.

Moreover Oxford (1990) also stated that highlighting and making summary or abstract of a longer passage and repeating in reading to find out the idea of the text are the three kinds among many strategies related to cognitive.

Compensation Strategy

Compensation strategies are the techniques used by language learners to help them make up their missing knowledge in the process of comprehending or producing the target

language. The researcher found that Meta has some strategies to help her make up her missing knowledge in certain skills, they are:

- Guessing in reading English text
- Using synonym in speaking

According to Wu (2008) compensation strategies help learners to make up their missing knowledge in the process of comprehending or producing the target language such as guessing (in listening and reading), and using gestures, a synonym or description. These techniques help learners to understand and produce spoken or written expression in the new language without complete knowledge.

Metacognitive Strategy

Metacognitive strategies are the strategies that language learners used to manage their learning and evaluating themselves in order to reach the goal of their learning. The researcher has found that Meta has three strategies related to metacognitive, they are

- Seeking out or creating opportunities to practice any and all of the four language skills through English club and English competition
- Identifying errors in understanding or producing the new language, determining which ones are important, tracking the source of important errors and trying to eliminate such errors.
- Self evaluates her own progress in the new language (self evaluating)

According to Oxford (1990) metacognitive strategies are the strategies that help learner to take their own way to manage their learning, evaluating themselves in order to reach the goal in language learning. Moreover she also added that creating opportunities to practice, identifying errors in producing new language then trying to eliminate such errors in the future, and evaluating progress in the new language. Are the three kinds of metacognitive strategies.

Affective Strategy

Affective strategies are emotional factors such as feeling, emotion, motivation, attitude, and values that may influence language learning. It was found that Meta has some affective strategies such as,

- She pushes herself to take risk in a language learning situation, even though

there is a chance of making mistake or looking foolish

- She discovers and controls her motivation that influence her language learning (Get motivated to be an English speaker by "Harry Potter" movie)
- She gives herself a valuable reward for a particularly good performance in the new language learning.

According to Oxford (1990) affective strategies help learner to regulate emotion, motivation and attitude, these emotional factors are controlled by learners and influence their language learning in an important way. These strategies may encourage learners and lower their anxiety in language learning.

Social Strategy

Social strategy is activity which engages learners to have opportunities to practice their knowledge. This strategy put learners in an environment where practicing is possible, this strategy related to the effectiveness of interaction with others. Meta also has social strategy. She joins English club where she can practice her knowledge and works with other language learner to improve her language skill

According to Oxford (1990) social strategies are those activities which engage the language learners to have opportunities to practice their knowledge. Moreover she also said that working with other language learners to improve language skills is one of the social strategies used by language learners.

From the explanation of language learning strategies that Meta possessed above can be concluded that there are nine characteristics that Meta possessed related to her language learning strategies, as follows:

Table 3. Characteristics that Meta possessed as a good language learner

No	Characteristics
1	She finds her own way, she takes responsibility for her own learning (she practices her language skills in language learning environment, plans her language learning activities, gives reward to herself, and evaluates her progress) (Metacognitive and Affective strategies)
2	She is creative in using various media

	in language learning, she tries to feel the language by experimenting its grammar and words (Cognitive strategy)
3	She creates opportunities for practice in using the language (English) inside and outside of the classroom. (Social strategy)
4	She uses memory strategies to bring back what has been learnt. (Memory strategy)
5	She uses contextual cues to help her in comprehension. (Compensation strategy)
6	She makes errors work for her and not against them (Metacognitive strategy)
7	She learns to make intelligent guesses. (Compensation strategy)
8	She learns to use certain tricks to keep conversations going (Compensation strategy)

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Critical thinking and speaking proficiency: Two inseparable skills in global era

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Abstract: Living in this 21st century challenges the world citizen including ESP students and those who are in needs to go for global market to have various competencies. One of them is having the competency in critical thinking. The more critical the people are, the wider opportunity they will get in the workforce. This competence would be even better if it collaborates with speaking proficiency. In facts, Indonesian students thinking skill and speaking skill are still being a problem. The students are not ready to face the world due to the lack of effective strategy for them to express their mind in their own fields. These deficiencies must be eradicated or minimized at least in the purpose of preparing for more competitive human resources. We have to equip the students with certain strategy to enable them to think critically and speaking fluently. This paper aims at describing the strategy for the students to identify issues from empirical studies, to formulate precise personal point of view and to provide data or information as evidences related to the needs of working skill.

Keywords: critical thinking, speaking skill, global competitiveness

Introduction

Higher level of education is one of the important indicators in developing a nation. Education is believed to encourage economy development. Harbison and Myer (2008) said that investment in the scope of education contribute certainly to the growth of economy. Globalization in this century causes many changes to the life of society including the education. The quality and the relevancy of education in high level of education in Indonesia are still left behind comparing with other countries. The report of global competitiveness at World global Forum in 2016 places Indonesia in 41st position out of 138 countries. Being middle skill workforce with high competences, being certified and productive are obviously needed in ASEAN Economics Community era which officially welcome various access not only for trading, but also for professional workers such doctor, advocate, accountant, robotic expert, programmer, software maker, design graphic, animator and many others. This means that Indonesia is now on the phase of this condition where the competition among the workers in the world is widely opened. This problematic

issue should actually be anticipated by revitalization and strategic policy in higher level of education with vocation based. It is exceedingly true that knowing that the students from this vocation schools should learn not only the theories in every meeting in the classroom but also the portion of doing practicum needs to be more given. It is hoped that they will be prospective competent graduates which can compete with others in the workforce. Moreover, the graduates from polytechnic is seated in level 5 as written in Cabinet Secretariat of Republic Indonesia, Deputy of People's Welfare (2012) *about Indonesian National Qualification Framework (Kerangka Kualifikasi Nasional Indonesia--KKNI)*, in which this level is equal with an analyst or technician.

Based on Directorate General of Students Learning of the Ministry of Research, Technology and Higher Education (*Dirjen Pembelajaran dan Kemahasiswaan, Kementerian Riset, Teknologi dan Pendidikan Tinggi (KEMRISTEKDIKTI)* in 2017, there are some strategies need to be used by the vocation students to compete with those in ASEAN countries, such as English

proficiency, soft and professional skills or communication skills, entrepreneurial mindset, leadership, character building, problem solving and more. Once those points have been achieved by the students in vocation, they will be regarded as ASEAN or global ready graduates. Dealing with those competences, there are two noteworthy skills need to be upgraded for the vocation students, they are critical thinking skill and speaking proficiency. In the 21st century, people are expected to have an ability to think critically as a way of analyzing the thoughts, ideas, point of view to be more specific. Lipman (1988) defines critical thinking is skillful, responsible thinking that is conducive to good judgment because it is sensitive to context, relies on criteria, and is self-correcting. Critical thinking is very different with general thinking due to its particular depth analysis. The condition of Indonesian critical thinking competence can be seen through the report of PISA by The Organization for Economic Cooperation and Development (OECD, 2018a), Indonesia is in 63 out of 72 countries that participated to the program. One of the indicators to score is about this competence beside science and math. This competence plays an important role in this global era especially in answering the challenges which occur in the work field. So that, the students in vocational education are directed and set to own this ability at the time they are in the classroom or within teaching and learning process. In order to get them ready to their upcoming jobs.

Furthermore, critical thinking needs another element, that is speaking proficiency, to be exposed. Otherwise, the result of the thinking will not be known or listened to by other people. In the scope of establishing very good communication among other people in life, the ability to communicate is very essential. Jane Doe from Ottawa University (2014) clarifies that the benefits of having such effective communication especially in workplace can actually help increase productivity, decrease errors, and support operation to run smoother. The urge of gaining this competence is also written in the OECD description which discusses more about the elements or skills

should be mastered by the people especially the workers.

Based on ASEAN Economic Community (AEC) blueprint in 2015, it is mandated to all ASEAN members to increase the competitiveness in human resources, innovation, technology, communication and self readiness. It deals with the ability to communicate to various people from hundred even thousands different races in the world. The government through the ministry of Indonesian manpower in 2015 has identified some problems need to overcome such unclear workers wage, minor record of workers productivity, high rate of unemployment, poor quality of international language competence and others. Thus, communication is still a matter.

Critical thinking and speaking proficiency

Based on Willingham (2007), critical thinking is actually seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth. Thinking critically will stimulate such creativity and expand the way you utilize and manage your time (Hader, 2005) and critical thinking does not only describe the competence to think dealing with the logical rules and probability, but also the the competence to apply these skills to the problems in life. Critical thinking could provide you with more fruitful understanding of yourself. It will also offer you an occasion to be more objective, more able to control the emotion, and more open-minded as you finally appreciate other people's views and opinions. By thinking more critical, you will get more confidence to present such fresh perspectives and new insights.

According to OECD (2018b) about the future of education and skills education in 2030, the students will be expected to apply their knowledge in such evolving and unknown circumstances. For that, they need wide and broad range of skills, including skill of cognitive and meta-cognitive such as creative thinking, critical thinking, self-regulation and

learning to learn); skill of social and emotional such as self-efficacy, empathy and collaboration); and skill of practical and physical such as using communication technology devices and using new information.

Vocational education, Polytechnic, do understand about these issues. It is one of things which might encourage the government to do such revitalization of education especially to the vocation in recent year. Why is critical thinking important in the workplace? In facts, critical thinking is applicable whenever people are expected to make a decision or resolve a problem. People who work in any circumstances will possibly make sort of decision. Some are considerably good decisions that get the business forward and increase number of profit. While others are might be poor decisions that get the business down and reduce its profit. At any level in the work field, this kind of condition is frequent occurrence. The one who seats in the level of management and executives is not the only one who is responsible in making decisions; decision making and problem solving. Hundreds of decisions every day people make have an opportunity for success or failure.

The problem of having no good critical thinking skill in the scope of education has been occurring until now. The students have difficulty in sharpening their critical thinking due to some reason; the teaching strategy given by the teachers or lecturers does not require the students to dig their ideas out into good point of views, at the time reading a material, students get accustomed to read without limiting the time, so that the time seems work for nothing, then the students themselves are reluctant to spare the time to read any books which help them to broaden their mind instead. Reading habit of Indonesian people is categorized low. A study from Central Connecticut State University in United States (2016) about World's Most Literate Nation concludes that Indonesian ranks 60th out of 61 countries in term of reading interest. It is below Thailand in 59th and above Botswana in 61st position. It is possibly be dealing with how often the students read books inside school or even

outside school every day. Does the environment encourage the students to read, do the teachers in the school motivate the students to read during teaching learning process, how easy the access for the students to get the books as the resources at school and home and others. Winter-Hebert (2016) claims that reading habit brings more benefits to the readers such mental stimulation, stress reduction, knowledge, vocabulary expansion, memory improvement, stronger analytical thinking skill, improve focus and concentration, better writing skill, tranquility, and free entertainment. If reading promises more beneficial in life, why we do not prioritize reading as it is.

Another problem challenges the education in Indonesia is on the communication skill of the people especially the students by using international languages. Kukla (2017), vice president of OI global partners, states that when an organization deal with well-established communication, it demonstrates an investments to the workforce, enhances self motivation, and allows employees to feel a part of the company's success. When the vision, goals and expectations are known to the workforce, the message is clear: they are part of something bigger, they hard works pay off, and they are being valued and respected. Global study by Tower Watson in 2017, found that companies which are highly effective at communication are almost twice as likely to be high-performing than companies which are not. Good communication problems at work due to few jobs are running in solo acts. It basically takes communication to work on a team, and even people who work alone have to submit and explain report to their bosses. On the other hand, when you run a business, you should tell your employees what's expected from them. Bad communication will lead to errors and sometimes failure. Establishing an effective communication would help prevent them.

If the worker talk each other on the job, that is actually a major step to build a good team. The employees who are about to talk with their colleagues are more enthused about coming to work. If they know they can talk to the boss about problems and that the boss will listen,

that binds them to the company. Good communication builds teams and increases employee loyalty. The students who are in high level of education especially in the vocational mostly have problem with it. Moreover, the communication will be in international language such English. Even though this skill is urged to be owned but the difficulty to get is still frightening the students at all time. Basic (2011) finds out that the feeling worry, doubt and shy are the main factors why people or the students cannot make their verbal communication work optimally. In the classroom, in most common opportunity given to speak, the students usually express their signs like having no more idea to propose, post phoning the time to talk with an “*ehm, uhm*” and other mumbling expressions, sweaty in the classroom, even more they do not want to talk in a word towards their weakness in speaking itself. Another factor which makes the students are not able to speak is having less number of practice to speak given by the teachers. However, mostly the teaching method applied by the teachers is known as preaching method, where the center of attention is on the teachers. The students are gaining the knowledge through the things stated by the teachers. What is instructed by the teachers should automatically be obeyed. Moreover, the presentation session or depth discussion is far of being routine to do. These facts induce the psychological effects of the students, so that they are not accustomed to speak in front of many people.

How to increase these competences

On the purpose of upgrading these two elements for preparing the students to be more competitive before going to the work field, there should be an appropriate strategy to implement especially for the vocational education since critical thinking and its relations to the education has become an issue. According to Lipman (2003), the teachers are responsible to develop critical thinking of the students and not just push them from one educational level to the next. Brown (2004) argues the objectives of a curriculum in an ideal academic English program should definitely go beyond linguistic factors, and to

develop the art of critical thinking. Critical thinking and speaking have been identified as two of several skills necessary to prepare students for post-secondary education and the workforce. Fisher (2003) also stressed the significance of teaching critical thinking skills to the students. He gradually proposed that the thinking skills do not equip them enough to face the problems that they encounter either in education or in their daily lives, thus they need to be taught about it. There are many kinds of strategies which can be used to increase these two skills such classroom conversation, presentation, speaking class session and others. Debates have been defined as an educational strategy for students to be more active involvement in teaching learning process, integration of taught materials, development problem solving skills. Tawil Martin (2016) from university of Montana has founded the facts that the problem of these critical thinking and speaking could be overcome by applying debating strategy with California Critical Thinking Disposition Inventory (CCTDI), the significance improvements occur in an open mindedness, analyticity, confidence and reasoning. Based on the research done in Simon Fraser University in Canada found that debating strategy is set to experience arranging well-formed assertions. In addition, Nurcahyo (2012) in handbook of Indonesian Debate added that the goal of debating is to explore the basic reason behind every single point of view. Those who are involved in debate are expected to be able to think critically to maintain their arguments and to rebut the opposite ideas. Then they are urged to be able to communicate properly on how they deliver their ideas and thoughts into such good assertions.

Debating method proposes lots of valuable skills - awareness, logic, argument structure; but one of the most important things, helping young people to realize their opinions, ideas and thought have a place in the world. When you know that you express yourself respectfully and coherently, you actually gain self-belief because you realize there is no reason that others shouldn't be affording you the respect you precisely deserve. It is not only about sounding good ingiving arguments,

debating is also one of the few activities which is believed to establish genuine self-confidence. Regarding with the significance of using debate as strategy to increase the competence to speak has made big number of educational institutions and the government itself conducting many kinds of debating competition either locally, nationally or even internationally. By doing this, the students are motivated to be able to speak English. Every school including vocational schools, polytechnics and universities are grateful to share, to learn and to practice this method to the students on the purpose of upgrading their students critical thinking and speaking skills.

Conclusion

Any problems are noticed as challenges for surviving in the workforce of the global era will thoroughly stimulate the people especially the students in the high level of education to be more active in finding such a way to make them ready for every single condition. Two out of many kinds of abilities need to be owned by the people or prospective young workers, critical thinking and speaking proficiency, through accomplishing three years of study at the college. An updated teaching strategy would be more beneficial to reach the goal of overcoming these existence issues. Debating format will widely open more chances to the teachers to implement to the schools, they spread extended contribution toward preparing the students to be ready for any changes they are about to meet after graduating from the schools. The period of being students has come to an end and the term of being employees or workers would start very soon. The one who has prepared better would obviously get brighter chance to shine.

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The Chinese mime game in teaching vocabulary on EFL classroom

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Abstract: The objective of this research was to find out whether or not using Chinese mime game can develop the student vocabulary mastery. This research was designed by using the pre-experimental method. The population of the researcher was of MTs As'adiyah No 5 Ongkoe wajo and took the sample by using cluster sampling which the Seventh Grade of MTs As'adiyah No 5 Ongkoe Wajo. The data were collected using vocabulary tests applied in pre-test and post-test. The result of the data analysis showed that the mean score in pre-test 59.4 was lower than the mean score in post-test 85.2. T-table value with degree of freedom (df)= $N-1=19-1=18$ and the students for significant level $0.05 = 2.101$. T-test value (25.45) was higher than the t-table value (2.101). It means that alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It can be concluded that using Chinese Mime Game can develop students' vocabulary mastery of Seventh Grade of MTs As'adiyah 5 Ongkoe wajo.

Keywords: Vocabulary Mastery and Chinese Mime Game

Introduction

Vocabulary is a very important factor in developing mastery of the four skills in learning English. Vocabulary is always a main element of language. Students are not able to master of language if they still lack vocabulary.

Vocabulary includes a collection of the words. Nevertheless, many people often ask us "how can speak English very well and smoothly?" There is an old saying "where there is a will there is away. People who do not have the strength to learn English, it was impossible he could dominate, difficulties encountered in the English language will seem easier if we have the will.

English vocabulary is one of the elements in teaching English in junior high school. Vocabulary is a basic competency that must be achieved by students in order to gain other competencies such as reading, writing, listening, and speaking. It is difficult to master other competencies without mastering and understanding vocabulary. Rivers in Nunan (1991: 117) argue that adequate vocabulary acquisition is essential for successful second-language use because without extensive

vocabulary we will not be able to use the structures and functions we may have learned for understandable communication.

In the field of education, including English education in Indonesia, our education is still dominated by the view that knowledge is a set of facts that must be memorized. The teaching-learning process focuses on the teacher as a leading source of knowledge. As a result, students have problems understanding what academic concepts they usually get are abstract and lecture methods. Many students can serve both levels of memorization of teaching materials, but at the end of the teaching and learning process, they really do not understand at all. Actually memorizing the teaching materials takes place for a short time in memory and their knowledge is not a collection of facts to be memorized. Humans build Zahorik (1995) in DEPDIKNAS (2003) states knowledge. Knowledge is not a collection of facts, concepts, or laws waiting to be discovered. It is not something that exists without relying on the one who knows. Humans create or build knowledge as they strive to bring meaning to their experiences. Everything we know, we have made.

Based on this opinion, a learning process that focused on the teacher is no longer suitable. It was because our brain is continuously finding meaning and saving important cases, and learning process had to involve students in finding meaning. Teaching and learning process had to make it possible for the students to understand the meaning of their learning material.

Developing vocabulary is very important in helping people better understand their language. Idioms and slang are a big part of American culture that is important for Americans, as well as people of all ages who learn English as a second language (ESL), must use idiomatic expressions and slang.

Many people build their English vocabulary through a blend of methods by taking English classes, reading books, watching English movie, and studying English with English language software. In addition, without, vocabulary, we cannot increase our language skill such as speaking, reading, writing, etc., but with plenty of, vocabulary, we can master language skills.

Actually, there are many methods that can be used to develop vocabulary, but researchers use one method to improve students' skills in teaching English especially with the vocabulary is the game. Through the game, there are many advantages and effectiveness in learning vocabulary in various ways. Therefore, the role of the game in teaching and learning vocabulary cannot be denied.

There are many games that can improve the vocabulary of students, but here researchers make research on developing the vocabulary of students by using Chinese pantomime game, as some students are interested in playing games. Especially when they should not be allowed to make sounds and players must be gesturing by using facial expressions, body language or hand to describe something to them. Because this game uses a set of flash cards or flash cards with images and colors used by researchers to show vocabulary to students, it is easy to get students to know and remember vocabulary and this method can

make students more active in the learning process.

Especially the object of the research Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo, the researcher has observed and asked the English teacher about the condition of the student in studying English. According to the English teacher, the problem with the students is they still poor vocabulary mastery, so they can't develop their language skill such as speaking, listening, writing and reading.

Considering the explanation above, the researcher intended to do research entitled "Developing Student's Vocabulary Mastery by Using Chinese Mime Game of the seventh grade of Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo".

Literature review

The previous related research findings

Park (2012) has reported entitle "Relationship between Motivation and Student's Activity on Educational Game" based on the data. There search results convinced that instructional games have positive effects on academic achievement. Game-based learning has aroused the attention and interest of educators, parents and gaming companies from all aspects, because of the educational potential embedded in the game; it opens and changes the view of digital games. The purpose of this study was to identify the effect of the level of educational game activity on the intrinsic motivation of learners. The results of this study, there is a significant difference in intrinsic motivation among learners who use the game at higher activity levels and learners at lower levels of activity in game-based learning. The intrinsic motivation of extroverted students 'increases more than that of introverted learners' in game-based learning.

Pearl (2012) has reported "Improving Vocabulary Instruction to Enhance Student Understanding and Literacy of Science" researchers designed to investigate whether spending more classroom time and instructor planning time in vocabulary teaching will lead

to improved student learning, attitudes toward scientific vocabulary, and science literacy skills.

Efendi (2013) has reported entitled “The Use of Game to Improve Vocabulary Mastery” the researcher found that the students were highly motivated and enthusiastic in learning vocabulary through games. In addition, they looked to enjoy the teaching and learning process. The large numbers of students who tried to answer the question showed it. Besides that, the students had improvements in their activeness when the researcher implemented games in teaching vocabulary mastery.

Longhurst (2013) has reported entitled “The Benefits of Explicit Vocabulary Teaching in the EFL Classroom” based on the data, the researcher concluded that this research synthesis set out to identify what practical pedagogical methods of explicit vocabulary teaching are relevant to teaching EFL in a Swedish educational context within the framework of communicative language teaching. What affects how learners in the EFL classroom acquire vocabulary ensures that it is very difficult to pinpoint any specific theory or method which can be used to determine just how we acquire vocabulary in a foreign language, and therefore which methods may be relevant in any given classroom situation. Studies on the link between reading and vocabulary acquisition appear to far outnumber studies on the link between vocabulary acquisitions through other means.

Nasuka (2014) has reported entitled “The Effectiveness of Mind Mapping in Improving The Mastery of Malay Language of Dyslexic Children” the researchers found that mind mapping can help in improving the Malay language mastery of dyslexic children to the research aspect, that is the vocabulary and sentence in the essay. This is because, although the results have not reached a level of excellence, the researcher found the significant increase is on the content of essay writing. After using mind mapping, study subjects were more motivated and determined to produce vocabulary to expand the content of the essay. Thus, the amounts of their

vocabulary were increase and sentence construction process in the essay also become easier.

Based on some previous, the researcher concluded that several methods in teaching vocabulary mastery to the students but in this case in selecting the method which can attract the students’ attention that could be an important thing to use this method in teaching vocabulary mastery to students through using Chinese Mime game. In addition, it does not make the students bore; they can relax and have while learning.

Some Pertinent Idea

1. The concepts of vocabulary

a. Definition of vocabulary

Before talking so far about vocabulary, it is necessary to know the definition of vocabulary. In order to have a clear concept of vocabulary some definitions of vocabulary had given by different writers was be presented below:

Harmer (1991:159) states that one of the problems of vocabulary teaching is how to select a word to teach.

Hornby (1987:959) states that vocabulary is:

- a) The total number of words that make up language.
- b) The range of words known to use by a person in a trade and profession.
- c) The book is counting a list of words.

According to Webster’s (2003:1407) states that vocabulary is:

- a) List of word and phrase, especially one arranged in alphabetical order and defined or translated.
- b) All words of a language.
- c) A sum or aggregate of the words used or understood by a particular person, class, or employ in some specialized field of knowledge.
- d) The range of expressions at the person’s disposal, especially in art.

Based on the above statement, the writer concludes that vocabulary is concluded that all the words that a person knows or uses in a particular language when they are speaking,

listening, reading, and writing. By analyzing the definition above, the writer can make a conclusion about the meaning of vocabulary. Vocabulary is the words used by a person or other entities to communicate each other in all area with use a language user's knowledge of words.

b. Types of vocabulary

According to Harmer (1991:52), there are two types of vocabulary. They are:

a) Active vocabulary refers to vocabulary that students have learned and which they are expected to be able to use.

Example: Before, Also, in other that.

b) Passive vocabulary refers to words, which students will recognize when they meet, but they will probably not be able to produce.

Example: come on, do not forget, and don't cry.

According to Richards (1985:97), Vocabulary is a set of lexemes including single words, compound words, and idioms.

Based on some author about the type of vocabulary above, the researcher make the conclusion that vocabulary is the most frequent to use and know or understand when we meet them because vocabulary is just a word list of the word, but also it appears in phrase or expressions than we do not know the real meaning exactly.

c. Kinds of vocabulary

Vocabulary is all the words in a language, all the words used by a group or an individual, an alphabetical list of the words used in a book often includes their translation or definition. There are four kinds of vocabulary; they are as follows:

a) Oral vocabulary consists of words actively used in speech.

b) Writing vocabulary is words that come readily to one's finger vocabulary.

c) Listening vocabulary is the stock of the words to which one responded with the meaning and understood in the speaking of others.

Reading vocabulary is the words one response in writing of others.

d. The importance of a vocabulary

a) An extensive vocabulary helps expression and communication.

b) The size of the vocabulary has been directly related to reading comprehension.

c) Linguistic vocabulary identical to the vocabulary of thought.

d) Others based on his vocabulary can judge a person.

e. Why is vocabulary so essential?

Vocabulary is critical to success for many reasons:

a) In reading comprehension can be improved when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.

b) Word is the currency of communication. A robust vocabulary improves all areas of communication; listening, speaking, reading, and writing.

How many times have you asked your students or your own children to "use your words"? When children and adolescents improve their vocabulary, their academic and social confidence and competence improve, too.

The researcher concluded that the importance of vocabulary role in learning a foreign language, the mastery of this element should be ensured and developed. Otherwise, the vocabulary mastery of the students will be limited, and consequently, they will find difficulties in learning the skills of the language. Therefore, schools have a responsibility to teach vocabulary to their students.

f. Vocabulary of development

Vocabulary will be developing in many ways such as by speaking, reading, writing, and listening. Always the students will find some challenging words and they not understand what the passage means. We can help them by asking them to guess the unfamiliar words. Technique for guessing the vocabulary from the grammatical structure, pronunciation, and punctuating and using a natural redundancy of surrounding words.

Harmer explains that four aspects of the vocabulary of the students need to know about they are word use, word formation, and word grammar:

a) Word meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word meaning frequently stretched through the use of metaphor and idiom. We know that the word "hiss" for example, describe the noise that snakes make it is also governed by a collection that which words go with each other.

b) Word use

What a word means can be change stretched or limited by how it uses this is something students need to know about. We often use words only in certain social and topical contexts. What we say governed by the style and register we are in.

c) Word formation

Words can change their shape and their grammatical value too. Students need to know fact about word formation and how to twist words to fit the different grammatical context. It means knowing how words are written and spoken and knowing how they can change their form. Word formation refers to word from, and they are formed word are nouns, some words are adjective, some words are a verb, act.

g. The general principles in selecting vocabulary

One of the problems of vocabulary learning is how to select what word to teach. Harmer presented criteria, which are rather more scientists have used in the selection of vocabulary they are:

a) Frequency

In teaching and learning vocabulary, words that are most commonly used are the ones we should teach first.

b) Coverage

In teaching and learning vocabulary, words are more useful if it has one very specific meaning, so the argument goes.

c) Word formation

Words can change their shape and their grammatical value, too students need to know facts about word formation and how twist

words to fit the different grammatical context. Word formation means understanding how words are written and spoken and understanding how they can change their form.

d) Word grammar

Just a word change according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns.

2. *The concepts of the game*

a. *Definition of game*

Given that communication is the ultimate goal of learning a language, then acquiring, remembering, and meaningfully using newly learned words is an important part of learning a foreign language. Students who learn a foreign language - most of the time - tend to forget or misuse new words. This (forget and misuse) because many of the most important factors are:

a) Words are not stored properly in the mind of the student.

b) They are not adequately trained.

c) They are not related to the experience and interests of the students themselves.

Among the many ways to make learning more effective, I highly recommend the game. To improve our vocabulary requires a lot of methods to use. One of them is game. The definition of a game is an activity that you must have fun with. Games can make students focus more on learning because they do not feel that they are being forced to learn.

In the Oxford advanced learner dictionary, it is mentioned that the game is an opportunity / skill game, ball game, the sort. Game playing is an activity that shares a least two of the basic elements of play: both are meant to be fun and provide a context for fantasy experience. Rules inform players about the rules they will play, the limits and expectations for behavior, and how the game work.

Games can lower anxiety, thus making the acquisition of input more likely they are highly motivating and entertaining, and they can give shy students more opportunity to experiences within a foreign language which

are not always possible typical lesson. The game can be media that will provide many advantages for teacher and the students either.

b. The use of game

The use of game is attracting the student to the learn English because it is fun making them want to have an experiment, discover and interact with their environment other useful for games are:

- a) Games add variation to the lesson and increase motivation by providing a plausible incentive to use the target language. For many children between and twelve years old, especially the youngest, language learning will not be key motivating factor. Games can provide this stimulus.
- b) The game context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking even to reluctant children.
- c) Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- d) Even shy students can participate positively.

c. Advantages of games

Learning a language is a difficult task that can sometimes be frustrating. It takes constant effort to understand, produce, and manipulate the target language. Games have proven to have advantages and effectiveness in learning vocabulary in various ways:

- a) The game brings relaxation and fun to students, so help them learn and retain new words more easily.
- b) Games usually involve friendly competition, and they keep learners interested.
- c) Vocabulary games bring real-world context into the classroom and improve students' use of English in a flexible and communicative way.
- d) The game is very motivating, and they give students more opportunities to express their opinions and feelings.

The game adds redirection to regular class activities, "breaking ice," but they are also to spark new ideas.

Nahliah states that "there are many advantages to using games," Game is a welcome break from the usual routine of language classes:

- a) They are motivating and challenging.
- b) Learning the language takes a lot of effort.
- c) The game helps students to create and support learning efforts.
- d) The game provides language training in various speaking, writing, listening and reading skills.
- e) They encourage students to interact and communicate.
- f) They create meaningful contexts for language use.
- g) Vocabulary games bring real world context into the classroom and increase students' use of English in a flexible, meaningful and communicative way.
- h) They are motivating and challenging.
- i) Learning the language takes a lot of effort.
- j) The game helps students to create and support learning efforts.
- k) The game provides language training in various speaking, writing, listening and reading skills.
- l) They encourage students to interact and communicate.
- m) They create meaningful contexts for language use.
- n) Vocabulary games bring real-world context into the classroom and improve students' use of English in a flexible, meaningful, and communicative way.
- o) Games usually involve friendly competition, and they keep students interested in learning the language.
- p) Games can help them (learner) to learn and hang on to new word easier.

d. Aims of using games in teaching vocabulary

The game is like any other activity, and when planning it, the teacher needs to consider what the goal is. Some examples of goals and objectives when using games in teaching vocabulary are:

- a) Present new vocabulary items.
- b) Review vocabulary from previous lessons.

- c) Check what students know before teaching new vocabulary items.
- d) Practice new vocabulary items that have just been presented.
- e) As a warmer at the beginning of the lesson.
- f) As a filler at the end the lesson.

Thus we can see that the game is the essence of vocabulary teaching and not just an activity to fill in strange moments when teachers and students are nothing better to do.

e. How to choose a game

The role of the game in teaching and learning vocabulary can not be denied. However, to achieve maximum results from vocabulary games, it is important that matching games be selected. Every time a game has to be done, the number of students, the level of proficiency, the cultural context, the time, the learning topic, and the classroom setting are factors to be reckoned with.

f. When to use the game

This game is often used as a short warm-up activity or when there is time left at the end of the lesson. The game should not be considered a marginal activity that fills strange moments when teachers and classrooms have nothing better to do. The game should be the core of foreign language teaching. Rixon suggests, "Games be used at all stages of the lesson, provided that they are suitable and carefully chosen."

Based on the above definition, the researchers concluded that Learning vocabulary through the game is one effective and interesting way that can be applied in any class. In this paper, I suggest that games are used not only for the sheer pleasure but more importantly, for presentations, exercises, and vocabulary reviews that are useful for enhancing the communicative competence of learners.

3. The concept of Chinese Mime Game

a. Definition of Chinese Mime Game

Before the researcher defines the definition of mime game, it is going to be classified "mime" from some sources.

According to the Webster's comprehensive dictionary of the English language that mime

is a mimic play or farce or the dialog for this: a dramatic representation, akin to a comedy, mimicking real person or events; a favorite amusement among the Greeks and Romans.

Mime (verb) is

- (1) 1 [with object] use only gesture and movement to act out (a play or role): (as adjective mimed) a mimed play[no object]: they've even mimed in a restaurant hallconveyor represent (an action, idea, or emotion) by using only gesture and movement: Eddie mimed an attack of nausea
- (2) 2 [no object] pretend to sing or play an instrument as a recording is being played: singers on television often mime to pre-recorded tape tracks.

Miming is used in almost every English class, if only as warmer or when a teacher tries to explain or get the language. However, positive elements awaken people with movement, making them aware of the use of movements for communication, easy activities for students who have difficulty speaking, etc. Can be incorporated into all kinds of other parts of the class as well.

Principally, Chinese mime is similar to Chinese whisper game. In Chinese game, it just uses mime or gesture in conveying something to players. To begin this game, we have to divide into two groups. These two groups must set their positions and turn around their body in the wall. Every student of groups standing up at the front must turn around his/her body to his/her member at the back. Therefore, two students of two groups are as a leader for their group, while non-leaders stay at the back.

During the game, not all players must be allowed to make a voice. Call the two leaders being with you. Then, you must give gesture with using facial expression, body language, or hand to describe something to them. Then, each leader goes to their groups. Each leader will clap the second players' shoulder and give gesture in related with what you have just given. The second player (P2) will tell the third player (P3) till the mime is accepted by the last player (Px). The last player (Px)

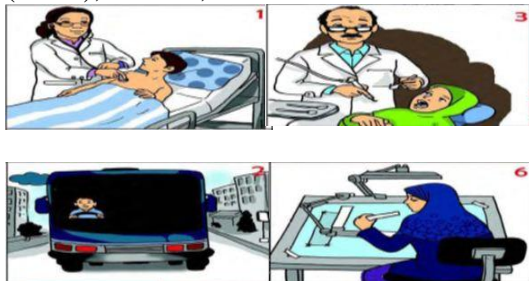
should show the gesture that he /she accepts in front of the class and tell orally what he/she thinks about the mime. At the end of the game, the leader (P1) will show the right mime or gesture, and all of the teams discuss thing that wants to be conveyed by the gesture.

b. *The procedures of Chinese Mime game*, as follow;

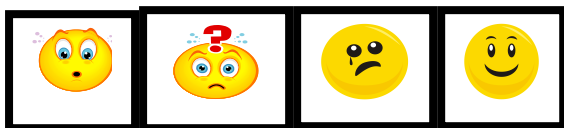
1. Teacher gives mime to the leader (P1).
2. Leader (P1) claps the second player's shoulder (P2) and gives mime.
3. The second player (P2) claps the third player's shoulder (P3) and gives mime.
4. The last player (Px) shows the mime in front of the class.
5. Leader (P1) shows the right mime in front of the class.
6. The team discusses the meaning of mime.

This game would be focused on vocabularies about occupations (Noun), emotions (Adjective) and daily activity (verb) by using picture cards.

The picture would be used to occupations (Noun), such as;



The picture will be used to emotions, such as;



The picture will be used to verbs, such as;



Method

The research Design and variable

1. Design of the research

The design of this research used pre-experimental with one group pre-test, treatment, and post-test design to know the student's ability in vocabulary (Gay et al., 2006: 257).

Table 1.: Research design

Group	Pre-test	Treatment	Post-test
N	O ₁	X	O ₂

(Gay, 2006:257).

Where:

N : Sample

O₁ : Pre-test

O₂ : Post-test

X : The treatment

2. Variable of the research

There are two variables in this research are:

- 1) Independent variable (X): Teaching English Vocabulary Mastery by using Chinese Mime Game.
- 2) Dependent variable (Y): The students' vocabulary Mastery.

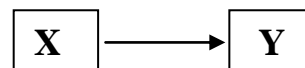


Figure 3.1 Variable Design

The operational definition of variables

1. *Chinese Mime Game*

Chinese mime is similar to Chinese whisper game. In Chinese game, it just uses mime or gesture in conveying something to players.

2. *Vocabulary Mastery*

Vocabulary mastery means the ability of the students to know, remember, and understand the vocabulary about noun especially occupations, verb (daily activity) and adjective (emotions).

Population and sample

1. *Population*

The population of the research was at Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo in academic year 2014/2015. The students were spread in three classes of class VII. The total number of population is 57 students.

Table 2. The student's population of VII grade of Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo in academic year 2014/2015

N	Class	Sex		Total
		Male	Female	
1	VII. 1	10	9	19
2	VII. 2	11	8	19
3	VII. 3	11	8	19
Total		32	25	57

2. *Sample*

Based on the population above, to get valid data, the researcher used Cluster Sampling technique that one class of the Seventh Grade at Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo. The researcher selects VII. 1 consist of 19 students. Therefore, the number of samples that would be used by the researcher is 19 students.

The instrument of the research

The instrument in this research that would be used is a test or written test as the instruments that consist of multiple choices (ten numbers), matching the word with picture (ten number) and complete the sentence (ten numbers). This test would be applied to the pre-test and post-test.

The procedure for collecting data

The procedure of collecting data would be divided some steps as follow:

1. *Observation Technique*

The researcher observed the student's vocabulary ability in the class. It is essential for the researcher to know the student's ability before giving the treatment.

2. *Experimental Technique*

a. *Pre-test*

Before giving the treatment, the researcher gave pre-test by using multiple choices, matching test and complete the sentence to the students.

b. *Treatment*

The researcher gave treatment for three times confusing it two hours. The researcher used Chinese Mime Game by using some media such as a piece of paper, picture card, etc.

The steps of treatment from the first meeting until the last meeting as follows:

1) *First meeting*

- a) The researcher opened the class by greeting and prays before the study.
- b) The researcher gave motivation/information to the students before providing the material.
- c) The researcher showed the picture card about occupations (Noun), and the researcher asks the students about the picture cards.
- d) The researcher introduced the students to Chinese Mime Game by using picture cards.
- e) The researcher would be divided the students for work in groups of 4 or 5 people.
- f) The researcher checked out for clarification to make sure that all of the students understand the aim of the activity.
- g) The researcher explained to the students what will have to do with the activity or game and ask students to start doing their activity with each group.
- h) The researcher closed the meeting with word wisdom, videos motivation, song, etc.

2) *Second meeting*

- a) The researcher opened the class by greeting and prays before the study.
- b) The researcher gave motivation/information to the students before giving the material.
- c) The researcher reviewed the student's vocabulary about occupations on the first meeting by using picture card.
- d) The researcher showed the picture card about emotions (adjective), and the researcher asked the students about the picture cards.
- e) The researcher would be divided the students for work in groups of 4 or 5 people.
- f) The researcher checked out for clarification to make sure that all of the students understand the aim of the activity.
- g) The researcher explained to the students what would have to do with the activity or game and ask students to start doing their activity with each group.
- h) The researcher closed the meeting with word wisdom, videos motivation, song, etc.

3) *Third meeting*

- a) The researcher opened the class by greeting and prays before the study.
- b) The researcher gave motivation/information to the students before providing the material.
- c) The researcher reviewed the student's vocabulary about emotions (adjective) on the second meeting by using picture card.
- d) The researcher showed the picture card about the daily activity (verb), and the researcher asks the students about the picture cards.
- e) The researcher would be divided the students for work in groups of 4 or 5 people.
- f) The researcher checked out for clarification to make sure that all of the students understand the aim of the activity.
- g) The researcher explained to the students what will have to do with the activity or game and ask students to start doing their activity with each group.
- h) The researcher closed the meeting with word wisdom, videos motivation, song, etc.

c. *Post-test*

In the lastmeeting, the researcher gave the post-test to the students after the treatment. It aims to measure the students' development in their vocabulary mastery by using mime game. The content of the post-test is the same with the pre-test.

The technique of data analysis

The data collected through the test analyze quantitatively. This quantitative analysis employs statically calculating to the hypothesis. Some formulas would be applied in this research to process the data follows:

- a. Explain score of an item of the test.
 1. Score of multiple-choice
 - correct 1 = 1
 - incorrect 1 = 0
 2. A score of matching the picturewith the suitable word
 - correct 1 = 1
 - incorrect 1 = 0
 3. Score of complete the sentences
 - correct 1 = 1
 - incorrect 1 = 0
- b. Scoring the student's correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Studen t' correct answer}}{\text{Total number of item}} \times 100$$

- c. Classifying the students' score into the following criteria:

Table 3. scoring classification of vocabulary

No.	Classification	Score
1.	Very Good	86 – 100
2.	Good	71 – 85
3.	Average	56 – 70
4.	Poor	41 – 55
5.	Very Poor	0 – 40

(Depdiknas, 2006: 38)

a. Calculating the mean score, standard deviation, frequency table, and the value of t-test to identify the difference between pre-test and post-test by using inferential analysis in SPSS 21.0 program for Windows evaluation version.

b. Criteria for testing hypothesis

To test the hypothesis, the researcher will obtain t-test at the level of significance $\alpha = 0.05$ or nonindependent sample. The degrees of freedom (df) in (N-1). So, (19-1 = 18). For $\alpha = 0.05$ and df = (18) the table is (2.101).

The criteria of the testing hypothesis are:

- 1) If $t_{table} > t_{test}$, H_0 was accepted, H_1 was rejected. It means that cannot develop the student's vocabulary mastery.
- 2) If $t_{table} < t_{test}$, H_0 was rejected, H_1 was accepted. It means that can develop the student's vocabulary mastery.

classification. 3(15.8%) as good classification, 9 (47.4%) as fair classification, 7 (36.8%) as poor classification. It means that the mastery of vocabulary was still low for them. So it was concluded that they were not motivated and interested in learning English especially in memorizing vocabulary.

The table above points out that after giving the treatment, there was 11 (57.9%) as excellent classification, 8 (42.1%) as good classification. It means after learning vocabulary by using Chinese mime game, the vocabulary achievement of the seventh grade of the students of Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe have improved. It proved in the result of post-test there were 11 students got an excellent classification and eight students got good classification.

So it was concluded that they could improve their vocabulary after joining treatment in Chinese mime game, because they were enthusiastic, enjoy and motivated to learn English especially in memorizing and practicing the vocabulary.

Finding and discussion

Findings

Table 4. The frequency of a percentage of the result of pre-test and post-test

Score	Classification	Pre-test		Post-test	
		F	%	F	%
86- 100	Excellent	-	-	1 1	57.9
71- 85	Good	3	15. 8	8	42.1
56- 70	Fair	9	47. 4	-	-
41- 55	Poor	7	36. 8	-	-
≤40	Very poor	-	-	-	-
TOTAL		1 9	100	1 9	100

The table above shows that there were not students that could be classified as excellent

Table 5. The mean score and standard deviation of the students

No	Test	Mean score	Standard deviation
1	Pre-test	59.4	8.0
2	Post-test	85.2	6.1

From the data on the table above, it describes that the score obtained by the students was different. The result of post-test is better than the result of the pre-test. It is provided by the mean score of post-test (85.2) is higher than the mean score of pre-test (59.4). The data indicate that after giving treatment by using Chinese mime, the students' score obtained increase.

The result of computation of t-test and t-table value

The result of t-test and t-table value is tabulated as follows:

Table 6. The result of t_{test} and t_{table} value

T-Test value	T-table value
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25.45

2.101

The data on the table above shows that the result of t_{test} value (25.45) was higher than the t_{tabel} value (2.101), with $N-1$ ($19-1$) = 18

Discussion

After giving treatment for three times, there were improvements in the students score from pre-test to post-test. The mean score of the students, pre-test (59.4) was smaller than the mean score of post-test (85.2). The result of the data analysis of the students was describing that the vocabulary after using Chinese mime game had developed of the second year student of Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe.

English vocabulary is one of the elements in teaching English in junior high school. Vocabulary is a basic competency that must be achieved by students to gain other competencies such as reading, writing, listening, and speaking. It is difficult to master other competencies without mastering and understanding vocabulary.

Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Aninda Nasuka (2014) has reported entitled "The Effectiveness of Mind Mapping in Improving The Mastery of Malay Language of Dyslexic Children" the researchers found that mind mapping can help in improving the Malay language mastery of dyslexic children to the research aspect, that is the vocabulary and sentence in the essay. This is because, although the results have not reached a level of excellence, the researcher found the significant increase is on the content of essay writing. After using Chinese mime game, study subjects were more motivated and determined to produce vocabulary to expand the content of the essay. Thus, the amounts of their vocabulary were increase and sentence construction process in the essay also become easier.

Based on the students' result obtained and stated in findings above, the researcher used t-test in inferential statistic through SPSS version 21.0 program to test the hypothesis. The result of the t-test value (25.45) was greater than the t-table value (2.101). So, that the null hypothesis (H_0) of the result was rejected and the alternative hypothesis (H_1) was accepted. It means that using Chinese mime game was effective to develop the students' vocabulary.

Conclusion and suggestion

Conclusion

Based on the result of data analysis by using t-test statistical procedure and how the students developed their vocabulary, the researcher comes to conclusion that developing students' vocabulary mastery by using Chinese Mime Game of the Seventh Grade of Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo.

It was proved by mean score obtained from their pre-test only (59.4) and post-test (85.2). After the students were given treatment by using Chinese mime game in teaching vocabulary of the Seventh Grade of Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo was significantly developed. The result of the data analysis t-test (25.45) is higher than t-table (2.101). Therefore, it can be concluded that the using Chinese mime game can develop students' vocabulary mastery.

Suggestion

The researcher would like to make the suggestion based on the research was doing as follows:

1. For the teacher
 - a. In teaching English especially vocabulary, the teacher must be creative in strategies in the classroom and apply some techniques in English which is suitable with students' condition so that, the students are not bored, sleepy and lazy following the materials.
 - b. The English teacher should know what strategies and method that they have to choose in comprehend the vocabulary material of English because it was very

- effectivetodeveloping students' vocabulary.
- c. The English teacher has to be given game by using Chinese mime game.
 - d. The English teacher should give high motivation to the students in learning English especially vocabulary so that they can develop their vocabulary.
2. For the other researcher:
- a. This thesis was hoped to be materials information for the next researcher.
 - b. This thesis could give new reference to arrange a curriculum.

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The use of animation video in improving vocabulary of the Second Grade Student of SMP Negeri 6 Watampone

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Abstract: Learning vocabulary as one of core elements of a language is primarily needed to build up language skills. Without having adequate vocabulary, students will get difficulties in comprehending and producing language as well as creating communicative language skill, particularly English language. Many students are lack of ideas and vocabulary in English language. Moreover, the teachers are still using conventional method in teaching that does not give significant improvement to the students' English skills. Therefore, using media in teaching and learning process is necessary. This paper aims to improve students' vocabulary using an animation video and give the teachers an idea in teaching English. It employed a pre-experimental design which applied pre-test and post-test as the instruments of the research. It used an animation video as a media to improve students' vocabulary. The subject of the research was the second grade students of SMP Negeri 6 Watampone in academic year 2015/2016 and the sample consisted of 20 students of VIII A. The result of the study demonstrates that there was a significant difference between pre-test and post-test. The use of animation video as teaching media to improve the vocabulary and interest of the second grade students of SMP Negeri 6 Watampone. Additionally, the teacher also get an idea to create an interesting lesson material using animation video in teaching and learning process.

Keywords: vocabulary, animation video

Introduction

Language is the most important part of human existence and social process that has many function such as; to perform the life of human beings; to express their thought, feelings, idea and to communicate with others. This action can be done in four kinds of skills, they are: listening, speaking, reading and writing (Brown, 2002). It means that vocabulary is important for all languages because communication cannot run well without vocabulary.

Being the foreign language and the obligatory subject at school, English needs a serious handling in order to give the best quality to the students. The students have to know the necessary words which are essential to their field of study. Without having adequate vocabulary, the students will get difficulties in learning English. It means by learning vocabulary, the students will produce many sentences easily either in spoken or written form.

The researcher has interviewed the English teacher and the second grade students of SMP Negeri 6 Watampone on January 20th 2015. Based on information from the English teacher

about students' vocabulary, the researcher concludes that there are some difficulties faced by the students to speak and express their idea orally and in written form. Besides, there is a gap between the students' scores achievement in English subject and the criteria minimum mastery (KKM). It is proved that there is a problem for the students in teaching and learning English process. To find out the real problem in learning English the researcher has interviewed the second grade students of SMP Negeri 6 Watampone. Based on the interview, they said that their English is still low because of some factors; they lack of ideas, and have low interest and feel bored because their teacher used conventional way in teaching learning process.

By looking at those problems which are faced by the second grade students in SMP Negeri 6 Watampone, the researcher tries to find out a media to help the students improve their vocabulary and make the students' interest in learning vocabulary by using animation video. Videos are characterized in audio-visual media (Gerlach & Ely, 1980). It is called audiovisual because video has pictures and sound that can be seen and heard.

Based on the explanation above, the researcher decides to conduct a research under the title "The Use of Animation Video in Improving Vocabulary of The Second Grade Students in SMP Negeri 6 Watampone."

The significance of the study is expected to give useful information and understanding for the students that learning vocabulary using animation video as a media can improve their vocabulary. For the English teachers this research can help them to handle the students in teaching vocabulary using animation video, and it will give contribution to successful teaching learning English especially in Junior High School. For other researcher, hopefully give meaningful contribution to the people who concern about vocabulary and help them as their guide.

The scope of this research is viewed from three different aspects: discipline, content and activity. By discipline, this research is under the study of Applied Linguistics namely English language teaching. By content, it concerns to apply animation video as teaching media to improve students' vocabulary of the second grade students of SMPN 6 Watampone. By activity, the students will be given a paper and treatment to watch a video. The researcher administer it as a media to please the students in learning particularly in productive skill.

Review of related literature

1. Vocabulary

In order to point out concept of vocabulary, some definition will be presented below:

According to Webster Dictionary (1996) vocabulary is; (1) a list or collection of words or words and phrases usually alphabetically arranged and explained or defined (2) a sum or stock of words employed by a language, group, individual or work, or in relation to a subject (3) a set or list of non verbal symbols (as shorthand signs, sign language, positions, manner alphabet flag signals) (4) a set of expression forms used in an art (5) a range of means of which one can apprehend experienced or express idea or feeling.

Cruise (2000) defines vocabulary as a list of words that have meaning. Each word has certain meaningful communication.

According to Haycraft in Hatch and Brown (1995) vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which he cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing.

2. Animation video

Ganges (1970) states that animation is moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, that lays the necessary foundation for learning.

Harmer (2001) states that the advantages of using video in teaching and learning process are:

- Seeing Language in Use. One of the main advantages of video is that the students do not just hear language, they see it too.
- Cross-cultural awareness. A video uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, etc.
- The power of creation. When students make their own video as media in teaching and learning process, they are given the potential to create something memorable, and enjoyable.
- Motivation. For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

video is not only entertaining, but also educating people especially for students. Griffin (n.d) who says that video is an interactive medium; if these lesson is interactive, the student will enjoy the

lesson. Besides, Walker (1999:2) defines video is an educational technology which combines vision and sound that is specifically used for classroom language instruction to provide content and to teach specific language feature. It can be used in many different ways to teach different language in any level of students.

Methodology

This research employed a pre-experimental method. It investigated the use of animation video to improve the student's vocabulary. The research design was one group pretest-posttest design.

The students were given pretest to find out their basic ability in vocabulary, then they will be given treatment for five meetings using animation video as teaching media. After that, the students were given posttest to find out the improvement of the students' vocabulary.

The population of this research is the second year students of SMP Negeri 6 Watampone. There are ten classes in this level and each class consists of 20 students. The numbers of population are 200 students.

The researcher used cluster random sampling technique by choosing randomly one class that becomes the member of population, where each class consists of 20 students. The researchers choose VIII A as the sample of the research.

Result and Discussion

1. Students' Vocabulary Achievement

This analysis describes detail explanation of the rate percentage of pre-test and post-test, mean score and standard deviation of students' sample at SMP Negeri 6 Watampone.

Table 1 The Rate Percentage of the Students' Score in Pretest

Classification	Score	Pretest	
		F	(%)
Very Good	91-100	-	-
Good	76 -90	-	-
Fair	61-75	5	25

Poor	51- 60	9	45
Very Poor	0 -50	6	30
Total		20	100

Table 1 shows the students' classification of score in pretest. In experimentalgroup out of 20 students, there was no student who got both very good and good score. There were 5 (25%) students got fair score. There were 9 (45%) students got poor score. Then, there were 6 (30%) students got very poor score.

Table 2 The Rate Percentage of the Students' Score in Posttest

Classification	Score	Posttest	
		F	(%)
Very Good	91-100	8	40
Good	76 - 90	9	45
Fair	61 - 75	2	10
Poor	51- 60	1	5
Very Poor	0- 50	-	-
Total		20	100

Table 2 shows the students' classification of score in posttest. There were 7 (35%) out of 20 students got very good score. There were 9 (45%) students got good score. For fair score there were 3 (15%) students. There was 1 (5%) students got very poor score, and there was no students got very poor score.

Table 3 The Rate Percentage of the Students' Score in Posttest

Variable	Mean Score	Standard Deviation
Pretest	52.90	12.096
Posttest	84.50	11.605

Table 3 describes the mean score of pretest that is 52.90 with standard deviation 12.096 while the mean score in posttest improves to 84.50 with standard deviation 11.605. It indicates that the students' vocabulary achievement improves significantly after given the treatment by applying video as a media.

The major purpose of this study was to find out whether or not using animation video as teaching media could improve the students' vocabulary of the second grade students of SMP Negeri 6 Watampone. The data collected through vocabulary test as explained showed that the use of animation video as teaching media could improve students' vocabulary.

Firstly, before doing teaching and learning process, the researcher gave pretest to measure students' previous knowledge in vocabulary. The result of the pretest showed that the students had lack of vocabulary.

Based on the criteria minimum mastery (KKM) of English lesson for the second year students of SMP N 6 Watampone, the students must be able to get the minimum score of 75. In fact, the result of pretest showed most of the students could not achieve the score. By looking at the students' pre-test, most of the students were in fair and poor. While, the students' post-test shows that the students were classified into very good, good and fair. In pre-test, the number of students who classified into very poor classification was 7 students from the total of 20 students. The students rested, there are 8 students classified into poor and 5 students classified into fair classification.

After giving pretest, the researcher gave treatment to the students. The researcher applied animation video as teaching media during the treatment to improve students' vocabulary. The students were asked to write the words, find the meaning and make a sentence based on the video.

The treatment was conducting in five meetings. In the first meeting, the researcher asked the students about the definition of vocabulary, kind of vocabulary and the media that implied in classroom activity that was animation video. The researcher also showed to the student one of animation video and explained to them of what they going to do with the video. In the second until fifth meeting, the researcher showed animation video in front of class using LCD and the video was played twice. The students wrote the words based on the video, they find the meaning and make sentences from the words. After that, the researcher and the students re-watched the video. The result showed that the students understood the meaning and can make a

sentence of the words correctly. During the treatment the students were interested in learning English to improve their vocabulary. It could be seen from the students' scoring in pretest and posttest. The students showed their vocabularies improvement in their sentences.

After conducting the treatments, the researcher gave post-test to the students. It aimed to know the students' improvement in vocabulary after the researcher implemented the animation video as teaching media. The test was same with the pretest. The result of the post-test was showed the improvement of the students' vocabulary. It can be seen from the different mean score between pre-test and post-test. The mean score in the pre-test was 52.90 and it increased in the post-test into 84.50 or about 32 points. The mean score of the post-test proved that using video as a media could improve of the students' vocabulary.

From the discussion above, it was proved that some of the theories explained by Ganges (1970) states that animation is moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, which lays the necessary foundation for learning. Besides, Harmer (2001) states video can increase students' motivation, they shows an interest when they learn language using video. their opinions is proved in the classroom, when the researcher play the video in teaching vocabulary, the students already quite and watched the video seriously, it get their attention directly.

Conclusion

Based on the result of findings and discussion in the previous chapter, the researcher concludes that the use of animation video as teaching media significantly improves the vocabulary of the second grade students of SMP Negeri 6 Watampone after being given treatments. It is proved by the mean score of post-test (84.50) is greater than the mean score of the pre-test (52.90).

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Improving the students' ability to use adjective through bingo game at the second year of SMP Buq'atun Mubarakah Gombara Makassar

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Abstract:The objective of this research was to find out whether or not the bingo game can improve students' ability to use adjective effectively. The population of this research was the second year of SMP Buq'atun Mubarakah Gombara Makassar with the total 40 students. The researcher used total sampling technique in choosing the sample of the research and employed quasi experimental design where VIII.A which consists of 20 students will be in the experimental group and VIII.B which consists of 20 students will be in the controlled group. The instrument of this research was a vocabulary test used in pre and post test. The result of the data indicated there was a significant difference between students' post-test in experimental class and controlled class. The mean score of post-test (80.35) in experimental class was greater than the mean score of post-test (73.55) in controlled class and the standard deviation of post-test (8.29) in experimental class was greater than the standard deviation of post-test in controlled class (5.17). From t-test, the researcher found that the value of t-test (3.24) was greater than t-table (2.021) at the level of significance. It means that this is a significant difference between the result of the students' pre-test and post-test. Based on the finding and discussion of the research, the researcher drew a conclusion that the use of the Bingo Game can improve the students' ability to use adjective at the second year of SMP Buq'atun Mubarakah Gombara Makassar.

Keywords: improving, adjective, bingo game

Introduction

There are many languages in the world with many varieties in their form and use. Besides of them, English is the most widely used. More people use English in many activities in the world of interaction and communication and also for Indonesian people. Moreover, to make a good communication, people need mastery the four skills: listening, speaking, reading and writing. Mastery the skills are not easy because the rules of English are different from Indonesian language.

In Indonesia, English has been chosen as the first foreign language to be taught as compulsory subject from the first year of junior high school up to the first year of college (Saleh, 1997:2). There are four components of language to be taught to junior high school students, they are structure or grammar, pronunciation, vocabulary, and spelling. Vocabulary is one components that has to be learned and mastered, but some students still face problem in learning one specially adjective

Besides, the students will learn the language aspects; pronunciation, grammar, and vocabulary to support their language skills.

Mastery vocabulary is one of the most important things to communicate fluently.

Krenzke (2001:209) states "when people know a lot of words, it's easier to say exactly what we want to say". It means that when people mastery many of words or vocabulary especially adjective, we can speak and make the communication feels good. If the students have very limited vocabulary especially adjective, they will find some difficulties in communications and also for reading and other skills if they are lack of vocabulary. The lack of vocabulary is a real problem.

Suyanto (2007:47) states that teaching vocabulary is better one if the materials are used still in children world contexts in order to make easier n practice for communicate. Therefore, teacher has led role to help their students to develop their students' ability in mastering vocabulary especially for Junior High School. To teach adjective to the students of Junior High School is really important to use media, one of them is Game. Game is one of the alternative media that can be used by the teacher in teaching vocabulary especially in teaching adjective.

According to Sadiman, Raharajo, and Haryono (2005:75) game is competition among the players that interact each other by following rules to achieve certain purposes too in relation to it. Cezanne (1895 point out) that game is structured or semi structured activity, usually under taken for enjoyment and sometimes also used as an education tool. In this study the writer uses Bingo game in improving the students' ability to use adjective at the second year of SMP Buq'atun Mubarakah Gombara Makassar.

According to (Huntley, 2009) With directions language, the minimum requirement for the bingo game to work would be knowledge of basic directions, including relevant prepositions especially in improving the students' ability to use adjective through bingo game at the second year of SMP buq'atun Mubarakah Gombara Makassar.

Therefore, this research is attempting to find out whether it is effective or not to improve the students' ability to use adjective through bingo game at the second year of SMP Buq'atun Mubarakah Gombara Makassar.

Literature review

According to Webster (1983:304): "Vocabulary is list of word and sometimes phrases usually arranged in alphabetical order and are defined as dictionary, glossary, and lexicon". Kustaryo(1988:2): "Pointed out that to understand a language students must have a good command of the vocabulary of the target language although learning English does not mean merely learning word but vocabulary proficiency". It will enable the students to acquire the skill of listening, speaking, reading and writing.

Hornby (1974) defines vocabulary as, total number of word that make up the language and body of word known to a person or used in particularly book, subject etc. AccordingRiver in Faradhiba(1989:33): "point out that it would be impossible to learn language without vocabulary, language is not dry bone. It's living thing, growing entity, clothed in the flash of word.

Based on the definition previous, the writer concludes that vocabulary is the meaningful words which are used to communicate in all sides of human relationships and interest. There

are many classification of vocabulary, one of them is adjective.

An adjective is a word that describes, identifies, modifies, or quantifies something (a noun or a pronoun). In the phrase, "the black cat" the word black is an adjective because it describes the cat. In English, an adjective usually comes before the noun it pertains to. for example: a red apple or a cute cat.

There are some definitions of adjective based on experts, Selby (1991:255) state that" Adjective are words that describe, clarify or limit, modify noun or pronoun. They are usually easy to recognize because they answer the question word as which one? What kind? How many? One word adjective generally comes before the words the modify. Hornby (1974 : 11) state that" Word that names a quality, or that defines or limits a noun. According to Drs. Rudy Hariyono (2002:40) adjectiveis a word usedtoprovidepropertieson an object. or it can saidalsothat theadjectiveis a word usedtorestrictthe use ofnouns. Veit (1986 : 28) state that" The word that describes(modifies) a noun.

Considering the definition above, the writer concludes that adjective is word to modify nouns and pronouns. They can be placed after to be and before nouns. Adjectives also can classified into many categories. In English, adjectives are generally used in the order: **quantity, opinion, size, age, shape, color, origin, material, purpose**. Some of these categories are (roughly in the order in which adjectives are used in English):

- **Quantity**; few, no, one, two, three, four, several, many, all, some, every, etc.
- **Opinion**; good, better, best, bad, worse, worst, mediocre, awful, fantastic, pretty, ugly, clean, dirty, wasteful, difficult, comfortable, valuable, worthless, useful, useless, important, evil, angelic, rare, scarce, poor, rich, lovely, disgusting, amazing, surprising, loathsome, unusual, usual, pointless.
- **personality/emotion**; happy, sad, excited, scared, frightened, outgoing, funny, sad, zany, grumpy, cheerful, jolly, carefree, quick-witted, blissful, lonely, elated.
- **Sound**; loud, soft, silent, vociferous, screaming, shouting, thunderous, blaring, quiet, noisy, talkative, rowdy,

- deafening, faint, muffled, mute, speechless, whispered, hushed.
- **Taste;** sweet, sour, acidic, bitter, salty, tasty, delicious, savory, delectable, yummy, bland, tasteless, palatable, yummy, luscious, appetizing, tasteless, spicy, watery.
 - **Touch;** hard, soft, silky, velvety, bumpy, smooth, grainy, coarse, pitted, irregular, scaly, polished, glossy, lumpy, wiry, scratchy, rough, glassy.
 - **Size, Weight;** heavy, light, big, small, tiny, tall, short, fat, thin, slender, willowy, lean, svelte, scrawny, skeletal, underweight, lanky, wide, enormous, huge, vast, great, gigantic, monstrous, mountainous, jumbo, wee, dense, weighty, slim, trim, hulking, hefty, giant, plump, tubby, obese, portly.
 - **Smell;** perfumed, acrid, putrid, burnt, smelly, reeking, noxious, pungent, aromatic, fragrant, scented, musty, sweet-smelling.
 - **Speed;** quick, fast, slow, speeding, rushing, bustling, rapid, snappy, whirlwind, swift, hasty, prompt, brief.
 - **Temperature;** hot, cold, freezing, icy, frigid, sweltering, wintry, frosty, frozen, nippy, chilly, sizzling, scalding, burning, feverish, fiery, steaming.
 - **Age;** young, old, baby, babyish, teenage, ancient, antique, old-fashioned, youthful, elderly, mature, adolescent, infantile, bygone, recent, modern.
 - **Distance;** short, long, far, distant, nearby, close, faraway, outlying, remote, far-flung, neighboring, handy.
 - **Shape;** round, circular, square, triangular, oval, sleek, blobby, flat, rotund, globular, spherical, wavy, straight, cylindrical, oblong, elliptical, zigzag, squiggly, crooked, winding, serpentine, warped, distorted.
 - **Miscellaneous Qualities;** full, empty, wet, dry, open, closed, ornate.
 - **Brightness;** light, dark, bright, shadowy, drab, radiant, shining, pale, dull, glowing, shimmering, luminous, gleaming.
 - **Color;** pink, red, orange, yellowish, dark-green, blue, purple, black, white, gray, brown, tanned, pastel.
 - **Time;** early, late, morning, night, evening, everlasting, initial, first, last, overdue, belated, long-term, delayed, punctual.
 - **Origin/Location;** lunar, northern, oceanic, polar, equatorial, Floridian, American, Spanish, Canadian, Mexican, French, Irish, English, Australian.
 - **Material;** glass, wooden, cloth, concrete, fabric, cotton, plastic, leather, ceramic, china, metal, steel.
 - **Purpose;** folding, swinging, work, racing, cooking, sleeping, dance, rolling, walking.

Example of the Sequence of Multiple Adjectives in Chart Form:

Quantity	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose	Noun
Five	Good	huge	Young		black	Canadian			Bears
Much	Battered	big	Old	shapeless	Gray	indonesian	Cotton	work	Pants
Many	Magnificent	medium	Antique		green	British		reference	Books
One	Studious		Teenaged		white	American			Boy
Few	Shiny			round	Blue	Indian			Gems
Many	well-made	tiny		elongated	brown	italian	wooden	fishing	Boats
Several	Cheap	large			purple		polyester	sleeping	Bags

Best on the definition above, the writer draw conclusion that: adjective is a word that describes, identifies, modifies, or quantifies something (a noun or a pronoun) and an adjective usually comes before the noun it

pertains to. for example: a red apple or a cute cat.

According to Marcella Frank types of adjective are:(1972:109), a). Articles: The, A and An. The words The, A, and An are known as articles and

are classified as adjectives too. 'A' and 'An' are called the indefinite articles, as they do not indicate a specific noun; whereas, 'The' is called the definite article, because it does point to a specific noun. b). Demonstrative adjectives: this plural these, that plural those. The demonstrative adjectives; this, these, that, those, and what are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences: When the librarian tripped over **that** cord, she dropped a pile of books. In this sentence, the demonstrative adjective "**that**" modifies the noun "cord" and the noun phrase "that cord" is the object of the preposition "over.". c) Possessive adjectives: Pronouns: (my, your, his, her, our and their), and Nouns: jhon's, the girl's. A possessive adjective (my, your, his, her, its, our, and their) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences: I can't complete my assignment because I don't have the textbook. In this sentence, the possessive adjective **my** modifies assignment and the noun phrase **my** assignment functions as an object. Note that the possessive pronoun form **Mine** is not used to modify a noun or noun phrase. d). Numeral adjectives: one, two, three, four and five, etc. Cardinal: four, five, twenty and one hundred, Ordinal: fourth, fifth, one hundredth, etc.

Numbers are classified as adjectives too. ▶ Four dolphins stayed with the boat until dawn. (The adjective 'four' modifies the noun 'dolphins'.) ▶ All we could muster was 9 cans of beans. (The adjective '9' modifies the noun 'cans'.)

- a) Adjective of indefinite quantity: some, few, all, more, etc. An indefinite adjective is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase, as in the following sentences: Many people believe that corporations are under-taxed. The indefinite adjective, many modifies the noun people and the noun phrase, many people is the subject of the sentence.
- b) Relative and interrogative adjective: whose, what, which, etc. An interrogative adjective (which or what) is like an interrogative pronoun, except that it modifies a noun or noun phrase rather than standing on its own. **Which** plants should be watered twice a week?

Like other adjectives, which can be used to modify a noun or a noun phrase. In this example, which modifies plants and the noun phrase which plants is the subject of the compound verb should be watered.

What book are you reading?

In this sentence, what modifies book and the noun phrase what book is the direct object of the compound verb are reading.

All of these determiners except the articles and the possessive adjectives of the personal pronoun my function as pronoun when not followed by nouns. Personal pronoun have separate forms for the possessive used without a noun for examples:

- My (adjective) book.
- The book is mine(pronoun).

According to drs. Rudy hariyono(2002:40) adjective can classified into eight part:

- a) Descriptive adjective
- b) Numeral adjective
- c) Quantitative adjective
- d) Demonstrative adjective
- e) Proper adjective
- f) Interrogative adjective
- g) Possessive adjective
- h) Distributive adjective

The functions of adjectives : a) adjective modifying a noun. For examples: The big boy and The boy is big. b). Adjective modifying a pronoun. For examples: He is small and Everybody else. In improving the students' ability to use adjective, there are many ways can be applied. One of them is game. Saleh (1997:57) states that a game is a kind of play that can be used to practice certain language features at certain phrases in learning process in order to develop communication skills.

According to Ersoz (2000:1): "games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Uberman (1998:20): "states that many experienced textbook and methodology manuals writers have argued that games are not just time filling activities but have a great educational value. Lee (1979:2): " holds that most language games make learners use the

language instead of thinking about learning the correct format.

In addition, Hornby (1987:353): states that games mean a form of play or sport especially with rules. Games encourage, entertain, teach and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times. In conclusion, games help encourages and participants to sustain their interest in English. The writer realized that games motivated the students to acquire knowledge, vocabulary, grammars, and the like.

Dobson (1970:4): state that” A game is an activity with rules, goal and set of fun. The competitive game is players or team face to face to reach the goal and cooperative game, on the other hand is the players or team work together toward a communication on the goal.

Language learning is not easy work. Effort and patience are required at every moment and must be maintained over a long period of time.

According to Wright, et al, (1984:1): “games help and encourage many learners to sustain their interest and work. Learning a new language can be a hard and need long journey. Agoestyowati (2008:xiii): “state that the use of games in learning environment will not only change the dynamic of class, but it will also make easier for students and help the brain to learn more effectively.

It is possible to learn a language as well as enjoy oneself at same time. One of the best ways of doing this is through games. Su Kim (in <http://www.teflgames.com/games.html>, 1995:35) clarifies many advantages of using games in classroom:

- a) Games are a welcome break from the usual routine of language class.
- b) They are motivating and challenging.
- c) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- d) Games provide language practice in the various skills-speaking, writing, listening and reading.
- e) They encourage students to interact and communicate.
- f) They create a meaningful context for language use.

Affective: Games can encourage creative and spontaneous use of

language, Games can promotes communicative competence, Games can motivates and fun for students

Cognitive: Games allow students to focuses on grammar communicatively
Class Dynamics: Games make teacher acts only as facilitator, Games builds class cohesion, Games promotes healthy competition

Adaptability: Games is easily adjusted for age, level, and interest, Games as utilizes all four skills.

Based on the views above, a game allows students to: work cooperatively, learn form others, learn from mistakes, and allow people to have fun. There are many kinds of game, one of them is Bingo Game. According to Rini (2008:34): “Bingo is one of the most popular games in teaching foreign language. This game is really effective to train the students in improving their English spelling ability individually or group. Furthermore, Jeannie (2000) states that Bingo game is a game for the whole class, which encourages students to study and review their Vocabulary. In addition, Kavaliuskiene (2000) adds that Bingo games is an ideal tool in assessing and teaching English especially vocabulary. In this game the students are asked to mark all the adjective on their Bingo cards by giving a check (√) on it. The students have no mark adjective which are the same adjective that mentioned by the teacher adjective on his Bingo card will shout Bingo and win the game. In applying this game material based on the students level. It is advisable for the teacher to add pictures on the students. Bingo cards to attract their interest. In this case the teachers could prepare the Bingo cards before playing or asking the students make the card by themselves. To make Bingo cards the teachers should follow steps, they are: a). Prepare several things such as : papers, pen, ruler, and pictures, b). Draw a big square of a paper and divided it into 9 small squares, c). Write on one word and picture in each small square.

Methodology

The design of the research was quasi experimental design with one group experiment and control design. It means that, the sample will be selected randomly and they will be assigned into experimental group and control group by using pre-test and post-test. It aims at finding out whether or not the Prototype Theory can improve the students' vocabulary after giving

treatments. The design of this research is pre-experimental design with pre-test & post-test design. The comparison between the pre-test and post-test score dependson the result of the treatment. The populations of this research were the second year of SMP Buq'atun Mubarakah Gombara Makassarwith the total 40 students. The researcher will use total sampling technique in choosing the sample of the research. The researcher will divided the two classes namely:

VIII.A which consists of 20 students will be in the experimental group and VIII.B which consists of 20 students will be in the controlled group. The instrument of this research is vocabulary test consisting of pre-test and post-test. The pre-test has the aim to know the basic vocabulary of the students. Therefore in the post-test is intended to know the students' vocabulary after giving treatment through the Bingo Game.

Findings

1. *The Classification of Students' Pretest and Posttest Scores in Experimental Class*

Table 1. The rate percentage of score experimental class in pretest

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	8	40%
3	Fair	61 – 75	12	60%
4.	Poor	51 – 60	0	0 %
5.	Very Poor	Less than 50	0	0 %
Total			20	100%

Table 1 above shows the rate percentage of score of experimental class in pretest from 20 students, none of the student got very good. There were

8students (40%)got good score, 12 students (60%) got fair score, and none students got poor and very poor score

Table 2. The rate percentage of score experimental class in posttest

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	1	5%
2.	Good	76 – 90	12	60%
3	Fair	61 – 75	7	35%
4.	Poor	51 – 60	0	0 %
5.	Very Poor	Less than 50	0	0 %
Total			20	100%

While, the rate percentage of score of experimental class in posttest from 20 students as table 2 above shows that there were 1 students (5%) got very good score, 12 students (60%)

got good score, 7 students(35%) got fair score, and none of students got poor and very poor score.

2. *The Classification of Students' Pretest and Posttest Scores in Controlled Class*

Table 3. The rate percentage of score controlled class in pretest

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	6	30%

3	Fair	61 – 75	13	65%
4.	Poor	51 – 60	1	5%
5.	Very Poor	Less than 50	0	0%
Total			20	100 %

Table 3 shows the rate percentage of score of controlled class in pretest from 20 students, none of the student got very good score. There was

6students (30%) got good score, 13 students (65%) got fair score, 1 student (5%) got poor and none of students got very poor score.

Table 4. The rate percentage of score controlled class in posttest

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	8	40%
3	Fair	61 – 75	12	60%
4.	Poor	51 – 60	0	0%
5.	Very Poor	Less than 50	0	0%
Total			20	100%

While, the rate percentage of score of controlled class in posttest from 20 students as table 4 above shows, none of the students got very good score. There were 8 students (40%) got good score, 12 students (60%) got fair score, and none of students got poor and very poor score.

Based on the table 3 and 4, it can be concluded that the rate percentage in posttest was greater than the rate percentage in pretest.

3. The Mean Score and Standard Deviation of Experimental Class and Controlled Class

After calculating the result of the students score, the mean score and standard deviation of both classes be presented in the following table :

Table 5: The mean score and standard deviation of experimental class and controlled class in posttest

Class	Mean Score	Standard Deviation
Experimental	80.35	8.29
Controlled	73.55	5.17

The table above shows that, the mean score of experimental class in posttest was (80.35) and the standard deviation of experimental class was (8.29), while the mean score of controlled class in posttest was (73.55) and its standard deviation

was (5.17). It means that, the mean score of controlled class was lower than mean score of experimental class.

The significant score between experimental and controlled class can be known by using t-test. The result of t-test can be seen in table 6 as follows:

Table 6: Distribution the value of t-test and t-table in pre-test

Variable	t-test value	t-table value
Posttest	3.24	2.021

The table above shows that t-test value was great than t-table. The result of the test shows there was significant difference between t-table and t-test (2.021<3.24), it means that, t-table was lower than t-test. The result of the t-test statistical analysis shows that there was significant difference between the experimental class who got treatment through with controlled class who got treatment by verbal explanation, even though different both of them was not enough high. The statement was proved by the t-test value (3.24) which higher than t-table value (2,021), at the level of significance 0.05 and the degree of freedom $(N_1 + N_2) - 2 = (20 + 20) - 2 = 38$.

Discussion

The rate percentage of score of experimental class in posttest from 20 students as table 2 above shows that there were 1 students (5%) got very good score, 12 students (60%) got good score, 7 students (35%) got fair score, and none of students got poor and very poor score. The table above shows that t-test value was great than t-table. The result of the test shows there was significant difference between t-table and t-test ($2.021 < 3.24$), it means that, t-table was lower than t-test.

While, the rate percentage of score of controlled class in posttest from 20 students as table 4 above shows, none of the students got very good score. There were 8 students (40%) got good score, 12 students (60%) got fair score, and none of students got poor and very poor score. It can be concluded that, using Bingo Game to improve the students' vocabulary of the second year students of SMP Buq'atun Mubarakah Gombara Makassar was effective, because the data shows a very significant different between t-test and t-table.

Conclusion

Based on the result of the data analysis and the research findings and discussion in the previous chapter, the researcher has come to the following conclusions. Bingo Game is an affective way in improving English vocabulary mastery especially adjective vocabulary at the second year students of SMP Buq'atun Mubarakah Gombara Makassar. It is proved by the t-test value that is 3.24 greater than the t-table 2.021. In this case, Bingo game is an interesting way in teaching vocabulary, beside that, it is very helpful to activate the students' background

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Politeness strategies in children communication at Indonesian religious kindergarten

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Abstract: Politeness is a sociolinguistic phenomenon related to speaking manner that exist around the world. This paper aims to analyze the politeness strategies in children communication which focuses on linguistic responses by children both male and female students in range age of 4 to 6 years old. It employs a descriptive qualitative study which is based on theory of politeness strategies by Brown and Levinson (1987). It was applied in analyzing the politeness strategies which children used in speaking at the classroom communication while they were doing assignment. The subject of the research is students of Indonesian Religious Kindergarten of TK Aisyiyah Mannuruki, Makassar. Voice recording and observation were chosen as the instruments for collecting the data which were then analyzed using sociolinguistic discourse analysis approach. The result of the study demonstrates that 1) Types of politeness strategies in children communication at Indonesian Religious Kindergarten positive and negative politeness, particularly the use of address forms in-group identity markers, joke, seeking agreement, the first plural inclusive pronoun –ki and second person pronoun –ko, answering question by saying iyo, and confirming statement. 2) Factors influencing the use of those politeness strategies are the listeners' status, age and behavior as well as the topics of conversation. This paper is expected to be useful information for teachers in recognizing children's characteristics in learning process, particularly children linguistic politeness strategies.

Keywords: politeness strategies, children communication, kindergarten students.

Introduction

Communication is a message or information which is given to communicant from communicator. It is imperative, and being fundamental, also universal among human beings to interact with others. People are as human being who lives perfectly than the other creatures, use language as a tool to communicate each other where it is ability in learning and acquiring knowledge. Crystal in 1997 cited in Harley (2001), lists eight functions of language. The primary purpose of language is of course to communicate, also use it to express emotion (e.g. by swearing), for social interaction (e.g. by saying "bless you!" when someone sneezes), to make use of its sounds (e.g. in various children's games), to attempt to control the environment (e.g. magical spells), to record facts, to think with, and to express identity (e.g. chanting in demonstrations).

People start to acquire language by listening and hearing their family's utterance every day and to learn language from friends in school and also society in the environment where they are growing up since they were babies. According to

Levelt (1989), Language production is divided into three main steps: conceptualization, formulation, and articulation. Therefore in producing language, People should recognize and give a big attention on the way they speak because politeness has been as an important point in speaking. It contrasted in speak to children, teenager, and adult. Even difference background knowledge and the objective of their utterance will bring comparison way in speaking. The politeness strategies that is being chosen by people also depends on the situation where conversation took place whether formal or informal situation. Although, difference country has its own language which influence the kind of politeness strategies will be spoken by people.

The difference politeness strategies in every country are caused by its area. Even in the same country, if the area totally has opposite geographic place and the distance is far then the way of speaking will be contrast. People who live near by the sea speak louder than those who live in the mountain. The sound of wave in the sea makes them trying to speak loudly so the listener can hear their utterance well, while there is no any loud sound in the mountain which

making people speak softly and also their voice will be reverberated just like using speaker. In addition, difference area has its own culture.

Spencer-Oatey (2008) said culture does not consist only of physical object, involves symbolic mental and physical (i.e. public) representation of the world, and only those representation which are relatively stable and which form systems shared by the members of a social group are culture. Therefore, she stated that culture distinguishes one social group from another. Based on that statement, culture is a distinction among the social groups where culture has its own distinctive characteristics that become the identity of a group. While according to Keikhaie and Mozaffari (2012), Politeness is a phenomenon which is common to all cultures. Each culture has a different perception of what is polite and each language has various devices for expressing politeness. So it can be said that, politeness strategies which spoke by people also depends on what culture that they have and believe.

Some previous related study which conducted by researchers in different areas, fields, and countries are the proof of politeness have been being the main phenomena in the world. According to Maginnis (2011), he conducted a research about politeness in conversation. Zhang and Yan (2012) conducted a research about politeness related to Chinese kindergarden children. Bou-Franch and Garcés-Conejos (2003) conducted about teaching linguistic politeness.

However, the main aspect that has become the central focus of many studies is the politeness of male and female, not only behavior strategies but also linguistics strategies. Those strategies in politeness aspect are very important things to note. Especially, in make a relationship between humans and humans. Teenagers and adults can think better, so the politeness strategies which they use show about their characters and the real of they are. Compare to the children who still cannot know the differences between being polite and impolite. They just know to play and do fun activities. Anything in their minds will be spoken and done without consider whether it is polite or not. Therefore, this paper explains and analyzes the politeness strategies that children use in their conversations.

Communication and interaction in children's conversation have been conducted by some researchers in their studies, they are: Fusaro, et al (2011) about head nodding and head shaking Gestures, as the result is most children were observed using head nods and head shakes, and with a greater frequency than observed at earlier

time points. Young and Chan (2012) conducted about parent-child communication which focusing on social self-efficacy and willingness and the result is that children's online interactions are influenced by their communication competence and patterns offline. Hoyte, et al (2014) conducted a study about friendship language related to preschool children communication. Shire and Jones (2015) conducted a study about children with complex communication needs. Ulvik (2015) conducted a study about professional conversation with children. Kolodziejczyk and Bosacki (2016) have study about children who use direct and indirect persuasion.

The politeness strategies which being chosen by children in their classroom communication are essentially very important to analyze as linguistic study for students and teachers. We have known that between male and female, there is difference brain process which obviously influence the way how they are talking and speaking. However, the brain process of children are not as complex as adults' brain. They have their own way in communicate to others, whether male or female children. Therefore, analyzing the type of politeness strategies using by children and the factors which influencing the use of those politeness strategies are needed to know. Nevertheless, because there have been so many previous related studies which discussed about politeness strategies, so this study also find out the difference politeness strategies using by male and female children in the classroom communication.

The background and main problems have been present in the previous paragraph, so this paper aims to find out the type of politeness strategies using by children in classroom communication and to know the factors which influencing the use of those politeness strategies by children. Then theoretically, this paper is expected to be useful information to teachers in knowing students' character in teaching and learning process because your language is your identity which indirectly describe your character. When politeness strategies could be demonstrated to evolve the communication of children, then it would guide the application of politeness strategies during teaching and learning process. Furthermore, the teachers would realize their students' speaking and communicating style. And also it can be as addition reference for those who want to conduct a research related to this paper.

Literature review

There are many researchers who conducted study about politeness and its relation with the gender, whether male or female have difference strategies in express feeling and show emotion directly in speaking. One of the models of politeness is Brown and Levinson (1987) who have been find out the factors of men and women's polite behaviors. They underline three basic nations, they are: face, face threatening acts (FTAs), and politeness strategies.

The concept of face is "the public self-image that every member wants to claim for himself and that people cooperate in maintaining face in an interaction" Brown and Levinson (1978). According to Keikhaie and Mozaffari (2012), face is a concept that should be paid attention in interaction. Everyone in a society has potentially a face. Face is very sensitive if it took place in conversation, it can be lost but the speaker must maintain not only one face but also the other face from listener. According to Brown and Levinson (1987), model of politeness divided into four points, they are:

1. Bald on record: this strategy is used when people know each other so there is no need to maintain face.
2. Off record: this strategy is more indirect. Speakers do not impose something on the listeners, so the face is not directly threatened.
3. Positive politeness: this strategy tries to minimize the threat to the audience's positive face. This can be done by attending to the audience's needs, feeling of belonging to the group, hedging or indirectness.
4. Negative politeness: this strategy tries to minimize threat to the interlocutor's negative face.

The other politeness theory by Lakoff (1975) stated that there are some rules to consider something is polite or rude. Those are can be known by looking the cultures and how a same act being polite or rude at the same time because comes from different cultures. Linguistics strategies describe from Brown and Levinson's theory in 1987. There are some strategies which conducted by them as cited by Hameed (2010), they are: Positive and negative politeness strategies:

Research method

This paper employed qualitative descriptive method. According to Berg (1989:2), a qualitative research is a type of research which tries to describe an object. It refers to meaning, concept, definition, language characteristics, metaphor, symbols, and the description of something. The participants of this paper are children of Aisyiyah Kindergarten (TK Aisyiyah Makassar), both male and female students. The data was recorded from their conversation in classroom interaction. The instruments of this paper are voice recording and direct observation which done by researcher. The instruments are analyzed by using sociolinguistics discourse analysis approach. According to Hutchby and Woofitt (1999), the data which will be transcribed is recorded interaction.

The data analysis technique of this paper used Miles and Huberman's model (1984). This model includes three interactive steps, they are: 1) data reduction, 2) data display, and 3) drawing conclusion. The data analysis is done as early as in the beginning of the data collection. During the data collection, the researcher sits in the classroom following the conversation passively. As the conversations go on, the recordings are controlled as well as some notes about the conversation are taken on a small note. The purpose of this condition is to keep a natural setting for the conversations used by the speakers. Besides Miles and Huberman models, the researcher also applied some techniques of conversation analysis proposed by Tannen (2005:160) as following:

1. Selecting the clearly qualified recording
2. Repeatedly and cautiously listening
3. Transcribing the conversation by coding the speaker and the listing the speeches
4. Segmenting linguistics phenomenon such as turn taking based on the topics of each conversation.
5. Identifying the turn taking
6. Interpreting the findings
7. Concluding the findings

Findings and discussions

Findings

Extract 1: joking to the classmate

The male student was joking with his friend in the classroom. He made a song by using his friend's name and adding 'botto' word which it means smelly in English. It was making the classroom noisy, so that's why the younger teacher gave command to be silent.

SS : <X noisy X> Ketawa
MS3 : Sami botto.. Sami botto..
Sami botto.. Sami botto..
 T1 : Al.. Hussstt

According to Brown and Levinson's concept about politeness strategies in 1987, joke is one type of positive politeness strategies. It does not matter to make a joke to your friends in terms of you want to entertain and make them closer to you. Nevertheless, in a formal situation and in front of many people, making a joke to a friend by adding an unkind word behind his/her name is an impolite. A male student says "...*Sami botto...*" and "*Sami buccu*". It cannot be justified in the friendship because of those words' meaning are smelly person. Making jokes in such contexts called mocking and it cannot be categorized as polite behavior, especially when your friend shows a sad or angry expression like Sami and Nisa did that day.

Extract 2: Joking with the lesson material

The younger teacher was asking the students while pointing out an animal's picture in the book. Then a male student directly answered the question by joking and made the class noisy. The younger teacher ignored it and kept asking the other students.

T1 : Burung apa ini?
MS3 : Burung nenek tua
 SS : <XnoisyX>
 T1 : Ini namanya burung merak ya!
 Ini
 sebentar diwarnaaa..?
 SS : iii

Making a joke means that you do not like a boring class in the teaching and learning process. You want to make the situation is interesting and slightly relax for teacher and also students. However, this situation shows different kind of joke. When a male students said "*burung nenek tua*" in terms of answering the younger teacher's question, it means that he did not like a monotonous lesson but it looks like he did not show politeness attitude to the older person who trying to teach him. By analyzing conversation above, from viewpoint of Indonesian culture,

saying it in formal situation and in front of your teacher while she was trying to help you in learning, it would be very impolite attitude.

Extract 3: Calling someone by using address forms

A male student did teacher's instruction and request while he was asking his friend's opinion about what color to use and how to color the picture. He directly spoke his friend's name instead of using address forms.

T1 : siapa lagi <X words X>?
MS : weee Aril:... semua warna kuning:?? beginie?
 FS2 : Biarkanmi biarkanmi.
 MS : Nda kentara.. <X words X>

The second conversation is about a male student was asking his teacher about the way to color the picture by using address forms in the way he calling the older person.

T1 : Jangan.. warnai yang angkanya nah, ndak kelihatan nanti.. jangan warnai angkanya.. <X words X>.
MS : Bu guru.. bu guru, diwarnai angkanya?
 T1 : Jangan, janganki warnai angkanya.
 MS : <X words X>

Comparing the first and second conversation above, it can be seen that the use of address forms which is categorized as the use of in-group identity marker, one strategy by Brown and Levinson (1987) is being determined by who the listener is. The male student who said "*weee Aril...*" to his classmate while said "*bu guru.. bu guru, ...*" when spoke to his teacher shows us that the relationship of a speaker and listener becomes one of the determinants of using language. How close they are, also the range of age differences between them. In accordance with the culture adopted by Indonesian, the use of address forms in these two contexts can be categorized in polite speech acts because the male student distinguished the use of address forms in speaking to peer rather than teacher who is basically older than him and not as close as friend.

Extract 4: Using pronoun *-ko* in speaking

The conversation between female students was about how many letter M in the assignment from the teacher. The fourth female student (FS4) realized something false in her book, and then the third female student (FS3) told her friend that only one M in the words ‘bunga mawar’.

- FS4 : Nda cocok i saya bukuku, nda cocok i.
FS3 : ooo, salahko <X words X>.. satuji M masa dua M, toh?.. satu M, M satu.
 FS4 : cocokmi eee, M kali M—
FS3 : iyo satu M.. aih salahko:, hapuski:, satu M:.
MS : jangko duluu.
 T : nanti disuruh bawa anu toh..
 kalo

bilang begitu
 <X noisy X>

The third female used the second person pronoun *-ko* in “...*salahko*...” instead of the first plural inclusive pronoun *-ki* in “*salahki*”. The using of second person pronoun can be acceptable as polite speech because the speaker and hearer have a same status as student and they are close friend. Additionally, according to the Bugis Makassar culture that people believe, using the pronoun *-ko* to close friends and peer can be accepted. So, it can be said as polite behavior.

Extract 5: Using pronoun *-ki* in speaking

The following conversation between the older teacher and female students in the classroom was about the way to coloring the picture. The older teacher (T2) suggested them using a ruler and then the first female student (FS1) told T2 about her picture. The second female student (FS2) suddenly asked T2 to come closer and check her task.

- T2 : warnai lagi nak.. pake penggaa.....
 FSS : rissss...
 FS1 : saya keluar garis ibu guru... tapi sedikitji..
FS2 : bu guru.. sini ki bu guru.. <X noisy X>
 MS : ohhh myy godnesss...

The use of *-ki* instead of using *-ko* shows that those students can be more polite to the hearer. As the conversation above, when FS2 asked her teacher to come closer and check her task, she

said “*bu guru.. sini ki bu guru..*” shows that she was respect the older teacher as a parent. Compare with previous extract about second pronoun *-ko* using by students when they were talking to their friends who have same status and age between speaker and hearer, this extract shows the politeness strategies which they used is determined by who the hearer is.

Extract 6: Answering by say “*iyo*”

The male students was talking about what will they do after the class. The first male student (MS1) recommended to play spinner but he forbidden the third male student (MS3) to play, then the second male student (MS2) accepted the idea and also supported him in forbidding MS3 to join with them.

- MS1 : ayomi main spinner deh ?% mauka saya main spinner deh, jangan meko kau main%

MS2 : iyo, larangki itu

By analyzing conversation, answering question from the other by saying *iyo* does not matter if the hearer is your friend, just like the conversation above. But if the hearer is older, then it cannot be said as polite behavior. He should be saying *iye* because the word *iye* means yes where it is really polite in Bugis Makassar culture.

Discussions

The type of politeness strategies using by children

Politeness strategies both positive and negative were using by children students in speaking at the classroom communication. They spoke some types of politeness strategies by Brown and Levinson in 1987. Most of them are positive politeness strategies but some are negative politeness strategies. Those children were using address forms which is categorize as the use of in-group identity marker like *bu guru* or directly call the hearers’ name. They also used the first plural inclusive pronoun *-ki* and also the second person pronoun *-ko*. In terms of answering questions, they would say *iyo* to respond the question of teacher and their friend. Then those children were giving command and asking their friend’s lunch menu. In addition, they were likely to make a joke about lesson materials and their friend name, and also repeat his or her

friend's statement which is categorized as the use of seek agreement.

The factors which influencing the use of those politeness strategies

Gender actually has an important role to play in its relation to speaking. It is the factor which influencing politeness strategies because the level of politeness and the way of choice the word in speech is determined by who the listener is. But when it discusses about the relation of children communication and politeness strategies, the factors in determining the way how children act and speak is quite different.

Those children were using address forms which is categorized as the use of in-group identity marker like *bu guru* because they talked to the younger or older teacher. But they were more often to directly call the hearers' name. They also used the first plural inclusive pronoun *-ki* when they talked to the older person and the topic is about their parents. Compare with the using of the second person pronoun *-ko*, they used it because they were talking to their friends who have same status and age. It can be said as politeness behavior because according to the Bugis Makassar culture that people believe, using the pronoun *-ko* to close friends and peer can be accepted. Although it cannot be categorized as a very polite attitude according to Bugis Makassar culture, but it is still acceptable and does not matter to use. In addition, the pronoun *-ko* should not be used to an older person. Then in terms of answering questions, they would say *iyō* to respond the question of teacher and their friend. Actually, saying *iyō* does not matter if the hearer is your friend. But if the hearer is older, then it cannot be said as polite behavior. He should be saying *iyē* because the word *iyē* means yes where it is really polite in Bugis Makassar culture.

They were likely to make a joke about lesson materials and their friend name, and also repeat his or her friend's statement which is categorized as the use of seek agreement. Actually joke is also one type of positive politeness by Brown and Levinson in 1987. Children did not like a monotonous lesson so that is why they making a joke. However, that situation shows different kind of joke. By analyzing from viewpoint of Indonesian culture, making a joke in formal situation and in front of your teacher while she was trying to help you in learning, it would be very impolite attitude.

Indonesian is highly upholding the phrase that sounds "Respect the Older and Appreciate the Younger" which related to culture. Therefore, we need to pay attention to our attitudes and speeches to others in daily conversation. We should conceptualize and process what words will be spoken before speak and as well as before act, we have to consider the attitude. However, looking at the subject of the research is children, where they are still in the process of learning to act and being polite and they still do not know where is the right thing to do, so as the older person than them, we should be giving a bit of tolerance for their words and attitudes. We do not need to reply to their words with bad words that are not good to be imitated. Always give a good response that still educates them but unfortunately, the younger teacher's response was not so.

By analyzing the younger teacher's expression at that moment, when we (I and my team) did the observation, she totally disliked it. She is a serious person and more discipline in terms of hard in giving command and lesson. Her expression is very clear that she is unhappy with the children's behavior and utterances. Then sometimes she spoke a very unsuitable word as an educator. Basically this younger teacher cannot be blamed because she is also a human being who has emotions and need to be respected, but as a good teacher, she should be more selective and wiser in responding to children.

In my observation data and point of view while observing the classroom situation and interaction, children distinguish the politeness strategies that they used to their teachers. They will be dutifully obedient and use a soft and polite language when speaking and interacting with the older teacher who is basically a cheerful (always smile), kind, and using soft and polite language. It is very different from the younger teacher, the students more often used the word '*iyō*'. And also, some of them even make a noise in the classroom and do not listen to the commands and instructions from younger teacher.

It can be said that the politeness strategies both behavior and linguistic that using by children are not only determined by who the listener is and what topics are discussed, but also determined by the other person's attitude. The way you treat them determines their responses. If they get good one, then they will appreciate it. But if the treatment is bad, they can be rude and disrespectful, and then they will show impolite attitude and language.

Conclusion

Politeness is one aspect of the sociolinguistic studies in which it has an important role in relation to communication. Between female and male students (teenagers), politeness strategies are essentially almost the same in efl classroom but it is quite different on children communication. If the female teenager students tend to use various politeness strategies than male, then children students both male and female children use the same politeness strategies in classroom communication. Furthermore, the hearers' gender, status, age, and relationship to the speaker determine the selection of politeness strategies.

Based on the result of this paper, i suggest the readers to be wise in speaking and communicating each other, use right politeness strategies both in formal and informal situation. Because indonesian is highly upholding the phrase that sounds "respect the older and appreciate the younger" which related to culture. Therefore, we need to pay attention to our attitudes and speeches to others in daily conversation. We should conceptualize and process what words will be spoken before speak and as well as before act, we have to consider the attitude.

Theoretically, this paper is expected to be useful information to teachers in knowing students' character in teaching and learning process because your language is your identity which indirectly describe your character. Furthermore, the teachers should realize their students' speaking and communicating style. As a teacher, you should be trying to understand your students' characters and know their needs so you can teach them knowledge, educate them to be more polite, and guide them to be good children who can speak politely and nicely to the others. additionally, the important one is teacher should be a good role in speak and act so do not choose rude words, and also should motivate the students by appreciate them.

For further research, I suggests to explore more about politeness strategies, not only in adult male and female but also in children's communication. And also it can be as addition reference for those who want to conduct a reasearch related to this paper.

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Students' English learning anxiety and their English achievement

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Abstract: This study sought the relationship between students' English learning anxiety in the classroom and their English achievement. The Foreign Language Classroom Anxiety Scale was used to collect the data from 122 respondents. The descriptive analysis revealed that the level of anxiety was moderate whereas the achievement was average. The result of comparative analysis showed that there was a significant difference of both variables based on gender. Correlative analysis revealed that there was a significant correlation between both variables. The result showed that the respondents experienced anxiety in the classroom, and it affected their English learning. The finding indicated that the lower their anxiety, the better they learned English.

Keywords: anxiety, English learning

Introduction

Anxiety is the feelings of uncomfortable, tension and apprehension one experiences in facing certain situations which is considered challenging or threatening (Aydin et.al. 2006; Passer & Smith, 2004). According to Brown (2000) anxiety is one of the psychological factors that influence English language learning. Learning English is challenging, especially in EFL context, including Indonesia. According to Katemba (2013), Indonesian students who are learning English find it difficult to express their ideas when interacting with other students and it was caused by anxiety. Therefore it is very important to carry out studies on English learning anxiety in EFL context such as Sulawesi Utara, Indonesia.

According to Horwitz, Horwitz, and Cope (1986), there are three components of foreign language anxiety. The first is communication apprehension which is defined as "a type of shyness characterized by fear of or anxiety about communicating with people" (p. 127). Because speaking is one of the most important skills in English language learning, anxiety in speaking therefore should become one of the most important aspect to be noted in learning English. The realization of this type of anxiety is all kinds of public speaking performance as well as both group and individual speaking performances.

The second component is test anxiety. It is defined as "a type of performance anxiety

stemming from a fear of failure" (p. 127). This anxiety is experienced when the students are afraid of the result of the test because of their insufficient understanding of the English lesson or because of their awareness about the result of the test that they might possibly get. Sometime poor test performance in the past might trigger this type of anxiety. Being anxious during English test can prevent the students from answering the questions effectively.

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The last is fear of negative evaluation, it the "apprehension about others' evaluation, avoidance of evaluation situations, and the expectation that others would evaluate oneself negatively" (p. 128). The students sometimes

choose to not to speak and become quiet because they assume negatively about others' perceptions toward them or because they perceive that they are not able to impress others with their poor competence (Park & Lee, 2004).

Several studies on English learning anxiety and its relationship with English learning achievement as well as the difference of learning anxiety based on gender have been carried out in various contexts and came up with different results. Such study was still rare in Sulawesi Utara context, therefore it was important to carry out this study in Sulawesi Utara. The main purpose of this study was to find out whether there was a relationship between students' anxiety in learning English and their English achievement. It was also sought to find out the difference of both variables based on gender. Specifically, this study aimed to answer the following questions:

1. What is the level of students' English learning anxiety?
2. What is the level of students' English achievement?
3. Is there any significant difference in students' English learning anxiety based on gender?
4. Is there any significant difference in students' English achievement based on gender?
5. Is there any significant relationship between students' language anxiety and their English achievement?

Research Design

This study applied the quantitative research, which used questionnaire as the instrument, especially the researcher utilized descriptive, comparative, and correlative methods. The descriptive method was used to determine the level students' English learning anxiety in the classroom and their English achievement. The comparative method was utilized to compare the gender, grade, and major in both variables. And the correlative method described the significant correlation between students' English learning anxiety in the classroom and their English achievement.

Respondents / Sampling Technique

The respondents of this study were SMA A, grade 10 and 11 (Science and Social class). There

are 122 students—60 students of all X grade classes, and 62 students of all XI grade classes as the respondents who enrolled in semester II 2015/2016 academic year. Convenience sampling method was employed in the collection of the data.

Instrument / Data Collection

The instruments was an adapted questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) which is and contains 33 items. the questionnaire was categorized into communication apprehension, test anxiety, fear of negative evaluation and anxiety in English Classroom. The instrument was translated into Indonesian and had been undertaken the process of validation and was tried out to find out the reliability. The reliability value of Cronbach Alpha was 0.7. Respondents' achievement was their English final grade.

Data Analysis Techniques

To determine the respondents' level of anxiety and English achievement, Mean was employed. In order to find out the significant difference in respondents' English learning anxiety and their English achievement based on their gender, Independent Sample t-test was used. Pearson Product Moment Correlation Coefficient Statistic was used to determine the significant correlation between students' English learning anxiety in the classroom and their English achievement.

The 5-point Likert Scale was used in order to interpret the data of students' English learning anxiety. Interpretation of 5-point Likert Scale are the followings

- 1 = 1.00 – 1.49 : very low
- 2 = 1.50 – 2.49 : low
- 3 = 2.50 – 3.49 : moderate
- 4 = 3.50 – 4.49 : high
- 5 = 4.50 – 5.00 : very high

Respondents' achievements were interpreted by the grading system based on the standard of National Education Department of the Republic of Indonesia, as follows:

- A = 100 : Very Good
- B = 80 – 99 : Good
- C = 60 – 79 : Average
- D = 30 – 59 : Poor
- F = 1 – 29 : Very Poor

Results and Discussions

The Level of Students' English Learning Anxiety

The results showed that the mean score of English learning anxiety in the classroom was 3.10 (see table 1). It is in the range of 2.50 – 3.49 which was interpreted as moderate level. It might mean that the respondents were moderately anxious in learning English. They were neither high nor low in experiencing anxiety in English classroom.

The Level of Students' English Achievement

The result showed that the mean score of the respondents was 76.18. It meant that the grade was average. It can be interpreted that the respondents were good in learning English and they could pass the standard grade of English subject. They were either low or high in terms of English achievement.

The Significant Difference in Students' English Learning Anxiety Based on Gender

In order to find the significant difference of students' English learning anxiety based on gender, the data was analyzed with Independent t-test. The standard level of error (α) is 0.05. The probability of error (p) in students' anxiety based on gender was 0.61. While the standard level of error (α) is 0.05. Since $p > \alpha$ therefore it meant that there was no significant difference in students' English learning anxiety based on gender.

The Significant Difference in Students' English Achievement Based on Gender

In order to find the significant difference in students' English achievement based on gender, the t-test was employed. The probability of error (p) in students' English learning anxiety based on gender was 0.02 and the standard level of error (α) is 0.05. The p value was lower than α value which meant that there was a significant difference in students' English achievement based on gender.

The Significant Relationship between Students' Language Anxiety and Their English Achievement

In order to find the significant correlation between students' anxiety and achievement, the data was analyzed with correlative method. The r value was -.34 (negative correlation), while the value of p was 0.00. This meant that the relationship of both variables was significant.

Conclusion

Anxiety is one of the factors that influences learning, and it is very common to find anxiety in English classroom. According to the findings of this study, the 122 students in tenth and eleventh grade at SMA A in North Sulawesi sometimes felt anxious when they were learning English. It might be concluded that the male students were better in learning English the female students. The anxiety the respondents experienced was found to have a significant relationship with their English learning. The higher the students' English learning anxiety, the lower the students' English achievement would be. In other words, by decreasing the students' English learning anxiety then the level of their English achievement could be increased. The greater desire students had to improve their English achievement, the lesser the anxiety would become.

Recommendations

It is important for English teachers to be aware about the challenges students face as they learn the subject, and it might cause them to become anxious. They may struggle with their English activities, such as speaking in front of the class, doing test, and others activities. The students also might feel anxious of being negatively evaluated by peers and also their teachers. The finding of this study strongly indicates that anxiety will affect their learning. Thus it is suggested that the English teachers must encourage the students and find appropriate ways to increase students' self-confidence in learning. And it is better to create the English class more fun and inclusive so that not only the students can participate all the English subject's activities, but they can reduce the anxious feelings during those activities.

In addition to that, it is important for students to be aware of their English learning anxiety. Therefore, they should be informed that they need to encourage their own selves in order to

reduce the anxiety in English classroom. The students need to try to resolve the assignments or projects, to study more in test, try to memorize new vocabularies, or to practice in speaking by themselves before the English class begin.

The last, further study is needed to be conducted in different and more boarder populations by using the same variable and methodologies. Moreover, the further study might be conducted to clarify the links between English learning anxiety and other aspects of learning such as motivation, self-confidence, and English achievement.

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Teaching interdental fricative speech sounds /T/ and /D/ to university students: an E.S.A. approach

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Abstract: Teaching the pronunciation of a foreign language has often meant teaching the students merely to produce the sounds of the language. Pronunciation of a foreign language is, however, a twofold process involving not only the recognition of the sounds but also the actual production of them. The strategy for dealing with individual sounds is by remedial teaching. This can be considered as consisting of two separate approaches Instant Remedial and Planned Remedial (Hubard, et al., 1983:209). Instant remedial teaching will be divided into four parts: (i) Imitation; (ii) Demonstration; (iii) Association and (iv) Explanation. If, after the process of instant remedial work, the 'offending' sound is still proving difficult, then obviously there is the need for planned remedial work involving twofold process namely Recognition of the sounds and Production of sounds by deploying Engage, Study and Approach (ESA) credited to Harmer (2012). There are two main problems, in the teaching of pronunciation covering linguistic and pedagogical in nature (Abas, 1965:78). The linguistic problem involves the analysis and the comparison of the learners' language and the language to be learned. The pedagogical problem is listing the trouble spots known as linguistic pitfalls and others. Linguistically English and Indonesian belong to two different language families. Needless to say the sound systems of the two languages will differ greatly and therefore pedagogically the trouble spot lies in two absent interdental fricative speech sounds /T/ and /D/ and its adjacent counterpart speech sounds /t/ and /d/ will lead to the positive transfer due to its similarity with the students' mother tongue.

Keywords: inter-dental fricative, ESA, pronunciation, receptivity

Introduction

A lot of students want to be able to speak English well, with easily understood pronunciation both by their fellow students and by English speaking people. However, they cannot obtain this because of a number of factors. English Pronunciation is not based on spelling. Language is primarily an oral phenomenon, and in many respects (but not in every respect), the written form can be considered as a kind of representation of the spoken one. Although it must be admitted that there are many regularities between sounds and written symbols which are worthwhile for the teachers as well as the learners to know, in certain well known areas there are irregularities.

The nature of the problem is twofold: firstly some sounds of English are represented by more than one written letter or by sequences of letters (see e.g. /I/ in city, busy, women, pretty, village); and secondly, many letters of English represent more than one sound (such as the letter **a** stands for five different vowel sounds in fall /fO:/, banana/bEnanE/, bather /beIDE/, man /ma2n/, many

/menI/, or a letter may be mute (e.g. **h** in honest, hour; **k** in knapsack, knowledge; **b** in subtle, doubt, debt, etc. The case of the illogical senselessness of English spelling; G H O T I for fish (Mocine, 1970:72). George Bernard Shaw spelled fish "ghoti", the /f/ sound in enough, the sound /I/ in women and /S/ sound in nation. This becomes pitfalls to our students as Balinese and Indonesian are orthographically and syllabically pronounced.

There are two main problems, in the teaching of pronunciation covering linguistic and pedagogical in nature (Abas, 1965:78).

The linguistic problem involves the analysis and the comparison of the learners' language and the language to be learned. The pedagogical problem is listing the trouble spots known as linguistic pitfalls and others. English and Indonesian belong to two different language families (see Budiasa 1991). Needless to say the sound systems of the two languages will differ greatly. It should be admitted that a speaker of Indonesian face many difficulties, such as in recognizing and producing certain phonemes.

Teaching Methodology

Harmer(2012:178) proposes that any teaching sequence needs three basic element or phases: Engage, Study and Activate(ESA). The method is developed by some experts in English Language Teaching including Ticehust (2018) in online video talk including ABC time on line learning and teaching Methodology.

Ticehust further illustrates that the first stage, **Engage** aims to get the students engaged emotionally in thinking and talking in English for effective learning. Similarly this phase has the objective of grabbing the students' attention and stimulating interest and curiosity by doing warming up activities such as counting the number, listing, alphabet game, or even by stretching muscle.

The second phase, **Study** aims at covering the actual teaching of the lesson and checking understanding of the material as the board work by eliciting the teaching points from the students and then covering any gap in knowledge. To check the understanding of the material is not merely by asking the question: "Do you understand?" but asking targeted and specific questions about the teaching points instead. So the activities focus on learning language, producing language sound correctly, developing the ability to use the language The activities on this stage include 'Gap-fill activities' e.g. 'Let's -- --to the gym (go, play, eat)'; 'Matching exercise' e.g. matching the words with the picture in zig zag order'; 'Unscrambling in word order e.g. *the table cat on is the* becomes sensible in *The cat is on the table*'.

The final sequence is **Activate** phase providing the students with opportunities to use the language as much as possible so as to communicate in various context. This phase has the objective of putting the teaching materials into a realistic context in a sense of actual language use. The typical activities could include 'Role-Play' of 'Doctor and Patient', 'Survey (Mill Drill)' and 'Debate on specific topics'.

Teaching Pronunciation

As far as English Language teaching and learning is concerned, pronunciation is essential for threefold reasons according to Ponsonby (1987:vii):

1) Language is a means of communication

having three components(a) Structure of the grammar of the language; (b) Vocabulary or lexis is a word that conveys meaning; (c) Sounds, stress, and intonation patterns, which combine to make up Pronunciation

2) Communication is a two-way process:

(i) Understanding other people when they speak needs knowledge and awareness;(ii) Conveying what you want to say so that other people can understand you needs knowledge, awareness and control.

3) Too much mispronunciation will result in: (a) offence to the listener, (b) misunderstanding by the listener, (c) complete lack of comprehension by the listeners. It is accepted practice to find out the areas that are likely to cause greatest difficulties. These kinds of difficulty can be verified in terms of a Contrastive Analysis (C.A.). With regard to this study, the C.A. of the students' Language Indonesian as Source Language and English Segmental phonemes in particular as Foreign Language or Target Language is made. Lado in James (1980:15) states that we can predict and describe the pattern (of L2) that will cause difficulty in learning and those that will not cause difficulty. Obviously that CA have predictive capacity of the form of errors. Indonesian students in general tend to use /s/, t/, /p/, /f/, /d/ for English /T/ and /D/. (Budiasa,1991).

The Lesson Plan is designed to anticipate how to teach the problematic absent speech sounds in English particularly English interdental fricative speech sounds /T, D/ and its adjacent counterpart speech sounds /t/ and /d/as alveolar stops.

Instant and Planned Remedial Teaching

According to Hubbard, et al, 1983:209 the 'offending' sounds can be anticipated by Remedial Teaching Strategy and separate

approaches including (1) Instant Remedial and (2) Planned Remedial. The strategy for dealing with individual sound is by instant remedial teaching and taking into consideration two separate approaches (1) Instant Remedial and Planned Remedial.

For Instant Remedial Teaching the strategy will be divided into four parts: (1) Imitation; (ii) Demonstration; (iii) Association ; (iv) Explanation. The teachers first of all draw attention to them' offending sound' and pronounce it in isolation to be repeated by the learner(s). It is an approach of awareness and intention to make sounds rather than an approach of habit formation (see Underhill 2018). If this fails, they may then demonstrate how the sound is formed, e.g. by telling their students to watch them carefully and they put their tongues between their teeth to produce /T/ and /D/. The use of phonemic chart and the facial diagram are essential and try to make an approach of teaching Pronunciation Visible (see Underhill 2018). Then process of association is made by making these sounds in context such as *Thank you, my father and mother for the birthday gift.; Free these three trees* and finally the explanation is given in terms of point and manner of articulation.

The Planned Remedial Teaching is however administered if the process of remedial work is still proving difficult and involves twofold processes namely Recognition and Production of the sounds. The former includes Sound Discrimination Drill and Sound Identification Drill and the latter is devised by a series of drills including Listen and Repeat, Read Aloud, Transcribe a series of English words using phonemic or phonetic symbols, etc.

The separate completed Lesson Plan is attached to the paper presentation.

