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**"Continuous Mediation
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the Successful
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PREFACE



Assalamualaikum, wr, wb.

COTEFL is an annual International Conference on Teaching English as A Foreign Language organized by Fakultas Sastra, Universitas Muhammadiyah Purwokerto. This year COTEFL, held on July 14, 2018 brings the idea of 'Continuous Mediation and Reflection ofr the Successful Performance in the Digital World: ELT Extended beyond'.

This conference aims at bringing together the idea of mediation and reflection which are critical for sustainable improvement in teaching and learning process. This idea matters as in recent context of globalization, each participant in ELT is a potential resource from whom a step of an improvement can be initiated.

Digitalized era has provided us with immense possibility and chances. For this, the learners, with their characteristics of Z generation, are unexhausted source for the teachers to take an advantage. Their apt for new developments and technologies become the open gate for daily improvement. This will keep their motivation to engage to the classroom they always contribute to modify and change.

This conference provides a precious opportunity for school practitioners and experts in the language education field to share their knowledge with a wider audience. It explores various aspects of language learning and teaching, the challenges, the ins and outs, the dos and don'ts, the good and the bad.

I wish to thank to the Rector of Universitas Muhammadiyah Purwokerto and the Dean of the Faculty of Leters for supporting this conference. I wish to thank and to congratulate the committee for their hard working to prepare this conference. I wish also to thank to Professor Andi Cirocki, Dr. Gumawang Jati, Prof. Amporn Sangiawimbool, Assoc. Prof. Adrian Rodgers, featured plenary speakers from sisterhood Muhammadiyah Universities, paper presenters and the whole participants.

At last I apologize for all invonvenience that may happen during this event. I wish you all a rewarding and successful conference. Thank you.

Wassalamualikum, wr, wb.

Warm regards,

Condro Nur Alim, PhD.

Chairperson

ACKNOWLEDGEMENT



Assalamu'alaikum. Wr, Wb.

I would like to extend a warmest welcome to all of you; the keynote speaker, the plenary speakers, featured speakers, the presenters and participants in visiting Universitas Muhammadiyah Purwokerto to join the 9th International Conference on Teaching English as a Foreign Language (9th CoTEFL). The theme of the conference is "Continuous Mediation and Reflection for the Successful Performance in the Digital World: ELT Extended Beyond". This theme may invite various topics related to education, linguistics and literature. In this conference, the faculty hopes that all the presenters will share the innovative ideas with all the participants and it will be very useful for the development. My appreciation also goes to the University of Muhammadiyah Purwokerto that supports this conference and the committee for their support and contribution in conducting this conference. Thank you.

Best Regards,

Purwokerto, 14 July 2018

Ambar Pujiyatno, S.S., M.Hum.

Dean of Faculty of Letters

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Keys to ELT for 21st Century and Beyond

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Abstract — This article provides an introduction to keys to ELT for the 21st century. The keys include these areas of discussion: challenges of the 21st century, a ELT design for the 21st century, and roadmap for ELT in the 21st century and beyond. The article also presents an investigation and implementation of the design for the new environment. This article also presents examples of how the design are successfully enhanced in ESL contexts. In the end, this article concludes with a roadmap of ELT for the future.

Keywords: Challenges of 21st Century, the Students at Work Design, Roadmap for ELT in the 21st Century

BACKGROUND

David Johnson and Roger Johnson (2014) pointed out four crucial challenges of the 21st century: (1) greater global interdependence, (2) the increasing number of democracies throughout the world, (3) the need for creative entrepreneurs, and (4) the importance of interpersonal relationships that affect the development of personal identity. These challenges will lead ELT to excitement: Where is the ELT field likely to go in the 21st century? I believe that innovative pedagogy and innovative facilities which form new learning environments will play a central role in teaching students the competencies they need to cope with the four challenges. Then what is a new learning environment design effective for 21st century?

A New Learning Environment for the 21st Century: “No More Classrooms!”

Walking into a classroom, more specifically an ELT classroom, in any school in any country today, what you will mainly see is teacher-directed whole- group instruction and what you will always see are teacher-centered teaching methods and activities: looking, memorizing, concentrating, matching, comparing, thinking ahead, listening, searching, negotiating, creativity, teamwork and learning. Teachers of all fields need to rethink how the students learn and ask themselves whether these methods and activities can help their students cope with the challenges of the 21st century. Most of the teachers might agree it is a high time to rethink and reconsider new directions that do not restrict to new teaching methods and activities and can create a new learning environment that can help their students to cope with the four challenges of the 21st century. Then what is the new learning environment design for 21st century like?

Among numerous ideas proposed as innovations and solutions for the challenges of the 21st century, the most outstanding is the idea of “no more classrooms!” because

traditional classrooms are out. The idea was voiced by Roger Schank, founder of the Institute for Learning Sciences at Northwestern University (Fielding, 1999). In his sense, learning is not limited in a classroom and not restricted to teacher-centered teaching methods and activities should be replaced a truly learner-centered environment. Between these two opposing directions: teacher-centered teaching methods in a traditional classroom or innovative learner-centered environment, this paper supports an innovative learning environment. The position of this paper is that, to cope with the four challenges of the 21st century, the new ELT design should encourage what is called *students at work* design.

A Key to ELT in the 21st Century: The Students at Work Design

The *students at work* design has two simple connected key modes: making something and talking with others. These two key modes can help the students to cope with four challenges of the 21st century (consisting of greater global interdependence, the increasing number of democracies throughout the world, the need for creative entrepreneurs, and the importance of interpersonal relationships that affect the development of personal identity) because, in this learning process, the students need to learn to deal with changes and transform themselves individually and socially. The former mode of the *students at work* design, making something, cognitively engages students with self-directed, constructive, holistic and deep learning experience that fosters creativity and democracies based on individual focus. The latter mode, talking with others, affectively engages the students with cooperative inquiry, reflective learning and learning experience in a socialization process that enhances interdependence and interpersonal relationships and atmosphere of learning to dynamics and change based on social focus.

How can *students at work* design lead students from a traditional teacher-centred classroom to an innovative learner-centred environment that can prepare them for the future? This design does not only change the way the students learn things but change the ways they see the world because the way the students learn determine the way they see the world. In other words, this innovative design can change the students’ worldviews. The world keeps changing all the times so the ways they see the world change. The design prepares the students for changing worldviews. How can the design change the students’ worldviews?

In this learning process, the students are challenged by direct experience which help them construct meaning on

their own and learn how to learn by making and using skills and strategies to acquire knowledge rather than memorize facts and knowledge transferred from the teachers. Through this learning process, their worldviews gradually transform and will finally change. The changing worldviews will lead to change in the ways to acquire knowledge. The teacher-centered classrooms will be replaced and eventually there are no more such classrooms. The *students at work* is an effective design for the 21st century.

Cores of the Students at Work Design

The *student at work* design aims to promote change through these core elements: individual experience, critical reflection, aesthetics conversation, holistic perspective, sensitive context and relationships on the basis of mutual trust and sincerity.

Individual Experience

Individual experience plays a vital role in a new learning environment. The experience provides resources for making something and information for talking with other students. It helps them do and practice understanding of the value, system, activities or things with a great value to self-development. The design therefore integrates individual experience into classroom experience as a tool for discussion and interpretation.

Critical Reflection

The classroom experience includes activities that allow individual students to reflect their ideas after doing activities so that the teacher understands how the students learn and how their beliefs or worldviews change. Individual students can reflect independently even though their opinions are like or different from others. Three types of reflection that can be included in activities:

- A. Content Reflection - Reflect on *what* individual students perceive, feel, think, and do
- B. Process Reflection - Reflect on *how* they perceive, feel, think, and do
- C. Premise Reflection - Reflect *why* they perceive, feel, think, and do

By answering questions, the students practice reflective thinking based on an examination of their original values (prior knowledge, individual experience and worldviews). This reflective thinking helps the teacher understand individual students' changes.

Reflection of each individual also includes an examination of the value, system, activities or things. The more activities that cause discomfort and affect emotional experience, the more opportunity to learn to change the worldview will be. For instance, if the students join community-related activities, the opportunity to change the worldview is even higher.

This reflection provides the students opportunity to share their learning to the class and learn from the other students. This sharing opportunity will lead to personal transformation and interaction in the group can lead to social transformation. This reflective thinking is therefore a vital

part of development of advanced learning or mature cognitive development.

Aesthetics Conversation

Aesthetic conversation is added into the *students-at work* design to create inner peace of mind and trust between students and teachers and among students. The inner peace of mind and trust will help to detect and reveal deep hidden things inside each one's mind. To promote the dynamics of personal and social transformation of individual students through aesthetic conversation, a teacher as a 'facilitator' can encourage deep dissemination by asking questions, "How do you do that?" To achieve this, there must be inner peace of mind and mutual trust between students and teachers and among students. Without inner peace of mind and mutual trust, group sharing is meaningless and social transformation will never progress.

Holistic Perspective

The process of learning and emotional development are interrelated. Change is not usually caused by an analytical think-change process but is usually caused by a sensitive, mental and emotional see-feel-change process. Learning activities for change therefore integrate emotional and mental processes into the design. Those activities include the use of artistic processes (e.g. drawing pictures, dramas and music), the collective expression process (e.g. narrative and storytelling) and the search process that makes sense of their own and understand each other's feelings.

Sensitive Context

The *students-at work* design for change pay attention to contextual awareness. This contextual awareness is an in-depth understanding of personal factors as well as social and cultural factors that broadens learning and relates it to reality. This awareness influences learning and makes it easier to change. The contexts that make it easy to change arouse sensitive awareness engage individual students to transitional zone of meaning making.

Relationships on the Basis of Mutual Trust and Sincerity

Learning in the *students-at work* design has no strong anchor and is constantly flowing. The learning team needs some solid things to master learning and keep it successful and stable. The sincerity of the members towards themselves and others to change can be an anchor. The students get these benefits: be more conscious of their interests, recognize the needs of learners and realize that the interests of students may be different from the teacher's interests, make open to each other, and lead to an understanding that contextually influences behavior or practice.

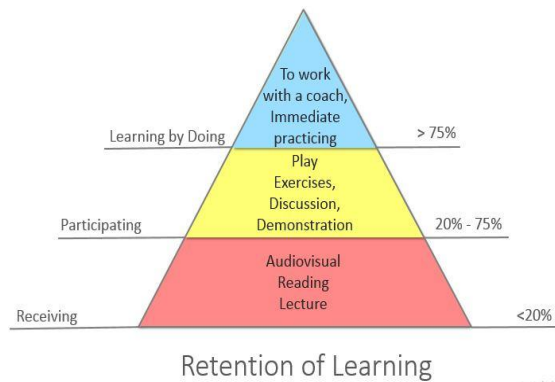
These six main factors are not solitary but have a coherent relationship and practice together under the atmosphere to enhance individual and social learning how to learn from direct experience in making something and talking with others.

How can ELT get there from here?

In an attempt to prepare the students for the future, an empirical study of seven models of innovative learning in various contexts in Thailand that enhance innovative learning

through the *students at work* design. The analysis of the models reveals how *students at work* design goes on in these models.

The contrast between these innovative models and the traditional models can be explained by Bloom's taxonomy. In the pyramid below, the innovative *students at work* models referred to learning by doing are seen on the top of the pyramid while the traditional ones referred to as learning by receiving and the ongoing process develops from traditional ones to learning by doing is participating.



(Source: https://commons.m.wikimedia.org/wiki/File:Learning_Retention_Pyramid.JPG)

Bloom's taxonomy of learning retention pyramid above includes 3 stages: receiving, participating, and learning by doing with different retention rates from 0 to 1000%. In these models, the process of learning is primarily based on collaborative and self-directed learning atmosphere and relates all three learning domains (knowledge, skills and attitudes) and engages students with all domains in a coherent relationship and practice all the domains together under the atmosphere that foster these two aspects – doing things and thinking about the things they are doing through play, activity-based learning, group work, project method, technology-based learning etc. the underlying factor behind these are some significant qualities and characteristics of active learning.

The tasks in the process of learning are relevant to the students' concerns and the students are encouraged to reflect on the meaning of what is learned, negotiate goals and methods of learning, learn from different ways and means of learning the content, compare learning tasks with complexities existing in real life and making reflective analysis, deal with the situation to establish learning tasks and real life tasks reflected in the activities conducted for learning.

The learning environment of these models involves students in the learning process more directly than in conventional process. Students participate in the process of learning by doing: doing something and thinking about the things they are doing. In this learning environment, the students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement. In particular, students engage in such higher-order thinking tasks as analysis, synthesis, and evaluation.

The activities in their learning process involve direct learning that relates the students to three learning domains

together. The three learning domains include knowledge, skills and attitudes. Students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. The learning approaches, methods and tools begin with problem-based learning using presentation as tools in project-based learning with communicative language teaching approach. All these learning approaches, methods and tools are integrated and practice together in a coherent relationship to enhance individual and social learning from direct experience in making something and talking with others.

Problem-based learning

In these models, activities and tools emphasize collaborative and self-directed learning while being supported by tutor facilitation. Learners are presented with a problem and through discussion within their group, activate their prior knowledge. Within their group, they develop possible hypotheses to explain the problem. Together they identify learning issues to be researched. They construct a shared primary model to explain the problem at hand. Facilitators provide scaffolding, which is a framework on which students can construct knowledge relating to the problem. After the initial teamwork, students work independently in self-directed study to research the identified issues. The students re-group to discuss their findings and refine their initial explanations based on what they have learned.

Project-based learning

Unlike traditional, teacher-led classrooms, students are given the opportunity to explore problems and challenges that have real-world applications and increase the possibility of long-term retention of skills and concepts. The core idea of learning in these models is that real-world problems that capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays a role as a facilitator who works with students to frame worthwhile questions, structures meaningful tasks, coaches both knowledge development and social skills, and carefully assesses what students have learned from the experience.

Typical projects present a problem to solve or a phenomenon to investigate. Project-based learning replaces other traditional models of instruction such as lecture, textbook-workbook driven activities and inquiry as the preferred delivery method for key topics in the curriculum. It is an instructional framework which allows teachers to facilitate and assess deeper understanding rather than stand and deliver factual information. PBL intentionally develops students' problem solving and creative making of products to communicate deeper understanding of key concepts and mastery of 21st century essential learning skills (e.g. problem-solving, critical thinking, creativity and communication). Students become active digital researchers and assessors of their own learning when teachers guide student learning so that students learn from the project making processes.

Communicative approach

The goal of language learning in these models is to enhance the ability to communicate in the target language. This is in contrast to previous views in which

grammatical competence was commonly given top priority. These models do not use a textbook series to teach English, but rather works on developing sound oral/verbal skills prior to reading and writing. The activities (e.g. role-play, interviews, group work, opinion sharing, and scavenger hunt) in these models aim to promote collaboration, fluency, and comfort in the target language. The activities vary based on the level of language class they are being used in and are chosen based on what the teachers believe is going to be most effective for developing communicative abilities in the target language. The teachers or facilitators choose classroom activities based on what they believe is going to be most effective for developing communicative abilities in the target language. These models encourage interaction as both the means and the ultimate goal of study and through the use of the language both in class and outside of class. In this process, the students converse about personal experiences with partners, incorporating their personal experiences into their language learning environment and focusing on the learning experience in addition to the learning of the target language.

Presentation tools

In these models, activities and tools emphasize presentation tools. In resolving the problem, the critical task is presenting and defending a solution to the given problem. Students need to be able to state the problem clearly, describe the process of problem-solving considering different options to overcome difficulties, support the solution using relevant information and data analysis. Being able to communicate and present the solution clearly is the key to the success of this phase as it directly affects the learning outcomes. With the help of technology, presentation has been made much easier and more effective as it can incorporate visual aids of charts, pictures, videos, animations, simulations etc. Ideas and connections between ideas can be clearly demonstrated by different tools.

In short, these models used the *student at work design* to build up learning to meet the challenges of the 21st century based on what is guided by sound theories (e.g. direct learning, problem-based learning, project-based learning and communicative language teaching). A research study was conducted to verify the findings based on the *student at work design* that aimed to develop EFL students from the levels of learning by receiving and participating to learning by doing based on Bloom's taxonomy.

An Implementation and Investigation of a *Students at Work Design* for Adult Learners

A study of Sa-ngiamwibool (2012) investigated how CLT and awareness-raising enhanced Thai learners' awareness of their local wisdom in a tour-related project work with three specific purposes, which were to explore how the learners interacted with textual representations of their local wisdom to create their project, what extent CLT and awareness-raising tasks developed their communicative competence of the target language, and what object of awareness that the tasks could help the learners realize while working on their projects. This study was triangulated. The

elicitation instruments were project instructions, CLT and awareness-raising tasks, pretests and posttests based on TOEIC test, learner logs, interviews, and observation notes. What the students learned was based on collaborative and self-directed learning atmosphere that relates all three learning domains of learning (i.e. knowledge, skills and attitudes) to make something by using project instructions and talking with others by using CLT and awareness-raising tasks.

In the process of project learning, the instructions consisted of 6 stages: 1) opening, 2) topic orientation, 3) proposal writing, 4) preparing proposal presentation, 5) presentation and sharing, and 6) evaluation of learning process and project. The researcher made sure that all groups were fully aware of the purposes of each stage and comprehended the procedures of each stage thoroughly. Then, various CLT and awareness-raising tasks were introduced to the stages appropriate and effective for achieving the purpose of the particular stage and for enhancing the learners' awareness of content learning, of communicative competence, and of language development in the project production and presentation. During each of these stages, each group was assigned to write a learner log of all stages. Also, each group was interviewed for more details concerning its cognitive and affective learning.

The various CLT and awareness-raising tasks were introduced according to the purpose of each of the stages as presented below.

First, in the opening stage, each group discussed their topics of special interest to initiate topic planning. CLT tasks such as information-sharing and trust-building were introduced to get each group into a communicative approach, develop positive group dynamics, articulate interest, introduce use of data from various sources and media (e.g. the Internet) for topic planning and text retrieval and production, and introduce texts as data for their project.

Second, in the topic orientation stage, a CLT task (i.e. brain-storming) and awareness-raising were used to arouse curiosity and create awareness of the project topic area, share data retrieved from the Internet, exchange existing knowledge and personal experiences of the topic, and weight and evaluate the data.

Third, in the writing stage, each group drafted the outline of the project proposal. CLT tasks (e.g. interpersonality and interaction) were used for allocating areas of responsibility. In addition, language exercises with a focus on raising cognitive and affective sensitivity by awareness-raising tasks, which specifically drew the members' attention to the gaps in knowledge of contents and areas of language weakness were introduced to edit the first, second, and third drafts and produce the final draft of written proposal.

Fourth, in the stage of preparing presentation, each group selected the data for presentation, decided on the form of the presentation, prepared texts for presentation, practised the presentation, and evaluated the practice. The same communicative tasks in the previous stage were used for allocating areas of responsibility. In addition, the same awareness-raising and language exercises which specifically

drew the presenters' attention to the gaps in the content presentation and areas of language weakness while presenting the oral presentation were also practised.

Fifth, in the presentation stage, the presenter gave a lead-in to the proposal, presented the contents of the project, and ended the presentation. After each presentation, it was a sharing time when exchange of information and experience, comments, questions and answers, clarification, and feedback on contents and presentation from teacher and from other groups were allowed. CLT tasks in this stage were primarily determined by groups and used various forms of communicative tasks appropriate for communicative situations.

Sixth and lastly, in the evaluation stage, each group evaluated the learning process and product. The evaluation of learning process was mainly concerned with the group dynamic processes whereas that of product was concerned with what each group received from the sharing time after the presentation. Then, each group made use of what it received from the sharing time and further worked on areas of content and language based on new ideas received from the sharing time. Finally, each group submitted the final draft of the project.

The study revealed that, first, on the awareness of local wisdom in a tour-related project work, the learners interacted with textual representations of their local wisdom through theme-centered learning process. Second, on the enhancement of CLT and awareness-raising, CLT allowed the learners to deal with interactive, spontaneous, and more meaningful communication actively while awareness-raising helped the learners consciously focus on semantic, linguistic, and pragmatic aspects of the target language. Lastly, on object of awareness, CLT and awareness-raising tasks could lead the learners to realize these objects of awareness: nature of experiential learning, subject content, and skill content. For pedagogical implications, project-based teaching with the support of CLT and awareness-raising tasks can raise learner awareness of local wisdom in tour-related topics effectively. Pedagogical implications illustrated effective practical applications of project-based learning and CLT and awareness-raising tasks for challenges.