Lesson Plan

Teacher: I Gede Budiasa	Date and Time: Friday, July 13 rd , 2018.
Class Level : 5 th Semester	Expected Number: 30 students
Room : 02	
Context: Pronunciation	Focus : Interdental Fricatives/T/ and/D/
Teaching Aids: Diagraph (Engage Phase); Phonemic Chart: Facial Chart, Worksheet	

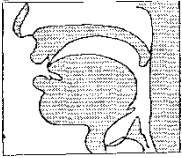
(Study Phase) and Activate Activity (Activate Phase)

Learner Objectives: By the end of the lesson the students (SS) should be able to recognize and practice English Interdental Fricative speech sounds.	Teacher Aims: to improve both the board work and the elicitation techniques
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Anticipated Problems for the students: i. Negative Transfer /t/, /s / / d / instead of /T/ and /D/ ii. Articulate the speech sounds /T/ and /D/ accurately for new words iii. There is no one to one correspondence between spelling and sound. iv. The meaning of the words	Anticipated Problem for the teacher: Lesson Sequence Refer to Plan
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Solution: Instant Remedial Teaching including i) Imitation; (ii) Demonstration; (iii) Association and (iv) Explanation -Drilling -To have strong Study Phase - to put the language in a proper context -to let SS hear the language first. -to use speech rather than reading	Solution: to have the plan available throughout the lesson.
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Procedure	Phase	Time	Interaction
Warming up. i. T(Teacher) asks SS to shake their own hands and then waggle their lips for further physical	Engage	10 minute s	T → SS

<p>activity in pronunciation practice. (Undrhill 2018) ii. T plays Diagraph TH Phonic Song focused model TH sounds /T/ and /D/ or (Hartman 2018)</p>	<p>to produce /T / and to move their tongues forward and backward /D / until they can mimic him/her exactly Or T can show the following articulatory diagram or other realistic picture.</p>
<p>iii. T sings the focused model TH sounds /T/ and /D/ in TH Phonic Song (2018)</p>	<p> Tongue Position of /T / and /D/</p>
<p style="text-align: right;">Study 20 minute s</p>	<p>v.T mimes with mouth and gives gesture with hand to help make the sound visible as physical activity rather than mental activity. T → SS</p>
<p>i. T draws attention to the /T/, /D/ and pronounce them in isolation to be imitated by the SS.</p>	<p>vi.T presents the following items before coming to Part4): Exercises and Activities and ask SS to pronounce to repeat the sounds in isolation and then in context T → SS</p>
<p>ii. T demonstrates how those sounds are formed and tells SS to watch carefully as they put their tip tongues between the teeth.</p>	
<p>iii. T Associates the words containing / the /T/, / D/ with the expressions <u>Th</u>ank you, my <u>fath</u>er and <u>moth</u>er for <u>the</u> <u>birth</u>day gift.; and asks SS to repeat it. (see Exercise 1).</p>	
<p>iv.T explains (in the mother tongue, (if necessary)how the sounds are formed and asks SS to put their tongue tips between heir teeth</p>	<p style="text-align: right;">Active 30 minute s</p> <p>i.T reads out aloud contrasting words containing/T /and /D/; /t/ and /T/; /d/ and /D/ / and SS repeat them not as habit formation but as awareness and intention to produce the sounds. T → SS</p> <p>ii.T points the phonemic chart and SS produce T → SS</p>

the word using the intended sounds	
iii. S points at the phonemic chart and T produces the word using the intended sounds	T → SS
iv. SS practice their receptive skill on Sound Discrimination and Sound Identification (Exercise 1, 2, 3, 4)	T → SS
vi. SS play the pronunciation game elicited by the teacher " I went to the supermarket and bought some toast' using the words containing /T, D, t, d/.	T → SS S → S S → T
vi i. T points at the phonemic chart and SS produce the sentence using the intended sounds and vice versa.	T → SS
viii. S (Student) points at the phonemic chart and other SS produce the sentence using the intended sounds and vice versa	S → SS
ix. SS practice the tongue twister containing TH sounds initiated by the teacher. Elocotion Online (2018).	T → SS

(Tecehust, 2018)

Conclusion

Teaching Pronunciation in particular the interdental fricative speech sounds /T and D/ is of twofold problems in nature linguistically and pedagogically. The linguistic problem involves the analysis and the comparison of the learners' language and the language to be learned. Phonemically English differs from the students' first language on account of its phonemic inventory and distribution. By nature in English there is no one to one correspondent between its spelling system and speech sounds. The pedagogical problem is that teaching pronunciation is also a twofold process involving the parallelism between aural receptivity or the recognition of the sounds and the actual production of them.

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*Part II: Teaching Practicum, Sustainability and Teacher Professional
Development*

*Part II: Teaching Practicum, Sustainability and Teacher Professional
Development*

Enlarging vocabulary to improve writing descriptive text of junior high school students using spider concept map

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Abstract: The main aims of this study were to enlarge students' vocabulary mastery and to improve their descriptive text writing ability by using Spider Concept Map. It was also to find out to what extent did vocabulary influence students' writing achievement. Applying experimental method with one group time series design, 30 students of one integrated junior high school in a region of South Sumatra Province were selected purposively as sample. The data were collected by giving vocabulary and writing tests before and after the treatment. The data were analyzed using paired sample t-test and regression analysis. The result of the study showed that the students' vocabulary was enlarged significantly with the mean difference between pretest and posttest of 15.06; $p < 0.05$ and their writing achievement was improved a little bit with the mean difference was 1.21; $p < 0.05$. Moreover, the result also showed that the influence of vocabulary on writing achievement was 30.1%.

Keywords: vocabulary, writing, spider concept map

Introduction

Writing as one of English four skills must be mastered by students although it may not be easy. For language learners, it is the most difficult skill because they must generate and organize ideas by constructing words into meaningful sentences. As what Pasand and Haghi (2013) states that writing is one of the most important skills in learning a foreign language. It involves the development of ideas and experience with subjects.

According to the World's Most Literate Nation (WMLN), in March 2016, Indonesia was in the 60th rank out of 61 countries in literacy. It showed even in Bahasa Indonesia, literacy of Indonesian people is still very low in reading and writing. Moreover, Annual report October 2013 – October 2014 from International Publisher Association (IPA) showed a number of books published in Indonesia were 30.000 in a year. It is still low compared with other countries in the world, such as UK, US, China, and Russia.

Many Indonesia learners have problems in writing English. It becomes harder when they do not have a sufficient number of words or good grammar mastery needed to express ideas on thought. (Harmer, 2001). Furthermore, Professional Development Service for Teacher (PDST) 2013, an international teacher

organization which is located in Dublin, mentioned that the problems of writing are also caused by key components of writing; handwriting, vocabulary, spelling, grammar, and punctuation.

Vocabulary as one of writing key components cannot be separated from any language process. Laufer (1997) points out the importance of vocabulary knowledge and adds that without words to express a wider range of meaning, communication in a second language cannot happen in a meaningful way. Therefore vocabulary instruction should be given a high priority in teaching English as a foreign language since it is the corner of communication.

To improve vocabulary approximately 3000 words and 1.000 to 3.000 word meaning in primary school as what Coady and Huckin (1997) and Graves (2006) state, Spider Concept Map technique can be used. It guide students to make a list of words, pull the idea (word) to be grouped and connect from broad to more narrow and connect subtopics.

The problems in English vocabulary and writing were also encountered by the students at SMP IT Bina Insani Kayuagung, South Sumatera. All was about the limitation of strategies exposure to the skills and the concern of the vocabulary and grammar lackness. Students needed to be guided how to write 'a good writing'. Furthermore, this study focused on writing descriptive text.

Therefore, the objectives of this study was to enlarge students' vocabulary mastery, improve their descriptive text writing ability and find out whether vocabulary mastery could influence their writing achievement by using Spider Concept map.

Methodology

This study was an experimental study and used Time series design. The method was used to know a possible cause and effect of independent on the influence of dependent variable (Cresswell, 2012). To know the effect of the independent variable (Spider Concept Map) on dependent variable (writing and vocabulary achievement), one group time series design with a treatment and a posttest measure was applied. The students were given pretest before giving the treatment by using spider concept map. Monitoring were done to students' vocabulary and writing achievement during the treatment, in order to see the progress.

Population and Samples of The study

The population of this study was all students of seventh grade of SMP Islam terpadu Bina Insani Kayuagung in academic year 2016/2017. 30 students were selected purposively as samples based on the following criteria: the students have the same teacher of English, do not take English course after school hours, and stay in a school dormitory.

Technique for collecting Data

The data were collected by using a test as the instrument before and after the treatment. They were vocabulary and writing tests. The vocabulary test consisted of 50 items which constructed in five parts (*pronunciation, cloze paragraph, meaning, synonym-antonym and multiple choice*), while writing test, the students were asked to write one of the topics given (*my favorite teacher, my bedroom, my pet and my favorite toy*).

Technique for Analysing the Data

The data were analyzed by using statistical analysis by means of the computer software SPSS. They are descriptive analysis, paired sample t-test, and Stepwise multiple regression. The result of vocabulary test was scored 100 with the score of each item was 2,00. Meanwhile, the result of writing

test (pretest and posttest) was scored by two raters by using writing rubric adapted from Brown (2007). Next, the students' score were classified into score interval and certain categories in the form of frequency and percentage.

Findings and Discussion

The Score Distribution of Students' Vocabulary and Writing Achievements in Pretest and Posttest

The result of the score distribution of students' vocabulary achievement was presented in the form of score. The scoring system used in ranging from 1-100.

Based on the result, in vocabulary, for pretest, none students (0%) was in the very good category. 5 students (16.7%) were in good category, 14 students (46.7%) were an average category, 7 students (23.3%) were in the poor category and 4 students in the very poor category. For posttest, 4 students (13.3%) were in the very good category, 9 students (30%) were in the good category, 17 students (56.7%) were in average category and none students (0%) in poor and very poor category. It can be concluded that there was a significant difference in vocabulary achievement after the students were taught by using spider concept map.

In Writing, for pretest, none students (0%) was in very good and very poor category, 4 students (13.3%) were in the good category, 20 students (66.7%) were in average category, and 6 students (20%) were in the poor category. For posttest, None students (0%) in very good and very poor category, 12 students (40%) were in a good category, 10 students (33.3%) were in average category, and 8 students (26.7%) were in the poor category.

The Result of Paired Sample T-test

The writer used paired sample t-test to compare the result of pretest and posttest. The mean difference of the result of pretest and posttest of vocabulary test was 15.06 and the significant value was $0.00 < 0.05$ in two tail testing (t-table (df= 29) was 14.068). The mean difference of the result of pretest and posttest of each vocabulary aspects were in pronunciation 1.00, spelling 2.00, meaning in isolation 1.48, and meaning in context (0.50). Based on the

analysis, it could be concluded that there was a significant difference in vocabulary achievement before and after the students were taught by using Spider Concept Map. As the result H_{a1} , H_{a2} were accepted and H_{01} , H_{02} were rejected. For writing, the mean difference of the result of pretest and posttest was 1.21 and the significant value was $0.044 < 0.05$ in two-tailed testing. It meant that the mean difference was significant. Furthermore, the value of t-table (df= 29) was 2.104. It also happened for the aspects of

writing (content, organization, grammar, syntax, and mechanic). The result of each aspect of writing was in content 0.53, organization 0.35, grammar 0.43, syntax 0.15 and mechanics 0.30. it could be concluded that there was a significant difference in writing descriptive text and the aspect of writing achievement after the students were taught by using Spider Concept Map. Therefore, H_{a3} , H_{a4} were accepted and H_{03} , H_{04} were rejected. Table 1 shows the result of paired sample t-test.

Table 1 Students' Vocabulary and Writing Achievement Based on Paired Sample T-Test (N=30)

Variables	Mean Score		Mean Difference Pre and Posttest	t-value	sig
	Pretest	Posttest			
Vacabulary	57.87	72.67	15.06	14.068	.000
· Pronunciation	6.967	7.967	1.00	5.385	.000
· Spelling	4.767	6.767	2.00	7.88	.000
Meaning in isolation	5.283	7.033	1.48	6.48	.001
· Meaning context	6.400	7.433	1.03	2.47	.019
Writing	9.800	11.016	1.21	2.104	.044
· Content	2.050	2.58	.53	3.357	.002
· Organization	1.216	2.21	.35	3.597	.001
· Grammar	1.86	2.20	.43	2.659	.013
· Syntax	2.20	2.35	.15	2.626	.014
· Mechanic	1.91	2.21	.30	4.539	.000

The Result of Stepwise Multiple Regression Statistical Analysis

The result showed that students' vocabulary mastery was contributed by the aspect of pronunciation (2.7%), spelling (17.9%), meaning in isolation (77.1%), and meaning in context (2.3%). For writing, the result indicated that students' writing was contributed by aspects of content (81.9%), organization (9.6%), syntax (5.1%), mechanics (1.3%), and organization (1.0%). In addition, the influence of vocabulary toward writing achievement was 30.1 %. Table 2 shows the result of regression analysis of vocabulary and writing in each aspect of both variables.

Table 2 Students' Vocabulary and Writing Achievements: Contribution of Each Aspect toward The Total

Variables	Aspects	R Square	R Change	Sig. F Change
Vocabulary	Meaning in isolation	1.649	.771	.000
	Meaning in isolation Spelling	.878	.179	.000
	Meaning in isolation Spelling Pronunciation	.977	.027	.000
	Meaning in isolation Spelling Pronunciation Meaning in context	1.000	.023	.000
	Content	.819	.819	.000
	Content, grammar	.915	.096	.000
	Content, grammar, syntax	.967	.051	.000
Writing	Content, grammar, syntax, mechanics	.980	.013	.000
	Content, grammar, syntax, mechanics, organisation	.990	.010	.000

Discussion

On the basis of findings stated previously, some interpretation could be said that using Spider Concept Map could enlarge the students' vocabulary and increase writing achievement significantly. After the students were taught using Spider Concept map, their vocabulary mastery was enlarge and writing achievement was better than before. The finding was supported by the result statistical analysis t-test. It showed that the mean difference of vocabulary and writing achievement of students in the experimental group was the significant differences between before and after the treatment. Deep vocabulary knowledge involves how well a person knows a word, in contrast to breath of vocabulary knowledge which involves how many words are known (Brown, 2007).

The usage of Spider Concept Map was also effective in increasing students' descriptive text writing ability and could solve their problem in writing descriptive text. The students showed positive responses in using this technique. It was in line with Ramadhani and Saun (2013) statement. They stated that the teacher should choose a strategy that can involve the students to write independently, especially writing a descriptive text.

Furthermore, there was the influence of vocabulary to writing descriptive text achievement after the students were taught using spider concept map. This finding was supported by result stepwise multiple regression statistical analysis. Brown (2007) states that written language requires much more understanding and use of vocabulary than spoken language

Based on the data analysis of each aspect both vocabulary and writing, it was proved that Spider Concept map gave influence toward both of them. In vocabulary, the result of indicated that aspect of meaning in isolation (77.1%) was highest influence toward students vocabulary while in writing, the aspect of content (81.9%) made the highest contribution to the students' writing achievement.

Overall, the result of paired sample t-test showed of vocabulary and writing achievement had a significant result for the experimental students. The writer inferred that using Spider concept map could be as an effective medium in teaching English in enlarging students' vocabulary and their writing achievement.

Conclusion

Based on the finding and the implementation of the study, several conclusions can be mentioned. Firstly, Spider Concept Map was effective to enlarge students' vocabulary mastery and improve their writing. It could be seen from the progress they got before and after treatment accomplished. Secondly, Spider Concept Map was able to guide and encourage the students to have better achievement in both vocabulary and writing achievement and they were also enjoy teaching and learning process.

Suggestions

There were two suggestions for the English teachers and further researchers who are interested in this study: For English teachers, it suggested to implement Spider Concept Map as one of the alternative teaching vocabulary and writing descriptive paragraph since the result of study showed it was effective to help students in generating the ideas.

For further researchers who are interested in this study, it is suggested to conduct further study dealing with using Spider Concept Map on different grades of education level to see the effectiveness of this in composing descriptive text. Further researchers may conduct research on the other genre of text to improve their writing skill in a different kind of text.

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Practicum teachers' perceptions and instructional practices of EFL learning strategies

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Abstract: In the practice of teaching English as a foreign language (EFL), it is inevitable that EFL teachers do not provide students with learning opportunities. To tackle the aforementioned issue, teachers need to bring EFL learning strategies and teach their students how to use them. Unfortunately, studies about language learning strategies (LLS) involving EFL teachers, very specifically practicum teachers, are still under-researched. To fill this gap, this present study employing a multiple case study examines the practicum teachers' perceptions of EFL learning strategies and how they taught the strategies in their English classrooms. Three participantstaking their teaching practicum program in two different Junior High Schools were involved in this research. The data were collected through SILL questionnaires, semi-structured interview, and classroom observations. The results demonstrated that teaching practices of EFL learning strategies were influenced by the perceptions of the strategies. Cognitive (practicing and repeating), memory (applying images, reviewing, and employing action), and metacognitive strategies (planning/arranging the learning) were more frequently used by the practicum teachers and shared with their students. Nonetheless, the teaching practices of EFL learning strategies lack explicit strategy intervention, as there were no any explanation about the purpose of language taks and selected strategy evaluation.

Keywords: EFL learning strategies; practicum teachers; perceptions of EFL learning strategies; instructional practices.

Introduction

In the case of English language teaching in Indonesian context, a lot of English teachers seem to be unsuccessful in giving students more learning opportunities, because the learning paradigm is still seen as knowledge-transferring activities (Lengkanawati, 2017). Consequently, the level of English proficiency of Indonesian learners is at stake. Another problem is that the students lose their voices and remain passive during learning process (Gao, 2013, cited in Jiang, 2016, Lengkanawati, 2017).

To tackle the problem, it is very essential that EFL teachers must condition the learning and teaching, bring strategies of language learning into the classroom, and teach the students how to

use the strategies (Chamot, 2009, cited in Chamorro and Paz, 2017).

Unfavorably, LLS studies involving EFL teachers, especially practicum teachers, are still under-researched (Peacock, 2001). Therefore, it is essential to undertake this recent study, because EFL practicum teachers understand the feeling of EFL learning very well and can reflect their prior experience of applying their learning strategies more clearly. This recent study adopted Oxford's (1990) LLS taxonomies, because the strategy taxonomy is extensively used as a reliable measure of assessing the perceptions of language learning strategies in the world (Hsiao and Oxford, 2002, Rao, 2012). Oxford (1990) has grouped 62 language learning strategies into two major classes, namely direct and indirect strategies. Within direct strategies, memory,

cognitive, and compensation strategies give direct impact on students' language proficiency enhancement. While, indirect strategies which are subdivided into metacognitive, affective, and social strategies, improve the students' language ability without directly involving the target language.

Furthermore, this study puts an emphasis on EFL teaching and learning at Junior High School or teaching English to young learners (TEYL). Regarding this, Nunan (2011, p.2) declares that "the term of young learner covers a chronological age span: from 3 years of age to 15". The main reason why this case is worth-studying is due to the importance of promoting learning responsibility and learning motivation in the early level of education.

Methodology

Table 1. Strategy Inventory for Language Learning (SILL) Items

No	Strategy Classification	Items
1.	Memory Strategy	1-9
2.	Cognitive Strategy	10-23
3.	Compensation Strategy	24-29
4.	Metacognitive Strategy	30-38
5.	Affective Strategy	39-44
6.	Social Strategy	45-50

SILL questionnaire is extensively used as a reliable measure of assessing the frequency of language learning strategy use in the world (Green and Oxford, 1995). The level of validity and reliability of SILL questionnaire is reported high in many studies: reliability score (.87 - .96) and validity score (.95) (Oxford and Burry, 1993, cited in Rao, 2012). The data obtained from SILL questionnaire were calculated based on the system of three-point Likert scale: 1 (never used), 2 (usually used), 3 (always used). The Likert scale system would help the participants from confusion and fatigue. Thereafter, the data were visualized into

This present study was a qualitative research using a multiple case study method. This research involved three English students taking four-month-teaching-practicum program under the supervision of school teachers and teacher educators at two different Junior High Schools in Bandung. The practicum teachers participated voluntarily in this study. The two teacher candidates taught grade 7 and the rest taught eighth-graders. The three practicum teachers were coded as PT1 to PT3. In conjunction with this, PT1 and PT2 were female, and PT3 was male.

This research was undertaken through three main procedures. The first step was to identify the three practicum teachers' perceptions of EFL learning strategies by handing out Oxford's (1990) Strategy Inventory for Language Learning (SILL) questionnaire. The following is the details of strategy classification and the items signifying the learning strategies.

figures, and elaborated from each category of the SILL questionnaire.

Another instrument used was semi-structured interview. The formulation of questions for interview was based on relevant literature and Oxford's (1990) LLS categorization. The questions were piloted with some parties similar to the actual participants of this study, and were consulted with the experts about the appropriateness of the questions. Afterwards, the results were utilized to triangulate the data from SILL questionnaire and classroom observation.

Thirdly, classroom observation was undertaken to examine how practicum teachers shared EFL

learning strategies with their students. In line with this, the observation put an emphasis on strategy instruction, modelling of strategy use, evaluation of the preferred strategies. All of the participants were observed respectively over a

period of 3 weeks. The observation was video-taped, transcribed, coded, and analyzed by using Oxford's (1990) language learning strategy taxonomy.

Findings and discussion

The study demonstrated that instructional practices of EFL learning strategies by the three practicum teachers portrayed their own perceptions of the strategies. In conjunction with the practices of language learning strategies, the teachers, particularly practicum teachers (PT), are stated to reflect the ways they learn English, and what they observe and experience in their previous English learning (When Su, 2003, cited in Liu and Chen, 2014, p.3, Farell and Lim, 2005, Othman and Kiely, 2016, p. 54-55).

Moreover, the results also found that cognitive, memory, and metacognitive strategies were most frequently introduced and implemented by the practicum teachers.

Cognitive Strategies

Based on the three practicum teachers' responses to SILL questionnaire, cognitive strategies were applied more frequently to improve their productive and receptive English skills.

Within cognitive strategies, practicing (talking like native English speakers, practicing the sounds of English, remembering the words several times), receiving and sending messages (listening to English songs, watching movies spoken in English and English language TV shows, and reading English texts), and creating structure for input and output (making a list of new English vocabularies, summarizing ideas from reading and listening activities) were identified from both the results of SILL questionnaire and the classroom observation.

Moreover, the most used device of cognitive strategies by the three participants was analyzing and reasoning strategies (avoiding word-for-word translation, making up new words that have similar meaning, trying to find patterns in English).

For more details, the implementation of cognitive strategies by all practicum teachers in their classroom was elaborated in figure 1.

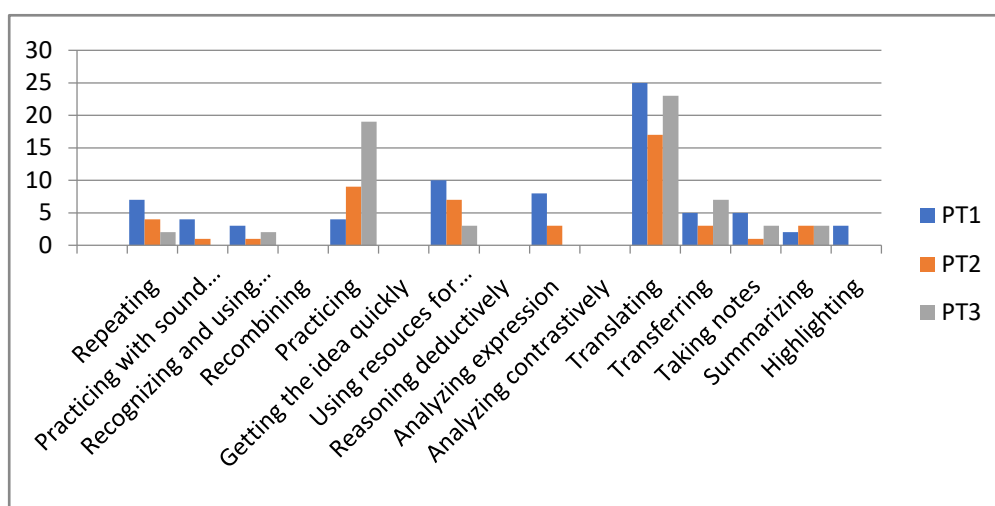


Figure 1 Details of Cognitive Strategies applied by Practicum Teachers

From the aforementioned data, translating and practicing were shared more frequently in their classroom practices. All the practicum teachers seemed to use translating strategy when they

found the students confused about the instructions given. In the same vein, the practices of translating strategies provided the students with opportunities to find the meaning of English words and to enrich the synonymous

meaning of the words as exemplified in excerpt 1.

Excerpt 1	
Teaching Practices	Direct Strategies
	Cognitive Strategies
PT2 : Hmm, banyak yang nanya yah.. Di nomor 2. There is one bed with bedding in the bedroom. Itutuhkasurnyaadaspreinya. Jadi, tempattidurnyaitumemakai sprei.	Translating

(Cited from PT2 observation transcription of meeting 3)

Next, most practicum teachers regularly taught rote learning, a memorization technique based on repetition, and pronunciation practices at the same time, as illustrated in excerpt 2 - excerpt 4.

Excerpt 2	
Teaching Practices	Direct Strategies
	Cognitive Strategies
PT1 : Repeat after me. Next to the refrigerator, there is a cabinet.	Repeating
Ss : Next to the refrigerator, there is a cabinet.	
PT1 : On the cabinet, there is an oven.	
Ss : On the cabinet, there is an oven.	

(Cited from PT1 observation transcription of meeting 1)

Excerpt 3	
Teaching Practices	Direct Strategies
	Cognitive Strategies
PT2 : Ok, repeat after me. A lamp.	Repeating
Ss : A lamp.	
PT2 : A shelf.	
Ss : A shelf.	
PT2 : A car.	
Ss : A car.	

(Cited from PT2 observation transcription of meeting 2)

Excerpt 4	
Teaching Practices	Direct Strategies Cognitive Strategies
PT3 : Please, read it from left to right. Ok? Are you ready?	Repeating
Ss : Yes.	
PT3 : A rice bowl.	
Ss : A rice bowl.	
PT3 : A lunch box.	
Ss : A lunch box.	

(Cited from PT3 observation transcription of meeting 1)

These pronunciation practices were intended to avoid a fossilized problem of pronunciation.

The sample of the strategy use to be pointed out here is only from PT1's classroom practices (excerpt 5).

The practicum teachers also often assigned their students to find patterns in English.

Excerpt 5	
Teaching Practices	Direct Strategies Cognitive Strategies
PT1 : Tadi, Jamil bilanggini... There are one pan. Is it correct?	Analyzing expression
Ss : No.	
PT1 : Harusnyagimana?	
Ss : There is.	
PT1 : Good. Kenapapake there is?	
Ss : Karena bendanyasatu.	

(Cited from PT1 observation transcription of meeting 1)

Regarding this, the three practicum teachers commonly introduced the strategy of finding pattern to understand basic English grammars.

Memory Strategies

Moreover, memory strategies appeared as the second more frequently-used strategies. This finding does not correspond with the previous result in the study by Hong-Nam and Leavell (2007) using the Strategy Inventory for Language Learning (SILL), which demonstrated undergraduate students in Korea reported low use of memory strategies in English classroom.

There are various memory strategies devices being identified as presented in the figure 6, like thinking of relationships between what they already knew and new things they learned in

English, applying the vocabularies in a sentence, and associating the sound of English words and images or pictures of the words.

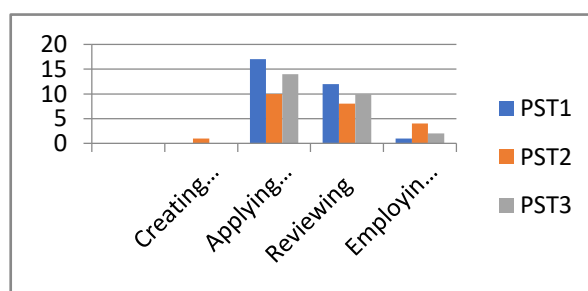


Figure 2 The Use of Memory Strategies by

Practicum Teachers

From the column chart above, parts of memory strategies which seemed to be introduced more frequently by the student teachers were applying images and reviewing strategies. Generally, all of the teachers provided images as a means of

helping students memorize the new English vocabularies very well. The example can be seen in excerpt 6.

Excerpt 6	
Teaching Practices	Direct Strategies Memory Strategies
PT2 : Now, let's see these (holding some pictures in her hand). These are the things in the bedroom. Guess what it is. (The teacher shows a picture to the students)	Applying images
Ss : Bed.	
PT2 : No.	
S8 : Blanket.	
PT2 : Blanket. Good. (The teacher shows the next picture) How about this?	
Ss : Bed.	
PT2 : I also have this (raising one picture)	
Ss : Bolster..	

(Cited from PT2 observation transcription of meeting 3)

In this regard, the teachers believe the use of images in teaching vocabularies not only could help the students remember the words, but also could facilitate them to retrieve the words easily.

exploring the English words which were already learned in the beginning and at the end of the lesson. Unlike PT1 and PT2, PT 3 had different way in teaching reviewing strategies, as shown in excerpt 7.

Within reviewing strategies, PT1 and PT2 shared something in common, like exploring and re-

Excerpt 7	
Teaching Practices	Direct Strategies Memory Strategies
PT3 : Next, skin and build (showing the next slide). Black and white skin apa?	Applying images
Ss : Kulit hitam dan putih.	
PT3 : Good. Now, build. Ada skinny. Apa itu skinny?	
Ss : Langsing.	
PT3 : Next ada obese/fat, overweight. Ok, ada yang maubapakkasih tau. Kalau di Amerika itugaboleh bilang obese atau fat, karena kata – kata itu offensive atautidak sopan. Jadilebihsopankalau	

	menggunakan kata overweight. Next, stocky apa?	Reviewing
Ss	:	
PT3	: Dengerin, stocky itu orangnya pendek tapi badannya gede/bagus. Muscular (well-built) sama thin apa?	
Ss	: Berotot sama kurus.	
PT3	: Ok. Tadi skinny itu apa?	
Ss	: Langsing.	
PT3	: Overweight atau fat?	
Ss	: Gendut.	
PT3	: Stocky?	
Ss	: Pendek tapi badannya bagus.	

(Cited from PT3 observation transcription of meeting 2)

Based on the data above, reviewing strategy implemented by PT3 included screening English vocabularies and images representing the words respectively, giving a brief explanation about them, and asking the students to retell those words perfectly.

Moreover, all the practicum teachers also assigned tasks involving physical movement in

vocabulary-grammar learning, like whispering words, doing touch and go activity, running dictation, etc. These approaches support the outcomes which report that grammar and vocabulary are better shared through dynamic classroom activities: miming, total physical response, and visual aids at the beginning and end of each meeting (Chamorro and Paz, 2017).

Metacognitive Strategies

Metacognitive strategies came after cognitive and memory strategies. Within metacognitive strategies, paying attention to other learners, seeking practice opportunities, self-monitoring and self-evaluating (notice their English

mistakes and use that information to help them do better) were indicated in this study.

The teaching practices of metacognitive strategies can be depicted in the figure 3.

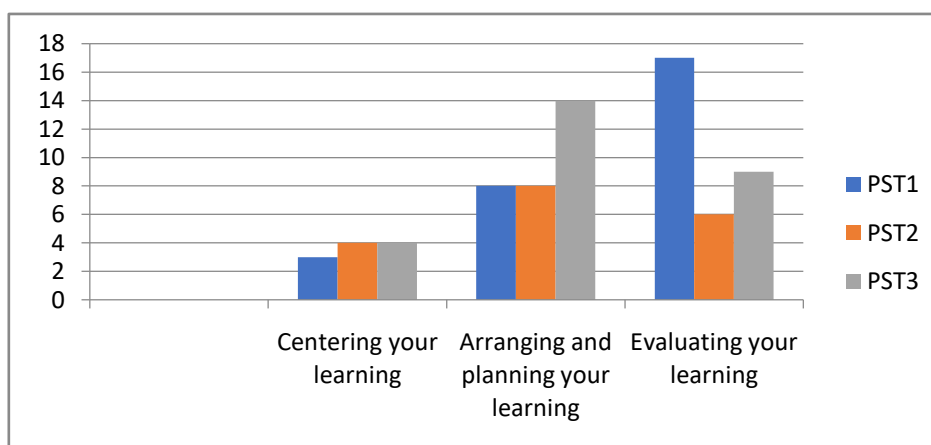


Figure 3 The Use of Metacognitive Strategies by Practicum Teachers

In line with this, the three student teachers shared the similar approaches in evaluating the students' learning. For example, while the students were assigned to present their own works in front of class, the teachers encouraged them to check the outcomes of others' language

performance emphasizing on pronunciation, content development, language rules, strategy use, and ability to perform the task at hand all together.

In addition, arranging and planning the learning strategy as parts of metacognitive strategies

appeared more than 5 times in the three practicum teachers' English classrooms. One of the details is presented in excerpt 8.

Excerpt 8	
Teaching Practice	Indirect Strategies Metacognitive Strategies
PT2 : Nantidibuattabel yah, pokoknya tulisdulubenda – bendanya yang ada di gambar.	Arranging and planning your learning
S22 : Bolehdifotobu?	
PT2 : Iyanantigambarnyaadikasihin. Jadi, bikintabel, benda – bendanya apasaja, tulis juga jumlahnya, and then make a sentence like this. Yah?	
Ss : Yes.	
PT2 : Sepertitadi (teacher is distributing the printed-out pictures to the students). Oh iya, nantidikasihduakertasya. Yang satukertas yang ada gambarnya, satunyalagibuatbikin tabel, sama bikinkalimatnya.	

(Cited from PT2 observation transcription of meeting 1)

Based on the data above, the practicum teachers usually generated a plan for the parts and elucidated language functions to be used in doing the tasks, in order to remind their students to preview very diligently the organizing highly suggested to conduct classroom action research, as the current teaching practices of EFL learning strategies did not give explicit strategy intervention. For example, the three

language knowledge or concept of an anticipated learning task.

Nonetheless, this study leaves some gaps for further study. The following research is. practicum teachers did not explain the purpose of language tasks and evaluate the effectiveness of the preferred strategies to complete the tasks

Conclusion and suggestions

This study investigated practicum teachers' perceptions of EFL learning strategies and how they taught the strategies in their English classroom. The study revealed that the perceptions of EFL learning strategies influence the instructional practices.

Meanwhile, it is highly suggested for further study to involve more participants (up to 7 participants, if possible), in order to acquire more findings and to provide a more comprehensive framework regarding how to teach EFL by integrating strategies into the classroom.

EFL learning strategies are taught implicitly through language tasks. For example, the teachers provide their students with opportunities to memorize English vocabularies by applying visual (the use of flashcards or images) and physical activities (running dictation, whispering words, doing touch and go games) or asking the students to remember and mention the words repeatedly.

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A sustainable role: Teacher as a materials developer

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Abstract: As one of the goals (to be precise #4) of the United Nations' Sustainable Development Goals: 2030, it is not a coincidence that Quality Education is placed in the 4th place. Education is always outstanding and needed. No matter how advanced the technology is used to support the teaching-learning process, it cannot be separated from the roles of a teacher. Apart from teaching, in a class, a teacher has other roles, namely controller, director, manager, facilitator, and resource (as proposed by Brown). About the role of a teacher as a manager, he or she plans lessons, modules, and courses. In other words, a teacher has a role as a materials developer as well for the class he or she is teaching. In this study, the researchers, who are English teachers as well, are proposing a lesson plan of an integrated listening skill and grammar which is taught in Listening Comprehension 2 subject for the third-semester students of D3 English Program at the University of Merdeka Malang. This materials developer is a sustainable role since a teacher should sustainably improve his or her teaching performance and as well as improve the materials he or she uses to maintain, at least, quality education of his or her class.

Keywords: sustainable; materials developer; integrated

Introduction

Sustainable Development Goals (SDGs) have become a worldwide concern among nations since 2015 (United Nations, n.d.). The world's leaders gathered at the United Nations Sustainable Development Summit in New York, and they adopted the 2030 Agenda for Sustainable Development and its 17 goals. From No Poverty (#1) to Partnership for the Goals (#17), those 17 goals were set by the global needs, more importantly in the third world countries or underdeveloped nations. Third world countries are the less developed nations of Latin America, Africa, and Asia. Some nations on these continents are also called developing nations, but the "third world" usually refers to countries with the least amount of economic progress."

So, how do we know a country is considered as a developed, a developing or an underdeveloped one? Indicators of Human Development Index (HDI) consists of life expectancy, education, and income per capita.

"The Human Development Index (HDI) is a composite statistic of life expectancy,

education, and income per capita indicators. A country scores higher HDI when the life expectancy at birth is longer, the education period is longer, and the income per capita is higher. It is used to distinguish whether the country is a developed, a developing or an underdeveloped country."

Furthermore, the link also shows the lists of the nations that are considered as underdeveloped nations: Guyana, Bolivia and Paraguay (Latin America); Niger, Chad, and Burkina Faso (Africa); and Afghanistan, Yemen and Syria (Asia).

The authors believe that it is not a coincidence that the goals #4, Quality Education, was placed in the fourth place after No Poverty, Zero Hunger, and Good Health and Well-Being. Education is always outstanding and needed. However, will it still be significant and needed if poverty, hunger, and bad health are everywhere? That is why these goals are related to each other regarding priority. It is hoped if there is no

poverty, no hunger, and good health, a good education can be achieved.



Figure 1: One of the SDGs: Quality Education

To gain the goal of Quality Education, the teacher has a significant role in the teaching-learning process since she or he does not only teach but educate as well. Those are not enough. A teacher should play other roles; as stated in the following quotation:

“A teacher has to play many **roles**, as was pointed out in Chapter 13. Think of the possibilities: authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent. Depending on the country you are in, on the institution in which you teach, on the type of course, and on the makeup of your students, some of these roles will be more prominent than others, especially in the eyes of your students.” (Brown, 2007, p.251)

Furthermore, it is true that teaching-learning in the 21st Century cannot be separated from the use of technology. However, it is only for supporting and complementing it. The role of a teacher in a class is always essential and cannot be replaced by even the most expensive and sophisticated gadgets.



Figure 2: The 21st Century Learners?

In relation with the latest curriculum in higher education, that is KKKNI or *Kerangka Kualifikasi Nasional Indonesia* Indonesian curriculum, those roles of a teacher– which let students learn independently–are needed for its model of learning is Student-Centered Learning (SCL). Thus, a teacher has to perform other roles, sometimes even more than two, in the class during the teaching-learning process.

Methods

The main difference between quantitative and qualitative is in the idea of quantity and quality. The following quotation differentiates them:

“In his attempt to differentiate between quantitative and qualitative approaches, Dabbs (1982, p. 32) indicates that the notion of *quality* is essential to the nature of things. On the other hand, *quantity* is elementally an amount of something. Quality refers to the what, how, when, and where of a thing – its essence and ambiance. Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things. In contrast, quantitative research refers to counts and measures of things.” (Dabbs in Berg, 2001, p. 2-3)

As this research is qualitative research and the authors are intended to produce and develop a module used for teaching listening comprehension subject, the most suitable one is R&D. Latief (2010, p. 101) states that R&D research is qualitative research conducted to produce a set of teaching-learning apparatus, among them are a syllabus, teaching materials, teaching media, module, and students’

workbook. Thus, it mainly concerns with the process and final products. Moreover, this leads to the decision of choosing the instruments used as well.

The authors—who are also the researcher—have a role as human instruments or investigators. Grave (1996, p. 2), she calls the primary or human instruments as a human investigator. Ary, et.al (2002, p. 424) state that in qualitative studies, the human investigator is the primary instrument for gathering and analyzing of data while Bogdan and Biklen (2007, p. 4) state that qualitative research has actual settings as the direct source of data and the researcher is the key instrument. The last is Latief who states that human instrument may be equipped with various instruments that it is called as secondary instruments:

“In the qualitative research, the researcher himself has a role as a human instrument and collects the data taken from various sources. Equipped with some instruments, the researcher collects the data, by himself or maybe helped by others, by applying some techniques, such as interview, observation, or document assessment, at once.” (Latief, 2010, p.75)

The above quotations are in line with the title of this paper; teacher as a materials developer for he or she acts as a primary or human instrument during the research and development process. As for the secondary instruments, the authors are responsible for conducting observation and obtaining data by using the questionnaire as their instruments as stated below:

“The questionnaire is more commonly used in qualitative research because it is a standardized, highly structured design is compatible with this approach. The interview is more commonly used in qualitative research because it permits open-ended exploration of topics and elicits responses that are couched in the unique words of the respondents. However, both methods can be used in either

type of research.” (Gall, Gall, and Borg, 2003, p. 223)

The questionnaires are then given to the targeted respondents in the relevance of the research. In this case, the 3rd-semester students of D3 English Program who are taking the Listening Comprehension 2 subject.

teacher roles

In the Introduction has already been briefly mentioned about the roles of a teacher. So what are those roles? From these two quotations below, it is clear that it is not impossible for a teacher to have more roles for the sake of creating an interactive classroom. Alternatively, switch his or her roles during the teaching-learning process to have a better and conducive atmosphere.

Brown stated that a teacher had to play many roles. To create an interactive classroom, an interactive teacher has to play more than one roles. Brown (2007, 214-216) proposed five roles of a teacher, and they are NIL; as Controller, Director, Manager, Facilitator, and Resource. Here are the definitions of each role: **Controller** (the teacher determines what the students do, when they should speak, and what language forms they should use); **Director** (the teacher is like a conductor of an orchestra or a director of a drama); **Manager** (the teacher plans lessons, modules, and courses); **Facilitator** (the teacher facilitates the process of learning, of making learning easier for students); and **Resource** (the teacher is available for advice and counsel when the students seek it). Another quotation is from Harmer (2001, p. 57-62), in which he suggested eight roles of a teacher—apart of being a facilitator—and they are: Controller, Organizer, Assessor, Prompter, Participant, Resource, Tutor, and Observer. Furthermore, Harmer also stated that teachers need to know when and be able to switch between those various roles He mentions: “Within the classroom, our role may change from one activity to another, or from one stage of activity to another. If we are fluent in making these changes, our effectiveness as teachers is greatly enhanced” (2001, p. 57).

Grave's Procedures of Materials Development

Grave's procedures for developing teaching materials consist of steps of the framework of seven components of course development processes. The following quotation states the usefulness of the framework:

“A framework of components is useful for several reasons: It provides an organized way of conceiving of a complex process; it sets forth domains of inquiry for the teacher, in that each component of forth ideas as well as raises issues for the teacher to pursue; it provides a set of terms currently used in talking about course development and thus a common professional vocabulary and access to the ideas of others.” (Grave, 1996, p. 12)

The following Table 1, adapted from Grave's framework components (1996, p.13), is the complete framework of course development process that consists of seven components; starting from Need Assessment to Consideration of Resource and Constraints.

Table 1. Framework Components

Components	Contents
Need Assessments/Analysis	Objective and Subjective Needs
Determining Goals and Objectives	Goals and Objectives
Conceptualizing Content	Language components Language functions Language skills Genre/Texts, etc.
Selecting and Developing Materials and Activities	Selecting materials Teaching-learning Techniques Material evaluation
Organizing Content and Activities	Lesson Level and Course Level
Evaluation	Students' assessment
Consideration of Resource and Constraints	-

Results

D3 English Program is one of the 28 programs at University of Merdeka Malang. The Program

has applied the KKNI curriculum; including the syllabus and the lesson plan or *Rencana Pembelajaran Semester* (RPS). In the related curriculum, the model of learning used is SCL in which it gives teacher 'freedom' to have other roles, even two or three different roles and let the students be more active in the class. In this section, the authors would like to underline three outcomes.

First, the lesson planner RPS used in line with the KKNI curriculum. However, apart from the available template, the authors also develop a simple lesson plan based on Grave's steps of the framework of components of course development processes. Second, the proposed module consists of exercises of integrated listening skill and grammar. The teaching-learning is done in the language laboratory for the listening section, and as for the grammar section it is done in the classroom. Listening Comprehension 2 is a two-credit subject given to the third-semester students. It is integrated taught listening skill with grammar. The listening skill part is intended to help students to acquire listening skill in the Intermediate Level, and all the given exercises are grammar based ones. As for the grammar part, it is intended to increase the students' grammar mastery by giving them exercises that are related to the grammar discussed in the listening skill part. The last, it concerns with teacher's roles. Brown (2007) and Harmer (2001) have suggested many different roles. In line with the title of this research, the authors particularly emphasize on the role of a teacher as a Manager for he or she can make use his or her role to plan the lessons, modules, and courses. Brown mentions: "This metaphor captures your role as one who plans lessons, modules, and courses, and who structures the larger, longer segments of classroom time, but who then allows each player to be creative within those parameters" (2007, p. 215).

Conclusions

The authors draw four conclusions as follows: first, it concerns with quality education, which cannot be separated from the role of a teacher for his or her quality will affect the teaching-learning process and the outcome. Second, the teacher's role in the classroom is irreplaceable. He or she can perform more than one roles to create an interactive and conducive classroom.

Third, teacher's role as a Manager is considered as a sustainable role since planning (lessons, modules, and courses for teaching) is one complete cycle which means he or she will have to do it continuously. The last, the authors intend to conduct further research on R&D which is related to this current one; to be precise, developing materials for teaching listening comprehension subject.

Acknowledgments

The authors wish that this research be fruitful not only for other researchers (as a reference) but as well as for the readers in general.

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The use of video conference in teaching general English to improve student teachers' awareness in studying

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Abstract: The latest technology, which comes like a storm, gives us extra help in revealing the unseen that is beyond our reach and touch the untouchable in our hands. The technology gives us the potential to do things we have not been able to do before. One of the most significant challenges to the classrooms of today is mobile technology. As teachers, it is our job to make sure that students who are considered as digital natives learn through the omnipresence of the mainstream media. The world around us is changing regarding communication and interaction that affect the way people see, think and learn about the present environment, and connect with others. In education, we have three options when dealing with these changes: avoid it, struggle with it, or embrace it. We must prepare and adjust the classroom of today ready for tomorrow. Thus, this writing attempts to describe student teachers' awareness toward the use of video conference in teaching General English.

Keywords: *General English, video-Conference, student teachers' awareness*

Introduction

Digital technology is changing from the interactive Internet to social networking sites to smartphones with built-in cameras. The world around us is changing regarding information and communication technology (ICT) that affect the way people see, think and learn about the present environment, and connect with others. Traditionally, people share their life face to face in a limited social life environment, but now in the 21st digital technology era, for example, daily interaction and professional communication is mediated by technology, for example: email; social media such as Facebook or Twitter; 'video' games and online/mobile messaging and telephony (Walker, 2014).

The way in which the ICT change has affected and reshaped the social, cultural, educational, economic and political landscape of human life. In the same time, it also gives effect for the growing numbers of non-native speakers of English who try to speak English internationally to marketize themselves in the tough competitive global market especially in ASIA. Thus, English as an International Language (EIL) McKay (2002) and ICT is considered as a "must" tools to survive.

Discussion

Next, in this literature review, I try to write three points briefly: (a) English as an International Language (EIL); (b) the use of ICT in Language education; (c) sociocultural and economic background to use ICT in learning EIL.

English as an International Language (EIL) means "International English is used by native speakers of English and bilingual users of English for cross-cultural communication (McKay, 2002). EIL is frequently defined as English as a Lingua Franca (ELF), English as a Global Language (EGL) (Jenkins, 2006; Phan Le Ha, 2005). The development of Information and Communication Technology, which comes like a storm, gives it extra help in spreading English around the world, which is spoken by the increasing number of non-native English speakers. The number of people speaking English as a second language is roughly estimated at 450 million, and the total of 750 million represents speakers of English as a foreign language. In short, three out of four English users are now non-native speakers (Crystal, 2004).

Moreover, the spread of EIL and the ICT development have resulted in the need for learners to possess new 21st-century knowledge

and skills (Warschauer, 2000a in Jung, 2006). The report of *enGauge 21st Century Skills for 21st Century Learners* (2003) proposed four skill clusters, digital-age literacy, inventive thinking, effective communication, and high productivity. Thus, it gives teachers opportunities to transform their ways of teaching and learning English as a lingua franca in the 21st century (Block & Cameron, 2002; Burns & Coffin, 2001; Warschauer, 2000a). For example, as teachers, it is their job to make sure that students who are considered as digital natives learn through the omnipresence of the mainstream media. One of the most significant challenges to the classrooms of today is digital learning. Technology offers learners opportunities for much more valuable communicative interaction in the target language that was ever possible in the traditional language classes (Jung, 2006).

The practical use of digital technologies requires them to be used within a pedagogic approach that fits the learners, the domain and the context (Walker, 2015). The effectiveness should be found in the way of, for example, teachers set course goals to act as an essential first step toward the successful use of technology in classrooms. The next vital aspect is integration. It can be done after understanding the structure of ICT (Walker, 2015), syllabus, and English material. When the teaching-learning process involves the new technologies, teachers and learners need to be aware of barriers such as learners' characteristics, and economic and sociocultural background, such as, the religious value that forbids female learners to have interaction virtually. It is because, for instance, in a particular part of Indonesia, female and male attend a different Islamic school, they do not have interaction, so it will be against their values. Teachers need to set the integration of Language education and ICT very carefully.

Learning is also a social process that has transformed the medium of face-to-face to e-learning. In teaching learning process, the growing trend of digital culture put the learner in control of the instructional process. E-learning can be found on the internet is a hi-tech way, which is widely used in the teaching-learning process. Yogyakarta State University provides students with e-learning, which is known as Be-smart, to meet the top standard of transferring knowledge and facilitating students to open the

global world. It can be the train for UNY to get what people of say World Class University. Thus, the integration of technology in education and as a part of their lives is a cultural phenomenon.

The integration can be done through Be-smart. It gave extra space for me and for my students in letting the material went more in-depth into their mind, then hopefully, it changed their learning culture. E-learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning (Naidu, 2006: 1). It seems like e-learning offers tremendous opportunities for communicating, displaying, and sharing information in the teaching-learning process. Recently, more and more schools had computer rooms and connected to the Net for teaching purposes (Dudney, 2007: 32). Two questions come up then, can e-learning influence teaching and learning? If the answer is definite, then how is e-learning useful to class participants?

First-year student teachers of English Education Department get a packed of the subject that they need to master. I teach Listening and Speaking for first-year students. There are two kinds of meetings that they have in these classes: classroom meeting and be smart. There will be 16 meetings in one semester that they need to attend for both listening and reading.

General English Subject

General Speaking subject is a compulsory subject and one of the receptive and productive skills which are not easy to be mastered by the student teachers (Nation, 2009). According to the English Education curriculum (2009: 29), General English subject provides students with necessary skills in comprehending simple oral discourses through the recorded voice of native speakers. Materials are presented in a variety of short functional texts with exercises on pre-listening warm-up activities, listening for specific information/literal comprehension, listening for gist/reorganization, making inferences, listening and making an evaluation, and appreciation. Students' classroom activities include individual work, pair work, and group work. Evaluation of students' achievement is based on classroom participation, home assignments, the mid and the final test.

English Education curriculum (2009: 32-33) describes that reading develop the necessary

competencies since reading initiated at secondary schools (such as getting general and specific information from the text, getting the main ideas and detailed information from the text, reducing the meaning of words, phrases and sentences based on the context, and explaining relations between parts of the text through grammatical cohesive devices). Mastery of vocabulary within 4500 words and relevant grammatical structures, the course also aims at the development of the skills of inferencing, analyzing, synthesizing, and speed reading. To aid the language development, both apparent and authentic texts of general topics may be used. Text types may include Spoof, Recount, Report, Description, Narration, News item, Procedure, and Explanation. While individual performances are noted, pair and group work should be encouraged. Assessment of success is based on portfolios and mid-term as well as final examinations.

Receptive skill, listening, plays as input for student teachers. Meanwhile, speaking and writing, the productive ones, play as output. Usually, students acquire input first; then they can produce spoken or written expression. The logic is the more student teachers get to input, the better the performances they produce. To be able to demonstrate plain meaning, students need to get relevant and meaningful input either from listening or reading so that they acquire not only a full understanding of the messages being spoken but also the model to communicate them in the appropriate speaking context. The more students get input from listening, the more precious the knowledge they acquire than, the more fluent they become. One investigation from Dupuy (1999) in Nation (2009) about “narrow listening” – an approach based on Krashen’s idea, reported improvements in students listening comprehension, fluency, and vocabulary as well as increased confidence in French. The improvements were resulted from listening as many times as they wish to a range of 1 – 2-minute aural texts on a range of familiar and exciting topics.

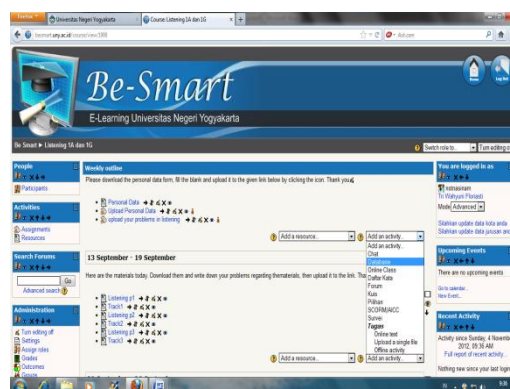
Student teachers need to get more input not only from the printed book but also from other media such as audio-visual material that can be utilized to scaffold their knowledge so that students have good model how to speak naturally and read comprehensively. Be-smart gives extra help to the teacher in meeting the need for soft media,

such as audio material, video, text with pictures. Also, be-smart provides student teachers with sources, forum, link to other useful and supportive sites, chat, quiz, and offline activities.

The primary aims of using be-smart are to support student teachers in learning and to comprehend the content and getting opportunities to practice reading, listening and writing simultaneously. Integrating technology into classroom instruction requires a careful selection of instructional material and thoughtful preparation so that student teachers get the intended content and eager to come back for more (Wong and Chee 2003: 17) cites Williams (2003). Thus, preparation is an essential phase before integrating technology in the classroom instruction so that teacher and student teachers can get advantages from the useful digital media in be-smart, besides the printed material, textbook and other classroom media, which are presented in the class.

Video Conference in Be-smart- Big Blue Botton

Due to the lack of using other media but English book or printed materials, student teachers did not get more chance to develop what they got. They needed to get more input not only from the printed book but also from other media such as Video Broadcast that can be played to scaffold their knowledge so that students had good model how to speak naturally. A set of video broadcast material was uploaded to the sites so that student could download them easily. Thus, they got significant opportunities to practice and increased their listening ability as it can be found in picture 4 below.



Picture 4: Listening audio material

The power of Information Technology has tremendously impacted human life. “You are what you use” can be employed to describe the

“gadget” situation. People put their lives on the Internet. Today, we find that the Internet is about us. Life is more practical, for example, people use a gadget to manage three or four businesses in one time and anywhere. This potential advantage is a challenge for teachers who need to put English closer to students in their daily life (Floriasti, 2012). It can be used as a media in teaching listening skills. Once students downloaded digital material from the be-smart and installed it on their handphoned, they started learning the material anytime and anywhere. It means that they have the control of how and when to learn the material. It can be matched with their learning style and habit.

In contrast, this advantage cannot be found in pictures, which are displayed in the limited time allocation in the class. When the class is over, so does the media (Floriasti, 2012). Students have the control of how and when to study the digital material. Therefore, the students are getting closer to listening skills. The more they listen to the material, the more they acquire vocabularies, and the more they can produce sentences fluently.

Based on the explanation above, it can be stated that student teachers need more independent activities, which provide more practice in listening which contain a good model of accuracy, fluency, pronunciation, rhythm, intonation, grammar and standard rate of delivery so that students have standard Speaking skills. Thus, students need audio-visualmedia that gives them extra help in acquiring spoken micro skills and improving their listening abilities as well.

In the future, their abilities will be a potential factor that can be used as a good model in listening and reading skills for their students and excellent material designer. Mainly student teachers are designed to be junior or senior high school teachers that meet the competencies. Their capability in teaching and designing material meets with characteristics of good language teachers with (Allen, 1980 in Brown, 2001:429)

Technical Knowledge

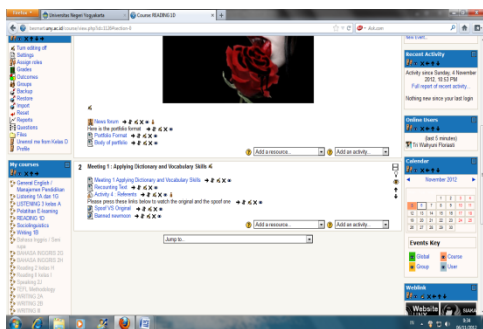
1. Understands the linguistic systems of English phonology, grammar, and discourse
2. Comprehensively grasps basic principles of language learning and teaching

3. Has fluent competence in speaking, writing, listening to, and reading English
4. Knows through experience what it is like to learn a foreign language
5. Understands the close connection between language and culture
6. Keeps up with the field through regular reading and conference/workshop attendance

Pedagogical Skills

1. Has a well-thought-out, informed approach to language teaching
2. Understands and uses a wide variety of techniques
3. Efficiently designs and executes lesson plans
4. Monitor lessons as they unfold and makes useful mid-lesson alterations
5. Effectively perceives students' linguistic needs
6. Gives optimal feedback to students
7. Stimulates interaction, cooperation, and teamwork in the classroom
8. Uses appropriate principles of classroom management
9. Uses effective, evident presentation skills
10. Creatively adapts textbook material and other audio, visual, and mechanical aids
11. Innovatively creates brand-new materials when needed
12. Uses interactive, intrinsically motivating techniques to create valid tests and lessons

It is expected that what student teachers get in their study can give them some inspiration and motivation how to design material, use appropriate approaches and give suitable media in teaching learning process. Therefore, it can be used as a pattern to develop English material in the future for different purposes and emphases, and assess students' performance. Also, the audio-visual media will give them an alternative way to give input to their future students in enriching listening skills.



Picture 5: portfolio

Moreover, student teachers need to know how to assess their future students. They might follow the way I did in reading class. I used portfolio in assessing student teachers' achievements as displayed in picture 5 above. The portfolio is handy in assessing students' achievements either in reading or listening class. According to De Valenzuela (2002), a student portfolio is a systematic collection of student work and related material that depicts a student's activities, accomplishment, and achievements in one or more subject.

Language Awareness in studying General English

Language awareness blends a) content about language, b) language skill, c) attitudinal education and d) metacognitive opportunities, which allow the student to reflect on the process of language acquisition, learning and language use. All four of these aspects of language awareness need to be integrated into the existing subject areas. A focus on language awareness is a crucial aspect of creating student-centered classrooms and assists the teacher in presenting material accordingly to student readiness (Bilash and Tulasiewicz, 1995, p.49).

Methodology

This study applied Needs Analysis by distributing questionnaires to 20 student teachers. The purpose of the questionnaire was to find out their learning needs and students' needs. Other than that, it also revealed their expectation of learning general English. Last, it described their roles in studying which lead to their language awareness.

Result

The result from the questionnaire can be seen in the table below

No.	Items	N	F	%
1.	A	20	3	15%
	B	20	19	95%
	C	20	3	15%
	D	20	0	0%
2.	A	20	10	50%
	B	20	4	20%
	C	20	3	15%
	D	20	3	15%
	E	20	8	40%
	F	20	7	35%
	G	20	0	0%
3.	A	20	7	35%
	B	20	13	65%
	C	20	6	30%
	D	20	4	20%
	E	20	0	0%
4.	A	20	10	50%
	B	20	14	70%

	C	20	2	10%
	D	20	0	0%
	A	20	7	35%
	B	20	0	0%
5.	C	20	7	35%
	D	20	1	5%
	E	20	5	25%
	F	20	0	0%
	A	20	2	10%
	B	20	2	10%
6.	C	20	4	20%
	D	20	8	40%
	E	20	7	35%
	F	20	0	0%
	A	20	7	35%
	B	20	5	25%
7.	C	20	5	25%
	D	20	2	10%
	E	20	0	0%
	F	20	0	0%
	A	20	13	65%
	B	20	4	20%
8.	C	20	3	13%
	D	20	0	0%
	E	20	0	0%
	F	20	0	0%
	A	20	6	30%
	B	20	5	25%
9.	C	20	10	50%
	D	20	6	30%
	E	20	0	0%
	A	20	7	35%
	B	20	2	10%
10.	C	20	8	40%
	D	20	9	45%
	E	20	0	0%
	A	20	11	55%
11.	B	20	6	30%
	C	20	6	30%

	D	20	0	0%
	A	20	6	30%
	B	20	4	20%
12.	C	20	9	45%
	D	20	6	30%
	E	20	0	0%
	A	20	8	40%
	B	20	11	55%
13.	C	20	3	15%
	D	20	7	35%
	E	20	0	0%
	A	20	13	65%
	B	20	5	25%
14.	C	20	4	20%
	D	20	2	10%
	E	20	1	5%
	A	20	19	95%
15.	B	20	1	5%
	C	20	0	0%
	A	20	4	20%
	B	20	4	20%
	C	20	10	50%
16.	D	20	1	5%
	E	20	3	15%
	F	20	2	10%
	G	20	0	0%

It shows that the number in the blue background was the highest score for each question.

Conclusion

I expect that the result of using be-smart as supporting media will provide students with adequate knowledge in mastering reading and listening and giving student teachers with individual opportunities to practice and improve listening skills. Furthermore, as a result of acquiring good model from listening student teachers have the confidence to speak and not worried about making a mistake and error, then give them good model how to speak naturally in daily context and formal situation as well. In the future, their abilities will be potential factors that can be used in the upper level of study, and in

their class. It can be said that using be-smart influences the way student study and the time they spent as well.

Moreover, it is an excellent opportunity for me to prepare and design innovative activities through the use of be-smart. It is a useful practice in integrating technology into classroom instruction, as it should support the classroom interaction and the student teachers needs in improving listening and gaining more skills in reading.

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Students' instrumental and integrative motivation in learning English

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Abstract: Some studies have indicated that it is very impossible to successfully reach goals and good achievement without sufficient motivation, i.e., Mayer in Liu (2010), Williams and Burden in Kelly (2005), and Dornyei (1998). Brown (2000) then explains that in the context of learning, there are two types of motivation. They are instrumental and integrative motivations. This current research attempted to address relevant research questions related to (1) type of motivation that the students have in learning English and (2) the students' reasons related to their motivation in learning English. The findings revealed that the students have instrumental and integrative motivations. When being asked about the students' reasons related to their motivation in learning English, it comprises many aspects or indicators related to instrumental and integrative motivation. For reasons related to instrumental motivation, they learn English because it is useful in getting an excellent job in the future, to study or work abroad, to pass a test (school test or TOEFL/IELTS test) and to be able to read materials in the English language for school assignments or competition material. Then for reasons related to integrative motivation, they learn English because they like the language, they would like to make friends with people from English-speaking countries, they are interested in English movies and songs, they enjoy talking in English and they want to understand English life style and culture as reference for them to increase their knowledge and insight about the outside world.

Keywords: Instrumental Motivation, Integrative Motivation, Learning English

Introduction

In this global era, people who are from every part of the world can meet and have an interaction. When they meet, there will be communication between them. To communicate well, they need to speak a language that is known and understood by everyone. As we know, English takes that role as an international language. Therefore, it will make them decide to learn English. The fact mentioned above is an example of a reason that drives some people to learn English. By learning English, some people hope that they can communicate in English with people from English-speaking countries or understand information in English. So, when people finally decide to learn English, it must be because they have a reason. It is also the same as a student that learns English. There is a reason that

encourages and stimulates students to learn English. Williams and Burden in Kelly (2005) defined motivation as continuous effort towards a set goal, where the value the student places on that goal will determine the effort intended for achieving that goal. Mayer in Liu (2010) adds that when students are motivated to learn, they try hard to understand the material and learn more deeply, so the result is that they have better ability to apply what they have learned into their life. Also, Dornyei (1998) states that it is very impossible to successfully reach goals and good achievement without sufficient motivation, even people with the most remarkable abilities. So, motivation drives students to learn English, and they may have various types of motivation in learning English. Brown (2000:75) explains that in the

context of learning, there are two types of motivation. They are instrumental and integrative motivations. According to Mun (2011), instrumental motivation is a motivation that drives learners to learn a language with a more useful purpose of the language such as applying for a well-paid job or achieving higher social status. On the other hand, he defines integrative motivation as a motivation that moves learners to learn a language because of the positive attitudes toward the target language group and their intention to join together with the target language community. These types of motivation have a precise orientation and goal that can be pursued by the students who have these motivations in learning. The orientation and goal can be related to the utilitarian purpose of language (instrumental) and joining the target language community (integrative). Because of these unique characteristics of these motivations, the researcher was interested in analyzing them in the real field.

To learn English, there are many ways that students can choose. One of them is through an English course. Mulawarman University Language Centre, located on Jl. P. Flores No. 1 Samarinda, is an institution that offers English course programs. It has many kinds of classes that cover various students' ability levels or purposes in learning English. One of the classes is Conversation Class. It is for those who have excellent English necessary skills and want to use it in oral communication. The students in Conversation Class will be involved in discussion or debate that will make them practice their communication skills. Currently, it consists of five students. They are one undergraduate student and four senior high school students.

The researchers were interested in analyzing types of motivation in Conversation Class of Mulawarman University Language Centre Samarinda because Conversation Class is a different class from other classes in Mulawarman University Language Centre. It has a specific purpose for students who attend this class which is improving their communication skills. Also, there is only one Conversation Class in Mulawarman University Language Centre so students in

Conversation Class must have their reasons that make them choose this class which can be related to what their motivation in learning English is. Generally, most of the classes in Mulawarman University Language Centre are based on students' ability levels which can be known from the grades at school or the result of the placement test that they take before attending one of the classes. Nonetheless, students who attend Conversation Class can choose this class at the time they sign up without taking a placement test at first. The researcher thought that there must be reasons behind their intention in learning English in Conversation Class. The researcher also saw that the students come from different academic backgrounds, ages, and English capabilities. They thought that it would add more explanation to the reasons why they choose this class.

Mun (2011) did a study about instrumental and integrative motivations as factors influencing third-year Chinese undergraduates of Universiti Tunku Abdul Rahman (UTAR) in learning English as a second language in Malaysia. The study shows that the students tend to have a stronger instrumental motivation compared to integrative motivation in their second language learning process. As a whole, they learn English because of certain academic and professional reasons such as to pass an examination or to apply for a well-paid job. On the other hand, of course, there were also students that learned English because of integrative motivation. However, they were in the minority group in this study.

In 2012, Zanghard did a study to find out instrumental and integrative motivations among Libyan undergraduate students of English as a foreign language (EFL). It investigates whether EFL Libyan students are instrumentally or integratively motivated to study English. The findings show that EFL Libyan students were highly instrumentally and integratively motivated to study English, but their integrative motivation came out to be a little higher than their instrumental motivation.

Also, Choubsaz and Choubsaz (2014) did a study investigating instrumental and integrative motivation among Iranian undergraduate students. The findings of the study indicate that Iranian EFL learners are both instrumentally and integratively motivated to learn English. Also, it was shown that students are highly motivated towards learning English. The results of the study seem to be helpful for EFL teachers and curriculum developers to adjust the common trends of ELT in Iran based on some realistic points of view regarding the learners' motivations. Therefore, this research attempted to address two research questions related to (1) the students' types of motivation as well as (2) the students' reasons related to their motivation in learning English.

Method

This current study was designed as qualitative research that aims to find out what type of motivation that students have and the students' reasons related to their motivation in learning English in Conversation Class of Mulawarman University Language Centre.

According to Spradley (1980), a research subject in descriptive research is called a social situation that consists of three elements: place, actors, and activities that interact well one to another. The researcher chose all five students in Conversation Class of Mulawarman University Language Centre. There was only one Conversation Class in Mulawarman University Language Centre, and it only consisted of five students, so the researcher decided to employ all of them as research subjects.

The data of the study were the results of the questionnaire and interview transcript. The sources of data were the students and interview guideline. The questionnaire used in this study gave information about what type of motivation that students have in learning English based on their answers for each statement. In doing the interview, the researcher asked some questions of the students as the research subjects.

The researchers adopted the statements related to integrative and instrumental motivation in the Integrative and

Instrumental Orientation Scales of Gardner's Attitude/Motivation Test Battery. The researcher did a change in the way of answering the questionnaire by using "Yes or No" options rather than Likert Scale as in the original version. It was done to make the students answer it more accessible and more straightforward. Also, it was done to keep the characteristic of descriptive research become primary in this study.

There are eight statements in the questionnaire related to the types of motivation investigated in this study. The first 4-item of the questionnaire is related to integrative motivation. The scale includes four items to find out how much the learners learn English with a real interest to join together with the target language, culture, community, their way of life, literature etc. This will show their integrative motivation towards the target language. The items are (1) Studying English can be important to me because it will allow me to be more at ease with other people who speak English, (2) Studying English can be important for me because it will allow me to meet and converse with more and varied people, (3) Studying English can be important for me because it will enable me to understand better and appreciate English art and literature, and (4) Studying English can be essential for me to be because I will be able to participate more freely in the activities of other cultural groups. The next 4-item of the questionnaire is related to instrumental motivation. On this scale, there are four items, and the students are asked to measure their practical reason in learning English. The items are (5) Studying English can be important for me because I'll need it for my future career, (6) Studying English can be important for me because it will make me a more knowledgeable person, (7) Studying English can be important for me because I think it will someday be useful in getting a good job, and (8) Studying English can be essential for me to be because other people will respect me more if I have knowledge of a foreign language.

Findings and Discussion

Based on the results of the questionnaire, the researcher found that the research subjects have instrumental and integrative motivations in learning English in Conversation Class of Mulawarman University Language Centre.

However, R1 appeared to have integrative motivation more dominant because she fulfilled all indicators related to integrative motivation while she only fulfilled two of the four indicators related to instrumental motivation. R2, R3, and R5 appeared to have both motivations in balance because each of them fulfilled three of the four indicators for each type of motivation. Also, R4 appeared to have both motivations in balance because she fulfilled all indicators in each type of motivation.

Based on the results of the interview, students' reasons for learning English in Conversation Class of Mulawarman University were related to the types of motivation that they have shown in their result of the questionnaire before. Also, their reasons comprise of many aspects or indicators related to instrumental and integrative motivation. They learn English not only because of wanting to get a good grade or job in the future but also willing to interact with the language owner of English itself which is, in this case, are English native speakers.

For instrumental motivation, the result of questionnaire and interview from R1 to R5 showed that they learn English because they think that it can support their study, social life and career in the future. It is in line with what Brown (2000:75) said that the focus on instrumental motivation is to reach specific career, educational or financial goals such as to achieve academic achievement to get a better job which makes a better salary for someone's life. Then according to

Krashen in Al-Ansari (2000), instrumental motivation is the learner's desire to achieve proficiency in the language for a usage or practical purpose to achieve specific goals such as to pass an examination or to use it in their work. It is also can be found in the students' reasons while they stated that they learn English

to pass a practical test at school, TOEFL or IELTS tests and they can use English when they work later because they think that nowadays people would like to hire people who can speak an international language.

Mun (2011) also said that instrumental motivation is for more usage purpose of English such as applying for a well-paid job or achieving higher social status. It can be seen from R1's reason that she had an example of her aunt that becomes successful person now because her aunt is working abroad which requires good English skills.

Furthermore, Nicholson (2013) added that instrumental motivation deals with the practical advantages of learning a target language as a means for achieving instrumental goals. For example, reading technical material. It is also shown in R2, R3 and R4's reasons while they stated that their experience in learning English helps them to understand when they have to read materials in English for school assignments and preparation of English competition which required them to explore materials in the English language.

Then for integrative motivation, it is related to English native speakers as the target language group. Gardner (2001) expressed that integrative motivation emphasizes an individual's interest in learning the language and willingness to expend the effort to make it part of their behavioral choice. It was shown on R4's reason that she enjoys having a conversation in English because if she speaks English over and over, it will practice her speaking skill indirectly. Additionally, Mun (2011) pointed out that integrative motivation makes learners have positive attitudes toward the target language group, and they intend to join together with the target language community. The researcher found that the research subjects, especially R4 and R5, showed positive attitudes toward the target language group. They expected to not only interact but also make friends with English-speaking people. Furthermore, they showed their intention to know and experience different cultures from English native

vespeakers. They realized that it is good to improve their knowledge and insight about the outside world.

Conclusion

To sum up, the researchers found that it is an essential thing to recognize students' motivation in learning English. This study showed that it is possible for a student to have more than one type of motivation in which the results of this study has presented that students in Conversation Class of Mulawarman University Language Centre have instrumental and integrative motivations in learning English. Students are human beings with developing the mind, feeling and motivation to deal with their environment, especially the learning environment. Not only the students themselves, but the English teacher and their family should appreciate the existence of their motivation in learning English as people who are also involved in their learning environment.

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Teachers' voice on their being professional

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Abstract: Teacher quality entails the enhancement of the schools, the society and eventually the whole nation. Realizing this, the Indonesian government has done some efforts to make sure that there are sufficient qualified teachers for students. Since 2006 Indonesian government has established educational reform of upgrading teacher quality by administering teacher certification program supported with teacher professional development. They have to examine what they think teaching and learning are, who their students are, and of course, what their subject is. Considering the key role of teacher quality, this study has its main concern on revealing the teachers' reasons of being teachers and the teachers' view on their profession values with regards to their self, student, and subject. This study involved 24 teachers at Elementary School, Junior High, and Senior High Schools. The data of this study are a narrativeself-evaluation of the participants' teaching life. The findings of this study reveal two kinds of motivation driving one to be a teacher: the fundamental reasons which are altruistic and the extrinsic reasons from family members, friends, and former teachers. Further, this study finds the three characteristics of Palmer's (1997) a good teacher. Conclusion and suggestion end the study.

Keywords: teacher quality, reasons for being teachers, profession values

Introduction

The term 'professional learning of educators' (Cartmel, Macfarlane, & Casley, 2012) implies that being a teacher is not without being a learner. Like learners who learn to get knowledge, teachers also learn. They learn to get more knowledge so that they can develop themselves to become more and more qualified.

By being more qualified, teachers can indirectly enhance the learning of their students. In fact, teacher quality is an indispensable factor influencing student achievement. Researches show that teacher's quality has a substantial impact on students achievement (Coleman et al., 1966; Darling-Hammond, 1997; Darling-Hammond (2000); and OECD (2001) and Cunningham, 2007). Teacher quality entails the enhancement of the schools, the society and eventually the whole nation.

The Indonesian government has done some efforts to face this challenge in making sure that there are sufficient qualified teachers for students. One current outstanding way to have qualified teachers is a teacher certification

program. Indonesian teachers are gradually encouraged to change to be more professional. Through Teacher and Lecturer Law no 14 passed in 2005, the Indonesian government tries to increase teacher quality, other things, through teacher education and professional development. To be more professional, all teachers must meet a minimum standard of a four-year degree before being certified and that all teachers should be formally certified after the four-year degree has been gained and undergo continuing professional development (Chang et al., 2014).

To change implies the process of growing. Indicated in the insights from interactionists and psychologists - among others Mead (1934) and Erikson (1968) respectively (see Beijaard, Meijer & Verlop, 2006) - is that the growing process is subject to the individual's interaction with his or her environment and that the process has its typical characteristics affected by biological and psychological maturation (Beijaard, Meijer & Verlop, 2006).

The growing idea from the two insights brings about the entity of teacher's professional identity which is defined as something that advances

during a teacher's entire life (Beijaard, Meijer & Verloop, 2006). In teaching domain, this identity – teachers' perceptions of their own professional identity, to be more specific – is believed to be an influential factor for teacher's professional development to cope with educational change and to implement instructional innovations in their classroom (Beijaard, Verloop, & Vermunt, 2000). Keeping this illuminating idea of professionalism equals challenging teachers to possess the determination to be qualified.

It is a widespread agreement that qualified teachers are vital for our nation. However, there is not widespread agreement about how we accomplish this particular aim. Fortunately enough, there are some famous teacher professional development programs implemented. Two most frequently mentioned are in-service teacher training and seminars or conferences. Several professional development programs have been conducted in Indonesia to improve teacher quality, such as Centre for Teacher Activity, Teachers Working Group, and Forum of Teacher-subject that allow teachers to share their experiences in solving the problem they face in teaching.

The effectiveness of professional development programs is always a hot issue. Analyzing 16 studies of teacher professional development programs in mathematics and science in the US, Blank and Alas (2009) found that teacher development improved student achievement. In Indonesia, a teacher development program helped teachers feel more confident and better prepared (Schleicher, 2015). A study in Indonesia (Widodo, 2004) has been performed to reveal the needs of individualized English teachers and to identify the known or less-known programs for teacher professional development. Professional development programs have their noble intention of improving teacher quality and student learning or achievement.

High-quality teaching is the critical prerequisite for high-quality education and training. Teacher quality has many dimensions: actions, knowledge, and creativity (Blanton et al., 2006). Fenstermacher and Richardson (2005) include teacher quality into good teaching and effective teaching; while Goe (2007) argues that teacher quality consists of teacher qualifications, teacher

characteristics, teacher practices, and teacher effectiveness. Professional development is intentional, ongoing, and systematic (Guskey, 2000). Díaz-Maggioli (2004) states that professional (teacher) development is a career-long process in which teachers fine-tune their teaching to meet student achievement.

Professional development for teachers is now recognized as a vital component of policies to enhance teacher profession. Further, professional teacher identities are considered critical components in teaching (Tsui, 2007; Varghese, Morgan, Johnston & Johnson, 2005). Teachers should be aware of the identities they bring with them into their classroom. Ball and Goodson (1985, p. 18) argued that teacher identities are related to "... the sense of self, [which is] of vital significance in ... understanding the actions and commitments of teachers in their work." Accordingly, teacher identities are the factors that influence teachers' attitudes and beliefs as well as their "sub-identities" (Mishler, 1999, p. 8) which guide teachers to carry out their work in the classroom.

This study identifies teacher identities. It is argued that there are reasons for becoming teachers, and teacher identities are multidimensional and constructed with profession values with regards to teachers' self, student, and subject (Palmer, 1998, 2007). This study intends to reveal (1) the teachers' reasons for being teachers, and (2) the teachers' view on their professions values with regards to their self, student, and subject

Professionalism

Teachers are a profession with personal identity. As professional choices, "teachers are required to make and do make, in developing the knowledge, skills, and values of learners" (Adendorff et al., 2010, p. vii). Teacher profession is unique, different from other professions. Besides having the expertise and specialized knowledge and skills, teachers are required to make professional choices in all sorts of situations, i.e., preparing and give lessons, relating to parents, and participating in unions or professional associations. Not only the different jobs teachers need to do, but also hundreds of decisions, judgments and commitments they must make.

Being professional is identical to continuously learning to do a competent job. The learning can take the form of in-service courses, reflection on experience, reading, observation, or collegial discussion (Ur, 2002). Earlier literature has highlighted some more concrete learning activities for teachers like deepening content knowledge, learning new teaching methods, and critically examining new standards being proposed (Corcoran, 1995). All these learning activities fall under the general heading of professional development.

The learning has been made explicit by a professional development program or sometimes called Career Development Program (CDP). It has been designed in such a way to accomplish the goal. Harris and Young (2000 cited in Desimone, Porter, Garet, Yoon & Birman (2002) claim that the professional development of teachers is assumed to be the key to the success of educational reform, school development, and changes. Desimone, Porter, Garet, Yoon, and Birman (2002) themselves found that there was an increased use of specific instructional practices after teachers joined a development program focusing on those practices.

One issue consistently discussed under the topic of professionalism is being reflective (see McKay, 2002; Richards, 1998; Richards & Nunan, 1997; Richards & Renandya, 2002). Being reflective leads one to be more professional (Boud, Keogh & Walker, 1985 in Richards, 1998; Quan, Yang & Chen, 2010). Therefore, when we do not perform reflection, we miss professionalism. This notion is strengthened by Lyons (2010, p.8) who claims that reflective inquiry can show all valued aspects of professional education by “uncovering needed perspectives; identifying critical moral and ethical dimensions of practice; encouraging collaborative inquiries; deliberating about underlying professional purposes and possibilities.”

Reflection Practice

Reactive practitioners are those who do the same things year and year and blame others (Norton, 2009). Unlike reactive practitioners, reflective practitioners are those who take time to learn from mistakes or failures and keep improving. Let bygone be bygone surely does not apply to reflective practitioners. Reflection is needed to

make differences. “Reflective action involves standing back from the flow of experience and weighing up beliefs and taken-for-granted knowledge in the light of practice” (Adendorff et al., 2010, p. 181). A reflective teacher is not tenacious but curious. She will not easily satisfy but sees herself as a goal-oriented agent who adopts an experimental approach to improve teaching and learning.

The development of the reflection issue has been framed by John Dewey's *How We Think*, Donald Schon's *Reflective Practitioner*, and Paulo Freire's *The Pedagogy of the Oppressed*. Reflection practice can then be examined as a way of thinking (Dewey), a way of knowing (Schon) and a way of reflecting critically (Freire) (see Lyons, 2010). In teaching field, this development of reflection is framed by Borg's (2003, 2009) teacher cognition of thinking, knowing and believing and also Woods' (1996) BAK – beliefs, assumptions, and knowledge. In the scope of the classroom, it is associated with epistemological framing which is defined as “how a participant thinks about knowledge as it relates to teaching and learning” (Russ & Luna, 2013, p. 286). This general process of making sense of the world is a part of metacognitive skills – rooted in critically questioning oneself to broaden one's understanding.

After clarifying the various terms used around the notion of reflection such as ‘reflection,’ ‘reflective learning,’ and ‘reflective writing,’ Moon (2007) defines reflection for formal education context as follows:

Reflection/reflective learning, or reflective writing in the academic context, is also likely to involve a conscious and stated purpose for the reflection, with an outcome specified regarding learning, action or clarification. It may be preceded by a description of the purpose and the subject matter of the reflection. The process and outcome of thoughtful work are most likely to be in a represented (e.g., written) form, to be seen by others and to be assessed. All of these factors can influence its nature and quality. (p. 192).

Schon (1983)'s simple definition of reflection – how professionals think about what they are doing – has been argued as having no clarity or giving no explanation of how reflection summarizes tacit understandings (Canning, 2011; Lyons, 2010). The definition of Moon

(2007) above has then obviously expanded the initial simple key concept of reflection popularized by Schon (1983) with the concept of 'reflective practitioner.'

Teacher Identity

The implication of this simple proposition "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (Palmer, 2007, p. 10) is truly not as easy as one thought. In the service of learning, a teacher needs to connect his/her ability with the students and also to connect the students with the subject taught. Palmer continues that bad teachers detach themselves from the subject and also their students, meanwhile good teachers join three elements together: self, subject, and students. To unite the three elements, a teacher needs to keep his/her heart open especially in the unbearable moments so that the teacher himself or herself, the students, and the subject can really be entangled not only for the sake of learning but also of living.

How can identity and integrity appear? Palmer (2007) points out a simple answer: when we speak about "who we are as teachers." (p. 13). Identity covers the complicated mystery of being human such as genetic character, the culture, the good and bad performed to self and others, love, and sufferings (Palmer, 2007). Integrity refers to the totality found in identity. It requires wisdom to distinguish what fits and what does not fit. It needs the courage to take the forces within or to reject them.

Both integrity and identity are two delicate life forces. They are "lifelong process of self-discovery" (Palmer, 2007, p. 14). The intersection of the various life forces forms one's identity. When life – not death – resulting from relating the forces is obtained, one reaches integrity.

In line with Palmer's claim, Bolivar (2014, p. 106) asserts that "...the professional is armed with a vocation, a set of universal values, a teaching discipline, and a sense of socialization and liberation for the students...." Further, he argues that a professional teacher should have knowledge, competences, actions, attitudes, and values. Even, these identities are 'prerequisites' for someone to be a teacher.

Singh and Richards (2006) opine that identity represents a core component of teacher learning; "identity seems to play a special role in teaching, as compared with other professions" (p. 155). Further, Singh and Richards recommend teacher identity for teacher education and teacher professional development. Reviewing a previous study, Bolivar (2014) stated that professional identity is affected by the socio-cultural policy, workplace or socially located influences, and personal influences.

Research Method

This study investigates the teachers' perceptions of instructional activities and experiences. This qualitative investigation gains a deeper understanding of how teachers perceive their professional development experiences. Accordingly, this research investigates teachers' pedagogical and professional stories of teaching through their own words told in school settings.

This study was a narrative inquiry to provide in-depth information regarding teachers' perceptions of their pedagogical and professional experiences to improve student outcomes. Teachers' stories provide perceptions of what they value about pedagogical and professional activities, their contributions to their schools' professional development plan, barriers they encountered, how they apply new learning, the role of a learning culture, and the impact of their professional development experiences within their professional world and classroom.

The participants of this study were selected from schools of the same education foundation in Surabaya. There were 24 teachers involved. Eight were elementary school teachers, 12 were Junior High School teachers, and four were Senior High School teachers in Surabaya. They were varied in educational backgrounds, teaching experiences and subjects taught. Some participants graduated from Education Faculty while the rest were from Non-Education Faculty. Those who graduated from the Education Faculty learned and practiced teaching strategies during their study while the others did not. They started teaching at regular schools differently; and, the subjects they also taught varied, i.e. English, Indonesian Language, Mathematics, Religion, Physical Education, Biology, Sociology, Content Subjects, Civic Education, Social Sciences, and Natural Sciences.

However, they worked for the schools of the same education foundation. Therefore, they learned and applied the same vision and mission of teaching.

The data of this study were teachers' pedagogical and professional stories of teaching. They were collected from different sources: documents (Self Evaluation), and interviews. The document collected was self-evaluation developed by the participants.

The major instrument of this study was the investigators equipped with theories and experiences in teaching and education. To collect data, they used an interview protocol, audio recorder, and narrative guideline.

After obtaining the narrative writing of the participants' teaching life, the researchers conducted an in-depth- interview. Using the interview protocol, the researchers sought particular information about their teaching profession stories. In general, the researchers knew the topics to be covered and the questions to be asked, i.e., the teachers' opinions about their self, student, and subject (Palmer, 1998). However, at the same time, the researchers had to prove some aspects of the research topic in depth.

The data of the study were analyzed continuously throughout the data collection and coding process. When the researchers collected the data, they coded and reviewed the data to find voices, experiences, and issues in teachers' professional development. The researchers carefully read the documents to understand why the teachers chose to teach as their profession. Besides, the documents were also analyzed to obtain their views on the self, student, and subject.

Transcribing the data after each interview kept the transcriptions manageable and allowed the researchers to begin to review them for suggestions of emerging themes. All transcripts were kept in a folder to make it easy to access them.

The researchers also coded individual narrative self-report to enable the researchers to describe, classify, and interpret the data. The themes on reasons of being teachers and on their profession values were taken from self-evaluation

document and interviews. Reasons for being teachers and views on their profession values were deduced from self-evaluation documents and interviews. Themes on reasons of being teachers and views on their profession values were coded and counted based on the occurrences found in both data sources.

Findings

Teachers' reasons for being teachers

The writers got the data to answer the first research question only from 15 out of 24 respondents' reflection. At the foundation where the respondents worked, the teachers were graded based on their competency. The respondents involved in this study varied from grade 9 to grade 11. Therefore not each respondent reflected something about their reasons of being a teacher.

The analysis of the 15 respondents' reflection reported through narrative self-evaluation indicates that three instances are showing the reasons of being a teacher. The first instance – fundamental reason – is indicated by four respondents. The second instance – outer reason – is indicated by six respondents. The third instance – both inner and outer reasons – is indicated by five respondents.

Ten respondents were either intrinsically or extrinsically motivated to be teachers. Five respondents were both intrinsically or extrinsically motivated to be teachers.

Driven by their own intention (inner drive) to be a teacher, one of the four respondents felt that being a teacher was the most satisfying and an honorable job. One admitted that he/she was called to serve children and support them to be better. One even said honestly that the reason of being a teacher was for finding experience and just trying to earn money for his/her future. The last respondent asserted, "When I realized His greatest gift upon my life then I decided to choose this wonderful profession, teacher, to become part of my life." The intrinsic motive is primarily related to one's like of the teaching profession (something enjoyable)

Driven by others (outer drive) to be a teacher, one of the six respondents was extrinsically driven since he/she was in kindergarten; her

kindergarten teacher inspired him/her. One respondent admitted that his/her father was an influencing person. Another one was influenced by his/her friend. He/she simply followed his/her friend who asked him/her to join teaching in a school, the school which was involved in this study. Another respondent was similarly influenced by his/her father. Writing "Being a teacher was not my dream ...", He/she initially never imagined himself/herself being a teacher. Another respondent was initially offered a job as a translator for a classroom observation by his/her lecturer, and when offered further to be a teacher, his/her reason was merely to fill the time before his/her graduation. His/her lecturer became the person initially making him/her a teacher. He/she more particularly stated, "Waktu itu, pertimbangansayauntukmenerimapekerjaansebagai translator dan guru hanyalahuntukmengisiwaktuluang sambil menunggu wisuda." [translation: At that time my consideration was to accept the offer to be a translator and being a teacher was just to fill the time while I was waiting for my graduation.]. Encouraged by his/her family and friend who had become teachers in the school involved in this study, the last respondent determined to be a teacher.

Five respondents were both intrinsically or extrinsically motivated to be teachers. They had their inner motivation as well as outer drive that made them decide to be teachers. One said he/she himself/herself determined to be a teacher (inner drive). At the same time he/she also said his/her grandfather influenced him/her to be one. Another respondent was triggered by a verse in the Bible which reminded one not to be a teacher. At the same time, his/her father was influential, and the Dutch priests who came to teach in Indonesia was also influential. They became the model for him/her. One said that being a teacher was his/her passion. At the same time he/she was also driven by two great teachers he/she knew. The last two respondents revealed that they were intrinsically called in life to be a teacher. They declared "... sayamerasaterpanggiluntukmenjadibagiandalam rencanaNya"; "... setelahmelalui berbagai pergumulanakhirnyasaya menyerahkandiri untukmenjawab panggilan Tuhan untukmenjadiseorang guru." [translation: ... I felt I was called to be part of HIS plan; ... after numerous struggles I finally surrender to

respond to God's call to be a teacher]. At the same time, one of them admitted that someone else – friendly, full of authority, caring and solution-giving – had influenced her. The other one admitted that his/her family and church friends were the ones influencing him/her to be a teacher.

This study reveals that intrinsic reasons of being a teacher include a spiritual call (a divine call) and intention to serve others (being of service). The second instance is in line with the findings of Alexander, Chant, Cox (1994).

Meanwhile, the primary outer drive for one to be a teacher includes family members, friends, former teachers who have become a good model, and the second outer drive comes from friends who ask one to follow them to be a teacher. This primary motivation similarly indicates that it is the "influence of students' former teachers" (Alexander, Chant, Cox, 1994, p.40) that was one of the major motives for choosing to teach as a career. Lortie (1986 in Alexander, Chant, Cox, 1994) agrees that "teachers have played a significant role in recruiting new members for the profession" (p.40).

As previously presented, one of the intrinsic motivation was related to the call to serve children and support them to be better. This might indicate another instance of motivation, i.e. the altruistic motive which is exemplified by Bakar, Mohamed, Suhid and Hamzah (2014:156) as follows: "The altruistically motivated teachers view teaching as a profession that enables them to contribute to the society such as by being a part of young peoples' growth and development."

Implied from the primary outer drive is that it is necessary for settled teachers to be a role model to influence teachers-to-be to be real teachers. It is even necessary for settled teachers to be good teachers so that more and more people are attracted to be teachers – a profession that should not be underestimated nowadays.

Teachers' Views on Their Profession Values

When writing the paper please remember to use either British, or US, spelling but not a mix of the two, i.e., if you choose British spelling it would be colour, not color; behaviour (behavioural) not behavior; [school] programme, not program; [he] practises not practices; centre,

not center; organization not organisation;
analyse not analyze.

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Indonesian into English translation shift in *Maryam* novel as the examples of teaching translation

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Abstract: Translation process and result can be used as teaching medium for translation practice. This article is a research result of Indonesia into English translation that was applied in teaching translation practice. The purposes of this article include classifying translation shifts and describing teaching on translation practice. The data are collected by comparing Indonesian and English novel of *Maryam* into *The Outcast*, which includes sentences containing shifts found in the novels. Based on the analyzed data, the results indicate that there are four translation shifts. They are a category, intra-system, level, and structure shift. The steps in teaching translation are (1) the students were asked to translate ten pages of *Maryam* novel into English; (2) the result of the translation were revised in class discussion; (3) the students were asked to revise their translation; (4) the lecturer explained translation shifts by giving examples; (5) the students were grouped in pairs and were asked to classify the translation shifts produced by their partners; (6) the lecturer facilitated the discussion by explaining the previous research result; (7) all students wrote the summary of the translation shifts they found. By doing all the seven steps in three meetings, the students classified translation shifts correctly.

Keywords: translation, translation shift, teaching, pedagogical application

Introduction

Translation is the process of transferring the message of the source language into target language equivalently and accurately. To grasp the similar message, a translator does not only consider the linguistic unit separately but also take into account the used translation shift. A translator uses some strategies, such as structural shift, level or unit shift, intra-system, class or category shift, adoption, adaptation, deletion, and addition. Translation shift cannot be rejected in translating one language into another because it is one of the strategies found in transferring the message of the original text into another text. Text can be in the forms of non-fiction works such as scientific and academic articles, and fictional text, such as a novel. The following is an example of translation shift found in a novel

originated from Indonesia, *Maryam*, which is translated into English entitled *The Outcast*.

Source language: *Menyusurijalanan yang naik-turundalamgelap*

Target language: *Winding along the hilly road through the darkness.*

The sentence translation result of Indonesian into English above can be categorized into equivalent because there is no distortion of meaning. In transferring the message, the translator applied level and structure shift. The level shift is done from word *menyusuri* into phrasal verb *winding along* and adjective *gelap* into noun phrase *the darkness*. Besides, she also used the structure of *jalanan yang naik turun* and translated it into a different order in English into *the hilly road*.

Based on the phenomenon above, we are interested in doing research and writing the research result in this article aiming at classifying translation shifts and describing the application of teaching translation by using the first finding.

Before explaining the elaborate findings, the researchers intend to discuss the translation shift theory used to classify and analyze the data used in this research. Translation shift strategies are used to keep the message in the target language. They can be done in its part of the linguistic unit, meaning, and forms. There are two kinds of shift: form shift and meaning shift (Machali, 2000, p. 62-71). Form shift occurs when there are a different pattern and system of SL and TL. It means that the system, structure, and pattern of both languages in SL into TL are not similar. It will be better if the translator possesses knowledge about theories of translation, material to be translated, both cultures of SL and TL, register, socio and cultural background of the readers, both the source and target readers to accurately transfer the message of the source language. As a translator, s/he should be familiar with the social structure of both readers, register, and language varieties as McGuire state that "translator should have a perfect knowledge of both source language and target language" (1991, p. 54).

Other scholars also note the importance of understanding two different cultures and all aspects surrounding the transfer of the message from SL to TL. Razmjou mentions, "A good translator is someone who has a comprehensive knowledge of both source and target languages" (2004, p. 3). Besides, Brislin explains that "Translator should know both the source and receptor languages, should be familiar with the subject matter, and should have the facility of expression in the receptor language" (1976, p. 47). Similarly, Leonardi explains that "In fact, when a message is transferred from the SL to TL, the translator is also dealing with two different cultures at the same time" (2000, p. 2). It can be concluded that a translator should be familiar with the source and target language including the socio-cultural background of the text, translation theories, genre of text s/he should translate, have broad knowledge, and the target reader background. The translator should master related computer programs that s/he will use later, can communicate through the internet

and other electrical communication gadgets, understand the text s/he should translate and have many experiences on translation. All factors related to a translator's background will have a significant influence on their translation quality.

Nababan et al. (2012) state that to reach the translation quality, we should look into three aspects: accuracy, acceptability, and readability. The accuracy could be achieved if the translated texts correlate with linguistic units, its context, and the author's style. Furthermore, spoken or written text would be easy to be understood if it has the appropriate diction with its context, the target readers do not disobey the rules, and has a good texture so that the readers can feel the cohesion and coherence of the text. In this case, the translation can be known as accurate when the message from the source language can be conveyed precisely in the target one.

Besides accuracy, acceptability is essential in expressing the message in a target text. Newmark (1988) states that high acceptability level of translation usually expressed naturally and used precise terms, diction, punctuation, and no difficulty in understanding it. Furthermore, it is explained that acceptability is not universal since it is closely related with the relationship between the authors, readers, the specific theme brought in the text, and the setting. A particular word might be familiar to be used in scientific works, but it might not be suitable for a literary one. Therefore, the writer has to be able to decide which word to be used within a general point of view.

The statement above is also emphasized by Farhathe l and Al-Masri, in which they explain that "target language readers' responses will be important for deciding whether a certain translation is successful or not. That is to say, by studying the target language recipients' responses, a given translation can be validated" (2000, p. 38). The readers' response is one of the important elements to determine the success rate of a translation, which is readability. According to Nababan et al. (2012), readability refers to how easy all elements from the translation are on being understood and grasped by the readers. There are two deciding factors for readability: (1) linguistic elements used by the translator to convey the message from the author in the target language, and (2) the readers' skills. To achieve

translation quality, the shift can also be done in trans the lating text, both spothe ken and written.

Shifts in translation cannot be omitted or disregarded because translation shifts are used to ensure the equivalency of the message. They can be elaborated into class or category shift, intra-system shift, level or unit shift, and structure shift. Catford (1974) divides the translation shift into level shifts and category shifts. Category shifts are divided into structure shifts, class shifts, unit shifts, and intra-system shifts. Category shift is the changes of word category or class of word into other class of word in another language. Catford explains that “class shifts occur when the translation equivalent of an SL item is a member of a different class from the original item” (1974, p. 78). Similarly, Catford in Shuttleworth states that “class shifts is a type of category shift which involves translating an SL item using a TL item belonging to a different grammatical class” (1997, p. 18). Intra-system shifts occur when there is a different system between SL and TL. English grammar needs plural marks such as *-s* and *-es*, for example in *The teacher needs three books. Three books* show that there is two markers of a plural noun, they are *three* and suffix *-s*. It will be different with Indonesian grammar, *tigabuku* has one marker *tiga*, and it does not need suffix *-s* in English. The level shift occurs when there is a change from one linguistic form in a source language into another different level of the linguistic unit in the target language. Catford reveals his idea of “unit shift involves changes of rank—that is—departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL” (1974, p. 79). Supporting Catford’s theory, Shuttleworth also affirms that “structure shift is a type of category shift which involves a change in grammatical structure between ST and TT” (1974, pp. 159-160). Structure shift is associated with changes in grammar order or a different type of sentence from SL into the TL. Structure shift can occur from an active sentence into passive or from imperative to question. The different word order between SL and TL can be discussed in a structural shift. Therefore, the translator usually uses those shifts to transfer the message of the source language into the target language.

Method

This paper is a result of descriptive qualitative research in translation study. The data are all translation shifts found in the translation of *Maryam* into *The Outcast*. The other data are relevant information taken from the interview with English students as the informants. The technique used to collect the data are content analysis and in-depth interview. The data are analyzed by using the Catford theory of translation shift supported by Spradley theory (2006).

Finding and Discussion

From the analyzed data, the results can be categorized into translation shift and teaching translation practice by using the first finding.

Translation shift in Maryam into The Outcast

Translation shifts used by the translators in the novel are category shift, intra-system shift, level shift, and structure shift.

1. Category shift

Category shift is the changes of word category or class of word into other class of word in another language.

0038/M/015/TO/011

Source language: Initangisan pertamanya, sejak Palu percerai and diketok hakim seminggulalu.

Target language: It was the first time she had cried since the judge’s gavel had finalized her divorce a week ago.

The translation from Indonesia into English above is accurate or has no different message between the two sentences. In this case, the translator uses category or class shift from noun *tangisan* into verb *cried* to do it. It means that the category shift does not reduce the meaning of the whole context.

2. Intra-system shift

Intra-system shifts occur when there is a different system between SL and TL. English grammar needs plural marks such as *-s/es* and requires continuous for verb+ing or participle marks in

verb+ed. The following analysis example explains this shift.

0025/M/014/TO/010

Source language: Sengaja dia *memilih* yang ada di selatan, di pinggir pantai yang talkterlalu banyak didatangi orang.

Target language: She had deliberately chosen a hotel located at the island's south, on the beach that didn't get too many visitors.

There are two intra-system shifts in the translation above. This shift occurs in the verb *memilih* into *choosing*. The translator did this because she comprehended that the story happened in the past. She changed *memilih* into English past participle form of (had) *chosen*.

0039/M/015/TO/011

Source language: Perkawinan yang umurnyabelumgenaplima tahunitukaram.

Target language: The marriage had lasted less than five years.

From both sentences, we understand that there is a different system seen in expressing *lima tahun* into *five years*. In English, there are two plural markers of five and suffix -s but only one plural marker for Indonesian, word *lima*.

0062/M/016/TO/012

Source language: Sedang senang-senangnyaberbelanjabaju-bajubar, memorieswajahtiappagi, pergike salon sebulansekali.

Target language: She loved buying new clothes, putting on makeup every morning and going to the salon once a month.

The above intra-system shift is used by the translator to get similar message of target language to source language. The verb *pergi* translated into *going* because of the agreement position of verb -ing after verb *love*, which is in *loved buying, putting, and going*.

3. Level shift

Level shift is the translation strategy used in different linguistic unit between source language and the target language but no different message of the two linguistic units.

0018/M/014/TO/010

Source language: Matahari hampirternggelamsaat Maryam keluardaribandara, masuktaksi, lalumenyusurijalanraya.

Target language: The sun had almost set by the time Maryam had left the airport, gotten into a taxi and driven off.

In translating Indonesian sentence into English, the translator attempted to grasp the similar message of the source language into the target language by using a level shift of word into a phrase. The word *keluar* translated into *had left*, *masuk* into *gotten into*, and *menyusuri* into *driven off*. By using three level shifts, the translator kept the same message of the two sentences.

0021/M/014/TO/010

Source language: Taksiterusberjalankeselatan.

Target language: The taxicontinued heading south.

The two sentences have similar message although two level shifts done by the translator from verb phrase *terusberjalan* into *continued* and noun *taksi* into noun phrase the taxi. The verb phrase *terusberjalan* functions as the predicate for subject *Taksi*. The verb *also continued* functions as the predicate of subject *The taxi* in the form of noun phrase. The noun *taksi* was translated into noun phrase *the taxi*.

4. Structural shift

Structure shift occurs when word order of the target language structure is dissimilar to the source language order, such as in the following example.

0059/M/015/TO/012

Source language: Dua puluhhempattahunusia Maryam saatitu.

Target language: Maryam was only twenty-four at the time.

Structure shift is conducted by the translator to make the English structure looks more natural. The position of *Maryam* in the two sentences is different. *Maryam* in the source language is in the second part, while *Maryam* in the target language is in the first position as subject of the sentence. Also, the adverbial phrase of *dua puluhhempattahun* is translated into twenty-four

in the different position but has no different meaning between the two sentences.

Teaching translation practice by Applying Translation Shift

The first finding can be applied in the teaching of translation practice. The teaching steps of translation were started from (1) explaining the concept of translation, translation principles, translation strategies to grasp similar message including a translation shift, and translation quality. Next steps (2) the students were asked to translate ten pages of *Maryam* novel into English; (3) the translation result was revised in class discussion; (4) they were asked to revise their translation; (5) the lecturer explained translation strategies to grasp translation quality and translation shift is one them. In elaborating translation shifts. The teacher showed some examples of translation shift taken from the first research result in detail. Sixth step (6) the students were grouped in pairs and were asked to classify the translation shifts produced by their partners' translation; (7) the lecturer facilitated class discussion by explaining more the first research result; (8) all students were asked to write their summary of the translation shift they found. By doing the steps in three meeting, the students classified translation shifts correctly. Other steps, (9) the teacher asked students to choose three paragraphs from *Maryam* novel and practice translating the paragraphs into English. After the translating the text, (10) they were commanded to translate the two paragraphs three more times in different meetings. Then, (11) they were more asked to analyze the translation shifts of their translation work. Finally, (12) the students practiced translating different paragraphs from *Maryam* two more times. This constant translation practice was conducted to achieve more accurate translation from the students. During the last practice, (13) they were asked to analyze the translation shift. The final result showed that they did well.

Conclusion

Based on the analysis of the data on the finding above, it can be concluded that the translation of novel *Maryam* into *The Outcast* is accurate. In achieving the accuracy, the translators used four shifts. They are class/category shift, intra-system

shift, unit/level shift, and a structural shift. This first finding can be used as examples of teaching translation subject. The teacher asked the learners to practice Indonesian text into English to familiarize them with doing the translation. Next, they are asked to analyze the translation shift of their friends' translation work and their result. Finally, they are able to translate accurately and to understand translation shifts well.

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Students' preference learning style and media use in teaching English

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Abstract: Learning is the process of transfer two-way science between the teachers as the giver information and the students as the recipient of the information. The teachers need to be more creative in course designing that will be done both in determining the strategy of teaching also need to consider the different learning styles students. This research presents the type of students' preference learning style and media use in English training at Bidikmisi program of IAIN Bone. The method of this research is a case study. The result shows that most learners in Bidikmisi Program are auditory learners. The other students are visual and kinesthetic learners. Meanwhile, the most media used by the teacher is realia media. Audio media is not the main choice of the teacher. The teacher should consider the students' preference learning style in selecting learning media and conducting the teaching process.

Keywords: Teacher, Learning Style, Teaching Media

Introduction

Learning is a process to acquire knowledge. Improving the quality of learning is one of the most fundamental things to improve the quality of education. The Ratna States that Learning can be defined as a process whereby an organization changes its behavior as a result of experience. (Ratna, 2011, p. 2). The ability of a person to understand and receive lessons during the learning process is different levels, some are fast, moderate and some are very slow. According to the formula from Guthrie and Brown;... "learning is always a case of improving same performance or gaining same new ability or understanding (Guthrie and Brown, 1950). Furthermore, Ernest R. Hilgard, detailing learning formulas; "learning is the process by which an activity originates or changes through training procedures whether in the laboratory or the natural environment distinguished from changes by factors not attributable to training (Ernest R Hilgard, 1968).

Thus learning can be interpreted as a process that leads to a change in the facet of knowledge, attitude and mental and skills caused by several factors that then imprint and give effect to the self-learners. It has been mentioned above that

each person can absorb information and process that information into understanding or knowledge. However, the way each person absorbs the information is of course different. The results reveal that each person's learning style influences each person to learn effectively. (Keefe, J.W, 1979, R.M. Felder and R. Brent, 2005, p. 57-72)

Learning is the process of transfer two-way science between the teacher as the information giver and students as the recipient of the information. Moreover, the information transfer process will be successful if the longest time is focused on the condition of the student activity, not the teacher's teaching condition. Munif said that essentially teaching style owned by the teacher is the information transfer strategy given to the students, while the learning style is how information can be received well by students (Munif Chatif, 2009, p.135). Among teacher teaching styles and student learning styles are two things that are very related, mutually support each other, and greatly determine the success of a teaching and learning process. Cognitive ability, speed in receiving and processing information owned by students need to be stimulated through a variety of views so that information received can be processed with various senses.

In this case, the use of media in teaching-learning process is needed to attract students' attention and to make teaching-learning activities more exciting and also useful (Rena Agustina, 2011, Nurhasanah). The use of media in teaching-learning process is not a new thing. However, the lack of creativity of teachers as teachers in presenting a learning media that is more fun and close to the world of students cause lesson material presented by the teacher is not running optimally.

The use of learning media in teaching and learning process can arouse interest and new desire, motivation, and stimulation of learning activities, and even bring psychological influences on the students so that will help the effectiveness of the learning process in the delivery of messages and content of the lesson at that time. Teaching Media gives students something new, but not all of the teachers know how to implement it correctly, so sometimes media disturb the learning process instead of helping students in the learning process. This situation causes a problem.

Related to the explanation above, this research was conducted on Bidikmisi program that organized by IAIN Bone. Bidikmisi is an educational tuition fund, different from scholarships that focus on awarding or supporting funding to those who excel, offering opportunities to those with limited economic capacity (Pasal 76 UU No. 12 Tahun 2012 tentang Pendidikan Tinggi).

Based on the previous background above, the researchers formulated the purpose of the research. The first, to know the type of students' preferred learning style in Bidikmisi Program. The second is to find out the kind of media utilization in English Training on Bidikmisi Program. The result of this research generally expected to be useful information about media

use in teaching and learning process related to cover the students' preferred learning style.

Method

This research used the qualitative and quantitative method. Qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts, while quantitative analyzed the data through the number. This study uses case study design which is aimed at capturing specific phenomenon, and real situation existed in English training on Bidikmisi program related to students' preferred learning style and media use.

The participants are four English teachers who teach English on Bidikmisi Program and also 63 students involved in this program. All students/awardees of Bidikmisi were taken from various departments in IAIN Bone.

There are two instruments used in this research. The questionnaire used to find out the students' preferred learning style. The questionnaire is arranged based on Normed Learning Style surveys (Reid, J.M, 1995, pg.196). The interview was conducted mainly to find out the way of the teacher in determining media utilization and how the teachers generate with students' learning style. Since they are an in-depth interview, the questions could be developed as needed.

Result

Type of students' preferred learning style in Bidikmisi Program

Everyone has certain ways of absorbing information from outside into his memory. This process is closely related to the person's learning style. Based on the results of the data collection process can be seen that students who take Bidikmisi program have diverse learning styles. It can be seen in the following table:

Table 1 Students' preference learning style.

No	Learning Style	Students	Percentage
1	Visual	11	17%
2	Auditory	34	54%
3	Kinesthetic	10	16%
4	Audio-visual	6	10%
5	Audio Kinesthetic	2	3%

Total Students	63	100%
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Based on the above information it is known that the dominant students in this class are auditory students. Data from the table shows that more than half of students are auditory learners. It means that these students rely on the success of their learning through hearing (hearing).

An auditory student is quicker to catch the irrational through verbal discussions. They digest information through low levels of voice, tone, speaking speed, and other auditory matters. They may find it difficult to deal with pictures or writing. A teacher needs to recognize them while studying; the auditory learner will speak loudly while reading or write an answer while saying it.

In addition to observing matters relating to auditory, teachers can also use appropriate student strategies for both visual and kinesthetic students. For example, the use of visual media, color, illustrated books or multimedia that has both images and sound. Also, the application of learning strategies that can also be applied is to explore the activity which is suitable for kinesthetic students. Thus the learning process will accommodate all preference learning style in the class.

The weakness of learners type of learning model auditory, i.e. students tend to talk a lot, cannot learn in a noisy or noisy atmosphere, more attention to the information he heard so less interested in paying attention to new things around him.

In a simple way a teacher can adjust the way of teaching learn their students, among them: Vary variations when giving explanations, such as intonation, volume, or speed, use the repetition of concepts that have been given, change the concept into the form of rhythm / song, and learn with music or listening to material through a tape recorder.

In the next sequence, it appears that the second dominant after the auditory learning style is a visual learner, which is 17%. As in the know that the visual learner will understand more through what they see as color, space relationships, mental portraits and prominent images in this modality.

Thus the teacher can adjust how to teach students with visual learning styles to include: use of symbols in providing the concept to students, encourage students to reinforce the concept by using symbols/colors, use a color image, graph or table as a learning medium.

In other columns, not different from the visual learning style, kinesthetic learning style is also owned by 16% of students participating in Bidikmisi program of IAIN Bone.

People with kinesthetic types learn through movement, emotion, and touch. This modality accesses movement, coordination, rhythm, emotional response, and physical comfort. They more easily remember information related to an activity or physical activity. The weakness of learners of kinesthetic learning type is that students find it difficult to learn abstract things such as mathematical symbols or maps, unable to learn in conventional schools where teachers explain and silent students (lecture model).

The other learning style is a visual-auditory learner. The result of the data shows that there are 10% of students can learn by aligning visual skills with auditory skills.

Moreover, the last style in audio-kinesthetic. There are 3% of students who have double learning style, namely auditory as well as kinesthetic. This indicates that the student can use the ability to hear as well as by involving physical movement.

Thus this becomes a consideration for teachers to use appropriate media for them without overriding learning styles from other non-auditory students (Gerlach & Ely, 1980, p. 297). Things that teachers can do include engaging students in discussion activities, asking students to read or speak aloud, listen to music or other sounds in the learning process, allowing students to record the subject matter they get. If it is done then the students can more easily digest the subject matter delivered so that the students can accept the input given during the learning process. Thus the objectives of the predetermined learning process can be achieved easily as stated by Nana Sudjana and Ahmad Rivai (Rivai, Ahmad dan Sudjana, Nana, 1990).

This can be a consideration for teachers to use effective learning strategies in student hearing instruments without neglecting other strategies suitable for students who have different learning styles. Therefore a teacher must be creative also in determining the use of learning media suitable for all students’.

Kinds of media utilization in English Training on Bidikmisi Program

The number of auditory students is inversely proportional to the use of media that teachers should use in teaching. Everyone has specific ways of absorbing information from outside into his memory. This process is closely related to the person's learning style.

In this research, there are five kinds of media which will be discussed more. The distribution of media utilization in English Training can be as follow:

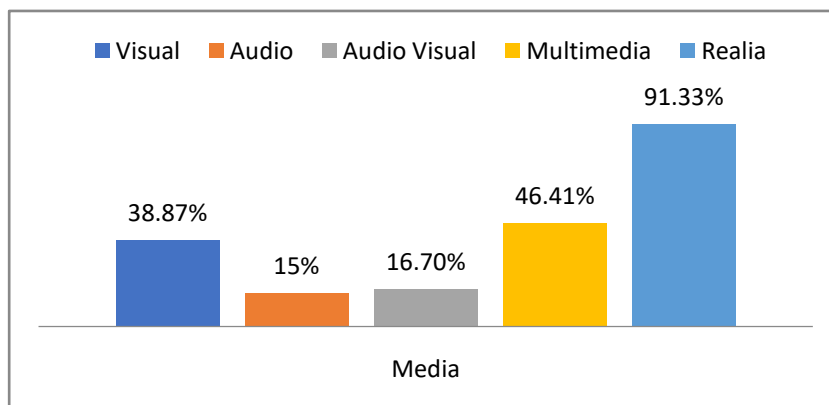


Figure 1. Media utilization in English Training on Bidikmisi Program

The number of auditory students in this program is inversely proportional to the use of media that teachers should use in teaching. The data indicates that media usage is various. Only realia media are most often in use by teachers which reach 91.33% points. Realia is a term for real things concrete objects that are used in the classroom to build background knowledge and vocabulary (Lawrance Erlbaum In E. Hinkel, 2005, p. 518-596).

It can provide users with real-time experience. One of the limitations of realia is the possibility that students have different interpretations of the object being studied. Another possibility is that the information to be conveyed will be different, so it is not as expected.

Most preference students’ learning style in this research is auditory but the use of audio media only 15% of the types of audio media available. Thus the selection of media conducted by teachers has not facilitated the learning style of students. Other data that can be seen on the chart above is the use of multimedia which is sometimes also done by the teacher. The data shows 46.41%. Also, it is seen that the teacher

uses the usual media is also a visual media as much as 15%. Moreover, this class also sometimes used audiovisual media as a tool for the learning process. It is about 16.70%.

Conclusion

In conclusion, the result shows that students preferred learning style in Bidikmisi program dominated by the auditory learner. Meanwhile, the use of media in delivering the material of English in Bidikmisi program shows that most used realia as an instructional media. A teacher should be able to know more deeply in their students preference and know the difference of character and learning style of their students. It can help them to determine kinds of using media in the class. The use of media is questioning whether it really helps teaching- learning activities or not.

Acknowledgments

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The influence of digital literacy on Students' independent language learning

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Abstract: The ability to make use of internet amenities is often called digital literacy. This kind of competency has been understood as motivation, knowledge, skill, and attitude in using digital gadgets effectively; such as smartphones, tablets, laptops, and desktop PCs. This study examined the relationship between digital literacy and student's independent language learning. This research applied a quantitative approach. The population of this research is the students of Universitas Islam Indonesia that have taken General English class in the first semester. The closed questionnaire collected the research's primary data and supported by structured interviews (by 90% response rate). Meanwhile, the sampling technique used is purposive random sampling, and data analysis method used is the Pearson Product Moment's correlative coefficient and regression analysis. The result revealed the significant positive influence of digital literacy types on students' level in independent language learning.

Keywords: Digital literacy, virtual world, independent language learning, motivation.