Roadmap for ELT in the 21st Century

This article concludes with a roadmap of ELT for the future. The ELT design for the future need to consider the four challenges of 21st century: (1) greater global interdependence, (2) the increasing number of democracies throughout the world, (3) the need for creative entrepreneurs, and (4) the importance of interpersonal relationships that affect the development of personal identity. To prepare the students for the challenges, the *students at work* design which aims to enhance learning for the challenges and change based on two key modes (consisting making something and talking with others) are effective for the purpose. The former will foster creativity and self-directed democracies based on individual focus while the latter engages the students with cooperative learning experience in a socialization process that enhances

interdependence and interpersonal relationships based on social focus. The two modes need to include the six core elements into the design: individual experience, critical reflection, aesthetics conversation, holistic perspective, sensitive context and relationships on the basis of mutual trust and sincerity. The sound theories and approaches that can integrate these core elements into coherent relationship to form the *students at work* design and develop the three domains of learning, individual and social learning from direct experience in making something and talking with others include active learning, problem-based learning, project-based learning, presentation tools and communicative language teaching approach. These new ideas show promise and produce results for ELT in the 21st century and beyond.

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THE USE OF ENGLISH FOR METAPHORICAL EXPRESSIONS IN INDONESIAN SLANG

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Abstract--The more central role played by English in every aspect of human life will directly cause the more extensive influence of this language on the lexicogrammar of many languages in the world. The English element borrowing processes bring a lot of interesting problems viewed from various linguistic perspectives. This paper whose data are collected from several slang dictionaries will try to analyze the use of English borrowings exploited for expressing metaphors in Indonesian intimate speech, widely known as slang. With regards to the metaphorical expressions, the English borrowings that belong to various categories might undergo many kinds of linguistic processes are created to forms conventional and nonconventional metaphors by exploiting various source domains, such as state, action, music and film, food, fruit and animal, friendship and association, human beings and their character, and computer and modern technology. For fulfilling various communicative functions, the slangy expressions are frequently experiencing many kinds of semantic changes.

Key Words: *borrowing, metaphor, slang, and conventional meaning*

INTRODUCTION

It is a matter of undeniable fact that English nowadays is the most widely used of language. The speakers of English, either native or non native, spread all over the world that directly make all languages in the world are not free from its influence. Accordingly, English elements of all levels, from the lowest up to the highest one, are easily found in the use of world language, and in the use of Indonesian is no exception. In Indonesia, eventhough English is still considered, as a foreign language, its teaching is already begun from yunior high, even in urban areas this language is taught from kindergardens and preschools. With regards to its influence on the use of Indonesian, the English elements (sound, morpheme, lexeme, lexemic combination, etc) can be found in all styles, from the most formal style up to the least formal one). This paper as suggested by the title, deals with the use of English elements (words or phrases) exploited by Indonesian adolescences for creating metaphorical expressions in the least formal style which is commonly called slang. This issue has not been so far seriously explored by the Indonesian sociolinguists. As a manifestation of creative expressions, the slangy metaphors have several problems that are very interesting to discuss. Those issues at least include these four following issues: forms and categories, types of metaphors, and source domains of metaphorical expressions, and semantic change of the source domain and the target domain

Literature Preview

A lot of linguists have studied this intimate speech style. Eble (1996) discusses in length about the characteristics of slang that cover short lived, slippery meaning, marginalized group of the users, oral, and highly conditioned by social situation. Meanwhile, Partridge (1954, 6-7) views the superiority of slang compared to other speech styles that makes the use of it cannot be replaced them. He also states that the use of slang has several functions and its use is motivated by various external factors. Wanter (1998) and Lestari (2005) investigate the slangy expressions used by youngsters in Jakarta. Meanwhile, Rahayu (1999) focuses the discussion on intimate speech found in Malioboro Mall, Yogyakarta. More comprehensive studies about Indonesian slang regarding its forms, linguistic formations, origin, and communicative functions have been carried out by Wijana (2010a, 1-32) and Wijana (2010b, 1-31). In more limited scope, the use of English in relation with Indonesian slang can be found in Wijana (2011), and the use of metaphorical expressions in slangy creations in Wijana (2015, 1-7). This paper will focus its attention on the use of English elements in creating slangy expressions in Indonesian regarding with four issues that has already been mentioned above.

Theoretical Frame work

The concepts which the human beings are possible to express are unlimited. Unfortunetely, the language elements which is provided to do so are limited. Accordingly, they must express all the possibly expressed concepts with the readily provided expressions through similarity or association basis. For this purpose, any human language is full of metaphors. According to Wahab (1995, 5), metaphor is any linguistic expressions whose meaning can not directly reached by the conventional meaning of that expression, but by its interpretation that hold between the meaning and the expression in specific way. Conceptually, there are three elements in metaphors. Those are something to talk about (*target domain*), something used to compare (*source domain*), and the similarity and the association that exist between them (*ground*). The pervasive use of metaphors in everyday life both in think and act (Lakoff and Johnson, 2003, 3) indicates that metaphorical expressions can be found in all kinds of speech style. Furthermore, the forms and categories used to express, types, and source domains used to compare or concreticize the abstract target domains are also various. Because, the use of language, more specifically metaphors is inseparable from the cultural reality of the speakers owned the language, the use of

English elements in Indonesian slangy metaphorical expressions will be more and less influenced by social realities happen in Indonesia.

Research Method

Metaphorical slangy expressions used as research data are collected from several resources. Those are: 1) **Kamus Istilah gaul SMS** (*Dictionary of SMS Intimacy Terms*) by Livia Natalia; 2) **Bahasa Baku Vs Bahasa Gaul** (*Standard Language Versus Slang*) by Indari Mastuti; 3) **Kamus Gaul Kekinian** (*The Recent Slang Dictionary*) by Ridha Mashudi Wibowo; and 4) **Kamus Gaul** (*Slang Dictionary*) by Debby Sahertian. By applying distributional (linguistic) and identity (extralinguistic) method together with their specific techniques, the data are classified according to form and category, types of metaphors, source domain, semantic shift, and source domains of the metaphorical expressions.

Research Findings

The following discussions are the research findings related to the those 5 issues:

A. Forms and Categories

The metaphorical slang expressions based on the linguistic form can be simply distinguished into two kinds, i.e word and phrase. The word slangy expressions can further be differentiated into two types: the common word and uncommon word. The common words might constitute monomorphemic words, such as *abstract* 'ugly', *affair* 'adultery', *absurd* 'strange, unclear', etc., or polymorphemic words which constructed through various morphological processes, such as reduplication: *ajep-ajep* 'gleaming world', *blink-blink* 'rapper accessories', etc.; affixation, such as *Cookies* 'a group of executive young males', *crunchy* 'firm and crisp', and *Gowes* 'goes', etc. Meanwhile, the uncommon words refer to slangy expressions that are constructed through processes of contraction, such as abbreviation: *CT* (*counter terrorist* or *terrorist counter*) to mean 'headquarter', *BC* (*broad cast*) to mean 'spread', *GG* (*genetic gals*) to mean 'talented sex commercial girls', etc; acronym, such as *brownies* (*brondong manis* 'sweet pop corn') to mean 'male or female teenager'; clipping, such as *borju* (*borjuis*) to mean 'rich'; permutation, such as *woles* (*slow*) to mean 'relaxed', and compounding such as *popcorn* to mean 'a rich and handsome male'. Slangy expressions in the form of phrases found in the data collection are *ATM Woman* (*auto machine woman*) to mean 'materialistic woman', *Body guard* 'a friend accompanying to go everywhere', *Pentium 1* 'out of date computer type' to mean very slow', etc.

Indonesian slangy expressions with English element borrowings cover various kinds of category (part of speech). There are slangs that categorically belong to noun, such as *budget* 'the money someone has/brings', *affair* 'adultery', *Caddillac* 'drugs', etc.; verb, such as *BC* 'spread, broad cast', *gowes* 'goes', *hunting* 'looking for', *loading* 'thinking', etc; adjective, such as *crunchy* 'unfunny joking', *hang* 'slow, stupid', *mad* 'angry, etc. Because the

expressions are used informally or unconventionally, there are a lot of categorical transposition found in the used of slangs. For instance nouns are used as adjectives: *chiken* to mean 'coward', *pentium 1 to mean* 'slow and stupid', etc.; adjectives as nouns: *crunchy* to mean 'unfunny joking'; *autis* to mean 'strange person', etc.; nouns as verbs: *hiatus* to mean 'disappear', etc.; verbs as noun: *gowes* to mean 'cycling'

B. Types of Metaphors

There are two types of metaphor found regarding the use of metaphors in Indonesian slang. Those are conventional (dead) metaphor and nonconventional (extended metaphor) (Wijana, 2010b, 18-19). Eventhough, the relative difference between these two concepts might still be debatable. Conventional metaphor is one that is used in conventional manner in which no big difference between its literal and metaphorical sense. For instance, in conventional usage, *budget* is literally used to refer to 'the money that is available to a person or an organization', and in metaphorical meanings it is used to refer to 'the amount of money that someone posses' for exaggerating the expressions. The other examples are *BC* 'broad cast' to mean 'to spread', *abstract* 'not having physical reality' to mean 'ugly', *affair* 'events that are of public interest or political importance' to mean 'love affair, sexual relationship', etc. Unlike conventional metaphor, nonconventional metaphors constitute expressions which contain very different meaning from its literal usage, and this kind of reference is uncommon in the everyday use of language. For example, *barbecue* has literal meaning 'baked meat yielded from garden party', and it is used metaphorically to mean 'mistress', while for the lawful wife, te slang speakers use *sarden* 'can sardencis'. *Brownies* 'brown bread' or its long form *brondong manis* 'sweet popcorn' is used metaphorically to mean 'rich and handsome young man'. *Cadillac* 'a large expensive US make of car' in everyday metaphorical use of English is exploited to refer to 'the highest quality of a type of thing', such as in *This is the cadillac of watches* (Hornby, 2010, 199). However in Indonesian slang, this word is used to mean 'heroin or drugs'. Finally, the English word *cookies* conventionally has a meaning of 'a small flat sweet cake usually baked untill crisp', but in slangy expression is metaphorically used to refer to 'a group of executive young males'. Mostly, the extended metaphorical slangy expressions are underlied by the state similarities between the target domains and the source domains. For example, the taste similarity between the *barbecue meat* and the *mistress*, between *sardencis* and the *lawful wife*. *Barbecue* meat is considered much more delicious than *can sardencis*. The luxury of *caddilac* and the joyful effect brought by the *drugs*. In some cases, the similarities is not easy to find, such as between the metaphorical expression *jack pot* and its metaphorical meaning 'to vomit'.

C. Source Domains of the Metaphorical Expressions

There are at least 8 interrelated source domains commonly used as vehicle in creating slangy metaphorical expressions in Indonesian. Those are 1) **state**, such as *autis* 'autistic' to mean 'very difficult to communicate or form relationship with others'; *borju* is created from *bourgeois* 'the middle class in society' to mean 'very rich' and to be associated with the capitalist; *zebb* is created from English *safe* to mean 'alright' etc.; 2) **Action**, such as *gowes* created from *goes* to mean 'cycling', *stalking* created from crime register to mean 'watching crime move' to mean 'watching ex boy or girl friend'; *loading* created from computational register 'the amount of work a computer has to do' to mean 'thinking', etc.; 3) **music and film**, such as *ajeb-ajeb* 'the imitative sound of disco music' to refer to the discotheque itself, *blink-blink* 'to open and shut the eyes, to shine with unsteady light' to metaphorically mean 'the assecories of rapper's outfit', *Popeye* and *Spiderman* that both literally refer to 'film characters' are used to mean 'muscly little man and spider', etc. 4) **food**, such as *barbecue*, *cookies*, *brownies*, and *sarden* are respectively considered having certain similarities with the referents to which they refer, i.e 'mistress', 'young male executives', 'young male/female', 'lawful wife', etc.; 5) **fruit and animal**, such as *strawberry* and *chiken (soup)* for certain matters are regarded to have similarity and association with their metaphorical senses, i.e 'woman that wears everything red' and 'coward'. *Chicken (soup)* is contrasted against *fight cock (rooster)*; 6) **Friendship and association**: such as *affair*, *body guard*, *hegemony*, *gang*, and *night friend* that are consecutively metaohorically used to refer to 'friend to go together with', 'club, association', 'friend(s)', and 'prostitute'; 7) **Human beings and their character** such as *Einstein*, *ATM Woman*, *Miss Ring-ring*, and *GG* (abbreviation of *genetic gals*) 'talented women' for metaphorically referring to 'very genius person', 'materialistic woman', 'woman who loke to phone in public place', etc; **Computer and modern technology**: such as *pentium 1* and *caddillac* to refer to 'slow or stupid' and drugs'. It is noteworthy that *loading* and *hang* whose source domain has been classified into action and state are closely related to computer and modern technology.

D. Semantic Change

To create metaphorical expressions, the source domains or metaphorical vehicles commonly experience at least four possible semantic changes from their conventional meanings. These changes probably closely relate with the functions of the slangy expressions. The types of the semantic changes are: semantic shifts, semantic association, semantic pejoration, and semantic exaggeration. For example, in order to keep secret any conversation topic to others who do not belong to the slang users' membership, the slang speaker's are often creating slangy expressions having totally different meaning compared to their use in conventional situation, such as the use of *cadillac* 'car brand' for referring 'drugs' for avoiding the users from

police chase; *sardencis* and *barbeque*, and *browniess* are respectively for refering 'lawful wife', 'mistress', and 'younger boy/girl friend'. The semantic change can also be associative in character, such as *ATM woman*, *strawberry*, *popeye*, etc. for methonimically denoting 'materialistic girl', 'woman wearing everything red', and 'muscled little man'. Meanwhile, for expressing insultion, several words might experience semantic pejoration in which the words loose their neutral sense, such as *affair*, *ML* and *chicken* is metaphorically used to mean 'adultery or betrayal', 'sexual intercourse', 'coward', etc. Finally to mock their interlocutors, the slang speakers often exaggrate the meaning the slangy expressions, such as the use of *body guard*, *budget*, *abstract*, *autis*, etc. for just refering 'friends accompanying some one to go everywhere', 'the amount of money that someone has', 'ugly', 'strange person'.

Conclusion

The continously increasing role played by English as an International languages naowadays directly causes that its use is not merely found in formal situations but also in less formal ones, even in very intimate mode of speech, which is familiarly called *slang*. As far as the Indonesian slangy expressions are concerned, the English borrowings (words or phrases) which categorically belong to various parts of speech (noun, verb, adjective, etc.) are undergoing various linguistic processes, such as abbreviation, contraction, permutation, adaptation, etc. More interestingly, in many cases the English borrowings are used metaphorically for fulfilling various communicative functions, such as exaggrating, mocking, concealing something, and insulting someone. For creating metaphorical expressions the borrowings which cover various source domains frequently undergo many kinds of semantic changes, either totally or in part.

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Stalking: 'the crime activity of following and watching somebody to mean watching ex boy or girl friend'

Spik: 'empty talk, telling lies'

Spiderman: 'super hero to mean laba-laba'

Strawberry: 'woman wearing everything red'.

Woles: 'permutation of slow to mean relax' 'safe'

SOURCE OF DATA

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DATA SUPPLEMENT

Abstract: 'ugly'

Affair: 'adultery, betrayal'

Absurd: 'strange, unclear'

Ajep-ajep: 'disco, gleaming world'

Autis: 'strange person'

ATM Woman: 'materialistic girl'

BC: 'to spread news'

Blink-blink: 'rapper accessories'

Body guard: 'a friend accompanying to go everywhere'

Borju: 'rich'

Brownies: 'sweet pop corn'

Budget: 'amount of money someone has'

Cadillac: 'drug, such as heroin, kokain, etc.'

Candid: 'taking somebody's photo secretly'

Chicken: 'coward'

Cookies: 'a group of executive young males'

Crunchy: 'unfunny joking'

CT: 'abbreviation of counter teroris, terrorist counter to mean 'headquarter'

DP: 'abbreviation of display to mean photos'

Einstein: 'a very genius person'

Geng: 'gangs, friends'

Gowes: 'goes, cycling'

GG: 'abbreviation of genetic gals to mean talented sex commercial girl'

Hang: 'slow, stupid person'

Hegemoni: 'association, club'

Hiatus: 'disappear for a moment'

Hunting: 'looking for and explore'

Jackpot: 'vomit'

Loading: 'thinking'

Long last: 'last very long'

Mad: 'angry'

Modus: 'a call for someone used to tempt the opposite sex'.

ML: 'abbreviation of making love to mean sexual intercourse'

Narsis: 'narcist'

NF: 'abbreviation of night friend' to mean prostitute'

Pentium 1: 'computer type which means 'slow, stupid'.

Popcorn: 'rich and handsome young man'

Popeye: 'a small but muscly man'

Preparing for Quality Prospective EFL Teachers: Issues on Policy and Implementation in the Use of English as a Medium of Instruction

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Abstract

In this globalization era, global flows have penetrated all aspects of life and resulted in great consequences on mobility, competition and employability. It certainly implies high expectation and demands on quality and graduate standards for employability. A study by Lamb (2004) indicates that mastering English language competence is required in winning competition in global employability. However, many recent studies suggest that producing quality graduates of EFL Teacher Education is challenging. Also, global agencies and policies have documented the insufficient competence of graduates of English Teacher Education institutions even though some recommendations for developing quality EFL teachers have been promoted. This paper aims at disseminating the result of a critical ethnography study focusing on the issues and inconsistency between policy and practice on the use of English as a medium of instruction which constitutes some challenges in preparing globally competitive EFL teacher graduates in Central Java, Indonesia. Globalization theory by Appadurai is applied to explain the presence of the inconsistency between policies and practices in English language teaching limited to the area of English language instruction. What is desired in the global, national and local institutional policies are not always implemented optimally in classroom. Policy makers need to consider this mismatch as a concern in producing quality EFL teachers. The presence of the issues on English language instruction indicates either the lack of awareness of the global message by local institutions. Therefore, this paper provides meaningful insights towards the debate on the implementation of English language instruction which influences the formation of quality EFL teachers not only locally and nationally but also in the broader context of teacher preparation globally.

Key Words: *Globalization; Critical ethnography; English as a medium of instruction*

I. Introduction

In this globalization era, global flows have penetrated all aspects of life. It has been evidenced that what people eat and drink, the clothes they wear, the attitudes they take on, the practices and behaviors they imitate, technologies they adopt and how they apply them in daily life and the ideas

they are exposed to, all reflect globalized processes (Ratih, 2017). Globalization resulted in great consequences on mobility, competition and employability. Zhao (2010) identified five consequences of globalization to education, namely: global competitiveness; international testing and the globalization of educational standards and practices; migration and the changing student population; global competence; and global citizenship. Furthermore, one of the effects of globalization is that economies often operate through the English language. For example, a study in Indonesia by Sugiyarto, Blake and Sinclair (2003) shows that globalization brings positive effects on tourism growth so that welfare improves. This tourism growth requires an upgraded level of English skills which in turn demands an upgrade in the English proficiency of pre-service EFL teachers. This has created a demand for mastering English proficiency in order to promote the development of national human capital in many countries (Dang, Nguyen & Le, 2013), including through teacher preparation in Indonesia. The improvement of education quality, including English mastery, is believed to be ensured by the quality of teachers (Madya, 2009). Madya asserted that “up to now a lot of teachers in Indonesia can be said to be under-qualified” (2009, p. 5). Furthermore, Madya (2009) pointed out that what has been desired to the development of the intended competences has not been supported by a conducive environment during the process of educating EFL teachers. In relation to EFL learning environment, Lie contended that:

Indonesia does not provide adequate exposure to English for the majority of the learners. This perhaps used to be a universal constraint among other countries where English is used as a foreign language (2007, p. 8).

It is counterproductive that English teachers, who should in fact be role models for students learning English, are still face reluctant to expose students with English. Therefore, it is a necessity for English teachers to provide English exposure not only to upgrade students' English proficiency but also to be role models for preservice EFL teachers to upgrade particularly EFL teacher competence in this global context. EFL teachers and EFL teacher education programs in Indonesia are thus challenged by the effects of globalization which requires them to enhance their English language competence by providing English language exposure.

II. Methods

This paper is a small part of a research project that explored the constitution of quality EFL teachers through the ideas

existent in global, national and local institutional policy texts, including policy documents, interviews and electronic resources such as the digital public voice. To understand claims about what comprises quality in these various texts, Carspecken's critical ethnography (1996) informed the data collection and analysis strategies used in the research project and therefore informed part of the research presented in this paper.

The applicability of Carspecken's critical ethnographic approach is grounded in the identification of a social group bounded together by common experience (Carspecken, 1996; Tamatea, 2008), which in this instance at the broadest level is EFL pre-service teachers undertaking internship program on teaching practice in Teacher Training and Education institutions in Indonesia. Then, dialectic process (Carspecken, 1996; Guba & Lincoln, 1994) leads to the development of research question to investigate the notion of the quality EFL teacher contained in educational policy texts responded to in practice by pre-service EFL teachers in two universities in Surakarta, Indonesia. These institutions were selected on the following grounds. Aside from the relatively easy access to both which the researcher maintained and which facilitated this researcher's time management, both institutions, which are called by the pseudonyms Full Moon University and Sun University, have large teacher-training faculties in Surakarta. They both have an English department within which pre-service EFL teachers are trained. Together both case sites share a cohort of students bounded by commonalities including location (in Surakarta, Indonesia), languages (Bahasa Indonesia and Bahasa Jawa), religion (predominantly Islam), faculty structure (Teacher Training) and English Department.

Participants of this study were selected from English Department students who were undertaking field-based teaching programs in the pre-service teacher education program offered at the two Indonesian universities. The field-based program is now called *Pengenalan Lapangan Persekolahan* (PLP2) according to the Regulation of Minister of Research and Technology of Higher Education-*Permenristekdikti* No 55/ 2017. The term is currently used for doing internship on teaching practice at schools. Purposive random sampling was employed to determine the potential participants (Creswell, 2009). Purposive random sampling was a sampling strategy to select participants regarding the large number of participants. According to Creswell (2014), this strategy adds the credibility in purposive sampling.

Also, I collected documents relating to different levels of policies. In regard to this paper, the national level, significant documents included (state) Law No. 20/2003 pertaining to the National Education System, Government Regulation No. 19/2005 pertaining to the National Standards of Education, and Law No. 14/2005 pertaining to Teachers and Lecturers. At the local (institutional) level, the curricula of the English departments and their microteaching

and field-based teaching guides were all identified as significant documents.

In following Carspecken's model, I began by developing research questions as a preliminary step. Generating this study's research questions comprised the first methodological step, with the flexibility of those initial research questions enabling me to modify them as the research progressed. I then interviewed EFL pre-service teachers in Indonesia with regard to their learning and practicum experience. This step accords with Carspecken's dialogical data generation stage (Carspecken, 1996, p. 42). Next, I constructed a preliminary analysis of the interviews to articulate the prominent themes. This was followed by an examination of the relationship among the various data sources, which Carspecken addresses in his discussion about describing system relations (1996, p. 43). This commenced a significant phase in the criticality of this research projects methodology. In this stage I applied Appadurai's discussion of globalisation and in particular his notion of global flows (1996, p. 33) to inform the identification if not construction of the system relations across the data sources.

The following part shows the issues and the inconsistency on the use of English as a medium of instruction.

III. Issues and inconsistency between policy and practice on the use of English as a medium of instruction

The importance of English as the language of globalization (Johnson, 2009) and its consequence of a high demand of English mastery in Indonesia has been noted above. In addition, there are emerging challenges for quality EFL teachers who will themselves produce students with the requisite English language capability to support Indonesia's national competitiveness in the current era of economic globalization (Madya, 2002). Nationally the importance of English in the global context has been responded to by the Indonesian Government via endorsement of Decree No. 16/2007 on the need for mastering English content and communicative skills by English department graduates. Locally, institutional curriculum policy also recirculates this emphasis by emphasizing the necessity of English to the Indonesian economy and the training of quality EFL teachers and the standard of graduate competence that requires a good command of English by the graduates. However, here too there are some inconsistencies between policies and practice. One of primary examples of these inconsistencies includes inconsistency in relation to the use of English as a medium of instruction in the classroom.

In response to the global demands and challenges identified above, Law No. 20/2003 on the National Education System (Republik Indonesia, 2003) introduced the notion of using the foreign language as a language of delivery in the EFL classroom. The Law states that the foreign language can be used as a language of instruction at certain education levels

to support the students' ability to acquire the particular language (Republik Indonesia 2003, Chapter VII, Article 33, and Clause 3). But this policy imperative is also subject to different interpretations emerging in the context of application.

Based on the interview data, pre-service EFL teachers are generally aware of the circulation of discourses highlighting the importance of English. Almost all participants in this study also acknowledged the importance of using English in their teaching practice at schools as a medium of instruction.

However, during teaching practice at schools, not all pre-service teachers could actualize their ideas through the use of English as much as they did in campus when doing the microteaching program, because some of their students were unresponsive to English stimuli. Some EFL pre-service teachers also acknowledged that their students did not understand when they spoke English because their usual classroom teachers did not use English much in the classroom as they claimed.

I try to use English in order that I can... but the problem is that most students didn't understand because of the teacher himself... when I observed, the teacher used more Indonesian and Javanese when teaching English; English is only less meaningful, getting little portion of English listening from the teacher... (Dunn).

The above quote shows that classroom teachers provide limited exposure to students on English as the medium of instruction and the above example is also acknowledged and stated by another participant saying below:

I try to use English, even though they don't understand, I translate into Indonesian... if I am [using] yes 80% English... but the mentor teacher is vice versa, yes around 30%, Ma'am. Very rarely using English (Cyndi).

As demonstrated in the quotes above, some mentor teachers still provide limited English exposure to the students in English class. The following quotes show pre-service teachers' difficulties in using English as the medium of delivery.

When I introduced myself using English and said "today we will learn ...", all students directly responded "Miss, don't speak English." ...In the field I really could not use English at all. The English teachers there use English only in greeting and closing, and seldom in between (Inez).

At the first time I entered the class and I used 95% English; [the students] were stunned and complained, like, "What is it?" (Ingrid).

In senior high school, in the beginning I wanted to use English, but finally it turned out that the [students] remained silent when asked to make groups; maybe they didn't understand, so I had to repeat using Indonesian,

therefore I could not use full 100% English; and the vocabulary of the students was also limited (Ina).

While the use of one's first language in teaching English may be of some benefit, if it is predominantly used in conjunction with the minimal use of the target language, this can result in reducing the opportunities for students to be immersed in the target language (Harmer, 2007). Language learning does not necessarily require immediate comprehension of the target language, as much as it requires exposure to the target language (Richards & Rodgers, 2001). Learning English is arguably made all the more successful when the students are provided with an English rich learning environment (Krashen, 1989), despite the challenge which the teachers may feel when using the target language as the medium of instruction. Given the responses by both mentors and students in classes, it is obviously a challenge for prospective EFL teachers to maintain their commitment to use English when teaching it.

Studies of language teachers reveal that one of the characteristics of good foreign language teachers is the maximum use of, and talk in, the foreign language for teaching and learning (Bailey, 2001 and Sanderson, 1983). However, the data above show that prospective EFL teachers could not use English language optimally during their English lessons in the real classroom. Most of the pre-service teachers placed in disadvantaged schools in this research project could not apply the idea of using English due to both the poor role model provided by their mentor teachers and their students' lack of motivation to use English. Consequently only a few pre-service EFL teachers use more than 70% English as the language of instruction. Most of the pre-service EFL teachers preferred to use a bilingual approach grounded in relatively minimal use of English. This further reveals a difference between policy and practice.

The finding above also indicates that most pre-service teachers in this study have low commitment to using English in the classroom, blaming both the students and their mentors for this outcome. If they had high self-efficacy, perhaps such blaming may not have emerged, and they may have employed certain strategies that would have supported the use of English as the language of instruction under such circumstances. The requirement to implement more effective pedagogical practices to suit the context rather than giving up and switching to Indonesian in teaching English was, however, noted by some of the pre-service teachers:

In my opinion, the students learn a little from the teachers. If, for example the teachers are willing, in the learning process they would use much English, choosing scaffolding words that help and make it easy for the students to understand... [Then] the students can follow (Cyndi).

What Cyndi describes above suggests that teachers drive students' learning of English. Teachers determine how much the students learn. This is in synchrony with Shulman's (1999) advice that good pedagogy involves more than content knowledge alone.

The importance of English language has been strengthened by the ASEAN charter that formalized the use of English as ASEAN's sole working language in all discussion and negotiation among the ten nations of Southeast Asia (Kirkpatrick, 2015). It means that English is highly demanded to master by Indonesians to communicate among ASEAN nations. As repeatedly mentioned in the literature, the expertise of using EFL is supported by using it as daily communication. Krashen's monitor theory addresses the conditions that facilitate the process of "acquisition" of the target language. Acquisition refers to the natural assimilation of language rules through using language for communication (Richards & Rodgers, 2001). It means that the competence of using English must be supported to use English as medium of instruction in order to provide opportunities to use English.

In terms of using English as a medium of instruction, there is no strong articulation in the institutional level following up the national policy. Even though Law No 20 of 2003 on national Education System (Republic Indonesia 2003) introduced the concept of foreign language as a language of delivery at a certain educational unit, "... foreign language can be used as a language of instruction at certain education level to support the students' ability of using a foreign language" (Republik Indonesia 2003, Chapter VII, Article 33, Clause 3), this message is not followed up in institutional policies. The weak articulation on using English as a medium of instruction impacts on uncertainty in practical level toward achieving support the communicative competence. Studies on good language teachers reveal that one of the characteristics of good foreign language teachers is the maximum use and talks of foreign language (Bailey, 2001 and Sanderson, 1983). By this, it implicitly means that the quality EFL teacher is not supported optimally.

IV. Conclusion and implication

The minimal use of English as a medium of instruction in the classroom, due to the inadequate policy articulation on English use, may contribute to this insufficiency because it causes an unsupportive learning atmosphere for acquiring the English language skills required by professional EFL teachers. Such unclear articulation on the use of English or its absence in the curriculum and local policy texts, shows negotiating ideas regarding the context that English is a foreign language; however this uncertainty weakens the conditions to achieve the success of English language teaching. If we hold the idea that the success of acquiring and learning English is through maximized use of English, there should be strong policy statements on using English as a medium of instruction in English lessons, especially to

achieve professional EFL teachers' competence – English communicative competence – for English Department graduates. Additionally, at the department level, lecturers under the coordination of the heads of English departments are recommended to initiate delivery of the subject matter using English language, including in daily communication with students of English departments, in order to facilitate improving the English language competence of the prospective graduates.

Furthermore, to respond to global awareness for gaining competition in global employability, governments need to be aware of the use of English as a language of instruction for pre-service EFL teachers, which is not optimally supported in the policy articulation. The need for articulation in using English as the language of instruction has been stated but with less emphasis, and has not addressed specifically EFL teacher formation. For the sake of improving EFL teachers' English language skills to prepare for global employability, it is important to include articulation on the necessity of using English as the medium of instruction in the regulations at the English departments of teacher training institutions. This must then be followed up by lecturers to use English during their teaching. It is unrealistic to expect pre-service EFL teachers to use English while the lecturers themselves do not speak English during their instruction.

Global awareness needs to be exposed to pre-service EFL teachers. They need to be aware of the global challenges for global employability. Preparing themselves for their future to gain opportunities in the global market should be supported. Improving English language competence must be afforded if they do not want to lose the chance of being globally employed.

The graduates of EFL teacher education should not only be prepared for local and national but also global employability. Additionally they need to consider the global issues and agendas contributing to EFL teacher professionalism. In relation to English as the language of instruction, lack of English language competence should be addressed with visible and strong institutional policy articulation toward using English as a medium of instruction for pre service EFL teachers.

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Certified Teacher Beliefs on The Use of Teacher Talk

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Abstract—Teachers' belief is becoming important to research as it reveals the decision made by the teachers in teaching learning process. It will also explain the way the teacher behave and talk with it. This research will explore 1) whether or not the certified English language teacher beliefs on the use of Teacher Talk (TT) show parallelism with their actual practices, and 2) the contribution of English language teachers' experiences to the construction of their beliefs regarding the use of Teacher Talk. Mixed research method was implemented to explore the quantitative and qualitative inside of the topic. This way was considered to be effective to meet with the expected answer for this research. Taking place at a suburb area, group of certified teachers became the subject for the research. The researcher utilized questionnaire, observation checklist, audio-video recording, interview guide and, document as the instruments. The result shows that the more the teachers beliefs on the TT, the more practices of TT in the teaching learning process. Another finding reveals that particular teachers experiences contribute a positive impacts on the the construction of teacher beliefs dealing with the management of TT in the class.

Keywords—*Certified Teacher, Teacher Talk, Teacher Belief*

I. INTRODUCTION (*HEADING 1*)

Dealing with the role of TT as the target language input, it is generally assumed that TT contributes a comprehensive source of target language input for EFL learners. It is strengthened by some researchers who stated that TT is the focal source of target language input (Linawati, 2013; Liu & Zhu, 2012; Wangru, 2016; Yan, 2006). Based on the important roles of TT, the existence of professional EFL teachers, who have good ability in applying the appropriate TT for the success of his/her teaching, is really expected.

Apart from those two important roles in language teaching, TT also holds a crucial role for students' character building. Teachers have a duty to pay attention on their own attitudes and talks in teaching. Triyanto (2012) asserted that teachers' attitude determines students' action in the class. He also emphasized that every teacher's utterances during the teaching and learning process will have an impact to students' behavior. The way the teachers speak in the class also reflects their attitude. Hence, a professional teacher needs to select an appropriate TT in order to maximize the teaching process and also to transfer good attitude example for students' positive behavior.

Although Nunan theory postulated two important functions of TT, some problems related with the function of TT still appeared in some English language-subjects which are taught by Indonesian teachers. The preliminary study result reported

that the duration of TT was more than the students talk time (STT). They also use Indonesian language or even native language more than English language in teaching and learning process. Those facts are strengthened by Ginting (2016) who found that the result percentage of classroom interaction proved that teacher talks is dominant than students talk at SMPN 1 Berastagi. Ginting (2016) also reported that the TT types which are used by teacher are limited on command, direction, questioning and lecturing. Yet, Purwadi (2016) exposed that the most frequent language which is used in teaching English language at SMPN 2 Jaten Karanganyar is Indonesian language. Hence, starts from the problems related with the function of TT which are happened, the researcher focuses this study for solving the problems of functional features of TT involving the amount of TT, TT types and language use for TT.

To solve a number of problems related with the function of TT in Indonesia setting, the researcher tries to formulate a study on teacher beliefs which underlie the teacher's decision in employing certain TT. According to Rokeach's theory which is cited in Hawanti (2012), the behavioral component, one of three components of belief, potentially lead a person to perform a particular action. It means that behavioral components of belief takes its role for helping someone in the process of decision-making which then lead her/him to do a particular action based on her/his decision. It is also strengthened by Adriani (2014) who argued that teacher beliefs give great contributions for shaping teachers' mind in deciding their behaviors in the classroom. In sum, teachers' beliefs influence the decision which is made for the teaching and learning process, including the way how the teachers behave and talk in it.

Even though the theory stated that teacher beliefs is essential in decision- making, the issue of consistency and inconsistency of teacher beliefs and the real classroom practice is still debatable among several researcher. Petek (2013) notified that there is contradiction between teacher beliefs and their actual practices, particularly about the use of questions and negotiation strategies. The finding of Shulin's (2013) study presented that teachers' teaching practice sometimes does not match with their beliefs about peer-feedback in L2 writing at China. In contrast, Mokhtar (2015) found that the teacher beliefs on the use of code-switching are consistent with their real practice. Dealing with that problem, the researcher argues that clarifying the relationship between

English language teacher beliefs and the real practice dealing with the use of TT is necessary.

Learning the experienced English language teachers' beliefs is indeed beneficial for evaluating and developing pre-service and prospective English language teachers' beliefs. In this case, the experienced teachers refer to the English language teachers who have been standardized by the Indonesian government and possessed the certification for guaranteeing their professionalism. The Law of Republic of Indonesia Government (*UU*) (2005) numbers 14 article 2 states that the recognition of the teachers' position as professionals as referred in article 1, should be proved by educator certificate. Thus, it is generally assumed that certified English language teachers are expected to possess qualified teacher beliefs which underlie their ability in conducting a well-managed teaching process. Therefore, the researchers attempted to investigate certified English language teacher beliefs on the use of TT for facilitating English language teachers in developing their professionalism through learning certified English language teacher's beliefs.

II. EASE OF USE

A. *Teacher Talks (TT)*

Teacher talks (TT) refers to language which is typically used by teachers for ordering the instructions in classroom activity. Yan (2006) asserted that any kinds of language which is used by teacher for classroom instruction is known as teacher talks. TT has a vital part in organizing classroom instruction for maximizing the interaction. Yanfen and Yuqin (2010) argued that TT is an essential part for teaching English as a foreign language in managing classroom activities. They also assumed that the way a teacher speaks not only determines how well they handle their teaching, but also guarantees how well students will learn. In other words, the teacher has an authority control on the classroom interaction. A teacher may apply many kinds of TT for controlling the pattern of communication. He/she may apply questioning, invitation and direction for initiating the interaction. He/she also may vary his/her TT in order to make the interaction effective.

B. *Teacher Talks (TT) Features*

TT has many aspects which are involved in it. Those aspects are classified into two features. Yan (2006) classified the aspects of TT into two features of TT; formal features and functional features. Formal features of TT refer to several aspects related with the linguistic adjustment of TT. Linguistic adjustment of TT means the modification which is hold by the teacher based on linguistics side like the phonology, syntax, and semantic of their talk. Chaudron (1988) stated that to comprehend the language used in TT, some modifications which are proposed in the teacher's speech are rates, pauses, pronunciation, vocabulary level, degree of subordination, kinds of statement used (the use of declarative statements), and teacher self-repetition. In conclusion, formal features of TT refer to speed, pause, repetition, and modification of TT.

Furthermore, functional features of TT cover some aspects related with the functions of TT; helping the teacher in organizing classroom interaction and providing target language input for students. It is strengthened by Yan (2006) who asserted that functional features of TT are language features which are related with the quality of target language input from TT, the way the teacher organize classroom interaction with TT and also the amount of TT. Due to the function of TT, it might be said that the aspects of TT functional features include the amount, types and the language used of TT. The explanation about functional features of TT will be stated in the following points.

C. *The Types of Teacher Talks*

Since the interest to the TT increases rapidly, many experts try to construct classroom interaction analysis systems. There are various interaction analysis systems which have been broadly applied by many researchers. Some of interaction analysis systems that have been used by several researchers are Flander's Interaction Analysis Categories (FIAC), Foreign Language Interaction System (FLINT), and also system that have been produced by Yanfen and Yuqin.

The first famous interaction analysis system was produced by Flander. Flander (1970) proposed Flander's Interaction Analysis Categories (FIAC) into ten categories of talk such as (1) clarify feeling constructively, (2) praise or encourage, (3) clarify, develop or use the students' ideas, (4) ask questions, (5) give lecturing, (6) give directions, (7) criticize, (8) student talk in response to the teacher, (9) student talk initiated by the student, (10) silence or confusion. The categories from number one until seven are involved in kinds of TT. Number eight up to ten belongs to student talk (ST). It means that FIAC consists of seven categories of TT and three categories of ST.

FIAC analysis system has been reconstructed and revised by Moskowitz (1971) into Foreign Language Interaction (FLINT) analysis system. Seven types of TT in FIAC analysis system are broadened into seven types of TT with four sub points. It means that the total numbers of TT types in FLINT is 11 types. The next three types of student talks (ST) in FIAC developed into seven types of ST with two sub points. In other words, Moskowitz (1971) formulates nine types of ST for FLINT analysis system. To conclude, FLINT analysis system has 20 types of talks which are divided into 11 types of TT and nine types of ST. Those types of talks are cited in the Table 2.1(see Appendix 1).

From those 20 types of TT types, there are several additional TT types of FIAC which is listed in FLINT analysis system. Jokes, repeats students' response verbatim, corrects without rejection are the additional TT types from TT types of FIAC. Moskowitz (1971) also break the TT type 'criticize' into criticize students' behavior and criticize students' response. Besides, there are several additional types of ST in FLINT, such as silence-AV, laughter, use native language, and nonverbal.