Introduction

The implementation of information technology in the world of education has a wide range of layers, from the basic concept to the most complicated implementation. (Maddux, Johnson, and Maddux, 2008) Therefore, nowadays has emerged methods, approaches, and learning practices which utilize information technology, i.e., multimedia teaching, computer-mediated communications, ICT-enhanced learning, E-Learning, Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), Digital Based Education, and others. (Hu and McGrath, 2011; Celik, 2013)

The development of technology has also supported teachers and learners to access the information and to do the learning materials independently (Independent Learning). (Hammond et al., 2009) In another word, the dependence of teachers on other parties such as non-digital resources or students' dependence on teacher figures has come to diminish (Yang Mi-seok and Jeong-kyum, 2015) Meanwhile, the ability to access information and internet-based learning resources has inspired education activist by

examining methods and new teaching approaches to applying independent learning model.

Independent Learning term has been a new discourse in language learning. However, it owns different similar expression. Some synonyms with similar ideas namely; autonomous learning, non-traditional learning, participatory learning, independent study, self-directed learning, student-centered learning, or self-regulated learning. (Morrison, 2011) (Belton and Scott, 2017)

Thus, a communication media played as one of the certain systems in the independent learning framework. Michael Graha Moore addressed three sub-systems of independent learning between student and teacher;

1. An independent learner is engaged in a learning event.
2. A remote teacher prepares the instruction of the program to be submitted through the communication media.
3. The system of communication media delivers teaching program to the students as the response toward students' need. (Moore, 2016)

This paper will examine the impact of digital literacy to the students' ability in independent language learning, especially foreign language learning.

Theoretical review

Digital literacy

The study on the definition of literacy is usually related to the existence of information technology. Therefore, the most popular term representing the definition of digital literacy is a gadget. That is a communication device used in interaction through digital media by two or more people, within the text, image, audio, game, and any similar software. (Rahmah, 2015)

Along with the development of human communication that was supported by the sophistication of technology, a new perspective has emerged that is known as Digital Literacy. The trend has marked the rise of the network society as the result of the globalization era. Three aspects could identify this era; speed, virtuality, and network. (Rivoltella, 2008)

Thus, the digital literacy and mastering technology have been significant to be adapted by educational institutions. Nowadays, it has been applied in education sectors through the school's information technology curriculum to develop the student's technical skill and open portal for general knowledge. Bantugan (2014) cited by (Rahmah, 2015) concluded whenever students have to be an independent learner in an environment formed by ICT, they must adapt to the development of ICT's complexity.

In accordance to (Eshet-alkalai, 2004), the new conceptual framework of digital literacy encompasses five types of literacy; (1) Photo-visual literacy, (2) reproduction literacy, (3) information literacy, (4) branching literacy, (5) socio-emotional literacy.

Digital literacy and language independent learning

The urgency of digital literacy is not just helping learners to read, write, or complete other tasks. Moreover, according to Bundy, it can encourage one's independent learning ability, and prepare their lifelong learning awareness. (Bundy, 2004)

Furthermore, it can strengthen individual identity in cyberspace, as an independent and democratic citizen. (Vélez et al., 2017).

The idea of personal independence, freedom, autonomy, in the learning experience is considered to have an increasingly important role in the educational process. The number of arguments has emerged supporting the idea, especially in the context of language learning.

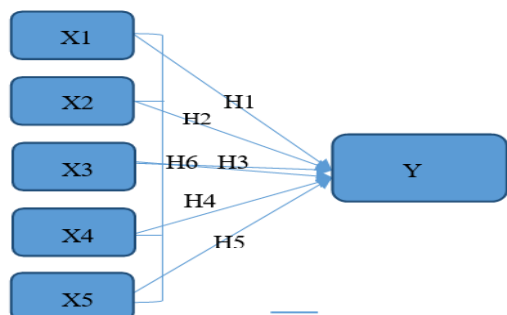
In language learning context, the idea is popularly known as the concept of Independent Language Learning. According to (White, 2008), this concept has some principles; supporting and expanding the choice of learners, focusing on students' needs and not merely meeting the interests of teachers or educational institutions.

Independent Language Learning reflects a shift towards the Students Centered Learning (SCL) approach. This concept also views students as an individual who has own needs and rights that can develop and train responsibilities with their learning. (White, 2008)

In the context of Independent Language Learning, the intrinsic motivation of learners grows through social interaction. Not only within the precise scope of the educational context but also the more comprehensive social environment of learners. While many experts argue for the importance of social interaction in information technology-based language learning, there was so little research that tested such significance, and few learners who realized and applied it. (Morrison, 2011) Thus, digital literacy is one thing that can be used as part of the process of social interaction, especially in the scope of communication-based on information technology. The explanation of the above references confirms that there is significant

influence between digital literacy on the quality of learning ability independently.

The desirable model of the research is reflected in the following figure



Research method

The purpose of this research is to analyze the causality relation between the levels of digital literacy to the level of students’ ability in independent language learning. This research used a quantitative approach. The primary data collection was done by giving a set of questions through questionnaires to the respondents. So that, the research got a picture of students’ digital literacy and independent language learning ability.

The population, at the same time, the respondents in this research are the students at the second semester who has taken English class at Faculty of Economics, Universitas Islam Indonesia. The target sample in this research is 180 students. However, the number of respondents who responded and answered correctly totaled up to 148 respondents. The questionnaires have been distributed with a purposive random sampling technique. Also, the writer has conducted literature review extensively by examining concepts that are strictly related to digital literacy and independent language learning. To facilitate the observation, respondents were limited to six classes where the researcher has been teaching.

Meanwhile, correlation analysis and regression analysis was used in this study. Correlation analysis was used to examine the relationship

between two variables, to know the degree of relationship between variable X1 (Photo-visual Literacy), X2(Reproduction Literacy), X3 (Branching Literacy), X4 (Information Literacy), X5 (Socio-emotional Literacy), and variable Y (Independent Language Learning). This research used Pearson product moment correlation technique by SPSS. Meanwhile, regression analysis is intended to determine the form of the relationship variable Y to the value of variable X.

Result and discussion

The simultaneous influence of all independent variables on the dependent variable.

Table 1. ANOVA^a

Model	df	Mean Square	F	Sig.
Regression	5	232,832	28.424	.000 ^b
Residual	142	8.191		
Total	147			

The ANOVA value of 0,000 or < 0,05, as cut off significant values, shows that all independent variables; Photo-visual Literacy (X1), Reproduction Literacy (X2), Branching Literacy (X3), Information Literacy (X4), and Socio-emotional Literacy (X5) simultaneously impacted to Independent Language Learning (Y) as dependent variable. This means the more those simultaneous variables values, the more the Independent Language Learning values.

Table 2. Regression Analysis of Each Variables X to Y

Model	Coefficient of Regression	Std. Error	t _{count}	Sig.
(X1)	0.308	0.051	6.021	0.000
(X2)	0.438	0.046	9.479	0.000
(X3)	0.453	0.04	9.30	0.000

		9	8	
(X4)	0.565	0.06 2	9.16 2	0.000
(X5)	0.465	0.05 2	8.88 8	0.000

The influence of photo-visual literacy on independent language learning.

Based on the result of the analysis, Photo-Visual Literacy positively affected the level of Independent Language Learning. Table 2 shows that the Coefficient of Regression value of 0,308 means that each 1% addition of Photo-Visual Literacy level (X1) then the level of Independent Language Learning (Y) will increase by 0,308. Therefore, the value of the regression coefficient is positive (+).

Whereas, the significance value of 0,000 is lower than <0,05, it can be said that Photo-Visual Literacy has a positive effect on the level of Independent Language Learning. This positive value means that Photo-Visual Literacy and Independent Language Learning has the same direction relationship.

The influence of reproduction literacy on independent language learning.

From the obtained significant value of 0,000 or lower than <0,05, Reproduction Literacy has a positive effect on the level of Independent Language Learning with 0,438 of regression coefficient values. It means that each 1% addition in Reproduction Literacy (X2) so the level of Independent Language Learning (Y) will increase up to 0,438. Within the positive effect, Reproduction Literacy and Independent Language Learning have the same direction relationship. So, the higher the level of student's Reproduction Literacy the higher the student's Independent Language Learning.

The influence of branching literacy independent language learning.

The regression analysis values, significance value of 0,000 or <0,05, showed that Branching Literacy has a significant impact on

the level of Independent Language Learning. The coefficient regression value of 0,453 means that each 1% addition in Branching Literacy (X3), at the same time, the level of Independent Language Learning will increase up to 0,453. It also explains that between Branching Literacy and Independent Language Learning have the same direction relationship.

The influence of information literacy on independent language learning.

Meanwhile, the values of Significance Value of 0,000 lower than <0,05 shows that Information Literacy has a significant impact on the level of Independent Language Learning. In another hand, the value of Coefficient Regression of 0,565 means that every 1% enhancement of Information Literacy (X4) will cause 0,565 increase of Independent Language Learning (Y). Thus, Information Literacy and Independent Language Learning have a strong one-way relationship.

The influence of socio-emotional literacy on independent language learning.

However, the regression result obtained from this relationship shows that Socio-Emotional Literacy has a significant effect on the level of Independent Language Learning with a significant value of 0,000 or lower than <0,05. In another hand, the Coefficient Regression value of 0,465 means that every 1% increase in Socio-Emotional Literacy (X5) will effect to the increase of Independent Language Learning up to 0,465. This also confirms that Socio-Emotional Literacy and Independent Language Learning has a one-way relationship. The higher the level of Socio-Emotional Literacy the higher the level of Independent Language Learning.

Coefficient of determination test (R²)

R² on the Simultanuous Independent Variables to Dependent Variable

Table 3. Simultanuous R2 Variable Test

Mode	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.707 ^a	.500	.483	2.862

Table 3 shows the number of R^2 (R Square) = 0,500. Thus, it can be determined through the formula of $=0,500 \times 100\% = 50\%$. So it can be said that all independent variables, Photo-visual Literacy (X1), Reproduction Literacy (X2), Branching Literacy (X3), Information Literacy (X4), and Socio-emotional Literacy (X5) could simultaneously influence the dependent variable up to the level of Independent Language Learning up to 50%. The rest, $100\% - 50\% = 50\%$ is determined by other variables that were not studied in this research.

Table. 4 R2 Test of Variables

Predictors	R	R Square	Adjusted R Square	Std. Error of the Estimate
(X1)	0.446	.199	.193	3.574
(X2)	0.617	.381	.377	3.141
(X3)	0.610	.372	.368	3.163
(X4)	0.604	.365	.361	3.181
(X5)	0.593	.351	.347	3.216

The table shows the number of R Square for each Variable as follow; Photo-Visual Literacy (X1)=0,199, Reproduction Literacy (X2)=0,381, Branching Literacy (X3)=0,372, Information Literacy (X4)=0,365, and Socio-emotional Literacy (X5)=0,351. Thus, the coefficient of determination (R^2) percentage or the influence of each variable could be determined by the following formula :

- (X1) $0,199 \times 100\% = 19,9\%$,
- (X2) $0,381 \times 100\% = 38,1\%$,
- (X3) $0,372 \times 100\% = 37,2\%$,
- (X4) $0,365 \times 100\% = 36,4\%$,
- (X5) $0,351 \times 100\% = 35,1\%$.

This also means the rests are influenced by another variable those are not studied in this paper.

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EFL teachers' speech styles and the implications for teacher professional development

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Abstract: This study highlights the varied speech styles in a classroom context, particularly those used by English teachers in language classrooms. Teachers' speech styles in the classroom reflect the way they treat their students, whether they are close to them or keep a distance from them. This study aims to find out: 1) What types of speech style the EFL high school teachers speak in the classroom, and 2) What communication purposes the EFL teachers provide through particular types of speech styles in a classroom setting. By observing and interviewing two English teachers of a high school in Samarinda, it was revealed that the teachers generally applied three types of speech styles in their teaching practice, including formal, casual, and consultative. Age and teaching experience caused the different use of speech styles among the participants. Moreover, each speech style is diverse one another depending on their communicative purposes.

Keywords: speech styles, EFL teachers, teacher talk, classroom interaction

Introduction

Language has a critical function in human's life. People use language to share an idea, information, and knowledge. Moreover, people have their styles to express what they want to share. As we know, nobody speaks the same style even though he/she speaks the same language. Thus, speech style makes one person different from another person. According to Chaika (1982, p. 29) cited in Hosen (2010), style forms a communication system in its right one that determines how a social interaction will proceed at all if it continues, style tells how, whether formally or informally. Style may also tell the listener how to take what is being said: seriously, ironically, humorously, dubiously, or in some other way. Speech style can be called "way" to express something related to the language that someone uses in communication to the other it can be in the form of oral and written style of language involve choosing manner of expressing and patterning of choices opinion and selecting a form to convey what the researcher wants to express.

In any situation, linguistic choices will generally reflect the influence of one or more of the following important factors: 1) Who is speaking and whom are they speaking to? (participants), 2) Where are they speaking?

(setting), 3) What is being talked about? (topic), 4) Why are they speaking? (function), and 5) What is the relationship between the participants? (social distance, formality). Those questions are basic components in sociolinguistic explanations of why all people do not speak the same way, and why they do not all speak in the same way all of the time. Teacher's Speech styles in the classroom also reflect the way they treat their students, whether they are close to them or keep a distance from them. The lesson in the classroom may also lead the teachers to use different speech styles, even in one meeting. In this study, the researcher is interested in investigating the speech styles used by English teachers in the classrooms when the teachers deliver some teaching materials to the students. Therefore, two research questions were formulated:

1. What types of speech style do the EFL high school teachers speak in the classroom?
2. What communication purposes do the EFL teachers provide through particular types of speech styles in a classroom setting?

Review of related literature

Speech styles

Joos (1967) in Brown (1987) differentiated five levels of formality in language use. They are described as follows:

1. Frozen style or Oratorical style

Frozen style, or also known as oratorical style, is defined as the most formal style and rich variety that reserved for very important or symbolic moments (Joos (1967) in Brown (1987)). It is usually used in the situation which is celebrated with respect and legitimate or formal ceremonies. An oratorical style is used in public speaking before a large audience; the wording is carefully planned, intonation is somewhat exaggerated, and numerous rhetorical devices are appropriate.

2. Formal style or Deliberative style

Formal style is defined as the style of language that is used for important or serious situation. Additionally, the formal style is usually a single topic-oriented, and it is related to the fact that formal writing is technical. Thus, most scholar or technical reports use this style. Formal style is generally used in a formal situation, where there is the least amount of shared background knowledge and where communication is one-way communication with little or no feedback from the audiences, for example in graduation ceremony which belongs to medium or large groups. However, it may be used in speaking to a single hearer, for example between strangers.

3. Consultative style

The consultative style is the usual style of speech in small groups, chance acquaintances, and strangers. Business transaction, doctor-patient conversation, teacher-student conversation and the like are usually consultative. The consultative style is used in the most orally conducted everyday business transactions, particularly between chance acquaintances.

4. Casual style

Casual style is simply defined as a style that is used for the conversation in our relaxed or normal situation that appropriates to the

conversation with our friends, the background information so freely inserted into the casual conversation.

5. Intimate style

An intimate style is one which is characterized by the complete absence of social inhibitions. Talk with family, beloved ones, and very close friends, where you tend to reveal your inner self, it is usually in an intimate style. The intimate style is also a completely private language developed by families, lovers, and the closest of friends.

Those five styles reflect the different linguistic as well as sociolinguistic views in communication. The consideration of individual participants in certain situations would help speakers, particularly non-native speakers, avoid offense and wrong impressions by mixing elements from several registers in speech and writing.

Teacher talk

Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities (Qican, 1999 in Yan, 2006). Teachers adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to what their teacher says. Besides, teachers use the language to encourage the communication between learners and themselves. Therefore we can say teacher talk is a communication-based or interaction-based talk.

Research methods

Research design

This study investigated the styles used in the spoken discourse of two high school English teachers in the classroom setting. Therefore, the qualitative analysis was used in this study since the researcher was trying to analyze teachers' speech styles in the classroom.

Research participants

The participants of this current study were two English teachers of one of the favorite senior high schools in Samarinda. The first teacher is a senior teacher who has been teaching English for more than 20 years. She taught English to the twelfth-grade students. The other one is considered a junior teacher since he started teaching English around five years ago. He taught English to the eleventh graders. In this study, these two teachers were labeled T1 (the junior teacher) and T2 (the senior teacher).

Data collection

The data were collected through recordings in classroom settings from the interaction between the teacher and students. The

teaching and learning processes were also recorded using a video camera. The researcher also conducted a direct observation and interviewed the informants to obtain in-depth information concerning the speech styles used by the teachers in the classroom setting.

Data analysis

The data were analyzed using qualitative analysis through some stages. First, after the data were recorded, they then were transcribed. Second, the data were classified based on the types of speech styles. Then the codes were given to each datum. Afterward, the researcher analyzed the data and interpreted them to answer the research questions. The analysis was also based on the interview and the transcription of speech used by the teacher in the classroom.

Findings and discussion

passive voice which can signal formality in a

Table 1 Data Display 1.

Teacher's extract	Speech style	Sentence structure	Communication purposes
<i>Once again students, in TOEFL test, as I mention, there are three parts. Part one is a short conversation followed by some questions</i>	Formal	<ul style="list-style-type: none"> - The sentences consist of full structure, a subject, a predicate and a complement/object. - Passive voice signals formality in a sentence 	The teacher describes the formal instruction of a standardized test which is TOEFL.

Formal speech style

In Table 1, T1 spoke formally while providing some information about the TOEFL. The formal speech style was used when he described the formal instruction of a standardized test, TOEFL. In this instruction, the teacher informed his students about three parts of TOEFL listening section, part A, B, and C. This speech was included as formal speech as it used grammatical utterances which consisted of full structure, a subject, a predicate and an object. The teacher also used

sentence.

According to the teacher, the use of formal speech in this situation was because he needed his students to pay attention more to his explanation. The formal speech in teaching or lecturing was a good way to attract students' attention since it showed the teacher was serious with the instruction. T1 explained, "And I use formal language also when I teach people older than me or when I teach TOEFL. When I use formal language, I have to use good English, good grammar" (T1 int).

In Table 2, T2 spoke formally to one of the students. The formality can be seen from the sentence structure which is grammatical and complex. T2 confirmed, "Based on my experience, formal language is language that needs good structure, some perfection; informal/casual language not really use good

grammar. For example, asking a question "do you know...?" is informal language. For the formal language you can ask "Would you like to tell me...?" (T2 int).

Table 2 Data Display 2

Teacher's extract	Speech style	Sentence structure	Communication purposes
<i>Take a look at the first article that you see. This one. If you cannot see clearly from your paper you can read the article.</i>	Formal	Each if the two examples consist of two clauses, main and subordinate clauses. First sentences: Take a look at the first article (main clause), that you see (subordinate clause). Second sentence: If you cannot see clearly from your paper (subordinate clause), you can read the article (main clause).	Not only does the teacher instruct her students, but also because the students have already gotten confused to answer the question, so the teacher tries harder to explain it again.

Casual speech style

Table 3. Data Display 3

Teacher's extract	Speech style	Sentence structure	Communication purposes
<i>I am gonna tell you three idioms. Moreover, you gotta listen.</i>	Casual	The phrases "gonna" and "gotta" are the informal forms of "going to" and "got to" used in informal situations.	The teacher explains the meanings of idioms in informal language to lessen the formal level between the teacher and his students.
<i>Ready? Yea. Listen.</i>	Casual	- No auxiliary verb and a subject (It is supposed to be "are you ready?") - There is an omission of an unstressed word, particularly at	To confirm the students' readiness to follow the lesson. Was assumed that the students know that the question

the beginning of sentences. is addressed to them though there is no "you" in it.

In Table 3, T1 used the sentence structure categorized as the casual speech style. First, the phrases "gonna" and "gotta" in "I'm gonna tell you three idioms" and "you gotta listen" were the informal forms of "going to" and "got to" respectively. These phrases are usually used in informal settings, for instance, in the conversation between friends. In addition, they usually occur in informal speaking while it is inappropriate to use in writing. Second, the teacher also asked a question by using a single word "ready?" which means to confirm the students' readiness to follow the lesson. This word was used without an auxiliary verb and a

Subject (are you ready?). This was one of the characteristic features of casual speech where there is an omission of an unstressed word, particularly at the beginning of sentences, and also the sentence is short (Joos, 1967 in Brown (1987)).

T1 believed that when he used informal language, he could produce the English language spontaneously and instantly without thinking. Also, he could speak fluently by using the informal language instead of the formal one. It can be seen from the interview as follows, "I prefer to use informal language because when I use informal language, I can produce the English language spontaneously and instantly without thinking. That is the main reason. I can speak fluently when I use informal language." (T1 int).

Table 4 shows that T2 tried to make sure that one of the students was unfamiliar with "Bullying" before delivering the same question to the other student. In this situation, T2 used "You do not know?" with a bit strong intonation which created a quite casual situation with her student. Additionally, the pattern of the question did not follow the standard grammatical rule of English question.

Table 4. Data Display 4

Teacher's extract	Speech style	Sentence structure	Communication purposes
<i>You do not know?</i>	Casual	The pattern of the question does not follow the standard grammatical rule of English question. Instead, it converts the position of the subject "you" with the auxiliary verb "don't."	The teacher is wondering whether the student already gives a right answer. That is the reason why the teacher asks a question in a negative affirmative form.
<i>Ella/ what is a bully? In your mind.</i>	Casual	The first part is the question "what is a bully?" having a good pattern of the question, while the second part "in your mind" is supposed to be put right after or before the first part.	To ask the similar question as the previous student cannot answer the question.

Consultative speech style

Table 5 seems to be like a conversation

can contribute to the design of teacher professional development by helping EFL

Table 5. Data Display 5

Teacher's extract	Speech style	Sentence structure	Communication purposes
Mmm...They want to make a sensation/ can you clarify that word? Aha I see Yea ow?	Consultative	Some back-channel occur in the extract.	The teacher and the student seem to have a dialogue discussing the issue of bullying. In this situation, the teacher tries to make good responses to her student's answers so that the student speaks comfortably and is interested in giving more and more opinions.

between the teacher and the student discussing the issue of bullying. Some phrases like *aha*, *I see*, *yea*,

ow? were the signals of consultative speech style. The typical occurrence of consultative speech is between two persons. In this situation, T2 tried to make good responses to her student's answers so that the student spoke comfortably and was interested in giving more opinions.

To sum up, each of the teachers has their styles which are different from one to another, even though the styles belong to the same criteria. Furthermore, the age, teaching experience, and communication purposes play a significant role in determining the use of speech styles in the classroom setting.

Research implications for teacher professional development

This study brings about some implications which are beneficial for teacher professional development. First, the data of this study show that speech style preference is not static and predictable, depending on the social relationships between the interlocutors; instead, communication purposes which include the interactional goals in a given situation. Second, the findings of this study

teachers become more analytical of their own instructional practices. By having the information from this study, EFL teachers will be assisted to provide a richer language environment for students with regard to speech styles. Third, this study confirms the significant role of teacher talk in socializing L2 learners into appropriate use of the target language, for instance, by using the casual style in self-addressed speech, teachers effectively modeled for students how to ask self-addressed questions, deliver exclamations, and talk to other people in a friendly and casual way in the target language.

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Part III: ESOL Teacher Competence and Innovation in ELT Practices

Part III: ESOL Teacher Competence and Innovation in ELT Practice

Could pragmatic ability develop through universal pragmatic knowledge?

Indrawati

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Abstract: Pragmatics discusses the disparity between what someone intends to communicate and what someone says. This paper intends to see whether or not, the L2 pragmatic ability could develop in a classroom setting without instructions in Pragmatics. Learners gain knowledge because some pragmatic knowledge is universal and may be transferred from learners' L1 such as speech acts, sequencing, turn taking, and others. The paper intends to see strategies of apology across ethno linguistically distant speech community that is apology speech acts shown in English TV Series *Friends* and Indonesian TV Series *Office Boy*. The finding shows that strategies of apology in English and Indonesian are alike comprising IFID, Responsibility, Explanation, Repair, Forbearance, Addressed, Phatic, and Interjection. This explains the universal trait that is the transfer of L1 apology to L2 apology. However, as each culture is unique, the particular linguistic feature is essential. English Apology uses Forbearance more. Indonesian apology uses Addressed more. It can be concluded that English and Indonesian are alike in pragmatic aspect as apology speech acts. However, students also need knowledge of linguistic features that each culture carries. Learners acquire linguistic means and non-linguistic knowledge of other culture to perform apologizing.

Keywords: communicative acts; pragmatic ability; strategies of apology

Introduction

Language as part of culture functions as a unifying element among people of the same and different cultures. By using language, people can interact and communicate their feelings and thoughts. It is generally believed that an apology speech act shows someone's feeling of regret. It is an act to remedy a bad situation towards a better situation.

Apologizing is a standard feature of the daily language used in people's communication both in spoken and written. However, it is a complex phenomenon and trying to recognize as it takes into account various social, psychological, linguistic, and paralinguistic aspects in its real usage.

An apology is a speech act addressed to B's face needs and intended to remedy an offense for which A takes responsibility, and thus to restore

equilibrium between A and B (where A is the apologizer, and B is the person offended)

An act of apology is a post-event speech act signifying a violation of social norms (Spencer - Oatey, 2008). In regards to the face needs of the addressee and is often described as a supportive face act (Holmes, 1995). The speaker realizes the violation and takes responsibility for it while at the same time remedies the relationship with the hearer being offended.

Goffman (1971) mentioned apology as remedial interchange using speech acts which Holmes (1990) considered multifunctional both linguistic and nonlinguistic features in its realization. An apology is considered a negative politeness strategy as it expresses respect rather than solidarity or friendliness. It is different from strategies to show compliment and greeting aiming at showing solidarity and friendliness (Holmes, 1990, 1995) as positive politeness.

As the strategy of politeness, Brown, and Levinson (1987) and Holmes (1990) refer apology as the speech act indicating various levels of politeness involving face management.

In the case of apology as negative politeness, it concerns with the damage caused by the offense done by the speaker to the hearer (Deutschmann, 2003) in Ogeirmann (1984). Larina (2003) sees an apology as positive politeness as the Speaker repairs the mistake or offense to the hearer. Speaker seeks for maintaining a functional relationship between Speaker and Hearer.

An apology is the convivial speech act type whose illocutionary goal is similar to the social goal that is keeping harmony between Speaker and Hearer, which inherently means polite (Leech 1983).

The concept of apology seems to be universal, yet, its operation and interpretation maybe culture-specific, since an offense that requires an apology in one culture may not require an apology in another. As well, the frequency and type of apology vary significantly from culture to culture.

The apologetic expression to maintain harmony is used in various strategies. Blum-Kulka, House, and Kasper (1989: 290) in Jucker (2008: 231) assert the following five strategies with their illustrations:

- a) IFID: I am sorry
- b) RESPONSIBILITY: I missed the bus
- c) EXPLANATION: There was a terrible traffic jam
- d) REPAIR: Let's make another appointment
- e) FORBEARANCE: I will make sure that I am here on time

Indonesian apology expression calls for strategies addressed, phatic, and interjection. Apologizing in Indonesia also calls for nonlinguistic aspects such as age, gender, social distance and ranking of imposition.

About addressed, phatic and interjection, people sometimes use more than one strategy. They may merge one strategy with another. (Choer (2010: 97) mentioned that first, people generally

apply IFID followed by addressed. e.g.,Maafyapak..; second, people apply IFID with phatic expression under different conditions. To the person of different power, distance and Rank of Imposition. e.g., Mohon Maaf yang sebesar-besarnya, yapak, or, e.g. Maaf ya bro, sis; third, people apply IFID with interjection expression, e.g. Okay, Maafya, hehe.

Inquiring into apology has been conducted lately. Park and Guan (2006) discussed different impacts of apology among cultures. Spencer-Oatey (2008) stated that Japanese people are the ones who realized the act of apology more frequently than other people of various cultures.

Many researchers have conducted the study of Indonesian apology strategies. Indonesian students applied eight strategies that are (1) IFID, (2) explanation or account of situation, (3) acknowledgement of responsibility with three subcategories (a) accepting responsibility; (b) explicit self blame; (c) denial of fault, (4) an offer of repair, (5) a promise of forbearance, (6) addressed, (7) phatic (approval), (8) interjection (show emotion) (Winda, S, WA: 2013). Wouk (2005, 2006) also conducted the study of Lombok apologies.

The study of apology which sees apology across cultures is possible to be conducted to see the differences of each culture related to aspects of prevailing linguistic and nonlinguistic.

As the present study suggests, the study analyzes apology in dialogues on the TV sitcoms. The two apology speech acts, English and Indonesian are analyzed. The apology expressions are taken from *Friends*, English language TV Sitcom, and *Office Boy*, Indonesian language TV Sitcom. The result of this study is expected to have significant pedagogical implication for EFL or ESL teaching in respect to L1 as the learners' native language.

Ideology in media

Television is crucial in preserving ideology in society. Ideology is the study of ideas and knowledge (Stuart Hall, 1986: 29 in Marshall, 2007). Ideology is the mental frameworks: the language, the concepts, categories, imagery of thoughts and the system of representation that are used by social classes to make sense of,

define, figure, and render intelligible the way society works.

An ideology which is principal functions as a system about the world that supports the dominant social class. It controls and solves problems and returns the unstable social condition into a stable one to gain unity and conformity of knowledge (Butler, 2007: 446).

Television sitcoms of *Friends* and *Office Boy* serve as discourses popularized through TV as media. These discourses reveal the image of the world that TV producers plan to show to the public or TV viewers.

These discourses are very significant as the way to educate people through television. Television as media culture supports the hegemonic class of society which through TV Sitcom, people's lifestyle, social norms and behavior as shown through TV Sitcom Characters are presented, preserved, and widely spread.

Friends tv series

NBC produces friends as TV prime time show for ten seasons in 236 episodes from 1994 to 2004. The film shows six characters as friends: *Monica, Rachel, Phoebe, Joey, Chandler, Ross*. They were interacting and growing into maturity in pursuing love and career in New York, US.

Office boy tv series

MNC Media/RCTI produce office Boy in 2006. The film shows eight people who interact within the office in the media sphere. Although *Taka, Hendra, Gusti, and Sasha* are bosses in HRD section in the office, the other three office boys and a cleaning service: *Saadah, Sayuti, Ismail, and Susi* interact to each other in the informal register. Each episode presents a guest star who involves in the plot consistently.

Methods

This study analyzed dialogs in English *Friends* sitcom and Indonesian *Office Boy* sitcom to see apology strategy realized in English and Indonesian. The dialog of *Friends* sitcom consists of eight apology speech acts realized in the themes of friendship and courtship. The dialog of *Office Boy* sitcom consist of eight apology speech acts realized in themes of *The*

Ruin Holiday, Who Sayuti Picks?, and When Hendra Treats a Chick. The above apology strategies are analyzed in the realization of IFID, responsibility, explanation, repair, forbearance, addressed, phatic, interjection.

The data are analyzed based on the criteria of apology strategy (Blum-Kulka, 1984) and Indonesia apology (Choer, 2010: 97).

Results and discussions

English apology speech acts

1. I'm sorry buddy, but I don't think I'm gonna be able to make it.
2. I'm sorry really. I'm so embarrassed. Really. I'm a pretty nice guy. Just ask my parole officer. Apparently, I'm not a funny guy.
3. I'm sorry. I'm sorry. I should have told you.
4. I'm sorry. I don't mean that. I want you to be happy. But only with me. No that's not fair. Uuh.. who cares, leave him. Ooh I don't mean that. Yes I do..... I'm sorry ooh I think I should probably go.
5. I'm sorry. I'm sorry. If you want your key back, I totally understand.
6. I'm sorry honey, but we are gonna take you shopping. It's gonna be fine.
7. I'm so sorry. I really really am sorry.
8. Yes I'm sorry. I have never met boyfriend's parents before.

Indonesian apology speech acts

1. Maaf mpok, badan saya kagak enak banget nih ... duh kan mpok sudah saya kasih duit 10 ribu.

Sorry mpok, I don't feel well. Haven't I returned ten thousand rupiahs?

2. Maaf Pak Taka.. kalau boleh hari ini saya mau ijin pulang cepat, soalnya saya ada janji mau makan... tolong ya Pak..

I'm sorry Mr. Taka, can I leave earlier, I have an appointment.. please Sir..

3. Maaf Pak Taka, saya tidak bermaksud menyindir.

Sorry Mr. Taka, I don't mean to quip you.

4. Maaf banget ya.. udah marah-marah.. jadi nggak enak.. maaf lo..

So sorry.. I got mad with you.. Really sorry.

5. Maaf Pak Taka, uang kas kantor kita saat ini tidak mencukupi untuk ...

Sorry Mr. Taka, we don't have enough money this time.

6. Sori Taka. Sebetulnya saya mau minjem gratis sama lo, tapi sekarang ini gue lagi butuh uang segera.

Sorry Taka. Actually I want to lend it to you for free, but I really need some money this time.

7. Maaf Pak, kemaren ada pembayaran...

Sorry Sir, yesterday we had to pay ...

8. Maaf Pak, prosedurnya sangat rumit.

Sorry Sir, the procedure is very complicated.

Table 1 Apology strategy on tv sitcom friends

Sentence Number	Apology Strategy							
	IFID	Responsibility	Explanation	Repair	Forbearance	Addressed	Phatic	Interjection
1	✓	✓			✓	✓		
2	✓	✓	✓	✓			✓	
3	✓	✓						
4	✓	✓	✓	✓	✓		✓	✓
5	✓				✓			
6	✓				✓	✓		
7	✓							✓
8	✓	✓						

Table 2 Apology strategy on tv sitcom office boy

Sentence Number	Apology Strategy							
	IFID	Responsibility	Explanation	Repair	Forbearance	Addressed	Phatic	Interjection
1	✓	✓		✓		✓		✓
2	✓	✓				✓	✓	
3	✓	✓				✓		
4	✓	✓					✓	✓
5	✓	✓				✓		
6	✓	✓	✓			✓		
7	✓	✓				✓		
8	✓					✓		

Table 3 Total apology strategy on English and Indonesian tv sitcom

No	Apology Strategy	English	Indonesian
1	IFID	8	8
2	Responsibility	5	7
3	Explanation	2	1
4	Repair	2	1

5	Forbearance	4	-
6	Addressed	2	7
7	Phatic	2	2
8	Interjection	2	2
Total		27	28

English apology applies IFID in the form of *I am sorry, I am sorry really*, using intensifier *really* and duplication to emphasize. *I am so sorry*;

showing intensifier. Besides that, speech acts use addressed features like *honey* and *buddy*.

Responsibility is applied in apology sentences number 1, 2, 3, 4, and 8. Explanation is realized in sentences 2, and 4. Repair is used in sentences 2, and 4. Forbearance is applied in sentences 4, 5 and 6. Addressed is used in sentences 1 and 6. Phatic is realized in a sentence no 2, 4 and 8. Interjection exists on the sentences 4 and 7.

Indonesian IFID is applied in all sentences. Responsibility is realized in all sentences except 8. The explanation is used in sentence 7. Repair exists in sentence 1. Forbearance does not exist. Addressed is used in all sentences except sentence no 4. Phatic is on the sentence 2, 4 and 8. An interjection is on the 1 and 4.

Conclusion

Apology speech acts found on *Friends* TV Sitcom applied eight IFID, four Responsibility, two Explanation, one Repair, four Forbearance as the main feature in apology. Addressed, Phatic and Interjection are two respectively. The total strategy is 27.

Apology strategy found on *Office Boy* TV Sitcom, eight IFID, and seven Responsibility. Explanation and Repair are one respectively; Forbearance is none, Addressed is seven, Phatic is two, Interjection is two. The total strategy is 28.

These findings show that IFID, Responsibility, Explanation, Repair, in English and Indonesian are the same. Forbearance is none in Indonesian, but four in English. While Phatic and Interjection features are alike between the two strategies, Addressed is seven in Indonesian, and two in English. It seems that English apology strategy applies more on Forbearance feature whereas Indonesia apology strategy uses more on Addressed.

The data show that English and Indonesian apology speech acts realized main apology features, which is IFID, Responsibility, Explanation, and Repair. English and Indonesian

apology are similar in four main features. Whereas, English uses Forbearance more. Indonesian uses Addressed more. In conclusion, the pragmatic ability could develop through universal pragmatic knowledge because L1 could be transferred to learning L2. Learners need to be aware of culture-specific to each background. Learners acquire linguistic means as well as non-linguistic knowledge of other culture to perform apology.

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An analysis on teacher talk in multiethnic and multisite classes

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Abstract: Teachers in multiethnic and multisite classes consider the aspects of both English and learners' culture as well as learning contexts for their talk to achieve meaningfulness. This research focuses on teacher talk, specifically linguistic variations containing code-switching, code-mixing, construction, and obstruction. The research subjects are two lecturers from the departments of education and communication. Data is collected through observations, interviews, and questionnaires. Then, it is analyzed using percentages and discourse analysis. This research finds that the teacher talk contains a minimum number of utterances describing ethnic messages. It is approximately 1% of the teacher talk containing code-switching, code-mixing, construction, and obstruction.

Keywords: teacher talk, multiethnics, multisite

Introduction

Teachers convey meaningful to talk to learners. In trying to do so, comprehensible input plays its role. To this point, teacher talk should consider learners ethnic backgrounds and places of interaction. In line with this, this research aims at studying teacher talk in multiethnic and multisite classrooms. Specifically, this research seeks to answer questions on linguistic variations in teacher talk whether they lead to code-switching and code-mixing, construction and obstruction.

This study on teacher talk is significant because it motivates teachers to be systematic and meaningful as well as paying attention to cultural and contextual aspects of a language class in their talk. It is essential to do so because language, culture, and contexts are interrelated. Building a bridge between the three can promote meaningful communication among multiethnic students in multi-classes.

Previous research

A study by Basra and Thoyyibah (2017) in *A Speech Act Analysis on Teacher Talk in an EFL Classroom* concerned on grouping teacher talk based on Searle taxonomy. The study found five classifications of teacher talk such as 'assertive, directive, commissive, expressive, declarative.'

Next, a study on teacher talk by Gharvani and Irvani (2014) in *Is Teacher Talk Pernicious to Students? A Discourse Analysis of Teacher*

Talk applied conversational analysis as a research method. The study collected and analyzed a type-written script of an audio-taped lesson in trying to look for evidence of communicative teacher talk. The analysis found that teacher talk was uncommunicative. They found that the uncommunicative talk was characterized by 'repetitive, monotonous, followed IRF, controlled, and not consonant with second language theories.'

Then, Incecay (2010) studied *The Role of Teacher Talk in Young Learners' Language Process*. Observation collected the data and analyzed by conversational analysis. The study found two categories of teacher talk: 'construction and obstruction.' The former included 'direct error correction, content feedback, prompting, extended wait time, and repairing.' The latter consisted of 'turn completion, teacher echo, extended use of initiation-response- feedback turn taking.'

Lei (2009) studied *Communicative Teacher Talk in the English Classroom* in which she found two problems and five criteria of communicative teacher talk. The former was to create a natural setting for English learning and to use referential questions. The latter was indicated by referential questions, content feedback, avoidance of IRF, learner talk domination, and significant-free of teaching.

These researches inspire in a way that they discuss factors contributing to teacher talks such

as construction and obstruction, code switching and code mixing. However, none of these researches studies teacher talk from the perspective of cultures such as English and learners' culture and formal instructional places such as department English classes. Therefore, this research focuses its study on teacher talk in multiethnic and multisite classes.

Teacher talk

A classroom is a place where a teacher and learners interact with one another to reach a condition what is so-called successful learning. The interaction is assumed to flow smoothly because the teacher can communicatively exchange ideas to learners. By communicative, he/ she qualitatively and quantitatively manages his/her talk to the point of the maximum amount of learners' understanding. Qualitative teacher talk refers to meaningful utterances that meet learners understanding. Quantitative one refers to some utterances produced by a teacher. In line with the quality and quantity of teacher talk, Ellis (1994, 580) classifies teacher talk based on the *amount of talk, functional distribution, rate of speech, pauses, phonology/ intonation/articulation/stress, modification in vocabulary, modification in syntax, and modification in discourse.*

Teacher talk takes forms of code-switching, code-mixing, construction, and obstruction. First, code-switching is a decision to change the use of one language to another language (Jendra: 2010, 73, Hudson: 1996, 51, McKay & Hornberger: 1996, 56). Jentra explains further that code-switching is divided into *grammatical and contextual classification.* The following is a summary of Jentra's classification.

1. Grammatical code-switching: Tag code-switching, inter- and intra-sentential
2. Contextual code-switching: Situational code-switching and metaphorical code switching

Second, code-mixing is a combination of two or more languages to form a sentence. The combination is accurately accepted (Jentra, 2010, 78, Hudson, 1996, 53 McKay & Hornberger: 1996, 57). Jentra (2010, 81) provides an example of code-mixing, *Japanese bilingual mixes Japanese with English 'Watashi was Waseda graduate shimasita'.* Third, Incey (2010) states that construction

is *increasing learning potential* while the obstruction is *reducing the learning potential.* Construction promotes positive learning conditions while the obstruction is the other way around.

Code-switching, code mixing, construction, and obstruction occur in three components of classroom discourse: an opening phase, an instructional phase, and a closing phase (Mehan in Ellis, 1994, p. 574). Their occurrences are in a sentential level such as a statement, negation, interrogation, and command. Their occurrences take the form of simple, compound, and complex sentences.

Contextual teaching in multiethnic classes

Diversity becomes a significant character in a rapidly changing global society. It is also reflected in a classroom as a community. Within a classroom, students from various ethnic groups get together and interact with one another. Teachers in this class need to concern on the following factors. First, teachers should remain themselves as an agent of intercultural communication in which it is necessary for them to promote tolerance and respect. To this point, Brown (2007, p. 515) states that *teachers are responsible for creating an atmosphere of respect for each other's opinions, beliefs, and ethnic/cultural diversity.* Brown further explains that teacher talk should impose *discourse structures such as 'I see your point but....'.*

Second, teachers should consider learners' ethnic identity that can be defined as to which one ethnic group identifies themselves. In line with this situation, they need to build communicative strategies based on *trust and respect* (Brown, 2007, p. 253). There are seven guidelines for these strategies: *showing interest in each student as a person, giving feedback on each person's progress, openly soliciting student's ideas and feelings, valuing and respecting what students think and say, laughing with them and not at them, working with them as a team, not against them, and developing a genuine sense of vicarious joy when they learn something or otherwise succeed.* (Brown, 2007, p. 253)

Method

This research was quantitative and qualitative. It applied a discourse analysis on talk of two research subjects or lecturers whose learners studied in the departments of communication and education and came from ethnic backgrounds such as Maduranese, Malay, and bug sense. This research collected data through questionnaires to know individual learner's ethnic background.

The subjects were asked to self-record their utterances during the classes in sessions. Later on, they were also interviewed for confirmation and clarification of their talk that had been transcribed. The teacher talk was analyzed using four categories such as code mixing, code switching, construction, and obstruction. Furthermore, the data was also analyzed into three teaching stages: pre-, whilst-, and post-teaching.

Findings

1. There are 347 utterances produced by two lectures during classes in sessions. 95 out of 345 utterances were produced by N, a lecturer at Faculty Islamic Communication. 242 utterances were by W, a lecturer at the Faculty of Islamic Education.
2. 4 out of 347 utterances contain cultural messages. Three utterances came from N, and one was by W. The four utterances are as follows.
 - You are very GPU, confused.84
 - Perhaps Nila deliver from **Jembatan Tayan**.42
 - Moreover, then Rolin deliver from **Madura**.43
 - Boleh tentangbercerititentangCeritaDaerah, dongeng, **scribble**.237
3. 3 out of 4 utterances were produced at Whilst-teaching stage, and one utterance was at the post-teaching stage.
 - Three utterances at the Whilst-teaching stage: 84, 42, 43
 - One utterance at the post-teaching stage: 237
4. The four utterances are classified based on teaching stages by Mehan in Ellis (1994) and linguistic variations: code-switching and mixing (Jentra, 2010, 78, Hudson, 1996, 53 McKay & Hornberger: 1996, 57),

construction and obstruction (Inceyay, 2010).

- Code-switching: 42,43
- Code mixing: 84, 237
- Construction: 42,43,237
- Obstruction: 84

Discussions

1. This research found 1% of teacher talk containing linguistic variations that indicate ethnic messages. It is considered minimum in number which is assumed to indicate that a learner's culture has not yet represented in teaching activities. Bringing up the learner's culture can assist intercultural understanding in their attempt to understand the culture of English, the target language being learned.
2. For one reason, *You are very GPU, confused* contains an abbreviation GPU "Gak Pakai Urat" (no heart feelings). This utterance leads to an assumption that no compatible English words can be used to represent the teacher's way of thinking so that the teacher code mixes Malay to English. For the other reason, it indicates an obstruction that is assumed to contain a negative message because it brings learners to a situation of discouragement.
3. For one reason, *Boleh tentangCerititentangCeritaDaerah, dongeng, scribble* contains codemixing which is assumed resulted from a lack of Indonesian to represent *scribble*. For the other reason, this utterance leads to construction because it positively motivates and opens for cultural understanding to learners to do right.
4. *Perhaps Nila delivers from Jembatan Tayan, and Rolin delivers from Madura* are contextual codeswitching. The reason is that they contain two expressions to represent ethnic messages. *Jembatan Tayan* is a bridge in West Kalimantan, and *Madura* is an island in Indonesia. An interview on May 27th, 2018 with a teacher revealed evidence that it is her concern to integrate her learners' knowledge on their local wisdom so that she came to suggestions for Nila and Rolin to bring topics about *Jembatan Tayan* and *Madura*.
5. *Perhaps Nila delivers from Jembatan Tayan and Rolin deliver from Madura* also contain

messages to make learners openminded. Therefore, it indicates construction.

6. These four utterances are classified into the contextual code-switching.

Conclusions

It is concluded that teacher talk in multiethnic and multisite classes contains minimum intercultural understanding. The finding that teacher talk indicates a minimum number of cultural messages proves as evidence.

However, teacher talk indicates initialism and local wisdom. An initialism is discovered by the talk of *GPU* for the teacher to say “no heart feeling.” The integration of local wisdom is discovered by a teacher talk to let learners integrate local stories in their attempt to accomplish a speaking assignment through storytelling. The use of geographical names in teacher talk is to develop learner’s critical thinking to integrate local wisdom.

All in all, teacher talk positively influences learning atmosphere through intercultural communication to learners.

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Analysis of translation techniques and ideology in *Hikayat Hang Tuah*

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Abstract: This study aims to (1) identify the translation techniques in translating *Hikayat Hang Tuah* from Malay into English, (2) to see the most dominant techniques in translating *Hikayat Hang Tuah*, and (3) to describe the translators' ideology in translating Malaysian cultural terms into English. This research is descriptive translation studies oriented to the translation product (Toury, 1995). The 50 data selected from *Hikayat Hang Tuah* (1966) in Malay language and its English version translated by Muhammad Haji Salleh (2016). The data are collected by using purposive sampling technique and document analysis (Miles & Huberman, 2014). After analyzing the translation techniques (Molina and Albir, 2002), it shows that; there are 10 translation techniques applied; Amplification (80%), Reduction (76%), Adaptation (72%), Modulation (46%), Literal translation (36%), Transposition (34%), Generalization (18%), Description (16%), Discursive Creation (12%), and Borrowing (2%). The most dominant techniques are Amplification, Reduction, and Adaptation. It can be concluded that the translator has domestication ideology since he adapted and replaced the cultural words with the descriptions of the words rather than borrowing the cultural terms to promote the culture. To solve the grammatical differences, the translator generalized the specific pronouns and gave additional words to explain the specific cultural terms.

Keywords: *Hikayat Hang Tuah*; Translation techniques; Translators' ideology

Introduction

Translation subject has been taught for English Education Department Students in the State Islamic University of North Sumatra for several years. These young translators usually have no difficulty in translating English texts into Indonesian. However, most of the students found that translating Indonesian texts into English is harder, especially in translating the cultural terms from Indonesia into English. This research aims to identify the translation techniques and ideology applied by the translators in translating *Hikayat Hang Tuah* from Malaysian text into English.

Hikayat Hang Tuah itself is a Malay work of literature that tells the tale of the legendary Malay warrior, Hang Tuah, and his four warrior friends – Hang Jebat, Hang Kasturi, Hang Lekir, and Hang Lekiu – who lived during the height of the Sultanate of Malacca in the 15th century. Even though the author is unknown, it has been accepted that several different authors wrote it from different time periods in history with the

aim to improvise the tale to fit the society at that certain period (Wikipedia). *Hikayat Hang Tuah* and its English translation are good examples for students in translating cultural texts because the story consists of Malay cultural terms which were translated into English.

The findings of this research will be beneficial for the students as it can be used as a reference in translating Indonesian cultural texts into English. The students will be able to see the most dominant techniques used by the translators in translating cultural terms and the ideology that the translators have.

Review of literature

1. Translation Techniques

To analyze the most dominant translation techniques applied by the translators in translating *Hikayat Hang Tuah* from Malay into English, translation techniques proposed by Molina and Albir (2002) were used. The eighteen translation techniques proposed by Molina and Albir (2002) are Adaptation,

Amplification, Borrowing, Calque, Compensation, Description, Discursive creation, Established Equivalent, Generalization, Linguistic amplification, Linguistic compression, Literal translation, Modulation, Particularization, Reduction, Substitution, Transposition, Variation.

2. Translator's Ideology

According to Venuti (1995), foreignizing is “an ethno deviant pressure on those (cultural) values to register the linguistic and cultural difference of the foreign text, sending the reader abroad.” This strategy is an effort to keep the source language words foreign for the target reader. Munday (2012) says that foreignizing is applied to make the readers of receptor language feel that the translators are “visible” and they will tell “they are reading a translation”. Domesticating refers to the translation strategy in which a transparent and fluent style is adopted to minimize the strangeness of the foreign text for receptor language readers. Neutralizing is the strategy that has a sense of balance and emphasizes the source language and the target language to show the foreign nuance and local taste. It is not only focused on accuracy, but also acceptability, for example, “kuda lumping” is rendered into “kuda lumping – the Indonesian traditional art in which the players act like a horse and do the magic attraction”.

Research method

The method of this research is descriptive qualitative study oriented to translation product (Toury, 1995). The 50 data selected from *Hikayat Hang Tuah* (1966) in Malay language and its English version translated by Muhammad Haji Salleh (2016). The data are collected by using purposive sampling technique and document analysis (Miles & Huberman, 2014).

Discussion

Translation techniques in Translating *Hikayat Hang Tuah* from Malay into English

After analyzing the translation techniques (Molina and Albir, 2002) in the 50 data chosen, it shows that; there are 10 translation techniques applied;.

Table 1 The frequency of translation techniques in *Hikayat Hang Tuah*

	Translation Techniques	Frequency
1	Amplification	80%
2	Reduction	76%
3	Adaptation	72%
4	Modulation	46%
5	Literal Translation	36%
6	Transposition	34%
7	Generalization	18%
8	Description	16%
9	Discursive creation	12%
10	Borrowing	2%

The examples of data that were translated by using the techniques above can be seen below:

1. Amplification (80%)

Table 2 An example of amplification technique.

	Source Text	Target Text
1	SA BERMULA makatersebutlahperkataan Hang Tuah anak Hang Mahmud di Sungai Duyong dan segala orang dudok di Sungai Duyong mendengarwarnademikianitu:	The narration of the <i>hikayat</i> now turns into Hang Tuah, the son of Hang Mahmud, who lived on the banks of the Duyung River.

In the table above, it can be seen that the translators give additional information; “on the banks of” before the Duyung River. This additional information makes the target texts sound better. For examples

Table 3 An example of amplification technique.

Target Text (without amplification technique)	Target Text (with amplification technique)
1 The narration of the <i>hikayat</i> now turns into Hang Tuah, the son of Hang Mahmud, who lived on the Duyung River.	The narration of the <i>hikayat</i> now turns into Hang Tuah, the son of Hang Mahmud, who lived on the banks of the Duyung River.

The first target text (without amplification technique) sounds as the people living on the river, but the second text (with amplification technique) sounds more natural because normal people usually live on the banks of the river banks, not on the river itself. The next example is:

Table 4 An example of amplification technique.

Source Text	Target Text
7 lalu ditiba anaknya Hang Tuah dan diangkatnya, maka diciumnya seluroh tuboh.	He picked up Hang Tuah and placed him on his lap, showering his body with kisses.

In the text above, it can be seen that the translators give additional information “placed him on his lap” which is not mentioned in the source text. This information helps the target readers understand more about the story.

2. Reduction (76%)

Table 5 The example of reduction technique.

Source Text	Target Text
21 maka pengajian itu pun tamatlah. Maka Hang Tuah mengaji nahu pula.	When that stage in his education was completed, he began to learn the rules of Arabic grammar.

In the text above, it can be seen that the translators do not translate the word “maka” in the target text. The next example is:

3. Adaptation (72%)

Table 6 An example of adaptation technique.

Source Text	Target Text
14 Hendak	Although I wish

kusurohkanmengaji kerana mu'alimtiada;	him to be tutored, there are no good teachers here.
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In the text above, it can be seen that the translators translate “mengaji” as “tutored”. The translators replace the source text cultural element (mengaji) with the target text cultural element (tutored). It functions to find the cultural equivalency in the target language, so the target readers can understand the complete message of the source text.

4. Modulation (46%)

Table 7 An example of modulation technique.

Source Text	Target Text
7 lalu ditiba anaknya Hang Tuah dan diangkatnya, maka diciumnya seluroh tuboh.	He picked up Hang Tuah and placed him on his lap, showering his body with kisses.

In the text above, it can be seen that the translators use modulation technique in translating “diangkatnya, diciumnya” which are passive into active “picked up, showering”.

Table 8 An example of modulation technique.

Source Text	Target Text
9 Di dengar oleh ibu Hang Tuah kata suaminya itu, maka segera dilangirinya dan dimandikan anaknya itu. Maka diberinya berkain dan berbaju dan dastar serba putih.	On hearing her husband's words Hang Tuah's mother cleansed and washed the child's hair and body and dressed him in a sarong, shirt, and head cloth, all in white, the colour of purity.

In the text above, it can be seen that the translators translate “di dengar” which is a passive sentence into “on hearing” the active one.

5. Literal Translation (36%)

Table 9 An example of literal translation technique.

Source Text	Target Text
7 Ada pun akan anaknya Hang Tuah dan bapanya Hang Mahmud itumengambilkayuapi juga kerjanya sahari2. Maka Hang Tuah sediakaladengansabilahkapakmem belahkayu api di hadapan kedai;	With his father he would venture forth daily to gather firewood, splitting it with an axe in front of the shop.

In the text above, it can be seen that the translators use literal technique in translating the phrase “di hadapan kedai” as “in front of the shop”. The next example is:

Table 10 An example of literal translation technique.

Source Text	Target Text
32 Adapun apabila Hang Mahmud datang dari menchari menjual makan2n, maka ia pun pergi mengadap Bendahara berhamba akan dirinya	When Hang Mahmud returned from buying provisions and hawking his food, he would go to the Bendahara’s to pay his respects.

In the text above, it can be seen that the translators translate the sentences word for word. The translators translate “Hang Mahmud datang dari menchari menjual makan-makanan” as “Hang Mahmud returned from buying provisions and hawking his food”.

6. Transposition (34%)

Table 11 An example of transposition technique.

Source Text	Target Text
42 Maka sahut Hang Tuah, “Baiklah jika demikian.	Then Hang Tuah said, “Very well then.

In the text above, it can be seen that the translators change the position of the words. The translators translate “sahut Hang Tuah” as “Hang Tuah said”. The next example is:

Table 12 An example of transposition technique.

Source Text	Target Text
50 Berapa antaranya maka dilihat oleh Hang Tuah dari jauh, maka kelihatan perahu belayar tiga buah menuju perahu mereka itu.	After a few hours at sea Hang Tuah spotted three sailing boats on the horizon, approaching their canoe.

From the text above, it can be seen that the translators use transposition technique in translating “perahu berlayar tiga buah” (three sailing boats) and “perahu mereka” (their canoe).

7. Generalization (18%)

Table 13 An example of generalization technique.

Source Text	Target Text
12 Maka kata Hang Mahmud pada bininya, “Ada pun anak kita ini peliharakan baik2,	Hang Mahmud turned to her and said, “We must raise him with the greatest possible care and attention.

From the text above, it can be seen that the translators use generalization technique in translating the word “bininya” which literally means as “his wife” into the target language as pronoun “her”. The translators generalize the word “his wife” (bininya) which sounds more specific into something more general as pronoun (her).

Table 14 An example of generalization technique.

Source Text	Target Text
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21	maka pengajian itu pun tamatlah. Maka Hang Tuah mengaji nahu pula.	When that stage in his education was completed, he began to learn the rules of Arabic grammar.
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In the text above, it can be seen that the translators translate the word “pengajian itu” with a more general meaning as “that stage”. The translators also generalize the name “Hang Tuah” as “he” in the target text.

8. Description (16%)

Table 15 An example of description technique.

	Source Text	Target Text
34	Dengan demikian maka Hang Tuah pun tahulahbahasa;	It was in such a fashion that Hang Tuah learned the code of proper conduct and courtesy prevailing in Bentan.

In the text above, it can be seen that the translators replace a terminology with a description of its form or function. The translators translate “Bahasa” as “the code of proper conduct and courtesy.”

Table 16 An example of description technique.

	Source Text	Target Text
17	Maka Hang Mahmud pun berlengkaplah dengan sabuah lading. Satelah sudah, maka Hang Mahmud pun berpindahlah ka Bentan.	Moreover, so Hang Mahmud loaded his chattels and family into a long, narrow canoe and they paddled to Bentan.

From the table above, it can be seen that the translators replace the word “lading” as “a long narrow canoe.”

9. Discursive creation (12%)

Table 17 An example of discursive creation technique.

	Source Text	Target Text
17	Maka Hang Mahmud	Moreover, so

pun berlengkaplah dengan sabuah lading. Satelah sudah, maka Hang Mahmud pun berpindahlah ka Bentan.	Hang Mahmud loaded his chattels and family into a long, narrow canoe and they paddled to Bentan.
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In the table above, it can be seen that the translators established a temporary equivalent that is unpredictable out of context to translate the phrase “berpindahlahke Bentan” (literally means “move to Bentan”) as “paddled to Bentan.”

Table 18 An example of discursive creation technique.

	Source Text	Target Text
34	Dengan demikianmaka Hang Tuah pun tahulahBahasa;	It was in such a fashion that Hang Tuah learned the code of proper conduct and courtesy prevailing in Bentan.

In the text above, it can be seen that the translators translate the phrase “Dengan demikian” as “It was in such a fashion” which are two different things.

10. Borrowing (2%)

Table 19 An example of borrowing technique.

	Source Text	Target Text
48	Maka Hang Tuah pun diberi oleh bapanya sabilah keris dan sabilah parang, dan Hang Jebat dan Hang Kasturi dan Hang Lekir dan Hang Lekiu pun demikian juga diberi oleh ibu bapanya.	Hang Tuah was given a keris and a golok by his father, and each of his friends also received a keris and a short curved chopper.

In the text above, it can be seen that the translators take the word “keris” straight from the source language purely.

Therefore, from the 50 data analyzed, the most dominant techniques applied by the translators are Amplification (80%), Reduction (76%), and Adaptation (72%) techniques. The most

dominant techniques to translate Malaysian cultural terms into English are Description and Adaptation. In translating the cultural terms, translators often describe or adapt the cultural words with something similar and equivalent in the target language.

Conclusion

It can be concluded that the translator has domestication ideology since he adapted and replaced the cultural words with the descriptions of the words rather than borrowing the cultural terms to promote the Malaysian culture. Domesticating refers to the translation strategy in which a transparent and fluent style is adopted in order to minimize the strangeness of the foreign text for receptor language readers. This strategy means making the text recognizable and familiar and thus bringing the foreign culture closer to that of the readers. To solve the grammatical differences, the translator generalized the specific pronouns, and gave additional words to explain the specific cultural terms from *Hikayat Hang Tuah*.

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EFL teachers' voice diversity on TPD (Teacher Professional Development) learning activities

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Abstract: Teacher Professional development (TPD) has been a substantial issue in contemporary educational research and policy. The implication of TPD learning activities has been differing one to another. Diversity respondent was covering exemplary teachers from elementary, junior and senior high schools. This study was done mainly to get information about EFL teachers' voice about professional development learning activities in the area where they are actively teaching. The collected data from the questionnaire and interviews were analyzed and interpreted from the questionnaire and reports from teacher perception or opinion. The findings reveal that the subjects have diversity views about professional development learning activities. In term of activity, there are two activities got the highest percentage for their professional development; 1) trying out new ideas or suggestions in practice for EFL teachers (53,13 %). Usually, it applied from the result of joining workshop or training due to English topics and 2) applying a variety of learning activities (43.75%), in which they are consciously creating conditions that support the development of their students of teaching as research informed practitioners through the way they approach their teaching practices.

Keywords: professional development learning activity; EFL teachers

Introduction

Professional development is a process of learning and growth in a person's professional life. In an educational setting, the professional development of teachers refers to the processes through which teachers enhance their knowledge, skills, and behaviors in a way that contributes to the academic success of all students (Ucar & Ipek, 2006). Desimone (2011) defined professional development as an array of activities designed to improve the professional knowledge and skills of teachers to improve student achievement.

In practice, professional development for educators encompasses a comprehensive range of topics and formats. Professional development may be funded by the district, school, or state budgets and programs, or they may be supported by a foundation grant or other private funding source. They may range from a one-day conference to a two-week workshop to a multiyear advanced-degree program. Alternatively, they may be delivered in person or online, during the school day or outside of regular school hours, and through one-on-one interactions or in group situations. Moreover, they may be led and facilitated by

educators within a school or provided by outside consultants or organizations hired by a school or district. The thing to remember is the effective PD; According to Mizell (2010), professional development was most effective when it took place during a teacher's daily work schedule and involved teachers from the same school, department, or grade level (Opfer & Pedder, 2011). Therefore, study about the importance of professional development learning activities still become something needed to evaluate the program that gives more meaning to EFL teachers. The study proposed a question about TPD learning activities do EFL teachers consider as crucial for their personal, professional development?

Literature review

Professional development has been shown to be a capable agent in changing teacher learning and teacher practice (Opfer & Pedder, 2011). Research (Croft, Coggshall, Dolan, Powers, & Killion, 2010; Darling-Hammond & McLaughlin, 2011; Desimone et al., 2002; Hochberg & Desimone, 2010; Torff & Byrnes, 2011) described what should be done in order to provide quality professional development. Desimone (2009), an active professional development initiative should include several

qualities: it should be both individual and school-based, incorporate coaching, and embed teaching practices into the daily work of teachers. Next, when professional development focuses on particular instructional practice, in addition to fostering teacher collaboration and involving active learning opportunities and coherence, teacher adoption and use of that practice are highly likely (Desimone et al., 2002). Some term is used referring to professional development activity such as TPD learning activities, TDA (teacher development activities) and others. Here, the writer used the term TPD (Teacher Professional Development) learning activity. Therefore, TPD providers, such as schools or teachers themselves can choose which of these forms or types which are suitable and appropriate for their needs and circumstances (Burke, 2000).

Next, the writer adopts the forms that are suitable and commonly used. The essential differences between the different perspectives of TPD do not reside in the form used to facilitate learning but in the assumptions made when these forms are used (Cochran-Smith & Lytle, 1999). Forms of TPD learning activities in the literature seem never-ending. Craft (2000), for example, listed a wide range of TPD learning activities which are linked to the contemporary views of TPD, such as : action research, self-directed study, using distance-learning materials, on-the-job coaching, mentoring or tutoring, school-based and off-site courses, job shadow in and rotation, peer networks, membership of a working party or task group, learning partnerships, school cluster projects, personal reflection, experiential 'assignments', collaborative learning and information technology-mediated learning (e.g. Email discussion groups, or self-study using multimedia resources). Next, Burke (2000) listed the many forms or types of TPD learning activities as shown in Table 1. According to Burke, these forms of TPD of learning activities can be customized to meet individual teachers' or group of teachers' needs and concerns and emphasizes the need for teachers to choose their forms of TPD for better results—improved teaching practices and student learning. Furthermore, Burke (2000) categorizes TPD learning activities into four categories. 1) inactive, 2) investigative, 3) formal programs and 4) reflective practices in which each activity has its role, and each one can benefit its users, teachers, schools or systems. 1)

Inactive Activities covers In-service days; After-School Workshops; Conferences; School Visits and Department/Grade Level Meetings. 2) Investigative Strategies involves Study groups; Book Groups; Individual Action Research; Educational Journals and Books; Video of Best Practices; Internet searches and Chat Rooms. 3) Formal programs Distance refers to Learning Courses; Degree Program; Certification Renewal; Summer Institutes; National Board for Professionals Teaching Standards; and Mentoring. 4) Reflective practices are Log entries; Reflective Journals; Videotaped lessons; Self-evaluation; Peer coaching and Professional Portfolios.

However, the forms or types of TPD learning activities are varied and continue to evolve. TPD providers, schools or teachers themselves can choose which of these forms or types are suitable and appropriate for their needs and circumstances. Therefore, the study adopts professional development learning activities which are commonly applied to the activities below:

1. Trying out new ideas or suggestions in practice
2. Sharing experiences and problems with colleagues
3. Reflection on own teaching
4. In service days and training
5. Following professional development programs
6. Working on developing techniques and activities with colleagues
7. Following research literature on own field
8. Asking for professional help from colleagues
9. Gathering information about one's teaching performance
10. Teacher-initiated classroom investigation
11. Training other teachers
12. Peer observation
13. Applying a variety of learning activities
14. Use of lesson study as a form of professional learning
15. Observation of classroom events by heads and administrators

Those 15 items were taken as the questionnaire item during the research.

Method

One of the research designs that fall into the realm of qualitative research is a case study. Multiple methods of data collection were

employed in this study. Methods of data collection employed in this study included a survey by questionnaire and perceived report from teachers' perception or opinion (for the chosen one).

The participant was 32 EFL teachers with different teaching status, level and period. 43,7 % or 14 EFL teachers were fixed term of the contract for a period, but there was big number of EFL permanent teachers being a participant in the study which was approximately 56,3 % or 18 people. The highest participant was from EFL junior high school teachers (18 people). A part of the participant has more than three years of teaching period; it means that they have sufficient opportunity to get and follow the professional development learning activity provided by parties or individual. So that, they could give more information for the study

Result and Discussion

The result shows that trying out new ideas or suggestions in practice for EFL teachers seem to be the highest percentage for their professional development learning activity. Usually, it applied the result of joining a workshop or training due to English topics. There were 53,13 % or (17) teachers do it. Following workshop give them a new paradigm for EFL teaching-learning in any level of education. Therefore EFL teachers think that it is very important of trying out new ideas or suggestions in practice after joining the activities or program than other activities as one of the ways to keep their professional development learning activity. However, teachers need moral and technical support to put TPD ideas into practice. The need for this moral support, for example, was highlighted by Susi (not real name) when she pointed out her colleagues' responses to her experimenting or applying TPD ideas in her class. She felt that her colleague's unsupportive responses toward her experimenting or applying an idea gained from TPD discouraged her learning. Therefore, having a group or professional community will enhance for applying the activities especially in its institution or school out of another school.

Peer observation becomes something important for EFL teachers. Approximately 75% or 24 EFL teachers state the same opinion that doing peer observation help them to improve and

evaluate their teaching process in EFL class. It saw as a supportive and developmental process for improving the teaching quality when the primary focus is on helping, sharing and providing mutual support (Bell, 2005), but sometimes the activity remains teachers' confidence in the field. Interview of peer observation, the theory is on the observer selecting a practice performed by a colleague that they could try, through vicariously experiencing the success of that practice (mainly by seeing their actions of students). As Schunk and Zimmerman (2007) also argue, "observing competent models perform actions that result in success conveys information to observers about the sequence of actions to use to be successful." The observer learns about how to perform the practice by *seeing it*, rather than being told about it, and comes to believe (strengthening their self-efficacy) that they can also teach in this way, and so is motivated to attempt the practice.

62,50% or (20) EFL teachers state that sharing experiences and problems with colleagues and reflection on their teaching still become necessary for their professional development learning activities. TPD activity that is initiated by teachers can also turn into a form of authoritarian TPD. MGMP, for example, which was initially intended as a collegial network forum for teachers, becomes a mechanism of control and command for communicating what teachers need to do. Knowledge sharing is a common practice that supports the professional development at School. This finding supports previous studies that identify the sharing of knowledge among educators as one of the key conditions for successful teacher learning (Beatrice Avalos, 2011; Decretal, 2008; Garet et al., 2001). However, Informal learning in the form of collegial and professional dialogue or discussion, reading teaching-related references or browsing and reviewing educational articles over the internet are encouraged and facilitated by the school and are widely practiced by EFL teachers they said.

In service days and training, following professional development programs and teacher initiated classroom investigation for EFL teachers in this study have the same portions of percentage exactly 56,25% or (18), it means these activities still considered and become important too for enhancing their professionalism. In service day and training

usually include a heavy component and begin with a 'crash course' on pedagogical knowledge that is completed within a brief period (Berry, 2001) therefore, they were interested in following. Though, it is too often the case that in-service training providers transmit the knowledge and skills they have, regardless of their relevance to the recipients they said.

Unfortunately, following research literature on own field becomes somewhat important for them since the portion was 43,17% or (14). This condition caused by the education policy which is required teachers conducting or having at least once researched their field or research study whereas the activity becomes one of the implications of the teacher as reflective practitioner then. The more they read the research literature, the more comfortable they can research their reflective practice.

On the other hand, only 9,38% or (3) EFL teachers think that working on developing techniques and activities with colleagues and training other teachers was little important for their professional development learning activities. Each school has its distinct features that affect teacher learning so that EFL teachers can apply any activities as long as it fits and is needed. The image of teachers as knowledge receivers and TPD providers/facilitators as authorities of knowledge does not only apply to externally developed/provided TPD activities. This also happens in internally initiated TPD activities or school/teacher based TPD activities. One of these activities involved school supervisors as training facilitators. However, what often happens is that the school supervisors play the role of imposers rather than facilitators or trainers. In such TPD, teachers are receivers and implementers of knowledge and skills delivered by TPD providers/facilitators. This practice may become common among teachers because teachers have been conditioned to perform such practices rather than being a trainer.

Gathering information about one's teaching performance also becomes important in professional development learning activities for EFL teachers. (59,38%) Alternatively, 19 of 32 participants think of the importance of gathering information especially about own teaching performance will give them another experience

indirectly. Tsui (2003) indicates that experience is a key component of teacher development. In line with Schoonmaker (2002) statement that experience is viewed as the sum of an individual's history, including actual events, fictionalized events, and interpretations placed on them when they happened and as they are remembered; 2) time matter gives more opportunity for EFL teachers to have interaction with other EFL teachers from different areas and also change to share ideas. Alvarez and Sanchez (2005) study found that the study group helped teachers to become aware of their teaching practices and of the need to update themselves continuously. Additionally, the participants had the chance to share pedagogical ideas and improve their language proficiency. Activities in which the teachers played the role of learners were meaningful for them because they became aware of teaching issues that affect learners.

Applying a variety of learning activities done by 43,75 % (14) EFL teachers. The result was supported the previous item (trying out new ideas or suggestions in practice). Furthermore, to avoid monotonous, doing various activities is a must to help a student being interested in material and catch up the easiest comprehension. Updating activities in particular, during their education, teachers develop a personal, practical knowledge base (Connelly & Clandinin, 1988; Van Driel, Beijaard, & Verloop, 2001), or, in other words, their practitioner knowledge (Hiebert, Gallimore & Stigler, 2002) that enables them to integrate experiential knowledge, formal knowledge, and beliefs, across subject matter, general pedagogical knowledge, and pedagogical content knowledge fields.

Last, none of the participants reject the importance of professional development learning activities for all items. All agree that EFL teachers need to keep their professional development learning activities to face a changing of students' needs and changing. There was variation in the percentage of professional development learning activities done by EFL teachers. There were factors involved in their PD learning activity such as individual efforts and aspiring desire from their internal world which enable them to exploit favorable context and seek chances from unfavorable factors to navigate their professional development. Thus, they may not rely on professional development

provided by parties only. Individual context is regarded as potential external stimuli which exert an effect on professional development learning activities.

Conclusion

Professional development learning activities for EFL teachers considered to be very important or somewhat important caused by many factors such as group focus or strong professional communities which can foster teacher learning each other. This study also shows that the presence of TPD learning activities influences individual teachers and conditions within schools to ensure success individually and institution. TPD will probably remain less than optimal and may have a little impact even for those participating in the TPD opportunities or programs in any condition except experiences. Moreover, since individual efforts and aspiring desire from their internal world enable them to exploit favorable context and seek chances from unfavorable factors to navigate their professional development activities.

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Scaffolded Think-Group-Share learning to enhance children's English learning performance

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Abstract: Cooperative learning is considered one of the most effective instructional methods. However, previous empirical studies on the effectiveness of cooperative learning did not always show positive results. Poorly constructed cooperative learning that lacks the appropriate components might cause critical problems, such as the free-rider effect and overwhelming cognitive load. The free-rider effect occurs when a group member does not perform or does less work than other group members. A challenging task without additional support from the teacher might discourage students to work as a group due to unmanageable cognitive load. As an initial effort to remove such problems, we developed "Scaffolded Think-Group-Share" learning based on the existing cooperative learning method called "Think-Pair-Share." In "Scaffolded Think-Group-Share" learning, students are required to work on the individual scaffolding worksheet before doing a group activity to help them actively participate and cognitively engage in a group activity. In particular, the scaffolding worksheet provides students with cues and exercises with gradual levels of difficulty that function to stimulate students' prior knowledge and manage their cognitive load gradually. Consequently, "Scaffolded Think-Group-Share" learning might have the potential to enhance children's English performance by minimizing the free-rider effect and helping children manage their cognitive load.

Keywords: Cooperative learning; scaffolding; English learning performance; free-rider effect

Introduction

Most Asian countries have lowered the age for compulsory English education (Nunan, 2003) by implementing the policy to introduce English into elementary school (Lee and Azman, 2004). In September 2011, China lowered the age from 11 to 9 years old, and Korea lowered the age from 13 to 9 years old in 1995. In Japan, English was not a compulsory subject in elementary school until April 2011 when the government of Japan launched the Course of Study for elementary schools that required English to be compulsory starting in the fifth grade (Hu and McKay, 2012). In 1993, Indonesian elementary schools started to introduce English to fourth graders as a local content subject (Rachmajanti, 2008).

The government of Indonesia has shown a severe attempt to improve teaching strategies in elementary school English classes (Rachmajanti,

2008). Previous studies showed that many English teachers in Indonesian elementary schools adopted a monotonous lecture method and rarely varied their teaching methods (e.g., Rachmajanti, 2008; Hawanti, 2011; Zein, 2012). On the contrary, most Indonesian elementary school students were discontented with the teacher-centered instructional method and preferred to work in small groups with interactive learning activities (Rachmajanti, 2008) as argued by some scholars that young language learners (third, fourth, and fifth graders) work well in groups and learn from each other (e.g., Scott and Ytreberg, 1990; Curtain and Dahlberg, 2016). Huda (1997) argued that the monotonous teaching method in the Indonesian English classes was one of the most critical obstacles to English language acquisition by Indonesian children.

Cooperative learning

Cooperative learning is considered one of the instructional methods that could accommodate student learning in Indonesian elementary school English classes. Previous empirical studies found that cooperative learning is useful for enhancing learning achievement, developing higher-order thinking skills, encouraging pro-social behavior, improving inter-ethnic relationships, and increasing motivation to learn (e.g., Cook, 1984; Cohen, Lotan, and Catanzarite, 1990; Sharan and Shaulov, 1990; Slavin, 1995; Johnson, Johnson, and Stanne, 2000; McCafferty, Jacobs, and DaSilva Iddings, 2006; Jacobs and Goh, 2007). Additionally, previous research on cooperative learning in language classes proposed that the method support reading, comprehension, and vocabulary development (e.g., Slavin, Lake, Chambers, Cheung, and Davis, 2009).

However, other research studies find that cooperative learning does not always show positive results when compared to traditional instruction (e.g., Davidson, 1985; Shaaban, 2006; Thanh, Gillies, and Renshaw, 2008). Moreover, cooperative learning is also still considered as not widely applied and systematically studied in English as a foreign language (EFL) classrooms (Lan, Chang, and Sung, 2005; Lin, 2009; Ning, 2010). This infers that the effectiveness of cooperative learning in EFL classes needs to be more thoroughly investigated with learners of different ages, particularly students in elementary schools, by exploring in more detail the procedures of cooperative learning.

Such inconsistent results of studies on the effectiveness of cooperative learning might be the result of differences in the main components of each cooperative learning method. Slavin (1990) contended that poorly constructed cooperative learning methods lacking the appropriate components could result in a free-rider effect, which is a major pitfall of cooperative learning. Additionally, solving complex tasks often requires high cognitive load that when left unmanaged might lead to a state of cognitive overload in which learning is obstructed. This means that teachers should resolve the issue of free-riders and

unmanageable cognitive load to make cooperative learning more effective.

Scaffolded Think-Group-Share

Previous empirical studies on the effectiveness of cooperative learning did not always show positive findings (e.g., Shaaban, 2006; Thanh, Gillies, and Renshaw, 2008). The problems, such as the free-rider effect and unmanageable cognitive load experienced by the students, might lead to the ineffectiveness of cooperative learning methods applied in the classrooms. Therefore, we developed a cooperative learning method that is termed "Scaffolded Think-Group-Share" learning to resolve the problems of passive participation and task difficulty. "Scaffolded Think-Group-Share" learning accentuates individual activity before group activity by having the students to work on a scaffolding worksheet individually to help them actively participate and cognitively engage during a group activity. The scaffolding worksheet also provides students with cues and exercises with gradual levels of difficulty to help them manage cognitive load.

Some scholars argue that scaffolding can be designed to minimize the free-rider effect, which occurs when some group members do not perform their best assuming that other group members will cover the work that they have to do (Janssen, Erkens, Kanselaar, and Jasper, 2006). Wood, Bruner, and Ross (1976) first coined the term scaffolding which refers to "process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (Wood, Bruner, and Ross, 1976, p.90). As the task gets more complicated and students' ability gets lower then support of scaffolding is more needed (Donovan and Smolkin, 2002).

Furthermore, to discourage free-riders, teachers must ensure that the group assignments require input from each group member (Michaelsen, Fink, and Knight, 1997). Teachers should also design group assignments that motivate intensive group interaction because group assignments that require students to apply a rule or solve a problem can increase group cohesiveness, which in turn eliminate the free-rider effect (Michaelsen, Fink, and Knight, 1997).

“Scaffolded Think-Group-Share” learning method consists of three steps: Scaffolded Think, Group, and Share.

Step 1: Scaffolded think

In the Scaffolded Think step, each group member works on the scaffolding worksheet individually. The scaffolding worksheet, which purposes to stimulate prior knowledge (i.e., bridging approach of scaffolding), is administered to assist students to actively participate in the group activity (Gagné and Driscoll, 1988). Consequently, this worksheet consists of clues that may activate students’ prior knowledge. Additionally, we structured the exercise questions so that students build upon their knowledge sequentially to gradually manage the cognitive load. When students work on complex tasks, it often requires high cognitive load that might lead to a state of cognitive overload in which learning is obstructed when left unmanaged. The worksheet used in this Scaffolded Think step is a form of hard scaffolds, which is a tool that affords the students with a structure to enable specific skills that are needed to complete the group task in the next step. A worksheet is also a form of strategic scaffolds since it guides students in analyzing and approaching the group task.

Step 2: Group

Following the first step where students work on the scaffolding worksheet individually, students continue to the second step by working in their groups to complete the group task. The group task’s difficulty level is designed to be complicated enough to encourage interaction within the group. Also, to promote positive interdependence amongst group members, each group member is assigned a role. The roles are moderator and timekeeper, note taker and presenter, information synthesizer and researcher, and Q and A person. Students should not be able to sit idly without the knowledge of other group members as they take responsibility for their given roles. As a result, each group ensures that its members fulfill their responsibility and if necessary, students are encouraged to report to the teacher of any free-riders (Lin, 2006). In this step, the teacher actively monitors to ensure that groups

consistently work on the task and give appropriate feedback when necessary.

Step 3: Share

Upon finishing the group task, students move to the final step where groups share their answers to the questions in the group task with the rest of the class. The teacher and other groups can ask questions or give their feedback after a group has presented its final product. Consequently, students are exposed to various ideas and feedback from the teacher and other groups. During this last step of “Scaffolded Think-Group-Share” learning, students do a comparison, analysis, and synthesis procedures. The students compare their answers with those of other groups. They also continue the process by analyzing and synthesizing multiple ideas and feedbacks that they are exposed to.

Conclusions and discussion

“Scaffolded Think-Group-Share” learning contains elaborate and structured hard scaffolds. Therefore, it might help students activate prerequisite knowledge and develop certain skills that are needed to complete the group task. The scaffolding worksheet provides students with cues and exercises with gradual levels of difficulty that function to stimulate students’ prior knowledge and manage their cognitive load gradually. As a result, it might help them to participate actively and cognitively engage in the group activity thus promote individual accountability. In addition to that, each group member is assigned a role to promote positive interdependence amongst group members. The students are also exposed to various ideas and feedback from the teacher and other groups where they compare, analyze, and synthesize those ideas and feedbacks. In summary, “Scaffolded Think-Group-Share” learning might have the potential to enhance children’s English performance by minimizing the free-rider effect and helping children manage their cognitive load.

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Coping with barriers towards good CEFR level in academic English

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Abstract: This paper explores learning barriers faced by technology lecturers to reach TOEFL ITP/TOEFL iBT/IELTS score equivalent to CEFR level B2 as a minimum standard of English for Academic Purposes (EAP) skills generally expected from an internationally qualified lecturer. Quantitative and qualitative methods conducted the study whose respondents were 48 technology lecturers in an IT institute chosen on purpose collected in four months. The quantitative data includes quantifying the lecturers' perspectives gathered by a closed-ended questionnaire into Likert Scale's composite scores. The qualitative data were the results of open-ended questionnaires. The main finding is lecturers with TOEFL ITP/TOEFL iBT/IELTS score equivalent to below level B2 of CEFR have considered ineffective learning experience as a result of ill-delivered learning methods as their main hindering. The results have implicated to a new learning model suggestion, *Tech-Enhanced 4 Gogy Mixed Models* focusing on Andragogy approaches to boost the lecturers' learning autonomy.

Keywords: CEFR level; methods; perspectives; scores

Introduction

Faculty members also speakers of English as a second/foreign language (ESL/EFL) should pass a minimum cut score international English for Academic Purposes (EAP) tests to continue to a good university for their career (Geisinger and McCormick, 2010; Yasuda, 2015, pp103-104). The scores are used to determine if prospective ESL students have sufficient English-language skills to be admitted (Chapelle, Enright, and Jamieson, 2008; Cho & Bridgeman, 2012). General EAP tests include America's administered TOEFL ITP/TOEFL PBT, TOEFL iBT (Saudelli, 2015, p161) and Britain's IELTS

(Gillet, 2011). Scholarship providers DIKTI, LPDP, BUDI-LN, British Chevening Award and Fulbright, require minimum scores of TOEFL ITP/PBT ≥ 550 (TOEFL iBT ≥ 79) and IELTS band ≥ 6.5 .

The EAP test scores should be linked with the Common European Framework of Reference (CEFR) as the most influential descriptions of language proficiency levels (CEFR; Council of Europe, 2009, p7-16). Carlsen and Deygers (2014) noted B2 level is the most common requirement for admissions into universities employing English as the primary mode of instruction.

Table 1 CEFR level in a link to International EAP test score range

CEFR level	TOEFL ITP score	TOEFL iBT score	IELTS band
A1-A2	337-459	0-60	0-4
B1	460-542	77-78	4.5-5
B2	543-626	79-120	5.5-6.5
C1	627-677	79-120	7.0-9.0

Data of 23 of 48 technology lecturers expected to continue study in an institute in a remote area of

North Sumatera in May 2017 showed results of TOEFL ITP score of 383-547 equivalent with CEFR

level A1-B1 impeding them to get prestigious scholarships. It means low academic English level faced by most lecturers in Indonesia (Anwar, 2016) still occurred to them

The barriers to EAP learning have been long studied showing various results. Al-Mahrooqi's

(2012, p268) analysis shows Oman students' negative perspectives on EAP learning have adversely impacted on their EAP skills. Ahmadi and Bajelani (2012, p795) noted barriers to EAP learning in Iran includes textbook inefficiency, the teaching methodologies of EAP textbooks and limited teaching time. Borjian's interview with the teachers (2015, p167-171) turns up their Mexican-origin students' low self-confidence and motivation to have been obstacles for their learning academic English. Liu (2016) reveals the respondents of her study, undergraduate Chinese international students at American universities feel struggled with their academic English due to intercultural communications and multi-lingual teaching English barriers.

My preliminary study in June 2017 showed 40 out of 48 or 83.33% of those lecturers have positive perspectives on the role of academic English, so the barrier in reaching targeted CEFR level B2 is far from the lecturers' negative perspective on the importance of English in their career. This study, therefore, attempts to find out specific barriers failing the lecturers to accomplish international EAP test scores equivalent to at least CEFR level B2, including developing learning methods reducing the barriers to be adopted by lecturers with scores below the expected CEFR level, still uncovered in previous studies.

The study yields a descriptive analysis of the obstacles deterring lecturers with EAP test scores of CEFR level A1 to B1 to meet the minimum required CEFR level. The study also offers lecturers below targeted CEFR level blended learning methods based on the perspectives of lecturers with CEFR level B2 to C1 on specific learning methods they have opinionated to have enabled them to accomplish EAP test scores at least at CEFR level B2.

Methods

The 3-point Likert scale was used as the quantitative method to explore the barriers and certain EAP learning methods based on the lecturers' perspectives. The 3-point Likert scale is valid and reliable to measure individuals' attitudes, opinions, and perspectives on a subjective question or statement (Jacoby & Matell, 1971, Riduwan, 2009, p12). To further explore the barriers the qualitative method by analyzing the lecturers' opinions collected from the open-ended questionnaire was conducted.

The research was initiated by disseminating a closed-ended questionnaire on the responses of 48 participants of the study on the role and learning experience of EAP. The respondents were 48 technology lecturers at least holding master's degree from ivy-league national or foreign universities already getting a certain TOEFL ITP/TOEFL iBT/IELTS cut score in 2016. All data were collected from early March to July 2017.

The participants' responses were quantified based on 3-items Likert Scale criteria's composite score for the percentage (%) index and categorized by interval measurement formula to yield interpretations to the lecturers' perspectives. The results were tabulated to simplify analysis for generalization (Tika, 2005, p66). The lecturers' qualitative opinions on barriers to EAP learning were filtered and tabulated to show the proportion.

Findings and Discussion

Primary barriers to achieving an international EAP test cut score at CEFR level B2 and how to cope with it

First, this study showed lecturers sorted by their TOEFL ITP/TOEFL iBT/IELTS score range linked to CEFR level have various perspectives and opinions on the barriers to learning EAP described on Table 2-3.

Table 2. The perspective of lecturers on barriers in learning EAP to reach CEFR level B2

Barriers	A1-A2		B1		B2		C1	
	N =9		N =20		N =13		N =6	
	%	Persp.	%	Persp.	%	Persp.	%	Persp.
1. Due to instructors' directing the learning process with traditional learning methods (-)	44.44	Neutra 1	53.33	Neutral	41.03	Neutra 1	72.22	Positive
2. Due to instructors' choosing improper teaching methods to deliver materials (-)	48.15	Neutra 1	50	Neutra 1	43.60	Neutra 1	72.22	Positive
3. Due to ineffective learning methods for reaching high TOEFL/IELTS scores (-)	55.56	Neutra 1	61.67	Neutra 1	74.40	Positive	55.56	Neutra 1

Lecturers level A1 to B2 gave neutral responses on traditional methods of instructors' directing the learning process and their choosing teaching methods, shown by the percentage index scaled point of 44.44% - 48.15%, 50% - 53.33% and 41.03-43.60 respectively, representing 50% of each group has deemed ineffective learning experience to help them score high on EAP international tests was due to the instructors' failures.

More specifically, 50% of lecturers level A1 to B1 by the group neutral perspectives on the lack of ineffective learning methods for reaching high TOEFL/IELTS scores showed with percentage index

scaled point of 55.56% and 61.67% have negative perspectives on numerous academic English learning methods ever applied. However, lecturer level B2 disagreed with a statement no. Three interpreted as positive perspective with index scaled point of 74.40%.

Unlike their CEFR level, A to B colleagues, all lecturers level C1, with percentage index scaled point of 72.22% disagreed with a statement no. 1-2 interpreted as their positive views on the instructors' competency. However, the index scaled point of 55.56% showing neutral perspective on statement 3 indicating 50% of them consider the failure for EAP international tests' scores equivalent CEFR level B2 at least due to suitable learning methods.

Table 3. Lecturers' opinions on the barriers for CEFR level B2

Barriers	A1-A2 (N = 9)	B1 (N = 20)	B2 (N =13)	C1 (N =6)
	%	%	%	%
Time constraints	44.44	30	38.5	16.67
Incompetent instructors	11.11	20	15.4	0
No intensive EAP classes	33.33	15	30.8	0
Limited technology	11.11	50	76.9	0
No peer groups	55.56	25	30.8	83.33
Low motivation	22.22	25	30.8	16.67
No English competitions	11.11	5	7.69	0

Based on the content analysis of lecturers' opinion, 5 of 9 lecturers level A (55.56%) and 5 of 6 lecturers level C1 (83.33%) marked that no peer groups for collaborative studying the obstacle, while 10 of 20 lecturers level B1 (50%) and 10 of 13 lecturers level B2 (76.9%) detail the main barrier is learning-enhancing technology shortage. Time constraint becomes

the second barrier noted by 4 of 9 lecturers level A (44.44%), 6 of 20 lecturers B1 (30%) and 5 of 13 lecturers B2 (38.5%).

Thus, the challenge is to discover a general learning framework covering methods helping lecturers with CEFR level below B1 to increase their score. The positive perspectives of

lecturers with CEFR level B2-C1 on available learning methods can be used to form the more effective learning framework.

Table 4. Perspectives of 14 lecturers with TOEFL ITP/ TOEFL iBT /IELTS score range 550 - 677/ 79- 120/6.5 – 9.0 on the effectiveness of EAP learning methods

Model	Learning Methods and Models	% index	Lecturer's Perspective
Pedagogy	Oral Approach	92.86	(+)
	Direct Method	90.48	(+)
	Audio-Lingual Method	69.05	(+)
	Handbook based instruction	66.67	Neutral
	Grammar Translation Method/Pattern Drills	64.3	Neutral
	Translation Method	42.86	Neutral
	Extensive and Intensive Reading Strategy	100	(+)
Andragogy	Situated and Embodied Cognition Model	95.24	(+)
	Lexical Approach	88.09	(+)
	Collaborative learning	88.09	(+)
	Integrative learning	83.33	(+)
	Talking Education	80.95	(+)
	Non-technology enhanced independent	73.80	(+)
	Technology-enhanced learning instruction	90.48	(+)
	Competency-based Instruction	100	(+)

Table 4 shows these lecturers count Andragogy methods to have been very positive on improving their English academic skills as most of them have ticked methods carried out in the models yielding index of 73.80%-95.24%. Meanwhile, CBI mixing the four stages models are regarded as positive to improve English academic skills at the index at 100%.

Unlike lecturers level A1 -B2, they perceive learning by handbook method effect neutrally on advancing their English skills at the index of 66.67%. They perceive non-technology enhanced instruction, indexed at 73.80%, to be a lot less useful than technology-enhanced learning indexed of 90.48% despite its similar individualized learning oriented. The effectiveness of active participation in authentic situations based on social interactions approach, especially for listening and speaking like Situated and Embodied Cognition Model, Integrative Learning, and Lexical Approach has

been strongly agreed at index 83.33% - 95.24%. However, this group also agrees with the effectiveness of improving listening and speaking using authentic audios and videos at the high index of 80.95% through lower than Situated method at the index of 95.24%.

Two pedagogic methods Direct Method and Oral Approach indexed of 90.48%-92.86% yet are considered to have been utterly effective at helping their academic English listening and speaking skills. High index is particularly tagged on methods for increasing speaking skills as Oral Approach indexed of 92.86% indicating these lecturers tend also to practice speaking by drilling particular sentence patterns. However, the effectiveness of pedagogic methods concerning grammar acquisition like Grammar Translation Methods/Pattern Drills has been neutrally perceived with the index at 64.3%. Translation Method as a pedagogic reading learning method is very low in its efficacy indexed at 42.86% much less impactful than

andragogy practice Extensive and Intensive Reading indexed at 100%, though it is still at neutral perspective.

Based on the perspectives of lecturers whose international academic English test scores have met the minimum requirements of the institution, scholarships' providers and CEFR level, the learning framework adopted by other lecturers should focus on Andragogy methods in a networked education coined as Tech-Enhanced 4 Gogy Mixed Models.

It is a blend of Andragogy methods: Collaborative learning, Lexical Approach, Talking Education, Situated and Embodied Cognition Model and be enhanced with the mostup-to-date technology network and products to promote learner's autonomy and creativity. As Lead beater (2008), Redecker et al. (2011), and Ó Grádaigh (2014) arguments in Scott (2015) the learning designs fit the 21st century education facilitate new ways for creativity and innovation taking place in a blended way between school and connectives system (online/open education) through peers, inter-generational partnerships and community relationships. Networked education will enable learners to participate in more personalized and equitable learning opportunities, through collaboration with their communities and teams of learners separated by time and distance.

Conclusion

The results reveal fruitless learning experience as a result of improper EAP learning methods teaching by incapable instructors, no peer groups for collaborative studies and limited technology-friendly learning tools as the main barriers for some groups of technology lecturers in a technology institute at a remote area to reach international EAP test scores at least of CEFR level B2.

The study contributes for an alternative learning innovation proven effective for adult learners, whose professional jobs are not in social sciences and English to meet even surpass the minimum internationally recognized EAP test cut scores indicating the general English competence of an EFL. However, a further study like control and experiment classes with the below expected CEFR lecturers as the learners

should be conducted for higher validity on the effectiveness of the new learning framework.

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Implementing vlog for innovation in ELT practices

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Abstract: This study deals with teaching speaking by using "Vlog" for innovation in ELT Practices to the Students of Excellent School of Amanatul Ummah. As one of the communicative skills, speaking should be achieved by the student to be able communicate orally with the world society. Unfortunately, some students have difficulties in the oral production. Sometimes, they feel nervous and lack of self-confidence. Therefore, implementing vlog for innovation in ELT practices to the students of the eighth grade are expected to increase students 'self confidence in speaking about rooms at their house. The objectives of this study are to find out how the teacher implements vlog and how the students' speaking performance improves by using vlog in speaking descriptive text. The assessment of implementing vlog for innovation in ELT Practices to the Students of Excellent School of Amanatul Ummah was analyzed by using Nakamura's scoring rubric which consists of organization, fluency, pronunciation, vocabulary and performance. The results of this research can be formulated as follows: 1) Students can speak based on rhetorical steps in their vlog. 2) Students' performances show self-confident in their vlog. 3) Students' fluency is less hesitant in their vlog. 4) Students' vocabulary uses variety of words in their vlog.

Keywords: Vlog, ELT, Descriptive Text

Introduction

Karr defines that vlog is a blog as communication tool (2010:10). Vlog is one of the communication tools in the millennial era that is often used to share people experiences to others. Vlog is familiar to teenagers because they can share their experiences via vlog. Students of Junior High School are teenager who use vlog to share their moments. The vlog media offer millennial way to communicate and share to others. This article analyzes vlog for innovation in ELT in teaching speaking to the Students of Excellent School of Amanatul Ummah.

English teaching can use some assessment methods to assess students' ability in speaking. Students upload their vlog using Edmodo as secured social media that is used only for teachers and students in Amanatul Ummah School. Students' vlog can be seen by their friends and teachers who give their opinion after they watch students' vlog.

The researchers assess students' vlog in Edmodo using Nakamura's scoring. The researchers use Nakamura's scoring rubric which consists of organization, fluency, pronunciation, vocabulary and performance. The results of this research can be formulated as follows: 1) Students can speak based on rhetorical steps in their vlog. 2) Students' performances show self-confident in their vlog. 3) Students' fluency is less hesitant in their vlog. 4) Students' vocabulary uses variety of words in their vlog.

Nakamura's (2003) scoring matrix for speaking is adapted by the researchers because the assessment consists of organization, fluency, pronunciation, vocabulary, and performance that show student's speaking ability.

Rubric	Organization	Fluency	Pronunciation	Vocabulary	Performance
Excellent (4)	Based on rhetoric steps accurately	Speech is effortless and smooth	No or almost mispronunciation	There is a rich variety of words and almost all of them are correctly used	Speaks confidently loudly and naturally
Good (3)	Based on rhetoric steps but not accurately	Speech is occasionally hesitant	Occasional mispronunciation	There is an adequate variety of words and most all of them are correctly used	Speaks confidently, loudly and naturally but sometimes repeat some words
Poor (2)	Not based on rhetoric steps but still can be understood	Speech is frequently hesitant	Frequent mispronunciation	There is only little variety of words and many errors are found in the use of words	Speaks less confidently loudly and naturally
Very Poor (1)	Not based on rhetoric steps and difficult to understand	Speech is constantly hesitant	Constant mispronunciation	There is no variation of words and most of the words are incorrectly used	Does not speak loudly and naturally

This research writers analyze the seventh B grade that consists of twenty students, but this research only takes six students randomly that represent students who have excellent, good and poor ability for speaking. The six students show that implementing vlog in seventh B grade to assess English language teaching (ELT) practices increases their speaking ability that based on Nakamura’s rubric result, the six students can speak fluently.

Method

The writers use qualitative research using Nakamura’s scoring rubric which consists of organization, fluency, pronunciation, vocabulary and performance. The results of this research can be formulated as follows: 1) Students can speak based on rhetorical steps in their vlog. 2) Students’ performances show self-confident in their vlog. 3) Students’ fluency is less hesitant in their vlog. 4) Students’ vocabulary uses variety of words in their vlog.

The researchers focus on speaking ability by implementing vlog for innovation in ELT practices to the seventh B grade students that the researchers choose randomly to get 6 students out of twenty students that represent excellent,

good and poor students’ ability in speaking that can be obtained from their vlog.

The data was taken from the seventh-grade students’ vlog at Amanatul Ummah Junior High school in Surabaya. The source of the data was taken from students’ vlog. The students are asked to describe their house then they upload it to their vlog using school Edmodo. Therefore, the researchers can observe their opinion from students’ friends when they watch the vlog.

Findings and discussion

Related with the students’ speaking result, almost all students were considered as the successful speaker because they achieve the speaking components adapted from Nakamura. There were 20 students who submitted their vlog video into Edmodo. Nevertheless, the researchers took 6 students as the representatives of each level in speaking rubric. They were chosen as a sample to be analyzed in their speaking ability when “vlog” media was implemented in teaching learning process. The result of the students’ speaking performance could be seen below:

Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
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STUDENT 3	Organization	Based on rhetoric steps accurately	-	-	-
	Fluency	Speech is effortless and smooth	-	-	-
	Pronunciation	No or almost no mispronunciation	-	-	-
	Vocabulary	There is a rich variety of words and almost all of them are correctly used	-	-	-
	Performance	Speaks confidently loudly and naturally	-	-	-

The analysis of student 3's speaking skill:

- Organization:

Student 3's organization was well organized. It could be categorized into excellent level because she could deliver her living room by following proper chronological order. She started by greeting her speech then describing her living room based on rhetorical steps accurately.

- Fluency

Student 3 explained her living room effectively. The way how the student delivered her speech effortless and smoothly without any pauses.

- Pronunciation

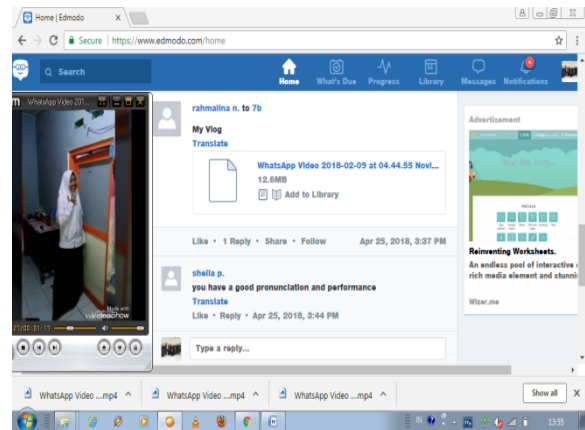
Student 3's pronunciation was categorized into excellent level because she was able to pronounce each word in her speech perfectly. Although there are some mispronunciations, it could still be understood by the listeners.

- Vocabulary

Student 3's vocabulary was categorized into excellent because she used variety of vocabulary. So, when she speaks, she did not use monotonous vocabulary.

- Performance

Student 3 was categorized into excellent performance because she delivered her speech confidently. It could be seen from the gesture and eye contact without feeling hesitant.



Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
S T U D E N T 5	Organization	Based on rhetoric steps accurately	-	-	-
	Fluency	Speech is effortless and smooth	-	-	-
	Pronunciation	No or almost mispronunciation	-	-	-
	Vocabulary	There is a rich variety of words and almost all of them are correctly	-	-	-
	Performance	Speaks confidently loudly and naturally	-	-	-

The analysis of student 5's speaking skill:

- Organization

Student 5' organization followed proper chronological order. It was categorized as well-organized because she began by introducing herself and explaining about her bedroom systematically.

- Fluency

The way she delivered her speech are smooth without hesitant. It can be seen from her speech that she rarely said "emm" and not repeated words in her vlog.

- Pronunciation

Her pronunciation was excellent. She has almost no mispronunciation in her speech. Although there were some

mispronunciations, it could be understood easily.

- Vocabulary

Student 5 used a rich variety of words and correctly used like the way she used “my stofmap as some maps for my lesson”.

- Performance

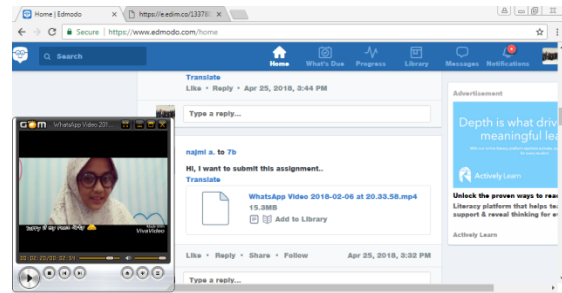
Although she was not native-like, she spoke confidently and loudly. It could be seen from her eye contact which always maintain to the camera.

Good level

Table 2

Name: (Student 10), (Student 8)

Grade VII B



Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
S T U D E N T 10	Organization	-	Based on rhetoric steps but not accurately used	-	-
	Fluency	-	Speech is occasionally hesitant	-	-
	Pronunciation	-	Occasional mispronunciation	-	-
	Vocabulary	-	There is an adequate variety of words and most of them are correctly used	-	-
	Performance	-	Speaks confidently, loudly and naturally but sometimes repeats some words	-	-

The analysis of student 10’s speaking ability:

- Organization

Student 10 can be categorized into good level because she could deliver her speech based on rhetoric steps although it is not accurately used. It can be seen when he greets and explains her room. She starts by explaining about her room and continue by mentioning the things in her room.

- Fluency

Her speech is occasionally hesitant which can be seen when she paused her speech and said “umm” and “eeh. But it can be understood easily.

- Pronunciation

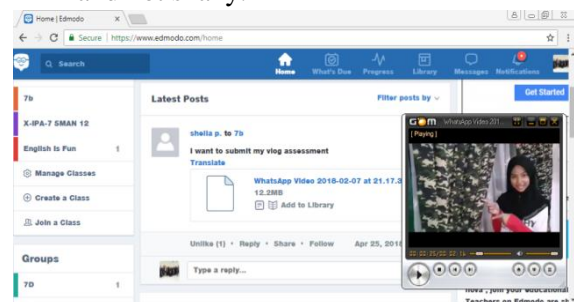
The student only mispronounced 2 until 5 words which can be categorized into good level because she occasionally mispronounced words.

- Vocabulary

The vocabulary is adequate variety of words. Although there were choices of words sometimes inaccurate, it was still effective to be understood.

- Performance

Her effort to speak as natural as possible was categorized into good level because she was able to speak confidently and loudly which can be seen from her voice that is heard clearly and not shaky.



Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
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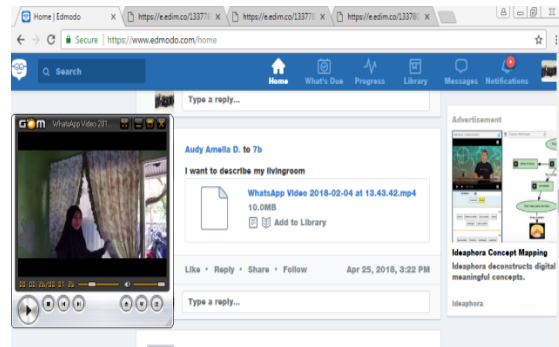
STUDENT 8	Organization	-	Based on rhetoric steps but not accurately used	-	-
	Fluency	-	Speech is occasionally hesitant	-	-
	Pronunciation	-	Occasional mispronunciation	-	-
	Vocabulary	-	There is an adequate variety of words and most all of them are correctly	-	-
	Performance	-	Speaks confidently, loudly and naturally but sometimes repeat some words	-	-

The analysis of student 8's speaking ability:

- Organization
The organization was good. She is able to describe her room although in not accurately rhetoric steps, but it is still clearly understood.
- Fluency
She rarely repeated the same word as well as paused by saying "umm" in her speech which can be categorized into good level.
- Pronunciation
Although there were some mispronunciations in her speech, but it can be understood easily by the listeners.
- Vocabulary
There were an adequate variety of words and most of them are correctly used.
- Performance

Her performance is good because her speech is not shaky when describing a room in her house. She looked really confident and try to speak naturally. Therefore, it could be categorized as good performance.

Poor level
Table 3
Name: (Student 12)
Grade VII B



Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
STUDENT 12	Organization	-	-	Do not based rhetoric steps but still can be understood	-
	Fluency	-	-	Speech is frequently hesitant	-

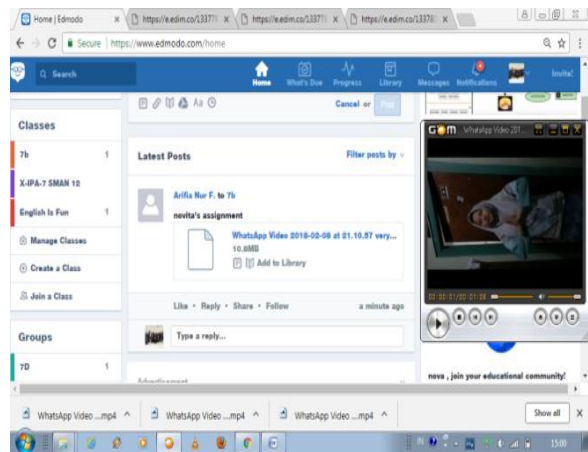
Pronunciation	-	-	Frequent mispronunciation	-
Vocabulary	-	There is an adequate variety of words and most all of them are correctly	-	-
Performance	-	Speaks confidently, loudly and naturally but sometimes repeat some words	-	-

The analysis of Student 12's speaking skill:

- Organization
She did not deliver her speech based on rhetoric steps, but it can be understood. Here, she describes about her bedroom. She did not explain more about her bedroom, but she only mentions the things there.
- Fluency
She was not able to speak effectively. The first speech was frequently hesitant by saying "umm" many times.
- Pronunciation
The student ability in pronouncing the word was poor. She often mispronounced each word frequently. Sometimes, the researchers are confused of what she means.
- Vocabulary
There is some variety of words. Since her errors only appear at the first speech, the vocabulary result was classified into good vocabulary.
- Performance

The performance was categorized into good level. Although there were some mistakes in her speech, she still looks confident. She also spoke loudly although she often paused her speech.

Very Poor level
Table 3
Name: (Student 18)
Grade VII B



Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
Student 18	Organization	-	-	-	Do not based on rhetoric steps and difficult to understand
	Fluency	-	-	-	Speech is constantly hesitant
	Pronunciation	-	-	-	Constant mispronunciation
	Vocabulary	-	-	-	There is no variation of

			words and most of them are incorrectly used
Performance	-	Speaks confidently, loudly and naturally but sometimes repeat some words	-

The analysis of Student 18's speaking skill:

- Organization
Her organization was categorized into poor level. It could be seen from her speech which is not based on rhetoric steps and difficult to be understood.
- Fluency
It belongs to very poor level because her speech is constantly hesitant. She pauses her speech inappropriately. It makes the listener confused to understand it.
- Pronunciation
The pronunciation was categorized into poor level because she frequently mispronounced some word in her speech.
- Vocabulary
It indicated there is no variety of words and most of them are incorrectly used. Therefore, it could be categorized into poor level
- Performance
The performance is good, although she could not deliver her speech well, she tries to show her best performance. Therefore, it can be categorized at good level.

From the result above, it can be concluded that implementing Vlog for innovation in ELT practices can increase students' speaking ability which can be shown as follows: 1) Students can speak based on rhetorical steps in their vlog. 2) Students' performances are self-confident in their vlog. 3) Students' fluency is less hesitant in their vlog. 4) Students' vocabulary uses variety of words in their vlog.

Conclusion and suggestion

Implementing Vlog for innovation in ELT practices can increase student speaking ability. The results of this research can be formulated as follows: 1) Students can speak based on rhetorical steps in their vlog. 2) Students' performances are self-confident in their vlog. 3) Students' fluency is less hesitant in their vlog. 4) Students' vocabulary uses variety of words in their vlog.

The other suggestion is for further researchers who implement vlog for innovation in ELT practices of higher level of education.

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Gender differences in language development, acquisition, comprehension, and production

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Abstract: In this 21st century, human being is not separated with theories about gender and language which has been established from the simultaneous researches with the aim is to see a novelty on that issue. This paper summarizes findings about gender differences in language development, gender differences in language acquisition focusing on male and female brain function in acquiring language in this case English as a foreign language (EFL), gender differences in language comprehension, and gender differences in language production. The implications to teaching and learning further are presented.

Keywords: gender, language development, acquisition, comprehension, production.

Introduction

Language and gender theories at present time is not separated with human life in facing the global challenges in order to be reputed with the development, acquisition, comprehension, and production of the language in this case English as a Foreign language. The study of gender differences in conversational speech is important for several reasons. One reason is its relevance to psycholinguistics. It has been previously established that for some language tasks, different parts of male and female brains are activated for the same task (Ojemann, 1983). However, all language studies at present work with a single language production model which is being increasingly refined with modern research. In order to establish key gender differences in language production, then such models must be studied in light of a new finding in order to be valid. Another reason why language and gender study is important is because of its usefulness to linguists and psychologists in general.

Currently, there is only a weak support in favor of gender differences in language development. Duyne & Scanlan (2012) studied about male and female's performance in a verbal and non-verbal task in integrating functional system differently with the purpose to gain the same adaptive effect. It was found that verbal control loaded on fine and gross perceptual motor functions for female, while for male it loaded on a broad undifferentiated verbal-nonverbal function.

Other studies related with gender and language development have been under investigated by Kaltsa, et al (2017) about the development of four gender assignments and gender agreement in bilingual Albanian-Greek and English-Greek children as well as the exploitation of gender cues on the noun ending in real and pseudo-nouns, Huerta, et al (2016) on the academic language development and conceptual understanding via science notebooks, and Lewis, et al (2014) on the early markers of vulnerable language skill development in galactosemia. In addition, there is a popular belief that females are more advanced in language development than males.

Then, it seems to be no end to the debate over gender differences in the brain especially in relation to language acquisition, comprehension, and production. There has been much attention on studying male and female differences in acquiring language showing the solid arguments that female consistently outperforms male in multiple aspects of language acquisition (Wyk, 2016; Dabašinskienė, 2012; Spellerberg, 2011; and Nikolova, 2011). Otherwise, minor debate in language comprehension and gender differences that it needs a priority to discuss for further researchers. Therefore, it seems to be no end to the debate over gender differences in the brain. The fact that males and females have different brains is not surprising, but the implication is quite important because it means that not all brains think the same way. This simple fact might inspire and fix the notion of individualism

in language acquisition. That males and females have a unique ability to learn more than one language is actually a well-established fact. This paper, further, will provide brief explanation and elaboration related to issues mentioned in order to present the understanding of gender differences psycho-linguistically.

Discussion

In this part, it will elaborate briefly some male and female differences in fourth issues on language mention previously as a general discussion and it will be linked with their relations to English learning. The differences are from research results found by credible researchers over the world.

Gender differences in language development

First, O’Kearney & Dadds (2010) observe the emotion language in 303 adolescents aged between 12 and 18 years old. They apply a theoretically derived classification model to describe and assess age-dependent changes and genderdifferences in the semantic, referential, and causal structure of their language for emotions in response to vignette material containing the prototypical condition for anger and fear. They found that the emotion language structure in subjects is age-dependent and sensitive to gender-related “display rules” for talking about emotions and their causes. It is in line with a study recently done by conducted by Stangeland, Lundetrae, and Reikerås (2018) explore genderdifferences in early language proficiency and they found that Children with high language scores participate more in language activities than children with low language scores. In addition, Kuronen and Tergujeff (2018) investigate the L2 prosody development which reveals that the development in learning Swedish tonal word accent 2 (H*LH) provides other tonal developments towards native-like utterance intonation.

Of the researches result, male and female contribute and show different way in their language development process. It is because the superiority of females in language development may be the result of earlier maturation of the left cerebral hemisphere which is normally dominant for certain speech functions. This earlier maturation would be a good explanation why girls begin to speak earlier and that is why in English classroom female students seem to

speak a lot than males as well as males and females probably have somewhat different brain structures because they have a different prenatal hormonal environment.

Gender differences in FL acquisition

Males and females have a unique ability to learn more than one language is actually a well-established fact. Understanding the sexual brain differences central to language acquisition may present the single most important challenge to readers especially those who pursue study at English Department and/or English Education Department, in order it turns out that the sexual basis of the brain is amenable to educational strategies to help them to recognize and sharpen the brain working. In addition, this paper is to provide a valid understanding that the sexual brain distinction between females and males can have important implications in the realm of language acquisition, in general, and SLA and FLA, in particular.

Many researches concern about sex differences in acquiring language in this case English as a foreign language and they indicate that they seem to be no end to the debate over them.

First, according to Spellerberg(2011), L3 learners (girls) as a group do less well in English than L2 learner peers (girls) that the gender-related tendencies found in a study of factors influential in third languageacquisition of English in Denmark and Greenland. Moreover, Maluch & Kempert (2017) said that bilingual children in immigrant communities proficient both majority and minority languages in order to develop advantages in foreignlanguage learning. Additionally, Mei Jiang, et al (2009) propose the students who start to acquire a second language (L2) in a natural way after puberty are thought to be constrained by biological age factors and to get much difficulty in experiencing native-like L2 that the research result suggest that the acculturation relates to speaking proficiency but not pronunciation.

Supporting the results above, the language acquisition is biologically bound holds that the way men talk to men is very different from the way women talk to women. These differences in communication style and communication strategy may result in different

strengths and weaknesses in terms of language learning that might correlate with the sexual brain. Further, Celce-Murcia (2001) and Ellis (1994) view that females are faster and easier to process and communicate and that male brains contain approximately 6.5 times more gray matter related to intellectual processing than female brains, and female brains contain 10 times more white matter linked with intelligence than males do. Along the same line, identifying regional differences with brain reports that 84 % of gray-matter regions and 88 % of white-matter regions involved with intellectual performance in women are found in the brain's frontal lobes, compared to 45% and 0% percent for males. In other words, the gray matter driving male intellectual performance is distributed throughout more of the brain.

Males and females are also different in multiple tasks. Rua (2006) asserts that "although both males and females have the same linguistic potentials as human beings, females' linguistic skills somehow seem more prone to be stimulated in order to reach higher levels of linguistic competence" (p.103). This persuasively leads us to Moir & Jessel's (1989) claim that "brains of males and females are constructed differently, resulting in important differences in perceptions, emotional expression, priorities and behavior" (p. 5).

In women, in contrast, the left and the right hemispheres of the brain are in nonstop communication; this might explain why women are better able to recover language skills after suffering a left-brain stroke and why they tend to have better language skills while, males depend particularly on the left-hemisphere of the brain for language (Glass, 1992). As stated by Bornstein, Hahn, & Haynes (2004), sexual dimorphism in the lateralization of language has been stronger in females, giving them the greater left hemisphere dominance on language acquisition.

Finally, considering the implication of gender differences in FLA, it provides some insights which help the FL teachers (in this case, English teachers) to teach more effectively. In other words, the biological fact that males and females have different brains, and so they use different pathways for the same tasks have implications about how to approach different sexes, their

learning styles and the work they produce in the language classroom. According to Uster (2008), teachers, for instance, do not have to "keep verbal instructions too long since males might lose attention since their brain is not oriented for long speech" (p. 160). Furthermore, the teachers "must allow physical movement and physical activity for boys who mostly are physically oriented" (p. 160). He also argues that in order to develop males' social skills, teachers must increase employment of group work and pair work to help boys socialize. There are also some implications to take into account in the classroom when the characteristics of the female brain are considered. For example, teachers must support their instruction with objects to avoid too many abstractions which are favored by the male brain. To help the female brain, there must be some visual elements such as charts and written material.

Gender differences in FL comprehension

There have been many studies on gender differences in language comprehension particularly on language skills in this concern, English skills of listening speaking, reading, and writing. Taking an example of gender differences in reading comprehension, it was a research conducted by Cesiko (2017), he explores the genderdifferences in the readingcomprehension of grade three rural learners whose mother tongue is IsiXhosa in the Eastern Cape of South Africa and he found that there was a significant difference in English readingcomprehension test between boys and girls. The readingcomprehension gap between boys and girls was wide in the English readingcomprehension test than in IsiXhosa. According to Logan & Johnston (2010), differences between boys and girls in areas relating to reading will be investigated as possible explanations for consistent genderdifferences in reading attainment. The review will examine genderdifferences within the following different aspects of reading: differences in behavioral and motivational factors, difference in cognitive abilities, differences in brain activation during reading and differences in reading strategies and learning styles.

The implication to teaching language (English) is that the teacher should take into the

consideration the fact that more practice needs to be done when working with male students. In addition, the teacher can focus on different types of text in the class regardless of the students' gender. This may help learners to pave the way toward autonomy in that they can build on what they already know or what they have explicitly learned in their classroom. So, teachers should be aware of these differences by helping learners of both genders in different ways. By concentrating on learners' limitations, teachers can provide successful learning situations. Only this way can teachers handle the class efficiently and achieve the teaching goals. The teaching strategies can be in small groups or individually by using various reading texts and questions to check students processing problems through questioning and answering. Teaching learners comprehension monitoring and reading comprehension test taking strategies can help them to take a more reflective and self-directed approach to text reading to help them reduce anxiety in reading test.

Gender differences in language production

The study of gender differences in conversational speech is important for several reasons. One reason is its relevance to psycholinguistics. It has been previously established that individual differences in maintaining attention on the production processes become especially apparent when a simultaneous second task also requires intentional resources (Jongman, Roelofs & Meyer, 2014). However, all language studies at present work with a single language production model which is being increasingly refined with modern research. Another reason why a conversational study is important that is its usefulness to linguists and psychologists in general. For example, language acquisition model is assisted through the understanding of how male and female speakers use language. Furthermore, a research done by Singh (2008) shows that male speech is lexically richer and phrases used tend to be longer. Female speech, on the other hand, contains shorter sentence structures, is more repetitive in its use of lexical items, uses nouns and pronouns interchangeably, and is dynamic using more verbs.

Conclusion

The studies mostly show that males and females do indeed use language in different ways. The evidence of sex differences in language development, acquisition, and comprehension are too tenuous and self contradictory to justify any claims that one sex is superior to the other. Boys are verbally more aggressive and their language shows a greater interest in space quantity, and physical movement than does the girls' language. Both sexes biological and environmental differences involved in language process.

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Teacher efficacy in student engagement in the English classroom at tertiary level

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Abstract: The objective of this study is to investigate teacher efficacy in student engagement in the English classroom at university. The respondents were seventy-nine teachers from seven universities in Central Java. This study used descriptive design using quantitative analysis. The instruments used to gather data was questionnaire. The data taken from questionnaire were analyzed quantitatively using descriptive statistics, T-test and ANOVA. The analysis of data was based on gender, teachers' age, teacher' teaching experiences, and teacher's educational background. This study found that male teachers had stronger teacher efficacy in student engagement than female teachers. Teachers were more than fifty-one years old had the strongest teacher efficacy in student engagement compared to others. Teachers whose teaching experiences are twenty-one years and more had the strongest teacher efficacy in student engagement than others. Teacher who graduated from doctoral degree (S3) had less student engagement than those who graduated from master's degree. Teachers who taught at private universities had stronger student engagement than those at state universities based on descriptive statistical analysis. However, based on the results of T-test and ANOVA analysis the difference is not significant based on the variable of gender, age, teaching experiences, and teacher's educational background and their institution.

Keywords: teacher efficacy, students engagement, English classroom, tertiary level.

Introduction

Student and teacher have to have strong relationship. Since their better relationship among them will support to create conducive atmosphere to study during the class. Building strong and good relationship between students and teacher is very important. Some students chose not to attend the class when they dislike their teachers (Muamaroh, 2013). Teacher has power to influence students' motivation to attend a class. The development of technology and information proves that people still need the presence of teachers, even at the tertiary level the role of teacher is still important (Halim, 2011).

Indonesian government has decided four competences for teachers and students which cover pedagogical, professional, social, and personality competences based on the act of Republic of Indonesia Number 14/2005 on teachers and lecturers (Undang-Undang Republik Indonesia. 2005). The government tries hard to improve the quality of education in particular the quality of teacher. The National Education Act No. 20/2003 states that the Indonesian government is mandated to allocate 20 percent of the annual state expenditure for

education (Undang-Undang Sistem Pendidikan Nasional. 2003). Qualified teachers will influence and support to educate good students with high quality. If the teacher has good teacher efficacy, it will influence students' success. Teachers' belief in their competence positively relates to students' learning. What they do influence students and affect their satisfaction towards their own work (Henson in Protheroe, 2008; Muamaroh, 2013; Wibowo and Brahma, 2013; Gkolia et al, 2014). Mastery experience is the strongest aspect which contributes to self-efficacy judgement for teachers (Bandura, 1997).

A study by Pendergast, et al (2011) focused on teacher efficacy for pre-service teacher in Australia. There were 279 participants from pre-service teachers' program: Graduate Diploma of Early Childhood Education, Primary and Secondary Schools. The questionnaire used was The Teacher's Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001). Another study by Shaukat & Iqbal (2013) investigated self-efficacy belief of prospective teacher during pre-service teacher education program in the context of Pakistan. There were 116 prospective teachers in a public university. They were from Master's Programmes in

Elementary Education, Secondary Education and Science Education. The questionnaire used was Prospective Teacher Self-Efficacy Scale (PTSES) using 5 point of Likert scale. Multivariate Analysis of Variance (MANOVA) statistical analysis was used to analyze data. In Indonesian context, a study by Wibowo and Brahma (2013) focused on inclusion class teachers at elementary school. The participants were 77 teachers in five cities in West Java Indonesia (Jakarta, Bogor, Depok, Tangerang, and Bekasi).

Researches that have addressed teacher efficacy on teaching English as a foreign language in the context of Indonesia are limited. The current study was meant to fill in the gap. It explored teacher efficacy in student engagement at a tertiary education level in some universities in Central Java Indonesia regarding teacher's gender, age, teaching experiences, and educational background and their institution.

Research Method

The study was carried out at tertiary level which consist of two state and five private universities in Central Java. There were seventy-nine lecturers as participants of this study. The instruments to get data used was questionnaire. The close-ended questionnaire used Teacher Efficacy Scale (TES) developed by Tschannen-Moran & Woolfolk Hoy (2001). Descriptive statistics, T-test and ANOVA were used to analyze data.

Findings and Discussion

Teacher efficacy in student engagement based on gender

The study revealed that male teachers had stronger teacher efficacy in student engagement (mean= 55.25) than female teachers (mean= 53.88) based on descriptive statistical analysis. Although based on the result of T-test ($t = 0.660$) the difference of student engagement in classroom between male and female teachers was not significant ($sig = 0.512$).

Teacher efficacy in instructional strategy based on age

Based on descriptive statistics analysis, teachers who were more than fifty-one years had the strongest teacher efficacy in student engagement

in classroom compared to others (mean = 55.71). Teachers who were twenty to thirty years had the weakest (mean= 52.13) teacher efficacy in student's engagement in classroom. Teachers who were thirty-one to forty years had stronger teacher efficacy (mean= 55.57) than those who were forty-one to fifty years (means= 53.50). However, based on ANOVA statistical analysis ($F = 0.968$) the difference was not significant ($sig = 0.412$).

Teacher efficacy in student engagement based on teaching experience

Teachers who have been teaching more than twenty-one years have stronger student engagement (mean= 56.80) than those with a year to ten years (mean = 54.09). Teachers who have been teaching eleven to twenty years had weakest student engagement (mean = 53.66) based on descriptive statistical analysis. It might be because teachers who have taught less than twenty years are still novice teachers. They still require a lot of experiences in their teaching in particular in building strong relationship between teachers and students. Although the difference was not significant ($sig = 0.493$) using ANOVA ($F = 0,715$) analysis.

Teacher efficacy in student engagement based on teacher's background of study

In view on teacher' educational degree, based on descriptive statistic it was found that teacher who graduated from doctoral degree (S3) had less student engagement (mean = 53.85) than those who graduated from master's degree (mean = 55.10). Although, its difference is not significant ($sig = 1.000$) based on T-test (0.000). Moreover, teachers graduated from overseas and Indonesian universities have the same strength in student engagement (Mean 54.50). In view of teacher's teaching subject, teachers who teach skills subject such as reading, listening, speaking and writing had higher slightly student engagement (mean= 56.69) than those who teach content subject (mean = 56.12). The lowest teacher's efficacy in student engagement is a teacher who teaches content and skills subjects (mean = 52.89). Although, based on ANOVA ($F = 2.315$), its difference is not significant ($sig = 0.106$).

Teacher efficacy in student engagement based on teacher's institution

In relation to teachers' institutions, teachers who taught at private universities had stronger student engagement (mean= 54.53) than those at state universities (mean= 53.71) based on descriptive statistical analysis. Although, based

on T-test ($t = 0.412$), its difference is not significant ($sig = 0.682$).

This study found that the different variable teacher efficacy in student engagement is different among variables based on the descriptive statistical analysis as the following table:

Table 1. Teacher efficacy in student engagement

Descriptive Statistics				
Dependent Variable: student engagement				
		Mean	Std. Dev	N
Gender	Male	55.25	5.159	20
	Female	53.88	8.543	40
Age	20-30 years	52.13	7.567	15
	31-40 years	55.57	7.192	35
	41-50 years	53.50	6.155	22
	51 years and more	55.71	10.339	7
Teaching experiences	0-10 years	54.09	6.386	35
	11-20 years	53.66	8.350	32
	21 years and more	56.80	7.068	10
University background	S2	55.10	7.887	52
	S3	53.85	6.555	13
Graduation	In the country	54.50	6.735	50
	Overseas	54.50	8.969	24
Teaching subject	Content	56.12	6.864	17
	Skill	56.69	6.322	16
	Mix	52.89	7.543	46
Institution	Private	54.53	7.804	62
	State	53.71	5.169	17

Based on the results of T-test and ANOVA the different among variables was not significant. Therefore, teacher efficacy in student engagement based on gender, background of the

study at university, degree, age, teaching experiences, and teaching subject are not significant difference as describing in the following table.

Table 2. Teacher efficacy in student engagement based on T-test and ANOVA

Descriptive Statistics			
Dependent Variable: student engagement			
Aspect		T-test /ANOVA	significant
Gender	Male	$t = 0.660$	0.512
	Female		
Background of the study	In country	$t = 0.000$	1.000
	Overseas		
University	S2	$t = -0.527$	0.600
	S3		
	Private		
Age	State	$F = 0.968$	0.412
	20-30 years		
31-40 years			
41-50 years			
51 years and more			

Teaching experiences	0-10 years	F = 0,715	0.493
	11 – 20 years		
	21 years and more		
Subject	Content	F = 2.315	sig= 0.106
	Skills		
	Mix		

The recent study explored the teacher efficacy in student engagement at tertiary level in the context of Indonesia. The result of this study supported the study by Pendergast, et al (2011) who found that age, pre-service teachers' program (Graduate Diploma of Early Childhood Education, Primary and Secondary) and gender did not relate to teacher efficacy. It is also in line with the result of the study by Tschannen-Moran & Woolfolk Hoy (2007) that demographic variables did not relate to efficacy belief of teachers.

The result of this study is consistent with the result from Sridhar and Javan (2011) who found that male teachers have higher levels on management than female teachers. Although the difference was not significant (sig = 0.512) based on T-test (t= 0.660). This was supported the study by Martin et al (1997) that no significant differences were found between male and female teachers regarding their attitudes and beliefs on classroom control. However, teachers' teaching experiences influenced their efficacy in student engagement. The more teaching experiences the teachers have, the stonger their student engagement. This suggests that the length of teaching experience has strong connection with their confidence and thus this improves their efficacy.

The results of this study were not in line with the findings from Shaukat& Iqbal (2013) who found that factors which contributed to teacher efficacy were locus of control, persistent behaviour, classroom anxiety and professional mastery beliefs. This is because the questionnaire that was used to get the data was different; they used Prospective Teacher Self-Efficacy Scale (PTSES), while this study used Teacher Efficacy Scale (TES).

Conclusion

Building strong relationship between teacher and student is important. Teacher efficacy in student engagement was not significant based on the results of T-Test and ANOVA. However, based on the results of descriptive analysis it was

found that there were some slightly different results regarding to gender, age, educational background and institution. This study found that male teachers (mean = 55.25) had stronger teacher efficacy in student engagement than female teachers (mean = 53.88). Teachers of more than fifty one years old had the strongest teacher efficacy in student engagement compared to others (mean= 55.71). Teachers who had teaching experiences more than twenty one years had the strongest (mean= 56.80) teacher efficacy in student engagement. Teacher who graduated from doctoral degree had less student engagement (mean = 53.85) than those who graduated from master's degree(mean = 55.10). Teachers who taught at private universities had stronger student engagement (mean= 54.53) than those at state universities (mean= 53.71).

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Bridging the gap between theories and practice: Alumni's perceptions on English teaching subjects in English department

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Abstract: The body of theories in the area of English Language Teaching (ELT) has grown exponentially in the past decades. The theories of ELT have been developed continuously over time in order to keep up with the market needs and teaching trends. However, it is believed that ELT theories are not always in line with the real practice of English teaching. This research aims to investigate whether the topics, materials, and syllabi of the ELT subjects, which the alumni learnt, are in accordance with the need of the education industry. In order to acquire the data for this research, interviews are conducted towards the alumni. The participants are 15 alumni who are currently teaching English in various English language courses and educational institutions. The results show that the alumni argue that ELT theories presented in five syllabi are important and useful. In addition, there are two different perceptions of the alumni regarding the ELT theories. One is from the alumni who teach at school and the other from the ones teaching in English courses. Those two different perceptions will be included as the data in the revision of ELT syllabi.

Keywords: perceptions, ELT theories, teaching practice

Background

English departments in universities in Indonesia give the students chance to study the English language teaching (ELT) theories and their practices. Studying those ELT theories and practices, such as in a university where the researcher works, renowned strengths in studying the teaching methods and approaches, material developments, language assessment, designing an English course, and the teaching practices in the classroom which are delivered in several subjects. It is expected that completing those courses make the students a much sought so that the knowledge can be useful once they become teachers after graduate.

Due to the fact that those ELT theories learnt in the courses might be different from their practices in the real class, the syllabus of those subjects must always be reviewed regularly by conducting after course needs analysis which are conducted after the course to see which teaching learning process have worked well and which ones should be reviewed (Dudley-Evans & St. Johns, 1998). The revision based on the needs analysis usually covers the topics,

material, and which should be delivered, the teaching learning processes, and the textbooks used (Nunan, 1988).

One of the target populations in which the data of the needs analysis gained is from the perception of the alumni as the ex-students (Harmer, 2007). This research is expected to bring benefits to the institution where the researcher works. In addition, the results of this research will be beneficial to curriculum designers, ELT lecturers, and English Department students themselves.

Methodology

The participants of this research are fifteen alumni who took teaching subjects in the English department in a university in Indonesia. They graduated in 2017 and 2018. All of them, who are Indonesian, have already been English teachers. Seven of them teach in schools and the other seven alumni teach in several English courses in Indonesia. Those fifteen alumni are chosen carefully; they must take all of the teaching courses and graduated with good results.

The data is gained by conducting semi-structured interviews with those participants. The interviews are basically trying to find whether the English language teaching theories delivered in five teaching subjects can meet the alumni's needs when they are teaching English in both formal schools and English courses in Indonesia.

Results

The findings of this research are presented in two parts. One is analyzing the perception of the alumni which will talk whether each teaching subject is important or not at their work and the other is regarding the alumni's perception regarding the syllabi of each subject and its application in the real teaching learning processes. The first part which talks about the implication whether each subject should be present in the curriculum or not is presented in two ways as well. One is based on the perception of the alumni who teach at schools and the other is based on those who are teaching in English courses.

Regarding part one, the results of the interviews show that the alumni think that the present teaching subjects should be available in the English department curriculum due to the fact that the knowledge gained from the teaching subjects, namely the Approaches and Methods in Language Teaching, Course Design, Material development, Language Assessment, and Teaching Practice are used as the basic knowledge when they are teaching. However, regarding the degree of importance, the results are slightly different. 100% of the participants think that the first subject, namely "Approaches and Methods in Language Teaching" are very important. As for the second subject – Course Design – 25% of the alumni who works at schools thinks that it is slightly important while 75% think that the subject is important. However, the alumni who teach in English courses argue that Course Design is very important since they have to design their own English for Specific Purposes (ESP) Courses. Regarding the Material Development subject, 25% of the alumni who teach at school argue that this subject is not really important since all of the materials have

already been available at schools. In addition, there are also teacher books available to support the teacher while teaching. It is found out that those 25% alumni work in reputable international school. The other 75% alumni still think that the material development subject is important to support their teaching learning process at schools. The result is slightly different from those who are teaching in the English course. All of them think that Material development subject is very important due to the fact they have to adjust the materials available in the subject to meet the students' present situation. The fourth subject, namely the Language Assessment, reveal a different result from the third. 100% alumni working at school state clearly that this subject is very important since they have to compose summative and formative tests at schools. 28% alumni who teach in a course say that language assessment is a very important course. 57% alumni who teach in English course think that Language Assessment is important. The other 15% think that the subject is not really important. They argue that the English courses do not require them to compose tests. It turns out that the ones who argue that Language Assessment subject is very important are positioned in managerial position in the English course. The last course, Teaching Practice, which require the students to practice all of the teaching skills in class seems to be the most favorite course. All of the alumni with no doubt state that this subject must always be present in the curriculum. This subject has helped the alumni to try teaching in a real class.

After discussing the importance of each subject to be presented in the curriculum, each of the alumni is being asked about which part of each subject is used at work and which part is actually not needed. The results of the interviews in this part is being analyzed so that the syllabus can be reviewed in order to be more useful and applicable. The next discussion should talk about the topic in the teaching courses syllabus. It discussed which topics are useful in the real teaching and which ones should be omitted due to the fact that they are not being used anymore. In relation to this, the textbooks will also be reviewed.

The first subject, *Approaches and Methods in Language Teaching (AMLT)*, includes the approaches, methods, and techniques in teaching English to all levels. In addition, the teaching the English skills are also discussed in this subject. In relation to this subject, all of the alumni have agreed that not all of the approaches, method, and teaching techniques learnt can be used in class. For example, multiple intelligence approaches cannot really be applied since their big class cannot really accommodate it. The most commonly used in both schools and English course is presentation-practice-production technique. The alumni argue that their students still demand their teacher explain the lesson first before they perform the English activities. In some schools where the alumni teach, especially in international schools, task-based language teaching and even a project-based learning have sometimes been used to teach English. In short, all of the alumni agreed that no particular method can be fully applied in teaching English in a session in both schools and English courses. This might happen since a lot of adjustment must be applied in teaching the real classes. For those reasons, the alumni suggest that more teaching techniques should be included in the syllabus, such as using songs, pictures, videos, and flash cards. More English language games should also be included in the syllabus since they are proven to be useful in teaching English to young learners.

Since the lesson stages are also discussed in *Approaches and Methods in Language Teaching* subject, the alumni suggest that the engage-study-activate lesson stages should be discussed more deeply in the syllabus. There are two main reasons: (1) while teaching English in the real class in both schools and English courses, the lesson stages which are used is engage-study- activate (ESA), and (2) the English proficiency of the students whom the alumni taught is still basic to intermediate. It means that most of the students are not ready to be taught by using the engage-activate-study (EAS) lesson stages. By considering this alumni's feedback, the *Approaches and Methods in language Teaching Syllabus* will focus more on ESA lesson stages.

The other valuable feedback from the alumni regarding this subject is that teaching reading skills must be highlighted in the syllabus. The reason is that teaching English at school is mostly teaching reading since the national examination is mostly assessing the reading skills. The other skills which are writing, speaking and listening should be introduced in general in the syllabus. The most important is that the syllabus must show that teaching writing is not only asking the students to write in English without guidelines, teaching speaking is not merely asking the students to speak, and teaching listening is not only about listening without relating it with other skills. As for the alumni who are teaching in English courses, they found out that the most important is teaching the English grammar and vocabularies. They also say that the *AMLT* syllabus must include the topic of integrating the English knowledge and skills so that the students can use English appropriately in context. To conclude, the *AMLT* needs to include more applicable techniques in teaching English and the theories must be renewed. As a result, the newest edition of the textbooks which includes more new theories and omit the old ones must be used. The alumni specifically suggest the *Approaches and Methods in Language Teaching* textbooks composed by Richards & Rodgers (2014).

The second subject which is analyzed in accordance whether the syllabus meets the reality or not is *Course Design (CD)*. The alumni who work in the English courses argue that all of the topics in the *CD* syllabus are up-to-date and can be appropriately used when they work. The most important topic in *CD* syllabus is needs analysis followed by the syllabus design. The alumni say that they are able to teach in an in-house training since they have the background knowledge learnt in *CD* classes. Even though the alumni who work in schools think that the *CD* subject is important, they think that the most important topic is making the lesson plan since they have to make it every time they have to teach. In addition, all of the alumni have agreed that the textbooks used must be renewed, if possible, using the ones published after 2015. In short, the theories which are really useful are syllabus and lesson plan design. Needs

analysis are also important for those who are teaching in English courses. Therefore, all of the theories are hopefully useful for teaching English in the real class.

The third subject which is discussed is regarding the Material Development (MD) course. In this subject, the students learn how to select and evaluate the teaching materials. The alumni who teach at schools argue that the most important theory to be present in the MD syllabus is evaluating the materials since the textbooks have already been available at schools. The teacher has just to adjust those materials in accordance to the students' needs. The alumni who teach in the English courses, however, argue that selecting the materials is also important due to the fact that they sometimes have to choose their own materials. In general, the body of MD theories is considered to be up to date and useful by the alumni. They just think that the textbooks used must be more practical and the theories should be less included in MD syllabus. In the next MD revision, modules should be considered used. In addition, the taxonomy bloom must be elevated to the application and analysis.

The fourth subject which is analyzed is Language Assessment (LA). In this course, the syllabus presents the type of test, validity, reliability and practicality of assessment. The alumni teaching in formal education argues that all of the topics presented in LA syllabus are important. They have to compose different tests for different level. All of the theories can be applied in the real teaching. They just add one more feedback which states that more practices in composing test item, especially multiple choice and essays, are needed in this course. The alumni who teach in English courses, on the other hands, think that this subject is just important. The reasons are that the tests have already been available in the course; they just need to use them when needed. However, the alumni who are in managerial positions think that all of the topics are in line with what they do at work. In short, all of the topics in LA syllabus will present in the next LA syllabus due to the fact that they are useful at work.

The last subject is about Teaching Practice (TP). This course basically practices all of the theories discussed in the previous four teaching courses. All of the alumni, both who are working in schools and English courses, agree that all of the topics are very important. They agree that trying to teach in the class has helped them to raise their self-confidence. They also have the opportunity to get the feedback about their performances and at the same time can see and analyze their friends' performances when they do a micro teaching in class. All of the alumni have also agreed that on the job training might be useful for the students since they will face the real class with the real problems. In short, all of the topics are going to be available in TP syllabus. ‘

Conclusions

As can be seen from the results, the alumni think that all of the teaching courses are important. However, the English language teaching (ELT) syllabi must be reviewed. The revision mostly covers the textbooks which should be renewed. Using modules which are more practical is also recommended. In addition, it must be noted that the perception of the alumni who teach at formal education is different from those who are teaching in English courses. Therefore, it is wise to include those two different situations in the ELT syllabi.

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Part IV: Teaching Techniques and Psychological Aspects In ELT

Part IV: Teaching Techniques and Psychological Aspects In ELT

Anxiety factors in delivering ideas of Indonesian EFL learners in undergraduate level

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Abstract: This research aimed to explore the anxiety factors in delivering ideas that befall students of English and Literature Department along with the strategy that they used to cope with their anxiety. The combination between quantitative and qualitative method were used in collecting the data from 20 participants taken by accidental sampling. These participants consisted of 10 presenters and 10 audiences that covered six active students, two less active students, six silent students and the rest of them were also silent students except their turn as presenters. The data of anxiety factors were gotten from participants' answer on questionnaires whereas the strategies to cope with their anxiety were taken from interviewing active and less active students. Those data were analyzed using sequential explanatory model. The result revealed that the most influential factors created students' anxiety in speaking are fear of negative evaluation and error correction, lack of class preparation, little declarative knowledge, testing situation and competitiveness with percentage of each is 100%, and, the common strategies used by the active students and less active students to alleviate their anxiety are gaining experience to build confidence and making concept before speaking.

Keywords: anxiety factors, strategy to alleviate anxiety, silent students, active students

Introduction

Anxiety is a common feeling that emerges in the first time we do something or once we face a new situation. The same case in learning foreign language process, it is not rare the lecturer asks to give any comment or opinion about the subject that we learn about. Students may feel anxious about the response that they will accept from the lecturer and another student after delivering their opinion.

Spielberger in Mahmoodzadeh (2012: 467) defined anxiety as the subjective feeling of tension, nervousness, apprehension, and worry that associated with the arousal of the nervous system. It is also associated with feelings of uneasiness, frustration, self-doubt and it is related to learning process. Those anxiety factors block students to express their opinion and prefer to keep silent than to speak. Their silence in class also makes the lecturer difficult to assess whether they understand or not about the subject. Indeed, the teacher who does not care about the passive students may decide that they are lack of comprehension about the subject even irresponsive, even though they actually understand better than the active students. In order to cope with their anxiety, some students choose to keep silent, avoid eye contact, even

behave as if they are busy looking for the answer by reading book.

In accordance with anxiety factors have been founded by Young (1991), the writer then felt interested in doing research toward English Learners in undergraduate level to reveal aspects that affect them whether to or not to express their ideas during discussion process in classroom.

Research methodology

In this research, the writer used mixed method. Based on Creswell (2009: 211), mixed method is a research method that combines between qualitative method and quantitative method to be used together in a research to get more comprehensive, valid, reliable, and objective data. This method use Sequential Explanatory model that characterized by doing data collection and quantitative data analysis in the first phase, and followed by collecting data and analyzing qualitative data in the second stage, and then analyzing data in a whole to take a conclusion from the data analysis.

Accidental sampling was used to take subjects of the research depend on the person who accidentally met the criteria as the participants.

As cited by Etikan (2015) ‘Accidental samples’ is also known by convenience sampling because the elements may be selected in the sample simply as they just happen to be situated. The participants were the 4th semester students of AG-1 and Ag-2 of English and Literature Department of Alauddin State Islamic University Makassar.

In pre-observation, the writer used a table of physical symptoms of anxiety that includes the physical symptoms and got 20 participants. There were 10 presenters divided into 3 groups, and 10 audiences consist of active students, less active students and silent students. To have the data about anxiety factors, the writer took the presenters, active students, less active students and silent audiences who always set in the same place during the observation, whereas for strategy to alleviate anxiety was taken from the active and less active audiences.

The writer used questionnaires that include some statements related to anxiety factors to know the anxiety factors that the students felt. The writer also used interview sheet that contained nine questions to know the way the active students cope with their anxiety. In order to help the writer in collecting and analyzing the data, the writer used video recorder to record the participants’ activities during the observation.

The anxious level would be divided into three level, they are low anxiety, moderate anxiety and high anxiety. To decide the interval and the percentage, the writer used formulas as follow:

$$Interval = \frac{Total\ point}{3}$$

$$P = \frac{fq}{N} \times 100\%$$

Notes:

P = Percentage

fq = Number of frequency

N = Total participants

Table 1. Interval score of anxiety level

Interval Score	Category
0-11	Low
12-23	Moderate
24-35	High

(Adapted from Sugiyono, 2013: 184)

Definition of anxiety

Horwitz (1986: 128) defined foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning which is arising from the uniqueness of the language learning process”. MacIntyre and Gardner in Chowduri (2014: 10) added that the language anxiety is the feeling of tension and apprehension that appear when learners use a language. Brown (2000: 150) stated that even though we already know about what anxiety is and most of us have felt anxious in some condition, it is still uneasy to define the term of anxiety. Anxiety is related to feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

By virtue of those previous definition of anxiety, the writer came to conclusion that anxiety is uncomfortable feeling include worry, tension, afraid, doubt because of having low self-confidence and self-esteem or afraid of negative evaluation, and it emerges when someone is about to do something.

Symptom of anxiety

Barton et.al in their research (2014) stated that there some common symptoms of anxiety that befall people. There are psychological symptoms and physical symptoms. Some psychological symptoms of anxiety include difficulty concentrating, feelings of trepidation, excessive or irrational fear of a specific object or situation, and stress. Physical symptoms include fatigue, heart palpitation and trembling. Baldwin et.al (2014) in their journal cited that muscle tension is also physical symptoms of anxiety, whereas a marked, persistent and unreasonable fear of being observed or evaluated negatively by other people, in social or performance situation is the psychological symptoms.

Semiun in Wahyuni (2014) cited that people who feel anxious always feel restless, uncomfortable, nervous, foot moving or tap it to the floor, get shocked easily when hearing a load sound, tension, panic, sweaty, they will do something like reading book as if they are looking for the answer, quick palpitation,

increasing blood pressure, blushing, feel cold and trembling in hand and foot, hard breathing, and body perspiring in whole. Setiaji (2012) stated that physical symptoms of anxiety disorders can be characterized by blushing, perspiring, trembling, fast palpitation, stomachache problem, queasy, vibrate voice, muscle tension, confusing, diarrhea, and sweaty palms, difficult to say something, and difficult to make eye contact.

Anxiety factors in delivering ideas

1. Low self-esteem

Krashen in Young (1991: 427) suggested that an individual's degree of self-esteem is highly related to language anxiety. Self-esteem is related to individual believes himself to be capable, significant, successful and worthy in what they are doing. They need such acknowledgment to increase their self-esteem so they can regard himself and show it to others by verbal reports and other overt expressive behavior. The students with high self-esteem will not feel worry about what people say about him. The important thing is he has done his best as well as he believes in himself.

2. Over Explicit Error Correction and Fear of Negative Evaluation

Harsh manner of correcting student errors is often cited as provoking anxiety. In addition, learners consistently report anxiety over responding incorrectly, being incorrect in front of their peers and looking or sounding dumb (Young, 1991: 429). Students sometimes feel doubt to speak and tend to silent rather than receive negative evaluation from teacher because of their fault when speaking. It cannot be blamed when the learners prefer to freeze than to express their ideas even though not all teachers do that such negative evaluation, but they always put in mind some cases that they have seen in learning process about how shy when teacher directly correct other learner's mistakes in negative way. It forces them to freeze so they are still on the safe side.

3. State Anxiety

State anxiety is the feeling of worry or stress that takes place at a particular moment under a particular circumstance and often accompanies physical signs such as perspiration, sweaty

palms, dry mouth, muscle contractions and tension, and increased heart rate. A state anxiety is not stable and is likely to change from moment to moment and from circumstance to circumstance. In this case is restricted in delivering ideas or speaking in foreign language learning process.

4. Afraid of Speaking in Front of Class

Anxieties associated with classroom procedures center primarily on having to speak in the target language in front of a group. For example, Koch and Terrell in Young (1991) found that more than one-half of their subjects reported oral presentations in front of the class and oral skits as the most anxiety-producing activities in their Natural Approach classes. In addition, Young found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak.

5. Competitiveness

Kayaoglu (2013), in his study, found that participants reported that the competition in classroom to be the best students is what makes them pointed by lecturer to speak, or in other case they raise their hands hoping they get a chance to deliver their ideas, but the lecturer did not point them, it will cause the students feel reluctant to speak. When they are demanded to be the best students, they will do their best. But once they are fail to do so, they will feel anxious to do that again because of losing face or getting negative evaluation. Zhang and Zhong (2012: 28) also stated that some anxious language learners tend to overly concern about the competence of others and compare their own performance in a self-underrated manner with those of their peers. The students who have anxiety because of competitiveness classroom will always feel that their peers are more proficient in what they study about.

6. Lack of Class Preparation

Sometimes the grammar of foreign language will become the factors of feeling anxious. So, when learners get difficulties in grammar, they become anxious. Automatically when they lack of grammar, they will feel hard to speak using foreign language. This trouble may make them anxious to delivering their ideas. It also happens

if learners are lack of vocabularies of that foreign language. It can be said that the learners will get difficulties and cause the anxious because of they are lack of linguistics items and preparation related to material.

7. Testing Situation

Foreign language anxiety frequently shows up in testing situations. Students commonly report to counselors that they know a certain grammar point but forget it during a test or an oral exercise when many grammar points must be remembered and coordinated simultaneously. The student realizes, usually some time after the test that s/he knew the correct answer but put down the wrong one due to nervousness. If the student realizes s/he is making preventable errors during the test, anxiety and errors may escalate

8. Little Declarative Knowledge

Practice with item-types also gives learners information about "performance expectations." For example, if a test contains contextual situations, the instructor should give students an ex-ample of the way they will be expected to perform, e.g., "On the test, I will ask you to respond to a variety of situations, such as, 'What would you say to the hotel clerk if you wanted to obtain a room for three nights and you wanted to pay half of the bill with your Master- card and the other half with a check?'" (Young, 1991: 434).

9. Lack of Group Membership

Young (1991: 428) cited that certain psychological phenomena are particular to the foreign language setting, such as the concepts of "group membership" and existential anxiety. Anxiety in the language learning context is wrapped up in the phenomenon refers to as "club membership." The affective filter is down when students consider themselves as a member of the group.

10. Uneven Allocation of Turn

Some students will feel more anxious in speaking when they do not know when the lecturer probably points them to answer a

question or to give an opinion. This uneven turn situation makes them tense, upset, instead they forget what they supposed to say. The same case with other students who like speaking when they are required to speak, when their answer has prepared for answering that question or giving any comments but not pointed by lecturer to speak, or in other case they raise their hands hoping they get a chance to deliver their ideas but the lecturer did not point them, it will cause the students feel reluctant to speak. When they go through this experience many times, it can make them lazy to speak. In a long period of time, they will feel anxious to speak.

Learners' positive strategy in coping with anxiety

In his Journal, Tseng (2012: 84-85) stated some strategies to reduce students' anxiety. They are:

1. Examine the thoughts that cause the fear

In learning process, it is human being to make mistakes especially in learning foreign language, of course because that is not learners' language and they are not familiar with it. Instead of having enough knowledge deals with that language, the learners is also demand to apply that language orally or in written. Hence, it is important to realize that perfection is an impossible goal and that is not a requisite for success.

2. Learn how to relax

The more relax someone feels, the more anxiety decreased. Because learning process encloses psychological aspect, it is important to make learners feel enjoy the class during learning process. It is better to sit comfortably and straight in the classroom seat. Before class or during class, take long, slow breaths, hold it for four or five seconds and release it slowly.

3. Know what you want to say

Ideas is in mind and it is needed to be spoken out by using suitable words so that what listeners understand can be the same with the ideas in the speakers' mind. It is important to understand deeply the material and do not memorize it, because once some words are forgotten, it will make the speakers get stuck.

4. Concentrate on the message rather than on the people

Do not worry about what people may think if you make a mistake in the message you are trying to communicate. Instead concentrate on producing a message to make communication successful.

5. Avoid sitting in the rear of the classroom

Gradually move forward to the middle or front of the class. It is good to be closer proximately to the person wish to speak with to make speaking easier.

6. Gain experience to build confidence

When learner is familiar with speaking in front of the class, they will get a high level of self-confidence, because practicing make perfect.

Findings and discussion

The result of anxiety factors in this part was gotten from giving questionnaire to the participants and asking them about their feeling to make sure that they really feel anxious to speak, include the physical symptoms of anxiety

that the writer could not see directly. The writer also enclosed physical symptoms of anxiety of each participant based on observation in the subsequent explanation. In getting the answer about the strategy to cope with anxiety, the writer interviewed the active students and the less active students. Those data then were related to the theory and previous findings.

Anxiety factors in delivering ideas of Indonesian EFL learners of undergraduate

The questionnaire used to identify participants' anxiety level consisted of 35 questions represented the ten anxiety factors dealt with Young's theory. The more participants said yes in the questionnaire, the higher level of anxiety they felt. Table 2 above shows that great deal participants were in moderate to high level of anxiety. For the detail percentage of each factor can be seen in appendix 1. Based on the result of questionnaire, the lowest point of the participants is 15 points whereas the highest is 31 points out of 35 maximum points. In subsequence of this part, the writer would describe the anxious factors experienced by each participants and also the physical symptoms of anxiety showed during the observation.

Table 2. Accumulation Percentage of Students' Anxiety Factors

No.	Anxiety Factors	Percentage
1.	Low self-esteem	35%
2.	Over explicit error correction and fear of negative evaluation	100%
3.	State anxiety	80%
4.	Afraid of speaking in front of class	70%
5.	Competitiveness	85%
6.	Lack of class preparation	100%
7.	Testing situation	90%
8.	Little declarative knowledge	100%
9.	Lack of group membership	55%
10.	Uneven allocation of turn	55%

1. Low self-esteem

Based on the questionnaire result, 55% of participants had moderate self esteem, 35% of participants were in low self-esteem level and only 10 percent of participants who have high self-esteem. Participants with low self-esteem are characterized by their unsure feeling toward

themselves. In the questionnaire, 4 out of 7 participants answer that they never feel quite sure of themselves when they are speaking in English. 6 out of 7 participants admitted that even though they prepared well for English class, they still feel anxious about that. In case volunteer answer in class during discussion, half of the participants with low self-esteem feel

embarrassed to do that even they prefer to be pointed by the lecturer to give answer than by their own willing.

Those cases are the things indicated that the participants have low self-esteem that inhibited them to speak in class. 5 out of 7 participants with low self esteem were silent during observation, except they who had presentation at that time. They also prefer to work with friends than alone. This self-esteem factor is in line with what Wahyuni (2014: 52), who stated that the students who have enough self-esteem could reduce the anxious feeling befell themselves in doing presentation and speaking in public. They will do a presentation as a challenge to increase their speaking ability rather than as a scary thing to do.

In other hand of what the writer found during observation, there is one of participants who have low self-esteem but he was active in class asking question or giving comment. Found this difference, the writer did an interview to know what made him could speak in class with his low self-esteem. He reported if he believed that by forcing himself to speak, it can decrease his anxious feeling by the time he speaks, because for him the nervousness only befalls the person who unfamiliar with speaking.

2. Over explicit error correction and fear of negative evaluation

85% participants answer 'yes' in the questionnaire that state 'I would be more willing speak to volunteer answers in class if I weren't so afraid of saying the wrong thing'. It is a normal thing for being afraid in making mistake. It is because they do not want to receive negative error correction from the lecturer. More than half participants admitted it. However, it is commonly befalls the silent participants, but it does not mean that the active students do not.

Most of participants are in fear category of fear of negative evaluation level, with 50% of total percentage. Participant 1, 2, 10, and participant 12 are some of them which categorized as active students who always ask question or give comment during observation conducted and participant 11 is less active student who felt inferior

because of he is the highest semester in that class, and the rest of the them are the silent students. 30 % participants in very fear category are silent students, except participant 4, whereas the students who only felt little bit fear of negative evaluation is 20%.

When the writer made sure it with asking some of silent students, participant 17 and participant 18 admitted it. They felt they are lack in grammar and pronunciation. Afraid if the question is a silly thing to be asked or out of the material is also the things they afraid of. It was also experienced by the active students. Instead of feeling afraid about others' opinion, they prefer trying to do not care too much about it. They believed that everyone could make mistake especially in learning process because nobody is perfect.

Fear of negative evaluation and correction from classmates or teacher in foreign language class is one of influential factors caused anxious feeling to speak that also was cited by Horwitz (1986: 128). He defined it as apprehension about others' evaluation, avoidance of evaluation situation, and the expectation that the others would evaluate oneself negatively. In line with this factor, Asnur's findings (2010: 94) showed that 5 out of 10 of her total participants admitted that they felt afraid of criticism. Some of them felt fear if they could not answer the question from the lecturer whereas others felt afraid of the judgment they would receive after presentation.

Differ from related findings of some researchers in chapter II, in this research there is one participant who admitted that she is not afraid of receiving negative evaluation from her classmates. It is not a shame thing for being laughed by their friends, as long as she felt sure that what she talked about is not a silly thing.

3. State anxiety

Studying in the class where the students are obligated to use full English and studying in class where the students are free to use Indonesian language created

quite different atmosphere. Most of participants who silent in class is in very fear level of state anxiety. They answered that they feel more anxious studying in this class than another class. Beside language factor, educational background of the lecturer also becomes a big influential factor created their fear, as what they reported to the writer. It could be seen in the first day observation that only one participant who speak in the class discussion, whereas in the next observation day, there are many students who asked question and gave comment even do debate. It was because different lecturer in first day and next day observation. That shows that some of them only feel fear in certain situation.

The result of participants state anxiety factors stated that only 20% of total participants who were not anxious about this class, while the rest 45% are anxious and 35% are very anxious.

Based on the observation, not anxious students looked relaxed in class without indication of anxious feeling. While most of the anxious and very anxious level students showed how anxious they are by behaving as they are focus on reading book, in order to avoid eye contact with the lecturer, while this class was taught by an assistant, they are looked more relaxed even keep their eyes more on the presenters than their book.

This factor accordance with what Brown (2005: 151) has stated that anxiety is the anxious feeling experienced by people in relation to some particular event or act. It was because everyone has his/her own anxiety source. In this case, the students who had anxious and very anxious level of anxiety, in their questionnaire, they answered that they felt more tension and nervous in full English class than non English class. it proved that state anxiety can affect students' anxious feeling.

4. Fear of speaking in front of the class

All of silent participants answered that they feel more comfortable in class when they do not have to get in front of the class.

Participant 14, for instance, she reported in interview that actually she have learnt about the material well in the night before presentation. However, when she got in front of the class to present her material, she become nervous, trembling, difficult to make eye contact, even she forget all the material she have learnt. She got blank at the time. It because of she afraid of speaking in front of the class that created higher anxious feeling when speak. Participant 8 also admitted that in the beginning of presentation, she felt so nervous and cod palms, but after some minutes, she felt better. It indicated that she feel anxious in speaking in front of the class.

10 participants who had presentation during observation had been interviewed by the writer to know how they feel when they did presentation. They said that they felt nervous, heart pounding, tension, even trembling in the beginning of the presentation. After some minutes speaking, their anxious feeling reduce little by little until the end of the presentation. It showed that speak in front of the class can be a factor why the students got anxious.

The case above is equal with Tseng's finding on his research (2012: 82) about anxiety factors that found that one of his participants felt nervous when she did a presentation or gave a short talk in front of the class. He also stated that other participants shared the same opinion that speaking in front of the whole class or in public caused anxiety for most of learners. Zhipping (2013: 5) in his research about students' anxiety factors found one of his participants reported that he felt shy and somehow afraid of facing public, while another one admitted that he felt more anxious because he had a presentation to present in public.

In this case, participant 11 even did not feel fear of being in front of the class. It could be shown by his physical appearance during presentation, he looked relaxed, making good eye contact, even though sometimes he did foot movement, but overall seem as usual. After interviewing

him, he reported that he take the chance (when he was pointed as a moderator in that day) as a challenge to practice and improve his ability in speaking English

5. Competitiveness

The result of questionnaire showed that 55% of participants felt that their classmates are more proficient than themselves and only 15% who did not. Participant 14 until participant 19 who categorized as silent students are influenced by this factor that caused them to keep freezing in class. It made them feel inferior to speak in class.

Beside by virtue of the result of questionnaire, the writer also did an interview to ask the participants about their thought toward their classmates. Participant 4 reported that the reason why sometimes he felt anxious to speak in class is because of feeling inferior, the feeling that his friends is more competent than himself in that subject. It caused him suddenly feel unnecessary to express what he supposed to. Different with participant 4, participant 2 in his questionnaire showed that he never think he is not better than his classmates, in other words he felt he could do as well as his classmates do, so do participant 10 and participant 12.

It indicated that competitiveness in class give bigger pressure to the students which block them to speak. As what had found by Zhang, one of influential factor caused the students feel anxious to show up their ability is the thought that their fellows are more proficient in the subject they learn (Zhang, 2012: 28).

6. Lack of class preparation

Large deal of participants admitted that their anxious feeling depend on how well their preparation before attending the class, especially for the presenters, even though Participant 11 did not feel any difference between attending the class prepared than unprepared, it is just the same. Because this class is using full English during discussion, practice speaking English more will help them to face the discussion, as

what they admitted on questionnaire. It showed that one of the biggest influential factors is class preparation.

75% of total participants in their questionnaire result showed that their anxious feeling is lower when they came to class with preparation related to the subject. Some participants reported that they do not too brave to speak in class used full English is because of they lack in grammar and pronunciation. Participant 18, for instance, she said that she was afraid if her fellows cannot catch what she meant. Most of presenters who had presentation also shared the same opinion about that. They admitted that they will feel more nervous to present their material when they did not prepare it well before the presentation day. More sufficient their preparation, more low the anxious feeling they felt. In a same line Koyaoglu (2013: 250) summed up in his journal that lack of linguistics knowledge in foreign language class process is one of biggest factor in creating students' anxiety in speaking.

7. Testing situation

When the lecturer grades the students, there will be certain feeling emerged in students' self. There will be a pressure in speaking English in class. 90% participants answered that they become mess up when they know that the lecturer graded them when they do presentation, ask question or give addition in the discussion.

Participants who did not feel afraid of testing situation were only 10% while the rest of participants were in little fear and fear level. This factor however made some of participants become mess up even got blank and forgot about what they want to say. Some of them still could speak but not fluently and said the same words repeatedly. Participant 8, for example, when she did a presentation with a lecturer assistant in frontage her, the writer could see how anxious she was by hearing her vibrate voice, difficult to say something, foot movement and sometimes become forgetful about the material. She reported that she feel sensation of heart pounding in the beginning of the presentation, but it

was reduce by the time she speak until the end of the presentation.

In her thesis, Chowdury (2014: 13) also shared the same findings that anxiety during test is a common problem that mostly students have. The thought of how if they fail in the test, or how if the question that the teacher or audiences ask in presentation is different with what they have learnt are the things made them more anxious even during studying process in the day before the test or presentation held. Then, it will become more anxious in the test or presentation when they suddenly forgot a key word and got stuck at that moment. Asnur (2010: 97) also founded that one of her participants reported that he could hear the questions that the examiners asked, but when he was going to answer it, s/he suddenly forgot.

8. Little declarative knowledge

The result of questionnaire showed that anxious feeling of 90% of participants was depended on their declarative knowledge about the material, especially for the presenters and the students who want to ask question.

Related to this case, the writer has interviewed some participants. Participant 1, for instance, she stated that the more they know well the material, the more low the anxious feeling they felt. As long as she has learnt about what she will present, she will feel more relaxed presenting her material to her classmates. Even thought as a normal student she still felt little bit nervous once she began to deliver the material. So as participant 2, as long as he has sufficient knowledge about the material and sure that what he said will give additional knowledge to the presenters and the audiences, he would express his ideas. It is a same case in testing situation when the students do not know the specific question that they would receive could create anxious feeling.

Participant 2 in his interview, he said that the more they know well about what they want to say in discussion, the lower anxious feeling he felt at that time. It

showed that his anxious feeling related to his knowledge about related material. The same case with all participants, they said that they feel very relaxed when they have studied a great deal the night before. They are also more willing to speak in class if the material is a current event and interesting. More interesting the topic, more they know about that, it make them more relaxed to speak because they already know about the material or topic well'

In line with what the writer found, Young (1991: 429) cited that the more unfamiliar and ambiguous the test tasks and formats, the more the learners' anxiety produced. Based on the questionnaire result, all participants except participant 9 and participant 13, answer that they feel very relaxed in class when they have studied a great deal the night before.

9. Lack of group membership

There were 55% participants who felt more relaxed speaking when they know the audiences better. When they felt that they are not a part of the audiences, they will feel more nervous to speak. Participants 6 in her interview, she said that she did not feel afraid to express her thought in class because she believed that her classmates are her friends. They already know about her weakness and strength. So there is no reason to be silent in class when she has something to say or to ask. She tried to look brave, even thought it could not hide her trembling and nervousness when she spoke. It is also showed by participant 1, 10 and participant 12 that they feel the same with participant 6. Participant 1, for instance, when the writer asked her about how if her classmates laugh at her, she replied gladly with big smile by saying 'I am not afraid if my friends laugh at me.'

It is absolutely right that when we know with whom we speak to, we could guess the potential response we will receive from them. When we know that they are our friends and sure that they will give positive response because we are the same who still learn the same language target, the anxiousness will fade away. As what cited by Krashen in Young (1991: 429) that the

effective filter is down when you consider yourself as a member of language target group.

10. Uneven allocation of turn

Each student has different personality. There are students who like to speak when the lecturer pointed them, and there are also the students who do not like that way. 9 out of 20 participants prefer to speak by their own willing is because when the lecturer pointed them in a sudden while they do not have any ideas to be delivered, it will be a big problem could created anxious feeling to speak, whereas the rest of them who want to speak after being pointed by the lecturer is because they feel embarrassed and not sure about their answer. In other hand, 11 out of 20 students are anxious when they do not know when their name would be probably mentioned. They also prefer to volunteer answer by themselves than being pointed by the lecturer to do so.

Participant 1, 2, 10, and participant 12 are the active students in class. However, in the result of questionnaire indicated that they feel anxious when they are pointed by the lecturer in a sudden immediately. It was because there will be a certain feeling of fear in that moment. 55% of participants preferred to answer or give comment by their own willing, or if the lecturer always pointed the students to speak, they hope that the lecturer give schedule or inform them some minutes before they have to speak so they have time to think what they would say. Despite on those participants who do not like to be pointed, the rest 45% participants in their questionnaire answered that they preferred to be called on to give addition or comment rather than to volunteer. It is in line with the Young's findings (1990: 543) that as much 35% of his respondents of university students admitted that they are more willing to speak when the teacher informs them the schedule before.

Students' strategy in coping with anxiety

Table 3. Students' strategies in coping with anxiety

Strategies	Participants
Examine the thoughts that cause anxiety	2
Sitting in frontage	12
Sitting in the backside of classroom	10
Know what you want to say and Make concept before speaking	2, 4, 6, 10, 11, 12
Concentrate on message rather than audience	6, 12
Learn how to relax	6, 10
Gain experience to build confidence	1, 2, 4, 6, 9, 11, 12
Stop imagine negative response of your friends	2, 6
Avoiding excessive eye contacts and do not do too much movements	11

1. Examine the thought caused anxiety

By interviewing participant 2, the writer found that this strategy is used by him to alleviate his anxious feeling in speaking. He explained that everyone is different in personality, which means that each student has her/his own factors caused her/his anxiety that might differ from others. So, the first step to face anxious feeling is to know the cause of it and find the suitable way to alleviate it. Because of in the beginning of semester he felt so afraid speaking in class and he knew it caused by his unfamiliar with condition as the student of university where he was demanded to speak much, hence he faced his fear by trying speaking in class and joining some organizations. This strategy made him familiar with speaking. Now, he is one of active students and can speak relaxed in class discussion.

Other cases, some students might feel uneasy in class where the students should use full English, but feel relaxed in other classes. Most of students might do not like if the lecturer corrected their mistakes directly in front of their fellows and made them shy, in the subsequent of class they do not want to speak any more. By examining what probably cause anxiety and then find out the way facing that factor

rather than avoiding, it will alleviate their anxiety.

Setiaji (2012: 9) in his paper approved that strategy. He explained some ways can be used to reduce social anxiety. First step is by identifying the most anxious situation or activity. After knowing the cause, step by step begin from a small thing try to do that activity until you feel more relaxed doing that.

2. Sitting in frontage

Participant 12 argued that speaking in the backside of class will catch lecturer's attention more. He felt more pressured speaking in the backside than frontage, that is why he decided sitting in frontage of class. Sitting in frontage is one of the strategies used to alleviate anxious. During observation, participant 15, 16, and 18 always sit in the same spot, in frontage. Even though they never asked question or gave comment in class, at least, the lecturer can see that they watch the discussion well.

About this strategy, Tseng (2012: 85) also cited that the more we near the person we speak to, for example the lecturer or the presenters, the easier we speak and the anxious will reduce.

3. Sitting in backside of classroom

In this case participant 6 is one of the active participants who use this strategy to cope with anxiety. She always sat in the middle of the class or in the backside. He shared that by sitting in the middle of class, she will be covered by her classmate in frontage so teacher could not see her. She also felt more relaxed when she expressed her mind in the middle of the class. Not only for participant 6, a great deal of silent students always choose middle and backside seats, such as participant 17, participant 19 and participant 20, they never sat in frontage.

Different with Tseng (2012) that suggest to sit in frontage to reduce anxiety when

speak, participant 10 preferred to sit in backside. In his opinion, backside of classroom is a place where the classmates will give little attention rather than when he speaks in frontage. That is why sitting in backside is one of his strategies to speak more relaxed in class.

4. Know what you want to say and make concept

This is the common strategy applied by the active and less active students to alleviate their anxiety. There were 75% of them use it in order to make them easier in delivering their ideas. Participant 4 applied it. He decided the diction he would use, the sentence patters, grammar and the ideas. Same line with participant 4, participant 2 and participant 10 also make such concept in their mind before speaking, but more focus on the thing they wanted to share, not too focus on grammar, as long as what they said is understandable.

If those participants made concept in their mind, participant 6 made a written concept to make her easier to speak and it could help her if she suddenly forget what a key words. In other hands, participant 11 and 12 besides making concept, if they found something new from the presenters during the presentation, they will write it down, so when they have something to ask or share to the audiences and presenters, it will make them easier to do that. By interviewing the less active and active participant, participant 1 and participant 9 did not make any concept, instead only said directly when there are something emerges in their mind.

Although they do not write down the concept on a paper, at least they recognize it on their mind about what the supposed to say or ask. Related to this strategy, Tseng (2012: 85) also argued that we need to think through the ideas, vocabulary, structure, and the intonation to represent the ideas appropriately.

5. Concentrate to the message rather than the audience

Participant 6 and participant 12 in alleviating their anxiety in speaking, they focus on the ideas that they want to share to the audience or the question that they want to ask. Even though it is a normal thing to keep thinking of the response of others such as how if their classmates laugh at them when they made a mistake during speaking, or how if the question is out of the material, and other possible responses, they do not take it as a inhibition to speak.

Although it is possible to receive negative response from the classmates, they do not care about it too much. As long as what they wanted to say is a helpful ideas for the presenters and they felt sure about that ideas, they felt having a responsibility to speak. They do not want if what they have known by reading related material just they keep by themselves without sharing it to their fellows. By concentrating more to the message will reduce anxious feeling toward the audiences. It is in line with Tseng's suggestion (2012: 85) to do not worry about what people may think about oneself when s/he make mistake in the message s/he is trying to communicate, instead concentrate on producing a message to make successful communication.

6. Learn how to relax

By asking some participants about their own strategy used to reduce anxious feeling in speaking, Participant 6 and participant 10 admitted this strategy. When Participant 10 answered the question from the audience, firstly he smiled and he began with a light thing or something funny that made the audiences burned into laugh, but of course that thing was still related to the material. When the audience felt relaxed, he began talking the arduous material. Different from Participant 10, Participant 6 more focus on making herself feel relaxed.

Beside participant 10's argument, Abbasi (2013: 643) in his journal took one of strategies from Mejias that when the students think how to relax in the beginning anxiety stimuli emerges, anxiety

is reduced in the subsequent oral communication situation.

7. Gain experience to build confidence

All of active and less active students do this strategy to reduce their anxious feeling in speaking. Participant 2 always practice speaking in class and join English and non-English organization to increase his confidence in speaking in front of people. Same with him, participant 12 also argued that the anxious feeling only occur in a people who unfamiliar with speaking in front of people. By practice more, it increases their ability in speaking in front of the class. Beside by making oneself familiar with speaking in front of people, some of participants force themselves to speak, even only for getting point from lecturer, as what admitted by participant 10. Others participants also admitted that they always say what emerge on their mind directly or if there is something they do not agree with.

The active students who always deliver their opinion in class do not mean that they have no anxious feeling. Everyone has his/her own things that s/he anxious about. What the writer found after interviewing the active participants and less active participants is trying even forcing themselves to speak is what they did to face anxious feeling. Participant 1 and participant 9 suggested that what comes to our mind is a thing we have to share to our friends and what we doubt about or what we do not understand must be said instead keep it by our self with a lot of question. In other words, one of strategy to alleviate anxiety is by opening our self to our friends.

Those strategies above they did in order to gain experience to increase self-confidence. One of needs to be brave in delivering ideas is self confidence. In line with what Wahyuni (2014: 55) found on her research, that there is negative coefficient between self-confidence and anxiety in speaking. It means that the higher level of self-confidence, the lower anxious feeling in speaking will occur. So,

by more practice speaking in class will build self-confidence.

8. Stop imagine negative response of friends

Based on the participants' answers during interview, participant 2 and participant 6 used this strategy to face anxious feeling when they want to speak in class. They felt quite sure that their classmates already knew about their weakness and lack by the times they spent together in the same class during two years. If their classmates laughed, they believed their laughing is not mocking laugh, but there is something funny made them laugh, and it is not necessary to mind it. By holding this belief, they felt relaxed speaking in class and there is no reason to keep freezing in class when they have something to say.

Similar to this finding, Setiaji (2012: 10) also suggested this strategy to his social phobia disorder patients to notice carefully how many times the situation they afraid of have really happened in their life. They might found if what they always anxious about have never happened in the reality, instead just the irrational beliefs. This belief is often thought by the students than make them do not want to speak in class. They always felt afraid how if their classmates laugh at them once they made mistakes. They kept thinking that their fellows will think them stupid when they ask a silly question that they themselves really do not know.

9. Avoiding excessive eye contact and do not do too much movement

Avoiding eye contact and decreasing movements during speak is what participant 11 did to fade his anxious feeling in speaking or presenting material in discussion. He argued that, look at someone eye's in speaking can increase nervousness, hence to make himself comfortable in delivering his ideas, he use this strategy. He also suggested that, it is better to do not do many movements during speaking because the concentration will be divided between movements and the message. So, it is important thing to limit the movements during speaking.

It is true that making eye contact with person we speak to is the factors that could make some people anxious in speaking, but it does not mean avoiding totally instead not intense. In reducing anxious, this strategy is also commonly used by the silent students who do not want to be asked or pointed by the lecturer. By behaving busy reading book in order to avoid lecture's eyes successes did by them because they are too afraid to speak. As what stated by Zhiping (2013: 6) that students always look down, writing, or checking their bags so the lecturer did not point them to answer question.

What participant 11 did is not to avoid lecturer's command, but to reduce his nervous feeling when speaking. He added, the important thing to be noticed is we do not do many movements. For some people, doing additional movements such as holding pen or doing hands movement is the trick to hide nervousness, but for participant 11, it is something that could mess your concentration up. Hence if he wanted to more focus on the ideas he wanted to say, decreasing movements is the best way.

Conclusion

The speaking anxiety level of participants is in moderate level to high level. The percentage of students with moderate level of anxiety is at the rate of 55% whereas the high level of anxiety is at the rate of 45%. The most common factor befell the students are fear of error correction and negative evaluation, lack of class preparation, little declarative knowledge, testing situation, the thought that their friends are more better, state anxiety and afraid of speaking in front of the class. As much 55% of participants' anxiety were influenced by uneven allocation of turn and lack of group membership and 35% of participants were influenced by their low self-esteem. Students with high anxiety level are mostly influenced by low self-esteem, testing situation, afraid of speaking in front of the class and fear of negative evaluation and error correction, whereas students with moderate anxiety level are mostly influenced by lack of group membership.

The strategies that they used to alleviate their anxiety in speaking covers (a) examine the thoughts caused anxiety, (b) sitting in frontage, (c) sitting in the backside of class room, (d) making concept before speaking and knowing what they want to say, (e) concentrate on message rather than audience, (f) learn how to relax, (g) gain experience to build confidence, (h) stop imagine negative response of friends, and (i) avoiding excessive eye contacts and do not do too much movements. There is no dissimilarity strategy used by the students with high anxiety category and the students with moderate anxiety level. The common strategies that they used to alleviate their anxious feeling are gain experience to build confidence and making concept before speaking.

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Appendix 1. Detail Percentage of each anxiety factors (result of questionnaire)

P	1			2			3			4		5			6	7			8			9		10		Total	Anxiety level
	High (0-3)	Mod (4-6)	Low (7-10)	Little Fear (0-2)	Fear (3-4)	Very Fear (5-7)	F 2	L 1	N 0	F 1	N 0	V 2	L 1	N 0	V (3-4)	VF (3-4)	F 2	LF 1	VNF 0	Yes (2-3)	Mod 1	No 0	Yes 1/ No 0	Yes 1/ No 0			
1		6			4			1		1			1		4			1		3			0	1	22	Mod.	
2		6			4			1			0			0	4				0	3			1	1	20	Mod.	
3			7			7	2			1			1		4	4				3			0	0	29	High	
4	2					7		1		1			1		4	3				3			1	1	24	High	
5			7		4			1			0	2			4	3				3			1	0	25	High	
6		5		2				1			0	2			4		2			3			0	1	20	Mod.	
7			8	2			2			1			1		3	4				2			1	1	25	High	
8			7			6		1		1		2			4	4				3			1	0	29	High	
9		5		1			2			1		2			3		2			2			1	0	19	Mod.	
10		6			3				0		0			0	4				1	3			0	1	18	Mod.	
11			7		3				0	1		2			3				1	3			1	1	22	Mod.	
12			7		3			1			0			0	3		2				1		0	1	18	Mod.	
13		5		1					0		0	1			4				0	3			0	1	15	Mod.	
14		5			4		2			1		2			4			1		3			0	1	23	Mod.	
15		6			4		2			1		2			4	4				3			1	0	27	High	

Note:

Abbreviation

- P : Participants
- F : Fear N : Not
- V : Very L : Little
- LF : Little Fear VF : Very Fear
- Mod. : Moderate VNF : Very Not Fear

Appendix 2. Profile of Participants

Participant Number	Initial Name	Sex
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Participant 1	P N S	Female
Participant 2	R K P	Male
Participant 3	A	Female
Participant 4	M E	Male
Participant 5	N D J	Female
Participant 6	S A	Female
Participant 7	R H	Male
Participant 8	S	Female
Participant 9	P N	Female
Participant 10	M F	Male

Participant 11	M A W	Male
Participant 12	M S H	Male
Participant 13	Z M R	Male
Participant 14	M F	Female
Participant 15	M M	Female
Participant 16	A Q	Female
Participant 17	K	Female
Participant 18	D	Female
Participant 19	A N	Male
Participant 20	I A I	Female

Column number of Factors

1. Self-esteem
2. Fear of negative evaluation
3. State anxiety
4. Afraid of speaking in front of the class
5. Competitiveness
6. Lack of class preparation
7. Testing situation
8. Little declarative knowledge
9. Uneven allocation of turn
10. Lack of group membership

The use of dictogloss technique on elt classroom: An experiment study of students listening comprehension

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Abstract: The objective of the research was to find out whether or not the use of English dictogloss technique is able to improve listening comprehension of the second year students of SMP Negeri 3 Dua Pitue. This research employed a quasi-experimental method that applied Experimental and control class. The population of this research was eighth-grade students (VIII) of SMP Negeri 3 Dua Pitue in 2014-2015 academic years. A total number of population was 48 students and taken a sample by using total sampling technique. The instrument that used in this research was listening comprehension test. The result of the data of the data analysis showed the mean score of the experimental group got the mean score (77.0) and while the control group gained mean score (63.3) this showed that there was significant difference between the students who were through by using English dictogloss technique and those who were without using English dictogloss. The researcher found that the t-test value was lower than t-table ($0.112 < 2.021$). It means that H1 was rejected and H0 was accepted. While in relation to the finding of post-test, the t-test value is higher than t-table ($3.711 > 2.021$). It means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It can be concluded that the students had good listening comprehension achievement by using English dictogloss.

Keywords: Dictogloss Technique, Listening Comprehension Skill

Introduction

Language has several skills, reading, writing, speaking, and listening. Of these skills, listening is one of the important language skills that students must master. Although it is an important skill that must be mastered by students, this skill is felt difficult to be mastered by students easily because it requires more concentration and attention of students to understand the sound (listening to the

material). Listening includes active skills. It's not as easy as one might think (Mee, 1990).

In addition, this is one of the essential skills in language teaching and learning; Listening is also an important process in communication. Of the three skills, listening plays an important role in communication. Feyten (1991) argues that 45% of the communication process is in listening and 55% in speaking, reading, and writing. This statement shows that listening is

important. That is the reason why listening should be taught to the students.

English as a foreign language in Indonesia is taught as a compulsory subject not only on secondary school but also in University. In an educational context, the function of English besides as a means of communication, it is also as a tool of building an interpersonal relationship, sharing information, and appreciating language esthetically in English culture.

Everyone has learned the language since they were children, especially their mother tongue. This process occurs naturally and adequately with a view to communicating in a social environment. Listening to understanding in English as a foreign language also plays an important role in building communication skills.

As the researchers say, learning to listen before is one of the important processes in learning the language. With this, students can learn the target language (English). In addition, students need to learn to listen because, by the end of the school year, they will face the listening part in their national exam on English subjects. It will be decided that students will graduate or fail as well.

In learning English, especially learning to listen to students still get a low score in this section, it means still means the subjection is taken. Teachers who listen to their students' understanding are still low. That's why teachers often add daily student test scores and job scores to improve their points.

The low score of the student in listening is caused by the low student's ability to pursue what the speaker is saying. Students find it difficult to pursue what the native speakers say. According to the researcher's experience in listening, it is difficult for university students especially for junior high school students. Sometimes they do not listen very clearly to what the speaker is saying. The additional cause is that students are not

motivated by the way teachers use it in teaching so they get bored.

Typically, teachers still use traditional methods, listen and answer questions. Teachers just let them listen to what the speaker is saying and fill in questions about it. Not appealing to the students. This makes students lazy to join the listening section of the teaching and learning process of English. In addition, this allows the teacher to leave the classroom because the teacher does not have to control what the students do. Students only need to answer the questions after they listen to the tape recorder so the teacher will give them time to fill in the answers. At that time, teachers can leave them for several minutes to perform other activities that are not related to the teaching and learning process. It's possible for students to cheat as they fill in the answers. Teaching to listen in such a conventional way can not measure a student's understanding of listening.

By looking at the problem above, it is possible for teachers to find what techniques are appropriate to apply in teaching and learning the listening process. A more engaging and communicative technique for students. It should also be able to increase the students' low motivation and the point of listening. Researchers chose a technique called dictogloss to help students listen. This technique is expected to be more interesting and communicative so as to enhance students' listening comprehension.

Dictogloss is a class dictation activity in which students listen to the parts read by the teacher and reconstruct in small groups using their own words. Nunan (1991) states that after teachers dictate a text, students are asked to write as many words as possible based on what they have heard before. It can be an effective way to teach listening.

Dictogloss not only could improve students' comprehension in listening but also the other skills. Because this activity consists of reading, writing, and speaking. But in this

research, the researcher would only focus on improving students' listening comprehension.

Underlying the problem above, the researcher conducted the research, under the title "Using Dictogloss Technique to Improve Students Listening Comprehension in the Eighth Grade of SMP Negeri 3 Dua Pitue."

Literature review

Previous of related findings

Mohammad Zohrabi (2014) "The Impact of Note Taking on the Improvement of Listening Comprehension of Iranian EFL Learners" Noting is a popular and operative strategy that enhances students' ability to remember, understand, and store matter in mind.

Abdul Majid Mohseni (2014) in his journal "The Effect of Chunk Learning on Listening Comprehension" The present study is done to examine the effect of chunk learning on students' listening comprehension. Based on the nature of the study, the null hypothesis was proposed, chunk learning has no effect on (TOEFL) listening comprehension. In order to test the null hypothesis, a sample of 60 students was chosen. They were randomly put into two groups (experimental and control).

Mustafa Azmi Bingol (2014) in his journal "Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class."

Mohamad Jafre Zainol Abidin (2011) "Improving Listening Comprehension among Malay Preschool Children using Digital Stories."

Latifi, Mehdi (2014) "The Effect of Metacognitive Instruction on Improving Listening Comprehension Ability of Intermediate ELF Learners"

So, the researcher tried to use English dictogloss which can be used as a useful technique to teach listening comprehension for students. This not only improves students' listening comprehension but also improves students' motivation in teaching and learning.

Listening comprehension

a. Definition of listening comprehension

Online: (http://wiki.answers.com/q/What_is_listening_comprehension) According to Spratt et al. (2005:32) note that activities in a listening class usually consist of 3 main stages: introductory, main and post activities. Introductory involves an introduction to the topic of the text and activities that focus on the language of the text.

Brown (2001:255-257) categorizes types of classroom listening performance into reactive, intensive, responsive, selective, extensive, and interactive.

Petty and Jensen (1980) states that listening refers to the process by which spoken language is converted to meaning in the sound. It is convenient to think of the listening process as having four steps: (1) hearing, (2) understanding, (3) evaluating, and (4) responding. Those four steps apply to all acts of receiving communication by auditory means; listening is the process of becoming aware of the sound component and recognizing these components sequence that has meaning.

According to Nicholas (in Suhartina, 1990) listening is an active process in which the listener plays a very active part in carrying out the whole message, while Rashid (1987) puts forward the listening nature as follows: Listening is receptive (receiving messages from someone else either by the communications director face to face); Active listening (active mind to decode incoming messages, even though we may look passively physically); and Listening is spoken (incoming messages are produced orally).

Rost (1991) draws up some general principles in developing listening ability as follows:

- 1) Listening ability develops through face to face interactions.

- 2) Listening develops through focusing on meaning and trying to learn new and important content in the target language.

b. The nature of listening comprehension

The average individual spends more time each day listening than reading, speaking, or writing. Besieged by increasing number of sounds and by the mass media, the average adolescent has learned to insulate himself from much of the speech and sound that assail him.

According to Bulletin (in Saricoban, 1999), listening is one of the basic skills of language. It is a medium where children, young people, and adults get most of their education, their information, their understanding of the world and human affairs, their ideas, their sense of value, and their appreciation.

In today's mass communication (mostly verbal), it is very important that our students are taught to listen effectively and critically, he further says that listening and understanding speech involves a number of basic processes, some dependent on linguistic competence, some dependent on previous unnecessary knowledge of pure linguistic nature, and some dependent on psychological variables that affect the mobilization of these competencies and knowledge in certain task situations.

c. Types of listening

There are many types of it. Hubbard et al. in Herawati (2010) classify the types of listening into two such as follow:

1) Intensive Listening

There are two possible exercises that can be distinguished in intensive listening, they are:

- a) Exercise which focuses on detailed comprehension of meaning. It can be done by Comprehension Questions, Summary Questions, Logical Problem.
- b) Intensive Listening for Language

2) Extensive Listening

Extensive listening exercises are those where a student is primarily concerned with following a story or finding something out from the passage student listening to.

d. The elements of listening comprehension

According to Marvin Gottlieb, *Managing Group Process*. (Praeger, 2003) there are four *elements of good listening* :

- 1) *Attention*--the focused perception of both visual and verbal stimuli,
- 2) *Hearing*—the physiological act of opening the gates to your ears,
- 3) *Understanding*—assigning meaning to the message received, and
- 4) *Remembering*—the storing of meaningful information.

e. The listening process

Online: (<http://www.ingilish.com/listening-activities.htm>) stated that the listener engages in a generally accepted behavioral sequence to characterize the decoding process: receiving; perceive; interpret; and responding.

f. Strategies for developing listening comprehension

Language learning depends on listening. Listening provides an aural input that serves as a basis for language acquisition and allows learners to interact in verbal communication.

Online: (<http://www.ingilish.com/listening-activities.htm>) effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, type of input, and listening purpose. They help students develop a set of strategies for listening and matching the right strategies for each listening situation.

- 1) Listening strategy
- 2) Listening to meaning

Dictogloss

a. Definition of dictogloss

The second interesting term for this research is dictogloss. Dictogloss is not familiar enough to many people. Dictogloss can be an effective way to teach listening and improve students' understanding of listening. Dictogloss is a class dictation activity where students are asked to listen to text (short) read by the teacher, and students will reconstruct the text in their own words (Cardoso, 2009). Nunan (1991) agrees with this view which states that "the teacher reads the text and the student writes as many words or sentences as possible." In the dictogloss, the student stands as an active listener while the teacher will be the speaker (Nunan, 1991).

b. Dictogloss listening procedures

Dictogloss has several procedures in its doing. Wajnrub (1990) classifies four stages of dictogloss. There are as follow:

- 1) Preparation
- 2) Dictation or Listening Process
- 3) Reconstruction
- 4) Analysis and Correction

c. Advantages of using dictogloss

The dictogloss technique offers several advantages over other techniques of listening comprehension teaching. some of the advantages are 1). This is an effective way to combine individual and group activities, 2). The procedure facilitates the development of communicative competence of learners, 3). The dictoglossic reconstruction phase helps students try their hypotheses and then identify their strengths and weaknesses, promote the acquisition of the L2 vocabulary, and raise students' awareness of rhetorical patterns in the target language, 4). It promotes student autonomy. Students are expected to help each other recreate text rather than rely on teachers to provide information, 5). Dictogloss offers a unique blend of teaching, listening comprehension and assessment of students' listening skills, and 6). Working in small groups reduces students' anxiety because they only have to perform in front of small audiences.

d. Implementation of Dictogloss

In order to dictogloss can be implemented effectively, it is important that learners recognize the benefits of cooperative learning and to make cooperative learning work, the teacher must explain the concept behind it, provide the rationale underlying the selection of particular task and increase students' awareness of the benefits of independent learning.

The dictogloss procedure is meant to make students realize that they have a common goal. Teachers must remind students that the focus of the reconstruction task in dictogloss is not grammatical precision, but given the content, something they can help each other with.

Cooperative learning is meant to get students to work together to achieve goals. Johnson and Johnson (1999) explain that students are given two responsibilities in cooperative learning: to maximize their own learning and to maximize learning of all group members. Heterogeneous team teams carry more benefits than the homogeneous group team that is formed. Teachers must form group dynamics. The thing to think about is the ability of the students.

The teacher must explain to the students the concept of a working group in order to make students help each other. The choice of students to be formed in a group must be chosen by the teacher. It is meant to avoid the students always work with same partner. It is also intended to avoid weak students become weaker and stronger students become stronger. Creating groups with different genres is important to make group performance improved (Maznevski, 1994). Just as Johnson and Johnson (1996: 168) say that cooperative learning can be seen as "... window into the minds of students". Furthermore, combining dictogloss and cooperative learning makes the learning process in language skills more meaningful (Jacob and Small, 2003).

The concept of interest

a. The definition of interest

Chaplin in Sakkir (2011: 25) stated that:

Interest is (1) an enduring attitude which engages the individuals’ attention to make it selective toward the object of interest, (2) the feeling that a certain activity, avocation, or object is worth or significance to the individual, and (3) a state of motivation, or set which guides behavior in a certain direction toward certain goals.

Hidi and Renninger (2006:112) defined “interest as a motivational variable refers to the psychological state of engaging or the predisposition to re-engage with particular classes of objects, events, or ideas over time.” When someone is interesting, it is likely to have a positive feeling about that topic, continue to have interest in it, and as a result, learn (more)about it.

Based on the definitions above, the researcher can conclude that interest is a feeling or attitude toward an object that will determine someone’s activity, motivation,and behavior.

b. Types of Interest

James et al. in Mahareni (2011: 28) categorized interest into four types, namely: expressed interest, manifest interest, tested interest, and inventoried interest.

- 1) Expressed interest is the verbal expression of liking or disliking something
- 2) Manifested interest is what is observable because of individuals participating in a given activity may be necessary or certain fringe benefit to occur.
- 3) Tested interest can be curtained by measuring the knowledge of vocabulary or other information the examinee has specific interest area.
- 4) Inventoried interest is those determined by interest checklist.

c. Factors Influence Students’ Interest

There are two factors that can influence the students’ motivation as well as their interest in learning; they are internal and external factors.

Based on Ur (1996: 281), there are ways of arousing interest in tasks, namely: Clear goals, Varied topics and tasks, Visuals, Tension and challenge games, Entertainment, Playacting, Information gap, Personalization, Open-ended cues.

d. Interest and Learning

The relationship between interest and learning is further fleshed out by the observation that new learning is depending upon interest. Learning cannot occur unless the organism is interested in learning.

Method

Research Design

This research would apply the quasi-experimental design. It would involve two groups; the experimental group would be treated by using dictogloss technique while the control group will be taught without dictoglosstechnique. Both groups will be given pre-test and post-test. The pre-test would be given before treatment. The students' pre-test score was to see the starting point and to determine whether the two groups could be acceptable as a sample or not in this research. The subject would be assigned to the experimental and the control group would be given a pre-test on the independent variable. After the treatment, the two groups will be given post-test. Post-test would be comparing with a pre-test to see the effect dictogloss technique (narrative text) to the students in listening comprehension.

This design outline as follows:

EG	O ₁	X ₁	O ₂
CG	O ₂	X ₂	O ₂

(Gay et al., 2006: 258)

Table. 1: Research Design

- Where: E : Experimental Group
 C : Control Group
 O1 : Pre-test
 O2 : Post-test
 X1 : The treatment for the experimental group
 X2: The treatment for the control group

Variable of the research

1. Variable of the research

There were two variables will be involved in this research, namely independent and dependent variables. Using dictogloss technique in listening to improve the students listening comprehension as the dependent variable and the independent variable is the students in listening comprehension achievement.

2. Operational definition of variable

To make clear variables in this research, the researcher described the operational definition as follows:

1. The listening comprehension is the students' achievement to listen to the narrative text, to comprehend about the students listen from the recorder.
2. Dictogloss is one of technique to listen to a text by write keyword or main idea of the text. It is beneficial in showing the relationship between write keyword or main idea to reconstruct the text with their group.

Population and sample

1. Population

The population of the research is the Eighth-grade students SMP Negeri 3 Dua Pitue, in academic year 2014/2015. The students were spread in fourthclass. The classes were classified based on the student's registration number when they registered to enter the school. VIII A consisted of 24 students, VIII B consisted of 24 students, and VIII C consisted of 24, and VIII.D consisted of 24 students. The number of population is 96 students.

2. Sample

In this research, the researcher applied cluster sampling technique, and two classes were taken as the sample which representing the experimental group (VIII A consists of 24 students) and control group (VIIC consist of

24 students) randomly. The class was select randomly. The number of total samples is 48 students.

The instrument of the Research

In this research, the researcher would use a listening test as the instrument to collect the data. The students would be asked to write. This test would be administered to the students twice namely pre-test and post-test. The pre-test would be given before treatment in order to get students' prior knowledge in writing. The post-test would be conducted to find out the students' listening comprehension after treatment was given (using dictogloss technique and without dictoglosstechnique).

The procedurefor collecting data

The following procedures were used to collect data:

1. Pre-test gave to conduct treatment at the first meeting by the following procedures:
 - a. The researcher explained what the students were going to do and distribute the test for the two classes which took randomly, to know the student's comprehension in listening before treatment.
 - b. The researcher gave a score to the students' result test.
2. Treatment
After giving pre-test, the researcher would conduct treatment for each group. It would be done for four meetings in two weeks. Each meeting runs for 80 minutes.
3. Post-test
 - a. After giving the treatment (for experimental group and control group), the students were given a set of listening test both experimental and control group. The testwas the same with the pre-test.
 - b. The researcher gave a score to the students' result test.

Treatment

The researcher would give the treatment for the experimental group by using dictogloss technique while the control group was treated without dictoglosstechnique. Both groups

were treated with the same kinds of narrative text (short text) and the pictures. The topics for both groups were also same. The topics were the farmer and his son's story, the ant and the dove, costly gifts, and the man who wanted nothing.

The technique of data analysis

Quantitative data analysis ideally occurs concurrently with data collection so that investigators can generate an emerging understand research questions, which in turn informs both the sampling and the questions being asked. This interactive process of data collection and analysis eventually leads to a point in the data collection where no new categories or theme emerge. This was referred to as saturation.

Data analysis in this research is quantitative, by which the data is measured in the form of numbers. After the data have collected, the data would analyze by using descriptive statistic; the data is analyzed by employing the following procedures:

1. Listening Comprehension

a. Scoring text

In each correct answer by the students, the score is one and in each incorrect answer the score is zero.

$$\text{Correct (C)} = 1$$

$$\text{Incorrect (I)} = 0$$

b. Scoring the listening comprehension students:

The design of score students was

$\frac{\text{Students correct answer}}{\text{The student score}} = \frac{\text{The total of test items}}{\text{The total of test items}}$ $\times 100$
--

(Dirjen Pendidikan Dasar dan Menengah, 2005:1)

c. The score is classified based on the following classification:

Table 2. Scoring classification of listening comprehension

No.	Classification	Score
1.	Very good	86 -100
2.	Good	71 – 85
3.	Average	56 –70
4.	Poor	41 – 55
5.	Very poor	0 – 40

(Depdiknas, 2006: 38)

- d. Calculating the means score, standard deviation, frequency table, and the value of t-test to identify the difference between pre-test and post-test by using inferential analysis in SPSS 21.0 program for windows evaluation version.
- e. Criteria of testing hypothesis, to test the hypothesis, the researcher would obtain t-test at the level of significance $\alpha = 0.05$ or nonindependent sample. The degrees of freedom (df) in $(N_1+N_2 -2)$. So, $(24 + 24 - 2 = 46)$. For $\alpha = 0.05$ and $df = (46)$ the table is (2.021).

The criteria of the testing hypothesis are:

- 1) If $t\text{-table} > t\text{-test}$, H_0 was accepted, H_1 was rejected. It means that there was no significant difference between the students who were taught by using dictogloss technique and who are not taught by using dictogloss technique (conventional technique).
- 2) If $t\text{-table} < t\text{-test}$, H_0 was rejected, H_1 was accepted. It means that there was no significant difference between the students who were taught by dictogloss technique and who were not taught by using dictogloss technique (conventional technique).

2. Questionnaire

The obtained data of the students' interest from the questionnaire were analyzed by using following procedures:

- a. Scoring the students' responses by using Likert Scale

Table 3 Likert Scale of Questionnaire

Positive Statement	Negative Statement

Category	Score	Category	Score
Strongly agreewith	5	Strongly agree	1
Agree	4	Agree	2
Undecided	3	Undecided	3
Disagree	2	Disagree	4
Strongly disagree	1	Strongly disagree	5

(Sugiyono, 2008: 135)

b. Categorizing the students' interest

Table 4 The Interval Score of Interest Classification

Interval Score	Category
85 – 100	Strongly interested
69 – 84	Interested
52 – 68	Moderate
36 – 51	Uninterested
20 – 35	Strongly Uninterested

(Sugiyono, 2008)

Results

Findings

1. The students listening comprehension

a. Scoring classification of students' pre-test
 After giving a test, the researcher analyzed the students' score of VIII A as the experimental group and VIII C as a control group. The scoring classification score is presented in table 5.

Table 5. The classification of students' score for Experimental Group and Control Group on Pre-test

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Very good	86 -100	0	0	0	0
Good	71 – 85	0	0	0	0
Average	56 –70	7	29.2	8	33.3
Poor	41 – 55	11	45.8	7	29.2
Very poor	0 – 40	6	25	9	37.5
Total		24	100	24	100

Based on table 4.1 it is known that the students score in the pre-test result experimental group. Students were classified into average 7 (29.2%) students, 11 (45.8%) were in poor category, 6 (25%) were in the very poorcategory, and none students classified in very good, and goodcategories.

On the order side, most of students pre-test score of control group class was categorized in average classification, 8 (33.3%) student intoaverage, 7 (29.2%) categories on poor, 9 (37.5%) students were classified into very poor and none students wereclassified into very good, and good category.

b. The mean and standard deviation of students' pre-test.

To find out whether experimental group and control group were at the same level or not before treatments were performed, the mean score and standard deviation of students listening comprehension achievement inthe following table.

Table 6. The mean score and standard deviation of students' Pre-test for Experimental Group and Control Group

Class	Mean Score	Standard Deviation
Experimental Group	50.4	11.9
Control Group	50.0	13.7

Table 6. shows that the mean score of pre-test of experimental group and control group were categorized in very poor level. Therefore, the researcher concluded that the students mean score of the experimental group was different the control group. Its mean that there isa significant between the students listening achievement between experimental group and control group before treatment.

c. Scoring classification students' post-test
 At the meeting, after the treatments were performed, the researcher gave the students

post-test to know whether or not there would be the students score improvement. What the classification of students scores in post-test is shown the following table.

Table 7. the classification of students score for Experimental Group and Control Group on Post Test.

Classification	Score	Experimental Group			
		I Group		Control Group	
		F	%	F	%
Very good	86 -100	3	12.5	1	4.2
Good	71 – 85	14	58.3	7	29.2
Average	56 –70	7	29.2	8	33.3
Poor	41 – 55	0	0	6	25
Very poor	0 – 40	0	0	2	8.3
Total		24	100	24	100

From the table above, it can be seen most of the students in experimental group were classified into good and average category, 3 (12.5%) students were in very good classification, 14 (58.3%) students were into good classification, 7 (29.2%) were into average classification, and none students classified in poor, and very poor classification.

Meanwhile in the control group, 1 (4.2%) students were into very good classification, 7 (29.2%) students were into good classification, 8 (33.3%) students were into average classification, 6 (25%) students were into poor classification, and 2 (8.3%) students were into very poor classification

d. The mean score and standard deviation of students' post-test

The mean score and standard deviation in table 4.4 to find out the difference between the post-test score of the experimental group and control group.

Table 8. The Mean Score and Standard Deviation of students Post-test for Experimental Group and Control Group.

Class	Mean Score	Standard Deviation
Experimental Group	77.0	9.3
Control Group	63.3	15.5

The table above shows that the average score of the two groups is the difference after treatment. The mean score for experimental group in post-test was increased from 50.4 to 77.0. Both of the mean scores was balance classified into good and average level.

On the other hand, in control group the mean score of post test was increased from 50.0 to 63.3 even though it was increased. But the score was not significantly different. It proved that listening achievement of the students by using English dictogloss is better than did not use English dictogloss.

e. Test of significance (T-test)

The hypothesis stated earlier was tested by using inferential analysis. In this case, the researcher applied independent t-test analysis using SPSS 21.0 windows evaluation version. The purpose is to know whether or not the difference between the result of students mean score on experimental group and control group is statically significant at the level of significance $\alpha = 0.05$ and none independent sample, the degree of freedom $(N1+N2-2)$ $(24 + 24 - 2) = 46$. The result of the calculation is shown as follow :

Table 9. The T-test Value of Students Listening Comprehension achievement on Experimental Group and Control Group

Variable	T-test Value	T-test Table
Pre-test	0.112	2.021
Post-test	3.711	2.021

Based on the students result obtained and stated in findings above, the researcher used t-test in inferential statistic through SPSS 21.0 program for windows evaluation version to test the hypothesis. In the pre-test, the researchers found that the t-test value was lower than t-table ($0.112 < 2.021$). It means that H_1 was rejected and H_0 was accepted. While in relation to the finding of post-test, the t-test value is higher than t-table ($3.711 > 2.021$). It means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that the use of English dictogloss in teaching listening improve students listening comprehension of second-year students of SMP Negeri 3 Dua Pitue.

2. The students' Interest

The main aim to distribute the questionnaire to the students in this research is to know about students' interest toward the application of clustering technique in dictogloss. The questionnaire was distributed to the students of VIII A (experimental group) after given a post-test.

The questionnaire was answered individually based on the students' opinion after the treatment was conducted in applying dictogloss in listening comprehension. The data was analyzed by using Likert Scale. The results show that the students were interested in the application of dictogloss in listening comprehension. These results can be seen in the table below.

Table 10. The Rate Percentage of Students' Interest

Category	Interval	Frequency	%
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		Score	
Strongly Interested	85 – 100	11	45.8
Interested	69 – 84	13	54.2
Moderate	52 – 68	0	0
Uninterested	36 – 51	0	0
Strongly Uninterested	20 – 35	0	0
Total		24	100

In relation to the percentage analysis of students' interest on table 4.6 above, the analysis showed that there were no students who state negative statement to the application of dictogloss technique for students' listening comprehension, 11 (45.8%) was strongly interested who got score in interval 85-100 and 13 (54.2%) were interested in interval 69-84. The table above indicates the students were strongly interested in the application of dictogloss technique for students' listening comprehension. This is supported by the following table.

Table 11. The Mean Score of Students' Interest

Total Respondent	Total of Students' Score	Mean Score
24	2003	83.5

The table shows that the mean score of students' interest was 83.5 which categorized as interested. Then, it can be concluded that the application of dictogloss technique in students' listening comprehension was interesting.

Discussion

1. The student's ability in listening comprehension by applying dictogloss technique

The description of the collected data through the test as explained in the previous section showed that the students listening comprehension achievement were improved after the treatment by using English dictogloss especially for experimental group

was higher than the mean score of post-test for experimental group was higher than the mean score of pre-test for experimental group (77.0>50.4) although both of them in good level. The post-test score of the experimental group also showed that there were students listening achievement.

Besides that, based on the data in the previous section, the students listening comprehension achievement in experimental group and control group after the treatment is significantly different, where the students who use English dictogloss in teaching listening had higher than the student's control group who did not use English dictogloss in teaching listening. It was supported by the difference between the mean score of post-test in the experimental group (77.0) was lower than the control group (63.3).

The research data show that Indonesian language can be used to improve students' understanding. Although using dictogloss English and conventional techniques (no dictogloss English) can improve student achievement. However, the use of English dictogloss in teaching listening comprehension process gave a better effect than the use of the conventional technique. This result goes in line with what Vanderplank, (1988), on his research stated that L2 listeners need to know when to switch the focus of their listening, or how to apply knowledge strategically. Nevertheless, it is also clear that strategy use and knowledge sources are related the 'how' as well as the 'what,' and that for a complete picture of listening comprehension, research studies should look at both.

Based on the statistic test in SPSS version 21.0 The result of the data analysis showed the mean score of the experimental group got the mean score (77.0) and while the control group got the mean score (63.3) this showed that there was significance difference between the students who were though by using English dictogloss and those who were without using English dictogloss. In the pre-test, the resercher found that the t-test value was lower than t-table (0.112<2.021). It means that H_1 was rejected and H_0 was is accepted. While in relation to the finding of post-test, the t-test

value is higher than t-table (3.711>2.021). It means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It was concluded that there was a significant difference between students listening comprehension achievement who used English dictogloss in teaching listening and who did not use English song in teaching listening (conventional technique). In order words, there was an improvement on the listening comprehension achievement after using English dictoglossin the Eight Grade students at SMP Negeri 3 Dua Pitue.

2. The students' interest in the application of dictogloss technique in listening comprehension.

The result of the findings showed that the Eighth Grade students of SMP Negeri 3 Dua Pitue had a high interest in the application of dictogloss technique in students' listening comprehension. It was proved by the mean score of the questionnaire was 83.5 which was classified into an interesting category.

The analysis showed that the application of dictogloss technique influenced the students' interest in listening analytical narrative text significantly. The dictoglosstechnique is one of technique to listena text by write keyword and main idea about the material which helps people to think in a reconstruct way. It is relevant toHidi and Renninger (2006:112), interest as a motivational variable refers to the psychologicalstate of engaging or the predisposition to re-engage with particularclasses of objects, events, or ideas over time.

In this research, the interest of students was considered as output because they were expected to have interest in the application of dictogloss technique. The students gave responses that by applying dictoglosstechnique as listening comprehension, they became interested in learning to listen.

Furthermore, from the explanation about the result of listening test and questionnaire above, it indicated that the application of dictogloss technique was more effective and useful to enhance the students' achievement as

well as the students' interest in learning to listen. It was supported by the listening test mean score of the experimental group in post-test was enhanced from 50.5 to 77.0. It means that the score classification was enhanced two levels up, from poor to good level. Meanwhile, the mean score of students' interest was 83.5 which classified as an interesting category.

Conclusion and suggestion

Conclusion

Based on the finding and discussions, the students listening achievement who used English dictogloss and those who did not use English dictogloss in teaching listening had a significant difference. The result of the data analysis showed the mean score of the experimental group got the mean score (77.0), and while the control group got mean score (63.3), this showed that there was a significant difference between the students who were through by using English dictogloss and those who were without using English dictogloss. In the pre-test, the researchers found that the t-test value was lower than t-table ($0.112 < 2.021$). It means that H_1 was rejected and H_0 was accepted. While in relation to the finding of post-test, the t-test value is higher than t-table ($3.711 > 2.021$). It means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Listening is more complex just hearing. It is a process consisting of four symptoms that are, and and responses.

The application of dictogloss technique in listening comprehension was interesting for the Eighth Grade students of SMP Negeri 3 Dua Pitue. It was supported by the mean score of students' answers in the questionnaire (83.5) which was classified as an interesting category.

Therefore, the researcher puts forward conclusion that the use of English dictogloss improves the students listening achievement at the Eighth Grade Students of SMP Negeri 3 Dua Pitue.

Suggestion

Considering the conclusion above, the research given some suggestions as follows :

1. The use of English dictogloss is suggested of teaching listening comprehension since it has been proven successfully in improving students listening comprehension.
2. English teacher must given motivation and explanation to the students about the importance of the use of English dictogloss to understand the words from dictogloss and how to relax in study English with dictogloss.
3. In this research, the researcher studied on the English dictogloss to improve students listening comprehension. It is recommended for further research to find out the students attitude forward the use English dictogloss to improve their listening comprehension.

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The effect of public speaking training on students' speaking anxiety and skill

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Abstract: Regardless its importance, speaking always becomes a demanding task to teach. It is a complex skill since it requires not only the language ability, but also related to psychological conditions, such as confidence, especially when it comes to public speaking. This paper elaborates what happened in the public speaking training classes conducted by Language Development and Service Centers at University of Muhammadiyah Banjarmasin. This research employs pre-experimental research design to measure the effect of the training on students' speaking anxiety and skill. It invites 40 students from the writers' classes to join the research. A Personal Report of Public Speaking Anxiety (PRPSA) questionnaire and speaking test are two main instruments to collect the data. In addition, result observation also becomes additional data collection to enrich the findings. Finally, this research is expected to give a valid statistical data support as well as ideas for teachers who are interested in planning a public speaking training for their students.

Keywords: Public Speaking, Anxiety, Speaking Skill

Introduction

Speaking is one of the basic skills that everyone has, so everyone can communicate and interact with others. However, not everyone can speak well in front of the audiences (public speaking), especially in English. There are some reasons that cause fear to conduct public speaking in English, such as: lack of confidence, fear of misdirection and stage fright. In some cases, it caused them to forget the topic that they should be presenting.

Mandel (2014) said that:

"An important skill to have in business and especially in the public relations arena is the skill of persuasion or the ability to win over the crowd. Inside and outside the workplace, the power of persuasion can carry you far and it all starts by honing those public speaking skills."

Based on the above statement, it is not surprising that the students must have the ability to do good

public speaking. Intensive training, habituation in the classroom and student organizations in the campus environment is expected to help the students to master their public speaking skills.

University of Muhammadiyah Banjarmasin (UM Banjarmasin) through Language Development and Service Center (P3B) implement Intensive English Class (IEC) program. This program is implemented every Monday to Thursday, where every Thursday the students are trained to speak English in front of the class on topics they have learned from Monday to Wednesday. This program is followed by all new students in the first year of their study.

Through this activity is expected to measure and to familiarize each student to do public speaking in English. As our current activities as an implementer want to measure the extent to which the program has succeeded in improving public speaking skills and measuring changes in their anxiety levels while speaking in public.

Literature review

Definition of public speaking

In this part we will explain first about the definition of Public Speaking, the important of the public speaking and in the end, we will highlight some of the techniques for teaching public speaking.

Baumeyer (2018) as an instructor in Organizational Leadership and Management and Teaches Business Courses said that:

“Public speaking is the process of communicating information to an audience. It is usually done before a large audience, like in school, the workplace and even in our personal lives. The benefits of knowing how to communicate to an audience include sharpening critical thinking and verbal/non-verbal communication skill”

Therefore, it can be concluded that public speaking is the process of delivering topics in front of the audiences, whether in the classroom for students or at work for those who are already working. As students, this ability will be very useful when they have to deal with their assignments from their lecturers to be presented or shared in front of the class. The success of a public speaking is if the message delivered can be received by others clearly. That's why it's necessary for teachers to teach some technique for public speaking.

Davies (2011) said in his article that there are four terms might be considered as a speaker.

- First is passion. He said just talk what you like to talk.
- Second, is energy. Energy is infectious. If you are energetic, whether that be through movement of your body or full use of your voice, your audience will detect it and give positive feedback to you.
- Third is voice. Always practice using your voice.
- The last is spontaneity. The ability to be spontaneous re-assures your audience that the presenter knows his/her subject. Answering questions, or dealing with issues that you had not planned to cover, shows tremendous self-confidence.

And in the end of this part he said to take notes even if they are just bullet points on a card. They'll keep you on track if you find yourself wondering too far off the main body of your talk.

In the other hand, Dolan (2016, p. 9) explains that good presentation consists of three key components, as follows:

- Structure that include a clear component (introduction, body and conclusion). The smooth flow from one topic to next topic.
- Body Language and movement (comfort, deliberate gestures, eye contact, and use of visual aids)
- Verbal delivery (pace, volume and use of full vocal range)

Dolan (2016) also gives some of tips to reduce anxiety:

- Organize everything that you need in your speech
- Visualize, imagining your speech
- Practice
- Make contact before your talk with your audience
- Breath
- Release tension
- Move

Becoming a good public speaker in English, there are many things to be considered as follows: the student as the speaker, the audience as the listener and the topic of speech. Furthermore, the regular exercises and extensive insight about the topic of conversation are also very important.

Previous studies

There are some previous studies related to the present research. First, Colbeck (2011) conducted a study on the effect of a speech course on public speaking anxiety. She used McCroskey's Personal Report of Public Speaking Anxiety (PRPSA) questionnaire to record 161 students' speaking anxiety. The result showed that there was significant decrease of speaking anxiety after joining the course. Next, Chollet at al (2014) developed an interactive virtual audience platform for public speaking training. They wanted to notice which feedbacks during the training has big impact on the speaker. In conclusion they said that there was a correlation between the audience feedback and the speaker performance. Last, Herbein at al (2017) investigated the effect of speech training on elementary students' public speaking competence. The measured both public speaking ability and speaking anxiety on 65 students. They found that the students who participated in the training has better nonverbal and

organizational skills, but the training did not affect their speaking anxiety. The present study, then, is mostly inspired by the first and the third previous studies. It measures the effect of public speaking training using both test and PRPSA questionnaire. The participants were the first semester of undergraduate program. They come from various faculties, but with the same estimated English ability since they took a placement test in the beginning of the intensive English program.

Methodology

Research design

The present study used pre-experimental or single-subject design. This design allows the researchers to observe the effect of certain intervention on single individuals (Creswell, 2012). In this research, the subjects will get a pre-test before the experimentation begins and will have a post-test after the treatment to measure the outcome (Latief, 2012). The pre-test was conducted in the beginning of the program when the students wanted to join the intensive program. It was in form of an interview with the subjects to better understand their speaking ability. Their score, then, was ranked and grouped into a class. After a half of the semester, they got their middle test and it was used as the posttest to measure the effect of public speaking training intervention. The instrument for the posttest was interview with the same scoring rubric to make sure that there was no difference for measurement.

The next instrumentation is questionnaire. A Personal Report of Public Speaking Anxiety (PRPSA) questionnaire designed by Jim McCroskey (1970) was utilized to measure the effect of the training on the subjects' anxiety. This questionnaire was handed to the students in the first day of the program and before the middle test.

Treatment

The treatment in the present study was public speaking training. It was conducted for two semesters (one academic year), but for the sake of this study we only measured the effect for a half of the semester.

The public speaking training is one of the programs designed by the Language Service and

Development Center at University of Muhammadiyah Banjarmasin. This program was intended to develop the students' ability and confidence in speaking. The students got this training once a week, every Thursday. The activities offered were designed as fun as possible to encourage the students to actively speak. Speaking games and short speech competitions were two main activities offered with some different variations in each week. Once in a month, the Language Development Center also invited a native speaker to trigger the students to talk.



Picture 1 A Speaking Game



Picture 2 A Short Speech Competition



Picture 3 Inviting a Native Speaker

Result and discussion

Demographic information

There were 20 participants from two classes of intensive program joined in this research. Figure 1 clearly describes that the female students (n=11) has higher percentage than the male students (n=9). Meanwhile, for the faculty they come from, we can

see that they come from Faculty of Engineering (n=7), Faculty of Psychology (n=7), and Faculty of Teacher Training and Education (6). The age of the participants were not recorded because most of them were in the same age (between 17-20 years old).

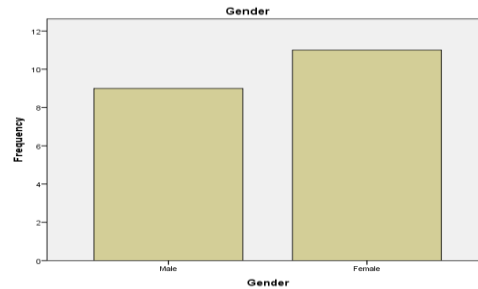


Figure 1 Frequency of Gender

Table 1 Faculty

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Engineering	7	35,0	35,0
	Psychology	7	35,0	70,0
	Education	6	30,0	100,0
	Total	20	100,0	100,0

The students' speaking ability

The research hypothesis assumed in the present study was there would be significant difference in the students' speaking ability after they were immersed in a public speaking training. To test this hypothesis, a spoken test in form of an

interview was designed. The interview asked some questions about self-introduction, their hobbies, and family. The questions used for posttest were almost same with the questions for the pretest. The descriptive statistic of pretest and posttest can be seen in Table 2 and Table 3.

Table 2 Descriptive Statistics of Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Score Pretest	20	60	80	66,45	6,724
Valid N (listwise)	20				

Table 3 Descriptive Statistics of Posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Score Posttest	20	70	87	77,20	4,686
Valid N (listwise)	20				

Based on those two tables above, we can notice that there were differences between the means of the two scores. In the pretest, the mean score was 66,45 and it was 77,20. However, we

cannot say that there is significant difference before finishing the statistic computation. Table 4 tells us the result of paired t-test.

Table 4 Paired Samples Test of the Speaking Score

Pair	Paired Differences	t	df	Sig. (2-tailed)				
					Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
1	Speaking Score Pretest - Speaking Score Posttest	-10,750	8,284	1,852	-14,627 -6,873	-5,804	19	,000

The data revealed that there was significant difference in students speaking ability before and after they got the public speaking training (.00 < .05). Thus, we can conclude that the students have better speaking ability after they were trained in a public speaking class. Since the activities in the public speaking are frequently arranged in form of a competition and interaction (games), the present findings, then, match the sociocultural theory that people will gain better competence when they are in a social activity (Savilla-Troike, 2006). When the students in a speaking game, they usually will help each other to win the games. This condition encourages them to assist each other in speaking.

The speech competition helped the students to be a better speaker by training themselves to be brave to speak in front of others. The presence of native speaker also made them able to apply what they have learnt when the native speakers invite them to talk.

The students' speaking anxiety

It was hypothesized that there would be significant difference in the students' speaking anxiety after they got public speaking training. The hypothesis was tested by giving them a PRPSA questionnaire before and after the intervention. The result of the questionnaire can be seen in Table 5 and Table 6.

Table 5 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Speaking Anxiety Pretest	106,15	20	9,659	2,160
Pair 1 Speaking Anxiety Posttest	99,80	20	12,203	2,729

Table 6 Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1 Speaking Anxiety Pretest - Speaking Anxiety Posttest	6,350	8,934	1,998	2,169 10,531	3,179	19	,005

Table 5 shows that the result of PRPSA in the posttest was lower than the result in the pretest (99.80<106.15). If we compute the means difference, we will find that the decrease was 6.35 points. However, these points were not big which can be seen in the result of paired samples test (Table 6). The Sig. value was only .005 which was same with the significance level. Therefore, we cannot say that there was significant difference in students' speaking anxiety between before and after training. It also means that the training does not make the students able to reduce their anxiety in speaking. This finding was in contrast with Colbeck (2011) finding, which found that the public speaking

class had positive impact on lowering the anxiety of the students to speak. The reasons for this finding may vary. The short duration of the class may become one of them. Compared to Colbeck, which was a full speech course, the present study only measures the effect in a once-a-week public speaking class in about two months (half of a semester). As we know that anxiety is a psychological matter which cannot be handled in a short time.

Conclusion

Public speaking is an important skills need to be mastered by students. This skill can be trained in

a fun way in form of speaking games, speech competition, and taking with native speakers. The present research showed that once-a-week public speaking training had successfully made the students have better speaking ability. Although, the training did not have a significant effect on the students' speaking anxiety, this kind of training is still recommended. It is better for every teacher, especially in a speaking class, to let the students have interaction or competition to show up their speaking ability. A fun atmosphere should be built to make each of them have lower speaking anxiety so they can bravely express their idea.

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Psychopedagogical aspect of EFL learners' performance: A case study at IAIN of Manado

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Abstract: The Psychopedagogy facilitates the processes of learning; it aims to understand the complexity of factors involved in this process and to solve the problems of learning through a dynamic intervention. This study aimed to find out the aspect of psychopedagogic on EFL learners' performance at IAIN of Manado. This study applied a qualitative approach using a case study design in which researchers conducted the in-depth exploration of the events, processes, and learning activities. The subject of this study was five students of English Education Department of IAIN of Manado who have good performance in English. The researchers were the key instrument who participated actively in the learning activities. In collecting data, the researchers used observation, interview, field note and documentation. The data were analyzed concurrently with the data collection interactively through the process of data reduction, display and verification using domain analysis, taxonomic, conventional, and cultural theme analysis. The researchers found that there were some psychopedagogical aspects employed by the teachers which contributed to the EFL students' performance, such as motivation, age, formal presentation, L1, and environment.

Keywords: Psychopedagogic, EFL Learners' performance

Introduction

The Psychopedagogy takes care of the learning, facilitating the processes of learning and aims to understand the complexity of factors involved in this process, researching and solving the problems of learning through a dynamic intervention dealing with conflicts that affect the learning process and are, more specifically, manifested in education (Barkley, et al, 2005; Cho, 2009; Gonzales, 2010; Almeida, 2015).

Psychopedagogy is necessary to consider the subject of learning in their own style as relating to the knowledge and their ability in a cultural context where it operates its uniqueness. It is a therapeutic work focused on learning, using all sorts of resources that facilitate the recovery of the ability to learn independently and pleasurablely.

Some previous studies in this field found that the failure of English learning in some schools not only influenced by the students themselves, but also by the teachers who did not consider their students' style in learning, socio-cultural, psychology, the strategy and method they used in teaching and learning (Barbara Mellini, Alessandra Talamo, Sabina Giorgi, 2010).

So far, the majority of English Education Department students of IAIN of Manado have low achievement in English subject. Based on the data of the final examination result of English Department students in IAIN of Manado for the last of one year (2015-2016) shows that the mean score of students' achievement was in the average to a fairly good classification that can be seen on the table below:

Table 1. The Mean Score of Students' Achievement on Final Examination (UAS) of English Department Students of IAIN of Manado

No	Semester	Mean Score	
		2014	2015
1	1 st Semester	64.07	69.12
2	2 nd Semester	70.33	71.38

Source: Academic office of English Department of IAIN of Manado, 2016

The data shows that the mean score of students' achievement was in the average to fairly good classification and there was no significant improvement from academic in semesters. This situation should be overcome by the lecturers and the university to increase the students' achievement in English.

A teacher should know the student's development physically and sociologically as integral parts of human being in general and also they have unique characteristics and those need to be understood. The knowledge about student's characteristic in psychology related to general activities of their selves, so it is important for a teacher to know the students' psychological process of development which refers to second language learning. The general activities that must be paid attention by teachers are attention, observation, perception, fantasy, memory, thinking, motive, attitude, talent, and imagination.

Based on the background above, the researcher intends to investigate the Psycho pedagogical aspects of EFL Learners' performance in IAIN of Manado that support the lecturer creating the best learning condition which appropriates to the student's psychology to see the learning take place. The lecturer is also responsible for creating a situation that provides opportunities and stimulates the students to learn English. So that, the teacher can develop the students' self-confidence to have quality in English that can improve their academic performance.

Psycho pedagogical aspect

This part will discuss a psycho pedagogical aspect of second language learning. Before discussing more in-depth, it is better to know the definitions of the term so it can give a clear description of it.

Psychology consists of two words namely *psyche* means 'soul' or 'spirit' and *logos* means 'knowledge' so psychology is the knowledge which learns about a human being. R.S Woodworth stated that "*Psychology can be defined as the science of the activities of the individual in relation to the environment*" besides Crow & Crow give their definition of "*psychology as the study of human behavior and human relationship*". So, it can compound those definitions more simply based on Sartain's definition "*psychology is the scientific study of the behavior of living organism with, special attention given to human behavior*".

Pedagogy is *the art or science of being a teacher*. The term generally refers to strategies of instruction or a style of instruction (from Wikipedia encyclopedia). Pedagogy is also sometimes referred to as the correct use of teaching strategies. In correlation with the teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations, and environment as well as learning goals set by the student and teacher. There is also another definition of it which states that Pedagogy has two meanings the first one is referred to *practical things or the way of someone's teaching*; the second is referred to *the knowledge about the principles and teaching method, the principles and leading and monitoring method* or in another word it is said '*education*' (Soegarda.P & H.A.H. Harahap,1982:254).

The Psycho pedagogy takes care of the learning, facilitating the processes of learning and aims to understand the complexity of factors involved in this process, researching and solving the problems of learning through a dynamic intervention dealing with conflicts that affect the learning process and are, more specifically, manifested in education (Barkley, et al, 2005; Cho, 2009; Gonzales, 2010; Almeida, 2015).

Those definitions above show that psychology cannot be separated with pedagogical as the aspect of teaching and learning process and also language learning especially for English as foreign language learners which aims to understand the complexity of factors involved in this process, researching and solving the problems of learning.

EFL Learner performance

Performance indicators are a means to focus on specific expectations of a program. They facilitate the curriculum delivery strategies, and assessment procedures. There is an important first step that must come before the development of performance indicators, and that is deciding on student outcomes. These are usually communicated to students in the program description, and are stated in terms that inform the students about the general purpose of the program and expectations of the faculty. The primary difference between student outcomes and performance indicators is that student outcomes are intended to provide general information about the focus of student learning and are broadly stated of the outcome, not measurable, while performance indicators are concrete measurable performances students must meet as indicators of achievement. Performance indicators are developed from program outcomes. Sample student outcomes: 1) Students will work effectively as a member of a team; 2) Students can apply the principles of math and science to a technical problem; 3) Students will have an appreciation for the need to be lifelong learners; and 4) Students will have effective communication skills (Grondlund, 1981; McBeath, 1992).

Students academic gain and learning performance is affected by numerous factor including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, the medium of instructions in schools, tuition trend, daily study hour and accommodation as hostellers or day scholar. Many researchers conducted detailed studies about the factors contributing student performance at different study levels. Graetz (1995) suggested "A student educational success contingent heavily on the social status of student's parents/ guardians in the society. Considine and Zappala (2002) noticed the same that parent's income or social status positively

affects the student test score in the examination. According to Minnesota (2007) "the higher education performance is depending upon the academic performance of graduate students. Durden and Ellis quoted Staffolani and Bratti, (2002) observed that "the measurement of students previous educational outcomes are the most important indicators of students future achievement, this refers that as the higher previous appearance, better the student's academic performance in future endeavors.

Considine & Zappala (2002) observed that children come from those families having low income make known more subsequent models in terms of learning outcomes; low literacy level, low retention rate, problems in school behavior and more difficulty in their studies and mostly display a negative attitude towards studies and school. The view point of Considine and Zappala is more strengthen by this statement of Eamon, according to Eamon (2005) "Those students usually come out from low socio-economic status or area show low performance in studies and obtained low scores as compared to the other students or their counter parts".

It is also assumed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends sets the parameters of students' learning outcomes. Considine and Zappala (2002) quoted Sparkles (1999) showed that schools environment and teachers expectations from their students also have a strong influence on student performance. Most of the teachers working in poor schools or schools having run short of basic facilities often have low performance expectations from their students and when students know that their teachers have low performance expectations from them, hence it leads to poor performance by the students. Kwesiga (2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students. All these educationists and researchers agreed with this principle that schools put a strong effect on academic performance and educational attainment of students.

Method

This study applied a qualitative approach using a case study design where researcher conducted an in-depth exploration of the events, processes, and activities to one or more people who are bound by time and activity. The researcher used this type of research is due to the subject of this study is only five students who have a good performance in English and they have high achievement in English subject.