Yanfen and Yuqin (2010) modified the 'IRF' theory into ten types of TT which is involved in initiation and follow-up

move. There are three types of TT which is involved in initiation move. The rest of types are categorized into follow-up move. The table 2.2 shows the classification of TT which is concluded from Yanfen and Yuqin (2010).

Table 2.2 Types of Teacher Talks (Yanfen and Yuqin, 2010)

Initiation	Follow-up	
	To no and incorrect response	To correct response
Questioning	Inform	Acknowledgement
Invitation	Prompt	Comment
Direction	Encouragement Criticizing Ignoring	

D. The Definition of Belief

The use of term ‘belief’ is still debatable among several researchers. Many of them applied this term interchangeably with the other terms like knowledge and perception. Hawanti (2012) reinforced that various terminology arise when discussing belief and prove that belief is hard to define because of its complex set of overlapping terms. Furthermore, she assumed that different terms referring to beliefs may be found in distinguished discipline especially when the researchers have different focuses of interest. Therefore, the researcher needs to highlight the difference between the definition of belief, knowledge and perception.

The term perception, knowledge and belief have a different definition. According to Lindasy and Norman (1977), human perception means the mechanism that operate upon sensory information (gained by seeing, hearing, touching, tasting and feeling), interpreting, classifying and organizing arriving information. In line with that statement, Zamzami (2016) asserted that perception is the organization, identification and interpretation of sensory information which is useful for representing and understanding something. Yet, Hawanti (2012) stated that the term knowledge refers to an individual’s cognitive or mental store of information or can be understood as evidenced belief. Besides, Borg (2001) argued that a belief is someone proposition which may be consciously or unconsciously held, accepted true and stand as a guide for his/her thought and behavior. Due to the different definitions, it is generally assumed that the term perception, knowledge and belief are different each other.

The term teacher belief has the stronger effect to the teaching practice than teacher knowledge and perception. According to Pajares (1992), some people argue that the teachers’ beliefs affect their perceptions and judgments, which in turn, have an impact to their behavior in the classroom. It means that belief is the root of teacher behavior in the classroom. It is strengthened by Hawanti (2012) who asserted that belief can guide an individual to make a decision about his/her actions, behavior or attitudes. Furthermore, Hawanti (2012) assumed that knowledge cannot be simply understood as true beliefs; beliefs also need justification to be considered

as knowledge. It means that human belief stands as the root for both human knowledge and human perception. Thus, the researcher tends to analyze teacher belief rather than teacher knowledge and perception.

E. Teacher Beliefs

Considering the role of teachers as the practitioners brings insight pivotal role of teachers’ beliefs in relations to their teaching practices. Borg (2001) stated that the term teacher belief refers to the teachers’ pedagogical beliefs or those beliefs that associated with someone’s teaching. Zheng (2009) defined teacher belief as a substructure of teachers’ general belief system which is formed by experiences and underlies planning, decision making and behavior in the classroom. Based on those definitions of teacher beliefs, the assumption can be shaped that teaches’ beliefs are important concepts for understanding teachers’ thought process in relation with their planning, decision-making, speech and behavior in their teaching practices.

F. Teacher Beliefs on the Use of TT

There are a number of general topics that might be analyzed in the teacher beliefs research. According to Fives and Buehl (2012), six topics that could be framed as a teacher beliefs research are beliefs about self, context or environment, content or knowledge, specific teaching practices, teaching approach and students. Researches that might be hold for beliefs about self are self-efficacy, identity and the role of teacher. In teacher belief about context, the researcher may analyze school climate or culture. Teacher beliefs about content refer to teacher beliefs dealing with the different field of knowledge that they teach like mathematics, science, psychology and so on. For beliefs about teaching practice and approach, some topics like teaching technique, approach, method, classroom management, and everything that related with how the teacher interact and behave in the teaching process are encountered. The studies that researchable in the last topic, student, are language proficiency, diversity, language differences, learning strategies, and learning development.

The current study is aimed in investigating teacher beliefs regarding the use of TT. It is involved in the general topic about specific teaching practice. Since the researchable topic around TT is very broad, this research is intended to investigate only teacher beliefs regarding the use of TT in relevance with the amount of TT, the effective types of TT, and the language used for TT.

G. Teacher Beliefs and the Actual Practices

Nowadays, the analysis on the teacher beliefs related with their classroom practices is still gained wide attention from several researchers. Many researchers try to discover the relationship between teacher beliefs and their actual practices in the teaching process. Investigations on teachers’ beliefs and practices have been conducted by the amount of previous studies. A lot of studies had been conducted in various fields of teacher beliefs like teaching beliefs about teaching English

to primary school children (Shinde & Karekatti, 2012); teacher beliefs in teaching writing (Farida, 2016); teacher beliefs and the implementation of scientific writing (Surayya, 2015) etc. But, there is still limited study conducted for analyzing teacher beliefs specifically about the use of teacher talks in the classroom.

The researcher who concerns their study in the relationship between teacher beliefs and their actual practices should pay attention about two points. First, the study about the consistency of teacher beliefs and their actual practice will not valuable enough when it is limited in proofing the consistency or inconsistency of the teacher beliefs and the practice without any explanation about the degree of its consistency or inconsistency. Next, if the result of the analysis shows inconsistency relationship between teacher beliefs and practice, investigating the reason of its inconsistency is needed. It is underlined by Five and Buehl (2012) who argued that considering why beliefs and practices are incongruence may be more useful. So, for the researcher who concerns their study in the relationship between teacher beliefs and their actual practices, it is suggested to provide the degree of consistency or inconsistency and the reason of inconsistency if the finding shows inconsistency result.

III. PREPARE YOUR PAPER BEFORE STYLING

The researcher employed the explanatory design for this research. This decision was underlined by Fraenkel and Wallen (2009) who asserted that explanatory design happens when the two types of data are analyzed separately and the results of the qualitative analysis are employed for expanding the results of the quantitative one. The first research question (RQ) was answered quantitatively in order to measure the consistency between the teacher beliefs and the real teaching practice. Yet, the next RQ was explored qualitatively to expand the result of the first RQ with the additional information about the teachers' experiences that affect the consistency of the teacher beliefs with the real practice. So, the researcher expected that the explanatory design was the appropriate design for the present study.

A. *The Setting and Participants of the Study*

This research took place in Magetan region. The researcher needed to apply a sampling technique which may represent the condition of all certified English language teachers in Magetan. Since every teacher in every school has different condition from one another, the researcher employed stratified purposive sampling in order to represent all conditions of the teachers. Mertens (2010) proposed that the combination of stratified sampling and purposive sampling strategy mean when subgroups are chosen based on specified criteria and then a sample of cases selected from those strata. In sum, the researcher employed stratified purposive sampling for determining the research participant.

To choose the representative participants for this study, the researcher determined three criteria for grouping the representative of the whole certified English language teachers. The first criterion belonged to qualified certified

English language teachers who teach high-level competencies students. Second, qualified certified English language teachers who teach low-level competencies students. The last criterion belonged to less-qualified certified English language teachers who teach low-level competencies students. Those three criteria led the researcher to find three subgroups of participants.

The researcher used some measurements based on those three criteria in order to find the most authoritative participants from those three subgroups. The researcher measured the teachers' qualification through the result of the last Teacher Qualification Examination (*UKG*), the teachers' teaching experience and their achievement in literacy. Qualified certified teachers who stood as participants in this research were certified English language teachers who had the last result of *UKG* 86-100, teaching experience more than 20 years and ever wrote at least an article for any local publisher. Furthermore, the quality of students was measured by the result of National Examination (*UN*) from elementary students who were accepted in the certain junior high school. In contrast, the characteristics of less-qualified certified teachers were having the last result of *UKG* 70-85, had the teaching career more than 20 years and never produce any educational scientific writing. The researcher found that 4 teachers of *SMPN* 1 Magetan fulfilled the first criteria and two teachers of *SMPN* 1 Sidorejo and *SMPN* 2 Plaosan were appropriate to stand as representative of the second and the third group. The last, the researcher determined certified English language teachers of *SMPN* 1 Magetan, *SMPN* 1 Sidorejo and *SMPN* 2 Plaosan as the representative of each subgroup.

B. *Data and Source of Data*

For the purpose of answering the research questions, it was essential for the researcher to collect the combination of both quantitative and qualitative data. Numeric data were used in this study for the teachers' beliefs description and the correlation between teachers' beliefs with the actual practices. Besides, text data were also applied for supporting the description of teachers' beliefs and the compilation of the teachers' story about their experiences that positively affected their beliefs about the use of TT. In short, both numeric and text data were necessary to serve the results of this study.

The main data were gathered from certified English language teachers in *SMPN* 1 Magetan, *SMPN* 1 Sidorejo and *SMPN* 2 Plaosan. The result of interview and observation was then analyzed through the coding process, dividing the text into small units and assigning a label to each unit. Creswell and Clark (2007) proposed that coding is the process of grouping the data and labeling it so that they reflect a comprehensive understanding. Then, SPSS was employed for processing the quantitative data and the coded data for qualitative phase was categorized into several meaningful classifications. In sum, the prepared data was analyzed through item analysis, coding process and SPSS.

I. USING THE TEMPLATE

The result of the teacher questionnaire and student questionnaire were used for measuring the relationship of both variables in the current study. Table 4.1 presented the description of teacher beliefs on the use of TT. The researcher divided the quality of teacher beliefs and the teaching practice into three categories such as low, medium and high. Table 4.1 showed that no one of the participants who had low belief on the use of TT. It was also revealed that four teachers (57%) of the participants had medium belief and three teachers (43%) of all the English teachers in this study had high belief on the use of TT. The information about that can be seen in Table 4.1.

Table 4.1 Teacher Beliefs on the Use of TT

Category	Score	Teacher Talks	
		f	%
Low	31 – 72.6	0	0%
Medium	72.7 – 114.3	4	57%
High	114.4 - 155	3	43%
Total		7	100%

The overall students' questionnaires were also classified into three categories in order to classify the quality of TT usage in the teaching process. The result of the teaching description presented that 97 students (56%) of the observed students described the teaching of their English language teacher in the medium category. 75 students (44%) of them reported the teaching of their teacher in the high category of TT practice and no one of them who categorized their teachers' teaching practice in low category of TT practice. Table 4.2 serves the data related to that classification.

Table 4.2 The Use of TT in the Teaching Process

Category	Score	Teacher Talks	
		f	%
Low	31 - 72.6	0	0%
Medium	72.7 – 114.3	97	56%
High	114.4 - 155	75	44%
Total		172	100%

Pearson Product Moment formula was posed for determining the degree of correlation between teacher beliefs on the use of TT and the use of it in the teaching process. SPSS had been applied to find the result of it. Table 4.3 reported the correlation analysis of the teacher beliefs on the use of TT and the practice of it in the teaching process.

Table 4.3 Correlation between Teacher Beliefs on the Use of TT and the Teaching Process

Variable	Coefficient correlation	Probability value	Explanation
Teacher Beliefs on the Use of TT	0.191	0.012	Significant
Teaching Practice			

Table 4.7 shows that the coefficient correlation between the teacher beliefs on the use of TT and students' appraisal about the use of TT in teaching process was 0.191. The result of SPSS showed that the significance or probability value (p-value) of data was 0.012 (see appendix 11). In other words, there was a significant positive relationship between the two variables because the p-value was less than 0.05 at the level of significance ($p < 0.05$). Thus, the consistency between teacher beliefs and its actual practice in the real teaching process was clarified due to the result of data analysis which reported that the higher the teacher beliefs on the use of TT, the better the use of TT in the teaching process.

The researcher also presented the result of the observation and the interview for triangulating the finding of the first RQ. The data were reported in three sub-points based on the functional features of TT, such as Teacher Talks Time (TTT), types of teacher talks and the language used of TT. Further explanation is conveyed in the following points.

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

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Digital Literacy in the English Curriculum: Models of Learning Activities

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Abstract— In this era of information, communication, and technology, digital literacy is a must for the internet users including students. Digital literacy means the abilities to both select information on the internet and is aware of online safety. Despite the concerns about digital literacy, there is a paucity in the curriculum which does not state it as a learning goal. Therefore, this paper attempts to propose two models of learning activities to promote teaching digital literacy in an English classroom. After referring to several theories related to digital literacy and text types stated in Indonesian recently used curriculum, two models for teaching English at a senior high school level that promote digital literacy teaching are offered. The models comprise approaches to teach digital literacy, grades, text types, objectives, steps of learning activities, and assessments to assess students' learning.

Keywords—digital literacy, English, learning activities

V. INTRODUCTION

Digital literacy has emerged as an essential issue in this era of information, communication, and technology (ICT hereafter). With the growing trend of the internet which offers abundant information, internet users, including students need the ability to be digitally literate. A digitally literate person is someone who possesses the ability to search for information effectively, compares it with a wide range of sources, and categorizes it into reliable and non-reliable information [1]. The ability to be selective in choosing the right information is essentially needed to filter the spread of fake news or hoax and hate speech since the spread of fake news in is now quite massive in Indonesia. According to the report in <https://kominform.go.id/>, the official website of the Ministry of Communication and Informatics of the Republic of Indonesia, in 2016, a police cybercrime unit has blocked around 300 social media and websites for spreading fake news or hoax [2]. Furthermore, being digitally literate also means being aware of online safety while browsing the internet [3]. Due to the increase of cybercrime in Indonesia, according to the report for The Jakarta Post, i.e. with the number of cases growing by 389 percent in 2014 to 2015 [4], the need of students to be digitally literate in terms of internet safety is presumably urgent.

In relation to its definition, some experts limit the term digital literacy to the context of information only while some others define it in a broader context. Digital literacy nowadays mostly concerns with the skill to gain information [5]. In addition, digital literacy is also defined as the skill owned by a person to grasp and use information in many types of formats from a number of sources obtained through computers [6].

On the other hand, there is another view that puts the term digital literacy in a broader context. The context, which is online safety, has been developed related to digital literacy [5]. This is supported by the digital literacy model that puts online safety or cyber safety as one intersected aspect between cognitive and social-emotional dimensions [3]. The issue of online safety as a part of digital literacy also covers other broader issues such as cyberbullying, safe social networking, healthy digital behaviours, pornography, sexting, privacy, and online reputation [7]. Therefore, the term digital literacy in this paper covers the two issues, namely the ability to search valid and reliable information and the awareness to be safe while being online.

The aforementioned aspects related to digital literacy, i.e. information and online safety, are both important especially for kids and/or adolescents. According to the recent study from Stanford University, 82% of adolescents cannot select which information is real and which one is fake [8]. Teens also tend to be emotional, then, as a result, they will easily spread information without confirming its credibility, as stated by Wisnuhardana, the Head of Social Media Management Center for Kompas [9]. Teens also tend to have less awareness in relation to online safety. Reports collected from several sources show that (1) most of teens are unconcerned about the dangers of sharing personal information online; (2) more than half of teens (58%) think that posting photos or other personal information on social networking sites is safe; (3) nearly half of teens (47%) are not worried about others using their personal information in ways they do not want; and (4) about half (49%) are unconcerned about posting personal information online might negatively affect their future [10]. The data show how teenagers nowadays are not really aware of their safety in an online world. Therefore, digital literacy teaching to this generation is needed.

Despite the concerns of digital literacy, there is a paucity of digital literacy in the Indonesian curriculum. There is no explicit statement in both basic and core competencies in the curriculum about teaching digital literacy. However, it seems that the awareness of embedding digital literacy in the school curriculum has increased. One example is an article in a governmental website, i.e. <http://pustekkom.kemdikbud.go.id/>, that promotes the importance of digital literacy to combat internet hoax by offering ideas to implement digital literacy in the school curriculum [11]. Therefore, an adjustment to the curriculum for school level is probably needed here.

One of the adjustments of the curriculum in which digital literacy teaching can be applied is through English lessons. The reason why English is chosen is that it has become the main language of some areas including technology. Even, eighty percent of the world's electronically stored information is in English and, of the estimated 200 million users of the internet, some thirty-six per cent communicate in English [12]. As a result, English is used as the main language on the internet. Therefore, the adjustment in the English subject is presumably needed. It is supported by the statement stating that English teachers must embrace a new role, advocate for digital literacy in their teaching. English teachers, especially those who teach senior high school students, could probably adjust the English curriculum at the school level [13]. Digital literacy can be embedded in the English class through its core and basic competencies stated in the curriculum. For example, while teaching news item texts to the students, the teacher at the same time could possibly teach them how to anticipate with a hoax or fake news. Another example is when teaching procedure texts in the form of tips, the teacher could also teach digital literacy by providing a model text in the form of online safety tips. As information in digital literacy is presented via computers, the texts taught to the students are presented via digital devices. The ideal classroom models for teaching digital literacy could possibly cover some models such as blended, flipped, and/or hybrid learning [14]. Therefore, the digital literacy teaching in the Indonesian education context which is embedded in the English lesson is feasible.

To do so, this paper offers an idea of incorporating digital literacy in English classrooms. This is a non-research paper which is written based on relevant theories to teach digital literacy in the English lesson context.

VI. DIGITAL LITERACY

A. Defining Digital Literacy

There is a relatively huge body of literature that is concerned with the definition of digital literacy. An early definition restricted the definition of digital literacy in terms of technical aspects of operating digital devices [15]. Recently, several experts provide a broader definition of digital literacy. It is defined as much more than an individual's ability to handle computers. It deals with how an individual applies it in the context of cognitive and socio-emotional aspects of work in a computer environment [3],[5],[16],[17]. Similarly, a digital literacy is also defined as an ability that covers "the skills and ability to use digital tools applications; the capacity to critically understand digital media tools and content; and

the knowledge and expertise to create and communicate with digital technology" [14]. This paper, therefore, follows the definition of digital literacy with the more recent views which state that digital literacy covers the cognitive, socio-emotional and technical abilities to use digital technologies.

From the aforementioned definition, the dimensions of digital literacy are derived. The dimensions of digital literacy are divided into three intersecting dimensions, namely (1) technical, (2) cognitive, and (3) social-emotional dimensions [3]. Within the cognitive dimension, there are two types of literacy that probably could be implemented in teaching and learning namely information literacy and critical literacy. Meanwhile, there is also an intersected aspect between cognitive and social-emotional dimension, namely cyber safety, or later will be known as online safety throughout this paper. Hence, the term digital literacy in this paper specifically focuses on the information literacy, critical literacy, and online safety. This paper, however, will not consider the technical skills of operating digital devices as its objective. After defining the term of digital literacy, the next discussion will be about how to implement it in the classroom.

B. Approaches to Digital Literacy Education

Regarding how digital literacy will be implemented in the classroom context, [14] offer three approaches to the digital literacy education, namely: an infusion, integration, and dispersion. The infusion approach states that the present-day students cannot successfully collect information, create, or learn without the use of digital devices [14]. Therefore, in this approach, the students will practice their literacy skills such as reading and writing supported by the use of ICT. The integration approach emphasizes on the principle that "ICT should be used whenever appropriate to facilitate learning" [14]. In this approach, there is a combination between ICT and other subjects. Therefore, the outcomes of the learning do not only cover the ability to master the subject areas but also the ability to use the ICT. Furthermore, in the dispersion approach, students majoring in languages or arts, for instance, are provided with digital texts and media. Therefore, aspects of digital literacy are comprised of the language and media literacy curriculum. As the writer will not include the students' technical skill in operating ICT devices, the integration approach does not meet the writer's objective of this paper. Thus, the most feasible approaches to apply are probably infusion and/or dispersion approaches. After discussing the approaches, how digital literacy will be delivered is subsequently discussed.

C. Models of Delivery in Teaching Digital Literacy

Digital literacy teaching and learning can be applied to some models of learning with technology such as blended learning, flipped learning, and hybrid learning [14]. The model of blended learning in the classroom refers to the place where learning happens, a combination of both face-to-face learning and online learning [18],[19]. Some examples in relation to the classroom condition for blended learning include the availability of learning management systems offering online courses that can be accessed by the students and thus allow those from remote areas to access online learning [14].

The next model, flipped learning, focuses on the use of digital devices by the students outside the classroom, such as home, and discuss what they have done at home together with other friends and their teacher in the classroom [14]. In this type of learning, some of the content of learning is done outside school hours which however can possibly burden the students with those out-of-school tasks. One of the examples of flipped learning in mathematics class includes students who are asked to watch a tutorial video containing materials as preparation before going to the next meeting in the classroom [20]. Then, in the class, the teacher asks them to solve the calculus exercises based on the materials they watch in the video.