The study lasted for 6 months starting from March, 5 to July 29, 2015. Thus, the researcher conducted data collection in detail and in-depth either in the campus, home, and the student's environment by using a variety of data collection procedures and in continuous time. The instrument of this study is the researcher herself as a key instrument and engage fully with what the source of the data (complete participation) so that the data obtained by totally natural. Data collection techniques used participant observation on the activities of the subject, in depth interview on the subject, classmates, some English lecturers, and students' parent. The triangulation of data will be conducted to maintain the validity of data verification and conclusion.

The data were analyzed concurrently with the data collection interactively through the process of data reduction, display and verification using domain analysis, taxonomic, conventional, and cultural theme analysis (Spradley: 1984).

Findings and discussion

Based on the result of observation and interview, the researcher found that there are many factors, variables, and obstacles which can determine the success of that process. For reaching out these there are some factors which influence theL2 learning process. The factors can be described as follow:

Motivation factor

Motivation is an urge aspect in improving the students' performance in learning English. In L2 learning there is an assumption states that if

there is motivation or encouragement or goal which it wants to be reached by someone in learning L2 will be more success than a person who studies L2 without those things. Correlated with L2 learning, motivation has two functions, namely: (1) integrative function and (2) instrumental function. Motivation has an integrative function if the motivation encourages somebody for learning a language because there is a desire to communicate with the native speakers or become a member of their community. Whereas motivation has an instrumental function if the motivation encourages somebody to have a desire for learning L2 because of the useful goal or because there is a desire to have a job or social mobility on the upper level of that community (Gardner and Lambert, 1972:3 in Abdul Chaer 2003:251).

Age factor

The age factor is one influenced the students' performance in learning English at IAIN of Manado. Even thought, there is an assumption states that children can be better than adults in theL2 learning process (Bambang Djunaidi, 1990). Children are easier in acquiring new language than adults in L2 learning. It directs us to the Critical Period hypothesis (Lenneberg, 1967; Oyama, 1976) for learning L2. From the result of linguists concluded that age factor influences somebody self in learning L2. The difference of age influence their speed and success in learning L2 towards some aspects such as phonology, morphology, and syntax, but those aspects – not influenced in sequences acquisition.

Formal presentation factor

The formal presentation has an impact towards the speed and success in learning L2 because of the variations of factors and variables which have been prepared and it is done consciously. And also the circumstance of its environment is different because it is learned in the classroom formally than it is learned naturally. So, the classroom is the environment which focuses on learning or acquiring its forms and grammars consciously (Dulay, 1982:17 in Abdul Chaer 2003: 254).

L1 factor

Most linguists believe L1 has an impact towards in learning L2 because someone doesn't realize when he learns L2, he always transfers the elements of language from L1 while he is using L2. According to behaviorism perspective states that the impact of L1 in transfer when using L2 will be great if the learner is not given L2 stimulus continually. But if the stimulus of L2 is given continually the impact of L1 can be reduced slowly. Through contrastive theory analysis it can be known the similarity and diversity between L1 and L2 in order we can determine the method and technique in learning the language. So it can be concluded that L1 has an impact on L2 learning.

Environment factor

According to Dulay (1985:14) explained that the quality of language environment is important for a learner in learning L2. Language environment is all things can be listened and can be seen by the learner related to L2 being learned (Tjohjono, 1990 in Abdul Chaer 2003:258). There is two language environments namely: (a) formal environment like in the classroom in teaching learning process; (b) informal environment or natural environment like in a family. (Krashen, 1981:40).

Conclusion

The researcher found that there were some psycho pedagogical aspects applied by the teachers which contributed to the EFL students' performance, such motivation, age, formal presentation, L1, and environment.

It is suggested that the teacher should know the student's development physically and sociologically as integral parts of human being in general and also they have unique characteristics and those need to be understood. The knowledge about student's characteristic in psychology related to general activities of their selves, so it is an important thing as a teacher for knowing their process of development which refers to second language learning.

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Need analysis: A case study for listening skill at tenth-grade students on English learning

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Abstract: Although listening is known as the primarily skills of others in language acquisition, finding a set of specific listening materials that can improve student's skill based on students' need in their department is very hard. Considering this condition, the writer decided to analyze students' need for learning listening at tenth-grade in Computer and Engineering Networking Department. Hutchinson and Waters (1987) theory used to analyze the Need Analysis in this study. Based on the result, it found that students' goal is to support they carrier in computer field because listening is play important role in communicating with other. Moreover, desired inputs are authentic materials that can decided by the participants and can be learnt outside the classroom but they only understand about 100-150 words. In addition, they want interest material which can do in pairs and in a small group.

Keywords: Computer Engineering; ESP; Listening Skill; Needs Analysis.

Introduction

English is an international language (EIL) used in the wild world. Consequently, it covers almost all of aspects of the people life, especially in education and professional work. In education, English as a foreign language is taught as the compulsory subject at school from the elementary level up to senior high school, even in the higher education. In the working field, further, people learn English as a communication and fulfilling the competence demanded by a company in order to handle a certain job. Thus, English will be useful for those who are going to face the real job after graduating from schools.

Talking about senior high schools, there are two categories of senior high schools. Those are general senior high schools (GSHS) and vocational high schools (VHS). Moreover, based on Peraturan Pemerintah RI Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, vocational high school is the continuation of the basic education which prepares the students to be able to master vocational skills needed for specific employment. Based on the structure of

the vocational education, the students have to improve their competence, knowledge, personality, character, and skills in order to be able to continue their education independently based on their field of study.

Computer and Networking Engineering is one of the vocational high school departments in Gorontalo which prepares the students for handling a job after graduating from their vocational high school. This is expected to have a deep knowledge related to computer, specifically knowing how to solve computer's problems, designing computer networking, understanding the components of computer and networking, and so on. Hence, English plays an important role in involving the students to get a qualification and to apply for carrying out their job in a company, which requires the staff to have proficiency in English as well. There are many ways to make students have a good competence in English; one of them is providing good materials.

However, in reality, some of English teachers teach their students by using available textbooks

which are not really appropriate with their departments. They only used the textbook that given by the Government which is too general for this department and the other high school also can use it. As an English teacher, this condition should motivate them to develop their own materials for the students to achieve the objectives or to fulfill the students' needs based on their competencies. This is also happening in Computer and Networking Engineering at SMK CendekiaBoliyohuto.

Based on the writer observation, the materials used in teaching process on Computer and Networking Engineering Department in this school are still general and there is no specific chapter which talking about computer or networking. The textbook used in this school is titled Bahasa Inggris. This textbook is given by the Government and it is in line with 2013 curriculum 2017 edition. For the first semester, there are two Core Competencies used in the English lesson, five Basic Competencies for Knowledge and Skill, and six chapters for tenth-grade students' for VHS. From those basic competencies and chapters, only two of them addressed to teach listening skills although the only sources of listening inputs are the teacher's voice and the other students' voices during the presentation. It is definitely not enough for the students.

Moreover, finding a set of specific materials that can improve student's skill based on students' needs, particularly materials of listening skill is very hard. On the one hand, listening is known as the primary skills of others in language acquisition. This is supported by Schwartz (1998:1) that through listening, 90% information from instructors or teachers are received. Furthermore, Gilakjani and Ahmadi (2011) says that listening is an essential skill in communicating process which seeing from the time uses; listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Before learners do speaking, reading, and writing, they do listening first and it makes listening becomes the first point to be learned especially in learning English. Also, Harmer (2001) pointed out that as the basic language skill, listening gives many aims for students who want to improve their vocabularies, their pronunciation, and their grammar.

However, before designing materials, it is important to conduct need analysis. It is believed that need analysis is discovering what students' really need in studying English especially listening materials. By need analysis, teacher will be able to prepare the materials based on students' competence and it will lead to effective learning process.

Based on the problem above, the research objective of this study was to find the students' needs in learning listening for tenth-gradestudents' of Computer and Networking Engineering Department.

English for Specific Purposes (ESP)

Hutchinson and Waters (1987:19) stated that an activity which is created based on the learners' reason for learning included all the content and method to learn namely English for Specific Purposes (ESP). Moreover, Paltridge and Starfield (2013:2) claim that ESP focuses on student's needs in learning the language, skills, and genres. It means that before developing materials, it is necessary to find out students' needs in the learning process. It is used to help the teacher for creating supplementary materials which suitable with their department.

Need analysis

According to Richards (2001) in order to collect information about the learners' needs, the needs analysis is used as a procedure. There are two types of needs analysis according to Hutchinson and Waters (1987). They are target needs and learners' needs.

Target needs

According to Hutchinson and Waters (1987) target needs is the first step in needs analysis which used to describe something that students or learners need in using language for the future. They divided the target needs into three aspects: necessities, lacks, and wants.

Necessities

Necessities are closely related to the situation where the learners take place (Hutchinson & Waters, 1987). Hence, necessities used to know the knowledge demanded by the target situation where students or learners are involved with. In

this study, as the participants are the students of Computer and Networking Engineering Department, they have to know language related to their area, such as how to solve computer's problems, how to design computer networking, understanding the components of computer and networking, and so on.

Lacks

In the English learning, learner always has problems such as the lack of proficiency, vocabulary, and grammar. Every student or learner may have more than one problem and also have a different problem with others. Thus, lacks are defined as the gap occurs between the difficulties and the necessities (Hutchinson & Waters: 1987). It is believed that students and learners got several lacks when they cannot achieve the necessities that concern the demanded knowledge. For example, Computer and Networking Engineering Department students still not familiar with some words related to the computer that makes them feel difficult when doing computer instruction. Thus, if they want to achieve their competence as a technician, they should fix their lacks first.

Wants

Needs analysis also used to find out the students' needs mainly in listening skill. In this step, teachers give students the opportunity to choose the materials based on their expertise because people have their own thoughts which differ from others. The awareness of lacks also makes them know what they want and need to achieve the goals of learning listening

Learning needs

Hutchinson and Waters (1987) define learning needs as the route to achieve the goals and objectives set by the developer from the starting points. Furthermore, learning needs refer to what students should do to achieve the target situation (Nunan, 2004).

Method

The method used in this study is qualitative descriptive research. Moreover, this study used two instruments to get the data. They are observation and questionnaire. Observation used to find out the preliminary data about the pre-

condition in teaching process of English subject which is done by the teacher, while questionnaire used to gather the data of the students' needs in learning English, especially in listening skill.

The participants of this study were students' tenth- grade of Computer and Networking Engineering Department at SMK CendekiaBoliyohuto in the first semester in the academic year of 2017/2018. There are twenty students' which is being the participants'.

Finding and Discussion

After describing and analyzing the data, there are several finding obtained about necessities, lack, want of students' need related to listening materials included input, procedure, setting, teacher's role, and learner's role.

Target Needs

Table. 1. Target Needs

Aspect	Question / Statement	Item	F	%
Goals	What is your main goal of studying English?	To get successful in English National Examination	12	60
		To be able to communicate using English Language in daily activities	10	50
		To be able to communicate with stranger people	10	50
		To support my carrier in computer field	14	70
Necessities	I think listening activity in English Language learning Is important.	Very Important	12	60
		Important	8	40
		Quite Important	0	0
		Not Important	0	0
		I think, listening activity will be very useful for...	Developing my English pronunciation	11
	Helping me to sharpen my ability to understand what the speaker say	11	55	
	Helping me to enrich my vocabulary	11	55	
	Helping me to learn grammar indirectly	10	50	
Lacks	So far, my listening ability is at the level...	Being able to understand text which is very slow, carefully spoken, and has long pauses	14	70

	Being able to understand the main points of text which close to the daily life. The provided text are clearly spoken	7	35
	Being able to understand any kind of spoken language which is fast.	3	15
In the listening activity, I have some difficulties in...	Understanding the pronunciation	8	40
	Comprehending the content of the listening material	7	35
	Keeping up with the listening materials because it is too fast	8	40
	Understanding the new vocabularies heard in the listening materials	10	50
Want	Generally, I want to learn English so that... I will be able to discover and master new vocabularies close to my department	10	50
	I will be able to master grammar well	12	60
	I will be able to understand and use any kind of words, sentences, and expressions in English	11	55
	I will be able to differentiate the formality of the expressions	12	60

The writer found out that most of students' goal was to support they carrier in computer field. They also considered that listening activity was very important skill because it enables them to sharpen their ability in developing their English pronunciation, helping them understand the content of what the speaker says and helping them to enrich their vocabulary. For students' lacks, their English proficiency level was at the level beginner that they are being able to

understand text which was very slow, carefully spoken, and has long pauses. Then, most of participants claim that they found difficulties in understanding the new vocabularies heard in the listening materials. The last thing about the target needs was what the students' expect after finishing their study. The result tells that generally, they want to learn English so that they are able to master grammar well and be able to differentiate the formality of the expressions.

Learning needs

Table. 2. Learning Needs

Aspect	Question / Statement	Items	F	%
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Learning Needs					
Inputs	When I am learning listening, I want to have...	Authentic materials (the listening materials can be found and are used in the real daily life such as songs, movies, news, and so on)	10	50	
		Non-authentic (the listening materials are mean to be made for the language learning)	12	60	
	Texts that I will choose as learning input are	Monologues and dialogues that close to everyday life	11	55	
		Monologues and dialogues with new vocabularies.	12	60	
	The listening input that I can understand are texts that have...	100-150 words	12	60	
		150-200 words	11	55	
		200-250 words	10	50	
	Procedure	When I learn listening, I like to have activities which...	The materials can be decided by myself and can be learnt outside the classroom	14	70
			The materials are provided by the teacher based on the need and interest of the students and can be learnt inside the classroom	14	70
		Involving direct communication with the teacher or inviting guess to the classroom to have a conversation	13	65	
Setting	When I learn listening, the tasks given by the teacher are better to do...	Individually	8	40	
		In pairs (2 students)	11	55	
		In a small groups (3-4 students)	11	55	
		In a big groups (5 or more students)	7	35	
Teacher's Role	When I learn listening, it is better if the teacher...	Explain the formulas and the given tasks to the students	12	60	
		Helping the students a lot in finishing their tasks	13	65	
		Motivating the students in doing their tasks by giving them some clues and let them think by themselves	10	50	
		Placing the listening equipment where all of the students can hear the listening materials	10	50	
		Considering the students' wish to replay the	12	60	

		listening materials	
Learner's Role	During the listening activities, it is better if the students...	Ask the teacher if they do not understand about the activity that will be done in the classroom	13 65
		Ask the teacher to replay the listening materials until the students understand the content	15 75
		Ask the teacher to give some clues in every activities	12 60
		Wait for the teacher to give the correct answer	8 40

The second part of the needs analysis was the learning needs. Writer found out that the desired inputs for the listening materials were non-authentic materials. Also, they chose to have monologues and dialogues with new vocabularies. Meanwhile, the listening inputs that they can understand were about 100-150 words. Learning needs also cover the desired procedures for learning. Students prefer to have listening materials are decided by them and can be learnt outside the classroom and also the materials provided by the teacher based on the needs and interests of the students and can be done inside the classroom. Besides listening inputs and listening procedures, learning needs also covers the setting, student's role, and teacher's role. For the setting, the result shows that the students chose to have activities which are done in pairs and in a small group. The students stated that they want the teacher to help the students a lot in finishing their tasks. Then, they want ask the teacher to replay the listening materials until the students understand the content.

Conclusion

The listening materials should be developed using the result of students' needs as discussed in detail above. Teacher should give attention toward them because all of those findings believed as necessities for the students in complementing their competence in listening skill.

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Interactional language use in EFL classroom: Exploring the phenomena of mother tongue in Indonesia

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Abstract: Basically, mother tongue can serve as a mediating part of language teaching and learning. However, a controversy whether the use of mother tongue in EFL classrooms should be avoided or allowed has not over yet. Therefore, the phenomena seem necessary to be more investigated in accordance with the needs and situation in Indonesian context. This phenomenological qualitative study was conducted in five different high schools in South Sulawesi, Indonesia. 5 teachers responded to semi structured interview and 10 students expressed their perception through focus group discussion. The findings demonstrated that teachers and students in Indonesia rely on the use of mother tongue, national (Indonesia) and local (e.g konjo, bugis) languages, to facilitate them in classroom interaction for achieving the success of foreign language acquisition. They feel that mother tongue is beneficial for overcoming cognitive difficulties, bridging communication gap, highlighting the important information, creating a more relaxing learning environment, saving energy and times, building social rapport, and forming students' positive attitude toward English. However, they have to minimize a high proportion use of mother tongue as it may counter-productive and encourages the low exposure in target language. The more students are exposed to the target language, the more successful they become.

Keywords: phenomenological qualitative, national and local languages, foreign language acquisition, target language.

Introduction

English is a lingua franca of the world society today which serves as a tool for communication among people from different countries who speak different mother tongues. Thus, mastering English as a foreign language is something that becomes every state's demands that makes English is used as one of the compulsory subjects in curriculum at schools.

Therefore, to accelerate the development of English skills in Indonesia, various policies are made as Tsukamoto (2012, p.144) states the educational institutions have their own policy of how they want their English classes to be conducted and which language they want their classes taught in the students' mother tongue (Indonesia) or the teachers are expected to keep only the target language (English). However, some other educational institutions do not have specific policy and allow the classes to be taught by inserting the students' mother tongue or using English only as needed. The most important thing is how teachers can use the power of teacher talk as well as possible for improving students' English skills and proficiency.

Krashen who supports the idea of using the English only at classroom interaction insists that the students' L1 should not be used in the classroom in order to maximize the exposure of the target language (1985, p. 14). Tsukamoto (2012, p.145) then further explains the former approach believes that avoiding the use of students' mother tongue will be effective and enhance the target language learning.

However, these opinions reap some critics from supporters of bilingual approach in some areas of EFL countries. There has been a longstanding debating the issue related to the interactional language use whether the use of mother tongue in EFL classes should be avoided or allowed (Khati, 2011; Mahmoudi & Amirkhiz, 2011; Timor, 2012; Kayaoğlu, 2012; Tsukamoto, 2012; Mahmutoglu & Kıcıır, 2013; Karaağaç, 2014; Debreli & Oyman, 2015), and it seems not over yet.

Lo (2015, p.270) completely explains that teachers can use L1 appropriately to suit their students' needs in which they used a significant proportion of L1 at classroom to explain the subject content, interact with students and develop students' L2 metalinguistic awareness

for students with limited L2 proficiency and in contrast, teachers used little first language only, mainly to provide translation equivalents for L2 subject-specific vocabulary items with students in a highly proficiency level of English. In addition, Khati (2011, p.43) & Ma (2016, p.1) reinforce that the students' knowledge of their mother tongue is the greatest asset and rich source that they generally bring to the classroom to facilitate English language acquisition.

These two examples of different opinions motivate the researcher to deeply investigate the phenomena of mother tongue as the language choice in classroom interactional in accordance with the needs and situation in the context of Indonesia because, as Zacharias(2004, p.48) reports "the use of the students' mother tongue in teaching English, has not been largely addressed in Indonesia"

Method

This research study applied a qualitative design of phenomenological. By conducting this method, the researcher first was turning to the nature of lived experience by tracing the EFL teaching and learning experience of students and teachers and then formulating the questions; second, investigating experience by interview in which the data would be noted, recorded and transcribed; next, categorizing the data step by step and pay attention on the essential themes; fourth, describing the phenomenon; and the last step, the researcher was interpreting the results and exploring the interactional language use in EFL classroom related to the phenomena whether or not mother tongue is necessary in Indonesian context, , then taking a conclusion of what the lessons have been learned by conducting this research study

The researcher used the concept of purposeful sampling to choose the individuals and the site for studying. The subjects consisted of 5 teachers who were responded to the face to face semi-structured interview and 10 students were representative in focus group discussion. Both teachers and students were from five different high schools in diverse fields of study at South Sulawesi, Indonesia to find the varied responses. They were (1) Islamic Senior High School 2, (2) Islamic Boarding School of Babul Khaer, (3) Vocational High School Muhammadiyah, (4)

Senior High School 7, and (5) Vocational High School 1.

The data were collected and gained through teachers' second language (English) and students' first language (Indonesia) in which the quotes were translated in English. Indeed, all the participants responded and answered all the questions asked in the interview but due to the time constraint, only salient and insightful responses were reported or they were reported in the form of summarizing and the conclusions of all responses.

Finding and Discussion

The internalization of a foreign language acquisition centered in the classroom between teacher and the students and also interaction among students. Through interaction with the teacher, students can learn a lot, improve their language store and so, enlarge their knowledge of language as much as possible. Thus, in order to know the effectiveness of teaching and learning process in EFL class in Indonesian context, the interviews for teachers and FGD for students need to be conducted. The question was about teachers' perspectives on the use of mother tongue; whether they were in favor of using students' L1 or completely opposed to use it. The results showed that all teachers do not use English only when interacting in EFL classroom.

T₃: [Actually, teacher struggled explaining the material in English. However, the classroom environment did not support the effort. We were afraid when imposing English use at class; it might be waste of time if we could not follow what was happening in class].

T₄: [In my first year as an English teacher, I was in favor of using English only when teaching because I thought that the best way to expose the target language that students could learn through listening to English from teacher. I am confident that I would never use mother tongue at classroom. However, I experienced after teaching some years and realizing the different proficiency levels of the students, I decided to use students' L1. I observed that did

not pay attention when they didn't understand anything. Therefore, there is a very important change. I support the use of mother tongue and oppose target language use only]

The extract above explained that each teacher has his/ her own reason for this consideration. Teachers feel worry when imposing themselves to use 100% of English in the classroom because this will impact to the unsatisfactory learning objectives achievement. Besides, students always ask teacher to use mother tongue to make them understand well. In this situation, the important thing is teachers and students feel comfortable using mother tongue in their interaction.

Then, to know the type of skills taught that need the role of the mother tongue most, there are two answers only; grammar course (T1,T2,T3,T5) and reading course (T3,T4). All of the teachers were strict and discipline in the using of target language in speaking and listening courses because they believed that students should be exposed and maximized to the target language use as many studies (Khati, 2011; Mahmoudi & Amirkhiz, 2011; Kayaoğlu, 2012; Voicu, 2012; Tsukatomo, 2012) show that target language must be used where possible and L1 when necessary because limited use of mother tongue is beneficial and over use of it may counter-productive as it encourages the low exposure in target language.

Two teachers suggested that reading course definitely requires the role of mother tongue to translate the new words directly as quoted from Khati (2011) "mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain". Besides, some teachers said that they found it useful to use the students' first language in order to explain grammatical concepts which were not present in the students' native language, such as the use of tenses. Overall, both teachers themselves and students wanted to be sure that the whole message could be transferred to the students properly.

To deep investigate the teachers' practice related to the proportions of the mother tongue they use, they were faced the question "How often code switching do you usually use between mother tongue and target language?".

The results showed that four teachers were less than 50% who insert the mother tongue in classroom interaction while one teacher still used more than 50%. They said that, actually the proportion of first language needs at EFL classroom could vary because they are really depends on the skill and level of the students. That is why exploring the students' needs and interests at the first meeting are very important.

For further exploring the usefulness of the mother tongue in EFL classroom interaction, the researcher continued the next question that can be seen in the following conversations:

R: [Beside for teaching grammar and reading course, in what situations does the mother tongue can be useful?]

T₁: [Of course to make us closer with students. Then, it will be easier to motivate them, decrease students' anxiety, and make them feel comfortable in learning English. At class, I do not only use Indonesian but also local language if making a joke and ice breaking when the classes seem to be serious.]

T₃: [I use mother tongue for some purposes such as explaining the contents of the material, providing important information especially when providing suggestions the way to learn English. All of them I do to build motivation and building rapport with students]

The above extract shows that mother tongue is not only useful for overcoming cognitive difficulties such as grammar and reading text, but also useful for affective purposes which will impact to the students' psychomotor. And the most interesting thing was mother tongue used by EFL teachers in classroom interaction is not only the national language (Indonesia) but also local language (e.g.Konjo and Bugis), especially when making a joke. This approach was employed to encourage and motivate students more whose English language proficiency is rather weak.

Then, in order to know the students' responses and expectations related to the use of mother tongue in EFL classroom interaction, the students in FGD were faced the questions:

R : [Do you feel that teacher needs to use mother tongue at class?]

Ss: [Yes of course](all students answer simultaneously)

R : [If yes, when do you feel you need it? Mention as many as possible"]!

The various answers emerged from the participants in responding those questions. They stated that asking something which is less understood will be more satisfying if using Indonesian language because the problem will be more clearly conveyed. This answer means mother tongue is needed by students especially for the lower level of proficiency who do not have a basic of target language and the majority of the students believe that using L1 in their English classroom interaction can positively contribute to their L2 learning.

Then, in order to know more students' feeling if teachers use target language only in their instruction, they were faced to the next question of "what do you think if teachers use English only at class when teaching?".

All of the participants were disagree when teachers use English only at class. One of the students said "English is a compulsory subject at school so whether agree or not, all students must learn it. The problem is I do not have enough vocabularies yet, if my teacher uses 100% of English at class, I might sit in silence for hours and hours without uttering any sentence or even words". The other students support the statement with various arguments.

This study highlight that using English only in EFL classrooms can precisely lead to some problems because there would be no guarantee that teachers' instructions and explanations are comprehended well. Besides, many students feel high degree of anxiety about totally getting lost, confused, misinterpreting and miscommunication of what their teachers say.

The last question was aimed to investigate whether or not the teachers have used the frequency of mother tongue in accordance with the proportions of students' needs. For this question, the researcher did not find an analogous answer. Some students responded that it has accordance with the students' need, and others responded that the proportion of mother tongue used by teacher is not enough yet. From the answers it can be concluded that participants

do not have the same degree of English proficiency even they are at the same level of school. Hence, it will be re-emphasized that the need of proportion of the mother tongue use in EFL class depends on the skill and level of students' proficiency.

The result of the interviewed and focus group discussion showed that both teachers and students have the positive response to the use of mother tongue in EFL classroom interaction as Mahmutoğlu&Kıdır (2013, p.49) quote "the mother tongue is a mediating part of language teaching and learning".

Conclusion and Suggestion

The controversy over whether or not the students' mother tongue could be used in EFL classrooms is ongoing in some EFL countries. This debate exists between the supporters of monolingual approach who oppose the use of students' L1 and bilingual approach who welcome the students' L1 in classroom. Basically, the debating aimed at finding out the best way to facilitate students in their foreign language acquisition.

In the context of Indonesia in which most of the population is indigenous citizens who speak a common national language, the advantages of using the mother tongue cannot be disregarded. Despite of the teachers' willingness to use it as little as possible, mother tongue always presents in the classroom interaction, whether consciously or not.

This study demonstrates teachers and students need mother tongue to negotiate meaning to reach successful learning. Teachers often use national language (Indonesia) when explaining grammar, the content of reading text and providing motivation for students, whereas local languages (e.g. Konjo and Bugis) are mostly used for telling the jokes.

Some other advantages of using mother tongue found in this study were beneficial for bridging communication gap, Overcoming cognitive difficulties, highlighting the important information, creating a more relaxing learning environment, saving energy and times, building social relationship, and forming students' positive character. However, the most important thing that, teachers have to minimize the use of mother tongue and keep to maximize the target

language because the more students are exposed to the target language, the more successful they become.

These findings can be useful for language education policy-makers who support monolingual approach to re-examine the use of English-only and provide the opportunities to the use of mother tongue judiciously and principally. Even though curriculum guidelines seemed to affect interactional language use at EFL classroom, however teachers and students themselves are best placed to determine based on the immediate context of the classroom, the degree and the basic use of the target language and the L1 because the role of mother tongue also depends on the teaching methods, teacher beliefs and the level of students' proficiency.

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Mother tongue interference on EFL: The case of English department students in Udayana university

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Abstract: During the EFL process, learners often come across difficulties. One of the difficulties is caused by differences between their mother tongue (L1) and the second language (L2) or foreign language (FL). This is observable through errors found in production of L2 by the English learners. The errors are observable in areas of phonology, vocabulary, and grammar. These errors are commonly referred to mother tongue interference. This study aimed at analyzing the influence of mother tongue into English produced by the students of English Department in Udayana University. The data in this paper are taken from 40 descriptive essays written by second semester students who are enrolled in Writing subject. The data were analyzed by using error analysis (EA) method to see the influence of L1, specifically on the grammatical errors. Grammatical errors refer to sentence or construction formation. Most of errors found were on the area of tenses followed by word order (constituent order). The errors demonstrate that differences between Balinese and Indonesian cause interference on the learners' English essays.

Keywords: mother tongue, interference, error analysis

Introduction

English learners in Indonesia experience difficulties in mastering the language. One of the reasons is the different system between English and the learners' native language or also known as a mother tongue. The difficulties on learning English have become subject of many studies and it is found that the difficulties on mastering English skills that come down to problems in learning pronunciation of English sounds and grammar (Sawir, 2005). The difficulties are shown by errors made by the learners while producing English sentences as the learners apply grammar of their mother tongue.

This is the case which is studied on the descriptive essays written by students of Udayana University. The study shows that errors are made on word order, tense, subject-verb agreement, the use of article, singular and plural noun, pronoun, active and passive construction.

Literature review

Mother tongue refers to someone's parent language that is transferred to their children. The term mother tongue is usually used interchangeably with native language, as both refer to the same entity.

Mother tongue interference refers to 'the influence of the native language of the learner on his/her acquisition of the L2 (Thyab, 2016). The interference is positive when it helps the learner during the acquisition process, such as understanding of text format in L1 is applicable knowledge to learn L2 (Bhela, 1999). However, the influence is negative when it causes errors in the learner's English production. Therefore, in this kind of research, it is important to find out the error as to find out the interference of mother tongue.

Error Analysis is the approach introduced by Richard (1974) used to identify error. Error is defined mistake committed by language users due to lack of knowledge of the foreign language (Mortaga in Abushihab, 2004. EA is the branch of applied linguistics used to identify, describe and explain learners' errors in speech or written performance (Ellis and Barkhuizen in Amiri and Puteh, 2017). Dulay, Burt and Krashen (1982) differentiates errors into 6 types, namely: omission of grammatical morphemes, double marking semantic features, use of irregular rules, use of wrong word form, alternating use of two or more forms, and misordering. While James (in Sermsook et al, 2017) divides errors into five types, they are: (1) grammatical errors which include: adjectives, adverbs, articles, nouns, possession, pronouns, preposition and verbs; (2) substance errors: capitalization, punctuation and spelling; (3) lexical errors: word formation and word selection; (4) syntactic errors: coordination/ subordination, sentence structure and ordering; (5) semantic errors which refers to ambiguous communication and miscommunication).

Runkati (in Sermsook et al, 2017) in her study found errors which are categorized into sentential level and word level. In sentential level, the errors were runs-on, subject-verb agreement, word order, tenses, capital letters and punctuation. Whereas errors in word level include: articles, prepositions, word choices, nouns and numbers.

Further they, mentioned steps in conducting EA as in the following points: a) Collection of sample of learner language; b) Identification of errors; c) Description of error; and d) Explanation of errors

Studies were written on errors caused by mother tongue interference. Watcharapunyawong and Usaha (Denizer, 2017) wrote an analysis on errors in writing by EFL learners in Thailand. The findings show that errors found in the aspect of pronunciation and grammar. It is also found that writing is the most difficult skill, demonstrated by more than 100 errors found in various genre of essay written by English learner. The error include verb tense, word choice, sentence structure, article preposition, subject-verb agreement, and singular/plural form.

Richards (1974) mentioned several factors as the causes of errors made by foreign language learners, the causes are: a) Interlingual and intralingual errors (Richards, 1974); b) Interlingual and intralingual transfer (Penny, in in Sermsook et al, 2017); and Interlingual and intralingual interference (Runkati, in Sermsook et al, 2017).

The influence in terms of grammar is the application of mother tongue's grammar onto the production of L2 (Bhela, 1999) mentioned that the more different of the mother tongue and the L2 the most errors were found. Fauzati (2016) conducted a research on interference of Indonesian onto English found in English handbook as teaching instrument in primary high schools in Indonesia. The finding of the research seven types of grammatical interference which include mismatching, preposition, superfluous expression, parallel construction, passive construction, conjunction and adverb.

This paper analyzes the interference of mother tongue on students' essays. Both Balinese and Indonesian are considered as mother tongue, as both languages are learned from the early age. Balinese and Indonesian have similar grammatical features. In terms of verbs, verbs in Balinese as well as Indonesian do not reflect for number and tense as English does. Time of event is simply shown in the use of adverb of time, such as *ibi* in *Balinese* and *kemarin* in Indonesian. Pronoun forms also do not change regardless their position in sentences. Similarly, there is no change in form of nouns, whether they are singular or plural. Article is another problematic feature of English, as there is no similar grammatical equivalent of article in students' mother tongue.

Problems to answer in this paper are as follow:

1. What grammatical errors found as the influence of mother tongue?
2. What is the most grammatical errors found as the influence of the mother tongue?

Methodology

The data of this study are taken from 40 descriptive essays written by second semester students of Udayana University. The students

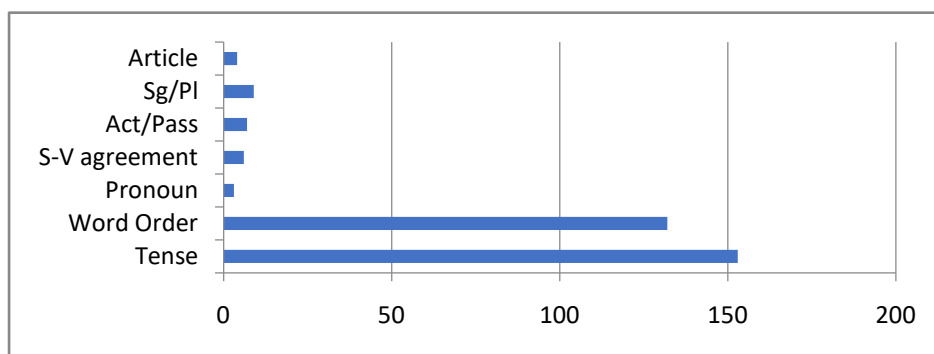
were asked to write descriptive essays that consist of 220 – 250 words about their best experience. The essays were analyzed for any error found. In the next step, the errors were classified based on the error group. The writer grouped the errors into tenses, word order, subject-verb agreement, active and passive construction, article, singular and plural forms, and pronoun. The errors were then analyzed for interference of Balinese or Indonesian into English.

Findings and Discussion

The data show errors in students' essay. The errors were categorized into seven types: (1) tenses; (2) subject-verb agreement; (3) word order; (4) pronouns, (5) singular/plural; (6) passive/active, and (7) articles. The errors shows interference of mother tongue.

Table 1 summarizes the interference of mother tongue on students' writing as shown by listed errors.

Table 1 The Interference of Mother Tongue in Students' Essay



The table shows that the biggest interference is on tenses as 153 errors found in this category. The sentences below illustrate error on tenses:

- | | |
|--|------|
| (1) Three years ago I <i>go</i> there | 0105 |
| (2) I <i>am</i> so amazed, it was very beautiful | 0105 |
| (3) When I went to university, I <i>have</i> to leave my family. | 0106 |
| (4) My first semester holiday was very exciting because this <i>is</i> the time that I <i>have</i> been waiting for. | 0109 |
| (5) The first day in my hometown I <i>wake</i> up in the morning; after that I <i>am</i> having breakfast with my mom. | 0109 |

Word order is the next interference found in the essays. There are 132 errors found of this type. The data show errors on word order including: to is followed by verb 1. The mother interferes when it comes to the use of English verbs as there is only one verb form in Balinese as well

as in Indonesian. The data below illustrate errors in word order.

- | | |
|---|------|
| (6) I was very glad to <i>bought</i> it. | 0106 |
| (7) It was very interesting to <i>went</i> Mount Batur. | 0111 |
| (8) We must <i>payed</i> fifty thousand rupiah. | 0112 |
| (9) After cleaned the house, my mother and I cooked together. | 0238 |
| (10) The night was came with a dog's roar. | 0128 |

Data number 6, 7 and 8 show that the verb used must be verb one or basic verb form. Sentence number 9 demonstrate error of verb used after preposition, while sentence number 10 show error on verb following a to be.

Passive construction also causes problems for the students because Balinese does not have entity like to be which is used in English passive; and thus construction of the mother tongue interferes. There are 7 errors found in the alternation of active and passive construction.

The result is application of active construction to a sentence with passive message, as shown in sentence (12). While sentence (11) is a passive sentence with active message. Sentence (13) is the translation of mother tongue to English, as in the Balinese or Indonesian the phrase happened to me is expressed by using negative construction.

- (11) We *were cleaned* home together. 0238
 (12) We *presented* beautiful beach view there. 0101
 (13) I could not believe it *was happened* to me. 0240

The next interference is on Subject-Verb agreement which is shown by 6 errors. Interference causes disagreement between Subject and Verbs on sentences written by students. This is due to absent of verb marker on mother tongue.

- (14) The website is a multimedia entertainment portal that *collect* users all over the word. 0102
 (15) They *was* happy when... 0119
 (16) Jaco beach is an excellent place that *bring* good vibration. 0103
 (17) Business skill that *define* who I am today. 0102

Singular and plural objects is another area that show mother tongue interference. There are 3 errors related to singular or plural forms. In this case, mother tongue interferes on the use of suffix s/es for plural objects. Errors were found on the absent of -s for plural objects on students' essay.

- (18) I saw many *kind* of animal. 0105

Interference also found on the use of article, especially article a and the. This two articles were used interchangeably which causes error, as illustrated in the data below.

- (19) It was *an* best experience that cannot be forgotten. 0238
 (20) That morning I read *the* newspaper. 0221

Errors are also found on the use of pronoun. There is only one form of pronoun in the mother tongue and this rule is applied on the students' English essays.

- (21) So *we* family prayed in this place. 0101
 (22) The beach was super beautiful that make *our* stunned by the beauty. 0101

In sentence (21), the use of pronoun we is incorrect, as the pronoun should function as possessive pronoun 'our'. Whereas pronoun 'our' in sentence (22) is incorrect as the form should be one that is used in object position.

Conclusion

The finding shows that are interference of mother tongue in the students' essays. The interference is shown by errors found within the essays. The interference is caused by different system of the mother tongue/L1 and English as the L2. The difference include specific rule related the use of verbs and modal verbs, absent of markers to reflect tense and numbers, absent of marker in plural nouns, the usage of article 'the', and pronoun forms.

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The effect of *local culture-based* material to improve reading ability of 8th grade students at State Junior High School 9 Yogyakarta

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Abstract:The objectives of this study are to find out whether or not there is a significant effect of local culture-based material in improving reading ability of eighth grade students of junior high school. The research was conducted on State Junior High School 9 Yogyakarta. This is an experimental research. The steps were pre-test, treatment and post-test. The data were collected by using multiple choice tests in form of pre-test and post-test. Then, data were analyzed by using descriptive analysis and inferential analysis. The result of the research showed that Local Culture-Based Material (LCBM) has significant effect to improve students' reading ability. Thus, the local culture-based material (LCMB) is recommended to apply in an English material related to Indonesia's local culture in teaching reading. Furthermore, it is expected for further study about local-culture based material in improving students' English ability.

Keywords: Effectiveness, Local Culture-Based Material, Reading ability.

Introduction

English is a foreign language which has four important language skills that should be developed and mastered by English of foreign language learners. One of the skills is reading. In general, people judge that reading is synonymous with learning, in the means of gaining information. Reading is the process of thinking, it is suggested by Burns, Ross and Roe that when a person is reading, and then someone is going to recognize the words that require interpretation of graphic symbols-cymbals (Burns, et.al, 1984). To fully understand a passage, one should be able to use the information to make a conclusion and read critically and creatively in order to understand figurative language, the author set goals, evaluate the ideas written by the author and use such ideas in the right situation. This whole process is a process of thinking.

Including students' local culture can motivates them to learn English more enthusiastic, it is proved by Fredrick's research which is found that in her EFL class, the Tajik students are more likely to be interested in learning English if the pedagogical materials presented to them are closer to their culture (Fredrick, 2007). The researcher wants to identify how the effect of Indonesian local wisdom-based English

material in improving students English ability especially reading skill.

Adopting a local culture in learning a foreign language such as English can enhance student motivation and allow for greater sensitivity to students' goal in learning the language (Post and Rathet, 1996).

Culture and Language Teaching

Culture as the way of life of its members; the collection of ideas and habits which they learn, share and transmit from generation to generation (Mesthtrie et.al, 2009). Language is a part of culture, and culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture (Brown, 1994).

Reading

Reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language (De Boer and Dalman, 1960). According to Brown (2010), there are four types of reading, they are: Perceptive reading, selective reading, interactive reading and extensive reading.

Teaching reading technique is divided into three steps, they are pre-reading, while reading and post-reading (Brown, 2000).

Principles of teaching reading as follows: (1) Reading is not passive skill; (2) Students need to be engaged with what they are reading; (3) Students should be encouraged to respond the context of a reading text, not just to the language; (4) Prediction is a major factor in reading; (5) Match the task to the topic; (6) Good teacher exploits reading text to the full (Harmer, 1998).

Method

This research was a quasi-experimental study that was aimed to identify the effectiveness of using local culture-based material to improve students' reading ability at State Junior High School 9 Yogyakarta. In specific, this research is designed as *pretest-posttest control group design*.

Population

Population of this study was whole eighth grade students of State Junior High School 9 Yogyakarta.

Sample

The sample of this research was 2 of 6 classes of the eighth grade students of State Junior High School 9 Yogyakarta which a class as the experimental group and the other as the control group. The sample is selected using cluster random sampling technique.

Research Instrument

In this research, the instrument was number of items of pre-test and post-test to collect the students' score that can be represent their reading ability before and after treatment. To find out whether the test item is applicable or not, the validity and reliability test is required.

1. Validity of Instrument

The validity was used to measure whether or not the test instrument is valid. According to Miller (2007), validity is the extent to which the instrument measures what it purpose to measure. Pearson Product Moment was used to identify the validity of the test instruments. Instrument validity was analyzed by using SPSS 22. Based on the result of the try out test,

19 items are valid and 6 items are invalid. The valid number items were 1, 2, 3, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25. In other hand, items number 4, 5, 6, 9, 14, 21 were invalid.

2. Reliability of Instrument

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another and one set items to another (Fraenkel and Wallen, 2006). To identify the reliability of the instrument of this research, try out is conducted on another class beside the experimental and control class. Another class is chosen to avoid bias of the instrument. The reliability test of the instrument is analyzed through Cronbach's alpha by using SPSS 22 and the result of reliability test is shown on the table below.

Table 1 The Result of Reliability Test

Cronbach's Alpha	N of Items
0.686	25

The reliability coefficient was 0.686. While the qualification of the correlation coefficient suggested by Suharto (2006) are as presented on the table below.

Table 2 The Qualification of Correlation Coefficient

Reliability Coefficient	Reliability Category
0.800 up to 1.000	Very high
0.600 up to 0.799	High
0.400 up to 0.599	Fair
0.200 up to 0.399	Low
0.000 up to 0.199	Very low

Based on the qualification above, the reliability of the instrument (0.686) was in high category which is applicable to be used in collecting data.

Data Collecting Technique

The technique of data collecting used in this research was a multiple-choice test in the form of pre-test and post-test to identify the students' reading ability before and after treatment, respectively.

Data Analyzing Technique

The data in this research was analyzed using two techniques; descriptive analysis and inferential analysis. Descriptive analysis indicates general tendencies in the data (mean, mode, median), the spread of score (variance, deviation, and range), or a comparison of how one score relates to all others (Creswell, 2008). Inferential analysis was directed to provide the answer if there was significant difference in

teaching using local culture-based material and existing material. In this research, inferential analysis includes normality test, homogeneity test and hypothesis testing.

Result

Descriptive Analysis

The result of Descriptive analysis of both experimental and control group can be seen at the table below.

Table 3 Descriptive Analysis of Pre-Test and Post-Test of Experimental Group and Control Group

Description	Group			
	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
Mean	71.88	81.13	67.88	71.38
Standard deviation	15.558	9.651	12.128	9.644
Minimum	44	60	44	56
Maximum	92	96	88	88
Mean Difference	9.25		3.50	

From the table above, it is found that there is difference of mean improvement between experimental group and control group. The mean of experimental group increases 9.25 point, while the mean of control group increase only 3.50 point. The difference also found in standard deviation between experimental group and control group where the standard deviation of experimental group decreases -5.907 point, while the standard deviation of control group decreases -2.484 point. There is also difference of minimum score improvement between both group, the minimum score of experimental group increases 16 point, while the minimum score of control group increases only 12 point. Both group also have different improvement of

maximum score, the maximum score of experimental group increases 4 point while there is no improvement of control group.

Frequency Distribution

After the descriptive analysis of each group, the researcher identifies the frequency of each group. The researcher uses the conversion criterion by five scales to identify the frequency distribution of each group based on the value of ideal mean (MI) and ideal standard deviation (SDI). The value of ideal mean of each group is 50 and the value of ideal standard deviation is 17. The formula to categorize the score in each category is shown on the table below.

Table 4 Conversion Criterion by Five Scales

Very Good	MI + 1.5 (SDI) up to Maximal Score
	50 + 1.5 (17) up to 100
	50 + 25.5 up to 100
	75.5 up to 100
Good	MI + 0.5 (SDI) < 75.5
	50 + 0.5 (17) < 75.5
	50 + 8.5 < 75.5
	58.5 < 75.5

Fair	MI – 0.5 (SDI) < 58.5
	50 – 0.5 (17) < 58.5
	50 – 8.5 < 58.5
	41.5 < 58.5
Poor	MI – 1.5 (SDI) < 41.5
	50 – 1.5 (17) < 41.5
	50 – 25.5 < 41.5
	24.5 < 41.5
Very Poor	Minimal Score < 24.5 < 24.5

Based on the conversion criterion by five scales, the frequency distribution of each group is presented on the table below.

Table 5 Frequency Distribution of Post-Test Score

Category	Percentage Score of Pre-Test			
	Experimental		Control	
	Frequency	Percentage	Frequency	Percentage
Very Good	24	75.0%	15	46.9%
Good	8	25.0%	15	46.9%
Fair	8	25.0%	2	6.3%
Poor	0	0%	0	0%
Very Poor	0	0%	0	0%

The table shows that there are 24 (75%) students of experimental group and 15 (46.9%) students of control group in very good category. 8 (25%) students of experimental group and 15 (46.9%) students of control group are in good category. 8 (25%) students of experimental group and 2 (6.3%) students of control group are in fair category. There is no student of both experimental group and control group in poor and very poor category.

Inferential Analysis

Inferential in this research includes normality test, homogeneity test and hypothesis testing.

1. Normality Test

The result of normality test is shown on the table below

Table 6 The Result of Normality Test

Group		Kolmogorov Smirnov			Decision
		Statistic	Df	Sig.	
Experimental	Pre-Test	0.145	32	0.087	Normal
Control	Pre-Test	0.133	32	0.160	Normal
Experimental	Post-Test	0.107	32	0.200	Normal
Control	Post-Test	0.153	32	0.055	Normal

From the table above, it is found that the probability (sig.) of data of pre-test of experimental group (0.087) > 0.05, so it is normally distributed. It is also found that the data of pre-test of control group is also distributed normally because the probability (sig.) is higher than α (0.160 > 0.05). The

probability (sig.) of data of post-test of experimental group (0.200) > 0.05, so it is normally distributed. It is also found that the data of pre-test of control group is also distributed normally because the probability (sig.) is higher than α (0.055 > 0.05).

2. Homogeneity Test

The result of homogeneity test is presented by the table below.

Table 7 The Result of Homogeneity Test

Test	Levene Statistic	df1	df2	Sig.	Decision
Pre-Test	3.453	1	62	0.068	Homogenous
Post-Test	0.151	1	62	0.699	Homogenous

From table above, it is found that the probability (sig.) of pre-test (0.068) > 0.05, so the data variance of pre-test is homogenous, and the probability (sig.) of post-test (0.699) > 0.05, so the data variance of post-test is also homogenous.

Hypothesis Testing

Hypothesis statistical testing is held to identify whether or not there is significance difference between the experimental group and control group after treatment so the research hypothesis will be answered. In this research, hypothesis statistical testing is held using ANCOVA. ANCOVA was chosen because the data are normally distributed and the variances are homogenous. The result of hypothesis statistical testing is shown on the table below

Table 8 The Result of ANCOVA

Tests of Between-Subjects Effects					
Dependent Variable: Post-Test					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	6191,483 ^a	2	3095,741	171,592	0.000
Intercept	2554,777	1	2554,777	141,607	0.000
Pre	4670,483	1	4670,483	258,878	0.000
Group	826,039	1	826,039	45,786	0.000
Error	1100,517	61	18,041		
Total	379392,000	64			
Corrected Total	7292,000	63			

From the Table above, it is found that probability (sig.) 0.000 which is lower than 0.05 (0.000 < 0.05), so there is significant difference between the experimental group and control group after treatment. Thus, H₁ is accepted and H₀ is rejected.

Conclusion

Based on the descriptive analysis, there is significant difference of the improvement of students' reading ability, where the students of experimental group who have the mean difference 9.25 has better improvement than then

students of control group who have the mean difference only 3.50. It shows that the students taught using local culture-based material have better improvement than the students taught using existing material.

Based on the inferential analysis, there is significant difference between the students who taught using local culture-based material and the students taught using existing material in improving their reading ability. It is shown by the result of t-test which can be seen that the probability (sig.) is 0.000 lower than 0.05, it means that H₀ is rejected and H₁ is accepted.

Thus, it can be concluded that the local wisdom-based material is more effective to be used to improve students' reading ability than the existing material.

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Engagement system in the introduction sections of international journal articles

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Abstract: The present study aimed at investigating Engagement system in the introduction sections of international journal articles. The Engagement is used to analyze how the journal article writers engage the other viewpoints in constructing the idea in their introduction sections. The data of the study were 20 introduction sections of articles from international well reputed scholarly published journal. The journal articles were taken from publication year 2015 and 2016. The findings of the study showed that from 409 clauses, 104 clauses are categorized as monogloss which means the writer of the articles show no engagement with other viewpoints in their sentences. The other 305 clauses are categorized as heterogloss. The heterogloss clauses then are further analysed into engagement features. The dominant Engagement feature is acknowledged which are represented in 84 clauses or 20.5%. The dominance of acknowledge shows that dominantly the writers of the journal articles acknowledge other experts or researchers in order to support their own idea in the writing of introduction sections.

Keywords: Engagement System; appraisal; journal articles, heterogloss

Introduction

Journal articles cannot be separated from academic research recently. To get their research articles published, especially in international journal has been the focus of academics and researchers. One of the reasons to publish the writing or article to published journals is to give contribution to knowledge. Thyer (2008) states that our research and findings from journal article are valuable, especially to scientific community in the same field. By publishing the journal articles, it enables other researchers who are interested in the same field to look at our work. They can open the journals which are now offered in two forms, printed and online. The journal articles are also categorized and grouped by certain topic or field by certain journal publishers. The researcher who has interest of some topics of fields can choose the journal articles from the preferred journal publishers available.

The introduction sections of journal articles play important role in presenting the study. It is stated in Bavdekar (2015) that almost all journals prefer to have an introduction sections for the original research articles. A well-written introduction describes background and the context, goes on to state deficiencies in previous

knowledge and defines what is being planned. In the study by Yang and Xiaojuan (2015) it is found that the use of introduction section is to review the past literature and presenting the position of the present study.

The study of viewpoints in text is mainly discussed in the theory of Appraisal, specifically under the Engagement system. Appraisal is one of branch of wider theory Systemic Functional Linguistic (SFL) by Halliday. Appraisal with its engagement system is focused on the inter personal dimension of meaning while the other SFL branches are focused on textual dimension of meaning. As stated in Martin and White (2005) all verbal communication, whether written or spoken, is 'dialogic' in that to speak or to write always reveals the influence of, refer to, or to take up in some way, what has been said or written before, and simultaneously to anticipate the responses of actual, potential, or imagined readers or listeners (Martin and White, 2005: 92). Engagement system represents the viewpoints of researcher, who conduct a study, with respect to others opinion or discussion in the same field.

The example of engagement system is represented in the following example which is stated in Martin and White (2005):

Table 1 Overview of Engagement System.

Monogloss	Heterogloss
	<u>There is the argument though</u> that the banks have been greedy
	<u>In my view</u> the banks have been greedy
	<u>Callers to talkback radio see</u> the banks as being greedy
The banks have been greedy	<u>The chairman of the consumers association has stated</u> that the banks are being greedy
	<u>There can be no denying</u> the banks have been greedy
	<u>Everyone knows</u> the banks are greedy
	The banks haven't been greedy

The use of Engagement system as shown in the table above which is under the heading of Heterogloss is mostly found in research articles. In research articles, especially in introduction part, the writer should use the other viewpoints to support their argument or sentences. As stated in Hyland (2005), academic writers seek to present a credible representation of their work by claiming solidarity with readers, evaluating their material and acknowledging alternative views to build a convincing argument in their writing (Hyland, 2005: 173).

Recent studies of Engagement system cannot be separated from appraisal theory. The study by Yang and Xiaojuan (2015) investigated Reporting Evidentials in Generic Structure of English research articles. In this study, Engagement system from appraisal theory was used to analyse the Generic Structure of English research articles. The findings of the study showed that the most dominant feature of engagement is acknowledge. The study concludes that the use of acknowledge feature in the research articles is to review the past literature and distance the information so the writer of the articles takes no responsibility.

Martin and White (2005) believes that the writer acknowledge the prior speakers of their topics and in such a way put their positions to be engaged with them. The positions can be identified as standing with, as standing against, as undecided, or as neutral (Martin and White, 2005: 93). Hyland (2010) in his work mentioned

that the most systematic system to analyse engagement is the engagement system under the appraisal theory proposed by Martin and White (2005). So, the present study chooses the engagement system by Martin and White to analyse the introduction sections of international journal articles.

In the discussion of engagement system, Martin and White (2005) divided the engagement into two, monogloss and heterogloss. Monogloss means that the writers of the journal articles show no engagement with other viewpoints in their sentences. While heterogloss means that the sentences in the journal articles show engagement with other viewpoints. If a sentence is categorized as heterogloss, then it can be analysed further into Dialogic Contraction and Dialogic Expansion.

Methodology

The research design used in this study is a content analysis. Content analysis is a technique to get portrait of the text or other meaningful materials to the context being used (Krippendorf, 2004: 18). The data used in this study were the introduction sections of international journal articles. Sources of the data were taken from journal articles which are published internationally. Ten articles were chosen randomly from the two year publication (2015-2016). Therefore, the analysis of engagement was applied on twenty research articles. Introduction sections of the articles become the focus of the study. The reason is that the discussion of viewpoints is mostly discussed in introduction section.

The data was analysed by using Engagement system based on Martin and White engagement analysis. There are two categories of engagement, monogloss and heterogloss. If the sentence is heterogloss then it further being categorized into dialogic contraction and dialogic expansion. Dialogic contraction is divided into disclaim and proclaim. Disclaim is further divided into deny and counter while proclaim is divided into concur, pronounce and endorse. Dialogic expansion is divided into entertain and attribute. Entertain has no further category while attribute is further divided into acknowledge and distance. Overall there are 409 clauses from introduction section of 20 journal articles. 104 clauses are categorized as

Monogloss, while the other 305 clauses are categorized as Heterogloss. The Monogloss clauses mean that the clauses have no engagement with other viewpoints in constructing the idea.

The writer's background of the journal articles can be divided into two from the perspective of native and non-native speakers of English. From all 20 articles, there are 27 writers. From 27 writers, two are native speakers from UK, one is native from United States of America. The other 24 writers are Asian.

The example of Monogloss clauses found in the journal articles can be seen as follows.

i. Therefore, the focus of the current study is on SMT integration, with specific focus on the discipline of ELT in the Indonesian context.

ii. The overall aim of the study was therefore to investigate teacher trainees' beliefs in relation to technology in teaching and learning in order to develop a framework to address this issue.

The sentences above show no engagement with other viewpoints in constructing the idea in the writing. The sentences are made just in the point of view of the writer. The purpose of the sentences is to give information about the study, in the context here, to give information about the focus and the aim of the study. It is in a line with the findings of previous study by Eric (2015). The findings showed that the monogloss sentence found in the research articles serve as indicating the structure, the purpose and the methods of the paper. Besides, the monogloss sentences are also found with function as reflecting the writer's own experience and demonstrating shared knowledge or fact

The Heterogloss clauses then are categorized into Engagement features. All categories of Engagement features can be found in those articles. The engagement features found in the articles are represented in 305 clauses. There are 3 dominant features in the articles. The first dominant feature is acknowledge with 84 clauses or 20.5% percentage. The second is counter with 69 clauses which are shared in 16.8% from overall percentage. The third is concur with 52 clauses or 12.7% percentage.

Compared to previous study by Yang and Xiaojuan (2015), it is similar in terms of the most dominant engagement features found in the research articles. Yang and Xiaojuan (2015) in their study found that in the all generic structures and introduction sections of research articles, the most dominant feature is acknowledge. While in another study by Eric (2015), acknowledge is found as the second dominant features in postgraduate written discourse. It is also in a line with the study conducted by Pascual and Unger (2010) where the acknowledge feature is also found as the second dominant features in research proposals. From the perspective of writer's background, the dominant engagement feature from native writer is concur and acknowledge. From the other non-native writer the dominant engagement feature is acknowledge.

Acknowledge.

The first dominant Engagement Feature found in the journal articles is acknowledge. The example of acknowledge found in the articles can be seen in the following sentences.

i. Ng & Rao (2013) reported the results of a recent survey showing that 100% of the 256 sampled kindergartens offered English teaching at the K2 and K3 levels (ages 4 and 5).

ii. It has been reported by Nguyen (2013), T.M.H .Nguyen (2008), Phan (2008), and Ton and Pham (2010) that the majority of Vietnamese students lacked international competence.

The sentences above are categorized as Acknowledge. Acknowledge is found as dominant Engagement features in the 20 journal articles. It has function as a feature in the writing to associate the writer position with external positions or voices and present them as engaging interactively. It is usually represented by the use of reporting verbs such as say, report, state, declare, announce, believe and think.

iii. They believed that incidental learning is both possible and effective if the nature of the task calls for attention to what is being learned.

The use of believe as Acknowledge feature of Engagement can be seen in the sentence above. The writer use that feature to engage their argument with other point of view interactively.

The writer usually put the experts name or the name of the study while acknowledging them in the arguments.

Besides report and believe, the Acknowledge features found in the articles are usually represented by the use of verbs which are synonym with **say** such as explain. The example can be seen in the following sentence.

iv. Similarly, Hirstand Sinclair (1989) explained that when students or tutees seek out peer help, they receive individualized instruction and more focused teaching.

Conclusion.

From the findings, it can be concluded that the introduction sections of international journal articles dominantly represent the heterogloss sentence. In the other words, the sentences in the introduction sections dominantly engage with other viewpoints. The most dominant engagement feature, which is acknowledge, serves function to present viewpoints without stating them as true or false. Beside, acknowledge also serves as a means to review the past literature to be included in the introduction sections.

Considering the findings and discussion of the study, it is recommended for academic researchers or EFL/ESL students who are taking academic writing or in the process of writing the research articles to give focus on the introduction sections. Engagement system focuses on how the writer employs other viewpoints in constructing their idea in the sentence. Furthermore, engagement system can be an additional aspect to be considered in the process of writing a good introduction section of research articles.

Theoretically, the findings and discussion of the study can enrich the study of engagement system, especially under appraisal theory. Another possible suggestion for researcher is conducting the engagement features in the other part of the research articles, such as literature review or discussion sections.

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Improving students' writing ability through clustering strategy

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Abstract: The objective of the study was to investigate the effect of clustering strategy on students' writing ability in descriptive writing. This research employs quasi experimental design by taking two classes as the sample of the study. The first year students of English language education department of Muhammadiyah University of Kendari who enrolled in academic year 2015/2016 were chosen as the population of the study. The sample was taken through lottery system in which students in class A was as an experimental group and class C as the control group. Both the classes were given similar pre-test and post-test, yet, the classes got different treatment. The experimental class was taught under clustering strategy during 6 meetings, while the control class was taught using conventional strategy. The student's ability was measured by using writing descriptive test. The data were analyzed by using descriptive statistical analysis and inferential statistics. The result showed that $t_{count} \geq t_{table}$ ($-27,39921 \geq -27,00477$) at $\alpha = 0,05$ and $df 29$, so H_0 was rejected and H_a was accepted. From the hypothesis testing, compared to the control class, students' writing ability in experimental class got significant improvement after being taught under clustering strategy.

Keywords: clustering strategy, descriptive text, writing ability.

Introduction

Generating and organizing ideas is one of the initial capabilities that must be possessed by students in writing skills, because students will be hard to start writing when the idea cannot be reworded into a composition. Generating and organizing idea is the ability to gather ideas and put it in writing. Good writing pictured from organizing a good idea.

Some methods or approaches have been used in teaching writing for *instance think pair share technique, mind mapping and clustering strategies*. These techniques are used to make students capable in generating idea and clustering technique is one approach that is suggested.

Clustering technique is one of the strategies in teaching writing that is useful to establish the author's ideas. Rico (2001) stated that the clustering technique is a technique for quickly intervening making the explicit idea and associations we have about the topic. It means

that through clustering technique, students are expected to gain a lot of ideas and to connect the ideas according to the topic to be written. In other words that, this technique will assist students in finding as many ideas as possible and communicate in writing quickly and explicitly.

Writing courses is one of the subjects of tiered - writing I, II, III and IV- taught in English language education courses at Muhammadiyah Kendari University. These writing courses are courses that are required for students, which mean that students are obligated to pass in order to take advanced courses. However, based on interviews with several students of English education, almost all students argued that writing skill is a skill that is difficult to do. It relates with the lengthy process required to produce a text that was absolutely perfect.

Research Methodology

Quasi experimental design was used which employs two classes as the sample of this

study, namely class A and class C of first year students of English Educational Department, who enrolled in 2015/2016 academic years. Total number of students for each class was 30 students. Class A as an experiment class and class C as a control class. Both these classes got similar pre-test and post-test but they got different treatment. The experimental class was taught using Clustering Strategy, while the control class was taught under conventional strategy. The meetings was conducted in 6 meetings.

In collecting the data, the researcher conducted several stages namely pre-test, giving treatment and post-test. In pre-test session, the researcher asked the students of both classes to write a descriptive text in 150 - 250 words. This stage was aimed to see the prior achievement of the students before treatment. The next stage was giving treatment to the experiment class. It was given for 6 meetings by exposing clustering on student composition. Last stage was giving post-test to the experiment and control class. The procedure was similar with the stage in pre-test session. In assessing students composition, the researcher used the *five marking scheme* proposed by Jacobs, et.al (1981).

The data gained in pre-test and post-test were then analyzed through statistical analysis. It employed descriptive statistical analysis and inferential statistical analysis.

1. Descriptive statistical analysis

Descriptive statistical analysis used to determine the frequency distribution of the values of the mean, standard deviation, minimum and maximum values and range score. The following formula is used;

- a. To obtain the mean value of the formula used is:

$$\bar{X} = \frac{\sum X_i}{N}$$

Where :

\bar{X} = mean score

$\sum X_i$ = the total score of X

N = total sample

- b. standard deviation

The formula of standard deviation:

$$= \sqrt{\frac{\sum (X_i - \bar{X})^2}{n - 1}}$$

where :

S = standard deviation

N = total sample

$\sum X_i$ = the sum of scores

\bar{X}_i = the sum square of the scores

Inferential statistic

- a. The normality testing

In order to know whether the collect data had normal distribution, the researcher use Kolmogorov-Smirnov. This is done in the following steps:

1. Data is arrange from smallest to highest one
2. Determine the cumulative proportion (Kp)
3. Data then is transform in row value:
4. Determine zi (Z-table)
5. Determine broad curve of zi (z-table)
6. Determine a1 and a 2
- a₂ = the difference between Z-table and kp on upper limit (a₂ = absolute(kp-Z-table))
- a₁ = the difference between Z-table and kp on lower limit (a₁ = absolute a₂.f_i/n)
7. Max absolute value of a₁ and a₂ annotated with Do
8. Determine D-table

Homogeneity testing

To know the homogeneity class, the researcher used following formula:

$$F = \frac{\text{the biggest variant}}{\text{the lowest variant}}$$

Criteria of homogeneity testing:

1. If $F_{\text{count}} \leq F_{\text{table}}$, means the variant is homogeny with level of significant 0,05.

2. If $F_{count} \geq F_{table}$, means the variant is not homogeny with level of significant 0,05.

(Sugiyono, 2009)

Hypothesis testing:

To test the hypothesis, the researcher used t-test formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where:

\bar{X}_1 = mean score of post-test of experiment class

\bar{X}_2 = mean score of post-test of control class

S_1^2 = Variance score of post-test of experiment class

S_2^2 = Variance score of post-test of control class

n_1 = total sample of experiment class

n_2 = total sample of control class

t = the value count of t-test

(Sudjana, 2005)

The criteria of hypothesis testing:

1. If $t_{count} \geq t_{table}$: H_0 is rejected, H_a is accepted. This means that there is a significant improvement of students writing ability under clustering strategy.
2. if $t_{count} < t_{table}$: H_0 is accepted, H_a is rejected. This means that there is no significant improvement of students writing ability under clustering strategy.

Findings

Based on statistical count, it can be drawn that there are some differences in classification among the frequency numbers of students who are in the category fair to Excellent. In the pre-test session there were two students, or about 7% were categorized as poor, 18 students or 60% was still considered fair and 10 students (33%) in the category of good to average. In contrast to the post-test session achievement of the students were in good and excellent categories. The table above also revealed that the session post-test students' ability in writing increased significantly, it can be seen the lack of students who are in poor to fair category but are in good to excellent classification. There are 26 students or about 87% are in the category of good to average and 4 students or 13% in the category Excellent.

While in experiment class, it can be drawn that there are some differences in classification among the frequency numbers of students who are in the category fair to Excellent. In the pre-test session there were two students, or about 7% were categorized as poor, 18 students or 60% was still considered fair and 10 students (33%) in the category of good to average. In contrast to the post-test session achievement of the students were in good and excellent categories. The table above also revealed that the session post-test students' ability in writing increased significantly, it can be seen the lack of students who are in poor to fair category but are in good to excellent classification. There are 26 students or about 87% are in the category of good to average and 4 students or 13% in the category Excellent.

Table 1 Mean, standard deviation, maximum and minimum score on pre-test and post-test session both of control and experiment class

class	Control class		Experiment class	
	Pre test	Post Test	Pre test	Post test
Mean	67.2	74.5	70.6	8.6
Standar deviation	7.84	7.20	5.72	4.77
Maximum score	80	85	85	90

Minimum Score	55	60	60	75
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Normality test on the class treatment

Based on the existing normality test, the normality test results in the pre-test are:

$$L_v \leq L_t = 0.178443257 \leq 0.242$$

Meanwhile, to test for normality in post-test (experiment class) is as follows:

$$L_v \leq L_t = 0.132174374$$

From normality test results, we can conclude that the data obtained in class treatment has normal distribution.

Normality test on control class

Based on the normality testing of control class, it is known that normality test of pretest and post-test on the control class are:

$$L_v \leq L_t = 0.1922986 \leq 0.242$$

$$L_v \leq L_t = 0.168720649 \leq 0.242$$

The normality of the test results can be concluded that the data on control class lies in normal distribution.

Homogeneity test

Based on test of homogeneity it is known that value $F_h \leq F_t$ where $F_h = 1.441093 \leq 1.860811$. The homogeneity of the test results can be concluded that the data were analyzed had the same variant or homogeneous.

Hypothesis Testing

Based on the analysis table it is known that

$$t \text{ count} = -27.39921$$

$$t \text{ table} = 2.0452296$$

if $t \text{ count} \geq t \text{ table} - (\alpha + df)$, then H_0 is rejected.

From the computation using SPSS, it was found that

$$-27.39921 \geq 2.0452296 - (0.05 + 29) = -27.00477$$

$$-27.39921 \geq 27.00477$$

Conclusion:

$-27.39921 \geq -27.00477$, then H_0 is rejected. This means that there is a significant increasing of the use clustering strategies to student writing ability.

Discussion

This study aims to determine whether there was a significant influence on the use of clustering strategy in the first year student writing skills in English Education. Hypothesis tests found that the use clustering strategy has a significant effect on the ability of students writing. It is in line with a research result, who was conducted by Hopkins (2010) entitled *"Improving Tenth-Grade Students' Five-Paragraph Essay Writing Skills Using Various Writing Strategies, Guided Assignments, and Portfolios for Growth"*, confirmed that the use of strategies that one strategy of clustering the ability to write essays have managed to improve students' skills in writing the main essay. Another study by Fowler (2012), entitled *"The Effects of Four Writing Strategies on Fifth Graders' Production of Written Ideas across Three Aims of Discourse"* also supports previous research that students who use the strategy of clustering produce writing is better than other strategies. The improvement of students writing ability by using a clustering strategy can be caused by several factors:

The first factor is through clustering strategy, the vocabulary of students is increasing. This provides a positive impact on student writing,

in which the number of words written by the students is increasing and varied. This is in line with the goal of clustering strategy itself put forward by Wiesen danger (2001) that this clustering strategy aims to build and develop the students' vocabulary as well as their organizing skills that are based on interaction with other learners or other students as a source of vocabulary.

The second factor, namely the establishment of a pleasant situation in writing through this clustering strategy. As it is known that the writing skills sometimes being a skill that is considered difficult because Rico (2001) stated that the most difficult part is the difficulty to write ideas into writing, not knowing what to write, what the theme is and how to start writing. Through this strategy of clustering these obstacles can be overcome since it can stimulate student to feel enjoy in learning. This is in accordance with the opinion of De Porter and Hernacki (2011) which states that this clustering strategy helps students to develop imagination and creativity in written language. As it is known that this clustering strategy is a strategy undertaken in the early stages of the writing process (pre-writing stages) so it is important to start early stages of writing with favorable conditions so that the ideas can be better developed. Research conducted by Shafiee, Koosha and Afghari (2015) through research entitled "CALL, Prewriting strategies and EFL writing Quantity" found that the use of pre-writing strategies, one of which is the clustering strategies have a positive effect on student writing.

The third factor that is capable of clustering strategies to make students more creative in developing ideas in their writing systematically. This is consistent with the definition put forward by Langan (2002) that clustering strategy or commonly known as a strategy mapping and diagramming is a technique that can be used to develop ideas in writing. Pharr and Santi (2005) also stated that the clustering strategy, students write a topic in the midst of the paper and then write down ideas related to the topic and connecting those ideas with stripe. How this course helps

students in stimulating ideas they have and organize these ideas before expanding it into a paragraph.

Conclusion

Based on the results and the discussion on this research, it can be concluded that the first semester of students' writing ability of English education increased significantly through the treatment during 6x meetings using clustering strategy. The improving students writing ability through clustering strategy is due to clustering strategy helps students to produce more vocabulary and varied, students are able to develop ideas systematically and stimulate writing learning more fun for students.

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Part V: Teaching and Learning Styles in ELT

Part V: Teaching and Learning Styles in ELT

An investigation on student's interaction in English outside the school area

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Abstract:This writing highlights the students' interaction in English outside the school area. This paper is focused on exploring the students' most frequent and infrequent interaction and perception about interaction in English outside the school area to their English improvement. This study was conducted in 2017 with 103 respondents of senior high school students. Mixed method was used as the method of this study. The data were collected through questionnaire and interview. The quantitative data were analyzed by using Statistical Package for Social Science (SPSS) and the qualitative data were analyzed through Miles and Huberman's interactive model. The findings of questionnaire revealed that the students frequently interacted with listening (54.85%) and infrequently interacted with writing (40.61%) in a day. In a week, listening was rated as the most frequent interaction (61.65%) and the most infrequent was reading (43.20%). The result of the interview indicated that the students' interaction in English outside the school area were affected their English improvement in terms of language skills, vocabulary, and pronunciation.

Keywords:Students' interaction, frequent, infrequent, improvement

Introduction

Since English becomes the most popular language in the world and has many benefits, it has become an important subject at school which is taught from elementary school to the university level. In attempting to learn a language, the essential key to achieve proficiency is by doing interaction using the language itself. Interaction generally can be defined as an action which happened when two or more objects influence each other. In addition, interaction can be defined as the process which ability to think is both developed and expressed. Webster (2017) defines interaction as a mutual or reciprocal or influence action. Moreover, interaction helps to spread awareness, knowledge, build understanding among all the people around the world and covers social aspect of life (Shafrin, 2015). English is a language which cannot be separated from the interaction of involving language skills. The concept of skills refers to the ability to do something or an activity well in order to achieve a particular goal or task (Hornby,

2000). The concept of language can be defined as the system of communication consisting of sounds, words and grammar or a system of communication used by the people of a particular country or profession (Everson, 2009).

The English language skills consist of listening ability, speaking ability, reading ability, and writing ability. All those parts of the language skills have an important role in developing the ability of using the language fluently. Based on the Interaction Hypothesis, Interaction supports the development of language proficiency which is promoted by face – to – face interaction and communication. It means that interaction is useful for the language development including the development of the language skills.

In Indonesia, most the interaction of English in teaching and learning are commonly conducted in the school and only in the English class. However, learning language outside the classroom is also important. Baker (2004) found that learning outside classroom is

effective and helpful. The researchers' preliminary research found that some students interacted in English only in the English class. After the English class, students no longer interact in English.

This research therefore examines to answer the research questions, namely; what is the most frequent and infrequent language skill used by the students outside the school area? and What are the students' perception about the interaction outside the school area to their English ability improvement?.

Method

This research employed mixed method design involving 103 students of senior high school grade ten of Pesantren Madani Alauddin Gowa. The procedure of collecting the data was obtained from questionnaire, interview and observation. The questionnaire consisted of 20 questions regarding the students' interaction in English outside the school area. The interview consisted of 10 questions while on the observation the researcher was acted as the participant observation. This research used two kinds of technique of data analysis. The quantitative data was analyzed by SPSS analysis while the qualitative data was analyzed using Miles and Huberman's interactive model.

Findings

The Most Frequent and Infrequent Language Skills Used by the Students outside the School Area

Figure 3.1. The students' interaction in English in a day

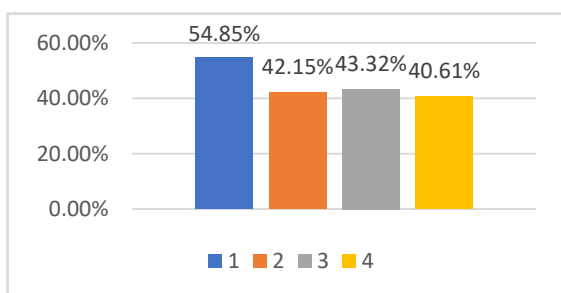


Figure 3.1 showed the students' in a day, in range of 100% for each skill. The most frequent students' interaction was listening with 54.85%, followed by reading 43.32%, speaking 42.15% and writing was placed as the most infrequent one with 40.61% in range of 100%. It can be indicated that listening was the most frequently language skills which is used by students outside the school area and the writing was the most infrequently which is used in a day

Figure 3.2. The students' interaction in English in a week

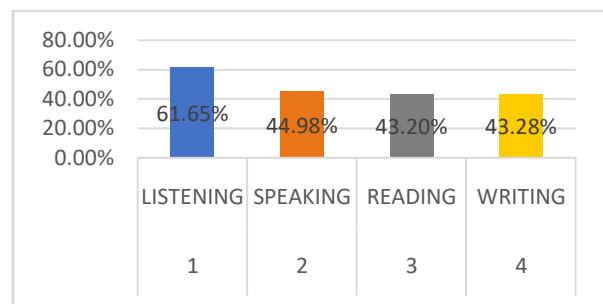


Figure 3.2 displayed the students' interaction in a week, in range of 100% for each skill. Listening was the most frequent skill with 61.65% then followed by speaking 44.98%, writing 43.28%, and the most infrequent was reading with 43.20%.

Students' Perception toward their Interaction in English outside the School Area

The data of the students' perception was taken through interview consist of 3 students. The result of the interview and observation data indicated that listening music and watching movie both improved students' English ability in terms of pronunciation and vocabulary. The findings on the students' interaction with speaking revealed that the students sometimes spoke with the people at their home. The topics that they speak were daily activities and trends. Also, the students' speaking skills, pronunciation, and vocabulary were improved by those activities.

The findings regarding the students' interaction with reading related to the English

reading text that they read outside their school area. The reading text mostly occurred when students involved themselves in the video games, internet, android apps and books. Their reading activity gave improvement in terms of vocabulary and pronunciation. The finding on the students' writing showed that the students interacted with English writing captions in social media and making notes for their daily activities. They perceived that they had English improvement in terms of vocabulary. The finding of the students' interactions in English outside the school area toward English ability improvement implied that the students had English ability improvement in terms of English understanding and vocabulary.

Discussion

The Most Frequent and Infrequent Language Skills Used by the Students outside the School Area

Figure 3.1 showed that in a day listening was the most frequent with 54.85% interaction through listening music and watching English movies/videos. Followed by reading rated by 43.32% through reading English book and text on internet. Speaking was 42.15% from speaking English and singing. The last was writing 40.61% through writing English in book, making caption/status, and giving comment in social media. Figure 3.2 showed that in a week, listening placed as the most frequent with 61.65%, speaking was 44.98%, writing was 43.28%, and reading was 43.20%. The findings implied that the students have different range of interaction in English outside the school area to the other language skills in range of a day and a week. Wise, Hausknecht, and Zhao (2013) found that the listening has the strong relation to the quality of speaking. This means that the more students do the interaction in English, the more their English ability improved.

Students' Perception toward their Interaction in English outside the School Area

The data revealed that listening music and watching movies could improve the students' English ability in terms of pronunciation and vocabulary. This was supported by Sayer and

Ban (2014) revealed that students engaged with music, movies, and video games outside the classroom. The engagements also could emerge the students' linguistic sources and employ a variety of tools to accomplish a range of communicative functions in English. Arjomad (2015) also found that music had significant effect on EFL learners' pronunciation ability. The students who studied through listening music had more significant effect on the pronunciation than the students who studied using conventional method. Furthermore, the students stated that they have vocabulary development by watching movie. Iscan (2017) found that the use of film in foreign language teaching is also influential in the development of vocabulary. However, this perception was contrast with the Interaction Hypothesis (Long, 2008) which stated language development of language proficiency is promoted by face – to – face interaction and communication. The data showed that without face – to – face interaction, their English ability could be improved in terms of pronunciation and vocabulary.

The observation data also supported the students' perception regarding the listening interaction in English. The students interacted with listening through their device. In this term, the device and gadget that the students' were used to interact were computer and mobile phone which has many content that can support them to do the listening interaction in English. The finding is also supported another research conducted by Kim (2013) which revealed that Mobile learning can improve listening skills and reveal the merits and drawbacks of the application of mobile phones in a foreign language class.

The data also exposed that speaking with people outside the school area could improve the students' English ability in terms of speaking skill, pronunciation and vocabulary. This finding was similar to the Interaction Hypothesis (Long, 2008) which is stated language development of language proficiency is promoted by face – to – face interaction and communication. The data indicated that the student had the English speaking improvement

by face to face speaking interaction to their relatives. Rahmawati (2015) stated speaking activity was beneficial for the students' speaking skill and pronunciation. When the students spoke, they learnt how to use the language expressions and learnt how to speak communicatively using the language expressions with the right intonation and pronunciation. It was similar to the students' perception, that the speaking interaction in English to the relatives could improve speaking skill. It can be concluded that speaking activity outside the school area can be a practical way of developing English ability especially speaking, pronunciation and vocabulary.

The data also revealed that the students' English reading interaction improved the students' pronunciation and vocabulary. The interaction came from video games, internet, android apps and books. It is obvious that finding ignores the concept of *Interaction Hypothesis* (Long, 2008). It indicated without the face – to – face interaction and communication the students can improve their English ability. The improvement included the pronunciation and vocabulary improvement. Gil, Larios, and Balibrea (2017) reading affected the students' pronunciation ability. The reading activity which was done repeatedly can improve the students' pronunciation. In addition, reading activity also can improve the students' vocabulary and interest of learning (Maftuhah, 2013). It implied that reading activity has positive benefits for the students' vocabulary and learning interest.

The data also showed by writing interaction the students have vocabulary improvement. This was contrast to the *Interaction Hypothesis* (Long, 2008). The data exposed the students' used the mobile phones in writing which had the social media application. HU (2013b) mobile phones allow learners to be exposed to the distributed vocabulary items on the regular basis. It that the students used their phones as the means of the English writing interaction which could improve their English vocabulary.

The findings also revealed that the students had the English ability improvements by the interaction in English outside the school area. The improvements were the students' English understanding and vocabulary. It proved that the English activity outside the classroom was beneficial for the students. The perceptions results were support and contrast with the *Interaction Hypothesis* (Long, 2008). It implied that with or without face-to-face interaction and communication the students' could improve their English ability. The interaction outside the classroom also provided positive feedback to the students which was connecting the in-school and outside school learning and use of English (Sayer & Ban, 2014). This proven that the students' interaction in English outside the school area affected to the students' improvement of English ability in or out the school. The students' English ability improvements were also supported by the role of the technology. The technology here was the students' devices and social media which has role as the means of the English interaction.

Conclusions

In one day range, listening placed as the most frequent language skill interacted by the students outside the school area while writing as the most infrequent one. In week, listening placed as the most frequent language skill interacted by the students outside the school area while writing as the most infrequent one. The students perceive that by the interaction in English outside the school area they have English ability improvement. The improvements cover the vocabulary, pronunciation, understanding, and language skills proficiency. The language development of language proficiency can be developed with or without face – to – face interaction and communication.

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Model of intercultural for teaching speaking in higher education

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Abstract: The aim of this research was to develop model of teaching speaking in higher education. As the world is globalized, it is filled by challenges and competitions which are super tight, everyone was demanded to have a special capability of speaking. By mastering the speaking people were able to communicate. so that their insight in information technology would be more open. To make the teaching speaking successful there were some aspects, one of them was model. They must be developed from the previous model to the new one that was using intercultural model. Intercultural approach is maintaining contact, expressing identity, building a bond with our own and foreign cultures. The intercultural approach stressed on the importance of reflection on comparison of L1 and L2 cultures. There would be 12 classes of speaking as the subjects of exploration. In developing the model, the researcher used ADDIE model of R and D method developed by Molenda and Reiser (2003). The steps would be analyze, design, develop, implement, and evaluate. The first step is ‘analyze,’ it deals with the need analysis on the description of all the teaching learning process by observing, interviewing and giving questionnaires. The second was ‘design,’ it designs a teaching model based on need analysis. The third is ‘develop,’ it develops the model by combining the theory on pedagogical intercultural learning from Scarino and Liddicoat and principles of learning belongs to Ki Hajar Dewantoro, the next step is ‘implement,’ it implements in which it is implemented in the speaking class using classroom action research. The last step is ‘evaluate’ in which the application of new model was implemented.

Keywords: speaking, intercultural model, ADDIE, higher education

Introduction

The vast development of technology makes people more awake on the disruptive era. They try to engage all the things via virtual world. The situation gives spirit and motivation for the academic staff to develop everything related to English. They develop the method, media, the situation, and also the possible views which can be applied in teaching. Some chances make them more motivated in teaching learning as the availability of references and journals from the internet is vary. The teaching learning English covers four language skills namely listening, reading, speaking, and writing. The skills which connected with interaction and communication are speaking. The important thing in teaching speaking is a model. The model must be appropriate to both lecturer and students aimed at being able to communicate in the target

language. Considering the target language, the model will be developed using intercultural model. The main aim of intercultural approach is maintaining contact, expressing identity, building a bond with our own and foreign cultures. In the intercultural approach there is integration of culture teaching and L2 teaching. The intercultural approach stresses on the importance of reflection on comparison of L1 and L2 cultures leading to development of the learner’s identity.

Intercultural approaches to language teaching have established four main activities as a core set of principles for language and culture acquisition (Crozet & Liddicoat, 2000): (1) acquisition about cultures, the learners must acquire the culture well in order to make use of the language well, (2) comparing cultures, the ability of seeing the sameness and difference among cultures make

the learners aware of appreciating the difference (3) exploring cultures is important in which the concept of culture understood better (4) finding one's own 'third place' between cultures, it is about other aspects between our own culture and the target language culture. Intercultural approach trains learners to be 'diplomats', able to view different cultures from a perspective of informed understanding (Corbett, 2003:2). An intercultural approach gives lecturers and learners a clearly defined and consistent set of purposes, while intercultural communication should be a clearly defined option in language education. Learners, lecturers and institutions must be concerned with (1) increasing language proficiency, (2) gaining factual knowledge about the target culture, (3) acculturating, and/or, (4) mediating between cultures in considering that the goals of any course should be specified (Corbett, 2003:193). At a global level the goals of intercultural language learning are as follows: (a) understanding and valuing all languages and cultures; (b) understanding and valuing one's own language and culture (s); (c) understanding and valuing one's target language and culture; (d) understanding and valuing how to mediate among languages and cultures; (e) developing intercultural sensitivity as an ongoing goal. (Liddicoat, 2003: 46).

The intercultural approach includes the combination of principles of learning by Ki Hajar Dewantoro (Suroso, 2011) and intercultural pedagogy by Scarino and Liddicoat (2009 in Liddicoat, 2011). It becomes the intercultural model of teaching speaking. Noticing, imitating, comparing, innovating, reflecting and interacting are the cycles of the model. 1) Noticing: students have to notice on the target language culture. They see, feel and think about the target language culture thoroughly. It can be done by direct observation or through video.

2) Imitating: after noticing the students imitate what they see as far as it is not in contrast to their culture. They can imitate the discipline or the way they manage the time. 3) Comparing: after having known about target language culture students compare between their own culture and target culture. They will identify the similarities and differences of both cultures. They are demanded to know well their own culture and try to understand other's culture. 4) Reflecting: when it is being recorded we can then reflect on

what the students have done. Seeing the strengths and weaknesses of students' way of communicating with the people from different countries they reflect their understanding. The result of the video recording will be analyzed as the material to be discussed in order to make them better. 5) Innovating: when they feel that the comparison between their culture and others' culture is not enough to use then they can add what they know. The students can add something coming from their own or others.

6) Interacting: having good understanding of the differences and having reflected the differences the students will interact with the people from other cultures. It must be simulated to identify what mistakes or misunderstanding happening in the interaction. Knowing well about their own culture will give them benefit in this interaction, they will know how to behave, and understanding about other's culture gives the students nuances about what to say, how to behave and what the response of the partners.

In this study, I report and discuss the description of speaking class and how the teaching and learning can be conducted better by having new model. So the study is trying to answer the research question, namely how is the Intercultural model of teaching speaking in English Education Department developed?

Method

Based on the objectives of the research, this study belongs to the research and development method. The developmental model which developed by Molenda and Reiser (2003) is ADDIE Model.

Analyze: The Analyze phase is the foundation for all other phases of instructional design. During this phase, the problem must be defined, the source of the problem would be identified and possible solutions would be determined. The phase may include specific research techniques such as needs analysis, job analysis and task analysis. The outputs of this phase often include the instructional goals, and a list of tasks to be instructed. These outputs will be the inputs for the Design phase.

Design: The Design phase involves using the outputs from the Analyze phase to plan a strategy for developing the instruction. During

this phase, the way to reach the instructional goals determined during the Analyze phase must be outlined and expand the instructional foundation. Some of the elements of the Design Phase include writing a target population description, conducting a learning analysis, writing objectives and test items, selecting a delivery system, and sequencing the instruction. The outputs of the Design phase will be the inputs for the Develop phase.

Develop: The Develop phase builds on both the Analyze and Design phases. The purpose of this phase is to generate the lesson plans and lesson materials. During this phase you will develop the instruction, all media that will be used in the instruction, and any supporting documentation. This may include hardware (e.g., simulation equipment) and software (e.g., computer based instruction).

Implement: The Implementation phase refers to the actual delivery of the instruction, whether it's classroom-based, lab-based, or computer-based. The purpose of this phase is the effective and efficient delivery of instruction. This phase must promote the students' understanding of material, support the students' mastery of objectives, and ensure the students' transfer of knowledge from the instructional setting to the job.

Evaluate: This phase measures the effectiveness and efficiency of the instruction. Evaluation should actually occur throughout the entire instructional design process - within phases, between phases, and after implementation. Evaluation may be Formative or Summative. Formative Evaluation is ongoing during and between phases. The purpose of this type of evaluation is to improve the instruction before the final version is implemented. Summative Evaluation usually occurs after the final version of instruction is implemented. This type of evaluation assesses the overall effectiveness of the instruction. Data from the Summative Evaluation is often used to make a decision about the instruction (such as whether to purchase an instructional package or continue/discontinue instruction).

The data source are the fifth semester students of English Education Department in the academic year 2016/2017, English Lecturers, and Experts in English materials design. The technique of collecting the data are observation, interview,

questionnaire. There were three kinds of questionnaires. The first is need analysis questionnaire which is used to collect the data of students' needs (the target and learning needs), the second is the expert's judgment questionnaire which was used to have data on the quality of materials, the third is the try-out questionnaire which was used to know the appropriateness of the implemented materials. The questionnaires have close-ended and open-ended items. Other instruments are interview and observation guideline. These two instruments used to collect the information related to the process of teaching learning. The observation was conducted during the materials implemented, while the interview was conducted after the implementation of the material finished.

The technique of analyzing the data based on Miles and Huberman technique (1994). They are: data collection, data reduction, data display, and verification/describing conclusion. The trustworthiness of data are triangulation (source, method, and theory). The results of the quantitative and qualitative data analysis produced feedback, opinions and suggestion from experts and students about the learning materials and teaching learning process. The feedback and suggestions then were used to evaluate and revised the materials designed.

Finding and discussion

The Result of the Need Analysis

Based on the result of interviews to three speaking lecturers, it could be obtained that the length of teaching speaking was between 2 years up to 17 years. The students' achievements were in fair level. The lecturers assumed that this condition was caused by the low ability in vocabularies and they had no good model of teaching speaking. It was indicated that students felt confused in speaking class, the students showed that they were ashamed to speak English, afraid to be laughed at and to make mistakes in pronunciation and grammar, they were inactive, they did not do what English lecturer's instruction. So, to reduce this the lecturers made some efforts; making jokes and relaxed atmosphere in speaking class, giving extra point to the students who were active, giving rewards and being close to the students.

All lecturers were not sure when they were asked about teaching model they used; some of them answered the question with another question. But after answering the next question about group work mechanisms applied in the class, they answered that they often used discussion method conventionally, it meant that the lecturers divided the class into groups consisting of 2 to 5 students, then the groups only answered the available questions.

It is obvious that from the answers, that teaching models used by lecturers were not based on intercultural model, it referred to the characteristics of the conventional teaching model. From the interview, it was found that teaching speaking in English Department of Universitas Muhammadiyah Purworejo was focused on the practice of speaking without considering the input and the process of learning. So, English lecturers and students were more stressing on speaking practice.

From the students achievement it can be showed the mean scores from each class. *Speaking for formal setting* taught by Juita in class A got 70.4, class B got 59.05 and class C got 57.52. The average score for

Juita's class were in fair category. It was 62.3. *Speaking in group discussion* taught by Tusino in class A got 67.8, class B got 67.2, class C got 74.6 and class D got 68.2.

The average score for Tusino's class was 69.45, it was the score for overall activity, according to the category determined, it could be concluded that the quality of the teaching models used was defined as not good. *PublicSpeaking* taught by Menik in class A got 60.5, class B got 67.00 and class C got 60.52. The average score for Menik's class were in fair category. It was 62.67.

From the achievement of the whole classes it was known that on average the mean score were still in fair category. It was known Juita's class was 62.3, Tusino's class

69.45 and Menik's class was 62.67. The average score of the classes were 64.8.

Based on the observation during teaching speaking to 12 classes in English Department, it was found that the teaching models used by

lecturers were not based on intercultural model. It could be observed from the teaching and learning process which were divided into three activities; opening, main, and closing activities. Discussion method was aimed to discuss the topics from lecturers. It was found that the teaching model used was the conventional model. Learning approach was centered to the lecturer. Firstly, the class was praying, and checking the students' presence as the opening activity, directly followed by explaining the concept of learning material and doing the given topics. Finally, the teacher asked the students to discuss and corrected them together.

Based on the students' questionnaire results, 73 % (263) said that they did not enjoy the class since they felt bored with the teaching methods. They just learned about daily English expressions and it was taught again and again in some semesters so it seems overlapped.

There are 4 expert judgements of instrument and model. Based on expert judgement questionnaires the model was appropriate to be applied but it needed revisions on arranging the topics. The topics must be varied and the steps of teaching must be clearly explained.

The Result of Design

The design was derived from the theory of Interacting processes of intercultural pedagogy Scarino and Liddicoat (2009) in which the steps Noticing, Comparing, Reflecting and Interacting are used and the concept of learning proposed by Ki Hajar Dewantoro. "*konsep tri no yang berarti anak didik harus bisa nonton*

(melihat/membaca), niteni, (mencermati), dan nirokke (menirukan), selanjutnya berkembang dengan nambahi atau inovasi." ([http://www.republika.co.id/berita/shortlink/](http://www.republika.co.id/berita/shortlink/60018)

60018). The explanation of Three N concept (*niteni, nirokke, nambahi*) is clarified by Suroso (2011: 52-55) Notice, Imitate, Innovate.

Those concepts are combined to be a new model of teaching speaking. The model is intercultural model since it is derived from the theory of interacting process of intercultural pedagogy and the steps are familiar with both lecturers and students.

The Result of Development

The development of model is an intercultural model of teaching speaking in higher education. The model was derived from the theories from Scarino and Liddicoat (2009 in Liddicoat, 2011) and principles of learning proposed by Ki Hajar Dewantoro (in Suroso, 2011). The result of the combination was the steps of teaching which include 6 steps. They are noticing, imitating, comparing, innovating, reflecting and interacting. Noticing: students have to notice on the target language culture. They see, feel and think about the target language culture thoroughly. It can be done by direct observation or through video. Imitating: after noticing the students imitate what they see as far as it is not in contrast to their culture. They can imitate the discipline or the way they manage the time. Comparing: after having known about target language culture students compare between their own culture and target culture. They will identify the similarities and differences of both cultures. They are demanded to know well their own culture and try to understand other's culture. Reflecting: the students reflect on what they have done. Seeing the strengths and weaknesses of students' ways of communicating and the expressions they have the students reflect by connecting to their experiences and the knowledge they have before. Then they recorded their conversation. The video recording would be analyzed as the material to be discussed in order to make them better. Innovating: when they feel that the comparison between their culture and others' culture is not enough to use then they can add what they know. The students can add something coming from their own culture or other cultures. Interacting: having good understanding of the differences and having reflected the differences the students will interact with the people from other cultures. It must be simulated to identify what mistakes or misunderstanding happening in the interaction. Knowing well about their own culture will give them benefit in this interaction, they will know how to behave, and understanding about other's culture gives the students nuances about what to say, how to behave and what the response of the partners.

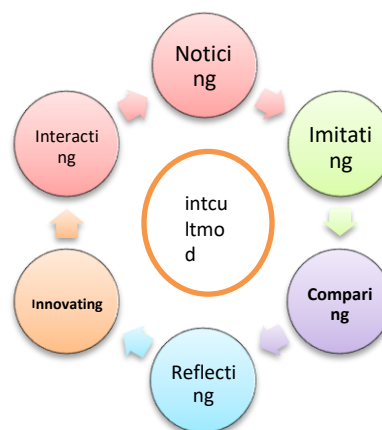


Figure 1. Intercultural Models of Teaching Speaking

Implementation

This model of teaching is implemented with the syntax consisting of the steps of Noticing, Imitating, Comparing, Reflecting, Innovating, Interacting (NICRII) as presented in the following table.

Syntax (IntCultMod)	Activities	
	Lecturer	Students
Noticing	<ul style="list-style-type: none"> - Greeting the students. - Checking the attendance list. - Checking the students' readiness. -Playing videos - Giving some questions to the students about the videos on speech. - Telling the students' about the theme of the lesson. 	<ul style="list-style-type: none"> - Responding the lecturer's greeting. - Answering the lecturer's question. - Answering the lecturer's questions. -Watching videos - Answering the questions. - Listening to the lecturer.
Imitating	<ul style="list-style-type: none"> -Asking the students to listen and repeat (drilling) -Asking the students to listen, repeat, and drilling the expressions. 	<ul style="list-style-type: none"> - Listening and drilling - Listen, repeat and drilling.
Comparing	<ul style="list-style-type: none"> -Asking the students to write the correct expressions -Asking the students to compare the expressions of English to Indonesian expressions. 	<ul style="list-style-type: none"> - Write the expressions - Compare the correct expressions - Going around the class and search their friends.
Reflecting	<ul style="list-style-type: none"> -Giving reflection by asking what the students feel and what they got from the lesson today. 	<ul style="list-style-type: none"> - Responding to the lecturer. - Make summary
Innovating	<ul style="list-style-type: none"> - Asking the students' knowledge about expressions. - Explaining the expressions - Lecturer asks the students to express them. - Lecturer observes the students when expressing them. 	<ul style="list-style-type: none"> - Answering the lecturer's questions. - Listening to the lecturer's explanation. - Expressing them
Interacting	<ul style="list-style-type: none"> Ask the students to interact with friends or in a real seminar by guidance 	<ul style="list-style-type: none"> -Practice the speech in front of friends in which the class is set as a seminar room -Joining seminar

The Expert Validation and the Evaluation

Focused Group Discussion (FGD)

FGD was intended to obtain input for the draft model and to better understand whether the model was understandable by English lecturers. FGD was conducted on

Wednesday, 11th April, 2018 at 14.00 – 16.00 p.m. in Universitas Muhammadiyah Purworejo Jl. KHA Dahlan No. 3 Purworejo.

FGD was attended by 7 English lecturers. They were Titi Rokhayati, M.Pd. (the presenter and facilitator), Dr. Sudar, M.Pd. (English lecturer), Dr. Junaedi Setiyono, M.Pd (English lecturer), Dr. Semi Sukarni, M.Pd. (English lecturer), Tusino, M.Pd (English speaking lecturer), and Juita Triana, M.Pd (English speaking lecturer)

and Menik Widiyati (English speaking lecturer). There were three activities in FGD. They were opening, main, and closing activities.

First the presenter opened the forum, conveyed the objective of discussion, and distributed the draft model entitled *Intercultural Model of Teaching Speaking of Higher Education* in the form of Guidebook for Speaking Lecturers in which involved syllabus, model of lesson plan and model of evaluation system to the participants.

The presenter presented the developed model including the format and characteristics of the model in the form of Guidebook for speaking lecturers in which model of syllabus, lesson plan, and evaluation system different from the existing model. Then, the presenter described the results of field tryout in the classroom. After finishing the presentation, the presenter opened the question-answer and suggestion session. Many

valuable inputs and suggestions were expected in order to make the draft model better.

Generally, all participants stated that the teaching speaking based on intercultural model were good enough to be applied. The model of syllabus, lesson plan, and evaluation system were good both in format and in substance of the model. The description of suggestions from the participants is as follows. Dr. Sudar, M.Pd stated that the developed model was understandable and appropriate because the developed model had special characteristics in terms of connecting the material to the cultural learning. The characteristics of intercultural model could be seen on syllabus, lesson plan, and evaluation system.

Dr. Junaedi Setiyono, M. Pd. suggested that it was better to correct the language used in syllabus and lesson plan in order to make them more obvious in every single sentence. He suggested as well that the teaching speaking model for higher education should be inserted character building in every teaching and learning process.

Dr. Semi Sukarni suggested that learning materials should be adopted from various sources in order to enrich students' knowledge in terms of the topics chosen in every teaching and learning process. She also suggested that it was better to give a unique name for the developed model. For this reason the presenter named the model as *IntCult Model*.

Juita Triana, M.Pd proposed to use another method in learning activities based on intercultural model, not only discussion but also games or role-play. So it was expected that the learning process would be enjoyable.

Tusino, M.Pd noticed the performance of the draft model, he suggested that the cover and the choice of the letters in the cover and the content should be interesting so that the appearance of the model would be seen more attractive.

Finally, the presenter concluded the results of the discussion and thanked all the participants for their coming and for their inspiring inputs and suggestions. We all felt happy doing the activities since it gave benefits for us.

Discussion of Final Product

The final product of this research was a guidebook for teaching speaking in higher education. It was included the model of syllabus, the model of lesson plan and learning activities in which all were arranged based on intercultural model. **Syntax of Intercultural Model**

Syntax of IntCultMod is the phases of teaching as the activities of the lecturer and students in the process of teaching and learning in the classroom described in the phases noticing, imitating, comparing, innovating, reflecting and interacting (NICRII).

Phase 1: Noticing

The first phase of this model of teaching is noticing. Lecturer greets students, check the attendance list, and check students' readiness. Then watch video on speech or having text on speech about something in formal setting. The lecturer can also ask the students to read text on how to conduct speaking in formal setting.

He/she must give the input not just once but can give it twice or three times.

Phase 2: Imitating

In this phase, the classroom must be created as responsive as possible. Lecturers facilitate the students to arouse their curiosity by showing some videos on speech done by the native speakers and ask them some questions based on the videos related to theme students are going to learn. The questions must stimulate the students to get information related to their experiences. In this phase lecturers also ask the students to listen, repeat, and drilling the expressions and ideas they got from videos. Besides lecturers explain grammars focus and ask them to speak to their friends.

Phase 3: Comparing

This phase of comparing aims to make students aware of differences between the cultures, native and the target culture from the expressions found in the speech. Lecturers prepare simple text for students and give some questions to answer.

Lecturers also ask students to write correct expressions based on videos prepared by the lecturers to see the differences of the cultures. The lecturers also prepare some interactive activities for students to work in pairs in comparing the differences between two cultures either physically (the performance of the speakers) or in terms of rules in delivering speech. Learning is understood as involving purposeful, active engagement in interpreting and creating meaning in interaction with others, and continuously reflecting on one's self and others in communication and meaning making in variable contexts.

Phase 4: Reflecting

The fourth phase of teaching is reflecting. Lecturers give reflection by asking what the students feel and what they got from the lesson today, give summary, and give comments to the model of teaching, its weaknesses and the strength. Learning involves becoming aware of how individuals think, know and learn about language, culture, knowing, understanding and the relationship between these, as well as concepts such as diversity, identity, experiences

and one's own intercultural thoughts and feelings.

Phase 5: Innovating

This phase aims to give the students chance to add or to be creative in using the expressions have been learned from the videos. In this phase, lecturers ask the students to innovate by giving worksheet and ask them to analyze the strength and weaknesses of both cultures. Students need to exchange the result and discuss together. It can make the students to explore their own ability.

The lecturer must be able to make connection. Connections are made between existing conceptions and new understandings and between previous experiences and new experiences. Previous knowledge is challenged and this creates new insights through which students connect, re-organise, elaborate and extend their understanding. **Phase 6: Interacting**

The last phase is interacting. In this phase the lecturers give feedback to the students in the form of response, answering and also commenting to the students work. In the intercultural model the lecturers must be informative and communicative to the students in order to make the students aware of the existing culture in speaking. It is able to grow the feeling of appreciating differences among cultures. Learning and communication are social and interactive; interacting and communicating interculturally means continuously developing one's own understanding of the relationship between one's own framework of language and culture and that of others.

Learning depends on learner's attitudes, dispositions and values, developed over time.

The activities in this phase are: a) the lecturers and the students interact each other to solve the problems happened in the teaching learning, b) giving post-test in every meeting to see the learning progress of the students, c) guiding the students to make conclusion based on the what they have done in innovating phase.

a. **Social System** is the teaching the strategy to design the atmosphere of the classroom. The intercultural model creates the atmosphere of

the classroom cooperatively based on communicative approach. Generally the lecturer is the facilitator in every steps of teaching.

- b. **Principle of Reaction** as the lecturer's strategy to involve students in the teaching and learning process in the classroom, the interactive activities are applied in the classroom. Lecturer motivates the students and interacting with them.
- c. **Support System** refers to how the lecturer facilitates the students in the classroom. In this model of teaching, lecturer prepares some videos and reading texts for interactive activities and sets the classroom for seminar or workshop setting.
- d. **Instructional and Nurturant Effects** are the students' achievement after the process of teaching and learning in the classroom. This intercultural model is a design for students to be able to achieve speaking skills. Besides students are expected to have the value of both cultures their own culture and the target language culture and express their idea in spoken and written.

Characteristics of IntCultMod

The Intercultural model in teaching speaking means the lecturers always include culture in teaching both native and target culture. The lecturer always tries to give stimulate to use some English expressions or ideas in the process of teaching and learning, while the students will be expected to respond by memorizing or drilling to the English expressions and ideas. The teaching speaking certainly is designed in accordance with the characteristics of both cultures either native or target language.

Components Model of IntCultMod

This intercultural model in teaching speaking is designed based on model of teaching explained by Joyce, Weil and Calhoun (2004:7). According to them the components of model of teaching are syntax, social system, principle of reaction, support system, and instructional and nurturant effect. 1) Syntax refers to the structure of a teaching model as its major elements or phases and how they are put together. 2) Social System

is teaching the strategy to design the atmosphere of the classroom. 3) Principle of reaction refers to the teacher strategy to involve students in the teaching and learning process in the classroom. 4) Support System refers to how the teacher facilitates the students in the classroom. 5) Instructional and nurturant effect is the students' achievement after the process of teaching and learning in the classroom.

The five components of the Intercultural model are presented in Figure 2.

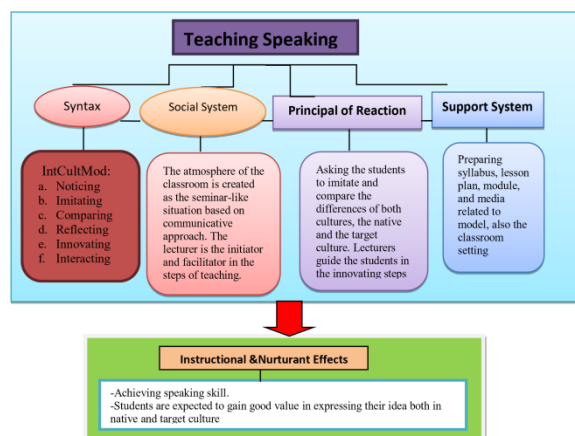


Figure 2. The Elements of an Intercultural Model of Teaching Speaking in Higher Education

Conclusions

The model development phase conducted in Universitas Muhammadiyah Purworejo, the researcher developed the teaching speaking based on intercultural model involving syllabus, lesson plan, and evaluation system as a draft model and the research instruments. The developed research instruments were expert judgment sheet for syllabus, expert judgment sheet for lesson plan, observation sheet, interview guide for the speaking lecturers in responding the developed model, and interview guide for the students in responding the developed model. From the implementation of teaching speaking based on intercultural model, the effectiveness of the model could be seen. The role of the lecturer was very important in in this model, so this model could be held effectively. Students' activeness in discussion increased in every meeting as a positive effect of intercultural model. The effectiveness of the model was caused by the lecturers' role and

lecturers' motivation in having innovation of a new model.

Suggestion

Based on the research findings, the suggestions are presented to several related individuals. The lecturers are suggested to improve their role in teaching speaking like giving more inputs to the students. Lecturers are also demanded to have some innovation in teaching, besides the methods the media are available to innovate the teaching learning process.

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Perceptual learning style in English at Tri Dharma Nusantara Makassar Economic Science College

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Abstract: This research discussed perceptual learning style of students in English at the fifth semester of Accounting Department of Tri Dharma Nusantara Makassar Economic Science College in academic year 2016-2017. This research aimed to know the kinds and the strategies of perceptual learning style of students in English with eighty-four students as respondents. This research focused on Reid's theory about visual, auditory, kinesthetic, tactile, individual, and group in perceptual learning style and strategy. Thus, the data were analyzed using mixed method which meant that the researcher used questioner sheet and FGD as the instruments to find out the valid data. This research showed the questionnaire result that indicated there were 14 students (17%) as visual learners, 10 students (12%) as auditory learners, 16 students (19%) as kinesthetic learners, 6 students (7%) as tactile learners, 14 students (17%) as individual learners, and 24 students (28%) as group learners of perceptual learning style in learning English. The result from FGD indicated the visual learners learned well by seeing things, auditory learners learned well by listening, kinesthetic learners learned well when they were able to move around while learning, tactile learners learned well when learning by doing things with hands and touch sense, individual learners learned well when worked alone, and group learners learned well when studied at least one student. It can be concluded that the students were interested in group learners. Many students focused on group techniques in learning English material and they needed help from the others. Group learners' strategy could also help them to improve their ability in learning English.

Keywords: Strategy, Learners, Perceptual Learning Style.

Introduction

English as a foreign language was very important to learn in Indonesia especially in Makassar because English was the international language (IL) all over the world that could help people to communicate with each other. Many styles in learning English language that were done by every people who wanted to improve their ability to study English.

Students as individuals had some differences and similarities that could not be avoided as natural factors by the teachers. Learning style is one of student's different characteristics that have not been paid more attention yet. Learning style is inherent and is a blend of cognitive,

affective, perceptual and behavioral elements (Oxford and Horton 1988 in Oxford 1989; Reid 1987, 1995).

There were three types of learning style such as cognitive (focused on the knowledge), affective (focused on the value or emotion), and perceptual (focused on the sensory of body). Based on Reid (1995) approaches different perceptual learning style covered visual, auditory, kinesthetic, tactile, individual, and group learning.

This research focuses on "Perceptual learning style in English of students at the fifth semester of Accounting Department of Tri Dharma

Nusantara Makassar Economic Science College in Academic Year 2016-2017”.

1. Learning Style

Learning style refers to how we describe the approach which individual use in acquiring new language or learning in complex manner in processing, storing and recall what they are attempting to learn. Reid (1995) said that there are three types of learning style: cognitive, affective, and perceptual.

2. Perceptual Learning Style

Perceptual learning styles are the means by which learners' extracted information from their surroundings through the use of their five senses. (Institute of Learning Styles Research, 1996).

These can be classified as auditory (listening to lectures and tapes), visual (reading and studying charts), kinesthetic (experiential, total physical involvement), tactile (hands-on, doing lab experiments), interactive group (study with at least one other student) and interactive individual learning (work alone), Reid (1995).

3. Kinds of Perceptual Learning Style

Reid (1995) approached learning style from the point of view of perceptual learning style. There were six kinds of perceptual learning style:

a. Visual Learner

Visual learners like to read a lot, which require concentration and time spend alone. Visual learners are fast talkers; concern with the appearance in the dress or presentation; not easily distracted by the commotion; the reader is quickly and diligently; more like a demonstration of the speech.

b. Auditory Learner

Auditory students enjoy the oral-aural learning channel. Characteristics of an auditory learner are :when working like talking to herself; easily distracted by a commotion; happy reading aloud and listening.

c. Tactile Learner

Tactile students need to touch and handle objects. They are happy making collages. The characteristics of a tactile learner are doing hands-on approach (manipulation, object, simulation, live events); physical involvement in learning; field trip to gain knowledge; small group discussion (2-3 in group).

d. Kinesthetic Learner

Kinesthetic learners will rather learn through “experiential learning that is total physical involvement with a learning situation”. Some characteristics of extrovert learners are: talkative person; like to ask something; must learn with another people.

e. Individual Learner

Individual learning is one of the sociological styles that include in PLSPQ by Reid. It refers to preferring to learn through working alone. Some characteristics of introverts are: become a silent person when do an assignment; do everything by herself/himself.

f. Group Learner

Group learning style is also one of the sociological styles. Group learners prefer learning through working with others and participating group works. Some characteristics of extrovert learners are talkative person; like to ask something; must learn with another people.

4. Learning Strategy

Learning strategy was the way or pathway of individual to support their learning to get knowledge or new material in some activities. Reid (1995) classified in three strategy categories: cognitive, affective, and perceptual (sensory or memory term). And this research focused on the perceptual learning style strategies based on the five senses according to Reid's theory (1995).

5. Perceptual Learning Style Strategies

Reid (1995) approached strategies of learning style from the point of view of perceptual learning style preferences. There were six strategies:

a. Visual Learners Strategy

Visual perceptual learning style provides strategies for students, and offer activities that can implement in their classrooms in order to help visual learners better understand course information.

Type stylized of visual perceptual learning style, which play an important role is the eye or vision (visual), in this case the teaching methods use should be more focused on the show or media, invite to objects related to the lesson, Visual's perceptual learning style should look at body language and facial expressions the teacher to understand the subject matter.

b. Auditory Learners Strategy

Auditory learners rely on the success of their learning through the ear (hearing instrument). Auditory perceptual learning style can learn more quickly by using verbal discussions and listening to what is said. Auditory learners can digest the meaning is conveyed through tone of voice, pitch (high or low), the speed of speech and other auditory things.

c. Tactile Learners Strategy

Tactile learners remember things better when they can use their fine motor skills to make or handle relevant materials while learning new or difficult work. They generally need to write or type notes while listening. They concentrate best when they can manually manipulate information in concrete formats.

d. Kinesthetic Learners Strategy

Kinesthetic learners prefer to learn new or difficult information through 'real-life' experiences and demonstrations. Experiential learning suits them well. Kinesthetic learners are the type of person who tend to receive the most information and the most effective to involve body movement, demonstrations, and physical activity.

e. Individual Learners Strategy

Individual learners is one of the sociological styles as the name suggests, these kinds of students are the quiet angels who can work alone with minimal directions from the teacher

or lecturer. Oftentimes mistakes as the shy ones of the classroom, individual learners can be quite extroverted when given the opportunity.

f. Group Learners Strategy

Group learners are also one of the sociological styles. Group learners streamline the learning experience of social or interpersonal learners. They are quite verbal and are always anxious to apply what they have learned in interactive settings. Give your social butterfly a chance to spread their wings and fly with meaningful activities. Teach a lesson on social awareness, etiquette or cultural differences.

Method

The method of this research applied mixed method. Based on Creswell (2009: 211), mixed method is a research method that combines between qualitative method and quantitative method to be used together in a research to get more comprehensive, valid, reliable, and objective data.

This method aimed to describe perceptual learning style of the students at fifth semester of Accounting Department of Tri Dharma Nusantara Makassar Economic Science College in academic year 2016-2017 in learning English by using percentage and the strategies of perceptual learning style of the students at fifth semester of Accounting Department of Tri Dharma Nusantara Makassar Economic Science College in academic year 2016-2017 in learning English related to Reid's theory by using questionnaire and focus group discussion.

Findings and discussion

1. The Kinds of Perceptual Learning Style

From the data analyzed, it was used to describe the score student's answer of the questionnaire about the perceptual learning style. In general, students could be classified into six groups'.

Based on the data analyzed, it was found that number of students who were indicated as individual were 14 students (17%) of 84 students. It showed from many students who

answered the items of individual questions consisted of: Item 4: 10(12%), Item 13: 20(24%), Item 18: 12(14%), Item 27: 6(7%), Item 30: 9(11%). Where this percentage analyzed was obtained by total score individual learners as the kinds of perceptual learning style.

Table 1 The Percentage of Kinds of Student's Perceptual Learning Style

Kinds of Perceptual Learning Style	Frequency	Percentage
Visual Lernas	14	17 %
Auditory Lernas	10	12 %
Kinesthetic Learners	16	19 %
Tactile Learners	6	7 %
Group Learners	24	28 %
Individual Learners	18	17 %
Total	84	100 %

2. The Strategies of Perceptual Learning Style Related to Reid's Theory

a. Visual Learners Strategy

Based on the result from FGD, the members of visual learners did the strategies related to the Reid's strategy. They could be encouraged by visualizing skills in considering the content, picture, video, and process of writing. Among the techniques, there were visualizing through still pictures, a television documentary, computer, drawing, text, writing procedures in idea by idea, paragraph by paragraph through on the whiteboard, concept mapping for information writing.

b. Auditory Learners Strategy

For auditory learners, they could be encouraged by hearing, collaborative writing, role playing, interviewing, telephoning, hearing the voice, listen to the music, writing frames and sentence starter by saying it, and spelling learning through repeating letters aloud, hearing words within words, saying words in an exaggerated way, and utilizing sense or rhythm and rhyme.

c. Kinesthetic Learners Strategy

Kinesthetic learners did not like to stay for a long time in the same place to finish something like assignment or task. Read the material and made a note for the main points in every materials could help them to remember the material.

d. Tactile Learners Strategy

Tactile learners could be encouraged by drawing, underlining, and going on field trips, manipulating and assembling objects, material. They needed to do something about English with the others to make them understand the material.

e. Individual Learners Strategy

The desire for self-study kept individual learners away from active, voluntary classroom participation. In a group setting, the individual learners might seem reserved, inactive or even indifferent.

f. Group Learners Strategy

Group learners enjoyed joining in class discussions. They preferred group work to work in isolation. If they had to decide something, they asked other people for their opinions. If they understood a problem, they liked to help other learners to make them understand too. Moreover, they liked to play games to improve their ability to get new knowledge.

Conclusion

The students' perceptual learning style in learning English at the fifth semester of Accounting Department of Tri Dharma Nusantara Makassar Economic Science College were: 14 students (17%) as visual learners, 10 students (12%) as auditory learners, 16 students (19%) as kinesthetic learners, 6 students (7%) as tactile learners, 24 students (28%) as group learners, and 14 students (17%) as individual learners. In addition, the highest score from this finding was group learners, 28%. It indicates that the students preferred group learners in perceptual learning style.

The students' at the fifth semester of Accounting Department of Tri Dharma Nusantara Makassar Economic Science College were interested in group learners. Many students focused on group

techniques in learning English material and they needed help from the others. Group learners' strategy could also help them to improve their ability in learning English.

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The application of clustering technique in writing analytical exposition text

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Abstract: The objectives of the research were to find out: (1) whether or not the application of clustering technique enhances students' ability in writing analytical exposition text in the eleventh grade of SMA Negeri 1 Pancarijang and (2) whether or not the application of clustering technique in writing analytical exposition text is interesting for the eleventh grade students of SMA Negeri 1 Pancarijang. This research employed a Quasi-experimental design that applied experimental and control group. The population of the research was the eleventh grade (XI) students of SMA Negeri 1 Pancarijang in academic years 2013-2014. A total number of population was 294 students, and two classes of them were taken as a sample by using random sampling technique, class XI IPA 1 as the experimental group and class XI IPA 3 as a control group. The result of data analysis showed that there was a significant difference between achievement of the students who applied clustering technique and those who did not apply clustering technique (conventional technique) in writing analytical exposition text. It was proved by the mean score of the experimental group was higher than the control group in post-test ($77.0 > 62.2$). Furthermore, the result of the t-test value (5.382) was greater than t-table ($\alpha = 0.05$; $df = 64$; $t\text{-table} = 2.000$) which means that H_1 was accepted. The data analysis of questionnaire showed that the students had high interest in the application of clustering technique in writing analytical exposition. It was supported by 22 students (66.7%) who were strongly interested and 11 students (33.3%) who were interested. The mean score of students' answers in the questionnaire (87.0) was classified as a strongly interested category.

Keywords: Clustering Technique, Writing skill, and Analytical Exposition Text

Introduction

Writing is one of the language skills that must be mastered by native speakers of the language as well as for foreign/second language learners. Writing is a tool that people have and use to communicate nonverbally, as a means of ideas, opinions, and emotional expressions. By committing our ideas to paper, our thinking becomes visible to the world. It also tends to be more permanent than spoken ideas as Conley in

Ibnian (2010: 81) noted that people could keep their thoughts and experiences having a powerful effect and lasting for a long time. By writing, people also can learn things in every subject area.

Furthermore, the fact that people frequently communicate through written language is not the only reason of including writing as a part of language learning syllabus. Raimes (1983: 3) indicated that "there is an additional and very

important reason: writing helps our students learn.” She explained that writing reinforces the grammatical structures, idioms, and vocabulary that students have studied. By writing, students also have a chance to be adventurous with the language, to discover something new to write or a new way of expressing ideas. In addition, students get involved with the language in their effort for finding the right word and the sentence to express their ideas.

Among the skills, writing is the most difficult skill to learn. As Richards and Renandya (2002: 303) said that “writing is the most difficult skill for second language learners to master.” Most of the students also regard writing as a boring and stressful activity. As a result, they are uninterested to get involved in writing class. Byrd (2011: 64) suggested that it happens because “learners are expected to develop ideas - which may or may not be themselves - into fully articulated products while taking into account the linguistic features of the target language that they may not yet have.” They are frequently instructed to do this individually. They are also expected to compose a polished piece of writing even without guidance from their instructor.

According to English curriculum of KTSP for senior high school, the eleventh-grade students must be able to write in terms of genres. One of the genres is analytical exposition text. Priyanaet al. (2008: 58) defined that “analytical exposition proposes or suggests a certain topic which may only be pro or contra, not both.” The purpose of the text is arguing a case for or against a particular position or point of view. It also explains how and why the argument is proposed. But in fact, the students are confused how to begin writing an analytical exposition text from the given topic. They also cannot arrange their ideas on the generic structure of analytical exposition text. Moreover, the students find difficulties in arranging words to a sentence, as well as sentences into a paragraph.

Based on the researcher’s observation when she did teaching practice (PPL) in SMA Negeri 1 Pancarijang, developing ideas for making a composition was the most students’ problem in writing class. When they were obliged to write, the students had not enough ideas to write down. Or even worse, they lost their ideas and did not know what to say. Ibnian (2010: 81) says that

“some students do not purely face mistakes in writing but find themselves in hiding and seek games with ideas as well.”

In order to solve this problem, it needs a technique which can help students to find and develop ideas. Sedley in Salam (2011: 3) suggested:

Actually, you have plenty to write about. After all, you live in the same world that “real” writers live in, and that world provides the raw material for millions of books every year. What you really need is not “something to write about,” but some suggestions that will help you exploit the resources all around you.

Some researchers have found that conducting pre-writing activities are effective in increasing the composition quality of both L1 and L2 students. Byrd (2011: 75) concluded that pre-writing activities as the beginning of a journey through the writing process could provide a firmer foundation for students. As a result, students compose stronger end product.

There are several options for pre-writing activities that can be applied in teaching writing. One of them is clustering. In clustering, the main topic or the keyword from the assignment is written within a shape, such as a circle or a box. It is placed in the middle of a piece of paper. Related ideas are placed around the main topic and connected to the topic by lines. According to Steele and Steele (1991: 42), “clustering is a powerful technique which allows students to discover or “uncover” what they think about a subject.”

Based on the issues discussed earlier, researchers are interested in applying this technique in teaching English writing and taking the title of this study “The Application of Clustering Technique in Writing Analytical Exposition Text in the Eleventh Grade of SMA Negeri 1 Pancarijang”.

Literature review

Previous related studies

Al-Jamal (2009) conducted research under the title “The Impact of Peer Response in Enhancing Ninth Grader's Writing Skill.” The purpose of this study was to examine the effect of peer

response techniques in developing writing skills in English lessons and to build a positive attitude towards those skills. The study population consisted of all ninth grade students (men and women) at the Second King Abdullah School for Excellence at the Directorate of Irbid Education for the 2005/2006 scholastic year. The samples, which consisted of 55 students divided into two experimental groups (28 men, 27 women). Data analysis showed that both groups benefited from training on peer responses, each lasting six weeks.

Tuan (2010) in his research "Improving the Ability of Writing EFL Students through Journal Writing" in which findings justify the benefits of journal writing as an extensive activity to encourage motivation to write learners and improve their writing skills and build close ties between teachers and learners.

Ibnian (2010) investigated the effect of using the story-mapping technique on developing tenth-grade students' short story writing skills in EFL.

Fajriyani (2011) in his research "Improving Student Writing Skills through Clustering Techniques (Classroom Action Research in Second Year of Junior Al-Hasra Bojongsari-Depok)" shows that grouping techniques can improve students' writing skills.

Sahbaz and Duran (2011) searched the efficiency of cluster method in improving the creative writing skill of 6th-grade students of the primary school. In the result of this study, when the control and experiment groups were compared from the aspect of creative writing skill, meaningful differences were obtained in favor of the experiment group.

Mayasari (2012) in her research "The Use of Group Investigation to Improve Students' Ability in Writing Skill on Analytical Exposition Text (A Classroom Action Research with 11th Grade Students of MA Manahijul Huda Pati in the Academic Year of 2011-2012)" proved that the implementation of group investigation improve students' ability in writing

Based on the explanation of previous related findings above, the researcher concluded that the pre-writing activities should be conducted in

writing class to enhance students' ability in writing.

The nature of writing

a. Definition of writing

There are accurate provisions given by experts from many sources. According to Murcia in Alawi (2011: 8), "Substitution is the ability to express one's idea in the form of a word in the language." This means writing is a freedom-free path that meets ideas in written form.

Urquhart and McIver (2005: 5) say that "writing is a process, meaning different students, often moving behind the stage." Langan (2008: 14) also states that "writing is a process that enables steps, and these steps are very often a zigzag trip."

White and Arndt in Fahmi (2011: 11) explained that "writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right."

Writing requires a set of competencies which is not every person mastered, especially for second language (L2) writers. Below are the set of competencies (micro-skills) which writer should master according to H. Douglas Brown in Lutfiah (2011: 7).

- 1) Produce English orthographic charts and patterns.
- 2) Produce writing with efficient speed in accordance with the purpose.
- 3) Generate acceptable core words and use appropriate sequence patterns.
- 4) Use acceptable grammar systems (eg, tense, agreement, pluralization), patterns, and rules.
- 5) Express certain meanings in various grammatical forms.
- 6) Use cohesive tools in written discourse.
- 7) Use rhetorical forms and written discourse conventions.
- 8) Complete the communicative function of the written text in accordance with its form and purpose.
- 9) Convey links and relationships between events and communicate those relationships

as key ideas that support ideas, new information, information provided, generalizations, and examples.

- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly conveys cultural-specific references in the context of written texts.
- 12) Develop and use battery writing strategies, such as accurately assessing audience interpretation, using pre-writing tools, writing fluently in the first draft, using paraphrases and synonyms, requesting peer and instructor feedback, and using feedback to revise and edit.

From those explanations, it can be concluded that writing as a means of communication and it requires a set of competencies which can be mastered through practices.

b. Writing process

Writing is a process that involves several steps. Kane (2000: 17) said that the steps are: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure). The first step, "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing," is usually called "drafting"; and the third, "doing again," is "revising."

In another source, Langan (2008: 25) states that the following steps of the writing process are to find a thesis - often through writing, developing strong support for the thesis - often through prewriting, organizing the thesis and supporting materials and writing it in the first draft, revise and then edit it carefully to ensure an effective, error-free essay.

Seow (2002: 316-319) explained that writing process as a classroom activity incorporates the four basic writing stages - planning, drafting (writing), revising (redrafting), and editing - and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing. The process will be described as follows.

c. Purposes of writing

According to Penny Ur (1996: 163) "the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect of the writing".

In addition, there are four major purposes for writing according to Wagner (2002), they are writing to demonstrate information and understanding, writing to persuade, writing to narrate, and writing in response to literature.

d. The forms and types of writing

Generally, there are four forms of writing. They are narration, description, exposition, and argumentation. It is supported by Wishon and Burks in Salam (2011: 12).

Meanwhile, according to Farmer in Salam (2011: 12-13), there are four types of writing which can be done by students. They are expressive Writing, informative Writing, Persuasive Writing, and Imaginative Writing.

e. Components of writing

Jacob et al. (in Hughes, 2008: 103) point out that in analytic scale, it has five components in writing. They are content, organization, vocabulary, language use, and mechanics.

f. Principles of teaching writing

Nation (2009: 93-95) offered the following principles that can be used as consideration in selecting teaching and learning activities of writing course. Thus, it will provide a good range of opportunities for learners in learning. The principles are put in the order with the most important principle first.

- 1) Meaning-focused Input
- 2) Meaning-focused Output
- 3) Language focused Learning
- 4) Fluency Development

g. The roles of the writing teachers

When students are asked to write, the following roles stated by Harmer (2003: 261-262) are especially important for teachers to deploy. They are amotivator, resource, and feedback provider.

Analytical exposition

Garrot and Wegnel (1994: 197) define an analytical exposition as "a type of oral or written text intended to persuade listeners or readers that something is happening."

According to Anderson and Anderson (1997: 128), analytical exposition text has 3 components; they are: constructing an exposition, language features of an exposition and generic structure.

The generic structure of analytical exposition consists of three main parts: thesis, arguments, and reiteration.

Some dominant features that usually used when writing analytical exposition text, it is usually focused on generic human and non-human participants. Another characteristic is the use of simple present tense.

The concept of clustering technique

a. The definition of clustering

In the writing process, there is a pre-writing step. One of the pre-writing steps is clustering. There are a lot of definitions about clustering stated by experts. Blanchard and Root (2003: 42) define that "grouping is another pre-writing technique. This is a visual way to show how your ideas connect using circles and lines." In another book, Galko (2001: 19) says that grouping is "Make a visual diagram of your idea of a topic."

Another definition put forward by Brandon and Brandon (2011: 39) that "grouping is a visual way to show connections and relationships. Sometimes used with outlines and sometimes replaces one of them."

According to Langan (2008: 30), "grouping is also known as a diagram, or mapping is another strategy that can be used to produce material for paper.

From the definition above, it can be concluded that clustering is making a visual map or new association that allows thinking more creatively and to begin with clear ideas. Clustering can be used for any kind of writing.

b. The definition of technique

The term technique is commonly used in the teaching-learning process. It is often misunderstood with two others term; they are approach and method.

Richards and Rodgers (1986: 15) stated that "there are three levels of conceptualization and organization; approach, method, and technique.

According to Hornby (1995: 425), "technique is a method of doing something expertly or needs skill." In addition, Richards and Rodgers (1986: 15) stated: "a technique is an implementation that which actually takes place in a classroom."

Referring to the above ideas, grouping is one of the techniques in teaching writing because it is a teacher strategy applied in the classroom.

c. The step of using clustering

Steele and Steele (1991: 42) stated the rules of applying clustering as follows:

- 1) Begin with a blank sheet of paper.
- 2) Write whatever associations of that word(s) come to mind.
- 3) Continue jotting down associations and ideas triggered by the nucleus word(s) for a minute or two.
- 4) If you're stuck, doodle until you're sure you have all the ideas out.

Langan (2008: 30) suggested the way of clustering works, namely: begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as ideas and details come to you, put them in boxes or circles around the subject and draw lines to connect them to each other and to the subject. Put minor ideas or details in smaller boxes or circles, and use connecting lines to show how they relate as well. Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think

on paper about how various ideas and details relate to one another.

Below is an example of what Diane Wood in Langan (2008: 30) might have done to develop her ideas in a clustering design.



Figure 2.1 Example of Clustering Technique

d. Teaching writing using clustering technique

The following are the steps in teaching writing using grouping techniques:

Step 1: Introduce the concept of grouping techniques to students.

Step 2: Lead the students to generate ideas in the form of grouping techniques on the whiteboard as a model.

Step 3: Ask students to write the first draft based on the sample grouping technique design that has been created on the board to know that students have been easy when starting to write by applying grouping techniques.

Step 4: Once students can use grouping techniques, ask them through selected topics to create an analytical exposition text referring to the topic. Give students an evaluation to check their ability in writing and to know their problems in writing.

e. The advantages and disadvantages of applying clustering technique

From the processes of clustering, there are some advantages of using clustering technique. Firstly has been stated by Tyner (1985: 176-177) said that clustering technique is beneficial in seeing the relationship between details, in organizing information in an orderly fashion, and in developing specific support for their main ideas. Then, Reid (1993: 6) stated that “organizing is important to compose the whole ideas into the good composition of writing, so the product of writing can ease the reader to understand.”

The advantage also stated by Langan (2005: 13) that “clustering can generate ideas for the important information students have in mind.” Langan also added (2008: 31) that “clustering can give you an early sense of how ideas and details relate to one another.”

Also, Pica (1986) defined “it is one of the creative techniques that motivates and interests students to avoid boredom in composing.”

Steele and Steele (1991: 44) explain further that grouping gives students a way to organize thinking about writing.

On the other hand, Styati (2010: 33) said the writing use clustering technique also has disadvantages.

The concept of interest

e. The definition of interest

Chaplin in Sakkir (2011: 25) stated that interest is (1) an enduring attitude which engages the individuals’ attention to make it selective toward the object of interest, (2) the feeling that a certain activity, avocation, or object is worth or significance to the individual, and (3) a state of motivation, or set which guides behavior in a certain direction toward certain goals.

Hidi and Renninger (2006:112) defined “interest as a motivational variable refers to the psychological state of engaging or the predisposition to re-engage with particular classes of objects, events, or ideas over time.

f. Types of interest

James et al. in Mahareni (2011: 28) categorized interest into four types, namely: expressed

interest, manifest interest, tested interest, and inventoried interest.

(Gay et al., 2006: 258)

g. Factors influence students' interest

There are two factors that can influence the students' motivation as well as their interest in learning; they are internal(the students attitude towards a subject and the students aptitude or linguistic ability) and external factors (school factor, which may involve the teachers, the students, and the lesson material; Family factors such as mental support; and social environmental factors).

Based on Ur (1996: 281), there are ways of arousing interest in tasks, namely:Clear goals, Varied topics and tasks, Visuals, Tension and challenge games, Entertainment, Playacting, Information gap, Personalization, and Open-ended cues.

h. Interest and learning

The relationship between interest and learning is further fleshed out by the observation that new learning is depending upon interest. Learning cannot occur unless the organism is interested in learning.

Method

Research Design

This research applied quasi-experimental with nonequivalent control group design. It involved two groups; the experimental group was treated by applying clustering technique while the control group without clustering technique. Both groups were given pre-test and post-test. The pre-test was given to find out the prior knowledge of students while post-test was used to find out the effect of clustering technique toward writing ability of the eleventh-grade students' of SMA Negeri 1 Pancarijang.

This design outline as follows:

EG	O ₁	X ₁	O ₂
CG	O ₁	X ₂	O ₂

Figure 1. Research Design

- Where: EG =Experimental group
 CG =Control group
 O1 =Pre-test
 O2 =Post-test
 X1 =The treatment for the experimental group
 X2 =The treatment for the control group

Population

The population of this research was the eleventh-grade students in the academic year 2013-2014 of SMA Negeri 1 Pancarijang. The students were spread in five classes of exact science program and three classes of social science program (XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPS1, XI IPS 2, XI IPS 3)The total number of population was 294 students.

Sample

First, the sample was chosen between exact science and social science of the eleventh-grade students of SMA Negeri 1 Pancarijang. The researcher selected exact science class. Then the researcher chose two classes as sample among five classes of exact science. Finally, the researcher selected XI IPA 1 as the experimental group and XI IPA 3 as the control group. Both XI IPA 1 and XI IPA 3 consist of 33 students,so the total sample of the research was 66 students.

The instrument of the research

In this research, the researcher used two kinds of instruments to collect the data, namely the writing test and questionnaire.

The procedureforcollecting data

The following procedures were used to collect data:

1. Writing Test
- c. Pre-test

Pre-test gave conducting treatment at the first meeting

- d. Post-test

- c. After giving the treatment (for experimental and control group).
 - d. The researcher gave a score to the students' result test.
2. Questionnaire

(30.3%) students were classified into average, 11 (33.3%) students were classified into poor, and 7 (21.2%) students were classified into very poor.

Treatment

The researcher gave the treatment for experimental group by applying clustering technique as pre-writing activity while the control group was treated without clustering technique. The researcher conducted treatment for five meetings in three weeks. Each meeting ran for 90 minutes.

Both groups were treated with the same genre namely analytical exposition. The topics of composition for both groups were also same. It was covered by the theme namely education, technology, environment, country development, and teachers' reflection.

Results

Findings

1. The students' writing ability

- a. Scoring classification of students' pre-test.

Table 2. The Classification of Students' Score for Experimental Group and Control Group on Pre-test

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Very Good	86 – 100	0	0	0	0
Good	71 – 85	5	15.2	2	6.1
Average	56 – 70	10	30.3	11	33.3
Poor	41 – 55	11	33.3	16	48.5
Very Poor	0 – 40	7	21.2	4	12.1
Total		33	100.0	3	100.0

Based on the table 2., it is known that the students' score in pre-test result of experimental group, most of them were in poor category, none of the students was classified into very good, 5 (15.2%) students were classified into good, 10

On the other side, most of the students' pre-test score of control group were categorized in poor classification too, none of them was classified into very good, 2 (6.1%) students were classified into good, 11 (33.3%) students were classified into average, 16 (48.5%) students were classified into poor, and 4 (12.1) students were classified into very poor.

- b. The mean score and standard deviation of students' pre-test

Table 3. The Mean Score and Standard Deviation of Students' Pre-test for Experimental Group and Control Group

Class	Mean Score	Standard Deviation
Experimental Group	55.4	15.0
Control Group	54.3	11.1

Table 3. shows that the mean score of pre-test of experimental group and control group were categorized in poor level. Therefore, the researcher concluded that the students' mean score of the experimental group was relatively similar with the control group. It means that there was no significant difference between the students' writing ability between experimental and control groups before treatment.

- c. Scoring classification of students' post-test

Table 4. The Classification of Students' Score for Experimental Group and Control Group on Post-test

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Very Good	86 – 100	8	24.2	1	3.0
Good	71 – 85	16	48.5	4	12.1
Average	56 – 70	8	24.2	21	63.6
Poor	41 – 55	1	3.0	7	21.2
Very Poor	0 – 40	0	0	0	0
Total		33	100.0	33	100.0

From the table above, it can be seen that most of the students in experimental group were classified into good category, 8 (24.2%) students were in very good classification, 16 (48.5%) were in good classification, 8 (24.2%) were in average classification, and 1 (3.0%) students was in poor classification. There were not any students in very poor classification. It means that the students' score range was enhanced two levels up, from poor to good level. It shows that the students' writing ability had been enhanced after they were treated by applying clustering technique.

Meanwhile, in the control group, only 1 (3.0%) student was in very good classification, 4 (12.1%) students were in good classification, 21 (63.6%) students were in average classification, 7 (21.2%) students were in poor classification, and none of the students was in very poor classification.

- d. The mean score and standard deviation of students' post-test

Table 5. The Mean Score and Standard Deviation of Students' Post-test for Experimental Group and Control Group

Class	Mean Score	Standard Deviation
Experimental Group	7.0	11.5
Control Group	6.2	10.7

The table above shows that the mean score of both groups is different after being given treatment. The mean score of the experimental group in post-test was enhanced from 55.4 to 77.0. It means that the mean score was enhanced from poor level to good level.

On the other hand, in control group, the mean score of post-test was enhanced from 54.3 to 62.2. The mean score was enhanced from poor level to average level. Even though it was enhanced, but the score was not significantly different. It proved that writing ability of the students who applied clustering technique is better than who did not apply clustering technique.

- e. Test of significance (t-test)

The hypothesis was tested by using inferential analysis. In this case, the researcher applied independent t-test analysis using SPSS 21.0 program for Windows evaluation version. The purpose was to know whether or not the difference between the result of students' mean score on experimental group and control group is statically significant at the level of significant $\alpha = 0.05$ for independent sample, the degree of freedom $(N_1 + N_2 - 2) = 64$. The result of the calculation is shown as follow.

Table 6. The t-test Value of The Students' Writing Ability on Experimental Group and Control Group

Variab les	T-test Value	T-test Table
Pre-test	0.318	2.000
Post-test	5.382	2.000

Based on the students' result obtained and stated in findings above, the researcher used t-test in inferential statistic through SPSS 21.0 program for Windows evaluation version to test the hypothesis. In the pre-test, the researcher found that the t-test value was lower than the t-table ($0.318 < 2.000$). It means that H_0 is accepted and H_1 is rejected. While in relation to the finding of post-test, the t-test value was higher than the t-table ($5.382 > 2.000$). This means that H_0 is rejected and H_1 is accepted, on a significant level of $\alpha = 0.05$. It means that the application of clustering technique enhances students' ability in writing analytical exposition text in the eleventh grade of SMA Negeri 1 Pancarijang.

2. The students' difference score of pre-test and post-test in five components of writing scoring both experimental group and control group.

In the tables below, the researcher presented the students' pre-test and post-test score for experimental group and control group in five components of writing.

a. Content

Table 7. The Pre-test and Post-test Score of Content in Writing for both Groups

Class	Content		Mean Score	
	Pre-test	Post-test	Pre-test	Post-test
Experimental Group	548	794	16.6	24.1
Control Group	568	626	17.2	18.9

In the table above, in assessing the content of writing shows that there was enhancement after giving treatment. The score of the experimental group was enhanced from 548 to 794. The mean score was also enhanced from 16.6 to 24.1. It means that the score was enhanced from poor level to good level. While in control group, the score was enhanced, from 568 to 626, and the mean score from 17.2 to 18.9, but the pre-test and post-test score were not significantly different. Both of the results were classified into the average level.

We can also see that the post-test score of the experimental group was higher than the control group. The mean score of post-test in the experimental group was 24.1 while in control group was 18.9. It proved that the application of clustering technique has a good effect to enhance the content of the writing.

b. Organization

Table 8. The Pre-test and Post-test Score of Organization in Writing for both Groups

Class	Organization		Mean Score	
	Pre-test	Post-test	Pre-test	Post-test
Experimental Group	363	526	11.0	15.9
Control Group	369	474	11.2	14.4

Based on the table 8., it is known that there was an enhancement in the organization of writing after giving treatment. The score of the experimental group was enhanced from 363 to 526. The mean score was also enhanced from

11.0 to 15.9. It means that the score was enhanced from poor level to good level. While in control group, the score was enhanced too, from 369 to 474, and the mean score from 11.2 to 14.4. The score was enhanced from average level to good level.

It also can be seen that the post-test score of the experimental group was higher than the control group. The mean score of post-test in the experimental group was 15.9 while in control group was 14.4. It is a proof that the application of clustering technique has a good effect to enhance the organization of writing.

c. Vocabulary

Table 9. The Pre-test and Post-test Score of Vocabulary in Writing for both Groups

Class	Vocabulary		Mean Score	
	Pre-test	Post-test	Pre-test	Post-test
Experimental Group	372	488	11.3	14.8
Control Group	352	405	10.7	12.3

Table 9. shows that after the treatments were given, there was an enhancement in the vocabulary of writing. The score of the experimental group was enhanced from 372 to 488. The mean score was also enhanced from 11.3 to 14.8. It means that the score was enhanced from an average level to good level. Meanwhile in control group, the score was enhanced from 352 to 405 and the mean score was enhanced from 10.7 to 12.3. It was enhanced from poor level to average level.

In the table, it can be known that in assessing language use of writing, the experimental group had a higher score than the control group in post-test. The mean score of post-test in the experimental group was 14.8 while in control group was 12.3. It means that clustering technique is an effective technique to enhance vocabulary writing.

d. Language use

Table 10. The Pre-test and Post-test Score of Language Use in Writing for both Groups

Class	Language Use		Mean Score	
	Pre-test	Post-test	Pre-test	Post-test
Experimental Group	449	612	13.6	18.6
Control Group	401	448	12.2	13.6

In table 10., the score of language use in writing shows a difference between pre-test and post-test after the treatments were given. The score of the experimental group was significantly enhanced from 449 to 612. The mean score was also enhanced from 13.6 to 18.6. It means that the score was enhanced from poor level to good level. On the other hand, the score of the control group was enhanced too, from 401 to 448 and the mean score from 12.2 to 13.6, but the difference was not significant. Both of the results were classified into the poor level.

The table also shows that the post-test score of the experimental group still dominated the post-test score of the control group. The mean score of post-test in the experimental group was 18.6 while in control group was 13.6. It means that the application of clustering technique is effective to enhance language use of writing.

e. Mechanics

Table 11. The Pre-test and Post-test Score of Mechanics in Writing for both Groups

Class	Mechanics		Mean Score	
	P	P	P	P
	re-test	ost-test	re-test	ost-test
Experimental Group	95	121	2.9	3.7
Control Group	103	101	3.1	3.1

From the table above, it can be seen that in assessing mechanics of writing, the score between pre-test and post-test had a significant difference in the experimental group. The score was enhanced from 95 to 121, and the mean score was enhanced from 2.9 to 3.7. It means that the score was enhanced from an average level to good level. While in control group, the pre-test and the post-test score was decreased.

The score was decreased from 103 to 101. The mean score of pre-test and post-test was same. It was 3.1. Both of the results were classified into the average level.

The data above proved that the application of clustering technique enhances mechanics of writing because the post-test score of the experimental group was higher than the control group. The mean score of post-test in the experimental group was 3.7 while in control group was 3.1.

In order to know which component of writing was enhanced highly among five components, the researcher presents the difference between the students' mean score for both groups in the following tables.

Table 12. The Difference of Students' Mean Score in Five Writing Components of Experimental Group

Components	Pre-test	Post-test	Difference	Remark
Content	16.6	24.1	7.5	Enhanced
Organization	11.0	15.9	4.9	Enhanced
Vocabulary	11.3	14.8	3.5	Enhanced
Language Use	13.6	18.6	5.0	Enhanced
Mechanics	2.9	3.7	0.8	Enhanced

The table above shows that the students' mean score of content was the highest enhancing component. It enhanced 7.5 points, then it was followed by language use (5.0), organization (4.9), vocabulary (3.5), and the lowest enhancing component was mechanics (0.8). It can be concluded that the application of clustering technique enhanced five components of writing.

On the other side, only four writing components of students in control group were enhanced. They were content, organization, vocabulary,

and language use. Meanwhile, the students' mean score of mechanics in post-test was same with the pre-test.

Table 13. The Difference of Students' Mean Score in Five Writing Components of Control Group

Components	Pre-test	Post-test	Difference	Remark
Content	17.2	18.9	1.7	Enhanced
Organization	11.2	14.4	3.2	Enhanced
Vocabulary	10.7	12.3	1.6	Enhanced
Language Use	12.2	13.6	1.4	Enhanced
Mechanics	3.1	3.1	0	Unchanged

Based on table 13, the highest enhancing component of writing in control group was an organization which was enhanced 3.2 points. It was followed by content (1.7) and vocabulary (1.6). The lowest enhancing component was language use (1.4) while mechanics did not change.

3. The students' interest

The main aim to distribute the questionnaire to the students in this research is to know about students' interest in the application of clustering technique in writing analytical exposition text. The questionnaire was distributed to the students of XI IPA 1 (experimental group) after given a post-test.

The questionnaire was answered individually based on the students' opinion after the treatment was conducted in applying clustering technique as a pre-writing activity. The data was analyzed by using Likert Scale. The results show that the students were interested in the application of clustering technique in writing analytical exposition text. These results can be seen in the table below.

Table 14. The Rate Percentage of Students' Interest

Category	Interval Score	Frequency	Percentage
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Strongly Interested	85 – 100	22	66.7
Interested	69 – 84	11	33.3
Moderate	52 – 68	0	0
Uninterested	36 – 51	0	0
Strongly Uninterested	20 – 35	0	0
Total		33	100.0

In relation to the percentage analysis of students' interest on the table 4.11 above, the analysis showed that there were no students who state negative statement to the application of clustering technique in writing analytical exposition text, 22 students (66.7%) were strongly interested who got score in interval 85-100 and 11 students (33.3%) were interested in interval 69-84. The table above indicates the students were strongly interested in the application of clustering technique in writing analytical exposition text. This is supported by the following table.

Table 15 The Mean Score of Students' Interest

Total Respondent	Total of Students' Score	Mean Score
33	2871	87.0

The table 15. shows that the mean score of students' interest was 87.0 which was categorized as strongly interested. Then, it can be concluded that the application of clustering technique in writing analytical exposition text is interesting.

Discussion

1. The Students' Ability in Writing Analytical Exposition Text by Applying Clustering Technique

The description of the collected data through the test as explained in the previous section showed that the students' ability in writing analytical exposition text was enhanced after the treatment by applying clustering technique, especially for

the experimental group. It was proved by the mean score of post-test for the experimental group was higher than the mean score of the pre-test for the experimental group ($77.0 > 55.4$). It became good level from poor level.

The post-test score of the experimental group also showed that there was an enhancement of five components of writing scoring. It was supported by the enhancement of mean score of five components of writing scoring. The mean score of content was enhanced from 16.6 to 24.1, an organization was enhanced from 11.0 to 15.9, and in vocabulary was also enhanced from 11.3 to 14.8. The mean score of language use was also enhanced from 13.6 to 18.6 and in mechanics was enhanced from 2.9 to 3.7. The highest enhancing component was content (7.5 points), and the lowest enhancing component was mechanics (0.8 points).

Besides that, based on the data in the previous section, the achievement of students in experimental group and control group after the treatment is significantly different, where the students who applied clustering technique had a higher score than the students in control group who did not apply clustering technique in writing. It was supported by the difference between the mean score of post-test in the experimental group (77.0) was higher than the control group (62.2).

This research data indicated that the application of clustering technique significantly enhanced the students' ability in writing analytical exposition text. Even though both applying clustering technique and conventional technique (without clustering technique) could enhance the students' writing ability, however, the application of clustering technique in writing process gave a better effect than the application of conventional technique. This result goes in line with what Tyner (1985: 176-177) stated that clustering is beneficial in seeing the relationship between details, in organizing information in an orderly fashion, and in developing specific support for their main ideas. It supports Langan (2005: 13) who said that clustering could generate ideas for the important information

students have in mind. Furthermore, the result of the research also supports the statement of Langan (2008: 31) that clustering can give you an early sense of how ideas and details relate to one another.

Based on inferential statistical tests at the significance level $\alpha = 0.05$, in the experimental group pre-test and control group, the researchers found that the t-test was lower than t-table ($0.318 < 2.000$) meaning that there was no significant difference in pre-test between the experimental group and the control group. While on the post-test result for both groups, it showed that the t-test value was higher than t-table ($5.382 > 2.000$). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was a significant difference between achievement of the students who applied clustering technique and those who did not apply clustering technique (conventional technique) in writing analytical exposition. In other words, there was an enhancement of the ability in writing analytical exposition text after applying a clustering technique to the eleventh-grade students of SMA Negeri 1 Pancarijang.

2. The Students' Interest in the Application of Clustering Technique in Writing Analytical Exposition Text

The result of the findings showed that the eleventh-grade students of SMA Negeri 1 Pancarijang had high interest in the application of clustering technique in writing analytical exposition text. It was proved by the mean score of the questionnaire was 87.0 which was classified into strongly interested category. It is in line with Pica (1986) which stated that clustering technique motivates and interests students to avoid boredom in composing.

The analysis showed that the application of clustering technique influenced the students' interest in writing analytical exposition text significantly. Clustering technique is a visual map of related ideas about a topic which helps people to think in a visual way. It is relevant to Ur (1996: 281), who said that visual is one of several ways to arouse interest. The learners should have something to look at that is eye-

catching and relevant. It means that clustering technique is good applicable technique to be applied in the pre-writing stage of composing.

In this research, the interest of students was considered as output because they were expected to have interest in the application of clustering technique. The students gave responses that by applying clustering technique as pre-writing activity, they became interested in writing analytical exposition text. It helped the students to enjoy the writing process and grow more confident and comfortable expressing their own thoughts in writing.

Furthermore, from the explanation about the result of writing test and questionnaire above, it indicated that the application of clustering technique was more effective and useful to enhance the students' achievement as well as the students' interest in writing analytical exposition text. It was supported by the writing test mean score of the experimental group in post-test was enhanced from 55.4 to 77.0. It means that the score classification was enhanced two levels up, from poor to good level. Meanwhile, the mean score of students' interest was 87.0 which was classified as strongly interested category.

The findings relate to Nation (2009: 93-95) that teaching and learning activities of writing course should be interesting for learners. The students use their interests to help them in writing. If they learn and compose with full interest, then they can be expected to get a better result.

Conclusions

Based on the findings and discussion as previously stated, the researchers put forward conclusions as follows:

1. The application of clustering technique enhanced the students' ability in writing analytical exposition text in the eleventh grade of SMA Negeri 1 Pancarajang. The achievement in writing analytical exposition of the students who applied clustering technique and those who did not apply clustering technique had a significant difference. It was proved by the mean score in post-test of experimental group was

higher than the mean score of control group (77.0 > 62.2) and the t-test value on post-test was higher than t-table (5.382 > 2.000). The five components of writing namely content, organization, vocabulary, language use, and mechanics also were significantly enhanced by the application of clustering technique.

2. The application of clustering technique in writing analytical exposition text was interesting for the eleventh-grade students of SMA Negeri 1 Pancarajang. It was supported by the mean score of students' answers in the questionnaire (87.0) which was classified as strongly interested category.

Suggestions

Considering the conclusion above, the researcher gives some suggestions as follows:

1. The application of clustering technique is suggested in the process of teaching writing since it has been proven successful in enhancing students' ability especially in writing analytical exposition text. This technique can motivate the students to write, to stimulate their ideas and to organize their thinking before they develop them in a paragraph. In addition, a clustering technique is also interesting for the students to be applied in the pre-writing stage of composing.
2. This research was restricted on the application of clustering technique to enhance students' writing ability in one genre of the KTSP namely analytical exposition text. Therefore, it is recommended that the further researcher apply the same technique to another genre of the KTSP such as narrative, recount, procedure, hortatory exposition, explanation, discussion, etc.
3. This study was focused on the application of clustering technique as a pre-writing activity. It is recommended for another researcher to study several options for pre-writing activities that can be applied in

teaching writing, such as free-writing, cubing, interviewing, the boomerang, etc.

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Taking snake and ladder game to build the students vocabulary in Indonesian junior high school

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Abstract: The objective of this research was to find out whether or not the use of snake and ladder game could build up vocabulary of the second grade students of SMP UMI Makassar and to find out the students achievement after getting treatment through Snake and Ladder Game. This research employed quasi-experimental method which consisted of two groups (experimental and control group). The population was the second grade students of SMP UMI MAKASSAR which consisted of 112 students. The sample of this research was 45 students (control group consisted of 21 students and experimental group consisted of 24 students). The techniques of collecting data of this research were pretest, first posttest and second posttest. The data were analyzed through descriptive and inferential statistics. The result of the study show that snake and ladder game could build up the vocabulary of students, it was shown by seeing the significant difference in vocabulary between the students who were taught by snake and ladder game and the students who were taught by teacher based learning. The findings showed that t-test value in posttest was significant ($p < 0.05$). The result of the first posttest to the second posttest was decrease. The different for experimental class was 7,92 and 10,1 for control class. Based on these results, the writer concluded that snake and ladder game gave a significant effect to improve students' vocabulary and the students' retention to the vocabulary by using snake and ladder game was greater than by using teacher based learning.

Keywords: Vocabulary, Snake and Ladder Game

Introduction

Vocabulary can be defined as a number of vocabulary words in a language which contain information about their meanings, forms, and usage in context of communication. Without vocabularies speaking, reading, listening, and writing will not happen. For instance, when speaking to others, we need to choose proper diction to convey messages. When reading a passage, we need to know the vocabularies to get the main idea of it. When listening to somebody talking, we need to administer the vocabularies to understand and avoid misunderstanding. When writing a composition, we need to know the exact words used in the work of writing.

Vocabulary is one aspect of language that has to be taught by the teacher of English as a foreign language. It is considered to be the most important aspect besides the structure/grammar, pronunciation, and spelling because it will directly contribute to the mastery of the four language skills, namely listening, speaking,

reading, and writing. Beside that, the vocabulary itself can give access to widen students' intellectual development. Vocabulary has four aspects namely: pronunciation, spelling, meaning and usage. It means that the students should be able to pronounce the words correctly, to spell the words, to know their meanings when used as tool of meaningful communication.

Takač (2008) stated that vocabulary can be defined intuitively, as dictionary or a set of words that we teach in foreign language. In learning of second language or a foreign language the students have to know what words mean. To get the meaning of words, the learners or the students should learn vocabulary. There are many ways to present the meaning of new vocabulary to the students, such as: illustration, demonstration, translation, and detailed description.

Cameron (2007) stated that words are the key unit in building up skills and knowledge. Therefore, students need to master English vocabulary in the primary level. In addition to

the importance of vocabulary, Chapelle and Jamieson as stated in Setyawan (2011:1) say that vocabulary is the most important subject for the students to learn. Considering the importance of learning vocabulary, teachers, parents, or the young learners' facilitators should be able to find a meaningful and enjoyable way to facilitate vocabulary learning for young learners.

Based on the statement of those researchers, it can be concluded that vocabulary is an important aspect that must be considered in learning English. Vocabulary has a big role in every skill, such as listening, reading, speaking, and writing.

In Junior High School the students should acquire approximately 2000-3000 words per year or about 6 to 8 new words per day (Anderson & Nagy, 1992). In fact, the expectation and the real condition is not the same. There are some factors why learning vocabulary is rather difficult for a second language learner. If those factors are fulfilled, someone can be said that he or she has achieved the vocabulary mastery.

Through the research observation in SMP UMI MAKASSAR on February, 10th 2014 for the first grade students, it was found that the students find it difficult to utter vocabulary when they were speaking. The students seemed to show little interest memorizing and learning new words. It was shown by the attitude of the students in the classroom. They felt bored. The researcher's observation reveals that the students are tired or have much homework. In addition, perhaps they need teaching enrichments. One of the teaching enrichments that can be applied to reduce their boredom is a teaching game.

Cameron (2007:1) states that children lose interest more quickly and less able to keep their motivation when they find a task which is too difficult for them. In addition to the nature of children characteristic in learning, Harmer (2007:82) believes that children can be easily bored and lose interest after ten minutes or so. Thus, in teaching young learners the facilitators should be able to carry out the language lesson along with the activities that are meaningful, fun and interesting to the learners. Game is one of the media that can be used to teach vocabulary to young learners. O'Dell and Head (2003:4) state that games play a very important role in vocabulary learning because they provide an enjoyable way of reentering words and they also give the students opportunity to use the word in a memorable context. Huyen and Nga (2003) also say that games contribute to vocabulary learning and a chance to learn, practice and review the English language in a pleasant atmosphere.

In addition, game is good to build the children's characters. Games are fun activities that promote interaction, thinking, learning, and problem strategies (Talak, 2010:11). There are many kinds of game, one of them is snake and ladder game. The research of vocabulary had been published by several researchers with the different technique or media to build the vocabulary, however for the use of game especially snake and ladder game is a new method to be used.

The present research was conducted to fill this gap and to introduce snake and ladder game to improve students' vocabulary. Snakes and Ladders is a classic board game played by 2 or more players on a boards of usually 100 squares. The goal of the game is to reach the end of the board by rolling the dice and moving that many squares (Althoen, 1993). Teaching by using Snake and Ladder Game seems to be suitable for students of Junior High School, because it is a fun activity, easy for them to make, memorize vocabulary, and pronounce the words.

Literature review

Snakes and Ladders is a classic board game Althoen (1993) played by 2 or more players on a boards of usually 100 squares. The goal of the game is to reach the end of the board by rolling the dice and moving that many squares. Wenham (2014) stated that snake and ladder was an old board game played in India and later in North America.

Snake and ladder game is an ancient Indian board game regarded today as a worldwide classic. It is played by two or more players on a game board having numbered, gridded squares. A number of "ladders" and "snakes" are pictured on the board, each connecting two specific board squares.

It can be concluded that snake and ladder game is a kind of board game which players move counters along a board, gaining an advantage by moving up pictures of ladders or a disadvantage by moving down pictures of snakes. If they get snake, they need to go down and when they get ladder they need to go up. The game can be played by using the dice.

Advantages of using snake and ladder game

There are some advantages of using snake and ladder game. One of the experts namely Peachy (2014) explained about the advantages of using snake and ladder game. Be graceful loser--they

learn how to be a good sport. It doesn't matter who loses or wins as participants do not cheat and have fun together. Take turns--taking turns is a valuable skill for children to understand. It is incorrect to jump queue which may lead others to feel unhappy for losing a turn, learn not to be greedy and cultivate ones patience. Improve math's knowledge--children learn to add, subtraction as they manipulate game board pieces. Educational board games teach children the basic counting skills and descending skills more quickly than math's homework. Gain knowledge of basic concepts--children learn to follow the rules of the board game, play fairly and understand the nature of the game. Each board game has different set of rules and regulations in order to cultivate different skills. Grammar and vocabulary--children have the opportunities to learn correct grammar, vocabulary, sentence construction and increase the knowledge to create long word sentences.

Critical Thinking--Critical thinking is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following: a) understand the logical connections between ideas, b) identify, construct and evaluate arguments, c) detect inconsistencies and common mistakes in reasoning, d) solve problems systematically, e) identify the relevance and importance of ideas, and f) reflect on the justification of one's own beliefs and values. When playing board games, kids gradually develop critical thinking which helps them to decide carefully of their actions, methods to win against the opponent, solving abilities, and using strategies to overcome opponent's weakness. Social Skill--Board games encourage kids to be more sociable, allow them to use their own language to interact, communicate with freedom of speech. Some kids with bad command of English and bad manners may show up during playtime. However, older kids will be able to correct younger kids and lead them to speak good English and behave well. They learn to make friends easily, play comfortably with anyone regardless of races or religion or the color of the skin. Kids with good social skills are popular among friends and with no doubt, they are welcome to join in any board games at anytime.

Alphabets Recognition--Younger kids learn to recognize alphabets at an early age, slowly memorize the objects that starts with the correct alphabet and encourage them to speak with confidence. Social Language Skills--the personal skills are needed for successful social communication and interaction. The game helps children develop social language skills in that bad things can happen suddenly and without warning. For instance, a child may be well ahead in the game, expecting to win easily. The child finishes his/her turn on the head of the longest snake and fall dramatically to last place. This type of reversal of fortune can be a rude shock to a young child and can be a valuable and safe early life lesson. It helps to prepare the child for life's little reversals. An added bonus of course is that in Snakes and Ladders game you can still win the game even if you're well behind the leader. This is achieved by vaulting other players when you land on one of the tall ladders and then *shimmy* to the top.

It can be concluded that by using snake and ladder game the students can take many advantages for them. It facilitates the students to learn about counting, life, interaction, and socialization. The students can learn about up and down in life or about joys and trouble. Ladder represents "the up life and joy", while the existence of snake represents "the down in life or trouble". They also learn about fair play, patience, and how to take a turn.

In playing snake and ladder game, there are some rules that must be considered in order that the goal to build the vocabulary will be achieved. These are the rules of playing snake and ladder game to improve the vocabulary mastery. a) Put your playing piece in the start square. b) Decide who is going to begin and which order you are going to play. c) First layer roll and move forward the number of square indicated. d) Read loudly the words beginning of square 1 (one) until the number of square indicated. e) Each player proceeds the same way, starting always from square 1. f). Continue the play, roll the dice again; have to read start of square 1 until the position their piece than move forward the number of square indicated. For every move of the piece, the player has to read loudly the words on the square. g) When the player get 6 dots, he/she gets occasion to play again and roll the dice until showing other than 6

dots. h) Player who gets snakes turns off from snake's tip until head's snake. i) Player who gets ladders moves from bottom to the top of ladder. j) To finish, a player has to land directly on the last square for example 100. If he/she is on square 97 and the dice shows 5 dots, count three forward and two backward, and lands on square 98.

In playing snake and ladder game, the goal is to build the vocabulary mastery of students. Generally, vocabulary is a basic component in communication. Vocabulary is also very important for the acquisition process. Some definition of vocabulary is proposed by some experts. According to Hornby (2005:1707), vocabulary is as collection or list of words with brief explanations of their meanings. Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards, 2002:255). Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995: 1). They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. Vocabulary is defined as the total number of words in a language. Large vocabulary word size helps us to express our ideas precisely, vividly and without repeating ourselves in composition (Burton, 1985:98). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well beside the other English components and skills.

There are many classifications made by the experts in language area about the types of vocabulary. According to Haycraft in Hatch and Brown (1995: 370) vocabulary is divided into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which they cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing.

Another opinion by Celce and Olshtain (2000), "There are two kinds of vocabulary: they are function words and content words". a) The

function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, and determiners). b) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones). The content words can be divided into three general classes, words that refers to a person, a place or a thing that we might call them nouns, words that express an action, an event or a state are called verbs, and words are used to describe the qualities of thing or action are called adjectives and adverbs.

Finocciaro (1974) explains that "the students' vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary". Active vocabulary refers to the words that the students can understand and pronounce correctly, use them in speaking or in writing, understand when used by person to encode his idea. Passive vocabulary refers to the words which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words can be spoken or written.

Thornbury (2002: 3-10) explains kinds of vocabulary. They are word classes, word families, word formation, and multi-word units.

Word classes or parts of speech are divided into eight classes, such as: noun, pronoun, verb, adjective, adverb, preposition and determiner. 1) Nouns, nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of preposition. There are types of noun as follow countable noun (it can usually be made plural by the addition of -s, uncountable noun (a noun which does not have a plural form and this refers to something that could not count, proper noun (a noun that wrote with capital letter, since the noun represents the personal name, names of geographical units) (Frank, 1972: 6-7), common noun (a noun referring to a person, place or thing in general sense), concrete noun (it refers to objects and substances, including people and animals, physical items that we can perceive through our senses), abstract noun (noun which names anything which can't perceive through physical sense), collective noun (noun which

describes groups, organization, animals or person) (Martinet &Thompson, 1986: 26), and noun plural (most of nouns change their form to indicate number by adding -s/ -es) (Martinet &Thompson, 1986: 24). 2) Pronouns are words that are used to replace a person or thing, for example: I, you, we, they, he, she and it. 3). Verbs, some examples of verb are like, looking, doing, help and other. 4) Adjectives are words that are used to explain or modify a person, place, or thing, for example: old, new, beautiful, good, handsome and etc. 5) Adverbs are words that used to describe verb adjectives or adverbs, for example: beautifully, upstairs, now, ago and so on. 6) Preposition, are words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are: at, on, in, into, from, of and etc. 7)Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: although, as, if, for, because, and others. 8) Determiner, The determiners-words like “a”, “the”, “some”, “this”, “last”. To make easier in learning,

Thornbury (2002) divides them into two groups; they are grammatical words or function words and content words. Grammatical words consist of preparations, conjunctions, determiners and pronouns. On the other hand, content words are usually nouns, verb, adjectives and adverbs. Grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words.

Word familiesdiscusses about affixation of a word, such as: prefixes (pre-, de-) and suffixes (-er, -ful). 1). Play-plays-played : inflexions 2). Play-replay-playful : derivatives.

Affixation is one of the ways new words are formed from old ones. Other ways are: 1) Compounding, that is the combining of two or more independent words (second-hand, word processor, paperback, typewriter and so on). 2) Blending: information + entertainment = infotainment; breakfast + lunch = brunch and etc. 3) Conversion: I always Google every information. (Google is noun, and then it is converted into verb). 4) Clipping: electronic mail = email; influenza = flu. 5) Acronym ,acronym

is the result of forming a word from the first letter or letters of each word in a phrase. It often names political, industrial, and social organization. For example: VIP – Very Important Person, WHO – World Health Organization, NASA – National Aeronautics And Space Administration. 6)Coining, coinages are pure creations of writers, investor, scientists and others who are in need of a term to express a given meaning or to name an item or product. For example: Kodak, Aspirin, Vaseline, Zipper, Tipp-ex, etc.

Multi-word units, 1) Phrasal verbs: look for, look after, wipe off, and throw on, and so on. 2) Idioms: famous last word, jack me around. 3) Collocations, two words are collocates if they occur together with more than chance frequency. Example: this week, once more, once again, as well. 4) Word Meaning, (1). Synonym, synonym is words that share a similar meaning (Thornbury, 2002: 9). For example: Sadness = Unhappiness, Gratefully = Thankfully. (2) Antonym, antonym is a word expressing an idea directly opposite to that of another word in the same language (McCarthy, 1990: 17). For example, accept >< refuse. (3) Homonyms, homonyms are words that share the same form but have unrelated meanings, such as: well, hat, shed, left, fair, etc, homophones literally: same sound are spelt differently: horse and hoarse, meet and meat, tail and tale, aloud and allowed. Homographs are words that are pronounced differently but spelt the same: a live concert, but where do you live? Based on Thornbury (2002: 8) homonymsare words that share the same form but have unrelated meaning. For example: Like – I like looking the sunset. It looks like new.

This research teaches about word classes including nouns, verbs, adjectives, and adverbs, word families, and word meanings with the 6 topics. It consists of transportation, art, telephone, sport, school, and competition in improving vocabulary of the students at SMP LPP UMI Makassar.

There are some ways in memorizing vocabularies, such as: a) using humor, by using humor it will make the students easier to memorize because they feel comfort; b) Listening to Music, music also a good ways in memorizing vocabularies, while listening the students will pay attention to the new

vocabularies that they hear; c) Don't memorize too many words too quickly, in order that you will not be easier to forget those vocabularies. You just need to memorize the words slowly and as you can; d) Get up and move, you must motivate yourself to memorize the vocabularies in order you will be easier to master all the skills. e) Watching western movie, it will make you familiar with the new vocabularies by paying attention when watch the movie; f) Flashcard, is a good to be applied, in order we can memorize the vocabularies and also make simple sentences; and g) Competition is a challenging activity that can motivate you to memorize the vocabularies, because at the end of the competition you will get the reward.

The writer infers that there are many kinds of vocabulary as described by various experts and the present research uses snake and ladder game in teaching vocabulary for noun, verb, adjective, and adverb.

Methodology

This research was categorized in quantitative research applying quasi experimental method. There were two classes namely control and experimental class. The experimental group was taught by using snake and ladder game while the control class was taught by using Teacher Based Learning. The population of this research was the second grade students of SMP UMI Makassar in the academic year 2014/2015 with a total of 112 students. This research used cluster random sampling technique. In this case, the samples chosen were class VIII D consisting of 21 students and class VIII E which consisted of 24 students. There are some materials, equipments, specific and general rules to be used and applied in this treatment. In experimental class, the students played the game "snake and ladder game" based on the instruction given to answer all the questions, while in control class the students were taught by using speech. The instrument of the research used a vocabulary test, namely multiple choices, synonym and antonym, matching words and definition, fill in the blank, and making sentences. The test consisted of 60 questions to examine the students' vocabulary in pre-test and post-test. The techniques of collecting data were giving pre-test, and post-test. After a week got post-test there were 2nd post-test to know the students'

retention. To analyze the data, the data were gathered through written test. There are 60 items. Each answer was scored 1 point for correct answer and 0 for incorrect answer as stated in *Departemen Pendidikan Nasional* rubric.

Findings

The finding presented here deals with the result of students' achievement in learning vocabulary by using snake and ladder game. The data were collected from 21 students for control class and 24 students for experimental class by using multiple choices, synonym and antonym, matching words and definition, fill in the blank, and making sentences in pre and post test.

The table below shows the mean score of the students' vocabulary test in pre-test and post-test, and also the rate of retention, because after taking the 1st post-test, there was 2nd post-test after a month.

Mean score and standard deviation of the students' pre-test and post-test

Group	Pretest		Posttest	
	Mean score	Standard deviation	Mean score	Standard deviation
Experimental	31.71	4.630	60.29	9.598
Control	32.33	5.969	51.52	10.619

The table below shows the mean score of pretest and posttest of the experimental and control classes. The mean score of the experimental class was very poor (31.71), with standard deviation is 4.630 while the mean score in post test improves to be fair (60.29) with standard deviation is 9.598. It indicates that the students' vocabulary mastery improves significantly after the given treatment by applying snake and ladder game. Similarly, the mean score of control group in pretest was also poor (32.33) with standard deviation was 5,969. Control group also made

some progress but it was not significant as experimental group improving. The mean score of control group in posttest was 51.52 in poor category, with standard deviation was 10.619.

and social skill. This is also supported by the classroom observation that the students when playing the game looked happy, joyous with no pressure, and did not cheat to the others. The condition of the classroom was noisy, because all of the students were active in the learning process.

Rate of Retention

Class	Mean Score		Attrition
	Posttest 1	Posttest 2	
Experiment	60.29	52.37	7.92
Control	51.52	41.42	10.10

The table aboveshow the attrition rate of experimental class from the first post-test to the second post-test which was 7.92 while for control class was 10.1.

In playing the game, the students did take turn about 70 %. The students did a good interaction in their group to become the winner. They asked their friend to take their turn after they have answered the questions and they learned not to be a cheater and greedy person. The students gained knowledge of basic concept. The students paid attention to the explanation of the game’s rule before playing the game. It was shown by their attitude. They were silent and asked some questions if the explanation was unclear. They played the game and followed the rule. They cooperated each other and played fairly.

Based on the attrition score on the tableaboveit can be inferred that the students of control class forget more vocabulary words than those in the experimental class. Presumably during a month the students never use the vocabulary anymore, and there was no repetition for those vocabulary words. Beside that, the students might not be interested in taking the second post test. They were lazy at that time.

In playing the game, the students were silent when got the questions and read the questions carefully to understand the point of the questions then answered it. It was about their critical thinking. Beside that, the students found the way to win and used the strategies to overcome opponent weakness. It was shown when they whispered to their team about their strategy in playing the game. Another advantage is that the students became more sociable and once in a while used their own language to interact each other. They communicated with freedom of speech. Sometimes, the students used Indonesian or English and mixed the languages. They asked about the English of the difficult vocabulary words.

Discussion

Based on the previous related studies and pertinent ideas in relation to the findings which were found in this research, further discussion is presented as follows.

As long as doing this observation by using snake and ladder game, the students finally knew the vocabulary words in terms of word classes including noun, verbs, and adjectives, word families, and word meanings. It was supported by the theory of Thornbury (2002: 3-10) who explained kinds of vocabularies. In word classes, the students mastered some vocabulary words in terms of noun, verbs, and adjective. The students mastered tangible noun. Such as, umpire, whistle, palette, hammer, pottery, marble, clay, carriage, tricycle, passenger, battery and pulse. It was easy for them to master

The first research question asked whether the use of snake and ladder game can build up the vocabulary of the students. The game was successful. It can be seen by the data of the students. In the pre test the students got 31.71 and got the improvement to the 60.29 point in the post test. It is caused by the using of snake and ladder game in teaching process.

The research findings were supported by the theory of Peachy (2014). As he mentioned that snake and ladder game has many advantages, such as, be graceful loser, take turns, gain knowledge of basic concepts, critical thinking,

those vocabulary words, since they already thought in their mind about the things.

There are some verbs that were easy to be mastered by the students, such as, decorate, shoot, kick, drive, announce, educate, invite, ride, bake, and lend. Those verbs are transitive verbs. They need an object in sentences. For the adjectives, the students mastered the adjective of quality, such as, happy, smart, spirit, stupid, active, agile, flamboyant, responsible, patient, and dangerous.

The students knew about the word families and word meanings. For the word families, such as happily, periodically, and aesthetically. It was easy for the students to understand the vocabulary words by adding suffixes. The word meanings are divided into synonym and antonym. The students were easy to find the synonym and antonym of the familiar words. Such as the synonym of holiday, teach, competition, and flute. And the antonym for near, offensive, and rival. After playing the game, the students wrote all the vocabulary words they got. They knew the meaning of some vocabulary. Then the students applied the vocabulary by making simple sentences.

The students also had some difficulties for some vocabulary words. These are the words that were difficult for the students, tackle, jealous, caller, fresco, agile, amateur, admired, optimistic, teach, near, patient, offensive, rival, steamboat, ship, spectator, capable, enchanted, championed, umpire, carriage, strange, interference, directory, engaged, graffiti, stimulating, interpretation, guide, and recess.

They had difficulties to answer the question in multiple choices, synonym and antonym, matching words and definition, fill in the blank and make sentences. Presumably, they did not know the meaning of the vocabulary and when they did the treatment they seldom got the question with the answer based on the vocabulary above.

The second research question asked about the students retention and understanding. The students were given 2 post tests, the first post test was given immediately after the treatment. The second post test was given a month after first post test. It was found that the students'

retention and understanding after the second post test decreased, but still higher than the pre test. It was proven by the data. The students mean score in first post test was 60.29 and 52.37 in second post test. It was probably because not all the students in the classroom followed the researcher instruction. They just followed some instructions. Beside that, the method must be applied continuously. During a month, the students did not get the treatment.

It can be concluded that snake and ladder game is very useful to be used in teaching vocabulary. The students got many advantages when they played the game. The application of snake and ladder game should become a habitual activities for the students.

Conclusion

Based on the result of data analysis and finding in the previous section, the researcher puts forward the following conclusions.

There is a significant difference in vocabulary mastery between the students who were taught by using snake and ladder game and the students who were taught by using teacher based learning. The positive effect can be seen in the students who use snake and ladder game (experimental class). The activities in experimental classroom made the students active as long as the teaching-learning process. They could easily understand the material, because they find it enjoyable. It is proven by the increasing mean score in post-test. Finally, it is concluded that snake and ladder game gives a more significant effect to improve students' vocabulary than the teacher based learning in learning process.

In applying snake and ladder game, it is important for the teacher to include all aspects that students need in vocabulary mastery. The teacher should organize the activity from the beginning. It is started by spelling, pronounce, meaning, and use of words and also has to consider the time management carefully. Each section of this strategy has specified time to spend in order that the students have adequate time to finish all instruction.

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Developing local wisdom content as ideal ELT materials for Indonesia in globalization era

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Abstract: Realizing that English is an international language, many of us have been oriented that all English teaching materials would be of foreign-culture content basis and overseas topics. Such phenomenon seems to neglect (rich) domestic issues that may result in the occupation of foreign cultures of most of Indonesia learners' attitudes. Consequently, they seem unresponsive to their social cultures in spite of their knowledge of foreign cultures, ending up in some social sentiment perspectives to English as an important subject in this era. This situation may contradict with the national objectives of education emphasizing on developing national-cultural identity and the national character building along with the need to attain competitive power of human resources for the nation. This paper explores and proposes an ideal English language teaching (ELT) material and resources by which local wisdoms based content is integrated in the ELT materials. This attempt follows the national objectives of education. This paper also discusses how teachers could manage their teaching of such locally-rich materials and resources into an attractive teaching-learning management and ICT based media.

Keywords: ELT Materials, Local Wisdom Content, ICT Based Media, National Objectives, Globalization Era

Introduction

Education has been placed to be the most important component of a national development. Every nation in the world competes to have innovation in education in order to produce quality human resources to face global needs. That is why quality training and education would be of a serious concern and an important issue to discuss in this era.

Along with the need to develop competitive skills of human resource, education has also taken character development into account to balance incorporate meaning in the system (Harian Analisa, 2010; Kompas, 2011), because developing skills without characters would make education an empty taste and meaningless. It would be just like soup without salt. Developing skills, on one hand, and characters, on the other hand, would make the conduct of education meaningful leading to produce competitive human resources. Such human profile seems to be any national needs to enter the global competitiveness.

Indonesia, for instance, has considered developing students' global-competitive skill along with national character building through

its education system. This attempt relates to the implementation of current national curriculum despite some skepticism in the implementation. In spite of this, the national education system has mandated that developing character and competence has become a strategic attempt to attain an excellence of human resources in the national development schemes.

The implementation of national curriculum system refers to the goal of national education. According to the National Education System Regulation (NESR), the role of education in Indonesia is to develop students' capabilities and characters in order that they have better livings in the future. For this reason, the national education is addressed to have students developed their faith observing the Oneness of God, practicing noble characters, being healthy, knowledgeable, skillful, creative, and independent, in order that they become democratic and responsible citizens for Indonesia (GOI, 2003, NESR decree No. 20 article 3).

For this purpose, the curriculum complies with the four integrated competencies to develop; spiritual attitudes, social attitudes, knowledge and skills which are labeled as KI-1, KI-2, KI-3,

and KI-4 respectively (MOEC, 2013a). KI stands for *Kompetensi Inti* (key competence). Both spiritual and social attitudes could be categorized into character development while both knowledge and skills may be components of competence. In relation to this, all subjects learned in schools shall integrate such competence-character components to enable students to achieve excellence to attain the golden age generation of 2045 (MOEC, 2013b; Septy, 2017a). However, how these components of competencies to be applied in the lesson material remains a never-ending topic to discuss.

As mentioned, a global competitive skill is an important capacity to have in this era, particularly related to the need of national development. English proficiency is considered to be one of the global-competitive skills in term of literacy. English proficiency is important related to global literacy skill as its role as an international language (Septy, 2016; 2017a). English is not only a language of certain nations; it is an international language of global community. However, how English language teaching is managed may have been driven to different goal of education and training purposes according to the needs and background, and this is also a never-ending issue to discuss among academician and practitioners. For Indonesia, English is important to extend the existence of this nation in the global context, besides developing science, technology, business and industries. In spite of this, an important issue is that how to manage quality English language teaching incorporating character development for better future of Indonesian in his global competition remains to be the focused part to discuss in this paper.

It is suggested that English language teaching (ELT) relates to meaningfulness (Canale & Swain, 1980; Nowlan, 2010). This means that ELT should not only focus on some grammar lessons, but importantly how students acquire some values from the subject as well. In other words, ELT should also incorporate wisdom related content from which students could observe and reflect their own identity and view others to extend empathy. This is an important global skill to develop for their better future as a

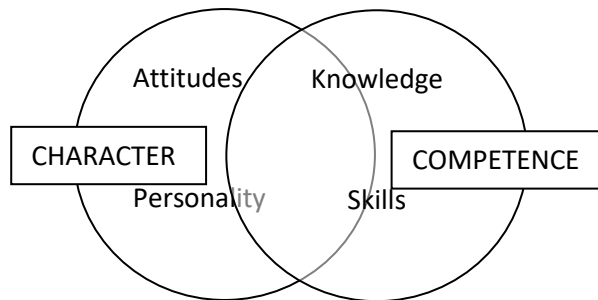
global citizen (Nowlan, 2010; Septy, 2016). However, this might have some gaps that need to be considered in English language teaching today. Therefore, this paper will discuss how teachers should manage their ELT materials of locally-rich content and resources from which students explore and learn wisdoms of their own. Such lesson materials--extracted from their local content leading the students to respect their own environmental cultures as well--is proposed to be an ideal English language teaching (ELT) material by which local wisdom resources is integrated in the ELT materials. This may relate to the national objectives of education. Then, how the teaching of such local wisdom content is conducted attractively particularly employing current technology will also be discussed in this paper.

ELT Materials of Local Content-Wisdom

What students learn is just like food they eat. Food which is not only important for them to stay alive and healthy, it also makes how they grow. Wrong food would affect their health and growth. In relation to English Language Teaching (ELT) materials, what includes in the lesson ingredients, for instance, would affect the students' profile. The ingredients (materials) would make students grow positively or negatively. Such growth may relate to their performance in terms of behaviors, habits as well as attitudes.

If the purpose of education is to develop students' character-competence as referred to the national objective of education (GOI, 2003), then the ELT materials are also supposed to relate to integrating and developing attitudes/personality, in addition to skills/knowledge. Figure 1 shows the character-competence relation. This suggests incorporating attitudes/personality content to develop skills/knowledge to lead to quality education. However, the problem still arises in the implementation of the components into practice despite the importance of these integrated components in current curriculum system to lesson units.

Figure 1. Character-Competence Relation



In this relation, to incorporate the attitudes/personality into a lesson could be generated from so called local wisdom content based materials (Septy, 2011; 2016; 2017b). Local wisdom based materials could be considered ideal to Indonesia current context of ELT. The components of local wisdom incorporate character by means of attitudes and/or personality. This is particularly important in language (literacy) education that language learning does not only contain generic grammatical aspects, but also values, norms and meaning, considered as local wisdom, leading to character development. However, how such

local wisdom content is applied in the ELT materials may remain discussion.

In general, local wisdom relates to rich-culturally related meaning and philosophy reflected into a text. Local wisdom is the source of conventional value naturally grown up and derived from the social and natural environments that then become philosophical-deep thoughts in controlling and developing better socio-cultural system of a certain group of people (Diaz-Rico, 2004; Nieto, 2010; Nuraeni & Alfian, 2012). Such socio-cultural values could be identified in local wisdom

Table 1. Characteristics of Local Wisdom Based Lesson Material

No.	Component	Description
1	Meaning	- Conventional - Rich-culturally relation - Philosophically-deep thoughts
2	Sources	- Naturally conventional value - Derived from social and cultural environment
3	Social-cultural	- Socio-cultural system of a certain group - Social values - Varies among communities
4	Norms/values	- Socio-culturally based - Attitudes and habit formation - Normative and ideal pattern

Referring to the purpose of education; that is character development plus competence based, local wisdoms could be considered in English language teaching materials. Local wisdom could be referred to for the character

development in the lesson materials, because local wisdom contains some socio-culturally based values/norms. Having this integrated in the ELT materials; teaching would be

meaningful providing lessons on habit meaning and attitude formation to students.

Originally, local wisdom varies among societies, and it is frequently used as the basis for a group member to have normative and ideal patterns to manage and to organize their socio-cultural system (Nuraeni & Alfian, 2012). This should be the essence of character based teaching how the Indonesian students could reflect their own identity. As well, local wisdom could be regarded as both universal and specific values possessed by groups of people in Indonesian community. Therefore, as a multi-cultural society, Indonesia has many local values of its traditional-socio-cultural life providing some learning resources to especially indicate the national character-based education.

In this relation, if English language learning is concerned, the ELT materials should not let students simply copy what they understand from foreign cultures. Although most of their learning materials are imported, more importantly how the students can live in their own cultural values reflecting their dignity (Septi, 2017b). Then, it is the role of teachers to manage lesson materials

containing such cultural values-local wisdoms in English language teaching into practice.

As mentioned, character referred teaching has also been outlined in the current system of national curriculum. Despite some weaknesses, the current national curriculum has included character spiritual and social attitudes (characters) to be the key competences (Ministry of Education and Culture, 2013). In this relation, English lessons should be managed to develop not only students' skill on linguistic mastery of English (i.e. sentence structures, vocabulary, pronunciation, etc.), but also include characters (attitude or personality).

The attitude could be reflected in personality religiously and socio-culturally. Since Muslim is the majority of Indonesia multi-cultures, developing students' spiritual and social attitudes using relevant religious references (i.e., Al Qur'an and Al Hadist) is suggested to consider as the local wisdom related resources in developing communicative competence of English. Texts 1 and 2 exemplify how the ELT materials of local wisdom content are developed incorporating the reference.

Text 1

Flying stone may sign a disaster that will strike my village. According to the legend, if the stone vibrated, sounded, or even flew, there would sign a disaster striking my village. This phenomenon would last for few days. This phenomenon could be due to a dispute of disagreements on solutions toward social problems being discussed by the community leaders. So, such phenomenon reminds us to establish a good communication and cooperation in finding out the best solutions in social problems as guided in Al Quran QS Ar-Rum: 36.

This text contains description, explanation about the legend, implication on social norms and values, and spiritual guidance/reference.

Based on the texts, lessons from local wisdoms may be identified from the meaning of local legends, folklores, and special places in the village, certain traditional/monumental objects, building, rivers, mount/hill, forest, and the like. As well, themes and topics relevant to daily life could be used to organize teaching-learning materials. Among the themes are health,

Text 2

Thousand stairs symbolized a mutual relationship or reunion among villagers from two different villages. This stairs was build long before the Dutch and Japanese occupations in my village Solok regency. The stairs is located on the hip of a hill called *Bukit Papan*. The hill separates the two villages. The stairs was build to ease transportation and communication between the two villagers. The stairs symbolize a spirit of relationship between people from the two different villages that still exists until now as referred to Al Quran QS Al-Hujarat: 10. So, this object teaches us a lesson to build a mutual relationship.

This text contains description, history, implication on social norms and values, and spiritual guidance/reference

geography, sport/hobby, environment, transportation, culture/art, industry/economic.

Table 2 lists character values and norms that could be explored from local wisdoms of legends/objects/places for developing English lesson materials. In this circumstance, the lesson materials should not only describe the legends/objects/places. It should incorporate

particular meaning of norms and values incorporated in the legends/objects/places to describe and to explain. Excerpts 1 and 2 exemplify how such character values and norms are included in legends/objects/places for organizing teaching-learning materials. Having

the materials like this, students could develop their understanding to their local norms and values leading them to build attitudes of social-cultural-spiritual awareness to practice, as well as to develop their English proficiency linguistically.

Table 2. Character Values and Norms Explored from Local Wisdoms

1. Faithful	1. Skillful	1. Scientific
2. Respecting diversity	2. Thoughtful	2. Diligent
3. Tolerant	3. Well-mannered	3. Careful
4. Collaborative	4. Critical	4. Open
5. Appreciative	5. Polite	5. Wise
6. Discipline	6. Handful	6. Simple
7. Responsible	7. Sensitive	7. Sense of pride
8. Self-confident	8. Responsive	8. Aesthetic
9. Brave	9. Communicative	9. Cooperative
10. Love country	10. Independent	10. Participative
11. Regretful	11. Efficient	11. Imaginative
12. Honest	12. Obey rules	12. Integrity
13. Heroism	13. Curiosity	13. Alert
14. Willing to give	14. Not easy to give up	14. Caring
15. Giving model	15. Logic	15. Aware
16. Aware of rights and responsibilities	16. Creative	16. Sharing
17. Democratic	17. Innovative	17. Sportive
	18. Productive	18. Love tradition
	19. Respectful	19. Humble

If the current national curriculum system is concerned, the ELT materials of any topic need to be connected to value or attitude references. The ELT should not only contain grammatical lessons. In this circumstance, the value and attitude referred to as the spiritual attitude using spiritual reference(s), i.e. Al Qur'an and/or Al Hadist for Muslim, called key competence 1 (KI-1) would be necessary. Besides, social attitudes could consider social rules as the reference, called key competence 2 (KI-2). Since Indonesia is a multi-cultural nation, there are huge socio-cultural values and meanings that could be referred to as learning resources for character development. To do so, a number of connecting words/phrases could be used to connect the information of texts such as "according to ...", "as mentioned in .../by ...", "in relation to ...", "in connecting with ...", "as said in ...", "based on ...", "as said by ...", "referring to ...", etc.

In short, language learning may contain some basic principles of life that are socio-culturally transferred through some socio-cultural values

and norms (Diaz-Rico, 2004; Septy, 2017a). Such socio-cultural values and norms could be used as guidelines in daily life. According to Diaz-Rico (2004:266), culture involves belief and values, rhymes, rules, and roles. The culture has explicit and implicit patterns for living, the dynamic system of commonly agreed-on symbols and meaning, knowledge, belief, art, morals, law, customs, behaviors, traditions, and/or habits shared and make up the total way of life in constructing a personal identity.

C. Teacher's Classroom Management of ICT Based Media

Beside discussing what and how such local wisdom based resources, issue on how to present the lesson materials to students is also an important topic to discuss. This relates to how teaching-learning objectives to be attained. In other words, this topic refers to how the local wisdom based teaching-learning materials are delivered and presented. So, teaching-learning is not just a matter of methods of teaching, it also

depends upon what means are used to present the teaching-learning materials.

Problems arisen to English language teaching often center around the unsatisfactory results of students' English proficiency. Studies have concluded that most of the unsatisfactory achievements of students' English proficiency dealt with teaching and learning processes managed in the classroom that failed to stimulate students' learning interests and motivation (Aziez, 2011:1-4; Nitiasih et al, 2013:208). The results indicated failures to attain the educational goals (competence and character development).

Besides, a classic opinion about the failures also said that English is not a native language for Indonesians. In spite of this, considering English as a means of international relation, this should not be the main reason if competing in the global competition would be of a serious concern. Therefore, two serious topics of English language teaching and learning in Indonesia today leads to; first, how to develop English teaching-learning materials relevant to current need of competence-character content, and, second, how teaching-learning process of such character-competence content is presented interestingly and interactively.

In this technology era, presenting English teaching materials would benefit both students and teacher if using of such local wisdom in Information Communication Technology (ICT) media (Çelik et al, 2012; Sadeghi & Dousti, 2013; Septy, 2015a). The importance to rise this issue relates to at least double benefits of using the ICT media for the local wisdom based teaching; (a) to ease teaching and learning and (b) to organize huge lesson materials (Arslan, 2008; Nair et al, 2012; Septy, 2014; 2015b). To ease the teaching and learning means that ICT media will ease students to understand lesson materials, as well as to ease teachers to manage classroom activities. On the other hand, the ICT media will also help teachers organize massive lesson materials into friendly-user formats. In short, organizing the lesson materials into ICT based media (computer) will make learning more attractively and advantageously (Erben et al, 2009; Ibrahim, 2010; Susikaran, 2013; Ebrahimi et al., 2013; Sadeghi & Dousty, 2013; Septy, 2014).

D. Conclusion and Suggestions

Locally based learning materials have been considered ideal for English language teaching today. Such materials contain meaning values by which students would develop their comprehension to view their life at present and the future. Such material containing the local values has been considered as local wisdom based content of learning materials by which the students learn locally based culture and understanding to develop appropriate characters. This is an important part of education along with improving their language skills. The local wisdom based learning materials would make learning become meaningful for students to take part in this globalization era.

This paper has discussed how teachers should manage their ELT materials of locally-rich content and resources from which students explore and learn wisdoms. Such lesson material of local wisdom is proposed to be an ideal English language teaching (ELT) material in accordance with the national objectives of education. The teaching of such local wisdom content should also be conducted attractively employing current technology (ICT based media).

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Implementing the use of Cambridge English's teaching and learning resources: an evaluation of an English learning program of college students

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Abstract: This research aimed to evaluate the success of implementing the use of Cambridge English's teaching and learning resources on undergraduate English learning program of a university located in North Sulawesi province, Indonesia. This research was a quantitative evaluative research using logic model of evaluation. The use of this model was intended to focus its evaluation on the program's context, implementation, and outcome. The context evaluation focused on the infrastructure and facilities provided. Secondly, the implementation evaluation focused on the teaching and learning process. Thirdly, the outcome evaluation focused on (1) teachers and students' attitudes toward the use of Cambridge English's teaching and learning resources and (2) students' levels of proficiency. This survey used the data gathered through the questionnaires filled in by respondents. These respondents consisted of 487 undergraduate students and eight English lecturers. The data analyses were conducted by applying the use of descriptive statistics. The results showed that some success indicators were successfully achieved, but the others were not. The main findings showed that the quality target of the learning process was successfully achieved. Conversely, the target levels of undergraduates' English proficiency were not successfully achieved.

Keywords: Cambridge English's teaching/learning resources; logic model evaluation; teaching and learning English

Introduction

Attaining objectives is simply the reason a learning program is established. Theoretically, the success of attaining this program's objectives depends on how these are achieved in line with its targets set in the beginning of the program. Practically, during the implementation of a learning program's activities, some weaknesses might be identified that the program's administrators need to take some improving actions.

In 2013, a university located in North Sulawesi province of Indonesia discovered some weaknesses in its college English program. This program was specialized to non-English major students from six different faculties and one academy. It was divided up into four levels of English courses consisting of Foundation of English (FoE), General English 1 (GE 1),

General English 2 (GE 2), and General English 3 (GE 3). Each of these is a three-credit course which is taken in one semester. These identified weaknesses had to do with its curriculum and syllabus design, learning process, textbooks, and assessment. From 2009 to 2013 this university designed its English curriculum and syllabuses based on students' needs identified by each faculty. Unfortunately, these needs were not aligned with any standard English proficiency levels. Consequently, there was no clear description on what students could do after they passed one level of proficiency to a higher one. In teaching, English lecturers might use the textbooks prepared by its English Department and/or add any suitable textbooks relevant to the contents. In addition, there was no clear coordination among lecturers who taught parallel classes of the same course. Each lecturer used different learning approaches and designed different achievement tests that ideally should be the same for the same level. These practices

caused difficulties for the management to evaluate the attainment of the university's educational objectives.

Complaints from students and lecturers regarding these practices raised the awareness of the management to improve its English learning program. Through a series of focused-group-discussions among English lecturers, administrators, and between lecturers and administrators, the management then decided to embrace the use of Common European Framework of Reference for Languages (CEFR) which supplies the elaboration of language learning elements under international partnerships (Council of Europe, 2001). In practice, "The CEFR is a descriptive scheme that can be used to analyse L2 learners' needs, specify L2 learning goals, guide the development of L2 learning materials and activities, and provide orientation for the assessment of L2 learning outcomes" (Little, 2006, p.167).

To implement this reference, the university decided to adopt the English teaching/learning resources provided by Cambridge English (CE). The main reason to use these is that Cambridge designed them to be aligned with CEFR. Moreover, as the publisher,

"Cambridge has been a key contributor to the CEFR development—through joint research projects, funding the development of parts of the project, publishing the outcomes, and the Cambridge English exams providing a concrete form of the CEFR levels for English from an early stage." (Cambridge University Press, 2013, p.10).

These resources include curriculum, syllabuses, assessments, and textbooks. For the teaching/learning program, CE provides packages made up of (1) student's books with self-study CD-ROMs for independent learning; (2) workbooks; (3) teacher's edition with CD-ROMs for testing and assessments; (4) class audio CDs; (5) class ware; and (6) DVDs. The implementation of using these resources was started by the university in 2014. Following this decision, a new English curriculum was set up aligning with the resources. Syllabuses then

were designed referring to the ones already provided in the textbooks. These resources were then used in classrooms by lecturers and students. Prior to the start of the use, the management decided to improve its infrastructure like equipping each classroom with LCD projectors and speakers. It was then followed by a training conducted by CE. In this training, the program administrators and lecturers were trained on having mastered the technical knowledge and procedures of using its products.

Later, the use of these resources was started on August 2014 in the academic year of 2014 to 2015. In the learning process, lecturers were then encouraged to refer to the communicative approach as the platform to design and procedures of teaching English in classrooms. They were also encouraged to complementarily use the standard assessment tools provided along with the textbooks. These included oral/written quizzes and oral/written tests. In daily practice, they were asked to measure students' achievement using the tests and report the results to the English Department for evaluation.

In order to measure a program's objectives attainment, a comprehensive and systematic evaluation is needed. Joint Committee on Standards for Educational Evaluations defined evaluation as a systematic investigation on quality of a program, project, or subprogram, and/or each of the program components/elements separately or altogether (Yarbrough et al, 2011). An evaluation may play a formative function (Scriven in Stufflebeam and Shinkfield, 1985) that is commonly conducted in the early stages of a program implementation to indicate whether the activities of the program are executed as stated by its objectives (Alkin, 2011) or to identify strengths and weaknesses in its process (Mardapi, 2012). Evaluative findings on both aspects may give some improving recommendations to the program administrators to take formative actions.

Realizing the needs to evaluate the success of this program implementation, the program administrators decided to conduct an evaluation plan. Following this decision, a "logic model" of evaluation was chosen to make the plan possibly executed. This evaluation model was developed on the basis of objectives-oriented evaluation

approaches as part of the program-oriented evaluation approaches (Fitzpatrick et al, 2011). This model is a tool that states a program in a brief format which explains the plans of activities and expected results (Knowlton and Phillips, 2013). W.K. Kellogg Foundation [WKKF] (2004:1) believes that “The logic model is a beneficial evaluation tool that facilitates effective program planning, implementation, and evaluation.”

Generally, a logic model is made up of inputs, activities, outputs, and outcomes (WKKF,2004, Frechtling, 2007, McDavid and Hawthorn, 2006, Fitzpatrick et al, 2011). Inputs are resources brought into a program which involve human, financial, or organizational resources, facilities, technology, knowledge, staff, and materials needed to run a program. Secondly, activities are seen as a process, events, actions or administrative components in an organization which implement the program. Thirdly, outputs are defined as direct products of activities or program actions that might be visible and countable expressed by figures. Finally, outcomes are defined as every specific change related to the objectives of executing a program and seen as behavior changes of the program’s participants, knowledge, skills, status, or functioning level changes.

Method

This research was an evaluative research that formatively was aimed to evaluate the success of implementing the use of CE’s teaching/learning resources in the learning process. It was conducted at a university located in North Sulawesi province, Indonesia, which was started in 2015 and ended in 2017. In 2015, the program administrators and the evaluator together designed the program implementation model. After that, the evaluation plans were discussed and decided on the program as well as executed in 2016. The subjects of this research consisted of the university’s lecturers and undergraduate students. There were 487 undergraduate students and eight English lecturers (three males and five females) participated in this study. The undergraduates were enrolled in the school year 2016-2017 and were taking four different English courses (FoE, GE 1, GE 2, GE 3). The data were collected through questionnaires and documentation. The data about the availability and quality of

infrastructure, lecturers’ technical skills and attitude, learning process, and undergraduates’ attitude were collected through administering questionnaires to respondents. On the other hand, the data of undergraduates’ English proficiency were collected through documentation. These were the test scores they got from their mid and final tests that were reported to and documented by the English Department.

Program’s Objectives

When evaluated, the focus areas of a logic model evaluation could be classified into three areas, namely context, implementation, and outcomes (WKKF, 2004). Consequently, the program’s objectives were set based on these focus areas. Firstly, the context evaluation focuses on (1) availability and quality of infrastructure like rooms, equipment, and learning materials; (2) lecturer’s training; and (3) lecturer’s technical skills. Secondly, the implementation evaluation focuses on quality of the learning process. Thirdly, the outcome evaluation focuses on (1) attitude levels of both English lecturers and undergraduate students toward the use of CE’s teaching/learning resources in its English program and (2) English proficiency levels of the undergraduate students.

In the context evaluation, the objectives on the infrastructure are as follow: classrooms should have the capacity of 20 to 40 students; in every classroom, there should be one good quality LCD projector and speaker available; every lecturer has complete teaching resources (teacher’s book, CD ROM, audio CDs, classware, and DVD). Secondly, all lecturers should have taken the training on how to use CE’s teaching/learning resources and manage class activities referring to CE teaching framework. Thirdly, technically lecturers are able to use the audio equipment, LCD projector, and classware. In the implementation evaluation, the learning process should refer to CE teaching framework as stated by Cambridge Assessment English (2014) in its competency statements. To evaluate the success indicator, the process should be considered “good” in terms of implementing the necessary competency components of language teachers both in the learning procedure or design. In the outcome evaluation, both students and lecturers are targeted to have “good attitudes” toward the use

of CE's teaching/learning resources. Similarly, the levels of students' English proficiency are targeted under "good" category.

Data Analysis Techniques

For the data analysis, this research used quantitative approach employing descriptive statistics. Practically, the data gained from the lecturers' and students' questionnaires were analyzed quantitatively through counting the proportions, sums, or means of the responses. Particularly, several analyses conducted were

based on certain statistical referenced-criteria referring to normal distribution principles. To interpret the data of the quality of the learning process, it used the five scales seen in Table 1. To interpret the data of the levels of students and lecturers' attitude, it used the four scales as described in Table 2. Finally, students' levels of English proficiency were analyzed based on the four scales described as follow: 90 – 100 (excellent), 80 – 89 (very good), 70 – 79 (good enough), and ≤ 69 (needs improvement).

Table 1 Criteria of learning process quality.

Learning Procedure	Learning Design	Classification
$M \leq 42$	$M \leq 23$	Very poor
$42 < M \leq 60$	$23 < M \leq 34$	Poor
$60 < M \leq 78$	$34 < M \leq 44$	Average
$78 < M \leq 96$	$44 < M \leq 55$	Good
$M > 96$	$M > 55$	Very good

M = Mean

Table 2 Criteria of lecturers & students' attitudes.

Lecturers' Attitude	Students' Attitude	Classification
$M \leq 10$	$M \leq 12$	Very negative
$10 < M \leq 12.5$	$12 < M \leq 15$	Negative
$12.5 < M \leq 15$	$15 < M \leq 18$	Good
$M > 15$	$M > 18$	Very good

M = Mean

Findings and discussion

Firstly, some results were found following the analyses done on the program's context. All lecturers (100%) stated that all the classrooms they used can accommodate between 20 to 40 students. About the learning tools, 97,3% undergraduates claimed they had the standard textbooks, and 93% claimed that they had the standard application for independent learning in a CD-ROM format. Next, all lecturers (100%) stated that they had the standard teacher's guide and classware. In terms of LCD projector availability in classrooms, 37% lecturers claimed

that there were very good quality projectors available; the other 37,5% stated that there were good quality projectors available; and 25% claimed that the projectors were not available in their classrooms. Secondly, from eight lecturers, six of them (75%) stated that they used to take the lecturer's training but two lecturers (25%) stated that they had never taken such a training. In terms of technical skills, all the lecturers surveyed claimed that they had the specified skills needed. All of them (100%) stated that they could use the audio equipment as well as LCD projectors. Similarly, they claimed that they could also use the standard applications to

support the teaching/learning process. In conclusion, the successfully achieved objectives in the context area were the availability of sufficient classrooms; the ownership of standard CE textbooks and application by undergraduates; the ownership of standard teacher's books and application by lecturers; and lecturers' targeted technical skills. Conversely, the targets of lecturer's training and the availability of LCD projectors and speakers in the classrooms were not achieved.

In the implementation analyses, the quality of the learning process is differentiated based on the learning procedure and design. For FoE level, the learning procedure fell on the category "very good" (M = 97.24) and the learning design fell on the category "good" (M = 55.62). For GE1 level, the learning procedure was

Table 3 Means of undergraduates' attitudes.

English Levels	Means	Classification
FoE	17.47	Very good
GE1	17.61	Very good
GE2	17.21	Very good
GE3	16.93	Very good

Like their students, results showed that lecturers also had a very good attitude toward learning using the resources. This could be seen through the mean of lecturers' responses that was 21.25 or "very good." To sum up, both the target levels of attitude of undergraduates and lecturers toward learning using the resources were triumphantly achieved.

Finally, the analyses were done on undergraduates' levels of proficiency. The results were divided into two consisting of midterm test results and final test results. For the

Table 4 Means of test results.

English Level	Mid test	Final test
FoE	66.36	69.79
GE1	69.43	68.95
GE2	68.83	65.20
GE3	77.48	79.21

Recommendation

Overall, some identified weaknesses have arisen that need the program administrators' attention for some improvement. First, there is a technical weakness on the program implementation that

categorized "very good" (M = 113.80) and the learning design was categorized "good" (M = 54.86). For GE2 level, both learning procedure (M = 91.78) and design (M = 52.40) were categorized "good." Similarly, both the learning procedure and design of GE3 level fell on the category "good" (M = 95.05 and 53.73). To conclude, it was implied that the program's objective was successfully achieved based on its indicator.

The final analyses were conducted on the program's outcome. The results showed that the undergraduates from all proficiency levels showed very good attitudes toward learning using CE's resources (see Table 3).

midterm test results, the mean scores of three levels fell on the category "needs improvement." Only GE3 level whose midterm score fell on the category "good enough." For the final test results, GE3 level was categorized "good enough." However, the other three, FoE, GE1 and GE2, were categorized "need improvement" (see Table 4). These results indicated that the achievement of all levels of English proficiency were somehow below the target level set up in the program or the objective was successfully achieved.

not all lecturers used to take the training for lecturers. It may create a gap of competence between lecturers who had already taken it and those who had not because several new teachers are hired every year. Second, several lecturers cannot use the learning equipment like LCD

projectors and speakers because of their unavailability in classrooms. Finally, due to the failure to achieve the target level of undergraduates' proficiency levels, it is indicated that there are probably other factors not studied in this research affecting their achievements.

Following the implications drawn above, several recommendations are addressed to the program administrators. First, the training for new lecturers need to be held before they start teaching. Second, it is necessary to recheck the availability of LCD projectors and speakers in each English classroom. Any room without the previously mentioned equipment should be as soon as possibly supported with these before the learning process takes place. Finally, it is advisable for the program administrators to conduct another research investigating the factors that influence the levels of undergraduates' English proficiency. Having known them may probably help the administrators to improve the program implementation.

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Students' attitude towards the use of twitter as a learning English aid

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Abstract:Recently, many students have used Twitter. It is one of the Information and Communication Technology applications that can be used as a means of communication from which students are able to develop their English proficiency. This study aims to reveal the students' attitude towards the use of Twitter as a means of learning English. This research used descriptive method with questionnaire as data collection technique. Respondents were 100 students who took Reading for Information class at English Education Study Program, University of Muhammadiyah Malang, Indonesia. The questionnaire consisted of 21 statements with five choices in each, and it was designed to know the student's attitude towards the use of Twitter. The results showed that students had a positive attitude towards the use of Twitter as a means of learning English. The students' attitudes could be broken down into three points that needed attention: first, students had a positive attitude towards Twitter as media to communicate in English. Second, students had a positive attitude towards Twitter as a means of improving English vocabulary. And finally, students had a positive attitude towards Twitter as a tool to improve their skills of translating texts in English into Indonesian. This was related to twitter as part of Information and Communication Technology that helped students to access information regarding English learning materials.

Keywords: students, attitude, Twitter, English

Introduction

The use of Information and Communication Technology (ICT) allows students to facilitate learning activities so that their learning outcomes increase (Hattem and Lomicka, 2016). The application of ICT in education is very important for teaching and learning process. For this reason, students are required to develop their ability to use ICT in order to facilitate the learning process. Along with the improvement of information technology, students need to learn skills to apply social media such as Twitter to access the source of information as an educational process. In this case, the use of Twitter is very important to obtain information regarding English learning materials. This is because Twitter plays an important role in disseminating information (Schreiner, 2018). The information is not only related to social political aspects, but also related to English education.

In the era of globalization, English plays an important role in the education, particularly English education. This is because English helps students improve their achievement. English as a communication tool allows students to increase

their knowledge because English is widely used by people to develop knowledge. Various media such as Internet, Twitter, TV, music, movies, books, magazines, and journals use English as a means of distributing ideas. Therefore, students need to enhance their competence to apply ICT such as Twitter. The ability to use Twitter is useful to elicit information that uses the English as main media so that students are capable of promoting their English knowledge. McCorkle and Payan (2017) suggest that Twitter can be used to facilitate learning process in the classroom to improve students' English skills.

Twitter users come from various countries around the world, and they use it as a means of communication to communicate their ideas with friends. Twitter applications that use the internet connection provide people with various types of popular communication facilities from which they are to convey thoughts, feelings and experiences (Waterloo et al., 2017). In education, Twitter is widely used by students to communicate with their friends to share information related to learning materials (Chawinga, 2016). They not only send information about the lessons, but they also receive information from their friends or Twitter

users that help them solve the academic problem. According to Erdem and Kibar (2014), in the current era of information technology, lecturers and students are trying to find a way that supports to access information or knowledge through applications in the internet.

Twitter plays a meaningful role in developing students' ability to obtain information related to the subject matter. It can also provide students with other useful information. Lecturers and students are able to use Twitter for 24 hours to access the information they need. This reason makes Twitter become a popular application (Rossi and Giglietto, 2016) among students because Twitter makes it easier for students to communicate and at the same time they are able to access information. When students apply Twitter to search for information, they need reading skills, especially the ability to read English texts. Therefore, the ability to use Twitter and reading skills can be seen as two sides of the same coin. Twitter applications can also be used to improve academic competence (Lackovic et al., 2017). Academic competencies include students' English skills that can be developed through Twitter.

Research on students' attitudes towards Twitter usage is very important because it helps them how to use Twitter as a means of improving learning outcomes. The study of the application of Twitter in learning English has an important role in the developing students' English achievement.

In addition, students' attitudes towards the use of Twitter contribute to their academic activity and their experience in applying Twitter. Twitter applications can be applied as learning media that can improve their English skills. Although the Twitter of current use has been widespread in various aspects of life by its users like college students, however, there are still few studies that reveal students' attitudes towards the innovation use of Twitter. In other words, research on students' attitudes towards the implementation of Twitter is still getting little attention, so it needs serious efforts to conduct research on Twitter applications as media of learning English.

Media is a tool containing messages or information that can be used to facilitate learning process (Yusoff et al., 2017). Twitter as a means

of communication allows students to promote academic achievement. It has procedural implementation in learning English: 1) students should understand the basic concepts of Twitter application to access information; 2) they should have an internet connection to obtain information; 3) they should have a Twitter ID so that it can communicate with users; 4) they should correct and check message or information before sending or posted it; and 5) they apply it to communicate with Twitter users around academic subjects or difficulties so that communication can take place to enhance the English learning achievement. Therefore, students benefit from Twitter as a means of improving academic achievement (Prestridge, 2014). This is because Twitter enables students to access information related to English lessons. Meanwhile, Twitter also allows students to get English learning materials anytime.

Research method

This research used descriptive method which applied questionnaire as data collection technique. The respondents were 100 students who took the Reading for Information class in the English Education Department, University of Muhammadiyah Malang, Indonesia, and they were asked to respond to the questionnaire. The questionnaire contained 21 statements and each consisted of five options ranging from strongly agree, agree, undecided, disagree, and strongly disagree.

Data elicited from the questionnaires were analyzed by applying SPSS 20 program after they were quantified. The data calculation process was intended to determine the percentage, mean and standard deviation that were used to interpret the data and to draw conclusions.

After testing the validity and reliability of research instruments that was questionnaires about students' attitudes toward the Twitter usage, validity test scores indicated that Sig. = 0.00 - 0.03 < 0.05. This value showed that the 21 questionnaire statements were significant which ranged from 0,000 to 0.003. The table of value was 0.05, while significant calculation was (0.000 - 0,003) that was smaller than table value (0.05). Therefore, all items of the questionnaire statement as a research instrument were valid. While the reliability value of 21 questionnaire

statements was $r = 0.894$. Thus, all items of questionnaires were reliable. This could be seen from the table of reliable test results from SPSS 20 program as follows.

Findings and discussion

The results of data analysis about the students' attitude towards the use of Twitter as English learning aid can be seen at Table 1.

Case processing summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

List-wise deletion based on all variables in the procedure.

Reliability statistics

Cronbach's Alpha	N of Items
.894	21

Table 1. Percentage, mean and standard deviation of students' attitudes

N O	ITEM	Persen (%)					Mean	Std.
		SS	S	KS	TS	ST S		
1	Twitter applications can be used to improve English skills.	18	65	11	4	2	3.93	0.795
2	Twitter is important to develop English knowledge.	15	65	19	1	-	3.94	0.617
3	Twitter has a community of English learners	21	64	14	-	1	4.04	0.665
4	Twitter is important to improve my English skills.	7	31	55	7	-	3.38	0.722
5	Twitter is important to access information about English.	35	49	13	2	1	4.15	0.796
6	Twitter is important to increase knowledge.	13	39	42	5	1	3.58	0.819
7	Twitter is important to improve communication among users.	16	54	24	5	1	3.79	0.808
8	Twitter is important to share information.	3	36	47	12	2	3.26	0.787
9	Twitter is useful for improving English grammar.	18	61	21	-	-	3.97	0.627
10	Twitter can be used to communicate in English.	46	49	5	-	-	4.41	0.588
11	Twitter is important to promote English vocabulary.	29	63	7	1	-	4.20	0.603
12	Twitter is important to enhance skills of translating Indonesian text into English.	25	66	8	1	-	4.15	0.592
13	Twitter is important to improve the skills of translating English text into Indonesian.	24	68	8	-	-	4.16	0.545

14	Twitter is important to get examples of English sentences.	27	60	11	2	-	4.12	0.671
15	Twitter is important to get the English proverbs.	23	58	18	1	-	4.03	0.674
16	Twitter is important to get samples of correspondence in English.	8	55	34	2	1	3.72	0.683
17	Twitter is important to get English text.	10	70	18	2	-	3.88	0.591
18	English text from Twitter is easier to understand.	13	69	16	1	1	3.92	0.646
19	Doing English test from Twitter is meaningful.	7	52	33	7	1	3.57	0.769
20	Translating English text from twitter is fun.	12	64	22	1	1	3.85	0.672
21	Twitter can be used to opinion among users.	33	55	12	-	-	4.21	0.640

In Table 1, it can be seen that the students responses to 21 statements showed their attitude towards the use of Twitter as learning English aid. In the above table, it can be indicated that the highest percentage of the students' responses that describe their positive attitudes is statement number 10, "Twitter can be used to communicate in English." (95% of students responded that they "strongly agree or agree" with the statement) mean of these values is ($M = 4.41$), and its standard deviation is ($SD = 0.588$).

The next statement that explains students' positive attitude towards Twitter as a means of learning English is statement number 11, "Twitter is important for improving English vocabulary." (92% of students responded that they "strongly agree or agree" to the statement), this response has a mean number ($M = 4.20$) and has a standard deviation ($SD = 0.603$). Another statement that describes the students' positive attitude is number 13, "Twitter is important to improve the skills of translating English text into Indonesian." (92% of the students responded that they "strongly agree or agree" with the statement) the mean score of the values is ($M = 4.16$) and its standard deviation is ($SD = 0.545$).

Conclusion and suggestion

On the basis of the research results, it can be concluded that the students' attitude towards the use of Twitter as a medium of learning English is positive. In this case, there are three things that need to be addressed namely: first, students have a positive attitude towards Twitter as media to communicate in English. Second, students have a positive attitude towards Twitter as a medium for improving English

vocabulary. Finally, students have a positive attitude towards Twitter as a tool for improving the skills of translating English texts into Indonesian. Of the three positive attitudes above, it can be explained that students who study in the English Education Program, University of Muhammadiyah Malang have a positive attitude towards the use of Twitter as a medium of learning English. This attitude supports their learning process of the Reading for Information class. The result of this study is in line with the Schreiner's research (2018) which supports Twitter as an important medium for disseminating information. The information disseminated by Twitter has a diverse aspect, including information on English skills. For this reason, research on Twitter as media of learning English should obtain greater attention for researchers. It is also related to the industrial revolution 4.0, which is now happening in the world. The industrial revolution 4.0 requires all students to have competence in applying information technology such as Twitter.

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Using songs to improve students' pronunciation

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Abstract: In Indonesia, English as a Foreign Language is difficult for secondary school students not only in terms of grammatical systems but also in terms of phonetic systems. That is, students find it difficult to pronounce most of the English words. Things get even worse because in English there is no regular systems of how to pronounce the English words. For Indonesians, to pronounce the English words intelligibly they must refer to a standard dictionary which also means they have to understand how to use and read the dictionary systematically. To understand and improve the production of the various sounds and the supra-segmental features of English as a foreign language, teachers are suggested to use English songs. This research is discussed descriptively-qualitatively based on the author's personal experience as a foreign language learner and teacher. It is discussed how using songs in the English classroom can help students improve their English pronunciation. Supported with a simple questionnaire given to secondary school students, it is also found that most students have a strong interest in listening and understanding popular English songs. It is recommended, therefore, that English teachers take into account of using English songs to improve the students' pronunciation.

Keywords: songs, pronunciation, connected speech

Introduction

Among EFL teachers who have taught English as a foreign language for many years, it is found that songs are very valuable tool for improving pronunciation. As a matter of fact, songs provide the learners with prosodic signals such as pronunciation, stress, and intonation called extra linguistic context (for details of the term extra linguistic context, see: Kumaravadivelu, 2003:207). It is also found that even people who are not really interested in learning English, many of them can sing English popular songs with relatively close to being understandable pronunciation. It is further noticed that there are many barriers that Indonesian learners face when producing certain English sounds and their supra-segmental features. On the basis on the above views, the aim of this paper is to provide English instructors with a various activities of using songs for high school students. By focusing on the pronunciation, students will understand how to distinguish sounds in minimal pairs, both vowels and consonants (for further details about minimal pair, see: Carr, 2008:135; Crystal, 2008:256). At the same time, they will become more familiar

with connected speech. This will lead to a better understanding of native speakers and the mastery of a native-like accent.

By all means, songs are not only powerful to young people but also affect their feelings and energy levels. Without even thinking about songs, people use songs and other musical sounds to create desired moods to make themselves happy. Songs—often referred to music—are something to enjoy in movement and dance, to energize, to bring back powerful memories, to help people relax and even to focus. Throughout history, people have used sounds for different purposes, and this has certainly enhanced their learning and living in many different ways. Many people consider songs to be a very important part of their lives. However it is not used as often at work and in school (see: Millington, 2011:134-135).

The process of teaching-learning using songs can become a very stimulating experience because songs can provide an appropriate atmosphere for both the teacher and the students. In addition, songs have the power to create an interesting and fun activities that everyone will enjoy. There is no denial that songs have become an integral part of people's

language experience. It can be concluded, therefore, that songs are very useful media in the foreign language classroom. They provide an excellent way to improve language skills as well. The importance of songs for practice in foreign languages has been recognized for over six centuries.

Songs expose learners to a rich content, language, culture, and even a tendency to relax. With songs the students are exposed to a comfortable atmosphere in which these areas can be absorbed. There are numerous advantages of using songs: establishing a positive learning situation, energizing learning activities, increasing the students' attention, improving memory, releasing tensions or stresses, enhancing imagination, developing inspiration and motivation, and adding some elements of fun. Songs tend to have simplified, colloquial language, use natural rhythm, stress, intonation, contractions, slang, expressions, idioms, authentic material, and even communicative repetition. All of these can help students build vocabulary and other language structures in a way where students are stress-free.

Language classes can sometimes become boring, and a good solution to make them more interesting is by listening to good songs. Songs offer a change from the routine procedures in the classroom. They are invaluable tools to develop students' language abilities in: listening, speaking, reading and writing. Songs can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs and so on.

This paper is being discussed descriptively-qualitatively based on the author's own personal and other authors' experiences as a foreign language learner and teacher. This paper is intended to discuss how to select the appropriate songs as the media in teaching pronunciation. How using songs in the English classroom can help students improve their English pronunciation is also discussed. A simple questionnaire is given to secondary school students. It is found that most students have a strong interest in listening and understanding popular English songs.

Theoretical views

Songs and their advantages

In Krashen's view (1982:20-22), comprehensible input and a low affective filter are necessary for the acquisition of language to take place. Krashen further defines that comprehensible input is "that bit of language that is heard and read and that is slightly ahead of a learner's current state of grammatical knowledge". Krashen concludes that if the affective filter is high, input "is prevented from passing through if the filter is low, the input will reach the acquisition device and acquisition will take place". Considering Krashen's Input Hypothesis, in which he states that human acquire language instead of learning it, songs become a great opportunity for students to acquire the new language. EFL teachers should consider changing the traditional learning-based activities, and use the acquisition-based comprehensible input more, considering new developments in second language acquisition theory.

Songs can be very helpful as comprehensible input for students because it enables them to understand the language better and acquire new rules, as well as motivating learners and making them feel more relaxed. By creating a low affective filter and an interest in what is to be learned, songs become a useful tool for teachers when dealing with language. Besides, songs offer a kind of motivation to learn the language of the songs. Motivation is as much a matter of concern for the teacher as it is for the learner. Of course, it depends as much on the attitudes of the teacher as on the attitudes of the students. Since motivation is an essential factor in a foreign language classroom, students need to feel encouraged to learn and use the target language in the real-life situations.

As an EFL teacher, one can make a distinction between extrinsic and intrinsic motivation. The former is caused by any number of outside factors such as personal needs or goals; the methodology used in the second language classroom also influences the degree to which the students feel motivated towards the learning. Differently, intrinsic motivation

comes from within the individual and so a student feels motivated to learn if he or she finds enjoyment in the learning process itself. Therefore, it is the teacher's responsibility to help learners discover this self-motivation, and provide activities in class so that extrinsic motivation will take place. Any person who is learning a foreign language knows how challenging this process is therefore having interesting and enjoyable activities such as listening to popular songs can become a key to success.

It has been a very common view that music can increase the level of reception to learning. The effects of music (including all kinds of songs) on the emotions are commonly known, but the effects of music on the brain and thinking have also been explored. Research has shown that an electroencephalogram—known as EEG—found in music can change the brain waves and make the brain more receptive to learning. Music connects the functions of the right and left hemispheres of the brain so that they can work together and makes learning quicker and easier (see: Kellaris; Cox; Cox, 1993:114-116).

The simultaneous action of the left and right brain can maximize learning and retention of information. The information being studied activates the left brain while the music or songs activate the right brain. In addition, there are other activities that engage both sides of the brain at the same time, such as playing an instrument or singing which causes the brain to be more capable of processing information.

Dr. George Lozanov, a famous Hungarian psychologist, designed a way to teach foreign languages in a fraction of the normal learning time using a system involving certain classical music pieces from the baroque period. His experimentation has shown that foreign languages can be learned with 85-100% efficiency in only thirty days by using these pieces due to the effect that ornamental music has on brain waves (see: Dabul, 2017:1-3).

It is also commonly known that music can also develop Multiple Intelligence of the young people. In 1983, Howard Gardner, a

psychology professor at Harvard University, presented his Multiple Intelligence theory based on many years of research. Gardner has claimed that there is not just one intelligence, but different forms of it (see: Lucas, 2015:2-5). Multiple Intelligence teaching methods recognize eight forms of intelligence: visual-spatial, linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, musical, and most recently naturalist. This has influenced the way that teaching and learning are approached. Teachers are now more aware of the need to offer a variety of activities in the classroom to fulfill students' needs. Development of musical intelligence can be greatly aided by the use of songs throughout the curriculum. In addition to learning about musical elements and how to create music, the musical intelligence involves developing an ability to respond to musical sound and the ability to use music effectively in one's life.

Most interestingly, music and songs is very closely related to the students' Learning Styles. Students take in and process information in different ways. Some students learn by seeing while some others by hearing and doing (see: Lucas, 2015:2-5). Consequently, this also cause the teaching methods to vary. When mismatches exist between the learning styles of many students in a class and the instructor's teaching style, the students can get bored and get discouraged about the course. In this situation, listening to songs takes advantage of the different learning styles students have and by carrying out activities with songs, students can practice the language the way they prefer.

Methodology

Problems of pronunciation and the proposal in this paper

In Indonesia, secondary students who learn English as a foreign language almost always have some difficulties in pronouncing some certain sounds. This is because there are some sounds in English that are absent in Indonesian language. In other words, some sounds in the target language are absent in the learners' language. Indonesian speakers, for example,

find it hard to distinguish between the vowel sounds /i:/ and /ɪ/, and they mostly consider there is no difference between 'seat' and 'sit'. Consequently, Indonesian speakers will also have difficulty in pronouncing 'feet' and 'fit'. This means there are some differences between Indonesian vowels and English vowels.

Almost similarly, pronouncing consonant /dj/ in the final position (as in 'change') is very difficult and needs some time to produce the correct pronunciation. This means that there are also some differences between Indonesian consonants and the English consonants. Moreover, Indonesian native speakers usually monophthongize the diphthong /aɪ/ (as in 'capai') into /e/ (as in 'cape'), while in English this is unacceptable as it can produce different meaning. On the whole, the three groups of phonemes—vowels, consonants, and diphthongs—in the learners' language and in the target language (English) are different. In short, the three phonetic systems represent the biggest challenge for the learners.

On the bases on the above existing problems, it is proposed that by listening to songs Indonesian learners can easily learn more to identify all of those sounds and perceive the differences among them. In addition to vowels, consonants, and diphthongs, they can understand connected speech by analyzing the assimilation, linkages and reductions, and other aspects such as -ed endings and –s endings. That is because song lyrics and the singers—who are native in the target language—provide numerous models and examples. Selection of song lyrics can now be easily found on the internet, so language teachers have the access to an enormous variety of music and songs to bring to class.

Many English teachers use songs for different purposes. Some songs are used as grammar practice, listening comprehension, vocabulary enhancement, and even for giving the students inspiration before writing exercises. These two kinds of activities have very often been practiced by many English teachers in Indonesia. In this paper, however, the point is that music or songs are seldom used to help students improve their pronunciation in

English. In learning English as a foreign language, it is essential to have good pronunciation for clear communication. Secondary students at all grades should work on their pronunciation skills to ensure success in the target language. Very often, however, pronunciation are considered less important than other skills and is therefore given less attention in a teacher's lesson planning. As Miyake has pointed out, pronunciation has been called the Cinderella of ELT (being locked away and out of sight). One of the criticisms of pronunciation teaching is that it is thought to be boring (see: Plaza, 2015:13).

It is suspected that such situation is due to the dominant image of audio-lingual methods where students are often drilled with minimal pairs. Since speaking is such a necessary skill in a second or foreign language, pronunciation is essential to be understood. Pronunciation plays a very important role in language learning because even when grammar and vocabulary are used correctly, if vowel and consonant sounds and aspects such as intonation, linking, rhythm and stress are not produced accurately, the intended message cannot be delivered comprehensibly. This will lead to misunderstanding and failure to communicate, and in turn learner's frustration.

Song lyrics are different from other kinds of texts because they are closely linked with rhythm. This makes them useful for teaching different pronunciation aspects naturally. All the features of connected speech, including reductions can be identified easily and practiced using songs. Furthermore, some long-term investigations about language learning demands in the field of Teaching English as a Foreign Language have shown that pronunciation is one of the highest-ranking aspects of the students' interest in many different countries. Through surveys and teaching experience, it is clear that students frequently mention a desire to understand the speech of native speakers, and to sound like native speakers themselves. All of these are available in songs.

Choosing the right songs

There are some crucial things to note in teaching pronunciation using songs. That is, while it is easy to understand that using songs will offer a lot of advantages for both the teacher and the students, the biggest question is how songs should be chosen. It is suggested that teacher consider the students' detailed identifications. They include the students' level, their age, and the kind of music/songs they like. Besides, it is also essential to evaluate the song itself. Teachers need to find out if the rhythm is comprehensible, the singers' voices are clear enough, the speed of the song, and the complexity of the structures and the vocabulary (for further suggestions, see: Simpson, 2015:1-5).

One thing to consider about the songs is the "authenticity" of the songs as the source. One concern for language teachers teaching from an intercultural perspective is the authenticity of resources for language learning. Authenticity is particularly important when language is viewed as an instantiation of culture and the process of learning as the negotiation of this relationship. Many resources developed especially for language learning have tended to edit out or modify aspects of context that are important to understanding the relationship between language and other aspects (Liddicoat and Scarino, 2013:93-95). Quoting Alptekin (2000), Liddicoat and Scarino further argue that some unknown aspects inherent in the native-speaker view of authenticity may even inhibit the students learning process. As such, Liddicoat and Scarino suggest the teaching-learning situation and the original communicative purpose of the resources being used. Several types of authenticity include:

- The authenticity of purpose: the resource needs to be of intrinsic interest to engage learners. Thus it is necessary to select the songs that represent the "real world" purpose external to the classroom or an intellectual engagement with the resources to promote new insights and knowledge.
- The authenticity of response or task: learners need to respond to the

resource in an authentic way. Thus, what students are asked to do with a resource is at least as important as the learners' identities as learners and users of the language.

- The authenticity of conditions: the conditions for language use need to be reflective of the conditions for use of the resource in the "real world." This real world needs to be understood as the world of the language learners and users.