Furthermore, the last model is a hybrid learning model. The hybrid model is often confused with the blended learning model as both of them combine face-to-face and online classroom. The difference is on the proportion of face-to-face learning and online learning [14]. In hybrid learning, students focus on communication with their friends and teacher during the face-to-face learning in the classroom, meanwhile, they use digital tools for individual learning. Based on the discussion on the models used for teaching digital literacy, it seems that blended and hybrid models could possibly be conducted for the context established in this paper. The flipped model is not really appropriate since the writer focuses the learning activities on the classroom, not at home. Within these models of delivery, several learning activities that promote digital literacy are proposed.

D. Types of Learning Activities to Promote Digital Literacy at School

The learning activities for promoting digital literacy can be categorized into four broad activities, namely: producing media, gaming, coding, and making [14]. In producing media, students produce their own digital artefacts in which the learning process occurs through this process. Some examples of producing media activities include blogging, microblogging, video blogging (vlog), podcasting, graphic novels and comic strips, and digital storytelling [14]. Blogging is an activity in which the students write their opinions or ideas using safe, secure, and supported blogging sites. Microblogging, as its name suggests, includes sharing ideas using short and simple statements or even pictures. The text produced in microblogging is much shorter than in blogging. The digital tools that can be used for microblogging are also known as social media, such as Twitter, Tumblr, Instagram, or Snapchat.

Another example of producing media activity is now becoming a trend among young people, i.e. vlog or video blogging. Through vlogs, students may present oral speeches in the form of videos demonstrating skills that have been mastered [14] and upload it to video websites such as YouTube. Podcasting is another learning activity for producing media. In podcasting, students record their voice and present their ideas or opinions on something. It is different from vlog in which podcasts are in the form of audio only. Therefore, students' voice is the main product of this activity.

In podcasting, students are also able to add some other sounds as background [14].

Graphic novels and comic strips are some other producing media activities. Teachers may provide digital comics or novels and ask the students to read them for reading activities. Students may also use comic strip maker applications such as Bitsrips, Pixton, or Comic Creator to create their own comics based on their own stories and creativities.

The last producing media activity is digital storytelling. Digital storytelling includes not only audio but also visual components as its features [14]. Through the digital storytelling software provided on its website, <http://digitalstorytelling.coe.uh.edu/>, students can produce their own stories. Finally, in relation to the ideas for promoting digital literacy in the English classroom, all learning activities in producing media activity are plausible to be applied.

The three other activities include gaming, coding, and making [14]. The term gaming in this context is defined as playing a game as an activity to promote digital literacy. Video gaming is now increasingly considered as a new literacy so that games such as Angry Birds or mapping with Minecraft offer chances for students to engage in digital literacy [14]. The next activity is coding which deal with coding web languages such as HTML and Java. In this activity, students learn to build simple programs and/or games. Another activity is making – the 'maker movement' which allow the students to make things or projects that are related to events such as robotics, cardboard box creation, and others.

Among these four activities, i.e. producing media, gaming, coding, and making, the one that is most appropriate for learning activities in the context of this paper is producing media activities. The other three seem to be inapplicable as they are perhaps related more on technical things with ICT and science. Therefore, this throughout this paper, the learning activities to promote digital literacy focus only on the producing media learning activities. These learning activities are then adjusted and embedded in the English curriculum in the Indonesian school contexts, specifically for a secondary level.

VII. DIGITAL LITERACY IN THE ENGLISH SUBJECT

The Model of Learning Activities

The idea of teaching digital literacy in this paper refers to the implementation of the learning activities for an English classroom. After referring to several theories in the previous discussion, the author proposes some models of learning activities to be applied to an English subject. The approach of teaching digital literacy chosen by the author includes infusion and/or dispersion with the use of ICT. With those approaches, the models of hybrid and/or blended learning in which the learning process is supported with ICT and are conducted in both face-to-face and distance learning [14]. Therefore, regarding some text types stated in the English curriculum, two models of learning activities for teaching senior high school students that promote digital literacy teaching are derived. The models consist of the explanation of the approach

used, the model of delivery, the types of learning activities, the types of text, grade, learning goals and objectives, and teaching procedures. The two models proposed in this paper focus on two aspects of digital literacy, i.e. information and online safety.

a) First Model

Considering the facts that more than 80% teenagers failed to differentiate fake news and real news [8], the first model emphasizes the importance of being digitally literate in distinguishing real news and fake news. It aims to teach news item texts for grade XII senior high school, based on the competencies in Curriculum 2013. This model focuses on the teaching for receptive language skills, i.e. listening and reading as the basic competencies stated in the curriculum [21]. Students in this model are expected to both comprehend news item text and distinguish between real news and fake news. Both infusion and dispersion approaches are appropriate for this model. Both microblogging and video blogging (vlog) activities can possibly be applied to this model. The model can be conducted in two meetings with exact proportion of face-to-face learning and distance learning.

The procedures¹, which are adapted from <https://resourced.classflow.co.uk/> with some modification, are explained as follow. The first meeting is face-to-face learning in the classroom starting with the teacher brainstorms about fake news. The teacher may ask some questions about fake news such as: (1) what is fake news? (2) where do you find fake news? (3) have you ever shared one? (4) when have you shared it? (5) why is it important if we cannot distinguish real news from the fake news? (6) where do you get your news? and (7) is it trustworthy? and so on. After building the students' awareness of the fake news, the teacher then provides them with the indicators that a news text is a fake one. Tell the students that fake news usually: (1) is written in capitals in the headline, (2) promises to tell something that other media do not want others to know, (3) comes with the content that does not support the headline, and so on. In the first meeting, the teacher may provide students with real news and fake news. The examples may be in the form of written, audio or, audio-visual news. The teacher leads the discussion about the examples, why they are real, and why they are fake. Then, at the end of meeting 1, the teacher asks the students to work in pairs, browse some real and fake news in English, and discuss the reasons.

In the next meeting, students are asked to bring the tasks from the previous meeting. Each pair is asked to present the result of their tasks while others and the teacher may give comments on it. In this meeting, the teacher can either ask the students to bring their own laptop or conduct the teaching and learning process in the computer laboratory to access the internet. After reviewing the results from all pairs, the teacher then presents the materials about news item text and its structures. The teacher encourages the students to check once again whether their version of real news can be categorized as

a news item text or not. The students are also encouraged to find the other news item in the form of written, audio, or video from the internet. At the end of the meeting, the students are given the assignment to work individually and reflect on what they have learned about fake news and real news. The reflection must be posted on their social media, such as Instagram, Facebook, or Twitter. The summary also attaches an example of real news and an example of fake news. The teacher monitors this assignment, gives comments on every student's post, and encourages the others to put some comments on each other posts as well. The teacher needs to emphasize that every post and comment must be written in English.

Not only formative and summative assessment, but also self-assessment can be done through this model. The formative assessment is conducted to see the process of students learning while the summative can be done after the students finishing the tasks [22]. Furthermore, the self-assessment is possible to be conducted in the last assignment in which each student is asked to reflect on what they learned. After focusing on the model related to awareness of the credibility of information, the next model will discuss the other important part of digital literacy namely online safety.

b) Second Model

The second model focuses on building students' online safety awareness. This concern is derived from the data mentioned that teenagers have less awareness in relation to online safety [10]. As this model follows the framework from Curriculum 2013, it aims to teach procedure texts in the form of tips for grade XII senior high school students. This model, which covers the four skills of language learning, i.e. listening, reading, writing, and speaking, employs project-based learning method as suggested in Curriculum 2013 [21]. Students throughout the activities in this model are expected to create an online poster containing tips for staying safe while being online or connected to the internet. Since this is a project-based learning, therefore, there should be at least two or three meetings to teach this model as it consists of several stages [23]. Both infusion and dispersion approaches can possibly be used for this model. The notion that these approaches bring, i.e. using digital devices for learning seems appropriate to be applied here [14]. The model of delivery can be both face-to-face learning and distance learning. Microblogging and video blogging (vlog) are the learning activities proposed in this model.

The following procedures can be done by the teacher to teach the second model. The first meeting is in the form of face-to-face learning in the classroom. In this meeting, the teacher conducts warming-up activities by showing the icon of social media and asks how many students use those social media. The teacher then provides listening activity through a video containing online safety tips and asks the students to answer the questions related to the video. In the reading activity, students, in groups, are given a model of an online safety poster. The teacher also provides several exercises to prepare them for writing their own tips. The teacher, later on, explains that the students must work in groups consisting of

¹ Further information visit <https://resourced.classflow.co.uk/fighting-fake-news-modern-classroom/>

three to four people to create a project in the form of an online safety poster. The mechanisms of the project, such as schedule and duration, are discussed afterward.

The next meeting is also a face-to-face learning in which students work with their own groups focusing on their own poster. They are allowed to access any source of information to complete their posters. The teacher works as a facilitator in which she or he gives the suggestion for the improvement to each group. In this meeting, the teacher tells the students that they must upload the posters in their own social media (microblogging), such as Instagram, Twitter, Facebook, and so on. Each group is also required to present their posters in the form of video blogging. The teacher gives two options whether each group makes a short video presenting their posters or conducts a live streaming through their social media. Both can be done through social media such as YouTube, Instagram, or Facebook. The other students including the teacher will comment on the post and the video or live streaming of a certain group. The moment in which all the class members meet virtually within social media is considered as the third meeting. Therefore, this meeting is also categorized as a distance learning.

The assessment for this model may cover formative, summative, and self-assessment. The teacher can assess the process of students learning during the face-to-face learning. The formative assessment can also be done using the tasks or exercises given at the beginning of the meeting. Meanwhile, the summative assessment can be done during the distance learning. The teacher can both assess the students' product, i.e. a poster and students' presentations, i.e. in the form of video or live streaming. Self-assessment is also possible to be done for this model. The teacher can ask some questions such as what the students have learned and how they feel after completing the project, and also whether the product is useful for them or not. Once the students complete this model, they are expected to both comprehend English text type and digital literacy skill, i.e. online safety.

VIII. CONCLUSION

This paper has discussed the needs of being digitally literate, especially for adolescent students. Thus, it presents the ideas of implementing digital literacy teaching in the English classroom through several learning activities. There are two models of learning activities proposed in this paper. The models can be used to teach English in the Indonesian education context, specifically for senior high school students based on the core and basic competence of English in the Curriculum 2013. Both infusion and dispersion approaches are somewhat appropriate for the two models. Learning activities using ICT such as microblogging and video blogging are also proposed. These activities can be done both in face-to-face learning and distance learning with the use of digital devices and the internet.

The first model which focuses on building the students' awareness of fake news intends to teach a news item text for the students. Students are taught how to identify fake news and how to distinguish it from real news. The students are

expected to be more digitally literate in terms of credibility of information on the internet after doing the learning activities in this model. The second model emphasizes the students' awareness of online safety. Integrating the four skills of English language, this model intends the students to create an online poster containing tips for staying safe while online. The second model focuses on the teaching procedure text in the form of tips based on the core competence in Curriculum 2013. Both distance learning and face-to-face learning are possible to be applied in this model.

Last but not least, this paper still has a limitation in terms of variety of activities. However, teachers or other practitioners may adjust the activities depending on the students' characteristics and classroom condition. The learning activities proposed in this paper, therefore, could possibly show how to teach both English and digital literacy at the same time.

Recommendation for further study

Both research and development and action research designs are possible to be conducted based on the concept proposed in this paper. Other researchers may develop materials or media to promote digital literacy for English subject. This research is worth it due to the absence of this kind of English material. Another possible research is action research in which aims to improve a certain skill. The next researchers may investigate whether the use of digital devices and digital literacy-based activities proposed earlier can improve students' literacy skills, i.e. reading and writing.

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Pre-Service Teachers' Belief on Professional Development: A study on ESP Teacher

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Abstract--Guskey (2002) asserted that professional development is seen as a beneficial practice to disclosed the change required in teachers profession. Indeed, teacher's belief is becoming one of the driving forces which led to the practice in regards. In fact, Some of the ESP instructors seem to find it difficult to deal with the practice of professional development. This is the situation happened in Language Center, the center of ESP program, at my institution. Although some research have been investigating the case of teacher belief within professional development, but little research conducted in ESP course at Indonesian Universities context. Thus, this present study is designed at finding 1) the pre-service teachers' beliefs in being professional language teachers in teaching ESP, and 2) the professional activities undertaken by the pre-service teachers to develop their professionalism in teaching ESP.

Through the explanatory research, a chosen ESP pre-service teachers participated in this study. The data from it were generated from survey, observation and interview to have a saturated information. These methods were on purpose to validate the data.

The finding showed that being professional language teachers has fallen on eight indicators which are different from some other related research. The finding also gave information on four types of famous activities undertaken by the pre-service teacher.

Keywords--Teachers' belief, Pre-service Teachers, Professional Development, The Teaching of ESP

IX. INTRODUCTION (HEADING 1)

The issue of teacher professional development obtains a serious attention by Indonesian government. It is supported by the establishment of *Permendikbud No. 87 Tahun 2013* about the training for teacher as a profession (*PPG*). It is a form of confession and support for teachers to develop their professionalism. The professional development activities should enhance the teachers' basic competencies; pedagogic competence, social competence, personal competence and professional competence (*UU No. 14 Tahun 2005 & Permendiknas No. 16 Tahun 2007*). The professional teachers are expected to be able to achieve the goal of education as mandated in the opening of the 1945 constitution. In sum, the establishment of these laws convince the teachers that professional development has a crucial role in the development of education. Donaghue (2003) claims that teachers' beliefs play an essential role in the teacher development process, especially in the concurrence of new approaches, techniques, and activities. In other words, teachers' personal beliefs about language teaching, learners and teacher's roles guide teachers in their actual classroom

practices. In addition, Johnson (1992) claims that teachers enter the field of education with preconceived beliefs about teaching and learning that guide their classroom practices. These beliefs are influenced by some factors such as teachers' teaching experience and competence (Fives & Buehls, 2012). The longer teaching experience and higher proficiency level that teachers have, the better teaching practices they will show. The improving of teaching practice that the teachers show will reflect the teachers' professionalism. Departing from elaborated crucial issues and previous studies, the researcher wants to conduct a research to investigate ESP pre-service teachers' beliefs on being professional language teachers at University of Muhammadiyah Malang (UMM), as it offers the teaching of ESP for all the non-English language education programs as one of the compulsory subjects, and the way the teachers develop their professionalism.

X. EASE OF USE

A. Teacher Professional Development

Professional development has become a crucial goal of teachers' educational system in many countries. Guskey (2002) stated that professional development is a systematic program that aimed to convey change in the classroom practice of teachers in line with their beliefs, attitudes and in learners' learning result. It has been seen as the way for teachers as professional to not only broaden their knowledge of a particular discipline but also to fulfill their teaching qualification and professional norms (Lv, 2014). In other words, professional development is the key to keeping teachers abreast of current issues in education, helping them implement innovations, refine their practice, and broaden themselves, both as educators and as individuals (Craft, 2000). In sum, involving in professional development activities is indeed important to broaden teachers' knowledge and skills in order to achieve the educational goals.

In the practice of professional development, Mora, Trejo, & Roux (2014) proposed three different approaches; the individual professional development approach, institutional professional development, and teacher-led professional development. The individual professional development sees teacher as the one who is responsible to drive his or her inner motivation to involve in a particular professional development activities (Craft, 2000). The institutional professional development sees the policy makers or people with high

authority in educational setting as people who are responsible to provide their teachers with opportunity to involve in certain professional development activities (Craft, 2000; Day, 1999). While the teacher-lead professional development puts teachers as the center of all educational undertaking. The teachers may participate in their own professional development, but they have to consider the balance of institutional and individual needs. Thus, the approaches to professional development show that all people in educational setting have their own responsibility to help teachers gain success in the professional development activities. First, confirm that you have the correct template for your paper size. This template has been tailored for output on the A4 paper size. If you are using US letter-sized paper, please close this file and download the file "MSW_USltr_format".

B. Teachers' Beliefs

There have been many studies that focus to discuss the idea of belief from different perspectives. Belief is seen as one of the crucial factors that influences a person or a group of people's actions or behaviors. Pajares (1992:316) explains belief as an individual's reasoning of the truth or falsity of a proposition, a reasoning that can only be inferred from a collective conception of what people say, intend, and do. From the definition, it can be seen that one of the characteristics of belief is subjectivity. Subjectivity means that different individual is possibly to have the same or different judgment about particular occurrences. Pajares (1992) also emphasizes the function of collective understanding as the source of someone's belief. Collective understanding means the understanding toward particular thing that is shared by mostly people. For instance, if mostly people tend to behave in certain manner toward particular condition, it means that the manner is acceptable in the society.

The term beliefs are very closely related to preferences. Some studies define beliefs as personal judgments about particular condition that is accepted as true by the individuals and does not need to be substantiated by any evidence (Hawanti, 2012; Pajares, 1992). It means that belief is a subjective thing that hard to be changed and strongly involves feelings and emotions. In educational context, teachers' beliefs are possible to change but it needs a very long-time process and involves various experiences (Grijalva & Brajas, 2013; Ozmen, 2012). Moreover, preferences are individuals' degree of choice on something (Bada & Okan, 2000). Preference is also a subjective thing but it is changeable anytime because of particular conditions and does not need to pass long-time process and experience. For instance, some learners admit that they prefer to be more active in particular lesson just because of the teachers' appearance and personality. If a teacher is good-looking and have a sense of humor, they prefer to show high enthusiastic during the classroom instruction. However, if the same teacher is suddenly being monotonous, the learners will also show low enthusiastic during the activities.

In educational context, beliefs become one of the pivotal factors that influence the successful of teachers' teaching practice (Borg, 2001; Kalaja, Barcelos, Aro, & Lyhty, 2015;

Liando, 2010). Beliefs act as referents for actions, and can be interpreted as what and why a teacher accomplished a goal (Ismail, 2007:67). Johnson (1999:30) points out that beliefs have a cognitive, an affective, and a behavioral element that have influence on what people know, feel, and do. Teachers are professionals who make reasonable judgments and decisions within a complex and uncertain community, school and classroom environments. The judgments and decision made by teachers are driven by their belief system. In addition, teachers' thinking about their roles and the beliefs they hold, help them shape their pedagogy.

Some studies found that there are some factors that affect teachers' personal beliefs. Borg (2003) explains that the personality, educational, and professional experiences in the teachers' life commonly have a powerful influence on the improvement of their teaching practices. Graves (2000) suggested that teachers' beliefs are based on their learning experiences, working experiences and places, and their ongoing professional development. Moreover, Richardson (1996) pointed out three types of experiences, which include personal experience, experience with schooling and instruction, and experience with formal knowledge. They have primarily influenced the development of beliefs about and knowledge of teaching.

C. The Pre-service Teacher of ESP

The concept of pre-service teacher in this context of study is derived from the teachers' obligations as mandated in Indonesian educational regulation. According to *Undang-undang No.14 Tahun 2005*-chapter VI-part 1 article 8, those who are considered as teachers are obliged to possess academic qualification, executed the teacher's competence, educator certificate, physically and mentally health, and possess the ability to actualize the educational goal.

From the law, the teachers' academic qualification can be obtained by finishing their tertiary level of education from particular university with at least bachelor or diploma four degree in particular subjects (article 9). Those teachers also have to possess the teachers' basic competences such as pedagogical competence, personal competence, social competence, and professional competence that can be learned deeper by attending professional training (article 10). However, the educator certificate will be obtained if the teachers are able to fulfill the requirement and pass from particular teacher professional training as mandated in the law (article 11).

Based on *Undang-undang No.14 Tahun 2005 tentang Guru dan Dosen*, the educator certificate is obtained by attending certification program that is held by particular universities that have fulfilled the national standard of certification program caretaker. Moreover, since the establishment of *Permendikbud No.87 Tahun 2013*, the educator certificate can also be obtained through pre-service teacher training for profession (PPG) program. These two types of educational programs are held as a support for Indonesian teachers to improve their professionalism as teachers whose main work is to educate people. In sum,

having the certificate educator is indeed beneficial for the teachers to obtain confession as professional.

From the explanation above, the researcher concludes that when all the crucial obligations that should be obtained by a teacher are not completed yet, then the teacher is considered as a pre-service teacher, not absolutely a full teacher. This concept of pre-service teachers is appropriate to draw the condition of those who teach ESP course at UMM. They have graduated from English language education department but they still hold bachelor degree (S1). Because they are working at a university, it should refer back to *Undang-undang No. 14 Tahun 2005* in which those who are considered as a lecturer has to fulfill at least the academic qualification with master degree (S2). Nevertheless, the researcher finds that there are some of the ESP pre-service teachers that are studying as postgraduate learners. Therefore, by referring to the explanation above, the researcher concludes that the ESP pre-service teachers in her study are those who are still active in teaching ESP course at UMM and they are studying at particular postgraduate program in Malang. The template is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. For example, the head margin in this template measures proportionately more than is customary. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations.

XI. PREPARE YOUR PAPER BEFORE STYLING

This present study aimed to investigate the ESP pre-service teachers' beliefs about being professional teachers and the way pre-service teachers develop their professionalism. Regarding to the aims of this study, the researcher chose mixed-method design which was considered appropriate to be employed. Creswell (2012:535) reveals that mixed-method design is a procedure which involves both quantitative and qualitative methods in order to gain comprehensive evidences and in-depth understanding to the research questions. In sum, employing mixed-method design that allowed researcher to use various methods which were beneficial to understand the data of the research.

In this present study, the researcher applied an explanatory sequential design. Creswell (2012:542) conceives explanatory sequential design as a design of study that is done in two phases, first collecting the quantitative data to provide the general picture of the research questions then followed by collecting the qualitative data to refine, extend or explain the quantitative data. In this study, the researcher focused on the investigation of the ESP pre-service teachers' beliefs in being professional teachers that dealt with quantitative data and the process to develop their professionalism dealt with qualitative data. Thus, due to the nature of each research question, applying an explanatory sequential design was appropriate to help the researcher in completing the research.

A. Setting and Participants of the Study

The researcher chose UMM as the setting of this present study based on some reasons. Firstly, several studies found that the main problem in teaching ESP is the teachers' professionalism. The ESP teachers' professionalism was still low in terms of several points such as providing the improper ESP teaching materials and lack of terminology knowledge based on learners' specialization (Al-Zahrani, 2014; Cao, 2014; Ghanbari & Rasekh, 2012). Based on the result of observation and interview, the same problems occurred in ESP teaching of UMM. The pre-service teachers showed that they still have difficulties in providing the appropriate teaching materials since they were also lack of specific terminology in learners' specialization. Secondly, LC of UMM provides special awards as a form of confession for the ESP teachers' effort to develop professionalism. Therefore, UMM was appropriate to be chosen as the setting of this present study.

The participants of this research were chosen by using purposive sampling. In purposive sampling, the researcher intentionally selects individuals and sites by proposing some standards in order to obtain rich and useful data (Creswell, 2012:206). In this present study, the researcher limited the participants by proposing some criteria. Firstly, the participants should graduate from English education program. Secondly, the participants are still studying at particular university as postgraduate learners. Thirdly, the participants have experience in joining particular professional development activities. The last, the participants experience in teaching ESP at UMM minimally two years.

Based on the criteria above, the researcher found there were 15 pre-service teachers as the participants. Those 15 pre-service teachers were used as the main source of data for the first research question while for the second research question the researcher only used six out of 15 pre-service teachers. The researcher used six pre-service teachers as the source of the data dealing with the second research question because the pre-service teachers had some teaching schedules that were not happened at the same time. So, the researcher could observe and interview those pre-service teachers objectively at different time.

B. Data Collection

Data collection is the process of gathering and measuring information on variables of interest by planning five basic steps: selecting the participants, gaining permission, selecting the data needed, designing the instruments and administering the data collection (Creswell, 2012; Fraenkel & Wallen, 2009). These steps were pivotal to conduct because it determined the accurate answers of all research questions.

XII. USING THE TEMPLATE

The results of data analysis showed that there were eight pivotal indicators of being professional language teachers. They were: 1) understanding the roles of teachers, 2) having inclusive attitude and indiscriminative behavior, 3) developing language teaching and learning material creatively, 4) developing the profession continually through reflective action, 5) having passion in teaching, 6) conducting educative

teaching, 7) conducting assessment and evaluation of the learning process, and 8) utilizing technology, information, and communication for self-development. The average percentage of each indicator showed which indicators became the most important for the pre-service teachers. The detail description is presented in table 4.1.

Table 4.1 The Average Score of Pre-service Teachers' Beliefs

No.	Indicators	TI	TIS	TRA	RAA	AP (%)
1	Understanding the roles of teachers.	4	16	212	14.13	88.31
2	Having inclusive attitude and indiscriminative behavior.	4	16	207	13.80	86.25
3	Developing language teaching and learning material creatively.	5	20	256	17.06	85.30
4	Developing the profession continually through reflective action.	4	16	204	13.60	85.00
5	Having passion in teaching.	3	12	152	10.13	84.41
6	Conducting educative teaching.	7	28	329	21.93	78.32
7	Conducting assessment and evaluation of the learning process.	4	16	177	11.80	73.75
8	Utilizing technology, information, and communication for self-development.	4	16	173	11.53	72.06
Total / Average		35	84	1710	113.98	81.67

Notes

- TI : Total Items
- TIS : Total Items Score
- TRA : Total Respondents' Answer
- RAA : Respondents' Answers Average
- AP : Average in Percentages

Table 4.1 showed that the average percentage of the items was 81.67%. It means that the pre-service teachers highly believed that professional language teachers needed to prepare themselves by learning continually in order to understand at least the eight important indicators above. Besides, the table also reported that understanding the roles of teachers became the most important indicator of professional language teacher with the average percentage of 88.31%. Professional teachers had to understand every teachers' role and to apply the appropriate roles based on the classroom condition. Being aware of showing a good language model and becoming a friend for learners were the examples of the teachers' roles that needed to be understood by a professional language teacher.

Having inclusive attitude and indiscriminative behavior with the average percentage of 86.25% became the second important indicator of a professional language teacher. Accordingly, professional language teachers should treat their learners fairly and equally during the activities and open to criticism from anyone including the learners. In addition, developing language teaching and learning material creatively with the average percentage of 85.30% was the third indicator of being professional language teachers. The implication of

this indicator made professional language teachers should be able to provide the appropriate and interesting media in teaching. A professional language teacher also had to promote the use of authentic materials in language teaching in order to provide learners with various types of language use.

The fourth indicator of being a professional language teacher was to be able to develop the profession continually through reflective actions with the average of percentage of 85%.

Consequently, professional teachers should always evaluate their own teaching. It was essential to help them improve their weaknesses which could be done through self-reflection. In addition, having a passion for teaching was the fifth indicator of being a professional language teacher with the average percentage of 84.41%. The indications of that is enjoying checking learners' assignment and being disciplined with all duties in teaching.

Conducting educative teaching with the average percentage of 78.32% was the sixth indicator of professional language teachers. It could be done by having the knowledge about the variety of language teaching techniques or strategies. In addition, being able to conduct assessment and evaluation of the learning process obtained the average percentage of 73.75%. It was more effective for teachers to evaluate their learners during the classroom process. Providing activities that promoted learners to use English in a specific context was also beneficial as professional teachers.

Finally, 72.06% of the pre-service teachers claimed that it is essential for professional language teachers to utilize technology, information and communication for self-development. Professional language teachers had to use their free time to read any information from the internet in order to improve their competence. Sometimes, professional teachers might utilize e-mail as media for learners to submit their assignment because of the flexibility.

The pre-service teachers revealed that doing peer observation helped them in finding their strengths and weaknesses in teaching. The observer objectively provided them with the notes about the activities occurred during their

teaching performance. Sometimes, the pre-service teachers shocked with the result of doing peer observation. For instance, the pre-service teachers unconsciously only talked to particular learners during the activity. This condition made the other learners envious because they did not obtain the same attention from the teachers. By knowing the fact from the observer's notes, the pre-service teachers considered the step of changes that they needed to do in order to enhance their teaching quality.

In addition, the pre-service teachers explained that they also did other self-initiated activities to improve their knowledge. The activity was to do on-line updating. The pre-service teachers tended to update their knowledge about particular issues by searching the relevant online sources. For instance, the pre-service teachers mostly watched the teaching videos from *YouTube* in order to know the way to apply particular teaching techniques. The pre-service teachers also read relevant online sources in order to develop their teaching materials

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A Foreign Language Learning: Is the Earlier the Better?

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Abstract— The 21st century demands learners to have certain qualified skills. One of the skills is communication, which is definitely need languages as the medium. Moreover, many have said that learning a foreign language can give the learners benefits. However, should it be learned in their early age? Age has been a contentious issue in foreign language acquisition. This paper, thus, tries to describe the foreign language acquisition in childhood, highlighting from some literatures and previous studies conducted in the same topic. A library research was conducted to investigate the research purposes. A number of selected papers on foreign language acquisition were thoroughly analyzed to be able to make a precise conclusion on the research focus. The selection of the reviewed papers was based on the following criteria: studies published within the last 5 years; studies on foreign language acquisition/second language acquisition; studies which were focused on age differentiation in learning foreign languages. The result of the study shows that foreign language study offered advantages to the learners. Therefore, learning foreign language(s) is a worth doing. Regarding to the earlier the better in foreign language learning, different experts had different views. Nevertheless, to have a successful learning, some requirements should be met.

Keywords— Foreign language learning, young learners, adult language learners EFL

XIII. INTRODUCTION

The 21st century is manifested by the fast-changing of information and communication technologies. As globalization continues to affect the way people live, we need to be able to interact with other people across the country which are definitely not speaking in one language. It then demands us to have a communication skill which is able to speak in multiple languages (Genesee in Saunders, 2015). Additionally, having a good communication skill is in line with one of the twenty-first century skills that need to be mastered by the learners.

In regards, based on Asia Society and also European Commission (in Jurišević & Pižorn, 2013), foreign language learning in primary and pre-primary education is rapidly expanding all over the world. On the other words, many countries put foreign language(s) into their curriculum, even into preschool curriculum. In Indonesian context, although the government put a foreign language learning, English, as a compulsory subject started from secondary level, many elementary schools offer English to be taught to the students,

even in kindergartens. These are based on their believe that learning foreign languages provide many advantages for their students. Stewart (2005) summarized, from many researchers' studies, the benefits of having foreign language(s) learning: (1) improving cognitive abilities; (2) positively influencing achievement in other disciplines; and (3) resulting in higher achievement test school, especially when the learning begins in elementary school level.

Nevertheless, a contentious issue relating to the best age in learning a foreign language is still there. From the previous studies, some researchers agree that younger better than older learners, but some other have different opinions. Those proponents to the idea of "the earlier the better" claim that children are in their critical period in learning a language. It is based on the critical period hypothesis (CPH) popularized by Lenneberg (1967) which stated that there were maturational constraints on the time a first/second language can be acquired. If they have already passed their critical period, it is hard to master a foreign language like a native. However, the CPH was then criticized by many researchers (see Dekeyser, 2013).

Moreover, Ramirez & Kuhl (2016) stated that "Children who experience two languages from birth typically become native speakers of both, while adults often struggle with second language learning and rarely attain native-like fluency." In regards, Scheffler (2013) also claims that children are successful language learners. However, the quality of their acquired foreign language is critically dependent on social interactions they got, and on the quality of speech that they hear [6]. It is in line with [8] who said that to be able to give a good language learning to children, the teacher should be qualified; so that they will give their students good exposure in the target language.

XIV. RESEACH METHOD

Regarding to the research method, this study employed analytical review of recent and related literatures on foreign language acquisition. Literature review is a synthesis writing of journal articles, books, and other documents that is summarizing and critiquing about the concerned topic, organizing the topic into subtopics, and documenting background for a study [9]. This study synthesized a collection of journal articles and documents in order to gain understanding and information of foreign language learning;

so that, the question “is the earlier the better?” in learning a foreign language can be precisely answered. A systematic search database is conducted to find journals relevant to this research. The selection of the reviewed papers was based on the following criteria: studies published within the last 5 years; studies on foreign language acquisition/second language acquisition; studies which were focused on age differentiation in learning foreign languages. The articles reviewed were among others taken from *The Language Learning Journal*, *International Journal of Applied Linguistics*, *Procedia-Social and Behavioral Sciences (Elsevier)*, *TEFLIN Journal* and so on. Through a detailed review and analysis of these studies, the conclusion about “is the earlier the better?” in learning a foreign language would be drawn.

XV. FINDINGS AND DISCUSSION

The followings will discuss the findings found from the analytical reviews of the journals that have been chosen that highly relate to the concerned topic. It will be divided into subtopics: age and language learning, context and language learning, and is the earlier the better?

A. Age and Language Learning

The result study of Oroji & Ghane (2014) showed that younger and older learners are both making errors in their language learning. However, the errors of both groups were classified in different area, that were “most of adults’ errors were inter language errors, indicating the influence of the mother language, while most of young learners’ errors were due to overgeneralization” [10]. On their study, they suggested that teachers can teach the older learners deductively and using the contrastive methods of both languages, so that they can have effective foreign language teaching. It is in line with [11] who stated that adults learners are benefited by having more access than children to meta-language that teacher can use to teach grammar; thus, explicit teaching are good to be taught to older learner [5]. On the other hand, younger learners will be confused with grammar details (Aydin et al., 2017; Cameron, 2001; Oroji & Ghane, 2014). They got more advantage from drilling [10]; the language patterns are acquired from the process of drilling.

Moreover, in terms of anxiety in language learning, based on the study of Aydin et al. (2017) younger students tended to be more worried when compared to other learners, especially during speaking activities. They suffered more from being laughed by their peers during conversations. In addition, the anxiety was also shown when the younger would have examinations and face their teachers’ correction.

B. Context and Language Learning

The study of Montero, Serrano, & Llanes (2013) identified the age and context in a foreign language learning. It involved four groups of participants: 2 groups of children who learned a foreign language in their country (‘at home’) and in the native country where the foreign language was spoken respectively and also two groups of adult learners with the same contexts as the children groups. The study results showed that students, both younger and older learners, who learned in the native country of the foreign language got more benefit from the learning process. Thus, it can be stated that they got much

exposure from the context of learning. Moreover, concerning to the different age of the groups, the results identified that adults had higher effectiveness score and lower L1 communication strategies. According to the authors, it probably caused by the difference in their cognitive conceptual maturity. Adults can transfer linguistic knowledge from their L1, while children still in the process of developing conceptual maturation. Moreover, their study was in line with the study that was conducted by [7]. Two a bit different age children were compared by giving them different treatment. From the study, it can be concluded that the participant, the younger one, got benefit from the native, in this study from the animation series. The exposure to the target language was more often given (at home) to the younger than another kid who got the foreign language teaching from his school.

C. Is the Earlier the Better?

Children and adults have their own ways and characteristics in learning a foreign language. Both of the learners have strengths and weaknesses as well in processing the foreign language learning. The result of the language learning are heavily rely on how much exposure that they receive [2], [6], [8], [10] and the context where they learn the language [7], [13]. The quality of children acquired foreign language is critically dependent on social interactions they got, and on the quality of speech that they hear [6]. The teacher should be qualified so that they will give their students good exposure in the target language [8]. Moreover, “a good quality foreign language teaching of foreign languages requires teachers not only to consider the cognitive but also the motivational components of the learning process” [2].

Dekeyser (2013) stated that younger learners were not always better in learning a foreign language. Even though, younger learners have a clear advantage when it comes to pronunciation if they begin their language learning at an early age [10], [14]. So that, nativelike can be acquired, which is hard to be achieved by older learners; it is not impossible, though.

XVI. CONCLUSION

Foreign language(s) learning offers some advantages for the learners. Stewart (2005) summarized, from many researchers’ studies, the benefits of having foreign language(s) learning: (1) improving cognitive abilities; (2) positively influencing achievement in other disciplines; and (3) resulting in higher achievement test school, especially when the learning begins in elementary school level. Therefore, learning foreign language(s) is a worth doing.

Nevertheless, age has been a contentious issue in foreign/second language acquisition. The proponents of “earlier the better” believed that children are in their critical period in learning a language. It is based on the critical period hypothesis (CPH) popularized by Lenneberg (1967) which stated that there were maturational constraints on the time a first/second language can be acquired. However, the hypothesis was criticized by many other researchers.

Despite the fact that age constraints were criticised by many researchers, younger learners have a clear advantage when it comes to pronunciation if they begin their language

learning at an early age [10], [14]. So that, nativelike can be acquired, which is hard to be achieved by older learners, even though it is not impossible. The quality of children acquired foreign language is critically dependent on social interactions they got, and on the quality of speech that they hear [6]. It is in line with [8] who said that to be able to give a good language learning to children, the teacher should be qualified; so that they will give their students good exposure in the target language. The schools also have important role in providing a means for the young language learners to build their language skills for their educational experience [15].

On the other hand, in terms of grammar, adults learners are benefited by having more access than children to meta-language that teacher can use to teach grammar [11]. They tend to be faster in having an explicit teaching in learning a foreign language [5]. The teachers can give the older learners contrastive methods as well; that is by providing them with the comparison structures of both languages, L1 and L2 and try to illustrate that the structures are whether identical or different [10].

Needless to say, younger or older language learners are able to get their effective foreign language learning if they got much exposure on the target language, definitely with different treatments between the two groups. Thus, it is important for the teachers and the schools to give the learners effective teaching and appropriate exposure so that they can get their ultimate attainment and harvest the advantages from having the foreign language learning.

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Developing Critical Thinking through Short Stories Reading in English Class

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Abstract—Critical thinking has always been part of higher education goal. Recently, critical thinking has become more urgent to prepare college students to face rapid social changing, cross cultural interaction and unpredictable workplace. To develop students' critical thinking in a non English Department, English class could be an ideal course to develop critical thinking. One of great strategies to develop students' critical thinking is to bring literature to deliver the material in English class. As an authentic material, literature, especially short stories, expose the students to cultural values, unmodified language, and social issues. Therefore, this paper would focus on the use of short stories to teach grammar so the students would be exposed to cultural values, unmodified language and social issues. By the end of the class, the students are encouraged to respond to several questions that lead them to analyze not only the use of grammar in certain context but also their opinion and analysis about the content of the short stories which are related to the previous issues. This teaching strategy is applied to the students of Information System Department, Faculty of Industrial Engineering and Informatics, Institute of Technology Telkom Purwokerto (ITTP). The responses of the participants show at least three kind of awarness: (1) cross cultural understanding, (2) the use of English to express feeling and certain situation, and (3) the difference between modified language in grammar book and literary works.

Keywords—English language teaching, literature, short stories, critical thinking, EFL

I. INTRODUCTION

The ability to evaluate and produce objective analysis toward particular case or critical thinking has always been an important part of higher education. Although it is not stated as learning objectives of any course, critical thinking is actually the basic support to help students not only to understand the course but also develop their own opinion toward the course, including at Information System program, Faculty of Informatics and Industrial Engineering, *Institut Teknologi Telkom Purwokerto* (Institute Technology of Telkom Purwokerto/ ITTP).

According to the curriculum, the students of Information System (IS) Program are required to take General English (GE) course in the second semester. The course is designed to improve students' ability to communicate in English. The learning objectives of the course cover both the declarative

and procedural knowldege of a language. In general, the course would help the students improve their ability to listen, speak, read, and write in English, as well as the use of grammar in context.

Since all IS students in ITTP have at least enrolled in English class in junior and senior high school, the material in GE is delievered in student-center teaching strategy that is combined with grammar translation method. The students are required to be active in class through discussions, reading out loud, and even presentations learning in order to aim the learning objectives. To support the teaching and learning activities in GE course, literary works are applied to create a context as well as to aim the learning objective.

In addition, as an *active reflection* of particular society, literature depicts certain social process. Besides the students would learn the use of certain grammr in context, the students would also be exposed to cross cultural situation, the use of grammar in particular context, and even the difference between English grammar which is taught in English grammar book and the English which is used in short stories. Thus, the use of literature in GE course leads the students to analyze social and cultural issues while they are learning English as foreign language.

Therefore, this paper aims to analyze IS students' response to the use of literary works, especially short stories, that is related to at least four kind of awarness: (1) cross cultural understanding, (2) the use of English to express feeling and certain situation, (3) the difference between modified language in grammar book and literary works, and (4) the comparison between social issues in literary works and in real situation in Indonesia. By being aware of the four awarness issues, the use of literature in GE course develop students' critical thinking.