Similarly, Ebong and Sabbadini viewed that there are no 'standard' songs for teaching pronunciation (2017:1-3). They further state that any song can be an example of different pronunciation aspects. However, as suggested above, teachers should try to choose songs that are clear (use quality recordings where possible), not too fast, memorable, likely to appeal to our learners (possibly songs they already know) and easy to create activities for, depending on the area of pronunciation that they are focusing on (for some choices, see: Zazulak, 2015:1-5).

In any of the intended purpose, songs should be written or printed in "sight words" on the whiteboard or displayed in power point for easier reference. This will be more helpful for both teacher and the students; for the teacher the intended sounds can be put in different colors and for the students this will make them easier to identify the intended sounds. With power point slides containing songs, teacher can manipulate the activities more variably. In this paper, instead of choosing a song by focusing on the vowels, consonants, and diphthongs, this paper will look at some aspects of pronunciation that can be focused on through selected songs. Hence songs to focus on sounds, songs to focus on words, or songs to focus on connected speech.

As Bolton (2011:54) suggests, when it is decided to learn a piece of music or song, one should look it over, and read (play) through it in order to get a general idea of how one wants to go about practicing it. This is similar to when one first listen somewhat more closely to a foreign language one would like to learn, and perhaps have a look at some text in that

language, too. Upon starting with the phases, one should break the song down into smaller parts, phrases, or somewhat larger parts. Then, one can begin “playing” that section quite slowly, doing one’s best to make every note sound as it should be in order to be clearly distinguishable, and also to fit naturally into the phrase (Bolton, 2011:54).

In selecting songs to teach particular consonant, vowel, and diphthongs sounds some criteria must be considered. As languages differ in their range of sounds, students have to learn to ‘physically’ produce certain sounds previously unknown to them. However, incorrectly pronounced sounds strain can change the meaning. Here is the point where songs can help because songs are authentic and easy to access as examples of spoken English. The rhymes in songs provide listeners with repetition of similar sounds. Students often choose to listen to songs a few times and again, indirectly exposing them to these sounds. A teacher can focus learners on particular sounds and can create activities based on songs’ rhymes. He or she can replace some of the rhymes in the song, with a gap. Students listen and fill the gaps, using the song to guide them. More analytically minded students can then categorize the words according to sounds.

In selecting songs to teach particular word combinations of sounds, there are some things to consider. When words are combined with another, one is usually stressed while the other is not. This causes difficulties. Things may get worse as each English word has its own stress pattern, with very complex ‘rules’ to guide learners. In this regard, words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms. The relaxed atmosphere of songs can expose students to this difficulty without realizing it. Songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced. Hence, songs can raise learners’ awareness of the number of syllables or word stress.

Song lyrics that are also in the forms of poems may be very encouraging and are appropriate

for sharing in class. Students will see them as though they are a part of the learning process because they’re the ones helping to shape the lessons. Depending on the students to teach, teachers may wish to collect and read the lyrics first, and then use them for a lesson later in the unit. As Roseboro suggests, if teachers have time, they can ask students to bring in ten-to fifteen-second musical samples of the choruses for their selected song lyrics and play a few of these as examples of poetic repetition (Roseboro, 2010:145).

The most difficult of them all—but can be most interesting—is to improve connected speech using some selected songs. Connected speech is the natural way English native speakers speak. They link words together and emphasize certain words, rather than each word stands alone. Contractions (two words forming one) are an extreme example of the way we connect speech, to the extent that the written form too is affected.

Why is it difficult for the students to mimic or copy the way the native English speak? Indonesia students normally learn words individually and, especially at lower levels, tend to pronounce each word separately. Indonesian High School students frequently misconceive contractions as being ‘incorrect’, only used in ‘slang’. Not all words within a phrase carry the same weight. In this situation, how can English songs help them improve this particular feature of spoken English?

Songs, and especially the chorus, provide real and ‘catchy’ examples of how whole phrases are pronounced often to the extent that students find it difficult to pick out individual words. The music further emphasizes the ‘flow’ of the words. Songs, like other spoken texts, are full of contractions that make students keen to reproduce this. At this point, teachers can select and use songs containing some contracted words to convince the students that ‘contractions’ in English are very natural. Songs containing word combinations such as ‘I am’; ‘I can’t see’; and many others will be very helpful. As suggested by Vasquez; Angela; and Philip (2010:140-141), such contractions will encourage

students to improve their skill in pronouncing short phrases by themselves.

What the students say in the questionnaire

To obtain information about the importance of using songs to improve pronunciation, the following questionnaire-based survey is carried out. All of the 30 (thirty) students of SMA Hang Tuah 2 Surabaya are given the questions and they have to answer by choosing (giving cross [X]) the best choice. The questions for them to answer are as follows:

1. Do you enjoy listening to English songs?
A. absolutely agree B. agree
C. neutral D. disagree
2. Do you consider pronunciation to be the most important language area?
A. absolutely agree B. agree
C. neutral D. disagree
3. Listening to English pop songs helped you learn the pronunciation?
A. absolutely agree B. agree
C. neutral D. disagree
4. Is English words spelling different from the pronunciation?
A. absolutely agree B. agree
C. neutral D. disagree
5. Is learning pronunciation through songs more interesting?
A. absolutely agree B. agree
C. neutral D. disagree
6. Learning pronunciation through English pop songs is interesting because we listen to the native English speakers.
A. absolutely agree B. agree
C. neutral D. disagree
7. Learning pronunciation through songs is the most helpful so far.
A. absolutely agree B. agree
C. neutral D. disagree
8. From now on I will learn English pronunciation by listening to English pop songs.

Out the above 8 (eight) questions, 28 of the 30 students choose A (for question no 1); 25 of the 30 students choose A (for question no 2); 30 of the 30 students choose A (for question no 3); 25 of the 30 students choose A (for

question no 4); 26 of the 30 students choose A (for question no 5); 30 of the 30 students choose A (for question no 6); 26 of the 30 students choose A (for question no 7); 27 of the 30 students choose A (for question no 8). In short, all of the 8 (eight) questions are unanimously answered with 'absolutely agree' by at least 25 students. This means, the students themselves absolutely agree that using songs to improve the students' pronunciation is a suitable technique.

Conclusions

The use of songs in the High School classroom can make learning more fascinating and interesting. At the same time, students acquire the target language (in the form of improved pronunciation) and feel comfortable in a relaxing atmosphere during the teaching learning process. This helps them lower their affective filter, and become more receptive to learning. In addition, songs help learners improve their understanding and production of important pronunciation features. Finally, it is recommended that teachers should choose the songs carefully, taking into account different aspects such as the students' levels, age and preferences, as well as the level of difficulty of the songs and their rhythm. Although the above paper is described based on activities that are carried out only in one time meeting in teaching pronunciation, similar practices could be used with advanced students or with those who take pronunciation courses, and therefore need to know the IPA symbols that are useful for practicing the symbols and improving their pronunciation.

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Teaching academic writing by using problem based learning strategy

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Abstract: This research designs a new way of teaching writing, that is, the use of Problem Based Learning strategy (PBL). By utilizing this strategy, the students should be active to manage their own way to learn. The intention is designing a teaching method or teaching instructional model by using problem based learning strategy. And then the design will be treated to the students of the second semester of English Department of Mulawarman University. For this purpose, the objectives of the research are claimed as the following: 1) To develop English teaching instructional model of Intermediate Writing course which applies Problem Based Learning Strategy. and 2) To find out the effect of Problem Based Learning Strategy toward Students' Writing ability. The design and development research is research design to create English Teaching and Instructional model. Furthermore, experimental research design is utilized to search the effect of PBL toward students' writing ability. Writing test is also administered to the students to see the effect of PBL toward their ability. Dependent t-test formula is used to analyze this effect. The analysis shows the result that PBL strategy gives significant effect toward students' writing ability.

Keywords: Problem Based Learning strategy, Intermediate Writing, PBL Procedures, Design and Development research

Introduction

Academic writing is a discipline which is offered to the students of English Department and English Literature of Mulawarman University. To be able to write appropriately and correctly is a demand since the students finally must produce undergraduate thesis as a requirement for their graduation. Academic writing is different from free writing or writing for diary. In academic writing, the students are directed to have knowledge and apply the knowledge for making good writing results. Commonly, the students learn and practice how to write well by considering the aspects or criteria of good writing. The students learn how to make good sentences, paragraphs, and essays in English. This basic knowledge helps them to produce their undergraduate thesis with acceptable manner on how to write well and appropriately, especially the language used.

There are some aspects to be considered when someone writes. Starting from the smallest unit, that is words. The spelling must be correct and the choice of words must be appropriate. When arranging words into sentences, someone must understand about rules or grammar, style, and sentence construction, whether they build simple

sentence, compound, or complex sentence. The next step is making paragraph. There are some elements of a paragraph that need to be their concern: topic sentence, supporting sentences, concluding sentence, unity, and coherence. The following step is how to make an essay: how to make introduction, body, and conclusion. He also learns various kinds of essay and styles and how to organize them. Respectively, to be able to write well, someone must understand the knowledge of academic writing and then practice or utilize it.

In fact, writing correctly and appropriately is not an easy way. The writing instructors have responsibility to deliver the academic writing knowledge and give feedback to the results of writing. During her experience to be a writing instructor, the researcher finds the fact that the students are not successful to produce good writing. They frequently missed in applying the rules on how to write correct sentences and build good paragraphs. It seems they lack of knowledge on these points although they have learned about them. The researcher's assumption is they fail to apply the basic knowledge of writing because of two reasons: first, they do not understand the basic knowledge of writing well,

and the second, they are not careful when they write.

Since the problem frequently happened, the researcher is intended to find other ways to teach writing. Previously, the researcher provided teaching by lecturing, discussing, and practicing. However, such ways did not give delightful effect to students' writing results. This research tries to design a new way of teaching writing, that is, the use of problem based learning strategy (PBL). By utilizing this strategy, the students should be active to manage their own way to learn. The instructor will be the facilitator for giving problems to be solved and possible learning sources to be used. As Wilkerson and Gijsselaers (1996) stated that one of the characteristics of PBL is the use of student-centered approach and teachers as facilitators that serve as the initial stimulus and framework for learning.

Furthermore, since the students are the center of learning, they feel free to study the topics they are interested in and manage the way how to study including identifying their learning needs, planning classes, leading class discussions, and assessing their own work and their classmates' work (Gallagher, 1997; Reynolds, 1997). In addition, Arambula-Greenfield (1996) claims that in PBL, students become more effective problem-solvers and self-directed learners. However, the instructor becomes a tutor or cognitive coach who models inquiry strategies, guides exploration and help students clarify and pursue their research questions.

Considering the role of students in PBL strategy, the idea to apply it emerged. Hopefully, students' self-directive learning will be more successful than the previous method used in which the lecturer is the focus of learning. The students manage themselves to decide the sources to solve the problems given and work cooperatively. They construct their understanding by combining their prior knowledge and new experience they get. They also get a chance to discuss with their own team and the whole class. The lecturer facilitates this activities and guides for exploration.

Respectively, this research is intended to design a teaching method or teaching instructional model by using problem based learning strategy. And then the design will be treated to the

students of the second semester of English Department of Mulawarman University. The second semester students are having Intermediate Writing subject at the moment. They have passed Intensive Writing for their basic knowledge on how to write English sentences. In intermediate level, they are learning on how to organize sentences into paragraphs, kinds of paragraph and learning more about mechanical aspects of writing: punctuation and capitalization.

In order to focus her concern in this study, the researcher formulates problems of the study as the following:

1. How to develop English teaching instructional model of Intermediate Writing course which applies Problem Based Learning Strategy?
2. How is the effect of Problem Based Learning Strategy toward Students' writing ability?

Theoretical framework

A. The concepts of problem based learning

Problem-Based Learning (PBL) is a total approach to education that challenges students to learn through an active engagement in real life problems. It was first used as a pedagogical approach in the 1960's at McMaster University Medical School (Ontario, Canada), in an attempt to restructure medical school education and enable students to apply their scientific knowledge to clinical problems. Today, PBL is used extensively in elementary, secondary and tertiary education institutions worldwide, and has also been adopted in various fields of professional training, such as nursing, engineering and architecture, among many others (Ioannou, 2000).

The key characteristics of PBL are that it involves team work and communication skills, a problem-solving, critical, analytical and creative capacity, as well as individual research. In addition, Wood (2003) declares:

Group learning thinking facilitates not only the acquisition of knowledge but also several other desirable attributes, such as communication skills, teamwork, problem solving, independent

responsibility for learning, sharing information, and respect for others. PBL can therefore be thought of as a small, group teaching method that combines the acquisition of knowledge with the development of generic skills and attitudes.

Regardless of the discipline, PBL is a method that basically challenges students to think; it triggers their curiosity and their interest and engages them in a process of problem-solving that involves experiential learning, through the utilization of genuine experiences. Students then become “*engaged problem solvers*” (Torp and Sage, 2002). They are able to identify the root of the problem and the conditions that are needed in order to find a good solution to it, thus becoming self-directed learners. Meanwhile, teachers / instructors become problem-solving colleagues or cognitive coaches, who build a learning environment that is receiving open inquiry, and also provide enthusiasm for the students (Torp and Sage, 2002). Throughout the process the tutor acts as a facilitator rather than a teacher. Instead of providing answers the tutor encourages useful lines of questioning and, where necessary, provides some problem solving structure (Kiley, Mullins, Peterson and Rogers, 2000).

It ought to be emphasized that PBL is based upon resolving problems that are encountered in everyday life. As Merrill explains, in the PBL process, guidance is provided by the instructor at the early stages, and later, as learners gain expertise and become more confident, this guidance gradually faded (Merrill, 2002). PBL can be more effective if students are first introduced to simple problems, and then are gradually given more complex problems, where elements are added to make them more realistic (Merrill, 2002, 2007). Sweller described this as the “*guidance-fading effect*” (Sweller, 2006). He proposed cognitive load theory in an attempt to explain how a learner reacts to problem solving at the early stages of learning, and suggested that at these early stages worked examples should be offered; gradually, as learners gained experience and expertise, actual problems should be given to them to solve (Sweller, 1988).

Duch, Groh, Allen (2001) believe that problem-based learning (PBL) provides a forum in which these essential skills will be developed. The

basic principle supporting the concept of PBL is older than formal education itself; namely, learning is initiated by a posed problem, query, or puzzle that the learner wants to solve (Boud & Feletti, 1991). In the problem-based approach, complex, real-world problems are used to motivate students to identify and research the concepts and principles they need to know to work through those problems. Students work in small learning teams, bringing together collective skill at acquiring, communicating, and integrating information.

From the pedagogical perspective, PBL is based on the constructivist theory of learning (Schmidt, 1993; Savery & Duffy, 1995; Hendry & Murphy, 1995). In PBL approaches:

- understanding is derived from interaction with the problem scenario and the learning environment
- engagement with the problem and the problem inquiry process creates cognitive dissonance that stimulates learning
- knowing evolves through collaborative processes of social negotiation and evaluation of the viability of one’s point of view

B. The Procedures of PBL

In line with the world demand, the teaching today should consider appropriate ways to construct students’ knowledge and understanding as well as students’ ability to communicate using international language. One learning strategy which trains the students to have this kind of ability is problem-based learning (henceforth *PBL*). As Duchet al. (2001:3) declare, problem-based learning is one educational strategy that helps students build the reasoning and communication skills necessary for success today. Actually *PBL* derives from a theory which suggests that for effective acquisition of knowledge, learners need to be stimulated to restructure information they already know within a realistic context, to gain new knowledge, and to then elaborate on the new information they have learned (Kilroy, 2003). Therefore, problem-based learning can be implemented to assist the students to increase their understanding or cognitive competence toward content subjects written in English. By applying this strategy, both students’

understanding and communication skills can be constructed.

The general principle of the *PBL* strategy as stated by Bound and Feletti (1997:2) started by presenting a problem (case, research paper, videotape, for example). Students working in permanent groups organize their ideas and previous knowledge related to the problem and attempts to define the broad nature of the problem. Throughout discussion, students pose questions called “learning issues” that delineate aspects of the problem they do not understand. These learning issues are recorded by the group and help generate and focus discussion. Students are continually encouraged to define what they know and—more importantly—what they do not know. Students rank, in order of importance, the learning issues generated in the session. They decide which questions will be followed up by the whole group and which issues can be assigned to individuals, who later teach the rest of the group. Students and instructor also discuss what resources will be needed to research the learning issues and where they could be found. When students reconvene, they explore the previous learning issues, integrating their new knowledge into the context of the problem. Students are also encouraged to summarize their knowledge and connect new concepts to old ones. They continue to define new learning issues as they progress through the problem. Students soon see that learning is an ongoing process and that there will always be (even for the teacher) learning issues to be explored.

In brief, the *PBL* strategy starts the session with the students’ activities by giving problems/questions related to the topics that should be discussed in groups. Students classify the questions that they can answer and they cannot answer at that time. The teacher facilitates the students with content materials to help them answer the questions. Then the students share the tasks that will be done individually or in groups. They discuss all the problems together until the tasks are completed. If they get problems they can ask the teacher to verify their answers. Then the teacher invites each group to report their answers to the other groups. The other groups can give comment, questions, or any other addition toward the report of the presenting group.

Method

This study applied both qualitative and quantitative approach to solve the research problems. Ary, Jacobs, and Razavieh (2002: 425) state that the qualitative inquirer deals with data that are in the form of words, rather than numbers and statistics. Since the focus of the study was on developing English teaching and instructional model of Intermediate Writing Course using Problem-Based Learning Strategy, this research created the activities based on the strategy that could be applied to teach Intermediate Writing by using Problem-Based Learning Strategy.

Moreover, design and development research seeks to create knowledge grounded in data systematically derived from practice. As Rechey & Klein (2007) define design and development research as the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development.

In order to observe the effect of *PBL* to the students’ writing ability, therefore, the experimental study was carried out. According to Ary, Jacobs and Razavieh (2002: 276), an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable. In this case, the researcher used the designs that did not include random assignment known as pre-experimental design. This research only used one group as the experimental group.

The subject of the study was the second semester students of the English Department of Mulawarman University in academic year 2017/1018 which consisted of 30 students. According to Gay & Diehl (1992), generally the number of respondents acceptable for a study depends upon the type of research involved. For experimental research 30 subjects per group is often cited as the minimum. In fact, among the 30 students, only 26 students were involved in both pre-test and post-test. So, there were 26 students as the sample of this research.

In analyzing the data, the researcher follows Miles and Huberman theory in analyzing qualitative data. Miles and Huberman (1994:10)

proposed a flow model. The basic principles of the model are that analysis is conducted from the data collection, reduction, data display, and conclusion drawing/verification. Actually, the data collected were in the forms of students' tasks and performances applied. The researcher who was the instrument of the study analyzed and classified the data on the activities that could be applied to teach intermediate writing by using Problem-Based Learning.

In order to find the effect of PBL toward students' writing ability, this research measured the results of pre-test and post-test which were conducted before and after the treatment by using dependent t-test. The following is the formula of dependent t-test or paired t-test:

$$t = \frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{(N-1)(N)}}$$

$\sum D$: Sum of the differences between two paired samples

$\sum D^2$: Sum of the squared differences between two paired samples

$(\sum D)^2$: Sum of the differences, squared.

N: The sample size

However, to find out the result of t-test, this research used SPSS 17 to calculate the difference between two paired samples, students' writing scores before and after the treatment using PBL strategy.

Findings and Discussion

The following table shows the teaching-learning materials and students' activities based on PBL.

N	Materials	Students' and Lecturer's activities
1.	Five qualities of Good Writing and Questions/Problems: 1. What are the criteria of good writing? 2. What is topic sentence?	1. Students are given some questions about the criteria of good writing and topic. 2. Students write and understand

3. How to make an interesting topic?	the questions.
4. What is the controlling idea of a topic sentence?	3. Students are asked to work in groups and are given instruction on how to work in group.
5. Where is the position of a topic sentence in a paragraph?	4. Students arrange their groups and distribute the questions to the members of the group.
6. What is the purpose of putting the topic sentence at the beginning of the paragraph?	5. Students classify the questions they can and cannot answer.
	6. The lecturer facilitates the students with sources to find the solution of the problems.
	7. Students find the sources to solve or answer the problems or questions.
	8. Students are invited to communicate the results to class or make a report/presentation.
	9. Students communicate the answer to other groups or make presentation/report.
2. Supporting sentences	1. Students are given some questions about

<p>concluding sentence. Questions/problems :</p> <ol style="list-style-type: none"> 1. What is the purpose of supporting sentences? 2. How to develop the supporting sentences? 3. What kinds of supporting sentences do you know? 4. What is the purpose of concluding sentence? 5. How to make concluding sentence? 	<p>the criteria of good writing and topic.</p> <ol style="list-style-type: none"> 2. Students write and understand the questions. 3. Students are asked to work in groups and are given instruction on how to work in group. 4. Students arrange their groups and distribute the questions to the members of the group. 5. Students classify the questions they can and cannot answer. 6. The lecturer facilitates the students with sources to find the solution of the problems. 7. Students find the sources to solve or answer the problems or questions. 8. Students are invited to communicate the results to class or make a report/presentation. 	<p>ion.</p> <ol style="list-style-type: none"> 9. Students communicate the answer to other groups or make presentation/ report. <hr/> <p>3. Unity and Coherence. Questions/problems :</p> <ol style="list-style-type: none"> 1. What is Unity? 2. How to make a unity paragraph? 3. What is coherence? 4. How to make coherence paragraph? <hr/> <p>4. How to entitle. Questions/problems :</p> <ol style="list-style-type: none"> 1. Do you know the techniques of how to entitle? What are they?
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<p>2. Can you give the examples of titles following the techniques of titling?</p> <p>3. Why do the writers need to know the techniques of titling?</p> <p>4. How are the styles of titling?</p>	<p>3. Students are asked to work in groups and are given instruction on how to work in group.</p> <p>4. Students arrange their groups and distribute the questions to the members of the group.</p> <p>5. Students classify the questions they can and cannot answer.</p> <p>6. The lecturer facilitates the students with sources to find the solution of the problems.</p> <p>7. Students find the sources to solve or answer the problems or questions.</p> <p>8. Students are invited to communicate the results to class or make a report/presentation.</p> <p>9. Students communicate the answer to other groups or make presentation/ report.</p>	<p>can and cannot answer.</p> <p>6. The lecturer facilitates the students with sources to find the solution of the problems.</p> <p>7. Students find the sources to solve or answer the problems or questions.</p> <p>8. Students are invited to communicate the results to class or make a report/presentation.</p> <p>9. Students communicate the answer to other groups or make presentation/ report.</p>
<p>5. Descriptive paragraph. Questions/problems :</p> <p>1. What is descriptive paragraph?</p> <p>2. How to arrange the description?</p> <p>3. Do you know kinds of descriptive paragraph?</p> <p>4. How to describe things, humans and places?</p> <p>5. What kinds of expression do we need to describe things, humans, and places?</p>	<p>1. Students are given some questions about the criteria of good writing and topic.</p> <p>2. Students write and understand the questions.</p> <p>3. Students are asked to work in groups and are given instruction on how to work in group.</p> <p>4. Students arrange their groups and distribute the questions to the members of the group.</p> <p>5. Students classify the questions they</p>	<p>6. Narrative Paragraph Questions/problems :</p> <p>1. What is narrative paragraph?</p> <p>2. How to arrange the narration?</p> <p>3. What kinds of expression do we need to make narrative paragraph?</p> <p>1. Students are given some questions about the criteria of good writing and topic.</p> <p>2. Students write and understand the questions.</p> <p>3. Students are asked to work in groups and are given instruction on how to work in group.</p> <p>4. Students arrange their groups and distribute the questions to the members of the group.</p> <p>5. Students classify the questions they can and cannot answer.</p> <p>6. The lecturer facilitates the students with sources to find the solution of the problems.</p> <p>7. Students find the sources to solve or answer the problems or questions.</p> <p>8. Students are invited to</p>

	communicate the results to class or make a report/presentation.
	9. Students communicate the answer to other groups or make presentation/ report.
7. Expository Paragraph Questions/problems :	1. Students are given some questions about the criteria of good writing and topic.
1. What is expository paragraph?	2. Students write and understand the questions.
2. What should be included in exposition?	3. Students are asked to work in groups and are given instruction on how to work in group.
3. What kinds of expression do we need to make expository paragraph?	4. Students arrange their groups and distribute the questions to the members of the group.
	5. Students classify the questions they can and cannot answer.
	6. The lecturer facilitates the students with sources to find the solution of the problems.
	7. Students find the sources to solve or answer the problems or questions.
	8. Students are invited to communicate the results to class or make a report/presentation.
	9. Students communicate the answer to other groups or make presentation/ report.

Based on the presented data which is shown by the table mention previously, there are seven topics which are delivered by using PBL, that is, Five Qualities of Good Writing and Topic Sentence, Supporting Sentences and Concluding Sentence, Unity and Coherence, How to Entitle, Descriptive Paragraph, Narrative Paragraph, Expository Paragraph. All the topics were taught by using PBL and started from giving questions which were related to the topics. The students were grouped into several groups which consisted of five students in each group. Since there were 30 students all together, six groups were formed. Each group discussed about the questions and tried to find the answers by distributing the questions to be answered among the members of the group. After thinking and searching about the answers, they made a list of which questions could be answered at that time and which questions that could not be answered. The lecturer monitored the activities and then facilitated some sources of information to help them solve the questions they did not know. After that, each group was invited to present or discuss the finding with the whole class.

In order to see the effect of PBL strategy toward students' writing ability, the students' writing results before and after the treatment using PBL strategy were compared by using dependent t-test to find out whether there was a difference before and after getting treatment. In this case, the researcher used SPSS 17 to calculate the result of the t-test. Based on the statistical analysis using SPSS calculation, it was found that sig (2-tailed) was 0.000 (p score). To see whether Ho (null hypothesis) was rejected or accepted, the p score (0.000) was consulted to hypothesis testing. Since $p (0.000) \leq 0.05$, Ho was rejected. It could be concluded that there was significant difference of students' writing ability before and after the treatment using PBL strategy. It means that PBL strategy gave significant effect toward students' writing ability.

Since *PBL* showed different results to the students' scores which increased their writing ability, it built students' ability to answer and give solution to the problems related to the topics. It also increased students' ability to restructure information they had already known from various sources and combined their prior knowledge and the new information to answer

the questions. They constructed their understanding on the problems given. Communication skills were also applied when the students shared their findings with the whole class. All the activities in PBL strategy gave an effect on the development of students' competence in learning language skill, especially writing. To be able to produce writing results well, the students learned about the theories of academic writing. And then they produced or practiced to write based on the knowledge they experienced.

Conclusion

The conclusion is created based on the answers of the two research questions which are stated as the findings of the research. The following shows the answer of the analysis of those research questions:

1. The teaching model instruction of Intermediate Writing has been developed by using Problem-Based Learning strategy which shows the topics of the materials and the problems or questions. Actually, there are seven topics all together. Then, the activities of students and lecturer are presented which reflect the procedures on how to conduct teaching and learning by using PBL strategy.

2. The analysis by using dependent t-test shows the result that PBL strategy gives significant effect toward students' writing ability. It can be concluded that there is significant difference of students' writing ability before and after the treatment using PBL strategy.

Biography

Satyawati Surya got S-1 Program at English Department, FKIP, Unmul in 1994. She got Master Degree at the English Education of the State University of Malang in 2012. Now She is teaching at the English Department and English Literature of Mulawarman University.

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*Part VI: Teaching Techniques, ELT Material Development, and
Assessment*

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Assessment*

Extensive and intensive reading in the EAP class

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Abstract: Reading classes in EAP programs usually give more emphasis on intensive reading since teachers can give more explicit and guided instructions on reading skills and vocabulary. Extensive reading, on the other hand, often serves as additional activities. Some teachers may consider extensive reading impractical due to the limitation of time and curriculum in language learning at the university level (Macalister, 2007). With long hours of study time and other activities in the English for Academic Purpose (EAP) program, extensive reading assignments could be seen as a burden for the students. However, Wang & Wang (2013) point out that for the last three decades the role of extensive reading becomes more significant in language learning. This study aims to examine the students' attitudes towards the implementation of extensive reading in comparison to the intensive reading in class and how the students benefit from each practice. This study will survey twenty international students by employing questionnaires as well as interviews to gain their responses. The result is expected to shed light on how the extensive reading should be implemented together with intensive reading in the program.

Keywords: Extensive reading (ER), intensive reading (IR), attitudes, benefits

Introduction

Mastering reading skills is important for students in their process of learning in higher education. It becomes more challenging when the reading texts are not written in the students' native language. Therefore, the students who enter universities need to have the required reading skills in the target language, in this case English, in order to be successful in their study. Not only do they need to read, but they also need to speak, listen, and write in English. For that purpose they take an intensive EAP program for three semesters before they start their undergraduate program conducted in English. In this program they learn Reading, Writing, Speaking & Listening, and Grammar classes for academic purpose for thirteen weeks per semester. They have a 75 minute session for each class five days per week.

Wang & Wang (2013) point out in their study that ER becomes more significant in language learning. In general, scholars also indicate that the combination of IR and ER is beneficial to improve reading proficiency. Thus, the

implementation of ER in a Reading course should not be ignored. However, this means that the students will have more reading activities, especially outside class. Some students may support this but some may feel that this is burdensome since they also have a lot of assignments and homework from other classes after class time. Consequently some students are reluctant to do it. For this reason this study tries to find out the students' perception on the implementation of ER as an obligatory assignment aside from their IR in class.

Research Questions

1. What are the students' attitudes toward the extensive and intensive reading?
2. How do the students benefit from the extensive and intensive reading?
3. How should the extensive reading be implemented together with the intensive reading?

Literature review

There are two main approaches used in teaching and learning Reading: IR and ER. Even though the distinction between the two approaches seem to be dichotomous, it is still considered useful (Bamford, 1997). Each approach will be discussed further in terms of their characteristics, strength and weakness.

Intensive reading (IR)

The most common practice in a Reading classroom is reading and discussing a particular passage in detail. The students are to identify the main idea of the text, find the details about the text, understand the text structure and scrutinize the meaning of the words in context as well as guess the unknown vocabulary, to find the referents, etc. This is line with what Bamford (1997); Nation (2009) and Renandya & Jacobs (2002) define intensive reading as reading carefully. Teachers mostly focus on all the skills and strategies required to understand a text. They will give a close guidance in discussing the text to ensure the students accurately comprehend the text. This approach directly helps learners to develop their reading skills and comprehension. Therefore, EAP programs mostly adopt IR as the main approach in the program so that the learners are ready to deal with all academic texts for university study.

Even though it is important and necessary, intensive reading approach has its own shortcomings. According to Nation (2009) there are at least five reasons that may become the downsides of this approach. First, the texts used in intensive reading are usually not authentic since they are made for specific reading skills. Second, the focus of this type of reading is form and comprehension. Third, in terms of length the texts are short but often difficult. Fourth, students cannot read fast because they have to pay attention to accurate comprehension. Fifth, since comprehension is important in this type of reading, students will be evaluated as good readers or bad readers.

Extensive reading (ER)

If IR positioned at one end, then ER can be put on the other end. If IR is most often considered as careful reading of limited texts,

then ER is more of fast reading of a lot of texts (Renandya, 2007). Slightly adapting from Day and Bamford (2002) Nation & Waring (2013) come up with the following principles according to the order of importance. First of all the level of the reading texts is easy. Second, the focus is the quantity that is to read as much as possible. Third, the reading activity is done individually and often silently. Fourth, the readers get the reward from the reading itself. Fifth, it focuses on meaning as well as fluency. Sixth, learners should read fast. Seventh, there must be a wide range of topics available. Eighth, learners are free to choose what to read. Ninth, learners read for pleasure, information and general understanding. Tenth, teachers orient and guide the learners. The last one, teachers become the role model for their students.

Bamford (1997); Waring & MacLean (2015) identify four components which are most often found in ER:

- Fluent comprehension
- High reading speed
- Reading large amounts of text
- Focus on meaning of text

Bamford and Day (1997) state that ER also helps learners to develop “a taste for foreign language reading” because they are exposed to a large number of foreign language texts. In their recent research, Chang and Renandya (2017) found out that the Asian teachers perceive positively the implementation of ER in order to improve their students’ language competence as a whole.

Besides its benefit, Nation (2009) also identifies some disadvantages in ER; among them are:

- Learners do not feel that they learn the language; there is no explicit learning.
- Since the reading material is easy, they may think it is not challenging enough and may be boring.
- They do not see the short term result such as reading skills that can be measured by scores.

Table 8 Must the extensive reading be made mandatory?

Table 8 shows a dividing opinion; almost half preferred ER to be mandatory and the other half were not sure. The interview, however, revealed that those who were not sure were concerned about managing their time with the assignment and homework and other activities after class. Whereas the other half said it should be made mandatory, or else all students would not do it. Only a few of them gave a definite No; according to them ER was quite burdensome so they did not want to do it.

Table 9 If it is not mandatory, will you still do it?

Table 9 indicates a similar result to the previous table. It can be concluded that the students would only do ER if it is mandatory. This confirmed their response in the interview that additional reading after class was quite burdening for them even though they knew that ER was good for them. Only those few motivated students would be willing to do it because they wanted to.

Yes	No	Not sure	Total
15%	5%	80%	100%

Table 10 Which one is more effective to improve your reading skills?

IR	ER	Both	Total
55%	10%	35%	100%

Table 10 shows only half stated that IR helped them more in improving their reading skills and one third said both were helpful. However, in the interview some of the subjects changed their answer and it could be concluded that most of them agreed that IR played a bigger role in improving their reading skills. The main reason is that IR helped them learn reading skills since the instruction is more explicit and all the exercises after reading texts help them sharpen their reading

skills. As for ER they had to do the reading by themselves without explicit guidance.

Yes	No	Not sure	Total
40%	20%	40%	100%

However in ER they can read the texts for enjoyment and general knowledge.

Conclusion

Based on the result of the study it can be concluded that the students have positive attitudes toward both ER and IR. Even though ER is additional to their IR in class, most of them enjoyed ER. Most of them admitted that ER helped them improve their reading skill, especially understanding the main ideas since they have to summarize their reading. ER also helped them to read faster, focus more on meaning and learn more vocabulary in their actual use. However, they did not want ER to burden them since they were already overwhelmed with all the assignment, homework, as well as other activities after class. As ER is considered to be beneficial for the students to enhance their reading skills as well as to establish a good reading habit, ER should be implemented to complement IR as long as the frequency and amount of time assigned for ER do not burden the students too much so that they can still benefit from it and enjoy it at the same time.

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A comparison between the use of mistake buster technique and online grammar instruction in teaching grammar

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Abstract: This research aimed at finding out the technique which was more effective in improving students' grammar achievement, mistake buster technique or online grammar instruction. The research employed a quasi-experimental research method. The sample consisted of 30 students. The technique of taking sampling was cluster random sampling. The research data were collected by using a grammar test to see the students' grammar mastery and the data were analyzed by using inferential statistics through SPSS 17.0. The research result indicated that the use of online grammar instruction was more effective than mistake buster technique in improving grammar mastery of the third semester students of State Islamic Institute of Palopo in academic year 2017/2018. It was proven by the students' posttest mean score for online grammar instruction group is higher than the students' posttest mean score for mistake buster technique group ($69.96 > 51.30$). The difference of those mean score was statistically significant; it was based on t-test value, the probability value is lower than significant level ($0.00 < 0.05$). Based on the researchers' observation, the students in online grammar instruction group have been more active and fun rather than the students in mistake buster technique group.

Keywords: Mistake Buster Technique, Online Grammar Instruction, Teaching Grammar

Introduction

Mastering grammar is an important part in language learning. If we do not have good knowledge of grammar, we will surely make a lot of mistakes in speaking or in writing and we cannot communicate well. In language learning, native speakers and non-native speakers are different. When the native speakers study grammar, they usually become involved not in basic framework that they know, but in problems of variant usage like dialect differences of styles and artistic effects. In contrast with this, a non-native speaker who is learning a foreign language does not know how it's structured. He needs to acquire this basic framework in order to master the production and the comprehension of the typical sentences of the language. Yet, he and those people who teach him often forget this fact and proceed with teaching and learning the foreign language as if it were the native language; he takes up matters of variant usage,

looks sight of the central structure, and ignores its importance and difficulties.

As non-native speakers, Indonesian students have difficulties in learning English grammar. Specifically, based on the researchers' interview with the lecturer of State Islamic Institute of Palopo, the students' grammar mastery is generally still low. One of the indicators is many wrong answers when students are given grammar tests. This problem comes to surface because of some cases. Among of them is students that do not have background knowledge about the lesson given. Lecturers just explain grammar to students directly followed by answering the questions without having discussion first and providing visual aid to students. In addition, students do not know when such grammar should be used and how their application is in daily life. Therefore, to make the English teaching in Indonesia successful, it is necessary to create new penetration and

strategies in order to support and improve the quality of the education. Besides, English lecturers should create enjoyable, relaxed, and comfortable atmosphere in the classroom. However, these are essential problems that must be concerned by the English lecturers, which will influence the way they approach grammar in the classroom i.e. many students may find difficulties on grammatical concepts and most of the English lecturers have not used specific techniques in teaching grammar.

Nowadays, there are many ways to view the grammar of the language and many ways to teach it. One of the techniques that is considered affecting English language teaching is computer technology. We know that technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate, work, trade, entertain and learn and it is non-native users of English, frequently from Asian countries, who are arguably, at the heart of this. It is fair to assert that the growth of the computer technology has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domain of the dedicated few, but rather widely available to many.

Today, many lecturers have integrated a variety of technologies in the teaching of grammar in foreign and second language learning environments, such as websites and CD-ROM virtual environments (Bowen, 1999), a Cyber Tutor that allows students to annotate sentences while providing instant feedback and help facilitate the Learning English Electronically (LEE) computer software, which consists of 43 lessons emphasizing grammar concepts and accurate sentence structure, and covering topics such as employment, food, health, school, and transportation (Schnackenberg, 1997). In addition, explicit, implicit, and exploratory grammar teaching approaches that use word

processing packages, electronic dictionaries and grammars, the World Wide Web, concordances, electronic mail, computer games/simulations, and authoring aids.

Another technique that can be applied in teaching grammar is the mistake buster technique. The mistake buster technique is a simple technique which simply help students learn better by creating good opportunities for them to reflect on what they have learned and now take a look at it from a different angle. One way that they have

tried and found effective is to prepare an activity where the students take over the role of correcting mistakes (which is normally done by the teacher), while the teacher deliberately becomes the “mistake maker” (Huynh, 2003, p. 1).

Based on the statement above, the researchers wanted to find out the technique which is more effective in improving students’ grammar mastery, mistake buster technique or online grammar instruction.

Research method

This research used a quasi-experimental method which compared two groups which were treated by using mistake buster technique for BIG A and online grammar instruction for BIG D. The population of this research was the third semester students of English Education department of State Islamic Institute of Palopo in academic year 2017/2018. The sample of this research was thirty–students. The technique of taking sample was cluster random sampling. Both groups were given pretest and posttest. The test was intended to measure the students’ mastery on grammar. The forms of the test were multiple choices with four-alternative and fill in the blank. The total numbers of the questions were 30 items. The data were analyzed by using inferential statistics through SPSS 17.0

Table 1 Frequency and Percentage of Students' Pretest of Mistake Buster Technique and Online Grammar Instruction Groups

Classification	Range of Score	Mistake buster technique		Online Grammar Instruction	
		F	%	F	%
Excellent	80 – 100	0	0	0	0
Good	66 – 79	0	0	1	6.7
Fairly Good	56 – 65	1	6.7	1	6.7
Fair	46 – 55	5	33.3	6	40.0
Poor	0 – 45	9	60.0	7	46.7
Total		15		15	100

1. Scoring classification of students' pretest result of mistake buster technique and online grammar instruction groups

Findings and discussion

Based on Table 1 below, in mistake buster technique group, the students were in poor classification. The data showed that 1 or 6.7% out of 15 students got fairly classification, 5 students or 33.3% were in fair classification, 9 students or 60% were in poor classification, and there were no students that belong to the categories of good and excellent classification.

In online grammar instruction group, most of the students were in poor classification. 7 students or 46.7% out of 15 students were in poor classification, 6 students or 40% were in fair classification, 1 student or 6.7% was in fairly good classification, only 1 student or 6.7% was in good classification and none of them were in excellent classification

2. Scoring Classification of Students' Posttest Results of Mistake Buster Technique and Online Grammar Instruction

Table 2 Frequency and Percentage of Students' Pretest of Mistake Buster Technique and Online Grammar Instruction Group

Classification	Range of Score	Mistake buster technique		Online Grammar Instruction	
		F	%	F	%
Excellent	80 – 100	0	0	3	20.0
Good	66 – 79	1	6.7	7	46.6
Fairly Good	56 – 65	6	40.0	3	20.0
Good	46 – 55	4	26.7	2	13.3
Fair	0 – 45	4	26.7	0	0
Poor					
Total		15	100	15	100

Table 2 indicates that out of 15 students, none of them were in excellent classification. 1 student or 6% was in good classification, 6 students or 40%

were in fairly good classification, 4 students or 26.7% were in fair classification, and 4 students or 26.7% were in poor classification.

In online grammar instruction, 3 students or 20% were in excellent classification, and most of them were still in good classification (7 students or 46.6%). 3 students or 20% were in fairly good classification, 2 others or 13.3% were in fair classification, and none of them were in poor classification.

3. *The mean score of students' pre-test of mistake buster technique and online grammar instruction groups*

The mean score of students' pretest of mistake buster technique group was 38.64 and online grammar instruction was 46.62. It is concluded that the pretest mean score of mistake buster technique and online grammar instruction groups was slightly different from the score before giving treatment.

4. *The mean score of students' post-test of mistake buster technique and online grammar instruction group*

The mean score of mistake buster technique group was 51.30 whereas the online grammar instruction group was 69.96. The mean score of online grammar instruction group was higher than mistake buster technique group ($69.96 > 51.30$) and the standard deviation for mistake buster technique group is 12.51 and online grammar instruction was 11.68.

It shows that after giving the treatment, the result of online grammar instruction group on the mean score was higher than the mistake buster technique group.

5. *The gain score of the students' grammar mastery of mistake buster technique and online grammar instruction groups*

The increase of pretest and posttest mean score in mistake buster technique was 7.98 while the increase of pretest and posttest mean score in online grammar instruction group was 18.66. Therefore, the mean score of both groups showed positive difference.

6. *T-test calculation of t-test from pre-test and post-test for both groups*

Probability value of pretest and posttest in mistake buster technique group was higher than α ($0.10 > 0.05$). It is concluded that there was no improvement on the students' mastery between pretest and posttest in mistake buster technique group after the treatment.

Since the probability value of pretest and posttest in online grammar instruction group was smaller than α ($0.00 < 0.05$), it can be concluded that there was an improvement on the students' mastery between pretest and posttest in online grammar instruction group after the treatment.

7. *T-test of significance for both groups*

Based on the statistics test of pretest in probability value (significant 2-tailed), probability value is higher than alpha ($0.56 > 0.05$). It means that there is no statistically significant difference between the average scores of the students' mistake buster technique and online grammar instruction groups in the pretest.

In the posttest, the probability value is lower than alpha ($0.00 < 0.05$), it means that H_1 is accepted and H_0 is rejected. It can be concluded that after giving the treatment to both groups, using mistake buster technique group and online grammar instruction group, the students' grammar mastery in both groups are statistically different.

Based on our observation, the students in mistake buster technique group felt bored and were not enthusiastic whereas the students in online grammar instruction group were active and fun. This finding is consistent with findings of prior studies using other forms of technology in grammar instruction such as Al. Jarf (2010) who states that significant differences are found between the experimental and control groups in grammar mastery as measured by the post-test, suggesting that mastery in the experimental group improved as a result of blending online and in-class instruction. This means that the use of online instruction as a supplement to in-class instruction proved to be a powerful tool for improving students' mastery in grammar. Findings of the study also indicated that active participants made higher gains than passive

participants who in turn made higher gains than unregistered students (control group).

Honey (2005) states that students' can learn from computers—where technology was used essentially as tutors and serves to increase students basic skills and knowledge; and can learn with computers—where technology is used as a tool that can be applied to a variety of goals in the learning process and can serve as a resource to help develop higher order thinking, creativity and research skill.

This finding also is in contrast to Fusha (2015) and Hasanah (2017) who stated that there is an increase of students' knowledge who were taught simple past tense by using mistake buster technique explicitly and their grammar mastery is better than before. Kjosmen (2015) explains that mistake buster technique can make the students feel comfortable and fun in teaching-learning process. Most of the researchers used mistake buster technique to teach grammar.

This research has such limitation: lack of internet access, therefore, the researchers used hotspot portable from smartphones and this research only focused on teaching simple past tense and conjunction.

Conclusion

The researchers concluded that there was significant improvement on the use of mistake buster technique and online grammar instruction. In contrast to mistake buster technique, online grammar instruction is more effective in improving students' grammar mastery of the third grade students of English Education department in academic year 2017/2018. The researchers suggested that the government and stakeholders should provide the schools with educational resources (language laboratory, adequate libraries, internet access).

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Turn-taking analysis in EFL research seminar interaction at graduate program of the state university of Makassar

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Abstract: The aim of this study is to probe the turn-taking strategy of interaction in EFL student's research seminar. To collect data, the writer employed discourse analysis approach by using video recorder to analyze and interpret the spoken discourse. Findings show that there are some kinds of turn-taking strategy occurred in student's research seminar interaction i.e. taking the turn is useful means of starting to speak by using filler, receiving or agreeing and confirming question and statement from previous speaker; holding the turn is useful means of avoiding silent as speaking control through verbal filler and word repetition; yielding the turn is useful means of prompting, appealing and giving up. Prompting is used when the speaker insists the listeners to respond the turn either they are inviting, requesting, ensuring or suggesting.

Keywords: Turn-taking, research seminar, EFL student

Introduction

In academic setting, research seminar is a formal conversation conducted by students to present their research in the presence of supervisor, examiner, and audiences to fulfill their study. Since this is a formal work, the conversation rule is very required for the research presentation to run smoothly. However, it is usually necessary and sensitive to take the turn of the demands in particular conversation. Any kind of interaction has to somehow manage the coordination of turn-taking. Turn-taking strategies happened for the first time when someone in a particular has an initiative to speak and then the other participants give respond toward the current speaker's utterance. Since it is difficult to speak and listen at the same time, interlocutors take turns speaking and this turn-taking has to be coordinated (Sacks, Schegloff, & Jefferson, 1974). In this case, it shows that one of the important things in human interaction especially in research seminar is turn-taking. This study deals with EFL students' research presentation. In this work, there is an interaction between presenter, audiences, and committee of the seminar such as supervisors and examiners. Thus, the aim of this study is to probe the spoken discourse in terms of turn-taking in research presentation.

Related Literature

Study on issue about turn-taking in conversation was conducted by Ismaliyah (2015) in her research untitled "Conversational Analysis of Turn Taking Mechanism in Piers Morgan Tonight Talk Show" disclose that every conversation always occurs the turn and the taking to make conversation flows well and there are three kinds of turn-taking mechanism i.e. taking the floor, holding the floor, and yielding the floor. Distinctively, this paper is about turn-taking in research presentation that collected the data through direct records and observation in the students' research seminar while she used existing record or bibliography technique because using written sources to get data.

Turn-taking is the change of an interlocutor from listener to speaker in a natural spoken dialog (Wesselmeier & Müller, 2015). Turn-taking strategies are the way to manage the roles in conversation whether becoming a speaker or a listener. There are rules and practices structuring turn-taking in interactions such as who can speak, when they can speak, how long they can speak, and what can they speak (Gorjian & Habibi, 2015). Based on theory of Stenstrom (1994), there are three turn-taking strategies in conversation, they are as follows:

Taking the turn

Taking the turn can be complicated because the speaker who responds the current speaker may not have the preparation well. This situation may

appear during the conversation. Therefore, taking turn is divided into three strategies i.e. starting up, taking over, and interrupting. Starting to talk can be a difficult thing. Sometimes, a speaker makes a hesitant start because has not a good preparation at the beginning of the conversation. After the first speaker started a conversation, it is followed by some responses from the listeners. If the listener responds to the speaker, it is called as a taking over in the conversation. During the conversation, the speaker does not always finish his/her talk. Sometimes, the listener interrupts at the beginning or middle of the current speaker's talk.

Holding the turn

Holding the turn means to carry on talking. It happens when the speaker cannot control or hold the turns all the time because it is quite difficult to plan what to say at the same time. S/he has to stop talking and start preplanning halfway through the turn. Silence should be avoided, unless it is strategically placed, because the listener mistakes it for a takeover signal. In other words, the speaker has to play for time. There are some ways for holding the turn to avoid a breakdown or take over, those are: *filled pauses and verbal fillers* to indicate that the speaker is trying to think what he/she is going to say and it is only used in the short time, *silent pauses* to keep the listener wait until the current speaker finish his/her talking, *lexical repetition* to repeat the words because the speaker wants to go on speaking, and *new start* in a conversation to start all over again.

Yielding the turn

The last strategy is yielding the turn strategy. Sometimes, the speaker has to give away the turn rather reluctantly, but usually the speaker yield the turn without much objecting. It occurs sequentially. It is the relationship between utterances that follow another one (Richards & Schmidt, 2002). It involves prompting, appealing, and giving up. Prompting might be urged in order to invite, greet, offer, question, request, object, and apologize.

Research Method

This study employed qualitative descriptive method based on discourse analysis approach. This study is a kind of spoken discourse analysis which analyzes three spoken language strategies of turn-taking i.e. taking the turn, holding the turn, and yielding the turn. The object of this

study is an English education student of graduate program who conducted a research seminar on 27th April 2017 in AC building at the Graduate Program of State University of Makassar. In collecting data, the writer used video recorder to record interactions among presenter, supervisor, examiner, and audience in the student's research seminar then analyze the spoken discourse. The analysis of this study is based on the framework of discourse analysis which relies on data recording, transcription, selection, and interpretation.

Findings

After investigating the data from the recording, some turn-taking strategies used by the students, supervisor, examiner, and audiences in research presentation are as follows:

1. Taking the turn

Starting up

Excerpt 1: Asking question

A1 : *Em.. how do you define bilingual interaction in your research?*

(How do you define bilingual interaction in your research?)

B : *Okay.*

Excerpt 1 above describes questioning section by first audience (A1) followed by supervisor (B) by saying *okay* as a respond. The audience start to take the turn by saying "*Em..*". It means the audience starting to ask hesitantly in the beginning, so that utterance occurred in his speech. This utterance can be categorized as starting up of filled pause.

Taking over

Excerpt 2: Receiving suggestion

Q : *Ganti saja tahunnya nak, tahun 1994 dih?*

B : *O, iya Pak.*

(Oh, yes Sir)

Excerpt 2 above describes giving suggestion section by examiner (Q) to presenter (P). Presenter was responding by saying "*O iya*

Pak". It means presenter receives or agrees about the examiner's suggestion. That utterance can be categorized as taking over of uptake. Another taking over occur in the following excerpt:

Excerpt 3: Giving feedback

P : E.. this research is important for the teacher and for E the students also because

A3 : So, it is your propose [purpose]?

(So, is it your purpose?)

Excerpt 3 above describes giving feedback by the third audience (A3) to presenter (P). The audience was asking a question again by saying "*So*" in the beginning. It means the audience gives feedback to the presenter to confirm the answer. This utterance can be categorized as taking over of link.

2. Holding the turn

Excerpt 4: Asking question

B : Okay, no more questions? Ya' [point out another audience] all right.

A3 : Thank you very much, my name is Syahrullah, EI just wanna ask E simple question, E.. it is about E why do you think your..your research is important?

(Thank you very much, my name is Syahrullah. I just want to ask a simple question, it is about why do you think your research is important?)

Excerpt 4 above describes asking question by the third audience (A3) for the presenter after supervisor (B) give a chance to ask. The audience was asked not fluently or there are some pauses such as *E..andyour..* . These utterances can be categorized as holding the turn in terms of filled and silent pauses because there are pauses when the audience wants to say something. Besides, the utterance *your.. your* is also another style when holding the turn. This is a kind of lexical repetition because it is repeated twice before one continues to speak.

3. Yielding the turn

Prompting

Excerpt 5: Inviting audience

B : It's time for the audiences to get comments, questions. Yes, mulai! [point out an audience who student raising her hand and sit beside red one].

(It's time for the audiences to get comments, questions. Yes, start! [point out an audience who student raising a hand and sit beside red one])

A1 : Em.. how do you define bilingual interaction in your research?

Excerpt 5 above describes giving chance to the first audience (A1) to ask question. The supervisor (B) was saying "*Yes, mulai!*". It means supervisor invites audience to speak immediately. This utterance can be categorized as prompting of inviting.

Excerpt 6: Requesting, questioning, and ensuring

A2 : My question is why do you choose E that school, E, SMA one Takalar students as the population.

B : Ok. All right, next please! Ada lagi? Question, no more?

(Ok. All right, next please! Anymore? Question, no more?)

Excerpt 6 above describes asking question by the second audience (A2) followed by a respond from supervisor (B). Supervisor was saying "*next please!*". It means the supervisor is still waiting for other audiences to speak. This utterance can be categorized as prompting of request. Other respond from the same time was "*Ada lagi?*". It means the supervisor asks the audience that will ask question then. This utterance can be categorized as prompting of question. The last respond was "*Question, no more?*" It means the supervisor gives respond to make sure to the audience has no more question. That utterance can be categorized as prompting of ensuring.

Appealing

Excerpt 7: Correcting grammar

K : Ah.. kalo satu berarti teachers yang salah. S yang salah, ya!

(Ok, if one means teachers is wrong. S is not suitable, ok!)

P : Iya

Excerpt 7 above describes correcting grammar of research. In the end of the utterance, the examiner (K) was saying “*ya!*”. It means he appeals to change the presenter (P)’s mistake followed turn to gets feedback. This utterance can be categorized as appealing in terms of suggestion.

Excerpt 8: Inviting audience

B : Okay, no more questions? Ya’ [point out another audience] all right.

(Okay. no more question? Ok, all right)

A3 :Thank you very much, my name is Syahrullah, EI just wanna ask E simple question, E.. it is

Excerpt 8 above describes inviting the third audience (A3) to ask question to the presenter. Before audience asks a question, the supervisor (B) was pointing that audience by saying “*all right*”. It means the supervisor waives to the audience who will speak to get feedback. This utterance can be categorized as appealing.

Giving up

Excerpt 9: Correcting grammar

K : Seharusnya? Situ boleh instruments kalau dia dalam bentuk countable. Yang salah are nya. Kenapa?

(It should be? There can be instruments if it is in the form of countable. The wrong is ‘are’. Why?)

P : (.....)

(silent)

Excerpt 9 above describes correcting grammar of the research. The examiner (K) was correcting the grammar of the presenter (P)’s research that

the word *instruments* should be *instrument*. Therefore to be *are* is not suitable. After that, the supervisor asks the presenter the reason why it is not suitable. However, after the supervisor give correction, the presenter just kept silent. It indicated the presenter gave up in answering the examiner’s question.

Discussion and Conclusion

There were nine excerpts that were presented as the representation of conversation in EFL student’s research seminar interaction which were interpreted. The finding shows that taking the turn is a useful mean when starting to speak by using filler while thinking what the current speaker want to say. This is relevant to Stenstrom’s theory that in the beginning of speaking, there is filled pause as hesitant start to speak. Besides, this study detects that taking the turn is also a useful means of receiving or agreeing and confirming question and statement from previous speaker. The next finding shows that holding the turn is useful means of avoiding silent as speaking control. Verbal filler and word repetition is used when the speaker keep talking then suddenly forgets the next part of his/her talking. The last finding shows that yielding the turn is a useful mean of prompting, appealing and giving up. Giving up occurs when the speaker does not say anything to respond or disable to continue when s/he keeps talking. Appealing is used to give the explicit signal to incite the listeners for giving feedback. Prompting is used when the speaker insists the listeners to respond the turn whether it is inviting, requesting, and asking. Besides, this study also discovers the new strategies to prompt in terms of ensuring and suggesting. Overall has confirm the previous study from Ismaliyah (2015) thatevery conversation always occurs the turn and the taking to make conversation flows well even though many kinds of strategy for taking, holding, and yielding the floor.

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Measuring the influence of short teaching practicum to the student teachers' sense of self-efficacy

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Abstract: Teachers' sense of self-efficacy has been linked positively to their performance and their students' achievement. This sense of self-efficacy is influenced by the teachers' teaching experiences. One of the first official teaching experiences for the student teachers of English Education was the short teaching program in secondary schools during their university study. It is usually held in the seventh semester. This research aimed at measuring the student teachers' sense of self-efficacy consisting on three aspects: classroom interaction, classroom management, and teaching instruction. There were 62 respondents who met the requirements to be surveyed in the program. This research employed English Teachers' Sense of Efficacy Scale (ETSES) survey by Chacon (2005). The survey was administered twice, pre and post teaching practicum program. After that, the data were analysed using a paired t-test at significance level of 10 per cent. The results of engagement, management, and instruction strategy efficacy were 0.598, 0.062, and 0.206 respectively. These result indicated that the teaching program influenced the classroom management efficacy significantly whereas the other two, engagement and instruction strategy efficacy were influenced positively but not significant. In addition, general teaching efficacy increased but it was not significant.

Keywords: Self-Efficacy, ETSES Survey, Teaching Experience

Introduction

Self-efficacy is the centre of social cognitive theory proposed by Albert Bandura (1977, 1997). It becomes the people's determinant factor in their achievement. He states that the reciprocal relationship of personal, behaviour, and environment will determine people's achievement. He defines self-efficacy as a belief on one's ability to accomplish a given task in a specific domain. Bandura (1986) states that the amount of effort people put on a target depends on their result they want to achieve; the highest the target, the more effort they put.

In education, research on teachers' self-efficacy has become a concern because teachers' self-efficacy influences teaching and learning process. Bandura (2007), and Gibson and Dembo (1985) explain that teachers' self-efficacy is the level of the teachers' belief on their ability both to affect their students' learning and to promote learning to their students. Similarly, Tschennen-Moran, Woolfolk Hoy and Hoy (1998) define teachers' self-efficacy as the teacher's belief on their

capability to achieve the learning outcome even among the unmotivated and resistant students. According to the experts' definitions, it can be inferred that teachers' self-efficacy will play an important role on their teaching and students. However, research on English teacher self-efficacy is not familiar construct yet in Indonesia (Syamsu, 2017).

Due to the importance of teachers' self-efficacy, it is essential to identify the continuum of its growth. Martin (1989) reported that the start of the self-efficacy growth was in the early of undergraduate education. Furthermore, the efficacy has actually begun to grow in the first year of their undergraduate study and it strives continually until the last year of the teaching programme (Spector, 2004; Hoy and Woolfolk, 1990; and Wenner, 2001). This indicates that education programme has very essential role in the development of the student teachers self-efficacy.

During their study, it is crucial to have teaching practice for prospective teachers because it was believed to be the most beneficial aspect of their preparation before they entered the profession

(Borko and Mayfield, 1995). The teaching practice helps them to understand the real challenge in their future job.

Furthermore, Woolfolk-Hoy and Burke-Spero (2005) asserted that mastery experiences effect the development of the students' teaching self-efficacy. There are two reasons to support this argument; first is that they have opportunities to examine their teaching capabilities. Second is that they have an opportunity to observe teachers and peers who can be used as a model for them. This according to Bandura (1997) will be one the most effective ways of enhancing self-efficacy. It is called vicarious experiences which can build the students' concept on teaching.

Research on university students who are studying in education program was conducted by Mototi, Junqueira, and Odora (2013). They studied the third year students from different teaching programme in two different universities in South Africa. They compared the self-efficacy in the two universities' students. They employed teacher self-efficacy scale. The result indicated that generally their students' self-efficacy was high. This research examined the self-efficacy in general. A more detail research was done by Black (2015). He researched the student teachers' self-efficacy after joining a six week teaching practicum. The result indicated that 20 out of 22 felt more confident, high self-efficacy, after the program. The other two did not have a positive self-efficacy but they believe with more teaching experiences their efficacy will be higher.

However, research by Black (2015) did not measure the students' self-efficacy in three aspects; classroom management, teaching instructional, and classroom engagement. Therefore, it is important to find out the correlation between the teaching practicum and the three aspects of self-efficacy. It will show the aspect(s) which get the most influenced of the teaching practicum. In this way, developing student teachers self-efficacy can be more straightforward.

Method

The object of this research was the seven semester or the four year students of English Education Major, Faculty of Letters, Universitas Muslim Indonesia (UMI). Besides that the

research participants had to meet two requirements; first, they should undertake or enrol in the teaching practicum unit, known as PKM 2 in UMI and they had to be active in teaching in the appointed schools.

In total, there were 74 students who enrolled in the teaching practicum unit, but those who met the requirements were 65 participants. Due to the small number of research participants, this research employed census sampling method. All the 65 students were surveyed.

This research employed one of the most widely used scales called Teachers' Sense of Self-Efficacy (TSES) by Tschennen-Moran and Woolfolk Hoy (2001). They tested its validity to their student teachers and in service teachers in different schools. The result indicated that the Cronbach's alpha was 0.94. Six years later, Tschennen-Moran and Woolfolk Hoy (2007) did another validity test and the result obtained was almost similar 0.95. These two validity tests could be used to support the claim that TSES is a valid self-efficacy scale for teachers. The scale measures the teachers' sense of self-efficacy under three aspects; classroom management, teaching instructional, and classroom engagement. Each aspect consists of 8 questions, so overall there are 24 questions.

Chacon (2005) modified TSES into English Teachers' Sense of Efficacy Scale (ETSES). It makes the scale change into a specific context, English teachers. He did it by adding the word "English" and substituting the word "school word" into "learning English" in questions number 1,2,3,4,6,7,9,10, and 12. Also, instead of using 24 questions as its original, the ETSES used 12 question where each aspect of self-efficacy represented by 4 questions. The chosen questions were the 4 best representing the measured aspect. To respond the questions, participants were prepared with 5 responses with a-9 point scale; 1-Nothing, 3-Very Little, 5-Some Influence, 7-Quite, 9-Agreat Deal.

Before administering the survey, researcher did a cognitive interview to check either respondent would understand all the questions in the English format or not. The result of the cognitive interview indicated that some words such as "how much", "quite" and "to what extent" could not be understood well. As a consequence, this led to misunderstanding. Therefore, the

questionnaire was translated into Indonesian Language. After being translated, cognitive interview was run again to ensure that the respondent would understand all the prompts. After this there were only a few minor mistakes. Then the questionnaire was improved and ready to administer. In addition, translating the ETSES into Bahasa Indonesia is an effort to avoid bias responses. The bias could be caused by culture differences (King, Murray, Solomon & Tandon, 2004).

The questionnaire was administered to 65 respondents and it was given twice; pre and post teaching practicum. The gap was 3 months from pre and post survey.

After completing all the research procedures, all the data were collected and ready to be analysed using SPSS data analysis. This research employed paired t-test. It was used because the same group of respondents responded the questionnaire before and after the teaching practicum. After the data were collected then the analysis and comparison were performed.

However, before doing the paired t-test, the normality data were checked to see the distribution. If all the analysed data were in the bell shape, the data were ready to analyse.

Tabel 1. Descriptive statistic

	Class		T otal
	Class B1	class C1	
Sex Male	0	17	17
Female	34	11	45
Total	34	28	62

The result of the statistical analysis before and after the student teachers' teaching practicum in three aspects was compared. The comparison showed which three aspects, instructional strategies, classroom management, or classroom engagement were influenced significantly. The significant factor was 10 per cent or 0.1. If the alpha value was higher than 0.1, it can be inferred that the teaching practicum did not influence the student teachers' sense of self-efficacy significantly. However, if the alpha value was less than 0.1, it meant that the

teaching practicum influences the student teachers' self-efficacy.

Findings and Discussion

Findings

The students of English Education, batch 2014, enrolled in the teaching practicum unit in their seventh semester. In UMI, this unit is called *Praktek Kegiatan Mengajar (PKM) 2*. After enrolling, they were divided into 2 classes, B1 and C1. B1 was a mixed sex class whereas B1 was a female class.

The students in both classes were the object of this research. In the B1 class, there were 37 students but 2 of them were excluded because they were batch 2015 students. This research observed the students who enrolled 2014. In the class C1, there were 35 students. Of which, 28 students met the criteria to be respondents. The rest was not included because 2 students did teach at schools even though they registered in the programme. 5 of them were not students from batch 2014. The total respondents were 65 students. After the survey was administered, there were 62 students responded to questionnaire. 2 did not complete the survey and the other one was sick. In the survey, the students did not write their names. This is in order to avoid bias response from them.

The head of English Education major randomly chose the students to teach in lower and upper secondary schools. Once the students were assigned to teach in one school either in the lower or upper secondary schools they would teach there for three months.

The following table showed the respondents distribution according to their sex.

It can be seen that the sex distribution was far difference. There were 45 female students (73%). The male students were 17 (27%).

Self-Efficacy Pre and Post Teaching Practicum Analysis

Before analysing the obtained data, their normal distribution should be analysed. The data cannot be analysed if they did not meet the normal

distribution data set. The following shows the result of the normality test in the three aspects of self-efficacy.

Kurtosis	.588	-.020	.340	-.245
Std. Error of Kurtosis	.599	.599	.599	.599

In the following table, classroom engagement labelled with engagement, classroom management labelled with Management, and teaching instructional labelled with InstStra.

According the presented table above, the normal distribution in the three tested variable met the normality assumption. It can be justified from the skewness and kurtosis value where both values because the score were in between -2 up tp 2 (Gravetter and Wallnau, 2014).

Table 2. Descriptive Statistic of Normal Distribution in Each Variable

	Diff_E ngagement	Diff_Ma nagement	Diff_In stStra	Diff_Effica cy
N Valid	62	62	62	62
Missing	0	0	0	0
Mean	.10	.27	.15	.16
Skewness	-.490	-.300	.014	-.300
Std. Error of Skewness	.304	.304	.304	.304

The result indicated that the Kweness value in the Engagement, management, and instructional strategies were -0.490, -0.300, and 0.014 respectively and the Kurtosis value were 0.588, -0.020, and -0.245 respectively. After the normal distribution data were met, the paired t-test was ready to proceed.

The following is the result of the paired t-test

Table 3T-Test of The Three Variables Pre and Post Teaching Practicum Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Engagement_Post	3.7460	62	.58410	.07418
	Engagement_Pre	3.6895	62	.67552	.08579
Pair 2	Management_Post	3.930108	62	.6535934	.0830064
	Management_Pre	3.6976	62	.67922	.08626
Pair 3	Inst_Stra_Post	3.7460	62	.66913	.08498
	Inst_Stra_Pre	3.5887	62	.72725	.09236
Pair 4	Efficacy_Post	3.807551	62	.5314664	.0674963
	Efficacy_Pre	3.658602	62	.5651357	.0717723

Table 4 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Engagement_Post & Engagement_Pre	62	.121	.347
Pair 2	Management_Post & Management_Pre	62	-.048	.713
Pair 3	Inst_Stra_Post & Inst_Stra_Pre	62	.039	.766
Pair 4	Efficacy_Post & Efficacy_Pre	62	.112	.386

Table 5 Paired Sample t-Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	90% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Engagement_Post-Engagement_Pre	.05645	.83766	.10638	-.12123	.23414	.531	61	.598
Pair 2	Management_Post-Management_Pre	.2325269	.9647873	.1225281	.0278781	.4371757	1.898	61	.062
Pair 3	Inst_Stra_Post-Inst_Stra_Pre	.15726	.96902	.12307	-.04829	.36281	1.278	61	.206
Pair 4	Efficacy_Post-Efficacy_Pre	.1489492	.7311588	.0928573	-.0061428	.3040412	1.604	61	.114

According to the table above, there was an increase in the three aspects of self-efficacy. This means that the teaching practicum has a positive influence on the students' self-efficacy. However, to identify the significant influence, the p value has to be smaller than 0.1.

The table portrayed the detail values of the student teachers before and after the teaching practicum. The mean for engagement aspect was 0.5645 whereas its p value was 0.598 (>0.1). This means that the teaching practicum did not influence students' self-efficacy significantly because the p value was more than 0.1. The mean score for management was 0.2325269 and the p value was 0.062 (<0.1). It indicates that teaching practicum had a significant influence to the students' self-efficacy because the p value was less than 0.1. The last self-efficacy aspect was self-efficacy for instructional strategies, the mean was 0.15726. It showed a positive increase after the teaching practicum whereas the p value was 0.206 (>0.1) meaning that the influence was not significant.

It can be also inferred from the data above about the general teaching self-efficacy has mean improvement, 0.1489492 with p value was 0.114 (>0.1). This indicated that the general teachers' sense of self-efficacy increase after the teaching practicum but the influence was not significant because the p value was more than 0.1.

According to the data description, it can be concluded in three points. First, the two aspects of self-efficacy; classroom engagement and teaching instructional increase but its increase was not that significant to increase the student teachers who participated in the three months teaching practicum. Second, the classroom management self-efficacy of the students increased significantly. It means that the teaching practicum has not only positive but also significant to enhance the student teachers' self-efficacy. Last, generally the student teachers' sense of self-efficacy increase after they followed the teaching practicum, but the increase was not significant.

Discussion

The findings of this research suggested that a three month teaching practicum in secondary schools positively influence to the student

teachers' sense of self-efficacy. Of the three aspects of self-efficacy, the management aspect was the only aspect which was influenced significantly. In addition, the general self-efficacy was also increased a little bit and it was not influenced significantly.

There were two possible reasons why self-efficacy in classroom management was always becoming the highest self-efficacy in many studies. First, it has a direct correlation with the teaching experience. The longer teaching experiences had by a teacher the higher their self-efficacy in classroom management (Byrne, 2017). Second, it was the absence of correlation between language proficiency and classroom management (Marashi & Azizi-Nassab, 2018).

There was one research which had similar object, the influence of teaching practicum in the student teachers' self-efficacy. However, this study conducted by Black (2015) did not measure the three aspects of self-efficacy because the measure self-efficacy through a reflection. Interestingly, the study reported that the teacher candidates' efficacy generally increased after a six week teaching practicum. It is similar with the present study where the general efficacy of the student teachers' who participated in the three months teaching practicum increased.

Conclusion and suggestion

One of the most influential activities for the student teachers' self-efficacy in teaching is the short teaching practicum in secondary schools. In the Universitas Muslim Indonesia, vast majority of English Education students enrol in teaching practicum known as *Praktek Kerja Mengajar (PKM) 2* in their seventh semester. The result of the research indicated that the student teachers who participated in the teaching practicum generally increased but it was not significant. In addition, the result of the research analysis on the influence of teaching practicum to the three aspects of self-efficacy; classroom engagement, classroom management and instructional strategies, showed that the teaching practicum increased three aspects of teaching self-efficacy. Of the three aspects, the classroom management efficacy is the only one which is influenced significantly. In addition, the general efficacy increased a little.

For further research, the student teachers who teach in lower and secondary schools have to be separated. It is because they face different age students.

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Developing teaching materials through a needs analysis; A syllabus design for speaking 1 course at English Department Sawerigading University Makassar

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Abstract: Each learner has different needs in learning, as well as the students at the English language and literature study program in Sawerigading University Makassar. This study aims at determining the effectiveness of needs analysis to develop teaching materials designed for the course of speaking 1 according to the needs of the learners. Research and Development Methods (R & D) are used with three systematic steps: input, development, and output. This study has found a teaching material development methodology that has resulted a handbook of speaking 1 course for a unit of instruction-based resource needs. This methodology can be used by designers or lecturers to develop other English teaching materials in various courses.

Keywords: needs analysis, teaching materials, speaking 1 course, Syllabus

Introduction

Each learner has different needs in his/her learning, as well as the students of the English language and literature study program of Sawerigading University Makassar. Formally, they have learned English from grade 4 elementary school (SD) to third grade in senior high school (SMA) and continued again at college. That means that they have been learning English for about 8 years. However, their complaints regarding their very low English proficiency have not been answered, although they are currently majoring in English Department at college. This issue not only happens in the English department of Sawerigading University, but this also happens in other universities.

All this time, there have been some researches carried out on college students' low English proficiency in Indonesia. For instance, Lowenberg (1991) has reported that some factors might contribute to the problem of the low level of English proficiency encountered by students learning English. The first factor is the problem within the curriculum and syllabus. The second one is the Indonesian

classroom situation which is still generally overcrowded and noisy. The third factor is that there are many teachers who are still lacking in proficiency in English or still need more training in language pedagogy. In addition, Alwasilah (2007) also has found some weaknesses in the English courses at the college level that make the students' communicative competence low: (1). No needs analysis conducted to find that the course does not meet the students' expectations. (2). The entrance levels of the students in the class are relatively heterogeneous. (3). The course is taught by inexperienced teachers. (4). There is repetition of what has been taught at secondary schools. (5). There is no selection and classification based on competencies and students' needs. (6). There is no coordination among intra-and inter-institutions. As a final point, we can at least identify three major causal problems of the college students' low English communicative competence i.e. the first: problems associated with curriculum and syllabus which are designed without needs analysis, the second: problems related to the overcrowded classrooms, and the third: problems associated with unqualified teachers.

As a response to the reports, this research investigates how to develop a well-designed English teaching material on the basis of a needs analysis as an effort to improve English learning outcomes in college level.

Literature review

In this study, needs analysis is defined as a gradual process for gaining information regarding the learners' necessities, preferences, and problems which are identified with subjective (the learners) and objective (the course designers, teachers, graduates) opinions to suit the language learning requirements for learners. In the last few years, findings from several studies, on using a needs analysis to design teaching materials, reported that information gained from a needs analysis is used to determine the key components necessary for designing a course material (Jeong & Kim, 2012, Ratnah, 2013, Siragih, 2014, Aladdin, 2016). However, the findings do not contain useful information concerning how to do the needs analysis and how to develop the teaching materials on the basis of the needs analysis. Ratnah (2013), for example, carried out a needs analysis to develop ESP syllabus and teaching materials.

The findings from this study not only confirm the usefulness of needs analysis to obtain information about the students' linguistic needs and learning needs used for developing teaching materials, but also the role of the needs analysis as the basis for developing teaching materials which have resulted in . The prototype reflects the key elements of the teaching materials' contents, while the model gives an adequate explanation about three systematic steps in developing ELT materials for speaking 1 course, from carrying out a needs analysis to building the prototype of ELT materials. The Model can be a practical guidance to follow especially for teachers who intend to develop teaching materials.

Methodology

Participants

There were 40 participants purposively chosen in this study. They consisted of 29 students who took speaking 1 course in the

first semester of academic year 2017/2018, 5 English lecturers, and 6 alumni of English and literature study program Sawerigading University Makassar.

Research design

Research and Development (R&D) design was used to conduct this study. It was aimed at describing the decisionmaking process during the development of a product/program in order to improve the product/program being developed and the developers' capabilities to create things of this kind in future situations (Van Den Akker, 1999). Therefore, descriptive approach was employed in this development study.

Instruments

This study used questionnaires and interviews. The questionnaires contained questions divided into five main sections i.e. Background Information, Abilities, Problems, Priorities, and Attitudes. Semi-structured interviews were used for cross checking the data derived from the questionnaires about the students' language skills, topics, and language functions.

Research procedures

This research was carried out by implementing three necessary steps i.e.

The input step

In this step, two important decisions were made i.e. to determine the participants and to obtain data on linguistic and learning needs.

Linguistic needs include:

- Recognizing learning abilities
- Identifying learning priorities

Learning needs include:

- Identifying learning problems
- Identifying learning attitudes (styles and preferences)

The development step

This step compiled the overall needs inventory of both linguistic and learning needs. The needs inventory was then used for

- Formulating learning goals
- Outlining the content of the materials
- Selecting the contents and determining relevant tasks

The output step

This step was carried out to design the ELT teaching materials for speaking 1 course. The design stage examined two dimensions of course development i.e.

- Incorporating contents and activities in a lesson plan
- Developing the prototype ELT materials for speaking 1 course

Data analysis

The data derived from the questionnaires were analyzed by using frequency (how often something occurs) and average (mean score) which were included in three categories i.e. the proficiency, the importance, and the frequency level. The proficiency score, the importance score, and the frequency score of linguistic needs and learning needs were derived from giving scores ranging between 1 and 4 to all categories.

<i>Scores</i>	<i>Proficiency level</i>	<i>Importance level</i>	<i>Frequency level</i>
1	Poor	Not important	Hardly ever
2	Fair	Less important	Seldom
3	Good	Important	Often
4	Excellent	Very important	Always

The data were then presented in frequency and percentage tables. To calculate frequency, the number of respondents is multiplied with its scores and then divided by the number of respondents in all categories. On the other hand, the mean scores were calculated by:

1. Multiplying the score category with frequency.

2. Adding up all the scores.
3. Dividing by the population

The mean scores of the participants' perceptions were then described by using the following scale:

1. Refers to 0 –1.50
2. Refers to 1.15 –2.50
3. Refers to 2.51 –3.50
4. Refers to 3.51 –4.00

The results of the data processing revealed the needs inventory required to develop teaching materials. Besides, the data from interviews were qualitatively analyzed with interpretations and in depth discussions.

Findings and discussions

The input step

The inventory of linguistic needs

This type of inventory comprised of the students' *learning abilities* and *learning priorities*.

Learning abilities

Our results highlighted that the students' proficiency in the speaking components reached 'poor' and 'fair' level. The students' proficiency in grammar was on poor (1.44), pronunciation was on fair (1.63), and vocabulary was on fair as well (1.7).

The results suggested that the students' proficiency level in speaking needs improvement since the poor and the fair indicated low degree or unsatisfactory situation.

Conclusively, the results from this study reveal valuable information regarding some fundamental components in developing the teaching materials for speaking courses i.e. Vocabulary and pronunciation are very important for speaking courses. This level of importance is assumed based on the average score achieved by the two components (vocabulary achieves 1.7 and pronunciation achieves 1.63). This information leads the lecturers or the materials developers to give the first priority to vocabulary item and pronunciation drill.

Besides, the data show that grammar achieves 1.44 (important). It indicates that grammar cannot be totally ignored in the teaching materials for speaking courses. However, its portion has to be smaller than the other two components and presented at the end of a unit.

Learning priorities

The data indicated that the materials developers need to give the first priority to vocabulary item (3.93 means very important),

the second to pronunciation drill (3.80 means very important), and the last to grammar rules (3.45 means important) in each unit of the initial speaking course, as suggested the following table.

If there is no form, there is no content. This fact requires students to use correct grammar that other people can easily understand their English. Without using proper grammar, people are actually just mumbling words with no connection or order.

Table 1. The importance level of speaking components

No	Respondents	Speaking components		
		Vocabulary	Pronunciation	Grammar
1.	Students	3.49	3.91	3.91
2.	Lecturers	3.5	3.9	3.8
3.	Graduates	3.36	4	3.72
Σ		3.45	3.93	3.80

0 – 1.50 = Poor, 1.50 – 2.50 = Fair, 2.51 – 3.50 = Good, 3.51 – 4.00 = Excellent

As a result, grammar is given a smaller portion than vocabulary and pronunciation in the speaking 1 course. It is taught by using deductive approach (a general rule is given, which is then applied to specific language examples and honed through practice exercises).

Using real life topics to learn vocabulary and pronunciation

We did an analysis of the importance of learning vocabulary and pronunciation using real life

topics. The aim of the analysis was to find out reliable sources of learning vocabulary and pronunciation. The results revealed that most respondents much preferred to learn about vocabulary and pronunciation by using real life topics (3.51 means very important). For the reason, twenty real life topics were offered for selection. The selected topics were presented as follows:

Table 2. Important real life topics of speaking 1 course.

1.	What makes a home? (3.55 = very important)
2.	A healthy breakfast (3.53 = very important)
3.	What time is it? (3.51 = very important)
4.	Around town (3.48 = important)
5.	Getting to know you (3.48 = important)
6.	Housework (3.48 = important)
7.	What are they doing? (3.45 = important)
8.	Going Shopping (3.34 = important)
9.	My favorite things (3.32 = important)
10.	What are they wearing? (3.31 = important)
11.	My leisure time activities (3.29 = important)
12.	Family tree (3.28 = important)

Learning English grammar

The selected topics should be covered for developing the speaking 1 course that the students may learn about speaking skills with a large vocabulary and pronunciation drills of real life topics to fit for the most necessary, relevant and frequent used vocabulary. This decision can be an effective strategy for helping the students in enriching their vocabulary logically, comprehensively and intensively.

For many students, grammar is often felt insignificant when learning speaking skills since it is presumed to prevent them from being able to speak fluently. Understanding grammar rules is important to help the students to speak English effectively. Grammar items were given to be selected in the following results:

<i>Grammar Topic</i>	<i>Importance level</i>	<i>Number of Meetings</i>
1. There is.... There are ...	3.55 = Very	1 meeting
2. Subject & Object pronouns	Important	1 meeting
3. Possessive adjectives	3.51 = Very	1 meeting
4. Countable and uncountable nouns 1	Important 3.50 = Important	1 meeting 3 meeting
5. Am, is, are	3.50 = Important	2 meeting
6. Present continuous	3.50 = Important	3 meeting
7. Present simple	3.48 = Important	1 meeting
8. Preposition of place	3.48 = Important 3.46 = Important	
<i>Total</i>		<i>12meetings</i>

The grammar items needed adapting to the selected topics of each session as integral parts of all units of the speaking 1 course's materials.

The learning needs inventory

Learning needs refer to the students' learning problems and learning attitudes. Both types information were essential to fully understand strategies and methods that might be the most effective for teaching speaking 1 skills, which were used not only for minimizing the effect on the learning problems, but also for achieving more desirable learning outcomes

Learning problems

Learning problems were identified based on the analysis of the respondents' perceptions of some obstacles encountered by the students in learning speaking skills.

The data shows that the students at least encounter four problems as they learn in speaking course i.e.

1. Psychological problem: the students feel shy speaking English (2.74) because they are afraid to make errors (3.04) and afraid to be criticized by teachers and other students due to the errors (3),
2. Mother tongue interference: the students often use their native language when they should speak English in the classroom (3.09),
3. Limited knowledge of the topic: the students don't have background information and vocabulary to talk about discussed topics(2.99),
4. Limited linguistic resources e.g. limited vocabulary (3.06), bad pronunciation (3.03), and bad grammar (3.25), which causes the students are unable to speak English effectively.

Learning attitudes

An attitude is analyzed to obtain information about how well the students like studying in a program. It was gained by identifying the students' learning preferences and styles. Learning preferences refer to the way the students tend to learn. While, learning styles refer to educational environments under which the students are most likely to learn.

Learning Preferences

Learning preferences are presented based on the participants' perceptions of how the students should learn vocabulary item and pronunciation drills. The data show that the students have distinctive styles in learning speaking 1 course i.e. talking to friends in English (3.84), learning by games (3.76), using films and videos (3.71), talking in pairs (3.64), using pictures (3.58), speaking in small groups (3.56), and interacting in role plays (3.54).

In sum, the needs analysis carried out to develop the speaking 1 course has resulted in:

1. Recognizing the students' learning ability to speak English
2. Discovering the language components which are really needed learning as priority over the course
3. Selecting the real life topics and basic grammar rules which are much preferred by the students
4. Identifying the problems which are frequently encountered by the students.
5. Finding the learning preferences and the learning styles that are much preferred by the students.

The development step

The needs inventory found in the needs analysis were then used for formulating learning aims and objectives in the Development Step.

Formulating learning aims and objectives

Aims and objectives were formulated on the basis of the needs inventory as the foundation for developing course materials. The teaching materials were specifically designed for fulfilling two course aims i.e.

To help students to communicate effectively and confidently in English by developing the students' vocabulary, pronunciation, and basic grammar.

To provide a good foundation for speaking which enables students to communicate everyday situations and topics.

In short, the formulation of aims and objectives not only provides information on measurable outcomes of the teaching materials, but also facilitates the preparation and the organization of the teaching materials.

SELECTING THE COURSE CONTENTS

After consultation with the English lecturers at the English department Sawerigading University, all of the twelve topics were finally selected to be the main topics in Speaking 1 course discussion materials as well as appropriate vocabulary and grammar topic at each meeting. The consultation discusses how and why the topic, vocabulary, and grammar should be arranged in such a way as to produce the following content:

Table 3. Students' self-assessment of speaking proficiency level.

Practice	Vocabulary and pronunciation	Speaking Topic	Grammar Material
1	Personal identities	Getting to know you	Am, is, are (+)
2	Family members	Family tree	am, is, are (-&?)
3	Hobbies	My Favorite things	Subject & Object
4	Food and beverages	A healthy breakfast	Possessive adjectives

5	Things at home	What makes a home?	There is, there are
6	Products & Prices	Going Shopping	Nouns and numbers
7	Verbs-ing	What are they doing	Present Cont. (+)
8	Clothes	What are they wearing	Present Cont. (-&?)
9	Time & daily routines	What time is it?	Simple Present (+)
10	Household chores	Housework	Simple Present (-)
11	Free time activities	My leisure time activities	Simple Present (?)
12	Public places	Around town	Directions & Pref. of Places

The topics need to be sequenced in order of logical relationships from one to the other topics according to a theme or storyline (stated by a lecturer in the interview). The logical sequence of

the topics was then linked to the vocabularies and grammar rules to be taught and practiced altogether in the classroom interactions.

**The output step
Designing ELT materials**

Design refers to the realization of the concept of needs analysis-based teaching materials into actual productions of teaching materials i.e. making lesson plans and prototypes of ELT materials or creating a handbook for 1 unit subject.

Conclusions

We have here described a needs analysis that is considered appropriate to develop the teaching materials for speaking 1 course. We found three important things from the implementation of the needs analysis i.e. *The first*; significant information on what to teach and how to teach the speaking 1 course.). *The second*; three necessary steps which describe how to design a needs analysis based ELT materials. *The third*; the prototype of ELT Materials for speaking 1 course which reflects the contents of a well-developed course materials based on a needs analysis. Therefore, we believe that the findings could be applied quite reliably in developing well-designed teaching materials for other units of speaking 1 course. However, further studies are still needed to determine two things i.e. *Firstly*, if these findings could bring about a positive effect on the students' progress in speaking English. *Secondly*, if these findings could be used for developing teaching materials for

other English courses e.g. reading, writing, and listening.

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Teachers' humor as a communication strategy in creating positive environment in English course

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Abstract: This study investigates teachers' humor as a communication strategy in creating positive environment in terms of interaction between the teacher and the students in teaching and learning process at Makassar English Course. The aims of the study are to find out the types of humor that are appropriate in English course and to find out the impacts of humor in creating positive environment in English course. This research consisted of five students that were interviewed as a subject of the research. In collecting data, this research used some procedures namely observation and interview. The recordings were transcribed and analyzed by making use of related the types of humor used by the teacher and the impact of teacher's humor in creating positive environment in English course.

The first finding showed that the EFL teacher used all of the types of appropriate humor, namely related humor, unrelated humor, self-disparaging, and unplanned humor. Furthermore, the writer found the new types of humor that occurred by the teacher namely plan feedback humor and remind humor. The second finding showed that the teacher who used humor makes the students easy to getting the knowledge, humor reduces tension, students are more comfortable in teaching learning process, students interact well with their teacher, students was more enthusiastic in teaching learning process, students attendance became encouraged, and students are not sleepy.

Keywords: Teachers' humor, Communications Strategy, Positive Environment

Introduction

Good interactions between teachers and students have been proved to be the biggest contribution in creating a positive environment (Banks, 2014; Luz, 2015). Communication and interaction between teachers and the students are the most potential activity that provides the opportunity to create an exciting atmosphere in the classroom. Therefore, a teacher has many opportunities to design fun learning during his interaction. One thing that has rarely been touched during this time but can help the teacher to make excitement in the classroom as well as cover the previous situation is by using humors. When teachers use humor effectively in the classroom, it can result in a number of benefits for teachers and students evaluations (Bryant, Comisky, Crane, & Zillmann, 1980) and it will lighten the mood and help reduce the anxiety of students in the classroom. Thus, highly recommendation to the teacher before starting of the lessons to create a pleasant condition, so that the students feel more comfortable and willing to accept the subject (Neumann, Hood, and Neumann, 2009). In regard with

the context of investigating the use of teachers' humor in EFL classroom, this research was conducted in English course context. Thus, the aims of this study are to find out the types of humor that are appropriate in English course and also to investigate the impact of humor in creating positive English environment in English course.

Method

This study employed qualitative descriptive method based on discourse analysis approach. The participant of this research were eight students in MEC English course and one of English teacher. The chosen subject is based on the information that the researcher got from some teachers and students in MEC that this teacher has good sense of humor and he applies jokes in teaching. The data was gathered from the classroom observation and the interview from a teacher in their 90-minute classroom settings where English was the object and the medium of teaching learning process. The classroom setting was in MEC English course. The researcher

adopted interactive model which was proposed by Miles and Huberman (2014).

Findings

After investigating the data from the observation and the interview, the researcher found as follow:

Types of humor used by the teacher

Based on the first research question, this research aims to find out the types of humor that are used by the teacher in the classroom. According to (Wanzer et al,1999), there are two types of humor; they are appropriate (positive) and inappropriate (negative or offensive). Appropriate humor is categorized into four types: humor related topic, humor unrelated to a topic, self-disparaging humor, and unplanned humor. In this research the researcher focuses on appropriate humor in spoken form.

Table 1. The Occurrence of the types Appropriate Humor in Each Meeting

Appropriate Humor	Meeting					Total
	I	II	III	IV	V	
Related humor	5	11	9	6	1	32
Unrelated humor	4	3	5	1	5	18
Self-disparaging humor	1	1	-	-	-	2
Unplanned humor	-	1	3	3	-	7
New type of humor (Flat feedback humor)	-	2	-	-	3	5
New type of humor (reminded humor)	1	2	2	2	-	7
Total			71			

Table 1 above shows that the teacher produced 71 utterances containing appropriate humor within five meetings of classroom interaction. The teacher used all of the types of appropriate humor, namely related humor, unrelated humor, self-disparaging humor and unplanned humor. Furthermore, the researcher found the new types of humor that was used by the teacher namely flat feedback humor and reminded humor. Thus, the researcher found that the amount of humor utterances used by the teacher in the classroom interaction in Makassar English Course was 71 utterances.

Table 2. The Percentage of the types of Humor Used by the Teacher in the Classroom Interaction

Types of Appropriate Humor	Frequency	Percent age
Related Humor	32	45.1%
Unrelated Humor	18	25.4%
Self-Disparaging Humor	2	2.8%
Unplanned humor	7	9.86%
The new type of humor (flat feedback humor)	5	7 %
The new type of humor (reminded humor)	7	9.86%
Total	71	100 %

Table 2 shows that the teacher produced 71 utterances which contained all of the types of appropriate humor and the new types of humor that were found by the researcher namely flat feedback humor and reminded humor. Flat feedback humor within two meetings of classroom interaction and reminded humor within four meetings of classroom interaction. The table also showed that related humor occurred in 32 utterances (45.1%), unrelated humor occurred in 18 utterances (25.4%), self-disparaging humor occurred in 2 utterances (2.8%), unplanned humor occurred in 7 utterances (9.86%), flat feedback humor occurred in 5 utterances (7%) and reminded humor occurred in 7 utterances (9.86%).

The impact teacher’s humor in creating positive environment in English course.

From the results of students’ interview, the researcher concluded several impacts of humor increasing positive environment at MEC English course.

Excerpt 1: Help the students acquire knowledge easily

T :How is your English teacher's closeness to your student in the classroom?

I :Pintarki guru mengajar pembawaanya santai tapi tidak terlepas ji pembahasanta

sama materi. Jadi kita juga santai maki kalau mau bertanya ataupun berdiskusi jadi secara alami ee kita juga lebih gampang paham lebih cepat ngerti jadi yah ee banyakmi ilmunya didapat.

Excerpt 1 above shows that the students were more interested in the lesson and accepting the process of digesting material easily if their teacher used humor in the classroom. In this case, the student said that if the teacher used humor in the class, he was easily to ask and to discuss with him so he would more understand into the material. It could make the students having more knowledge and make them understanding their teacher's explanation toward the material quickly

Excerpt 2: humor reduce tension

T : What do you think about your English teacher ?

I :Kalo guruku orangnya baik lucu kalau misalnya dia lagi ngajar dia santai pelajarannya tapi tidak terlalu santai sekali misalnya mengajar terus dia tidak kasi tegang muri dnya dia kasi rileks muridnya.

Excerpt 2 above describes that the student was enjoying the teaching and learning process if the teacher used humor in the classroom. The teacher in teaching process made a good trend of creating positive environment by using humor because it made the students not nervous and enjoyed this situation.

Excerpt 3: Students were more comfortable in learning process

T :How would you feel when the teacher delivered humor / funny stories?

I :Suka kak kak jadi kaya ada penyemangat, maksudku kak ada yang bikinku happy dan suka suasana kelasnya kan berubah sekali memang suasana kelas yang pintar gurunya kasi bagus moodnya siswa dari pada yang monoton begitu begitu to ji saja apa lagi itu tutorku, guru yang benar benar dekat sama muridnya jadi bisa itu toh humornya berkaitanji dan nyambungji sama kita jadi benar benar terbawa ki suasana yang menyenangkan dan bikin

semangat juga buat belajar karna ndak bosanki sama suasana dikelas.

Excerpt 3 above the student was more comfortable in teaching learning process if her teacher was humorist. She liked studying English if in the teaching, the teacher was used humor as a communication strategy. The students could enjoy the class and enhance the student's enthusiasm.

Excerpt 4: A Students interacted well with their teacher

T :How is your English teacher's closeness to your student in the classroom?

I :Bagus sih kak, kan cara mengajarnya juga ndak killer ji ndak bikin takut takutji juga eee apa die e itumi tadi sih kubilang kak asik buat diajak ngobrol ndak kaku, santai tapi serius, biasa juga sembarang dicerita bagusji juga dia pembawaannya.

Excerpt 4 above if her teacher used humor in teaching process, it made the student interacting well with their teacher. Furthermore, the students liked the way the teacher interacted with them because they could freely talk and chat with the teacher. While the teacher used of humor in the classroom could make communication more flexible between students and teacher, this condition led to positive classroom environment.

Excerpt 5: Students were more enthusiastic in learning process

T :How would you feel when the teacher delivered humor / funny stories?

I :menurut saya bagus skali cara mengajarnya kalo ada humornya karna lebih semangatki dirasa belajar walaupun baruki pulang sekolah lanjut les tapi pembawannya memang guruku menyenangkanmi jadi yah ikut terbawa maki juga

Excerpt 5 above, she was more enthusiastic in teaching learning process which used humor. She felt tired of lesson load in formal classroom so the humor was likely a cure for her to be excited again in learning .

Excerpt 6: Encourage the Student's Attendance

T : Is the teacher's humor positive and constructive?

I :Iyye biar tidak sesuai materi tapi ndak bosanki menyenangkan kelaska suka maki juga datang kurus ka asikji

Excerpt 6 above, she attendance to the class was encouraged. Even the humor was not related to the material, she enjoyed the class because the atmosphere of the classroom was not boring.

Excerpt 7: Students were not sleepy in learning

T :How much humor plays a role in your foreign language learning process?

I :Ndak ngantuk ki dikelas karna ketawa terus di kelas jadi hilang juga rasa ngantuk karna suasana kelas yang menyenangkan.

Excerpt 7 above shows that she was interested in learning and awake from her boredom if her teacher used humor in the classroom. It made the students not sleepy. In addition, the student was likely to say that if the teacher was more serious without any humor inserted in his teaching, then the process of learning was not interested anymore or it was not even effective for learning English language.

Discussion and conclusion

Based on the 29 extracts analyzed in the finding, the researcher found that all of the types of appropriate humor in spoken form were used by the teacher in EFL classroom, namely related humor, unrelated humor, and self-disparaging and unplanned humor. Furthermore, the researcher found the new type of humor used by the teacher namely flat feedback humor and reminded humor. Flat feedback humor can be identified when the teacher gave a story, joke or humor to the students. It was intended to be funny but the student did not respond to it, thus the students did not laugh. Reminded humor can be identified by utterances that have purpose to remind the students that their behavior should not be done. Someone should tell it by giving humor and make others laugh but they are already aware and seen changing attitude change their attitude. In reminded humor,

the teacher are already aware of it. And if this type of humor is successfully released, there usually seen changing in students behaviour or even attitude.

The second finding of this study is the impact of teacher's humor in creating positive environment in English course. From the results of students' interview, the researcher found that the teacher who used humor help the students acquire the knowledge easily, reduce tension, make more comfortable in learning process, students interacted well with their teacher, make students more interactive, students were not sleepy, encouraged students' attendance. In this part, those impacts are elaborated in line with Danielson Framework of positive classroom environment and corresponded with the theories as well as previous findings.

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Portfolio as a student's assessment tool: lesson learned

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Abstract:The study examined the potential of portfolio as a tool of assessment in the process of final evaluation of students' competence. This empirical study was joined by 29 students taking English Teaching Media subject at the English Education Study Program, the University ofPalangka Raya using portfolio to assess the students' activities in the aspects of presentation, exercises, mid-term test and final project. The students' performance in the portfolio was rated by using a rating scale of 1 (below the standard, emerging) to 4 (exceeds the standard, exemplary). The results revealed both the advantages and limitations of portfolio for the students' final evaluation and also the possibilities of optimization as an assessment tool for the lecturers to reflectively think about their practices.

Keywords: portfolio; assessment; student's performance

Introduction

The central purpose for assessing students' learning is to discover whether learning is taking place, where it is being obstructed, and to suggest ways in which students might be helped to attain their maximum potentials. The incompatibility of process and product in assessment and the discrepancy between the information needed derived through standardized testing make it possible to begin to explore alternative forms of student assessment techniques. One of which is portfolio assessment as an increasingly viable alternative (Wolf, 1989, in Sharifi and Hassaskhah, 2011). Portfolio as a common element in assessment is based on a collection of student work done over a period of time, as opposed to timed sit-down exams (Dysthe, 2002). This means that students' learning level can be measured not only by exam tests but also other alternative evaluation tools like portfolio (Leithner, 2011).

Thinking of assessment might lead quickly to curriculum; that is, based on the curriculum, everything of the student's products is a part to be assessed. This means that assessment is not only done at the end, but from the very beginning, through the progress, to the end. Assessment is a contextualized, complex

intellectual challenge, not fragmented and static exercises or tasks done by the students. One of the tools in assessing the student's progress is portfolio (Usadiati, 2017). Portfolio is a collection of work done by the students that may include various student activities, such as student presentations and exercises, mid-term test results, as well as final project of a course, that all reflect the students' progress and learning development (Usadiati, 2014).

The potential of portfolio cannot be denied, it shows not just only the final evaluation but also the processes and development the students have done in learning during a whole semester. This potential is worth investigated for the purpose of having fairer final evaluation.

Literature review

Definitions assigned to the concept of portfolio have been available in numerous numbers since early years. Arter and Spandel(1992, in Mogonea, 2015), states that portfolio is a purposeful collection of student works and progress of the students' efforts to demonstrate competence related to their learning objectives. Similarly, Paulsson (1991, cited by Dysthe, 2002) holds it as a systematic collection of student work which shows effort, progress and

performance. The collection must include student involvement regarding content, selection criteria and evaluation criteria and it must show student self reflection. Other proponents of process-oriented evaluation concur that traditional assessment techniques, including single timed-test, are often incongruent with current ESL classroom practices (McDonald, 2011, Sharifi and Hassaskhah, 2011, Missouri Department of Elementary and Secondary Education/MDESE, 2014) that portfolio gives the place as an alternative.

As teaching has moved in the direction from teacher-centered to learner-centered approach, testing and assessment have begun to incorporate the measures that reflect the type of tasks which are more learner-centered and authentic (Birenbaum, 1996, cited in Sharifi and Hassaskhah, 2011), that a combination of formal and informal assessment techniques might be applied for monitoring student development. English and Lachlan-Hachè (2016) promote portfolios to review students' improvement in their learning process to to display creative, critical thinking and problem solving skill that cannot be captured by other assessment techniques.

The main concern in assessment is the progress and development of student's learning, which can be described and monitored (Usadiati, 2017). For monitoring student development, any single score almost always fails to accurately report student overall progress. A single measure seems incapable of estimating the diversity of skills, knowledge, processes, and strategies to determine student progress, which might be due to strong influence of traditional and standardized testing as experienced by most Indonesian teachers (Hanifa, 2017). For the previous mentioned problems of single assessment, portfolio provides fairer assessment alternative to consider both the learning product and learning process (Birgin and Baki, 2007) that the students are assessed by what they can do after learning and how they learn to possess after-learning ability or skill.

One of the various disadvantages of portfolio posted by Mogonea (2014) is the difficulties to assess portfolio objectively. For all of these, Belanoff and Dickson (1991) propose that students are allowed to participate in selecting the work which will be evaluated to reflect on

their best performance; they may become better learners when they engage in what and how they are learning and evaluated. Eskici (2015), MDESE (2014), and English and Lachlan-Hachè (2016) advise to use portfolio to know students' as well as teachers' reflection, weaknesses and the strengths related to the students' learning.

Method

The descriptive empirical study was joined by 29 students taking a course of English Teaching Media at Semester 5-2017/2018 at the English Education Study Program, Faculty of Teacher Training and Education, University of Palangka Raya. A portfolio as an assessment tool was used, consisting of collection of student work toward the whole course, i.e. the students' performance in four main aspects of presentation, exercises, mid-term test and final project.

The presentation was assessed through scoring rubric by Dysthe (2002) in aspects of organization, content, and fluency in presenting the topic chosen; with the mean score as the sub final score 1. In exercises, the students were asked to summarize the 4 subtopics of the course including the aspects of suitability with the subtopic and complete/elaborated answers; and the mean score was as the sub final score 2. Midterm essay test was to know the mastery of the theories in developing a teaching media, rated as the sub final score 3. The final project asked the students to develop a teaching media for Grade VII of Junior High School students learning writing descriptive text. As the sub final score 4, the project was rated based on the suitability with the theme/topic, implementation, and size of the teaching media based on the tips from Al-Umran (2004).

The assessment criteria of each aspect in the portfolio was determined in a rating scale of 1 to 4, with 4 as the highest score, adapted and modified from Brown (2001) and Pinantoan (2013). Score 1 stated that the students were still below the standard and needed improvement (poor, emerging), score 2 showed the students' satisfactory performance approaching the standard (developing, fair), score 3 showed students' good performance and they have met the standard (competent, good), and score 4 was for excellent performance.

Percentage was computed for the students' achievement in each of the four aspects.

The following table depicts the accumulation of the students' progress and development in four main aspects. Discussions of the study are based on the number and percentage in each aspect and score obtained by the students.

Results and discussion

Table 1 Number and percentage of students in each aspect and score

Aspect	Achievement Score							
	1		2		3		4	
	Σ	%	Σ	%	Σ	%	Σ	%
Presentation:								
Organization	0	0	9	31	18	62	2	7
Content	0	0	9	31	20	69	0	0
Fluency	0	0	16	55	11	38	2	7
Exercises:								
Suitability	0	0	2	7	26	90	1	3
Completeness	0	0	10	35	17	58	2	7
Midterm Test:	0	0	10	35	16	55	3	10
Final Project:								
Theme	0	0	9	31	18	62	2	7
Implementation	0	0	16	55	11	38	2	7
Size	0	0	10	35	16	55	3	10

Notes:

- 1 = below the standard, poor, emerging
- 2 = fair, developing
- 3 = good, competent
- 4 = exceed the standard, excellent, exemplary

Results of student's presentation demonstrate that regarding student's organization of presentation, 62% students scored 3. The organization of presentation has almost been appropriate for the topic and audience, i.e. grade VII Junior High School students learning writing descriptive text. Popular celebrity "Agnes Mo" was to be described to make them get more interested. The information was presented in a logical sequence from the social function, generic structure and language feature of descriptive text. For the content of presentation, their introduction was attention-getting by showing the picture of Agnes Mo in action as a judge in popular Indonesia's Got Talent Show. The use of simple adjectives to clarify the characteristics of Agnes Mo was appropriate for the target audience learning writing descriptive text. However, in fluency only 38% out of 29 students got score 3; the presentation

was mostly read, not spoken; their voice was not clear, and many pauses occurred due to low language skills and pronunciation.

Results of student's exercises show 90% of the students got score 3 in terms of suitability of the summary of the topics they have learned. The completeness of their answers in the exercises was considered good or competent, more than half (58%) scored 3.

Results of students' midterm test indicated that they have mastered well the theories of developing media; 90% got score 4. Their answers were complete and elaborated well. Results of the student's final project reveal that there were more than half (62%) of the students got good/competent score of 3 in pointing out the theme of their final project. The appropriateness of the media for the targeted students' level has been fulfilled. The clarity of the media was rated as good (72%); the size of figures/words using font 22 was mostly visible for all targeted students sitting at the back. Clarity of voice (audibility) in the media has also been fulfilled. Appropriateness has been fulfilled in selecting the media to make the targeted

students become more interested in learning that help them comprehend the materials.

From all of the above, questions still arise whether awarding a certain rate is fair enough due to the fact that rating in this study was done by only one rater. The zero percentage of score 1 in all aspects of the scoring rubric is questionable. It reveals a strong indication that the scorer was hesitant and unsure that rewarding a higher than score 1 was 'as a prize for the student's effort for writing something rather than just leaving it blank'. As pointed out by McDonald (2011), being very subjective in assessment is uncomfortable without a perfect grading key or answer sheet.

The subjective evaluation can be a scary task for the teacher who is inexperienced in scoring. To avoid this, inter-rater scoring is underscored to obtain fair judgment for final evaluation. By having multiple raters the reliability of the result can be more relied on (Djiwandono, 2008). The assessment using inter-rater reliability is often necessary for research designs where data are collected through ratings provided by and for trained and/or untrained raters with agreed rating scale. Only one teacher as a single scorer/rater might be subjective as being penurious or lenient (Usadiati, 2017), which means inconsistent in rating, hence, unreliable. As pointed out by Mogonea (2014), the absence of rating scale for evaluation in portfolio makes it difficult to assess objectively the quality of the portfolio, hence, the assessment.

Another important point proposed by Belanoff and Dickson (1991) and McDonald (2011) in preparing portfolio is agreeable, that is, to include students to participate in selecting the work and the scoring rubric. When they are also engaged in what and how they are evaluated, they may become better learners. This is also one of the possible answers to the question posted by Hanifa (2017) that inclusion of students in preparing portfolio can be most effective to give them opportunities to review and understand what expectations from the teacher they should do. The rubric needs to identify components of portfolio and clearly define how points are awarded for each criteria/aspect in the scoring rubric. Albeit time-intensive and great efforts to prepare portfolio that make it difficult for the teacher and students to sit together, that should

not hinder the use of portfolio in assessing the students' progress and development fairer.

To be more optimistic in using portfolio, several advantages can also be obtained from the study. In line with Usadiati (2017), portfolio offers indication of the overall progress to grade the students' work collected. The scoring criteria thoroughly discussed and prepared by the teacher together with the students, might prompt the hidden aspect(s) of the students' strengths or weaknesses; so that from the teachers' view, they might be ready to give the necessary steps for enrichment or remedial. Coombe et.al (2012) and Bataineh and Obeiah (2016) (in Hanifa, 2017), hold that from the students' side, this type of assessment show what points they are evaluated based on what they develop and progress. Because of this, students are acknowledged knowing any evaluation criteria beyond the letter grade that will enable them to reflect upon and make adjustments in their learning.

As also stated by Mogonea (2014), portfolio can serve as an effective tool for self-assessment and reflection on the part of the teachers as well as the students. For teachers, evaluation and adjustment of teaching can be favorized; they can assess both individual as well as collective work, see the possibility of comparing their students' ideas, results, achievement, etc. For the students, their own learning may be done at their own pace, and they can see their own progress and achievement.

Being unsure of the purpose of a portfolio and its uses in the classroom can be avoided by joining a professional learning community (Norahmi, 2015) with common interest. Teachers can take lessons and share experiences to reflect what they have done and to gain knowledge of what they need and provide others with various benefits.

Conclusion

Lesson learned: by using portfolio, student progress and development could be revealed. The use of portfolio in this study discovers that learning is taking place and where it is being obstructed, and to suggest ways in which students to be helped attain their maximum potential. All these fulfill the central purpose for assessing the student's performance. Portfolio is

worth considering to help judge the student's final achievement fairer and encourages students to enhance their reflective skills, since all of the aspects of students' learning are covered in it.

Optimization of teacher's tasks in evaluating the student final work must be based on reflection that mirrors experience, learns from mistakes, repeats successes, revises and plans for better and reliable assessment of student final evaluation. Subjectivity in assessing the student work might be avoided by using inter-rater to obtain reliability and by having a very detail criteria of each rating scale prepared by the teacher together with the students. Further empirical evidence is still needed if full potential of portfolio assessment is to be realized.

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Students' anxiety in learning English and their attitude towards English language

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Abstract: This study aimed to find the correlation students' anxiety in learning English and their attitude towards English language, the simultaneous effect of the factors of anxiety (i.e. communication apprehension, fear of negative evaluation, test anxiety, and anxiety of English classes) on attitude, and which factors of anxiety best predicted attitude. A combination of anxiety and attitude questionnaire consisted of 39 items were distributed to 168 students of 11th grade in a selected SMAN Balikpapan. Based on statistical analysis, the results were: (1) there was a significant negative correlation between the two variables, (2) communication apprehension, fear of negative evaluation, test anxiety, and anxiety of English classes did not affect attitude simultaneously, and (3) none of the factors of anxiety best predicted attitude. It is concluded that there are other anxiety factors that affect attitude; therefore, it is recommended that further studies be conducted to see other factors that may affect attitude toward English language.

Keywords: Anxiety, attitude

Introduction

Anxiety is one of the problems felt by almost all human beings in every aspect of life. It never chooses certain people. In general term, Čiček (2014) defined anxiety as the "widespread concept, a phenomenon which affects people universally, no matter what age, gender or race" (p. 7). As anxiety is generally defined as a widespread concept; it may emerge in every situation the people face in life. One of them is academic anxiety. Cassidy (as cited in Trang, 2012) stated that academic anxiety is a set of anxieties as the result of formula integration that the students encounter in school. Beside the many types of anxiety that the students face, foreign language anxiety can be considered one of the most dominant types of anxiety—specifically, the students' anxiety in learning English as a foreign language in the classroom. Park (2012) divided foreign language anxiety based on Horwitz, Horwitz, and Cope's (1986) theory into four components: communication apprehension, test anxiety, fear of negative evaluation, and anxiety of English classes.

The first is communication apprehension. Communication apprehension is an

issue in communicating with others. Horwitz et al. stated that "the special communication apprehension permeating foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood" (p. 127). The second one is test anxiety. Test anxiety is the anxiety that the students experience when taking an academic test. Joy (2013) classified test anxiety into three: pre-test, during test, and post-test. The third factor is fear of negative evaluation. Oktaviani, Radjab, and Ardi (2013) stated that "in a foreign language context, negative evaluation may come from teachers and peers because in FL learning, continuously [sic] evaluation is needed" (p. 54). The last is anxiety of English classes. Anxiety of English classes is about the students' feeling or thoughts about English classroom generally.

Generally, attitude is a reflection of the thoughts or feelings of someone. However, İnal et al. (as cited in Alkaff, 2013) stated that "attitude refers to . . . feelings and shapes . . . behaviors towards learning" (p. 107). This means that attitude plays an important role in learning context. Dweik, Nofal, and Qawasmeh (2014) in their study implied that attitude can be positive or

negative. In order to be successful in English language learning, students should have more positive attitude because "a positive attitude brings out greater overall effort on the part of language learners and typically results in greater success in terms of global language proficiency and competence in specific language skills such as listening, speaking, reading and writing" (Bilash, 2009, para. 3).

Anxiety and attitude may be considered a big issue in learning English especially for the countries where English is not the main language. One issue with anxiety is that it can be a main hurdle in language learning (Horwitz et al., 1986). In addition to that, Demir (2015) believed that in learning new language, most of the students suffer from a great anxiety. That is why in English as a foreign language country, many students may be burdened with anxiety. It is reported that students with language anxiety is increasing because "second/foreign language learning can sometimes be a traumatic experience" (Zheng, 2008, p. 1). In terms of attitude, people can show different attitude depending on the nature, such as foreign or second language (Al Mamun, Rahman, Rahman, & Hossain, 2012). Moreover, Baker, as cited in AlMansour (2016), stated that attitude is a complicated concept. Language situations may have both positive and negative attitudes which is difficult to determine. For that reason, many researchers from second or foreign language countries made anxiety and attitude their research variables.

There were several studies conducted to find the correlation between anxiety in learning English and attitude towards English language. Most of those studies found that the correlation was significantly negative. However, in Turkey, Büyükkarcı (2016) found a different result. It is shown that high level of anxiety did not necessarily make the students have low level of attitude. Further, several studies aimed to find which of the anxiety factors was the most anxiety-provoking factor among the English as Foreign Language (EFL) learners. The results were different. Hassani and Rajab (2012), Javid (2014), and Tsiplakides and Keramida as cited in Batiha, Noor, and Mustaffa (2014) found that communication apprehension was the factor that provoked anxiety the most. While, Zhao as also cited in Batiha et al. found that fear of negative evaluation was the most anxiety-provoking

factor. In Indonesia, Pramuktiyono and Wardhono (2016) found that the students who had communication apprehension and test anxiety were likely to consider that English language was hard.

Although there were several studies conducted to find the correlation between anxiety in learning English and attitude towards English language and which anxiety factors best predicted attitude, the results were still conflicting. Hence, more studies regarding these variables are needed. This study aimed to find the correlation between students' anxiety in learning English and their attitude towards English language, the simultaneous effect of communication apprehension, test anxiety, fear of negative evaluation, and anxiety of English classes on attitude, and the variable best predicts attitude.

Method

This study was a quantitative study using descriptive, correlational, and causal designs.

Respondents

By using convenience sampling method, a number of 168 students were selected. They were 11th grade students who were enrolled in a selected Sekolah Menengah Atas Negeri in Balikpapan. The respondents were divided into seven classes: three science classes (XI IPA 2, XI IPA 3, XI IPA 4) and four social classes (XI IPS 2, XI IPS 4, XI IPS 5, XI IPS 6).

Instrument

To measure the anxiety of the students, a questionnaire by Park (2012) was adapted. Park's questionnaire was developed based on the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986). The original scale consists of 33 items and is comprised of three constructs: communication apprehension, test anxiety, and fear of negative evaluation. Later, Park added anxiety of English classes because he attempted to "determine the underlying constructs that best represent the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986)" (p. 210). The original questionnaire consists of 15 communication apprehension items, 3 test anxiety items, 6 fear of negative evaluation

items, and 9 anxiety of English classes items. To meet the purpose of the study, the term language and foreign language class appearing in the original FLCAS were consistently replaced with the word English and English class by the researchers based on Park (2012). The reliability of Park's questionnaire was .941 which is higher than the accepted coefficient score $\alpha = .70$.

To measure the attitude of the students, a 12-item questionnaire of Dweik et al. (2014) was adapted. In this questionnaire, the word first language was replaced with the word Bahasa Indonesia to suit the context.

The questionnaire was translated into Bahasa Indonesia. Three English Department lecturers were asked to validate the translation. The validation showed that there were some items that had to be split and removed. The final result of this content validation was 35 items in total for anxiety questionnaire containing 15 items of communication apprehension, 3 items of test anxiety, 6 items of fear of negative evaluation, and 11 items of anxiety of English classes, while there were 10 items left for the attitude questionnaire. A total of 45 items were used for this study.

Results

The correlation between both variables was computed using Pearson Product Moment Correlation Coefficient. The result showed that $r = -.203$ with a $p = .008 < \alpha = .05$ which means that there was a negative significant correlation between the students' anxiety in learning English and their attitude towards English language.

This study had passed three tests before doing multiple regression for the last two questions. The first test was assumption test to find whether this study fits the standard number of distribution. According to Central Limit Theorem in Mordkoff (2016), "as long as the sample is based on 30 or more observations, the sampling distribution of the mean can be safely assumed to be normal" (p. 3). The statements above prove that if the number of respondents of the study is 30 or more, the sampling distribution is considered normal. This study involved a

number of 168 respondents, so it can be confirmed that this study passed the assumption test for sampling distribution. The second test is multicollinearity test. The result showed that all the factors of anxiety (i.e. communication apprehension = 3.525, test anxiety = 2.132, fear of negative evaluation = 2.327, and anxiety of English classes = 2.800) belonged to the standard score of $VIF < 10$ (O'Brien, 2007). Therefore, this study is eligible for regression analysis. And the last test was heteroscedasticity test. Gelfand (2015) stated "when the condition of homoscedasticity is satisfied, the residuals should be randomly and uniformly scattered around the horizontal line at 0" (p. 6). Figure 1 shows that the plots are not forming a shape or randomly yet evenly distributed around 0. This means that homoscedasticity is present, and the regression analysis can be used.

Next result regarding the simultaneous effect of communication apprehension, test anxiety, fear of negative evaluation, and anxiety of English classes on attitude. The model summary showed that the $R^2 = .044$. The closer the score to 1, the stronger its correlation is. However, the result shows that the score was .044. It means that the correlation between communication apprehension, fear of negative evaluation, test anxiety, anxiety of English classes and attitude was very weak (Moore, Notz, & Flinger as cited in Mindrila & Balentyne, 2017). If the score is converted into percentage, the result shows that the R^2 score was 4.4%. This implies that communication apprehension, fear of negative evaluation, test anxiety, and anxiety of English classes accounted only for 4.4% on the attitude. The rest of 95.6% was accounted by other variables other than the mentioned variables.

The ANOVA test showed that the significant value was $.120 > \alpha = .05$. It means that communication apprehension, fear of negative evaluation, test anxiety, and anxiety of English classes did not have simultaneous effect on attitude.

The last result is showed in Table 1. It is found that all values of anxiety factors were above $\alpha = .05$ (.878, .533, .640, and .299) which means that they were not significant. Thus, none of the anxiety factors best predicted attitude toward language.

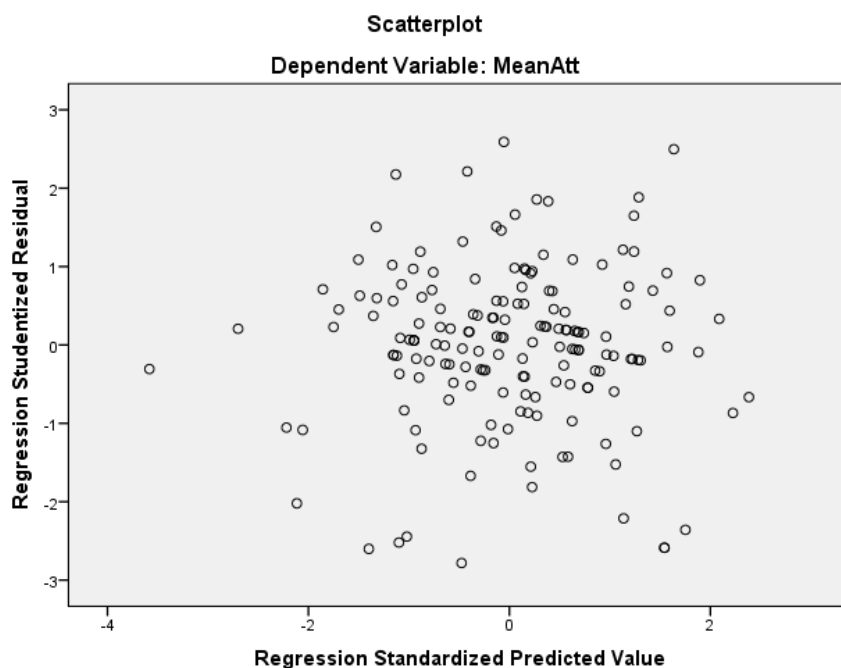


Table 1 Best Predictor

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.865	.254		15.216	.000
Communication	.022	.140	.022	.153	.878
1 Apprehension					
Fear of Negative Evaluation	-.071	.113	-.073	-.625	.533
Test Anxiety	-.047	.099	-.052	-.469	.640
Anxiety of English Classes	-.133	.128	-.134	-1.042	.299

Discussion

In 2011, Hussain et al. studied the same variables to 720 of 10th grade students in Pakistan. The result showed that there was a negative significant correlation between the two variables. Two years after this study, Liu and Chen (2013) conducted a study with the same variables to students in Taiwan. The result showed that anxiety had a negative and significant relationship with attitude. In the same year in Malaysia, Jain and Sidhu (2013) tried to find the relationship between anxiety and attitude. Unsurprisingly, the result was the same with the previous studies. The relationship between anxiety and attitude was significant but negative. But recently in 2016, Büyükkarçı investigated the same variables. The result was different with the other studies. He found that in 107 students in Turkey, there was no significant correlation. He stated that if the students have

high level of foreign language anxiety, it does not mean that they have low level of attitude towards English. Therefore, he recommended the researchers or future researchers study more about these variables in different context or circumstances.

Lastly, the question about the simultaneous effect of anxiety factors on attitude and the best predictor. The result showed that there was no best predictor determine. The reason that there was no best predictor of anxiety factors on attitude may be due to the limited number of the factors provided. This study used four anxiety factors (i.e. communication apprehension, fear of negative evaluation, test anxiety, and anxiety of English classes). Dravone (2009) stated that the predictors can be significant if more variables are added. In doing regression, the minimum number suggested for the independent variables is two (Austin & Steyerberg, 2015).

Even so, Grotenhuis and Thijs (2015) suggested that adding more variables may result in more interactions between variables. This suggestion can be applied to any researches using regression.

Conclusions and suggestions

The results showed that there was a significant negative correlation between anxiety and attitude. When the students feel anxious in learning English, they will produce an unfavorable, and vice versa. It can be concluded that this is a good kind of correlation. Further, the result showed that the anxiety factors (i.e. communication apprehension, fear of negative evaluation, test anxiety, and anxiety of English classes) did not affect the attitude simultaneously. It can be concluded that even though anxiety had a significant negative correlation with attitude, the factors of anxiety did not significantly affect attitude. Lastly, the result showed that the best predictor of attitude could not be determined. It can be concluded that there may be other anxiety-related factors not part in this study that may have possible effect on attitude.

One of the limitation of this study was the limited number of the respondents. It is recommended for other researchers to add more respondents to have more significant results. Lastly, none of the anxiety factors (i.e. communication apprehension, fear of negative evaluation, test anxiety, and anxiety of English classes) best predicted attitude. The recommendation is that further research be done with other anxiety-related factors that may have effect on attitude beside the ones mentioned in this study.

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The impacts of in-service teacher professional training on the development of teachers' pedagogical content knowledge: insights from junior high school teachers in Mataram, Lombok, Indonesia

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Abstract: This paper reports the evidence of the teachers' change of practice concerning the implementation of a national program known as In-service Development and Improvement of Teacher Profession for high school teachers in Mataram, Lombok. The study borrowed Shulman's pedagogical content knowledge (PCK) principles as a lens to frame the phenomenon under investigation concerning teachers' change of professional practices. The study aims to (a) assess the growth of English teachers' pedagogical content knowledge and (b) reveal their perceived change of practice after participating in the professional developments. The study employed a qualitative method and the data were mainly drawn from in-depth interviews with 10 teachers from 5 junior schools in Mataram. The findings of the study identify that the in-service professional development had given the teachers positive impacts concerning the development of their pedagogical content knowledge. The study also reveals evidence of various change of practice that occurred among individual teachers.

Keywords: Professional Development, Pedagogical Content Knowledge, In-service Teacher Professional Training.

Introduction

The Regulation of the Minister of National Education Number 16 Year 2007 regarding Academic Qualification and Teacher Competence Standards was released by the Government of Indonesia (GOI) in order to carry out the development and improvement of teachers' competence, professionalism, and academic qualifications in Indonesia. As the follow up, a so-called Teacher Professional Education and Training Program (TPETP a.k.a. PLPG) was launched. This training program aims to equip teachers with knowledge and skills based on 2 basic competences: pedagogical and professional competences. By joining this program teachers are expected to improve and develop their professional competence so that they can meet the national standards of educational services. For that reason, in the TPETP Program teachers are focused on developing an up-to-date teaching and learning modelsto solve the pedagogical and professional problems they face in the field.

With the Enactment of the 2013 Curriculum, the present TPETP program starts to integrate discovery learning, project-based learning and scientific approach into the training materials. This is a strategic effort of the TPETP program to introduce the Curriculum 2013 gradually to teachers participating in TPETP. In this manner, teachers would eventually be able to integrate the three learning domains that characterize the Curriculum 2013: i.e. cognitive, psychomotor and affective, into their teaching practices. Although the integration of the Curriculum 2013 into the TPETP has been running for 4 years, so far little is known about its impact on the teachers' ability to apply the pedagogical content knowledge after they return to their respective schools. Thus, the effectiveness of TPETP has not been widely known.

As regards the issue of the effectiveness of teacher professional training, a number of publications have widely discussed various research results pertaining to the impact of professional development (PD) programs on teachers' change of practices across disciplines

(see Karagiorgi & Symeou, 2006; Forde, McPhee, McMahon & Patrick, 2006; Gibson & Brook, 2011; Tournaki et al. 2011; Ciarocco, et.al 2016; Soebari & Aldridge, 2016). Drawn from these publications, the professional training and development generally aims to (a) equip teachers with good knowledge of curriculum change, (b) update their pedagogical knowledge and skills to respond to challenges of new curriculum and (c) change their pedagogical practices to meet the demand of new curriculum.

Apart from such ideal aims, a number of relevant studies have reported that PD training oftentimes brings about little significant effects on teacher performance in the classroom (see Lieberman & Pointer Mace, 2008; Phillips, 2008). These authors argue that the failure of PD often happens because teachers lack commitment to implement what they learned from PD. Thus, attending PD is often seen only as a contractual obligation.

The problem of PD undertaking above is congruent with the present condition in Indonesia. For example, a study on the impact of TPETP on teachers' teaching performance conducted by Murdadi & Sulastri, (2015) reported that many returnees of TPETP in Pelita Vocational High School Salatiga were found to struggle implementing the new teaching approaches they gained from PD. They tended to go back to their old pedagogical practices because of the lack of opportunity to develop the pedagogical knowledge and skills they received from TPETP. Similar studies were reported by Firman & Tola (2008), and Kusuma Wardhani (2017).

The problem of professional development undertaking, according to Guskey (2003), occurs to some extent due to teachers' pedagogical preconceptions. A number of studies on PD support this proposition. Phillips (2008) and Taylor et.al (2011), for example, reported that teachers' pedagogical preconceptions highly contributed to their resistance to change. To deal with such a problem, Guskey suggests that the on-going PD be required to help teachers improve their professional practices. Thus, eventually they will understand their own learning needs and the learning needs of their students.

Based on the above literature works, the aims of the present study are formulated as follows: (1)

to assess the growth of English teachers' pedagogical content knowledge and (2) reveal their perceived change of practice after participating in the TPETP. Through this study, the researchers wanted to see how TPETP impacted on teachers' acquisition of pedagogical content knowledge and its application in the classroom.

The term pedagogical content knowledge in this study is referred to teacher's knowledge in transforming the content of lessons and the knowledge of psychology of learning into deliverable pedagogical strategies (Shulman, 1986). This definition entails that pedagogical content knowledge has three important components, namely (1) knowledge of how teachers plan and deliver the content of teaching materials to students; (2) knowledge of the teaching process and the problem of student learning; and (3) knowledge of teaching and learning strategies that suit students' level of understanding.

To evaluate the impact of professional development program on teachers' change of practice, the researchers borrow four components of PD evaluation suggested by Kirkpatrick & Kirkpatrick (2008), i.e., (1) teacher reactions to PD models and procedures; (2) learning resulted from PD, (3) application of knowledge/skill obtained from PD, and (4) student achievement. These postulates would be adapted and used as guiding principles to explain the phenomenon being studied.

Method

The present study employed a qualitative research method. The population of this study was all certified English teachers who had attended TPETP in Mataram City in 2017. The rationale for this was two-fold. First, the 2013 Curriculum underwent a substantial revision and thus it would impact on its implementation. Second, the mode of TPETP 2017 undertaking was different from that of the previous years. Teachers participating in the TPETP of 2017 were required to be computer-literate as initially they had to follow online mentoring before attending on site TPETP training. The change of TPETP undertaking was predicted to have impact on participants' learning experiences and outcomes.

Out of the total population, 10 certified teachers from 5 schools were taken purposively as samples of the study. The use of Purposive sampling aimed to select the participants based on pre-defined characteristics, i.e. teachers who had attended TPETP and received professional certification. For this purpose, the researchers employed semi-structured interviews to capture the intended data with criteria and aims relevant to problem studied (Creswell, 2003).

Subsequently, the researchers conducted interviews with the selected participants to (1) to assess the growth of their pedagogical content knowledge and (2) reveal their perceived change of practice as a result of participating in the TPETP to provide high privacy and comfort, all interviews with study participants were conducted informally for 30 to 40 minutes and the confidentiality of their identity was guaranteed not to be disclosed publicly.

After the data were collected, they were transcribed. The resulted transcripts were reread, coded and grouped according to the category or theme that appeared from the data. The subsequent data analysis involved data reduction, data presentation, conclusion drawing and verification as suggested by Miles and Huberman (2005). The results were then further summarized and labelled according to the emerging themes.

Findings

1. The growth of English teachers' pedagogical content knowledge

The data analysis yields three major the mesconcerning the growth of teachers' pedagogical content knowledge: (1) Teachers' preconceptions about professional development, (2) teachers' experiences participating in the TPETP program, and (3) teachers' evaluations on the TPETP program.

1. Teachers' Preconceptions about Professional Development. Data from interviews revealed that participants had attended a number of PD programs other than TPETP, which were organized by the local education authority and Association of English Teachers. Prior to participating in the programs, participants of the study expected that they would be trained important strategies to deal with the new curriculum of their subject area. However, they found that some of the contents of the training were not relevant to their subject area and thus they experienced difficulties to translate what they learnt into the actual teaching practices. Participant's comment may represent all other participants' views about the program: "*The professional development programs I attended before are focused more on the completion of (training) modules than the facilitation of our needs.*"

They were of the opinion that the PD programs run by the local educational authority did not address their concerns regarding their difficulties to implement the new curriculum. These participants felt that they did not maximize their mastery of teaching materials, lesson planning and use of teaching approaches because the trainers were not well equipped with good knowledge of methods, strategies and approaches that scaffolded them to apply the new curriculum. The following quotes represent participants' feeling about the program:

"We expected that we would learn how to teach English using discovery learning and scientific approach. However, in the training our instructor just discussed examples of how to teach biology using scientific approach. Thus, we, teachers, find it difficult to apply them for the teaching of English"

"In my opinion our instructor lacks confidence in delivering the training materials. He just

came back from a training of trainer program in one week then was assigned to train us immediately. In the end, he distributed soft copies of templates of ready-made lesson plans to us with no further explanation”

It is clear from these quotes that the PD provided by the local education authority did not meet their expectations. This obviously became the source of participants’ pessimism and apprehension about the benefits of taking part in the PD

2. Teachers’ experiences participating in the TPETP program.

When commenting on the experience taking part in 2017 TPETP, participants across schools provided convergent comments about the TPETP. Most of them viewed that the 2017 TPETP was congruent with their expectations. They identified that the most beneficial aspects of TPETP were the inclusions of new instructional approaches, procedural strategies and student-focused teaching techniques. Participant H who had two years of experience of teaching, expressed her thought, “...the presence of a clear training framework and trainers’ expectations stimulates us to learn more from the training”. Participant A added, “Our instructors helped me understand the basic principles and rationale for a lesson plan used in the new curriculum. Each part of the lesson plan is explained in detail through online communication. Their explanations are concrete and fit in our needs”

Most participants also indicated that TPETP had a significantly positive influence on their pedagogical practices. Participant A explained in detail the reason for this: “We received relatively adequate instructional knowledge and skills from TPETP instructors because we got intensive exposures from our university mentors prior to meeting them in the classroom. This pre-program activities enabled me to connect with my supervisor and my colleagues to discuss the new curriculum, its approaches and teaching activities” It is evidence from the above data that teachers participating in TPETP had developed not only better understanding about the theoretical explanation of pedagogical processes but also pedagogical practices.

3. Teachers’ evaluations on the TPETP program.

Most participants specifically appraised that now they better understood methods and approaches to teaching English, especially genre-based reading materials. They mentioned that the TPETP instructors had helped them break down the content of the English curriculum into sequential teachable units; put them into lesson plans; and try them out more interactively in the micro-teaching activities. *They learnt how to integrate all of these into the teaching of English in the classroom. To sum up, Participant J, asserted, “Now I know how to run fun and enjoyable reading activities. The training really helps me understand not only the content of the curriculum but also methods of delivering English lessons to my students”*

Teachers’ perceived change of practice after participating in the TPETP

Most participants admitted that they experienced a change of practice in teaching English compared with the time before they took part in the TPETP. They felt that their pedagogical knowledge and skills were enriched after attending TPETP. The accrual of their pedagogical knowledge and skills had enabled them to shift their teacher-focused teaching to student-focused learning. This made them more confident to try out a variety of new approaches pertaining to student-focused learning activities. The following comment from participant-C may sum up all participants’ thoughts about their change of practice:

“The practicality and usefulness of the training materials given by TPETP instructors have stimulated me to develop more student-based learning activities for my students after I came back from the training”

Regardless of such positive comments, the findings also reveal that several participants did not develop their pedagogical competence maximally because of two reasons. First, there were too many training materials that they had to learn in a short time. In this regard, Participant G commented, “We had to attend classes with different courses one full day, sometimes the time was extended till late evening. How can we learn in such a pressing time?”

Second, participants considered that the training materials were too excessive and thus they considered these materials needed to be sorted out. Participant H contended, “*Some of the training materials were really useful for classroom practices, but the rest, such as the ministerial regulations and the government educational policy, was not really relevant to our real needs in the field*” This statement represented the opinion of the majority. They therefore expected that TPETP provided further on-going PD to address these two problems.

Discussion

Results of the present study have indicated that to some degree the development of teachers’ pedagogical content knowledge contributed positively to their professional practices. Teachers in this study showed their positive responses to the PD model introduced by TPETP as it facilitated their learning endeavours. As a result of this, they were stimulated to expand their horizon of understanding and at the same time to learn to apply what they received from TPETP for the classroom practice. This is indicative that participants had experienced a change of attitude in the teaching practices due to the acquisition of pedagogical content knowledge they received from TPETP.

This study also reveals that the success of teacher changes of practice occurred due to their positive perception toward TPETP. This on-going professional development had indeed enabled the teachers to integrate the curricular knowledge and pedagogical content knowledge into their teaching practices in the classrooms. *This change of attitude represents an example of successful on-going PD that met teachers’ real needs in the classroom. It appeared from the data that the intense interaction between teachers and their mentors had facilitated teachers to learn, to adjust and to change their preconceptions about the PD program.* The current study has obviously provided robust evidence of the impact of on-going professional development on teachers’ change of pedagogical practices. *Despite such an achievement, however, problems were still identified concerning the unbalance of training time and the training materials to be learnt.*

Conclusion

The present study reports the successful implementation of In-service Development and Improvement of Teacher Profession. The growths of teachers’ pedagogical content knowledge in this study were attributed to teachers’ positive perception about TPETP and different mode of TPETP delivery that fit in their expectations. This becomes a springboard for them to change their professional practices. This paper concludes that should similar PD programs be developed, factors such as *the length of training time and numbers of materials* were considered in order that teachers could maximise their learning gains.

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The value of linguistics theory to teaching English as a foreign language

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Abstract:The paper is addressed to the value of linguistics theory to teaching English as a foreign language. The aims of the current paper have been to examine the significance of linguistics as a theory of language to language teaching; to stimulate teachers' awareness of the position and relation of theory and practice within the area of teaching. Teachers of English are highly expected not only know how to doing thing, but they are compelled to know why they are doing such thing as teaching. To support the belief, "Teachers in performing their classroom activities are governed by particular rules", there is a theory behind teaching particular linguistic unit", information are gathered from literature readings, interviewing, and analysis on some related researches. The collected sense data are displayed by means of table. Analysis and interpretation on preliminary data indicate that some teachers do not realize that teaching is, by definition, using and applying theory. Similarly, some teachers of English are less conscious that the value of theory, i.e. its capability to providing explanation to the issues under studies, may be of assistance for them to successful classroom practitioners. Finally, teachers should realize the merit of theory as it assists them perform better. Linguistics as a theory of language is, therefore, strongly recommended to be taken into serious consideration by teachers.

Keywords: theory, teaching, linguistics

Introduction

"How do you teach your students English?" a teacher asks one of his students in a classroom meeting. By "practice," the student answers while staring at her friends. "What are among those parts of English (e.g. reading, speaking, vocabulary, etc.) you are teaching and how?" the teacher asks further. With high confidence the student says, "I teach reading; it is my subject." Inspired by such discourse a dialogue between teacher and student the author attempts to raise the issue, theory and practice, as a contentious. The topic has been "The Value of Linguistics Theory to Teaching English as a Foreign Language."

The topic becomes of interest because by implication the text above suggests that the problem of theory and practice has been or still considered serious and sustainable debate among academicians, educators, and practitioners in particular. For teachers, it is not sufficient enough just to know how to teach and what to teach. The "what" to teach and "How" to teach are crucial, but it is even more, if not, the most important the "why" we teach. In Knight's words, the current practice of classroom

activities, teaching as such, has been traditionally concerned with the "how" rather than the "why" we teach our students things as such (Knight, 2015).

Knight (2015) speaks of "The Truth, The Whole Truth, Nothing but The Truth as nothingness. He doubts if there is a true evidence to support what we are doing in the classroom means something for our students. He asks, "is there existed a room for meaningful activities?" or He questions on what we are doing in the classroom setting is something of valuable and benefit for the learners. In other words, it is of highly questioned that the message contains in every classroom practice is of contribution to the betterment of English language teaching (Knight, 2015); also available at <https://www.adventistbookcenter.com/the-true-the-whole-true-tr>. By the same token, this paper addresses the issue on the value of the linguistic theory to classroom practice of teaching. "What is the contribution of theory of linguistics to English Language Teaching (ELT)?" Put it another way, how does ELT teachers can benefit in doing their task and develop their professionalism from linguistic

theory? Answers to this question and others are considered the aims of the paper.

The word “theory” is widely applicable and usually in combination with other lexis. So, we have for instance, theory of form, theory of truth, theory of semantics, and theory of linguistics, etc. Within each theory, there are subdivisions. In theory of truth, we have such theories of correspondence, coherence, pragmatic, and semantic theories of what we believe to be true. And the term theory is defined in a wide range of meanings. Whatever the definitions provided with, the focus of the present article is that of and limited to linguistic theory. By theory of linguistics in this paper is understood as those claims on languages accounting for the description, analysis, comprehension, and synthesis the problems, issues, phenomena, events of language. Basically, there are two ways of description on language; the description on the level of sounds, in the first place, and secondly, the description on the level grammar (Kleinman, 2013; Huachuan Wen, 2013; Chomsky, 2012; Fromkin and Rodman, 2010).

Method

Question "What, according to you, makes learners to be better learners?"

Table 1. Interview Qualitative Data Presentation

Respose	Data Reduction/ Analysis	Interpretation/ Theme
Respondent 1. I highly of the same opinion that students have the opportunity to use their English. This is made possible if the teachers encourage us to express our opinion and ask as many questions as possible	(i) language use; (ii) encourage; (iii) opportunity	Students' active participation
Respondent 2. Meaningful learning should help student to learn something, things such as teaching activities should be of interest, value, significance, and in relation to the real life of the students at present and future. Explanation of concept, theory, hypothesis, by instructores is a necessity. By so doing thing such as questions from learners can better be anticipated and predicted. Discussion on hypothesis becomes important to control	(i) concept expl anation; (ii) making pre diction; (iii) con trol event	Content presenta tion

Justification of the claim that theory of linguistics is of significance for teaching activities, empirical study becomes imperative. Four graduate students who are teachers at some high schools in the city of Mataram were interviewed. Observation on what they are doing was carefully recorded as well and the transcription becomes the data of the study. The collected data were interpreted to understand what the data mean and say. In other words, speechless and meaningless data were interpreted to make them speak something and meaningful for the language classroom.

Results and discussion

This is a small scale study conducted in the classroom setting. Sources of the data are from interview, observation, and some documents related to the topic. It is a qualitative inquiry where the collected qualitative information was analyzed by means of qualitative content analysis. Four subjects of the study, teachers of English Education in some schools who are doing their graduate program, were interviewed. Results of the interview are displayed in the table that follows

<p>Respondent 3. A good learner of English, in my mind, is when she/he has the ability to pronounce English words legible to native speakers; but the capacity to produce correct sounds should be followed by the ability to construct and produce acceptable sentences because language is basically a system of both sounds and grammar.</p>	<p>(i) sounds to hear; (ii) grammar to see</p>	<p>Relatedness of language aspects</p>
<p>Respondent 4. I there is no good method or approach. Each approach has its shortcoming, weakness, and strength. In other words, no single method is better than another. A good one is the one that works. Therefore, the solution is the use of mixed methods.</p>	<p>(i) forms and meaning; (ii) formal and functional</p>	<p>Integrated approaches</p>



Figure 1 12 students from graduate program are attending their subject in the classroom (PS1) under the instruction of one instructor. The picture was taken when the classes were in progress. no one of them aware that the observation. Some important points to note are (i) speechless, (ii) class hours, (iii) in the classroom setting. This condition implies passive academic atmosphere meaning that there is no learning and even if there is, it is meaningless rather than meaningful. But, the question is, why this happened? (See, discussion).

Results

Prior to presenting research finding, data display, analysis of data, and data interpretation have been carefully carried out. And they are presented in table. Unlike data presentation, findings of the studies, as it is a qualitative research are presented in narrative form. So, following data analysis and interpretation as they are presented in table 01, it is found out that (1)

Active Participation..Students' involvement and active participation during the class hours are poor; (2) *Content Presentation*. Teachers are expected to present the subject under study, course, teaching point at large and details, but this is not the case; (3) *Relatedness of Language Aspects*. Teachers of English in the mind of graduate students should be introduced not only the grammar aspect but, they (learners) should know also the sound production; (4) *Integrated*

Approaches. A need of applying a number of approaches in the classroom practice has also been the result of the analysis. Teachers implicitly expressed their point of view that integrated ways of teaching is a must. Finally, (5) it is surprising enough that the visual data suggested by the picture, indicate that the students are *passive participants* rather than active. This leads to passive academic atmosphere which is considered uncomfortable, less productive, and less innovative.

Discussion

The principal findings of the current study, ACRIP for short, can be identified as Students' Active Participation, Content Presentation, Relatedness of Language Aspects, Integrated Approaches, and Academic Atmosphere Passive respectively. What all these findings mean for teachers education and others who are of interest of the study will be discussed in the lines that follow. The presentation of the discussion follows narrative method and alphabetically in order.

Active participation of students during classroom practice has been considered determinant factor for successful language learning. Language learners should be provided the opportunity to actively involve during the classroom practice. Teachers who are in charged during the class hours should be aware of the significance of time allocated to learners to practice their language. Language use, therefore, is of great importance, if not, the greatest. Encouragement by instructors to learners in order to use their language is somewhat compulsory. Indeed, practice, or use as the implementation of theory should be given equal emphasis. Discrepancy in proportion of theory and practice may lead to different and poor performance. Learning outcome in TL (Target Language) of students, depends, to some extent, on how much time they spend in using the language both in/outside the classroom setting (Nation, 2012; Kleinman, 2012).

Background knowledge on language use in this context becomes very crucial. Knowledge such as speech acts theory, linguistics, for examples, descriptive linguistics, psycholinguistics, sociolinguistics, pragmatic linguistics, and discourse analysis are of highly recommended to be introduced to learners. As they are concerned

with what and how language is used, in order for the students be able to use the TL language learners should be scheduled a course on theory of language use. Or they are unable to function in the TL because to use a language is to apply the theory of that language (Badib, 2013; Kurnia, 2013, and Chomsky, 2012).

Content presentation from students' stand point should be explicitly presented in every courses understudy. Teachers are expected to encourage students to have sufficient knowledge on language. Introduction to language as rule-govern behavior, language as a system of sound and grammar, and various kinds of theory should be inclusive in classroom practice. If language is considered as a system of sound, in order for the learners to be able to communicate in the TL, they should know what the sounds of the TL. is like, how they are produced, and where the sound production are made. Phonetics and phonology, therefore, become compulsory in classroom practice. Teachers should be aware of all these important content subjects to be presented in their teaching (Liton, 2012; Harun and Abdullah, 2014; Chomsky, 2012; Fromkin and Rodman, 2010).

Theory and practice are interdependent. The first is part of the second; the second depend on the first to some extent. Theory of language use is a road map that guides the students to function culturally and socially appropriate in the language. Both theory and practice should walk hand by hand. They are inseparable. To put one aside from another is like a dog-headed human. It is dehumanization. A man with no logical capacity might speak the language but, it is meaningless speech. The claim that "language is human" is understood in this context as any language one speaks is to include sound aspects, phonetics and phonology, and grammar aspects, morphology, syntax, and semantics, should be offered and scheduled to learners. Other important dimensions of language to be considered are the culture and literature of the native speakers. Briefly stated language teaching should involve the teaching of language, culture, and literature. "Relatedness of Language Aspects." is the most important finding of the study (Badib, 2013; Kurnia, 2013; and Kleinman, 2013).

Teaching is what teachers are doing in the classroom setting; it is something practical.

Teaching activities, by definition of the terms, is applying some sort of method, approach, or theory, or principles of teaching. The belief that there is no best and perfect method of teaching, if it is proved true, as the author sees it then there is one thing teachers should do. "Never use single method of teaching, but rather teachers are highly suggested to apply integrated approach." Holistic, wider perspectives, wholeness, are strongly recommended. "Integrated Approach" as another finding of the study might be of alternative for teachers to help learners be better language learners. In short, teachers should develop the ability to do two things, to doing analyzing and to doing synthesizing (Kleinman, 2013; Knight, 2015).

Analysis of visual data by means of observation indicates that academic atmosphere as the author sees it is passive. Live situation as it is expected to be, does not occur. Condition as such does not help students learning something. Meaningful learning requires students and teachers involve in interaction. If language is, as it is previously viewed, use then students should be actively engaged during the class hours. "Speaking the language is rule-govern behavior", argues Searle (1987). In order for the students to function in the TL they have to follow the principles or rules embedded in the language. This is what Chomsky (2012) calls "language is rule-govern." Social rules, sociolinguistics or macro-linguistics and linguistic theory or micro-linguistics should be integrated in their application for practice both in or and outside the classroom setting (Searle, 1987; Fromkin and Rodman, 2010).

Conclusion and suggestion

This study has been conducted to search for the pattern or structure of the value of linguistic theory to teaching practice. Based on the interpretation of the results, the conclusion is that classroom atmosphere should be comfortable. Secondly, the material should be varied, cover all aspects of TL.; they are presented in integrated approach. Finally, students should be encouraged to be active in their participation. Bearing these all in mind, it is highly suggested that teachers should developed their professionalism.

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*Part VII: Sustainable Evaluation, Language Learning and Acquisition,
and Teacher Professional Development*

*Part VII: Sustainable Evaluation, Language Learning and Acquisition,
and Teacher Professional Development*

English language acquisition (A case study of a young learner)

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Abstract: This study aims at finding the English vocabulary acquired by a young learner from cartoon movies and describing how she understands the meanings. This is a case study of a five-year-old young learner, who likes story-telling, in which she initially gets the English vocabulary, which is not her first language, from watching cartoon movies. The process of acquiring the vocabulary happens since she was two years old until now. Observation method was used in collecting the data in her age of 4-5 years, as well as interviewing her parents in order to get the information regarding how the child understands the meanings of the vocabulary. Language acquisition (Jalongo: 1992), and vocabulary understanding method (Dardjowidjojo: 2012) were used as the theoretical framework in analysing the data. The results show that the young learner acquires more than seven vocabulary from one cartoon movie in the forms of noun, verb, adjective, and adverb, besides that, she is also able to acquire phrases and sentences. The child mostly used referential strategy to understand the meanings of the vocabulary she got from the cartoon movies. Her parents also play the important role in assisting and helping the child to understand the vocabulary meanings by translating the words into her mother tongue and by describing the difficult vocabulary she could not understand.

Keywords: language acquisition; English vocabulary; young learner; vocabulary meanings

Introduction

There are many foreign TV channels for children recently in Indonesia, like Nick Junior and Disney Junior that have cartoon programs in several languages, i.e. original language and subtitles in other languages. English is the most used language/subtitle in cartoon movies. It seems that children who often watch cartoon movies in English make them familiar with that language and they unconsciously imitate, acquire the vocabulary and are able to pronounce words, phrases or sentences with native-like pronunciation.

Sujiono (2009) states that children has golden age period until six or seven years old in which in that period, they experience rapid socio-emotional development that enables them to

adaptwith the environment, imitate and use the language they hear. Children acquire their mother tongue mainly from their parents, family, environment, school, and also from television program they watch. It is assumed that children could also acquire a foreign language at the same time with their mother tongue, because children in Indonesia, especially in Bali are multilingual that they also learn local language(s) and foreign language(s) besides their first language.

Imitating is one of the strategies used by children in their early age to acquire both mother tongue and foreign language(s). One interesting case from a five-year-old child is that she acquires English as the foreign language from watching English cartoon movies, imitating the

words, phrases, and even several sentences, and then finally remembering and pronouncing them after watching the movies. That condition is in line with Hurlock's statement (2003) that children with high intelligent and good discipline tend to have good development in acquiring vocabulary. The five-year-old child seems to have good development in acquiring English vocabulary even though it is considered as the foreign language. This research was conducted in order to find out English vocabulary acquired by the five-year-old child from cartoon animation movies and describe the ways she understands the meaning of the vocabulary.

Methodology

Data Source

A five-year-old namely Teresa Violeta Umbas who has good development in acquiring English as the foreign language was observed for this research. She was born and lives in Denpasar. She speaks Indonesian with her parents and it is her mother tongue. When she was under the observation (in 2017), she went to a kindergarten in Denpasar where her teachers used Indonesian as a means of communication at school. Vio – her nick name – likes watching cartoon animation movies in English and often imitates (until now) the vocabulary spoken by the characters in the movie and able to pronounce them like English native speaker, which become interesting points to be observed.

Data Collection

In this field research, language acquisition method (Dardjowidjojo, 2012:228-229) was applied. The first step done in collecting data is by giving a questionnaire to her parents in order to figure out the identity of the child, most frequently movies watched and the movies' short descriptions, the vocabulary acquired from watching the movies, the way in understanding the acquired vocabulary, and the parents role in the child development in relation to English vocabulary acquisition. The questionnaire was returned after the observation is conducted, which is the second step in collecting the data. The observation was done from her parents helps by video-recording the process. The last step

was interviewing her parents in order to support the information gathered from the questionnaire.

The data were collected in six weeks from July to August 2017. It is realized that the process in requiring English vocabulary was not instant and could not be completed during six-week observation time. It must involve a complex process started when she watched cartoon movies for the first time. Based on the information from her parents, she began watching cartoon in her age of >2 years old, therefore, it has been about 3 years when the observation was conducted.

Data Analysis

The collected data taken from the results of the questionnaire, observation and interview were analysed qualitatively and descriptively in order to fulfill the purposes of this research. Children language acquisition theory consists of behavior, maturationalism, preformation, cognitive development, and psycholinguistics (Jalongo, 1992:9-11). This theory describes the process of how children acquire a language, and include the children efforts in organizing their thought and developing language. This theory has a correlation with how Vio was acquiring English vocabulary from the cartoon movies she watched. In terms of how Vio understood the meanings of the acquired vocabulary, an approach regarding lexicon acquisition of young learners (Dardjowidjojo, 2012) which includes the type of words acquired, the way children know vocabulary meanings, and the way children remember the meanings was used in this research.

Result and Discussion

This part contains the description of the English vocabulary acquired by Vio and the discussions on how she was able to know and understand the acquired English vocabulary. There are five cartoon animation movies often watched by Vio during the observation; one movie entitled Sofia the First is on Disney Junior Channel, three movies with the titles Max and Ruby, Blaze and the Monster Machine, and also Shimmer and Shine on Nick Junior Channel, and a movie entitled Zoo Moo that has the same TV Channel

as the title. The reasons why she likes to watch those movies are because they are for Vio's age, the utterances spoken by the movie characters are slow and some terms are repetitively spoken, therefore, those movies become the favorite ones.

Vocabulary Acquisition from Max and Ruby Movie

There are five words, a phrase and a sentence imitated by the young learner from Max and Ruby movie. The sentence imitated is incomplete and it is a part of a complex sentence. Table 1 below shows the list of vocabulary acquired by Vio.

Table 1 Vocabulary acquired from Max and Ruby Movie

Word	Phrase	Sentence
Bunny (N)	baby toys (NP)	* this robot is very quite.
autograph (N)		
pizza (N)		
robot (N)		
hungry (Adj)		

From the observation done while she was watching that movie, it was informed by her parents that Vio imitated those words, phrase, and sentence while she was drawing a picture. She did not pay attention to the movie thoroughly because she was doing another activity at the same time. One word that she could memorize after watching the movie is the word 'autograph' as she asked an autograph after she finished drawing a picture on her drawing book.

Vocabulary Acquisition from Sofia the First Movie

Sophia the First is also her favorite movie because the story is about a princess named Sophia in which a princess character is often loved by girls including Vio. The vocabulary acquired from this movie is as the following.

Table 2 Vocabulary acquired from Sofia the First

Phrase	Sentence
Princess Ballet (NP)	What is my mom gonna say, if she sees my ballet.
	And it's not what she thought it would be.
	She'll be so disappointed in me.
	From that to baking pies I've always won first prize, Gotta reach a higher height.
	I've got no choice.
	I've gotta get it right.
	You don't need to be number one as long as you have lots of fun.
	I've got no choice I got it right.

During Vio was watching Sofia the First movie (Princess Ballet edition) she could imitate the song while it was sung by the character in the movie, but not so accurately. The song contains simple sentences and a few complex sentences. However, without watching the movie, she could not sing that song.

Vocabulary Acquisition from Blaze and The Monster Machine Movie

Blaze and the Monster Machine is a type of movie that often asks the audience to repeat some words spoken by the characters as well as to count numbers. There are also several questions asked and stimulate the audience to answer them. Table 3 below show the vocabulary acquired by Vio from this movie.

Table 3 Vocabulary acquired from Blaze and The Monster Machine

Word	Phrase	Sentence
Blaze (N)	monster truck (NP)	A sneaky blue truck who cheats in races.
AJ (N)	young smart driver (NP)	When an animal is in trouble, Blaze and his friends have to use and transform awesome new animal powers
Starla (N)	a truck friend (NP)	
Stripes (N)	right behind you (Adv P)	

Zeg (N)	so brave (Adj P)
Darington (N)	monster machine (NP)
Crusher (N)	world windows (NP)
fire (N)	wheels robots (NP)
sneaky (Adj)	
cheat (V)	
races (N)	
animals (N)	

It is not surprising that Vio could imitate a lot of words, some phrases, and two sentences. The most common thing in this movie is that the names of the cars (that can speak) are often repeated, so that Vio was not only able imitate them while watching the movie but also remember them after she watched the movie. The sentence “When an animal is in trouble, Blaze and his friends have to use and transform awesome new animal powers” is always spoken repetitively, and Vio could imitate the sentences but not always correct.

Vocabulary Acquisition from Shimmer and Shine Movie

The other movie that Vio often watch is Shimmer and Shine. The following table contains the list of vocabulary acquired from this movie.

Table 4 Vocabulary acquired from Shimmer and Shine

Word	Phrase
voice (N)	Genie trainings (NP)
save (Adj)	Genie teacher (NP)
princess (N)	evil sorcerer (NP) team work(NP)

Shimmer and Shine movie is not an interactive movie like Dora and the Explorer and Blaze and the Monster Machine, therefore, Vio could only imitate few words and phrases. By watching this movie, Vio used her fantasy to tell a story based on the Genie story in the movie.

Vocabulary Acquisition from Zoo Moo Movie

Zoo Moo is a movie about animals’ life. She could only imitate words and a phrase. There is

not a sentence that she could imitate, because it is not an interactive movie.

Table 5 Vocabulary acquired from Zoo Moo

Word	Phrase
Leo (N)	Junior ranger (NP)
animals (N)	
computer (N)	
sister (N)	
face (N)	
island (N)	
police (N)	
cute (Adj)	
fish (N)	
collects (V)	

Knowing the meanings of vocabulary

Vio’s interests on the stories of her favourite cartoon amination movies and her curiosity are the factors that led her to imitate and acquire vocabulary and also find the meanings of the vocabulary. The words/phrases/sentences she imitated from the movies are often repeated by the characters in the movie. She could imitate words, simple phrases, simple sentence (usually in a song), and a few complex sentence. Not all the vocabulary that she imitated during watching the movies could be remembered. In this case, she only acquired some of the vocabulary she imitated. Related to the vocabulary that she acquired, sometimes she understood the meanings by herself or she asked the meanings of vocabulary she wanted to know from her parents who always accompanied her while watching television.

The movies with the same series are often shown every day in one term, and because she watched the same serial of movies repeatedly, it became easier for Vio to acquire English vocabulary from the movies. She knew the meanings of the vocabulary by using reference strategy. It means that she interpreted the contexts of situation in the movies, then she relates the vocabulary (usually the nouns) with the things she looks at the movies, with the facial expressions of the characters (for the adjectives), and with the situation in the movies. Since the movies were watched several times, she can remember some vocabulary after she finished watching them.

Vio's parents have an important role in helping her to figure the meanings of vocabulary when she could not refer to the things and situation in the movies. Vio was often accompanied by her parents when watching movies and she often asked directly about the vocabulary meanings. Her parents also choose the good cartoon movies, possibly the educating ones, therefore, she would acquire good vocabulary.

Vio has got another positive effect from watching the English cartoon movies besides acquiring English vocabulary, that is, by using her imagination, she is able to retell stories that she remembers. Vio learns English unconsciously by the watching the movies, then can understand the meanings of the vocabulary without having an English lesson.

Conclusion

The results show that the young learner acquires more than seven vocabulary from one cartoon movie in the forms of noun, verb, adjective, and adverb, besides that, she is also able to acquire several phrases and sentences. Vio mostly used referential strategy to understand the meanings of the vocabulary she got from the cartoon movies. Her parents also play the important role in assisting and helping the child to understand the vocabulary meanings by translating the words into her mother tongue and by describing the difficult vocabulary she could not understand.

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The importance of expected learning outcomes in a lesson plan (a case study in Balinese and Old Javanese departments)

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Abstract: This paper aims at finding out the role of Expected Learning Outcomes (ELO) in producing the Lesson Plan for English for Specific Purposes (ESP) Course taught in Balinese and Javanese Departments, Faculty of Arts, Udayana University. Theoretically, a lesson plan is created based on the needs of the students that in our situation is reflected in the Expected Learning Outcome (what the department wants its graduates to be). Since the students come from two different Departments – Balinese and Old Javanese Departments – and are taught in the same session, comparing the Expected Learning Outcome to find the language needed by the students is necessary to be conducted. A kind of compromising is important to be done to make the learning process useful for those two Departments. The data about the Expected Learning Outcome were taken from the Department document and the additional data were taken from the students to be put as consideration in deciding the teaching materials. The data collected were analyzed qualitatively to decide what teaching materials suitable for the students of both Departments so that the learning process can meet the learning outcomes. The theory of teaching ESP by Hutchinson and Waters (2010) will be used in this research. The results show that the Expected Learning Outcomes are very important to determine the teaching and learning materials and process of ESP. From the graduate profiles and the ELO, students in both Departments need to be given translation theory and practice course. The students in those two different Departments should study ESP in different classes and sessions because translation theory and practice dealing with many cultural terms in Balinese and Old Javanese are not as easy task to do.

Keywords: Expected Learning Outcome; ESP; need analysis; Balinese and Old Javanese students

Introduction

English as a foreign language in Indonesia is taught at all departments at Udayana University for one and/or two semesters as an obligatory course that the students have to take. The students' needs in learning English at each department are not the same, and lecturers of English usually teach English for Specific Purposes (ESP). In preparing materials and teaching methods/techniques for ESP, one of the important things that should be put into consideration is the Expected Learning Outcomes (ELO) in which it relates to what each department wants its graduates to be.

Suskie (2004) states that “expected learning outcome refers to specific knowledge, practical skills, areas of professional development, attitudes, higher order thinking skill, etc. that faculty members expect students to develop, learn, or master during a course”. It means that the expected learning outcome can be used to determine the teaching materials for specific purposes, not the general ones, so that students can focus on what they need to learn in order to obtain specific outcomes.

English course in Balinese and Old Javanese Departments at the Faculty of Arts, Udayana University is given in one semester (the first semester) and the students in both Departments are grouped into one class. They study English at

the same class and session with the consideration that both Departments have few students. The Old Javanese Department has the smallest number of students (about four up to fourteen students) in the Faculty of Arts, Udayana University, and it is considered as the scarce department not only in Indonesia but also in the world. That is the reason why the students in those two Departments are grouped into one class.

Apart from few students that both Departments have, the materials of English for specific purposes should be based on the expected learning outcomes of each Department. This paper aims at finding out how the Expected Learning Outcomes determines the teaching and learning materials and process of ESP and whether the students in those two different Departments can study ESP together in one class and at the same session.

Methodology

Data source

The Expected Learning Outcomes were taken from the Balinese and Old Javanese Departments latest documents. Besides, the questionnaire regards to the need analysis were give to the students to be put as consideration in deciding the teaching materials. English is taught in the odd (first) semester in those two Departments. The questionnaires were given to 20 students in Balinese Department and 14 students in the Old Javanese Departments on Monday, September 4th 2017, at the first meeting of the course. There are 10 questions in questionnaire related to the students' background knowledge about English and needs of studying English. The results of the questionnaire are necessary for the determining^a teaching materials besides the ELO that has been set by the Departments.

Data collection

The data were collected through note-taking techniques. First, the descriptions of the ELO on both Balinese and Old Javanese Departments documents were collected. Then, the questionnaires were given to the students, and the results were described descriptively.

Data analysis

The collected data were analyzed qualitatively to show the role of the ELO in deciding appropriate teaching materials for the students of both Departments so that the learning process can meet the learning outcomes. In order to decide English for Specific Purpose teaching materials in Balinese Departments and Old Javanese Departments, need analysis (Hutchinson and Waters, 2010) consists of four important parts are necessary to be conducted. The first one is to know *target needs*, that is the needs of learning English set by those two Departments and their students which include necessities, lacks, and wants; the second is *gathering information about target needs*, in this case the description of ELO published by the Departments, the third is *learning needs*, that is the students' needs in learning English taken from the questionnaires' results, and the last one is *analyzing learning needs*, in which the suitable learning materials can be chosen from analyzing those previous three parts.

Result and discussion

Target needs

The needs of learning English can be determined from the graduate profiles of the Departments, in this case what the graduates are expected to be. The graduate profiles in both departments are based on the results of tracer study, employer survey and analysis of development of jobs in local, national, regional and global, and they are used in determining the graduate competences standard for each department. The graduate profiles taken from the documents in Balinese and Old Javanese Departments are the same, in which the graduates are expected to be:

- a. A scholar and researcher who develops Balinese/Old Javanese language, *aksara* (alphabet/characters), and literature
- b. A practitioner of Balinese/Old Javanese language, *aksara* (alphabet/characters), and literature
- c. An administrator in government or private institution
- d. An entrepreneur in the fields of translation, transliteration, and palm-leaf manuscript writer
- e. A communicator
- f. A literature critic
- g. A manuscript conservator

The graduate profiles in both Departments only differ in the languages – Balinese and old

Javanese – that the students have to master. From seven types of jobs that the students can have after they graduate from the each Department, the one that requires the mastery of English, especially in the writing skill is being a translator and/or an interpreter.

The graduates might need to translate scripts from Balinese or Old Javanese into Indonesian, then into English, or from the source language into English directly as one of the efforts to help foreigners who are interested in understanding the scripts' contents. Another type of job that needs speaking skill of English is a communicator.

A communicator is “a person who is able to convey or exchange information, news, or ideas, especially one who is eloquent or skilled” (Oxford Dictionary). It is possibly that graduates who are willing to be communicators should have a competency in speaking a foreign language, especially English, so that it is beneficial for their future carrier in communicating Balinese or Old Javanese matters.

In relation with the graduate's profiles of both Departments, the English for Specific Purposes needed by the students are writing and speaking skills. To improve students' writing skill, they have to read articles in English in order to help them improve their vocabulary, grammar and the writing styles in English language. Moreover, to be able to speak fluently, students also need to listen to conversation more often to be familiar with English, because they will have two-way of communication, that is listen to and response utterances. Reading and listening practices can be learned by students as the additional activities, but the main skills in English lesson plan are writing and speaking.

Expected Learning Outcomes – Information about the Target Needs

Learning outcomes expected from the graduates in Balinese and Old Javanese Department consists of four parts, namely, Attitude, Knowledge, General Skill, and Specific Skill. Both Balinese and Old Javanese Departments have similar contents of Attitude. Below are the contents of the Attitude in the Balinese Departments that consists of fifteen descriptions.

- 1) Believe in God Almighty and show religious attitudes.

- 2) Uphold the value of humanity in carrying out duties based on religion, morals, and ethics.
- 3) Have the contribution in improving the quality of life of society, nation, state, and civilization based on *Pancasila* (The Five Basic Principles).
- 4) Have a role as a citizen who is proud and loves the country, with the sense of nationalism and responsibility to the state and nation.
- 5) Respect the diversity of cultures, religions, and beliefs, as well as the original findings and opinions of others.
- 6) Be able to work together and have social sensitivity and concern for society and environment.
- 7) Obey the law and be discipline in social life and state.
- 8) Internalize academic values, norms, and ethics.
- 9) Show responsibility in attitude towards the expertise.
- 10) Internalize the spirit of independence, hard work, and entrepreneurship.
- 11) Be communicative in the field of language, literature and culture in particular and community in general.
- 12) Be responsive to the impact of language, literature and socio-cultural issues on society and global environment.
- 13) Be sensitive to linguistic, literary and socio-cultural issues.
- 14) Be foresighted to the sustainable development.
- 15) Be co-operative in the team-work (multidisciplinary) and be accommodative in the environment.

Old Javanese Departments have the same contents of Attitude with the Balinese Departments, but with two additional contents as follows:

- 16) Being logical, critical, and analytical in solving problems.
- 17) Being adaptive to the development of science and technology intellectually and culturally.

The students study in those Departments are expected to have good attitude while they are still studying and after they graduate because Indonesia is a multi-ethnic country that has diversity in cultures and customs. They should

respect other ethnic's culture and all religions exists Indonesia, besides being communicative, cooperative, responsive to the dynamic changes of linguistics and literatures.

There is a slight difference between the Knowledge in both Departments. The graduates in Balinese Departments are expected to understand the:

- 1) Basic concepts in linguistics and literatures
- 2) Balinese Alphabet and its uses.
- 3) Basic concepts of philology.
- 4) Basic concepts of cultures.
- 5) Methodology in the fields of linguistics, literatures, and philology.
- 6) Concepts, theories and methods of translation.
- 7) Basic concepts of journalism.
- 8) Basic concepts of teaching linguistics and literature.

Old Javanese Department divides the Knowledge mastery into seven parts, in which the graduates are expected to understand the:

- 1) Basic concepts in linguistics and literatures.
- 2) Old Javanese Alphabet and its uses.
- 3) Basic concepts of philology.
- 4) Basic concepts of conservation and manuscript writing.
- 5) Basic concepts of cultures.
- 6) Methodology in the fields of linguistics, literatures, and philology.
- 7) Concepts, theories and methods of translation.

Students in Balinese Department have to understand the eight concepts as stated previously, but not the concept of manuscript conservation as a part of the knowledge mastery in Old Javanese Department. It is because many authentic manuscripts written in Old Javanese language have been extinct. Meanwhile the mastery of basic concept of journalism in Balinese Department is not listed in Old Javanese Department because Balinese language is still used in communication, especially in Bali, but Old Javanese language is no longer used as a means of communication either by people in Java or in Bali. From the Knowledge mastery part, the one that has a relation with the English course is the translation

The third part of the ELO is the general skills. Both Balinese and Old Javanese Departments set exactly the same general skills that students should have. The students are expected to be able to:

- 1) Apply logical, critical, and innovative thinking in the context of development or implementation of science and technology that concern in humanity appropriate to their expertise.
- 2) Demonstrate qualified, measurable and independent performance.
- 3) Study the implications of the development or implementation of science and technology by taking into account and implementing the sense of humanity in accordance with the expertise, rules and scientific ethics in order to have better solutions, ideas, design, or art criticism.
- 4) Produce a scientific description of the results of the study in the form of undergraduate theses or final project report, and upload them in the university website.
- 5) Make appropriate decision to solve the problem in the area of expertise based on the results of information and data analysis.
- 6) Build and maintain networks with counselors, colleagues, both internally and externally.
- 7) Take responsibilities for the group work and to supervise and evaluate the work under their responsibilities
- 8) Conduct a self-evaluation toward their responsibilities, and being able to manage self-learning.
- 9) Document, store, recover data to ensure validity and avoid plagiarism.

The general skills are likely related to the skills that students in every Department should have, among others: to be logical, creative, innovative, responsible, avoid plagiarism, etc. The English for specific purpose materials in accordance with those specific skills can be the up-to-date and dynamic ones.

If the general skills in the ELO of both Departments are the same, the specific skills are set differently. These are considered as the most important parts in the ELO because they show the certain skills that the students in different Departments are expected to be when they graduate. In terms of the specific skills that in Balinese Department, their students are expected to be able to:

- 1) Collect data related to language, literature, and manuscript.
- 2) Read and transliterate Balinese texts into Latin and vice versa.
- 3) Translate Balinese texts into Indonesian or other foreign languages.
- 4) Translate Indonesian/foreign language texts into Balinese using computer applications.
- 5) Edit Balinese scripts.
- 6) Write creative writings in Balinese.
- 7) Give explanations about the uses of language, *aksara*, and Balinese literature in various fields.
- 8) Become a Balinese language, *aksara*, and literature counselor.
- 9) Deliver Balinese news in media.
- 10) Be a presenter of Balinese language.
- 11) Present papers and share Balinese language and literature knowledge in various forums.
- 12) Re-write Balinese *aksara* texts.
- 13) Document and store scripts in digitally.
- 14) Write a dictionary.
- 15) Have a creative and innovative business based on the local genius related to Balinese language, *aksara*, and literature.
- 16) Become a Balinese language, *aksara*, and literature teacher.

The students in the Old Javanese Department are expected to be able to:

- 1) Apply four language skills (reading, listening, writing and speaking) of *pura*, *kidung*, and *kekawin*.
- 2) Collect, document, and save the original literature, and manuscripts.
- 3) Understand and apply methods and techniques of translating Old Javanese language.
- 4) Understand and apply Old Javanese language in literature groups.
- 5) Transliterate Old Javanese *aksara* and texts into Indonesian or foreign language with the help of information technology.
- 6) Document and store scripts digitally.
- 7) Produce creative and innovative works with classical nuance.
- 8) Master methods and techniques of *mewirama* and *kidung* (*sekar agung* and *sekar madya*), and also elaborate them with information technology.

Balinese language is still spoken nowadays as a means of communication, but Old Javanese language is not, that is why the description of specific skills that the Balinese Department are

more various than the ones that the Old Javanese Department have. In relation with those specific skills, English for specific purposes can be given with the topic to translation as stated in the specific skills of the ELO numbers 3, 4 and 14 (Balinese Department), and number 3 (Old Javanese Department).

Learning needs

The learning needs of the students are described from the answers of the questionnaires given. There are ten questions in the questionnaire, and the results are as follows.

1. English language ability consists of the mastery of reading, listening, speaking, writing, grammar, vocabulary and pronunciation. From 20 students in Balinese Department, 24% of the students answered that they are weak on those skills, 54% are average, 18% are good, and 4% are very good. It means that they realized that they still need to improve their English skills, especially writing, grammar and vocabulary that are directly related to translation.

There are 14 students in Old Javanese Department who filled in the questionnaire and it shows that 61% of the students are weak on those skills, 38% are average, 1% is good, and none of them answered to have very good ability on those skills. It seems that the students in this Department are weaker than the Balinese Department's students on the mastery of the English skills.

2. The second question on the questionnaire is about their experience in taking informal English course. It is found that 80% of Balinese Department's Students and 86 % of Old Javanese Department's students do not take English course. It can be assumed that they have very little knowledge about the use of English language.

3. The next question is about their experience in taking English exams, like TOEFL or IELTS. There is one student in Balinese Department who took IELTS test and one student in Old Javanese Department who took TOEFL test, and it shows that the rests have lack of experience in taking English competency tests.

4. In regards to the question about how often they use English as a means of daily communication, 5% of Balinese Department

students always use English, 85% seldom, and 10% never. Then, 7% of Old Javanese Department students always use it, 64% seldom, and 29% never. English is almost never used by the students in both Departments as a daily means of communication.

5. This next question is 'whom do they speak English with?' There are 15 students (65%) in Balinese Department speak English with friends, and the rests are with parents (5%), siblings (20%), and with no one (10%) because there are two students who never speak English (based on the answers to the question no. 4). Moreover, there are 9 students (64%) in Old Javanese Department speak English with friends and the others do not use English with anyone. It still shows high percentage of the little use of English as a means of communication.

6. This question is related to whether their English ability influences the learning process of Balinese or Old Javanese sciences. Based on the answers to the questionnaires, 35% of the Balinese Department students, and 29% of the Old Javanese students said English does not have a relation with the sciences. It seems because the most of the ELO criteria expected the graduates to deal with Balinese and Old Javanese languages.

7. The seventh question is that according to the students, whether it is necessary to learn English specific terms related to Balinese and Old Javanese science. The answers show that 80% and 79% of the Balinese and Old Javanese Departments students think that it is important. It relates with the translation activity that they want to know what are the translations of the specific terms into other foreign language, especially English.

8. This question is about whether the English course will be beneficial during the course is taken or after they graduate. It shows 65% of Balinese students and 79% of the Old Javanese students answered that it will be useful after they graduate or when they work.

9. This question is about what skills – among the seven skills – are mostly needed to be learned? The Balinese students answered that it is strongly needed to learn listening and speaking, moreover, it is necessary to learn vocabulary. Meanwhile, Old Javanese students said that they need to learn listening, grammar, vocabulary.

10. The last question asking about the obstacle or difficulty in learning English, in which there are five options: not interested, do not have financial support, not confident, lack of learning facilities, and other reason that can be added or written. Most students, (80% and 50% of Balinese and Old Javanese students) answered that they are not confident enough to use English. This reason might be based in the fact that they seldom use it as it is not the subject related to their main concerns.

Learning need analysis

From the graduate profiles and the Expected Learning Outcomes of both Balinese and Old Javanese Departments, it is clearly seen that translation and/or interpreting are the most related subjects to the English for Specific Purpose in both Departments that deal with specific skill of writing and speaking. Writing is one of the productive skills in English that needs at least upper-intermediate level of English, which covers the comprehension of vocabulary or lexical cohesion, grammar and tenses, coherence and cohesion. Speaking is another productive skill that needs fluency of the speaker with the appropriate use of grammar, tenses, vocabulary, as well as coherence and cohesion. Meanwhile, to be able to achieve the upper-intermediate level, the students have to improve themselves very hard because the English skills that they have seem below the expected criteria seen from the questionnaire's results.

The teaching materials of translation theory and practices from Balinese/Old Javanese-English Translation and vice versa are considered suitable for the lesson plans. They will be given more practices in translating the SL texts into the TL texts. Since translation is not an easy task to do, especially dealing with many cultural terms in Balinese and Old Javanese, the students cannot be grouped in one class with the same schedule of the course.

Conclusion

The Expected Learning Outcomes have very important roles in determining the materials of ESP. without having the ELO as the consideration, the learning materials will be difficult to be arranged to definitely meet the needs of students in learning ESP. Balinese and Old Javanese Department have similar Expected Learning Outcomes, and the students need to be given translation practices. Since the source

languages are different – Balinese and Old Javanese – the students should learn English in different classes so that they will focus on the certain languages involved in translation practices.

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Coping with learning to speak English among senior high school students

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Abstract: Learning to speak English needs a great effort to make due to various linguistic aspects involved. It may deal with diction, pronunciation, sentence patterns, and grammar. Besides, the exposure to the target language, habit formation and motivation play an important role. In senior high schools, speaking is one of the skills to be learned. However, learning to speak English among senior high school students is not satisfactory. The majority of students who have finished senior school cannot speak English. Meanwhile, the ability in English is judged by the capability of speaking English well. Once people can speak English fluently, people think that their English is good. Based on the observation in the classroom presentation, it was found out that the common problems of speaking English that the senior high students often made were speaking slowly and taking too long to compose utterances, not being able to participate actively in conversation, having unnatural sounds of English, having poor grammar and pronunciation, not being able to sustain spoken interaction, often making breakdown communication and misunderstanding, lacking vocabulary needed to talk about common utterances, and lacking communication strategy as well. This paper is going to explore the real problems of learning speaking English among senior high school students, the probable causes of the problems, and some ways out to solve the problems.

Key words : speaking, English, senior high school, problems

Introduction

Speaking involves some linguistic features such as diction, grammar, pronunciation, rhythm, intonation, accent, and speed. For a second or foreign language learner, speaking can be harder because they are much influenced by the way he/she speaks in his/her mother tongue, especially in the case of pronunciation, accent, and rhythm. Brown (1994:256) puts forward that speaking is difficult due to clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. Besides, there are some other psychological factors which inhibit learning to speak in classroom. The students oftentimes feel shy and reluctant to speak up. Nunan (1999:225) points out that it is not easy to teach speaking because some students are reluctant to speak in the target language. Some students find it hard to say something because they are afraid to make mistakes and to be laughed at by their classmates. In this case, a teacher has to exert

some efforts to encourage them to express what they have in mind in the target language.

A teacher needs to have suitable techniques on how to make her students brave to speak up in the target language. In this paper, some techniques were applied to motivate the students to express what they felt and thought in the target language. Based on students' comments, the students felt that they were encouraged to say something in the target language after they were introduced to some techniques on how to say things in the target language.

Procedure

In teaching speaking, three different speaking genres were introduced. They were telling past experience in the form of spoken-recount text, describing something in the form of spoken-descriptive text, and stating arguments in the form of spoken-exposition text. The three speaking genres were taught through different techniques to make students dare to speak in class.

Spoken-recount text

To tell students' past experience in the form of spoken recount, the teacher gave guided-conversation activities. The first technique used was Yes/ No Question Game in which students were asked to do "a guessing game" by asking "Yes/ No Question". For the first step, the teacher gave an example how to ask questions as an exposure. She asked the students by using Yes/ No questions, for example,

Questions	Responses
• "Did you go to Prambanan temple in your last holiday?"	No, I didn't.
• "Did you go Jakarta in your last holiday?"	No, I didn't.
• "So where did you go in your last holiday?"	I went to Borobudur .
• "Did you leave for the place at 7 a.m.?"	No, I didn't. I left for Borobudur at 8.
• "Did you go with your family?"	No, I didn't.
• "Did you go with your close friends?"	No, I didn't
• "So whom did you go with?"	I went with my schoolmates.
• "Did you go there by bus?"	
• "Did you go by car?"	No, I didn't
• "Did you spend the night in a hotel?"	Yes, I did
	No, we didn't. We didn't spend the night in a hotel.

The questions went on till they represented the sequence events and the reorientation. The second step was that the teacher asked the students to work in pairs to do the same things as the example. The teacher gave the worksheet to be filled in by interviewing his/ her partner's past experience. After they had finished interviewing, the teacher asked them to make a group of four. The last step was that students made a report about the interview in the form of monolog recount in front of their own groups.

The goal of this technique is to motivate students to be active in speaking practice, to establish alive interesting English classroom, to create habit formation on how to raise yes/ no questions, and to retell their past experience in a correct text structure. Being given the guided-worksheet in which sentences had been arranged in an order events, students were hoped to be able to produce monolog recount text in a correct generic structure. Group working was aimed at giving opportunity to every student to present his/her monolog recount.

The second technique applied in the classroom was "Who am I game?" The "Who Am I" technique is also a guessing game activity in which the players try to guess a name, profession, or thing that has been approved. Although this game is quite simple to organize and set up, the teacher can customize it to be as challenging and competitive as she likes. It can make the class alive, communicative and noisy as well.

The procedure of applying this technique is relatively simple. It is a guessing game which needs the traits and characteristics of a famous, historical, or outstanding figure. The word to be guessed can also be a name of a profession, place, or thing. The game should be started from an easy one; something which is quite common to the students.

First of all, the teacher gave an example how to play the game by writing down a name of a famous person or a profession on a piece of paper, folding it, and putting it in her pocket. Then she asked the students to raise questions related to the written profession or written famous person by raising questions in the form of "WH-questions, Subject questions, Tag questions, and Yes/ No questions. The typical questions are such as "Is it related to health?"

“Do you work indoor?”, *“Do you drive a vehicle?”*, *“You take care of patients, don’t you?”* *“You work in a hospital, don’t you?”*, *“Do you wear a uniform?”*, *Do you work in group?”*, *“You are well-paid, aren’t you?”*, and *“Do you work all day long?”*.

When the game got stuck, meaning the students could hardly raise more questions, the teacher gave a clue so that the game could go on until finally one of the students could guess the target word correctly.

After the students knew the procedure well, the teacher asked one of the students to go forward to be a player. The teacher asked him/ her to write down a profession or a famous person on a piece of paper, folding it, and putting it in his/ her pocket. He/she then asked his/her friends to raise questions by using “Wh-questions”, subject questions, tag questions, and yes/ no questions. The students started guessing what had been written on the paper by raising questions such as *“You work in a company, don’t you?”*, *“How do you go to work?”*, *“Do you make an appointment with a client?”*, *“Do you work using your laptop?”*, *Is it related to transportation, and the like.* After a student could guess the word correctly, the teacher asked another student to be another player. She might give a reward to the student who could guess the word correctly. This game could be played in turns till the time allotted was over. When the game got stuck, the teacher might give a hand by giving a clue so that it could run again. After they had done making questions and answers, the teacher asked one of the students to repeat the sentences based on the information they had made by arranging them in monolog recount. This activity involved the students’ ability in memorizing and repeating sentences. Repetition plays an important part in language leaning; it is effective in helping students to transfer knowledge from their short-termed to their long-termed memories. When the students think about what they are repeating and try to organize it in their heads, they acquire a better chance of remembering what they are learning, even if they merely repeat it without thought (Harmer, 2007:56).

Spoken-descriptive text

In teaching spoken-descriptive text, the teacher used realia as a stimulus to speak. The procedure of applying this technique was as follows. The teacher gave an example how to describe something she had in her hand. She started describing something very common toward something more specific. For example, she took a pencil case to describe from the general information to the specific ones. She might say: *“It is a pencil case. I bought it in Pantes Supermarket a month ago. I bought it for ten thousand rupiah. It is very useful for me because I can put many things in it. I can put some pens, pencils, erasers, board markers, and some others. Every day I bring it to school and I always put it in my bag.*

It is made of plastic. It has blue with black stripes on its cover. It has a red zipper. In every corner of the pencil case there are four corn-metal accessories. Its size is about 15 cm long and 10 cm wide.”

After giving an example, the teacher invited students to choose a real thing, like a pen, a bag, a pencil case, a board marker, or other things around the classroom. Next, every student in the class tried to build up sentences related to the thing they had in hand.

Using realia can create the learning process alive, meaningful and more memorable for the students as they can connect it with their real life. They feel motivated and get involved with the learning process since they can apply their English by describing something common in their environment. The choice of the object can go from a very simple to a more sophisticated one. More importantly, a teacher has to let students choose materials which are of the students’ interest.

Spoken-exposition

For teaching spoken-exposition, the teacher used the techniques of brain washing and mind mapping. Brainstorming or brain washing encourages students to constantly be able to produce ideas using its technique (Clark, 1958). An English learner might be able to come up with a lot of different ideas in his or her mind when he/she is given a certain topic. In addition, brainstorming or brain washing allows the main points to be clarified and determines ways to support these main ideas. Brainstorming is one

of the methods for generating ideas. It clears one's mind and enables the organization of one's thoughts. Also this skill is effective for encouraging a creative mind to come up with new ideas. In teaching and learning English, the teaching of brainstorming is an important skill to build up ideas for better writing or speaking.

Mind mapping was developed as an effective method for generating ideas by association in the 1960s (Murley, 2007). A mind map is a graphic organizer in which the major categories radiate from a central idea and sub-categories are represented as branches of larger branches. It is a visual tool that can be used to generate ideas, take notes, organise thinking, and develop concepts (Budd, 2003; Murley, 2007; Siriphanic & Laohawiriyano, 2010; Al-Jarf, 2011). Mind mapping in language teaching helps the teacher introduce or bring together multiple words that are linked to one subject or theme.

The procedure in applying this technique was as follows. First, the teacher gave one motion or theme and triggered students by asking some arguments of the motion. Next, she made a list of arguments and broke down the arguments into specific detail, gave examples and proof of the arguments. The last step was that the students had to express the ideas and elaborate them in front of the class. The generic structure of the exposition text needed to be explained in order that students were able to speak up systematically. After the teacher had given an example of how to brainstorm and how to elaborate ideas into specific details supported by proof and examples, she asked the students to do the same as the teacher did. She asked students to select a problem, topic, theme, or motion provided by the teacher and react to it quickly. They started to brainstorm by making a list of arguments related to the motion they chose. Quantity of ideas was more important than that of quality. Students were not allowed to criticize anyone else's ideas. Students accepted and recorded all ideas or suggestions. After students had expressed their ideas, they broke down the ideas into specific details. Then, they had to talk about the ideas in front of the class.

The teacher applied the brainstorming strategy in her teaching practice. She began with a whole-class brainstorming session where each student recorded his or her own ideas. She rended a problem question as a stimulus and a time limit

to eliminate silly ideas and daydreaming. Next, she let each student share his or her list of arguments. Then, she opened the brainstorming session for everyone. She began to evaluate some of the ideas in terms of their effectiveness in solving the given topic or motion.

Another technique of teaching spoken exposition text is mind mapping. The procedure is almost the same as that of brainstorming technique. In order to create a mind-map, teacher usually started in the middle page of the paper to draw the central theme or main idea. Then, she draw wider in all directions to create a growing diagram composed of keywords, concepts, facts, and information. Mind-mapping graphically shows ideas in a relational framework, with the main topic at the center of the paper, major subtopics on branches derived from the main topic, and sub-subtopics around each major subtopic.

Mind map can be created by using paper and pens or using one of several computer applications (Murley, 2007). Mind mapping can ease the students to generate their mind. The students can create it on a blank of paper, using pen or pencil.

The following procedures are an example of how to make a paper-pen based mind map:

- a. Place the central theme or main idea in the center of the paper.
- b. Use lines, arrows, branches, and different colors as ways of showing the connection between the central theme or main idea. The relationships are important in order to keep the idea related to main topic.
- c. Avoid creating an artwork. Teachers should draw quickly without major pauses or editing.
- d. Choose different colors to symbolize different things.
- e. Leave some space on a page due to the reason that a teacher can continue to add to the idea over a period of time. If A4 sized paper is small, A3 will be better.

Students' response

The following are the students' response toward the teaching learning process toward the speaking class using Yes/ No Question Game, Who am I game?, Brain washing and Mind

Mapping. In general, the students were more motivated to speak in English. They were braver to express their ideas in the target language, no matter how good their English was.

Spoken-recount text

A student said that the use of reporting a friend's past experience could improve his English and he was happy to learn English by using this technique.

Student A:

Translated from his Indonesian: *(I feel very happy today because the English class can improve my English speaking ability especially in questioning session and reporting friend's past experience. Besides, the techniques can make us more communicative).*

Student B:

Another student said that he was happy to have an English class because he could improve his English and reporting could make his English communicative.

Translated from Indonesian: *(I feel very happy today because the English class can improve my English speaking ability, especially in questioning session and reporting friend's past experience. Besides, the techniques can make us more communicative).*

Using games

Student C:

She said that her English class became easy and fun. It made her confident to speak in English.

Translated from her Indonesian: *(In my opinion, the English class is fun and learning English is not difficult. The game makes me explore mispeaking English. It can also make me confident to speak in front of the class).*

Student D:

He said that English class became interesting and fun. And he became confident and brave to speak English.

Translated from Indonesian: *(The English class today is interesting and it triggers me to speak. I like the speaking English class today because the guessing game activity is fun and reporting the interview makes me more confident and brave to speak).*

Student E:

She said that using games triggered her to speak. And she found it easy to do the activity.

Translated from Indonesian *(Yes/ No question game, who am I game activities are easy to do. The activities trigger me to speak).*

Brain washing and mind mapping

Student F:

She said that mind mapping could improve her vocabulary and grammar. And at the same time, English became fun.

Translated from Indonesian: *(I feel the class today is more interesting because pair working activity makes the interview easy and makes me participate well in the activity. Mind mapping and brain storming activities are also fun too because I learn many new words and grammar. I know how to elaborate main ideas into supporting details and proofs).*

Student G:

Another student commented that her class became fun and she became confident.

Translated from Indonesia: *(The class today is very interesting because the atmosphere is very fun and relax but keeps focused on the speaking activity. In interviewing (question and answer session) I got my confident because I had to do repetition in asking yes/ no questions. By repetition I know the way how to ask question and how to answer question in past form, I know more vocabulary and grammar. I am not shy anymore when I have to present my report in front of the class).*

Student H:

A student commented that the techniques used to teach speaking were all interesting. Brain storming and mind mapping were not easy, but

they could improve his vocabulary related to other subjects.

Translated from Indonesian : *(I think the English activities using game, brainstorming, and mind mapping are very interesting.. But brainstorming and mind mapping techniques are not easy to do. We need many vocabularies and knowledge related to other subjects, like biology, geography, health, and many others. Besides, we have to think hard first to elaborate sentences and break down the ideas into supporting details and proof. We need to search many resources first so we cannot directly speak up completely).*

Student I:

Another student thought that brain storming and mind mapping were difficult but they were challenging. She liked the techniques used to teach speaking.

Translated from Indonesian: (For me brain storming and mind mapping techniques are more difficult than the guessing game activities. But they are more challenging. I really start understanding about how to elaborate main ideas into supporting details and I have to think hard how to speak up. By struggling hard finally I got the point and I can speak up although I have to be strained. I like the three learning activities because they make us active and encourage us to speak. We become brave and get confident although sometimes I have to think and struggle very hard).

Concluding remarks

It is not easy to teach speaking due to some reasons on the part of the students. Some students are not motivated to speak in the target language. Some are reluctant, and some are afraid to make mistakes. It needs a special strategy to have them speak in the target language.

A teacher needs to be creative and anticipative in teaching speaking in the hope that the students will be willing to speak up in the target language, and have fun at the same time. Students must be triggered to express their ideas in the target language willingly.

In this study it was found out that some techniques could be applied to encourage the students to speak up in the target language. The techniques applied in this study were games, brain washing and mind mapping, and realia.

From the students' comment, it was seen that the students liked the techniques to be applied in learning to speak English. Some students said that they enjoyed their class when the techniques were being applied, although some students found it hard to do mind mapping and brain storming at the beginning. Yet, they enjoyed the challenging activities.

More importantly, the teacher should give a good example in speaking English, and be creative in helping her students to speak in the target language. An interesting teacher will raise the students' motivation. It was found out that some students would like to be able to speak English well as the teacher did.

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What should teachers evaluate before planning and operating the teaching and learning process?

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Abstract: Evaluating the desired skills that should be achieved by students should be done prior to designing planning and operating the teaching and learning process. An evaluative case study on developing literacy skills is presented as a model of evaluation research. Cipp model which stand for context, input, process and product evaluation is used as the evaluation model. Literacy was chosen as the paradigm because all activities need literacy skills and professional business email is one of the literacy skills needed in the work place. Professional's email is the data used for the analysis which is supported by data taken from the interview. In context analysis, it was found that this email applied twelve language components, mix-literacy types and high level of literacy. The input analysis showed that the writer used tangible and intangible resources. The results of process analysis showed that the learning process used is learning-cycles techniques. The email is categorized excellent in product analysis. This evaluation gave clear pictures of how to develop the teaching and learning process especially in learning writing business email in the educational institution so that the desired competence according to the stakeholders' needs can be achieved.

Keyword: teaching, learning process, planning and operating,

Introduction

Planning and operation are two aspects which considered mostly in the teaching and learning process in all higher educational institutions. The standard instruments that supported these two aspects have been regulated in the Quality Assurance and Educational National Standard which set up by the Ministry of Higher Education in the acts no 12 year 2012 chapter 52 article 3 and the Structure of the Policy of the Ministry of Research and Higher Education No 44 year 2015 (Kementrian Riset, Teknologi, dan Pendidikan Tinggi, Direktorat jenderal Pembelajaran dan Kemahasiswaan, Direktorat Penjaminan Mutu). Therefore, all higher educational institutions provide these instruments in executing the teaching and learning process. However, these planning and operating standards will create problems without doing prior evaluation.

According to Bathia & Bremner (2012), changes in aspects of life have influenced the professional practice, research, and theories. Although the planning and the operation are well arranged, without prior evaluation the results

will only fulfill the requirements of what the institutions' wants and far from what the stakeholders' needs. This has been proved by Evans (2014) in his study that in the learning process, the materials used were still accommodate the educational institutions' choice instead of the market's needs which lead to what the students learned did not meet the market requirements. Bathia & Bremner and Evans suggested to overview what have been applied in the learning activities to match the need of the changing in practices, research and theories. Thus, the educational evaluation should be done before planning and operating steps.

Gall et.al.(2003) claimed that educational evaluation is the process of making judgement about the value or worth of educational programs. There are nearly 60 evaluation models that have been developed which can be used for evaluation research. One of them is the CIPP model proposed by Stufflebeam and his colleagues (Gall et.al. 2003). CIPP stands for context evaluation, input evaluation, process evaluation, and product evaluation. They stated that this model was formulated to show how the results of the evaluation can contribute to the

planning and operating of the educational program. This model is used in this study.

This study is aimed to provide an example of doing evaluation before doing planning and operating steps in the teaching and learning activities. The area chosen for the analysis is literacy competence as the concept. It is chosen because what students learn is all under literacy concepts. One of the literacy skills which was chosen for this study is writing business email. Business email was considered urgently required by vocational tertiary students due to the skills needed in business activities (Zees, 2014). This subject actually has been put in the curriculum of State of Polytechnics in Indonesia since 1988. The business email chosen is sales letter.

According to (Gall et.al. 2003) the aim of evaluation research is to find out the discrepancies between the existing condition and the desired condition. The evaluation should be done in both business institution setting or in educational setting. Doing evaluation from professional side is worth for finding the desired literacy competence used in the real situation while doing evaluation from educational sides is worth for finding the facts or existing teaching learning process. However, this article is aimed only to present how to evaluate instead of finding the discrepancies. Therefore the discussion is only about the result of the analysis from one side, that is from literacy development in business situation. By finding the exact learning target, it will help the teacher arranging the plan more precisely. This evaluation model can be applied for further research in evaluation on the other side which can be continued to find out the discrepancies.

Method of research

According to Gall et al. (2003), the research design on evaluation research must be done in eight steps. The steps of this study are (1) clarifying reasons for doing the evaluation, (2) selecting an evaluation model, (3) identifying stakeholders, (4) deciding what is to be evaluated, (5) identifying evaluation questions, (6) developing evaluation design and time-line, (7) collecting and analyzing evaluation data, and (8) reporting the results.

Discussion

Literacy is used as the thinking framework of this study. This is because the importance roles of literacy in human lives. According to Pahl & Rowsell (2005; 3) literacy associated with practical purposes. All practices for human activities are based on literacy abilities from the very simple one such as reading the weather's like to the complex literacy skill such as reading the business situation.

UNESCO claimed that literacy is human right because it is an essential component of basic quality education to provide life-long learning to enable individuals to achieve their goals, to develop knowledge and potential, and to participate fully in the community and wider society. This literacy was instructed to be the foundation of education internationally (UNESCO, 2004). All knowledge, skills, or competences provided in both formal and informal learning environment, consciously or subconsciously learned for life survival are learned under the umbrella which is called literacy.

Literacy is defined as the ability to read and write (Kern, 2000; Street & Lefstein, 2007, Pahl & Rowsell, 2005). But according to Street & Lefstein (2007) reading had been seen as the main force of literacy work. Then there are many terms of literacy such as functional literacy, metaphoric literacy, basic literacy, modern literacy, multimodal literacy and many others. Then, what the literacy actually is? Reading skill only or combination of reading and writing? How about speaking and listening? Do they include to literacy skills or exclude? Why in Al Qur'an, reading became the first instruction from God to human being?

According to Kern (2000), there are three aspects govern the literacy skills; language aspects, social aspects and cognitive aspects. He claimed that language is the core of the literacy. Language is static which function as a tool. Language is meaningful when it works according to its social function. Cognitive take parts in deciding what language should be used to match with the social situation or vice versa. Therefore scholars proposed terms of language usage and language in use. When language stands alone, it is what is known as language usage. When it is put in its social situation, then it is known as language in use. Cognitive make

language placed in its right place, on the right time, in the right situation, to the right person.

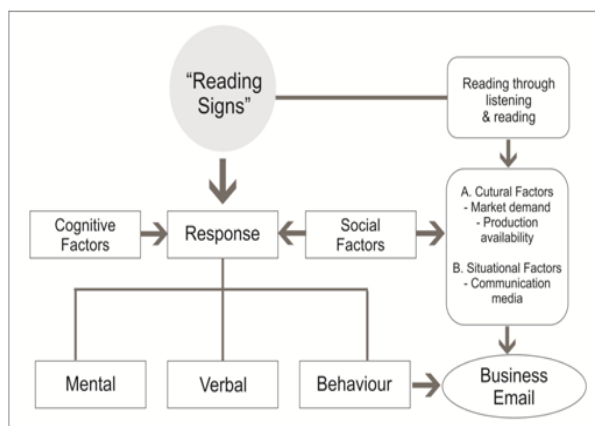


Figure 1. The position of business emails in a literacy competence

figure 1 shows the position of business email competence as literacy skill. Reading is the main force, but literacy is more than reading. Literacy is the response which is required after reading in which the responses are influenced by the social factors and cognitive factors which can be in the form of mental responses by thinking, understanding or remembering, verbal responses by saying something or behavioral responses by doing something such as writing business email.

Once the definition of literacy has set up, then the literacy users know what they have to do. In educational institution, the school management and the teacher know what they have to evaluate, prepare and practice for teaching and learning process. Literacy context is used as the basis of the evaluation research on context, input, process and product.

Context evaluation

The context analysis was focused on the three aspects governed the literacy skills. They are language aspects, social aspects and cognitive aspects. The analysis on these three aspects will be used as guidance for planning and operating the learning activities so that it can be treated properly according to the literacy skills intended to achieve.

The language aspects were analyzed to find out the grammatical components used in the literacy

product. The social aspects influence the type of the literacy adopted whether it is written literacy, spoken literacy or mix literacy from those two. The cognitive aspects were analyzed to find out what level of literacy applied in the email whether it uses low level such as remembering and understanding, medium level such as apply and analyze, high level such as evaluate and create.

Language aspects

From the analysis using several language theories theories such as from from Biber et.al (2007) and several online dictionaries, it was found that the sales letter contains 12 Language (signs) components; (1) 2 genres , (2) 4 paragraphs, (3) 14 sentences, (4)24 clauses, (5) 47 phrases, (6) 16 acronyms, (7) 187 words, (8) (9) 71 different symbols, (10) 2 semographs, (11) 13 pictures, and (12) 12 colours.

This email has one literacy function which is called sales letter. It is then distributed by the writer into two genres, the covering letter and the quotation as the attachment. The covering letter and the quotation have two different kinds of genre and they have different messages which cannot be put in one text. They were separately written because they have their own specific social functions although they function the same as sales correspondence in general.

There is no paragraph in the quotation as the attachment. The paragraphs are found in the covering letter. Three paragraphs applied one paragraph type and one paragraph applied mix paragraph. The first paragraph is expository paragraph, the third and the fourth paragraph used descriptive paragraph. The second paragraph used combination of two characteristics; expository to provide instruction and descriptive paragraph to describe something. Thus in creating this email, the writer should have literacy skills in using the different paragraphs components to realized different functions of information.

There were fourteen sentences used in this email. This email only used two kinds of sentences. They were imperative and declarative. 2 sentences or 14.29% of the sentences were imperative sentences which shows that sals letter can have instruction in it and 12 or 85.71% of the sentences were declarative sentences which

shows that the sales letter mostly giving information.

There are twenty four clauses used in this email which has their own specific literacy functions. 18 clauses or 75% of clauses are independent clause. The dependent clauses are only 6 or 25%. The dependent clauses are distributed into two; four from six are adverbial clauses and the rest two are adjective clauses. The adverbial clauses are used to explain the term condition of the production process. The adjective clauses are used to elaborate more about the products.

There are forty seven phrases used in the email produced by a professional. These phrases were distributed in 17 noun phrase, 1 prepositional phrase, 4 adverbial phrase, and 25 nominative phrases. The nominative phrase looks like a clause but lacks of true finite. For example "CC: 'Agus Siji'". The function of colon sign is similar to verb function in a clause, however it does not meet the requirement of verb. This email had these kinds of phrases which gives characteristic of literacy requirements of an email which is different from other text. 53.19% of phrases used in this email were nominative phrases. 17 phrases or 36.17% were noun phrases. These noun phrases had big percentage because this email had function of explaining products. Adverbial phrases took the third position with 8.51%. These adverbial phrases were also used to meet the requirements of correspondence communication policy such as the use of 'dear Elly' and 'best regards'. There is only one prepositional phrase used to give more details of the products.

There are sixteen acronyms used in this email which are distributed to three kinds of terms used; 2 acronyms were used for correspondence term, 8 acronyms were used for technical terms and 6 acronyms were used for business terms. From these three different groups, we can see that the business email contained not only business terms but also correspondence terms because the communication happened in the email as one kind of corresponding media. Technical terms also were used because the email contained selling products as the main purpose of this literacy skill.

There were 13 colors used in this email which has units of literacy meaning. There are two groups of colors; permanent colors and optional

colors. The first group is still distributed to three different literacy characteristics. The first is the color set by the computer which cannot be changed. It is the blue color which is found in the email address. The second is the green color which was set by the writer at the beginning before the email written and it cannot be changed during its use. The third is the range of colors presented in the pictures of the products. Similar to logo, these colors cannot be changed by the writer because the colors were there before the email has written and they were set by the camera. The second groups which are optional colors are also distributed into two literacy characteristics. The first was the black color of the font used in almost part of the email. Although it is set up by the computer, but the writer has possibility in changing it. Black color is used because it meets the convention of color used in business email. The second is the blue and orange colors which were used to block certain area in the email to draw the attention on the important parts in this text. These colors can be changed according to writer interests and concerns.

There was 1 semograph which had literacy functions as the logo of the company. The semograph was designed from the combination of letters, natural symbol which is represented by the leaf and the green color. The font is chosen according to the writer artistic's taste. This semograph is used twice in two different documents. One is used in the covering letter together with the detail information of the company and the other one is used in the quotation as the attachment in the email. The logo is put together with the detail information about the company. To have literacy skill in writing this email, the writer should have literacy skill in putting the logo in its place correctly according to the requirement of the email. Creating the logo is not at the time the email written but it has already created and used as the logo of the company. The skill needed in this literacy skill is only on the ability to locate the semograph in its position properly.

There are 13 pictures found in this email. Eight of them have literacy functions as the picture of the products sold and the rest five are the pictures of raw materials. Thus, to have literacy skills in writing this email, the writer should have skills in using pictures as the language components to pass the message to the reader.

The skills cover the ability in putting the pictures in their position in the email so that they can blend with other information which supported each other to have the whole message passed clearly.

There are 187 different words with the total of 360 words used in this email for both covering letter and the quotation. These words are distributed on 122 different nouns with the total used of 219 nouns, 25 different verbs from the total of 31 verbs used, 8 different adjectives which was 14 in the total of used, 7 different adverbs in the total of 10 used, 6 determiners used from 4 different determiners, 11 different prepositions in 30 used, conjunctions, 1 article which was used 16 times, 1 exclamation word which is used twice. There are only two pronouns but one pronoun is used 7 times, 5 modal verbs which are from 3 different types of modals, and only two conjunctions with the total of four used because one is used three times. There is also one phrasal verb. In order to have literacy skill in writing this email, the writer must have literacy skills in using different words as language components for different functions.

To have literacy skill of symbols in writing this email, the writer should have skill using 71 different symbols from the total of 293 symbols used. The most punctuations used are full stop, colon and coma. Besides punctuation, there are 21 different symbol of number, 7 letters as single units which are not belong to words, 20 symbols as combination of number and punctuation, 3 symbols from combination of number and letter, 5 symbols of combination of number and typography, 3 symbols of the combination of number, punctuation and letter, 2 symbols of typography and 1 symbol for script.

Social aspects

There are thirteen social indicators mentioned by Holm (2004) that can be used to show the tendencies of the literacy whether each of them adopted more speech or writing features or combination of these two. Furthermore he stated that writing or speech did not absolutely applied these factors, but these instruments help in analyzing the specific characteristic of speech and writing.

For morphological and syntactical complex/simple, this email uses both complete simple and complex for morphological systems and syntactical systems. Similar tomorphological and syntactical complete/ incomplete analysis, this email also uses both complete simple and complex for morphological systems and syntactical systems.

From the interpersonal and objective analysis it was found that the email has the tendency of adopting charecteristics for both in speech and writing. For speech characteristics, this email has 29.17% of clauses using pronoun 'we' as subjects, 8.33% of clauses used imperatives and started these clauses with adverb 'pls' which stand for please at the beginning of the clauses. For writing characteristics, besides the use of nominalization and noun as subject to shows the objectivity of the message or fousing on activities rather than focusing the interpersonal, this e-mail also used complex sentences which contain many clauses which were indicated by the use of six conjunctions to group the clauses in one sentence. There ar also subjects which used 'wich' that clearly showed that the clauses areconnected to the previous clauses.

Monologue is usually embedded to written text because of the absence of the writer. On the other hand dialogue is embedded to spoken text because the attendance of the listener when the communication happened. The analysis on dialogue or monologue showed that this email e-mail used dialogue because one single email itself has it own icon 'reply' wich means that it expects a response. So, the format indicated that this e-mail applied two way communication or a dialogue text. The beginning part of the e-mail contained information about the sender, the date, the receiver(s), complimentary close, subject and attachments. This part actually represents the face to face meeting where the message sender indicated by sender's name and address, meet the message receiver indicated by the receiver's name and address on the certain time showed by the date. It continued with salutation 'dear Elly' wich means greeting to certain person. Thus, this email usesmix literacy types which combine monologue as there was no interruption but the sound of the language, the format and discourse were spoken.

Ephemeral means lasting for a very short time and durable means able to stay longer. As a

product, the email applied basic literacy because it is durable, stay longer, kept to be documented as formal document for business transaction.

Contextualized/decontextualized analysis is about how the e-mail text is placed in context or isolated from its context. There are two contexts proposed by Halliday (1976); context of culture and context of situation. This text was viewed whether it is placed in those context or isolated from its context. The indicators used to show the context are the use of endophoric and exophoric (Holme, 2004). Anaphoric refer to items mentioned previously in the text and cataphoric refers to items mentioned in the text after them. Endophoric is something refer to items or context in the text which usually can be in the form of anaphoric or cataphoric. While exophoric refers to a context outside the text (Halliday and Hassan, 1976). The analysis showed that this e-mail used both endophoric and exophoric.

This e-mail is a written text which can be read using two approaches, linearly or scannable depend on the interests of the reader. The interviewee said that, if the email is copied (cc) to him, then he only scanned and read the important parts he concerned. If it was sent to him directly, he would read linearly. Thus to be literate in handling emails, the reader should have the ability or skill to decide what choice must be used in reading e-mails, whether scannable or linearly. So it used mix literacy types. However, in planning or spontaneous analysis, all e-mails including this e-mail are planned so it applies written literacy type.

This e-mail, although it is a written text but the time was treated at present just like the spoken text compare to the time constrain in written text which is in the past and future. Although it could not be denied that there is a different time in communication time between the e-mail sent and the reply. The communication chain is assumed in present and the reader can read it as soon as it is sent. The present time is also embedded to the email because it discusses the present activities. From the analysis on the concern of present, past and future, we can say that the email used spoken literacy which concerns the present situation.

Being formal or informal depends on the purpose. If focus on the message oriented, then it

tends to be formal. On the other hand, if it is socially directed, then it tends to be informal. Written text is message-oriented while spoken text is social-oriented. Formality of the text is also shown by the complexity of language rules and structure. This e-mail is written text. Based on the analysis on the sentence construction, there were some sentences applied complex sentences, although the writer denied of using complex sentences which implied the use of spoken text characteristics. It means that it has social oriented and message oriented. So this email applied mix literacy type.

Language becomes meaningless when it is removed from its context. The context can be performed in an abstract way or concrete way. Words or letters do not have the same value as the object represented when it is put out of context. Therefore writing is embedded to abstract and speech is embedded to concrete. This e-mail contains abstract systems. This situation will create problems in understanding the message if one of the communicants does not understand the reality although it is in the context. Therefore this email uses picture or photos to represent the object which is explain using symbols as abstract systems to make the message concrete. The result of the analysis showed that this e-mail applied mix literacy type because it used both abstract and concrete aspects. It also used multimode literacy which combine symbols and images.

Speech is claimed containing narrative style while writing contains expository. Speech is denser highly on sharing events and writing highly denser on analyzing. This email contained more expository where the analysis plays roles most on the text. The complex sentences and complex paragraphs showed that some action were taken prior or after some actions. Causes and effects are also performed in the text. The analysis takes place in this text. Thus, based on the analysis on narrative and expository, this email applied written literacy type because the text contains expository statements rather than narrative ones.

This e-mail is categorized as formal documents, so that it automatically has high structure. If it used loose structure then there can be three results possibilities. First, it would create another genre which is not belong to business email. second, it had another email function which is

not a sales letter. third, it still can be a sales letter but the message conveyed would be unclear.

From the analysis of text from linguistic and social point of view of the language, it can be concluded that this email applies mix literacy. This email was categorized as literacy product which blend the orate and literate forms of communication (Kern, 2000).

Cognitive aspects

The level of literacy represents the cognitive ability of the literacy doers. In this study the level of literacy applied in the email was analyzed using taxonomy table proposed by

Anderson and Krathwoll (2001) which is the revision of Bloom’s framework (1956). The literacy knowledge is mapped into four areas; factual, conceptual, and metacognitive as a continuum framework. The cognitive process dimension of the four areas are analyzed in six categories which are tread as a continuum process from the simple one to the complicated level; remember, understand, apply, analyze, evaluate and create. The result of the analysis on all language components shows that this email applied high level of literacy which can be seen in the tabel 1 below.

Table 1. Summary of cognitive level of literacy skills in professional email

The Knowledge Dimension	The Process Dimension					
	Low		Middle		High	
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge						
Procedural knowledge						
Meta-cognitive knowledge						Business Email

Input analysis

The input which will be discussed is the resources or procedural knowledge used by the writer in helping him creating the email. The resources contain two elements: tangible and intangible.

The intangible resources are the available designs which have already possessed by the writer and the tangible resources are the pedagogic materials, authentic materials, and people used in helping creating the email.

Tabel 2. Input analysis

Tangible Resources			Intangible Resources	
Resources	Gaining From		Resources	Gaining From
Pedagogic Materials	Textbook	x	Writing	Conscious Learning
	Handout	x	Systems	Conscious Learning
	Module	x	Vocabulary	Subconscious Learning
	Internet	v	Phrases	Conscious Learning
Authentic Materials	Others	x	Syntax	Conscious Learning
		v	Cohesion and	Conscious Learning
		x	Coherence	Subconscious Learning
Teachers/Trainers				

Friends	x	Organizational	Conscious Learning
			Subconscious
Colleagues	v	Pattern	Learning
			Subconscious
Other People	x	Genre and Styles	Learning
			Subconscious
		Stories	Learning
		Declarative Knowledge	Conscious Learning
			Subconscious
			Learning

Process

There are two aspects under the process analysis. They are evaluation on the lesson plan as the instructional design and the evaluation on the learning process as the instructional application. From the interview, it was found that there was no lesson plan used in the learning process. It was logic because lesson plan was only found in the educational institution. There is no lesson plan, but there is still a process of learning. Handling email needs skill which make the writer need to learn Because it is a skill, therefore, it should be learned differerently from learning process of gaining knowledge. Therefore the instrument used for analysing the learning process of the email is learning cycles our steps; bulding knowledge of the text, modelling of the text, joining construction of the text, independent construction of the text.

In building knowledge of the text, the learner took emails from his colleagues. The learner collaborate with colleagues to share the experience of the context of the email he was learning to use. Through this activity, he built the relevant culture knowledge, the knowledge of the social activity and subject matter, knowledge of the roles and relationship of those communications and the knowledge of means of communication and how to use it. There was a scaffolding from colleagues. Problem solving was done in this phase on text-based exploration.

In modeling of the text, the learner was introduced to a model text of the type he was learning to use so that he got the experiences using the whole text in its context. There is no teacher involvement to get his attention on the language of the text. The learners independently did the learning explicitly and systematically on how the meaning in the text are shaped by the context in which it was used. The knowledge of grammatical pattern which possessed by the

learner was used as learning resources to develop the texture and structure.

The learner use strategies in this phase to establish social context which generate a

genuine need to use text of the type being studied. He draw his attention strategically to language features in a model text which reveal the text’s structure, texture, lexicogrammatical features and features of expression; or asking colleagues or search explanation from the internet to get the right understanding. There was no activities on paragraph-writing practice and other artificial activities which happened in the formal class including doing exercises. Using colleagues or internets to get opportunities to evaluate the model text, to decide who is the ‘ideal’ listener/reader is, to discuss how it might be improved or changed and to determine the effect of this text on readers or listeners or look for other examples of the text type to compare different choices made by writers/speakers when using the same text type for example, illustrations, diagrams, tables, icons, video clips, use of border, breakers and white space, layout or presentation style.

In Guided practice and joint construction, the colleagues and internets did not take big roles.

Joint construction became part of the independent construction. The writer only needed examples of the sentence for delivering certain messages. When the sentences’ models as tangible resources were understood in the modeling phase and with the intangible resources, the learner moved directly to the professional writer in the independent construction phase.

In independent application phase, The learner undertook his own learning process to construct his own text. The tangible and intangible resource resource were still the sources of

producing the email text. In an environment in which the routines are familiar, the learner did not need helps from the colleagues. All activities in this phase were genuine activities. Self evaluation was still done for revision and review.

In conclusion, all steps in learning cycles were applied in the environment of context of working situation. How long he spend on each phase depend on the needs. But in this email, the time spend much was on the independent construction.

From observation and interview, there was no conscious learning such as what it happened in the formal class. Therefore there was no analysis on the learning process such as the amount of

learning, the quality of teaching, course book, curriculum design, teacher satisfaction except the quality of learning which can be categorized success due to the text that can be produced and

used in the real communication. From the email, the writer could sold the products and have good business relationship with the buyer.

Products

From grading the email made by professionals, the result was marked 90 which was presented in the table below.

Tabel 3. Result of products analysis on professional's email

Criteria	Score		Achievement
Task/content appropriateness (How well does the writing accomplish its pupose)	25-21	excellent	√
	20-16	Good	
	15-11	Fair	
	10-6	inadequate	
	5-0	unacceptable	
Rhetorical appropriateness (How well does the the organization of the writing takes its intended audience into account)	25-21	excellent	√
	20-16	Good	
	15-11	Fair	
	10-6	inadequate	
	5-0	unacceptable	
language appropriateness (How well does language use suit the context of communication)	25-21	excellent	√
	20-16	Good	
	15-11	Fair	
	10-6	inadequate	
	5-0	unacceptable	
Formal appropriateness (How well does the writing meet genre-relevant norms for formatting, spelling, neatness)	25-21	excellent	
	20-16	Good	√
	15-11	Fair	
	10-6	inadequate	
	5-0	unacceptable	

Conclusion

From the analysis, it can be concluded that evaluation research is important to determine what should be considered in planning and operating the learning process. The evaluation should be done on context, input, process, and product of literacy skills. The context evaluation covers language, social and cognitive aspects. The input evaluation covers the tangible and intangible resources. The process evaluation

should meet the steps of gaining skills instead of gaining knowledge only. The product evaluation covers the requirements from the task, genre, language structure to the neatness of the text. By having the information of the desired skills need to be achieved, planning and

operating steps will be executed more accurate and appropriate.

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Barriers to the implementation of the 2013 English curriculum in high schools in Mataram City: mapping teachers' problems, needs, and supplementary literacy materials for the 2013 English curriculum

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Abstract: Although the 2013 Curriculum has been implemented for over 4 years, up till now few numbers of research studies pertaining to its implementation have been reported. Thus, the teaching of English under the 2013 Curriculum in high schools remains to experience problems and hurdles but they are not well addressed yet. The present study aims to (a) identify the barriers to the implementation of English Language learning under the 2013 Curriculum at high schools in Mataram City, (b) establish teachers' needs that enhance the implementation of the 2013 Curriculum, and (c) generate supplemental literacy materials that support the teaching of English at high schools. The research employed a qualitative research method. Data were collected through in-depth interviews with 12 key informants in 6 high schools in Mataram. Among other findings, the present study reports tentatively that although teachers had received a number of substantial professional development in the implementation of 2013 Curriculum, they still experienced difficulties in changing their practices in implementing the new English Curriculum in high schools. With relatively large number of language skills and knowledge to be taught and lesser amount of learning time allotted, they needed to have supplementary literacy materials for out-of-class activities that supported the present recommended books. Upon the completion of the current study, various English supplemental literacy materials that support the spirit of 2013 Curriculum will be produced for independent learning.

Keywords: 2013 Curriculum, professional development, literacy, independent learning

Introduction

Globalization has profoundly triggered a fundamental change of school curriculum worldwide. A number of researchers, such as Waks (2003), Amimo et.al (2014), and Tejeda (2018), contend that the trend of curriculum change come up globally due to social, ideological, political, economic and technological reasons. The impact of such a change can be exciting as well as daunting for teachers who work as the spearheads of the curriculum. For those who are well trained and highly competent, the coming of new curriculum may bring about virtues and good opportunities to learn something new. For others, it may be seen as threats and burdens, especially when teachers have little readiness

and low competence to put the new curriculum into action.

Such a condition has obviously affected teachers' mindsets and the course of their pedagogical practices in the implementation of the new curriculum.

A number of recent publications on Indonesian education indicate that the coming of 2013 Curriculum has brought about incessant pros and cons among researchers, educators and policy makers in Indonesia. The controversy generated by the change of SBC of 2006 into the 2013 Curriculum signifies the pull-and-push of power between the central and regional/local governments. With no scientifically research-based evidence, the 2013 Curriculum came to replace SBC of

2006. The rationale for the emergence of the 2013 English curriculum was not clearly known to the public (Ahmad, 2014). Such a change may cause the emergence of dissonance among implementers of the new curriculum. According to Kusumaningrum & Triwiyanto (2015) the birth of 2013 Curriculum has set back the spirit of bottom-up model of curriculum change as contained in the previous School Based Curriculum (SBC) of 2006. The emergence of the new curriculum is identified as the control of central government over the regional and local governments. With varied teachers' abilities and competences from region to region, the success of the implementation of 2013 Curriculum will be very likely at stake.

Results of the study of teachers' readiness and competence to implement 2013 Curriculum reported by Rumahlatu et.al (2016) provides evidence for the proposition above. According to Rumahlatu et.al, the implementation of 2013 Curriculum faces challenges due to the lack of learning materials, the low morale of teachers and students, and the lack of training and dissemination of information about 2013 Curriculum. Although methodologically results of this study cannot be generalized to the entire regions of Indonesia, it informs significantly that there are problematic issues that need to think of. Other important publications that support Rumahlatu's research findings are reported by Jaedun et.al (2014), Maisyaroh, et.al (2014), Ekawati (2016), and Suyanto (2017). In general, these authors critically see although many of the teachers have been involved in a number of in-service training programs, they still face problems in implementing the new curriculum in the field.

To deal with such a problem, Van Driel & Berry (2012) suggest that professional development programs provided for the new curriculum users should be directly linked with the common ground of teachers' professional practice. In every introduction of curriculum change, therefore, ongoing professional development activities should be devoted to facilitate teachers to build awareness about the needs of new curriculum (Sahlberg, 2009). Commonly, teachers resist changing their

professional practice as they are not well equipped with good understandings of the underlying reasons for the change. For this reason, any professional training that precedes the introduction of curriculum change should address this perceived need.

To look at whether teachers succeed or struggle in implementing a curriculum change, Doyle & Ponder (as cited in Vandenberghe, 1986) advocate three criteria: (1) instrumentality (2) congruence and (3) cost. The term instrumentality is simply referred to the construct of how clear the curriculum is understood and implemented by teachers. Doyle & Ponder suggest that this first criterion is used to look at how well teachers translate principles, objectives and outcomes of the curriculum into appropriate procedures and how well they are equipped with clear classroom examples for executing the curriculum.

The second criterion is known as congruence. This term is referred to how the content of the new curriculum is aligned with teachers' present teaching beliefs and practices. This second criterion is used to explore how the procedural content of teaching practices contained in the curriculum matches with teachers' common professional practices.

The term cost simply means how teachers make extra time and efforts to implement the new curriculum. This third criterion is used to scrutinize how much tangible and intangible benefits teachers gain from the new curriculum; and what assistance they actually need to implement the curriculum. A number of literature works (see McKinney et.al, 2009; Yeung, 2012; Cheung & Wong, 2012, Nkosana, 2013) show that these three criteria have been widely used as lenses to study curriculum change.

Through this literature study, the researchers seek to develop deeper insights into the problems that underlie teachers' practices of the current curriculum. As such, the research questions of the present study are stated as follows:

- a. What types of barriers did teachers experience in the implementation of the 2013 Curriculum in their schools?
- b. What needs did teachers consider to be able to enhance the implementation of 2013 Curriculum?
- c. What supplemental learning resources did teachers think helpful to support the teaching of English at high schools?

Method

This study employs the theory of symbolic interactionism, which analyses patterns of interaction between individual teachers and the new policy and how meanings are produced from such interaction (Atkinson & Delamont, 2011). The researchers choose this theory because it emphasizes the interpretation of meanings that an entity brings as a result of the social interactions (Patton, 2002). Through the use of this theory, the researchers sought to interpret what and how participants thought, perceived, felt, and responded to the implementation of new curriculum in high schools in Mataram City.

To make sense of the data, the researchers employed thematic analysis. This analysis involved the acts of identifying, observing, and recording patterns of interactions that participants made with the curriculum change. Using the thematic data analysis the researchers wanted to look at barriers and teachers' needs that pertained the current implementation of the 2013 Curriculum. The combined symbolic interaction theory and thematic analysis were hoped to yield a comprehensive research results about the implementation of the 2013 Curriculum in high schools in Mataram City.

As regards data collection, the researchers interviewed 12 key informants from 6 high schools in Mataram City through in-depth interviews. These informants consisted of mixed junior and senior teachers who had taken part in the professional development of curriculum change. The researchers employed semi-structured interviews for this purpose. The direction of interviews was focused

on revealing participants' answers to the three research questions above.

Upon the completion of the interviews, the researchers transcribed and read the interview transcripts, and identified themes and/or categories that appeared from the data. The data analysis involved the processes of transcribing, coding, classifying and generating data into different categories as suggested by Green et al. (2007). The emerging themes from the data were marked and highlighted to ease the classification of data patterns.

Findings and discussion

1. Barriers to the implementation of English Language learning under the English 2013 Curriculum

Most teachers interviewed informed that they did not have adequate understandings of how to translate the principles of the new curriculum into classroom practices although prior to implementing the new curriculum they had taken part in a number of professional development programs. A number of evidence appears from the data that justified the problem. For example, Teacher-1 expressed her thought, "*What I got from the training all are too general*". In the same manner, Teacher-4 contended that the preliminary training of the 2013 Curriculum conducted by the local education authority was *too short, confusing and unclear*. Almost all participants remarked they experienced similar difficulties in implementing the 2013 Curriculum because they were not well informed about how to transform the underlying concepts of the Curriculum into appropriate pedagogical procedures.

The lack of clarity pertaining to the pedagogical procedures made participants experience dissonance in implementing the 2013 Curriculum. In their views, there was a wide gap between the procedures of their 'normal' teaching practices and the one introduced by the new curriculum. Such a problem unduly created confusion among those participants as they were not adequately equipped with practical knowledge to bridge

such a gap. Most participants perceived that the knowledge they received from the professional development they attended was *'far beyond their teaching practices'*. This condition caused the participants to feel insecure to try out the new approaches suggested by the curriculum as these approaches were incongruent with teachers' daily pedagogical practices.

The data also revealed that participants developed various responses to deal with pedagogical problems. Pertaining to methods of assessment, for example, some teachers reported that they just simply returned to the old assessment model and did not follow the authentic assessment format advocated by the new curriculum. At this point, Teacher-9 asserted that the current assessment model was *'beyond imagination'*. He contended, *"How can I remember to note every student's behavioural change while I teach the class? I teach 12 classes and each class is comprised of 30 students!"* The majority of participants commented that the current assessment model was *too demanding, time-consuming, and beyond their understanding*. To deal with classroom evaluation, Teacher-2 used approximation in her evaluation. She focused marking only on the smart students and the most problematic ones. Then, she put average marks for the rest of the students. With reduced number of learning period, from 4 to 2 hours per week, most participants were sceptical that they could succeed in running the assessment model dictated by the curriculum.

2. Identified teachers' Needs to Enhance the Implementation of 2013 Curriculum

Data analysis pertaining to the second research question yields two urgent needs revealed by the participants: (1) on-going professional development on teaching pedagogy and (2) assessment matters. As regards professional development, these participants perceived that the preliminary professional development provided by the local education authority did not adequately address their needs as it was done on the top-down basis. All teacher participants therefore suggested that they needed to upgrade their knowledge through a

bottom up model of on-going professional development.

The participants also critically thought that they needed special training to conduct an appropriate authentic assessment. These teachers felt burdensome and daunted when they had to conduct students' assessment as they did not have sufficient skills to do so. A number of apprehensive expressions appeared from the interviews — such as *"too much paper work"*; *"too many variables to look at"*; *"too complicated assessment forms"* and *"too much time spent on students' assessment"* All of participants admitted that they needed clear direction of how to deal with the great demands for authentic assessment ascribed by new curriculum.

3. Identified supplemental learning resources required by Teachers

Pertaining to the third research question, participants of the study informed that commonly, they used only one textbook entitled *'When English Rings a Bell'* supplied by the Central Government. They were of the opinion that that this core-book was not well accompanied by adequate supplemental learning resources. This core book contained too many teaching contents that involved the use of high linguistic knowledge and skills. Thus, it was quite difficult to be used for out-of-classroom independent learning. With such an invariability of learning materials, teachers restrained themselves from varying their teaching and engagement. In other words, they became dependent only on one resource. For that reason, participants suggested that it be necessary for the education authority to evaluate the use of one only textbook policy.

Further, the lack of supplemental learning resources made it difficult for participants to address the inclusion of character education into their teaching practices. In their view, the present book lacked explicit examples for character education. To bridge the gap, participants therefore suggested that the curriculum 'authority' provide a supply of supplemental textbooks that supported the inclusion of character education in the teaching of English language. In this

connection, the study identified that there were three themes of English supplemental books required to accompany the present curriculum: (1) local-based, (2) national-based and (3) global-based supplemental learning materials. They contended that students should be exposed to variety of local and national wisdom prior to learning the norms and values of global culture.

Discussion

Using Doyle and Ponder' three criteria for evaluating curriculum change. The current study has identified three problems of that pertain to the impact of the implementation of 2013 Curriculum to teachers' professional practices. The study reveals that regardless of participating in a number of professional developments to address the demand of the new curriculum, teachers experienced difficulties to transform their experiences into practice because the professional development provided did not match with their professional needs. Therefore, they failed to translate the underlying principles of the curriculum into practice. This hurdle, according to Vandenberghe (1984), occurs because the curriculum authority fails to recognise teachers' needs to align the new teaching procedural content with their professional practices.

The study also unveils that there was a wide gap between teachers' common teaching beliefs and the new pedagogical procedures suggested by the curriculum. As these pedagogical procedures were not congruent with teachers' common beliefs, teachers were inclined to return to their old teaching practices. To respond to such incongruence of pedagogical practices, most participants did not respond the new curriculum enthusiastically. Thus, they implemented the new curriculum on the perfunctory basis.

The study identifies two actual, present needs, i.e. (1) a bottom up model of on-going professional development on teaching pedagogy and (2) assessment matters. The present problematic implementation of the new curriculum appeared because these needs were not well identified by the education

authority. It is therefore suggested that the education authority realize these needs immediately to assure that the curriculum change went to the correct direction.

Results of the study also show that there was a need to develop additional textbooks as the supplement for the present core textbook. Participants commented that the present core book was problematic in terms content and language structure. It was therefore expected that the curriculum authority considers developing appropriate, interesting supplemental textbooks that stemmed from local, national, and global wisdoms. Thus, teachers could have adequate resources for the inclusion of character education in the English language teaching.

Conclusion

The present study shows that the implementation of the new curriculum of 2013 experienced difficulties due to 3 factors, i.e. (1) teachers' lack of understanding about the principles, objectives and outcomes of the present curriculum, (2) a gap between teachers' professional teaching beliefs and the pedagogical practices advocated by the new curriculum, and (3) teachers' lack of supports to the current implementation of the curriculum. This paper concludes that the minister of Education and Culture should re-evaluate the use of top-down policy of professional development and the production of supplemental learning resources to assure the success of the curriculum change.

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