II. CONTEXT OF THE STUDY

A. Context of study

This paper is written based on observation conducted in GE classes for the second semester of IS students at ITTP in academic year of 2017/2018. The participants consist of three classes with 28 – 33 students in each class. In general, the students come from various kind of areas in Indonesia such as from various regions in Java and North Sumatra. Some other students are from southern area of Sulawesi dan Borneo. All

of them speak at least two languages; Bahasa Indonesia and their own local language. They indeed are familiar with English as they are exposed to popular culture like songs, movies, and TV serials. However, there is none of them use English in their daily life. It leads to a situation where the students are not aware of the cultural difference between their native language and English, as the target language.

The same teaching methods and teaching materials are applied to the three classes. Every class is required to aim the same learning objectives and learning outcome. The course comes with teaching objectives to improve students' communication skills in reading, writing, listening, and speaking, as well as to use correct grammar in context generally to communicate in academic context both in formal and informal situations. As IS students are also required to deal with tourism issues due to the vision and mission of the department, they have to be able to think critically regarding social and cultural situations. Therefore, the use of literature in the GE course is applied to expose the students to cross-cultural understanding, especially when it is related to English as the target language they learn in class.

B. *The roles of literature in GE course*

As the GE course covers the general skills to communicate in English, it puts the context of English as a Foreign Language (EFL) in the class. It means the students are aware that the target language they learn is a foreign language, which carries different cultures. Thus, literary works are used in the class to expose the students to multiculturalism and help putting the use of grammar in certain contexts. At the same time, literary works also encourage students to learn new vocabularies and use them in context. They are triggered to discuss what the literary works are about, the meaning of certain vocabularies, metaphors, and how to utter certain expressions in English.

In all classes, the same literary works are applied. Since the students are mostly familiar with popular culture, popular short stories that are taken from a Chinese-American author, Lang Leav's book are taken. There are "Sad Songs" and "Broken Hearts" that are taken from two different books; *Sad Girl* and *Lullaby*. Both short stories talk about love in metaphors which are completely different from Indonesian metaphors.

The short stories are chosen since the students have already been familiar with popular culture. Besides, the theme is also easy to understand. So, the students could start getting familiar with different cultures with familiar themes.

III. LITERATURE REVIEW

English class has been part of education in Indonesia for decades. In some areas, English has even been taught since elementary school. However, it is also still a big question where most of the students are not able to use English to communicate in real life. Regarding a lot of factors, such as teaching methods, students' attitude and motivation, and less room to practice the communication skills, emphasizing the procedural knowledge of the language is one of the main factors that lead students to learn English as if they learn science.

A. *Literature, multiculturalism, and critical thinking*

According to Jack C. Richards, (2002, p.154), it is important to teach grammar in any EFL class. However, we should not forget that the main purpose of grammar teaching is not to encourage students to be English grammar method. Grammar teaching should provide supports for the EFL students to notice the structure of the target language so they would be able to use the language to communicate. In fact, both teachers and students in EFL class tend to put grammar as the main focus of the learning process. It leads to the situation where students are able to analyze the grammar, but it would be difficult for them to communicate in English. Richards (p.155) suggests that task-focused instruction so the students would focus on the communication skills while learning the grammar.

At the same time, we cannot separate learning a language from the culture of both the students' native language and the target language. As a communication vehicle, a language is used to communicate in multicultural contexts (Canagarajah, 2007, p.143). The EFL learners have to at least deal with their own culture and the culture of the target language. The other challenge in EFL classrooms is that English is now used in a lot of countries. Therefore, to be able to communicate in English EFL students also have to understand the cultural context where they use the language.

In the introduction of *Bringing Literature and Linguistics into EFL Classroom: Insights from Research and Classroom Practice*, Nugrahenny T. Zacharias and Christine Manara (2011) suggests that literary works are a great way to not only put English in EFL classrooms in multicultural contexts, but also provide great examples of how to use English in a real communication context. Literature, especially short stories, would be the best way to explain how English is used in multicultural communication (Marlina, 2011, p. 5). At the same time, literature can also develop students' critical thinking in EFL classrooms (An-Tung and Yin-Chang, 2009, p.287).

Thus, in the General English course that should be taken by IS students at ITTP in the second semester, bringing literature to the English class could be an approach to expose the students to English in multicultural contexts and to develop their critical thinking at the same time.

B. *Popular short stories*

The students of the IS Program at ITTP are familiar to English language through popular culture. There are two popular short stories written by Lang Leav that are brought to the class. The first short story is "Broken Hearts" from *Lullaby* (2014). "Broken Hearts" talks about someone who has just lost the love one. In this two-paragraph short story, Leav narrates a situation where someone who is drifted apart from her/his lover and finally they have to end their relationship. The situation is not easy. It takes a moment for the person to pass the situation.

Meanwhile, the second short story is "Sad Songs" from *Sad Girls* (2017). In "Sad Songs", Leav narrates a story of a

boy who has never spoken in his entire life in four paragraphs. The boy character owns a music box that he uses to communicate with people. Until one day, he meets a girl who has never heard any melody. She is in love with the boy's music, especially the sad songs. Since that moment, the boy plays only the sad songs for girl. Sadly, the songs make the girl forget how to smile and feel only sorrow so she leaves the boy.

The language in both short stories are written in English that is familiar to the students, but come with interesting content and metaphores. The short stories that trigger the students to respond not only to the stories, but also the language, especially the vocabularies and the use of certain grammar in a context.

IV. ANALYSYS

The short stories are used as examples of how to use past and present tenses to communicate. From the teaching-learning activities, there are at least three points that reflect students' critical thinking; (1) cross cultural understanding, (2) the use of English to express feeling and certain situation, and (3) the difference between modified language in grammar book and literary works are applied in three different classes, so we could have these following analysis:

A. Cross Cultural Understanding

The whole students from three classes agree that both "Sad Songs" and "Broken Hearts" do not show any significant cultural depiction. However, there are at least two questions that appear in class B and C. A student from class B asks a question, "Why is "Sad Songs" written in past tense, but "Broken Hearts" (in the previous meeting) is written in present tense in fact they both are claimed to be short stories written by the same author?"

The question gets various kind of responses such as:

1. because "Broken Hearts" is not a story in the past, it is a n advice for people who have broken hearts
2. because "Sad Songs" is a story that is retold by somebody as it uses the pronoun "she" and "he" for the characters meanwhile "Broken Hearts" uses pronoun "you" that creates a direct conversation between the author and the readers
3. both "Sad Songs" and "Broken Hearts" are not really short stories, but poems. Peots tend to create their own writing style, so they both might have hidden meaning that has to be interpreted

The student's questions and the responses of the class finally lead to a discussion in which the teacher has to explain not only about the use of present tenses and past tenses but also the idea of *time line* English language. Since the whole students are native Indonesian where they communicate with Indonesian language with no tenses, we come to a conclusion where even tenses are actually depictions that languages reflect different culture. We agree with the idea that English reflects a culture where people believe in linear *time line* in life. Meanwhile, Indonesian reflects a culture where people

believe that every time and dimension in life is linked one to another to create a circle.

Different from class B, class A and C are interested in metaphore "...there are plenty of fish in the sea." (Leav, 2014.p.103) from the short story "Broken Hearts". The questions that appear in the class are similar such as:

1. What is the meaning of the metaphor?
2. Why does the author use that kind of metaphor?

Although there are some students who do not even understand the idea of the metaphor, most students understand that the metaphor refers to the idea of there are other people for the broken hearted one to fall in love with. The main discussion in class A and C lead to how to translate the metaphor into Indonesian. However, we cannot find a metaphor in Indonesian that has similar meaning to "there are plenty of fish in the sea". The discussion comes to a conclusion where Americans (because Lang Leav is a Chinese-American author) and Indonesians have different point of view about marriage and relationship. Besides, we conclude that to understand a metaphor we have to understand not only the language, but also the culture. For example, in English there is a metaphor "don't cry over the spilt milk" that has similar meaning to Indonesian metaphor "*nasi telah menjadi bubur*". Both classes agree that the metaphors reflects a specific cultural diffence reflected in English and Indonesia.

B. Grammar-book language vs literary-work language

In grammar book the students have as their reference to learn grammar, they can easily find how to use every structure of past and present tenses. The students believe that it is because of the simple examples and illustration provided by the book entitled *Understanding and Using English Grammar* (Azar, 2002). However, most of the students are surprised that it is difficult for them to really understand why it is difficult to understand some part of the short stories, especially the "Sad Songs" (Leav, 2017).

Most students in class A believe that the main reason why it is difficult to understand the short story is the lexical choice. They realize that the vocabularies used in grammar book are really simple. It leads them to just memorize the pattern or most students call the structures "*formula*" of the grammar and replace it with different subjects or verbs when the teacher asks them to make their own sentences.

Different from class A, most students in class B are more interested in the short stories than the grammar book. Most students in class B seem to easily understand the idea of both short stories, but they feel like it is more difficult for them to understand the grammar. Meanwhile, class C comes with different situation. Some students from class C show their interest in reading literary works, but most of them focus on analyzing the structure of the sentences. They find out that although the sentences seem more complicated and longer, the structures are actually similar to the explanation in their grammar book.

Although class A, B, and C come with different focus of discussion, in general the three classes come into one similar conclusion. They begin to think that learning grammar in

traditional way, where they have to understand the structure and memorize them, only helps them to understand the structure of the language. Ironically, even they think that they have understood the structures and even memorize the grammar, it is still difficult for them to communicate.

The students come to a self evaluation where they find out that they have been learning the structure of English without practicing their communication skills. However, they suggest that mastering the grammar is still an important part of learning English. It leads to a situation where they always ask about the structures and even call them *formula* everytime they learn grammar or certain expressions in English.

C. Expressions of feeling and emotion

Since both short stories come with love as the theme, most students from each class are interested. Generally they give similar response and feel touched by the stories. They say that the stories are really familiar and it feels like talking about them. Some students even suggest that telling love stories in English sometimes feel more emotional since they think that English is more expressive for some extents. Although they students do not agree that using literary works to learn grammar makes them easier to understand the structures, they agree that literary works are entertaining. It encourages them to read for fun and learn new vocabularies they do not meet in grammar book.

Besides the lexical choice and the plot of the stories, the students suggest that reading the short stories out loud help them improve their reading skills and pronunciation. Since the short stories consist of two and three paragraphs, they have enough time in class to read them slowly before the teacher asks them to read the stories out loud. One student reads only one sentence. Some students even try to interpret the story by reading in their own tone.

V. CONCLUSION

In general bringing literature to EFL class room in GE course that is taken by the first year of IS students in the second semester indeed helps developing students' critical thinking. In GE, the students aims to practice their communication skills in general including reading, writing, speaking, listening, and grammar. Using literary works, in this case popular shor stories, provide the students more room to express their idea and feeling. Besides, the litrerary works give them examples of how to use the grammar in context. At least, there are three points that the students are aware of regarding the use of short stories in GE course: re at least three points that reflect students' critical thinking; (1) cross cultural understanding, (2) the use of English to express feeling and certain situation, and (3) the difference between modified language in grammar book and literary works.

Firstly, the students are exposed to the culture of the target language. Without literary works, they have learned English by understanding and memorizing the structures. For some extents, they neglect the fact that language is actually a cultural reflection. Thus, the short stories help them understand the culture of the target language, in thic case English, especially as today English is spoken in numerous

countries. The short stories also help them find out the distinction between the structure of Indonesian and English.

Secondly, the students find out that mastering grammar in their hand book gives them a framework of English structure, but they need to improve thair communication skills at the same time. Understanding that the lexical choice and the structure used in literature are sometimes different from the examples in grammar book leads the students to evaluate the way they learn English. As they have a strong perspective that English is a foreign language, they believe that it is crucial for them to master the grammar. For them, mastering the grammar helps them to use the language correctly so they assume that native speakers would understand what they say. Ironically, at the same time, they have to really thinki about the grammar especially when they are speaking or writing in English.

Thirdly, the students feels that using literary works to learn grammar is an entertaining way of learning. In this case, because the literature are taken from two popular books with popular theme, they think that it is make them easier to understand the grammar. At the same time, since the short stories are mainly about love and relationship, they feel like they have already understandnd the theme. Thus, they have a great time to learn the structure and the new vocabularies.

From the three points of awarness, it can be concluded that the use of literature in EFL class develops students' critical thinking. However, further studies such as students' attitdde to the use of literature in EFL class, the best method to bring literature into EFL class especially in Indonesia, and the use of classical literature and translated literature in EFL classroom.

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The Use of Mind-Mapping Technique to Improve Students Speaking Skill

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Abstract-This study aims at investigating and analyzing the process of teaching speaking which focuses on the use of mind-mapping technique to improve students' speaking skills for the tenth grade students of SMK Ruhul Bayan Cicayur. The objective of this study is to analyze how mind-mapping technique is implemented to improve students' speaking skill. The study employed qualitative research design concerning the learning process of teaching speaking for vocational high school students. The data were collected by using triangulation of data collection method involving observation, interview, questionnaire and documentation. The indicators of the observation were materials, teaching technique and teaching learning process. The materials used in learning process were from the handout prepared by the teacher. The students were asked to demonstrate their mind-mapping concept as the classroom activities which were in the form of individual presentation. Referring to the students' responses from the result of questionnaires, it can be affirmed that most students enjoyed speaking through monologue using mind mapping technique because the teacher explained clearly and always gave opportunities to the students to express their ideas and opinions. It can also be seen from the test score that most of them got good scores. Based on the result, it can be concluded that the use of mind-mapping technique in teaching speaking appropriately fitted with the students' learning process on how to improve their English speaking skills in classes.

Keyword: *Speaking skills, Mind-Mapping, Monologue, Presentation*

I. INTRODUCTION

The four of English skills; listening, speaking, reading and writing are highlighted as a fundamental aspect in learning English. Meanwhile, in order to start a communication, speaking is considered to be one of the most important skills. Therefore, speaking is not only about the way human produce sounds, or words, but also the process of delivering something and convey meaning. In addition, Speaking is used to express ideas and to communicate with people in civilized world.

In practicing speaking, however, most students particularly in high school level still face some obstacles during the lesson. Many of them are afraid to speak in front of the class because they have a lack of vocabulary, low

confidence and poor pronunciation. Some of them are also afraid of making mistakes for several reasons. In referring to this, the traditional method seems not appropriate anymore. Therefore, based on the reason, the writer would try to figure out and solve these problems by using Mind Mapping technique. Mind mapping is one of extremely effective methods of taking notes (Buzan, 2005:132). Yet, formerly mind mapping technique could be more familiar in reading skill. However, in fact is not only in reading it could be adopted, but also would be best practices for speaking.

Concerning Mind mapping technique, it has several advantages to be applied proposed by Buzan to improve speaking skill toward students achievement. The first advantage is the students could memorize the topic easily since it gives students creativity and imaginations or symbols in certain. The second is the students could easily manage the steps during presenting their materials. Further, they would remember things that they have learned before. When they become close with this methods, they could use their own understanding during analyzing texts, articles, or stories.

By using mind mapping, it helps the students to understand in organizing the sentences, arranging the structure of the point systematically and memorizing the outlines of the material that they want to share. Based on the description, the statements of the problem are focused on how Mind mapping technique is implemented in teaching speaking, the materials used in teaching speaking was mind mapping, and the result of teaching speaking at Ruhul Bayan Vocational High School

Speaking Skills

Brown, 1994; Burns & Joyce, 1997 define “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. While, Mary Ann (1994) states, “Speaking is forms and meaning is dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking”. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It is clear that speaking is important.

This study focuses on a single aspect which is monologue. Brown, (2000:274) points out that in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends because it is caused breaks the concentration of the speaker and probably make he/she lost an idea to continue for a while. By delivering the materials, the quietly is extremely needed during the practicing monologue. Brown (2004:141-142) also categorized that one of the types of speaking performance is extensive speaking which is called as monologue.

Mind Mapping Technique

Mind Mapping is an expression of radiant thinking which includes on a nature function of brain, Buzan, 1994:57). A mind map is a diagram used to visually outline information which is often created around a single word or text, placed in the center, to which associated ideas, words, and concepts are added.

Buzan (2013:17) also mentioned that a Mind Map captures and helps us record, memorise, connect and output information in a visually expressive way. He also states that the graphic emphasis of a mind map works in a way which the brain finds captivating and easy to process. It is clear that a mind-map is a creative way to represent idea or information through diagram or graphic. In another statement of Buzan, he also emphasized that mind map may be enhanced and enriched through colors, pictures, codes, and dimension to add interest, beauty, and individuality (Buzan1994:60). These materials will help the students in increasing creativity, memory and specifically the recall of information.

Further, Mind mapping is a method to optimize learning capacities and understanding of how the elements of complex structures are connected. There are four essential characteristics of mind mapping proposed by Buzan:

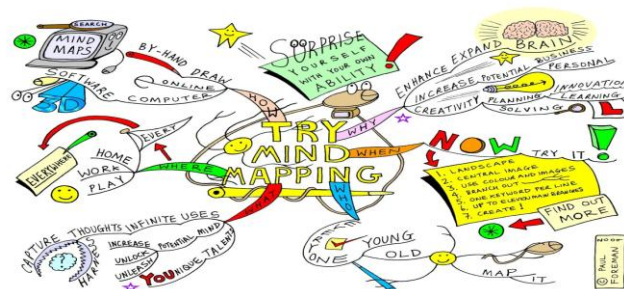
- The subject of attention is crystallized on a central image.
- Main theme of the subject radiates from the central image as branches
- Branches comprise a key image or key word printed.
- The branches form is a connected modal structure

As pointed above, it shows that the mind map is a technique which focuses on diagram that includes the materials or topics as central image and has branches. Buzan points out that mind mapping could use several aspects and emphasized that it may be enhanced and enriched through colors, pictures, codes, and dimension to add interest, beauty, and individuality (Buzan,1994:60).

Besides, there are several specific purposes of mind mapping below based on Buzan(2000:87,88); it can activate whole brain, fix the mental tangled, let the students focus on main explanation, help to show the relationship between the separated information parts, give a clear description wholly and specifically. Indeed, mind mapping is hoped to help the students achieve the target language in the learning process.

Picture 2.1 (adopted from

<http://www.mindmapinspiration.co.uk>)



Here are several steps to make mind mapping based on Buzan (2003:6):

- Starting from the center of the blank paper.
- Using pictures or photos as the central of the idea.
- Using colors. Colors have the same role as pictures, brain will stimulate an idea through colorful form.
- Linking the main branches with the central picture and linking within the supporting branches.
- Making a curved line, not a straight line.
- Using only a keyword to every single line and using pictures.

However, every technique has its goodness and weakness also in mind mapping. This statements are also explained by Casco(2009) that the advantages of mind mapping into some points; the flexibility to use by learners with different levels of proficiency in the target language, empowers the learners by allowing them to decide where to start and what to leave out, possibility of making decisions develops a sense of self-efficacy and fosters autonomy. The last advantage is stimulating the learners' creativity

II. METHOD

This study employed descriptive-qualitative research design since the basic of this study comes from problems. Cresswell (2014:183)“Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The writer builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. Cresswell (2002:22) also emphasized qualitative method collects the data based on the phenomenon and survey. In

this method the data are elaborated in the descriptive text clearly, also arranged by the sequence of the activities conducted. Observation and the interview are the ways to collect the data during the English lesson in the classroom. While interviewing the students is done after the class ended. The data sources are taken at tenth grade of Business Management class of SMK Ruhul Bayan Cicayur, Banten which consists of thirty students. The writer chooses several students as respondents who have been treated mind mapping in practicing monologue. Before giving the questionnaires, all questions were explained to the respondents so they can complete the questionnaire with the relevant results.

III. FINDING AND DISCUSSION

To fulfill the research question, the writer investigated the implementation of mind mapping technique to improve students' speaking skills. The study was conducted for 4 meetings in September 2017. The topic in every meeting varied according to topic given, then teacher might develop his idea to create interesting activities. The writer which also acted as a teacher found that most of students understood about the mind mapping technique. Those were interesting activities about idol that would be

presented in form of monologue after getting the treatment of mind-mapping.

In describing the material about the steps to create mind mapping, the teacher gave the example of mind mapping picture to the students and also explained every single aspect in mind mapping such as what the first thing the students should do, and how to separate the points in mind mapping. In this section the teacher asked the students to highlight their article about their idol also told them to separated in four parts. The early career, how He/She became famous, the awards achieved, and the moral lesson which can be adopted from Him/Her. The last instruction was the materials that should be prepared in making mind mapping. The teacher just mentioned the stuff for the students to prepare. Finally, the students just needed to remember the mind mapping and practice it in front of class.

In the questionnaire, the students as respondents were asked their opinion regarding the usage of mind-mapping technique in speaking classroom.

Table.1. Percentage of Students' opinion from Questionnaires

No	Questions	Yes(%)	No(%)
1	Do you like speaking?	77	23
2	Do you like mind mapping?	77	23
3	Do you know the steps to create mind map?	97	3
4	Do you think mind map technique is suitable with speaking?	73	27
5	Does your teacher deliver the material clearly?	90	10
6	Do you like when you were speaking in monologue using mind mapping?	80	20
7	Do you have any difficulties when implying mind mapping technique in speaking?	90	10
8	Do you have any progress when you used mind mapping in speaking?	90	10
9	Will you adopt again the mind mapping technique in other opportunities?	100	0
10	Do you agree if every class should use mind mapping technique in speaking monologue?	100	0

The data showed that the around 77% of the students liked speaking and mind mapping, while 23% did not. The students like to use a new variety way in learning because they easily get bored for something that they have already known. For question number three, unexpectedly, almost all of the students understood the steps to create mind mapping technique. It is showed by the data that 97% percent of the students said yes. Only 3% of the students said no. They like colorful things. Of course mind mapping gives them an opportunity to learn with something that they like. In the next part, the students also agreed that in learning speaking, mind mapping is a suitable technique to be adopted. It provided with the fact that

73% of them agreed and 17% disagreed. For number 5, most of the students agreed that the teacher delivered the materials clearly, because 90% of the students checked the "yes" column in the questionnaire just 10% were negative. For number 7, the data showed us that when implying the mind mapping, 27 of the students or 90% found some difficulties and just 10% of them were able to adjust themselves with the method. The main problem was they rarely bring the dictionary in the class. Fortunately, the library have some dictionaries so the students could borrow it. In another hand, even though they got difficulties during learning, they also got progress in adopting speaking by using mind mapping

either in vocabulary, pronunciation, or their self-confidence. After they understood the way of speaking and technique in mind mapping worked. Amazingly, all of the students agreed to use mind mapping again in learning. They also suggested to expand this study and thought that this technique should be taught to other classes.

Based on the result of questionnaire, it can be affirmed that most of students were satisfied by their achievement in speaking monologue using mind mapping. They got a new variety of ways to organize words during presentation, also to memorize a thing when studying. It can decrease their fear in speaking after they knew what they should do during the presentation.

Other responses regarding the usage of mind-mapping were:

"Yes, it's more effective in memorize a thing"

It's simpler than other techniques".

"About myself and my experiences because I already know what I need to tell to the audience".

Yes, we can be more creative using our imagination"

"It makes me easier to remember, and it's more fun to read".

"The presentation is easier to deliver because I just remember the important points of the material".

"Hmm. Yes a bit. My problem is just the pronunciation".

"About social because I like to look at the interaction among people".

"The presentation is easily to deliver because I can deliver the material tidily".

"My problem is just the pronunciation".

Yes, because it is an efficient way to take notes, and memorize.."

"I think the presentation is easier to explain due to organizing the material is clear".

It can be seen that the results of the students' opinion were positive. Most students enjoy doing speaking monologue after being treated by mind mapping. They like the technique since it gives much time to explore their creativity, and absolutely increase their confidence. Some said that mind mapping was good and made the words or sentence easy to remember as well as organizing the presentation. Yet, students still feel anxious because they have poor pronunciation. Another respondent said that it was simpler than other techniques. However they still got some difficulties during presentation. 80% of the respondents were convinced that they had some difficulties in pronouncing words correctly because of their lack of vocabulary and they rarely use it in daily life.

I. CONCLUSION

From finding and discussion, it can be concluded that mind-mapping technique makes students enjoy studying and creating their own topic and ideas in various vocabulary regarding to the topic given by the teacher. Most students were enjoyed doing the activities and many of them were fluent enough in producing the language through speaking monologue by using mind-mapping technique. Moreover, based on the questionnaires result from the students, this activity got good responses and they enjoyed in speaking monologue using mind mapping as they could express their ideas, encourage themselves to speak, practice English well and they felt it was fun. However, some problems still happened during the lesson. Few students were ashamed to speak because they had a lack of vocabulary, difficulties in pronouncing words correctly and they still do not have the awareness of how important speaking English is. It is proven after doing observation, interview, and questionnaires.

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Intensive Coaching of Lazuardi Kamila Bilingual Center to Facilitate Students' English Essay Writing And Academic Presentation

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Abstract – Basic education is a foundation in mapping and strengthening children's intelligence. Schools, especially elementary and secondary, would have their own program to suit and develop students' skills and interests, for instance a program proposed by Lazuardi Kamila GIS. Employing Multiple Intelligences Research (MIR), this school provides an intensive coaching to facilitate students English essay writing and academic presentation. The multiple intelligences focused by the Bilingual Center is the words smart. This paper aims at describing the intensive coaching from Lazuardi Kamila GIS's Bilingual Center in facilitating students' English essay writing and academic presentation. Employing a descriptive qualitative method in term of a case study, the subject of this study were the Bilingual Center's persons in charge (PIC) and students involved. The results show that: 1) The intensive coaching assisted the betterment of the students' essay and presentation; 2) The feedback and the critiques given during the process boosted students' curiosity and confidence; and 3) Teachers and students bounded in long-term teaching learning process.

Keywords – academic presentation, bilingual center, essay writing, intensive coaching

I. INTRODUCTION

Being smart or being intelligent is not merely defined traditionally; smart in cognitive only as common people define so. All parents and teachers as well as students should realize it. Students have their own potential. Gardner in 1983 firstly coined that there are multiple intelligences and these are not only based on numeric score of one's IQ (Amstrong, 1999). There are at least eight different intelligences in MI; namely: linguistic intelligence or word smart, logical-mathematical intelligence or number/reasoning smart, spatial intelligence or picture smart, bodily-kinesthetic intelligence or body smart, musical intelligence or music smart, interpersonal intelligence or people smart, intrapersonal intelligence or self smart, and naturalist intelligence or nature smart (Gardner, 2010).

Basic education is a foundation in mapping and strengthening children's intelligences. Schools, especially elementary and secondary, would have their own program to suit and develop students' skills and interests, for instance a program proposed by Lazuardi Kamila GIS. Employing Multiple Intelligences Research (MIR), this school provides an intensive coaching to facilitate students English essay

writing and academic presentation. The multiple intelligences focused by the Bilingual Center is the words smart or linguistic intelligence. The Bilingual Center sees that sharing and conveying ideas among students are very important and can be utilized as a media to accommodate the potential of students dominant in words smart. The English essay writing and academic presentation are two different programs or activities conducted in different time. Yet, the participants and the ideas carried out in both programs are the same and related.

These programs firstly carried out in December 2017. The initial process was conducted by observing students' behavior and achievement, especially in English. Since this school is a bilingual school using two different curriculums, one of which is curriculum from Cambridge, teachers were at ease in pointing students who are excellent in English proficiencies, specifically in writing and speaking. There were then 19 students eventually elected as the participants. The following process was intensively giving them an extra coaching regarding the first activity, essay writing. An essay, based on UKEssay (2018), is a piece of writing from the writer's own perspective. It is usually non-fictional, yet subjective. The writer may form it as criticism, arguments, political manifestos, observations of everyday life, recollections, and reflections. Here, students were expected to elaborate their imagination and compose a piece of writing using any themes, any topics from any aspects of their experiences or daily life.

Essay writing, especially in English will enhance both students' cognitive and affective aspects, so that there will be a balance in learning process. Meanwhile, the psychomotor aspect is covered by the next program, i.e. academic presentation. In this activity, students were required to deliver their speech containing the material prepared in the essay. A number of audiences were invited to the presentation. Students' self confidences were tested here. Not only that, they were also spreading positive activity, showed off their speaking competence, and voice their ideas. These two programs of the Bilingual Center were very interesting to be observed. Thus, the researchers were willing to conduct the study and shared the result of the intensive coaching of Lazuardi Kamila's Bilingual

Center to facilitate students' English essay writing and academic presentation.

II. METHOD OF RESEARCH

This study was conducted in an inclusive and bilingual school of Lazuardi Kamila Global Islamic School Surakarta. The subjects were the Bilingual Center's persons in charge and the students involved. Descriptive qualitative in term of case study was employed in this study; since it was a study of phenomenon in its real context (Yin, 2011: 17). The case was the intensive coaching of this school's Bilingual Center to facilitate students' English essay writing and academic presentation. The study has been conducted since December 2017.

Document analysis, observation, questionnaire, and interview were conducted to collect the data. During the study, the researchers gained information by observing and video-taping the coaching process, especially in the preparation before the speech delivering program. Document analysis includes the notes where the teachers gave positive and constructive feedback to students essay writing. Questionnaire and interview were conducted to complete and justify the data collections. Afterwards, the researchers employed techniques of data analysis as proposed by Miles and Huberman (1994); i.e. data reduction, data display, and conclusion.

III. RESULT AND DISCUSSION

The intensive coaching was initiated by series of observation conducted by the teachers during teaching and learning process to recognize the dominance of each student's intelligence type. Since, the students potentially involved in the program were students possessing words smart, the teachers then focus to observe the students during English class. Students in the fifth up to ninth grades were appointed in English essay writing and academic presentation programs. The reason why the programs focused on those grades based on the interview with one of PIC in the Bilingual Center was that the students of those grade possessed sufficient knowledge about English and physically as well as psychologically more stable considering the upcoming very dense coaching schedule.

The result of the observation was then used to recommend 19 students involved in the programs. The next step was gathering those 19 students within one class of extra hours. The class was conducted after school. The first materials given by the teachers were all about essay writing basic knowledge, from the nature of what is meant by essay writing, what components should be considered within, how to develop or elaborate ideas, what topics the students may use, drafting, composing, revising, until final writing. Meanwhile, the second materials given related to academic presentation or speech delivering.

Students were given opportunities to propose any topic as theirs in the essay writing. The topics ranged from their own passions to bigger and broader ideas like saving the Earth, being wise using social media, conserving local

wisdom, and a dream school that is kids friendly. Since there were 19 students, it means there were also 19 different essays. They were three essays entitled My Passion, two essays entitled Social Media, English, Instagram in Millennial Era, Shoes, Kids Save the World from Global Warming, Games in Our Live, In-Line Skate, Let's Play the Music, Gadget, The Comparison between Kimono and Kebaya, *Bedhaya Ketawang*, Karate, White Lies, Minecraft, and Friendly School.

During the process of essay writing, students were required to follow the teachers' instruction of how they should compose the essay. Some students found it difficult to adjust and adapt with the instructions, yet they were still enthusiastic in following the process. The teachers gave feedbacks and corrections in any aspects needed, like the format, spelling, grammar, as well as the dictions. Yet, they required giving feedbacks and corrections in such way friendly enough for the students. This way, the students were not irritated or negatively responded to their teachers' feedbacks. As Linse (2005: 2) stated that by the very natural job as a teacher of young learners, one must be aware of children's basic physical and psychological needs. Teachers of young learners should provide the care necessary to meet these needs so that they can thrive and focus on learning.

The intensive coaching was conducted almost every day, from Monday through Thursday, spent around an hour to two. After several meetings, the students then divided into some groups to make the coaching even more intensive. Here, the teachers mostly gave corrections on students' grammar. The students revised the draft as suggested. An engaging communication occurred during the process. They tended to be more curious about what they had to elaborate within their essay. Even mini research was conducted by some students, especially in the form of literature reviews and interviews in collecting the data, for instance those who composed essay about social media. Then, eventually they produced final writing ready to be presented. The time spent from the first through the final step in essay writing was around two months. It was clearly noticed that the students were almost bored following the process. Yet, luckily it was time to proceed to the next program, namely academic presentation.

In this program, the students were required to prepare delivering their speech regarding the ideas they had elaborated in their essay. Series of practices were carried out before at last they had to be ready delivering their speech in front of audiences. The practices covered all speaking indicators they had to consider. The most challenging part was boosting the students' confidence so that they could deliver their speech flawlessly and fluently in front of audiences. Drafting the power point, preparing the costumes or realia suited to their topics, and countless rehearsal worked very well. The students were in fact very excited. They seemed to be more careful in this program. They realized that it was going to be a live performance in front of their parents and other audiences. They took all teachers' feedbacks and advices seriously. The teachers asked them to

practice delivering their speech one by one. The rest of the students watched and listened carefully their friend's speech. The students were given a freedom to style their performance. Even, there was a student taking in-line skate as the topic wore her in-line skate during her speech; and there was also a student preceded her speech by painting because she wanted to deliver speech about her passion.

Above all, the second program, the speech delivery, was the most exciting part to prepare both for the students and for the teachers.

IV. CONCLUSION

Intensive coaching of Lazuardi Kamila Bilingual Center to facilitate students' English essay writing and academic presentation was a very fruitful program. This program assisted the betterment of the students' essay and presentation, particularly in English. The feedbacks and the critiques given during the process boosted students' curiosity and confidence. Moreover it bounded the teachers and the students in a long term meaningful teaching learning process.

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Improving Students' Reading Comprehension Through Storyboard Technique

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Abstract— Reading is one of the skills that the students, especially English department students, should master. One of the problems in mastering reading comprehension is the teaching technique, considering that conventional technique such as reading the text loudly and finding the new vocabulary are still widely used. Such techniques impede the students' progress in reading comprehension. Accordingly, this research is aimed at measuring the improvements of students' reading comprehension through storyboard technique. With this technique, the students have to visualize the text into the picture in accordance with the plot of the text, especially in narrative text. Besides, they also have to write the caption below the picture. This is experimental research that was held in two classes. In the first class, the students are taught by using conventional technique, while in the second class, the students are taught by using storyboard technique. Both techniques are ended with an assessment session. The result of implementing the teaching techniques both classes are compared in order to know the students' score disparity in reading comprehension after having the storyboard technique treatment.

Key word: *reading comprehension, storyboard technique, teaching.*

INTRODUCTION

Teaching is a universal activity in both formal and informal education that can be found in any level of learning process, from the beginner level up to the advanced one. Something that makes it different is the technique which is implemented in a diverse way depending on the subject being taught. Accordingly, various kinds of teaching methods are introduced to meet the need of inventing the effective way of transferring knowledge from the teacher to the students as the learners. One of the teaching techniques used in measuring students' comprehension on a reading text is through storyboard media. According to Varel and Lindeman (2005: 1), Storyboard is a means to graphically represent layout, organization, content, and linkages of information to create a conceptual idea of the information, location, meaning, and appearance. In this mater, the subject which is treated with this technique is Reading. This subject is picked as the media of implementing this technique considering that Reading plays very crucial role for someone to survive in globalized world. Besides, According to Wallace (1992), Reading is a tool for

survival, a medium for social interaction, and a means to access general knowledge of the world. Therefore, students as English language learner have to acquire primary concern to be better readers and language users in society. Here, the students of Reading class are given an opportunity to use this technique to create a conceptual idea of some Indonesian folk tales after they have finished reading the text in narrative form. This method is implemented to measure its effectiveness when it is compared to the conventional technique of teaching which mostly relies on the teacher's explanation. It is considered that Reading is the appropriate subject to apply this technique since it is in line with Silberstain (1994:6) who states that Reading is an active process in which the reader worked intensively, interacting with the text in order to create meaningful discourse. Further, Harmer (1998: 70) states that reading is an incredibly active occupation. Readers have to understand what the words mean of the language. They should bring their knowledge, writing system and ability to interpret the meaning of the text. By these kind of provisions, students will achieve better reading comprehension.

There is a common concern about the conventional technique of teaching which may result in the students' perplexity if the teacher delivers inaccurate information to the students or when the teacher uses unsuitable technique. Based on such considerations, this study tries to discuss about teaching reading comprehension technique using storyboard as the media. It will reveal the problem statement of 1). whether storyboard technique can make better outcome in students' mean score, and 2). Whether there are any outcome difference on the students' mean score after story board technique has been implemented in the classroom activity.

METHOD

This research aims at measuring the students' reading skill comprehension. In order to answer the problem statement, the research is done by dividing the students into two classes with different treatment of teaching. Class A with conventional method of teaching in Reading class, while class B is taught by using storyboard technique to teach Reading subject. This technique is chosen since it requires the students to visualize the text into a picture. After reading the text, the student should be able to arrange the picture based on the plot of the story. The students also have to write a short caption in each

picture as the clue. The text that is used in this research is narrative text. The consideration of choosing narrative text is because it is a text that generally tells something in chronological order and easy to follow. Furthermore, In narrative text, the readers are brought to the journey in a story. The passages in Narrative text arrange the events in chronological order. Daniel (1993) stated that the important things in the narrative are chronological of events and problem. The problem is a characteristic of narrative text. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). For that reason, the theme of the text being chosen is some tales which contain imaginative story, such as *Bawang Merah and bawang Putih, The Legend of Lake Toba, Cinderella, Sangkuriang*, etc.

After giving different treatment to those classes, the students 's comprehension is examined in order to measure their reading comprehension skill about the narrative text. Finally, the mean score of class A and class B test result is compared in order to know the score disparity between class A and class B. The mean score is measured by the formula of;

$$MS = \frac{TS_c}{TS_t}$$

MS= Mean Score
 TSc= Total Score
 TS= Total students

The mean score is obtained from the total number of the students score in class that is divided by the number of total students. In order to make it be more valid, the Average Function in Ms. Excel is used to measure the score of the reading skill comprehension.

RESULT AND DISCUSSION

As has been explained before, the classes are split between class A and B. each class has their own method of teaching. Here the point will be provided in two broad discussions namely the class treatment and the mean test result of both classes.

A. The class treatment

The two classes that are compared in mastering reading comprehension are class A which is taught using conventional method and class B which is taught using storyboard technique. Here are the descriptions;

A.1. Class A (Conventional Technique)

In this class, the lecturer teaches Reading subject by using lecturing method. It is an old teaching method which relies on the teacher-centered learning. In this technique, the students are asked to read the text aloud and then they have to understand the content by using the vocabularies that they know. If they find some unfamiliar words, they have to search for the words' meaning from their dictionary. The role of the teacher in this activity is providing the students with theory of reading that must be put into practice to understand the

content of the text. One of the theories taught by the teacher is about some ways of reading as stated by Grellet (1981: 4) , namely:

1. Skimming
 It is quickly running one –eyes over a text to the gist of the text. The reader skims in order to satisfy a very general curiosity about the text and not to find the answer to the particular questions.
2. Scanning
 It is quickly going through a text to find a particular piece of information. It requires an overall view of the text.
3. Extensive reading
 It is reading longer text, usually for one's own pleasure. This is fluency activity, mainly involving global understanding.
4. Intensive reading
 It is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

Besides giving knowledge about reading technique, the teacher also helped the students to find the meaning of the unfamiliar words. It is clear that one way communication is dominant in this technique. The teacher transfers the material to the students and the students are simply listening or writing some notes. In teaching reading comprehension, the teacher reads the text loudly in front of the students. Then, there will be question and answer session. After reading the text, the students should be able to answer all the questions in order to measure their comprehension in mastering reading text.

A.2. Class B (Storyboard technique)

There are many strategies that can be applied to improve reading comprehension. Some experts stated that the application of nonlinguistic media can help students gain reading comprehension regardless his or her level of language proficiency. As stated by Flynn (2006: 36), “knowledge that is presented nonlinguistically is stored in the form of mental pictures or physical sensations such as sight, sound, smell, touch, taste, and movement”. Further, as cited in Hill & Flynn, 2006, Short recommended the use of technology, realia, drawing pictures and sequencing stories in order to provide English mastery with simpler language instruction and level of comprehension.

In this research, the use of nonlinguistic media is highlighted to help students improve their reading comprehension. One of the media is Storyboards. According to Varel and Lindeman (2005: 1), Storyboard is a means to graphically represent layout, organization, content, and linkages of information to create a conceptual idea of the information, location, meaning, and appearance. There are many advantages of using storyboards, one of them is that by using storyboards, the students will easily understand different types of texts and visualize them. According to Doherty & Coggeshall (2005),

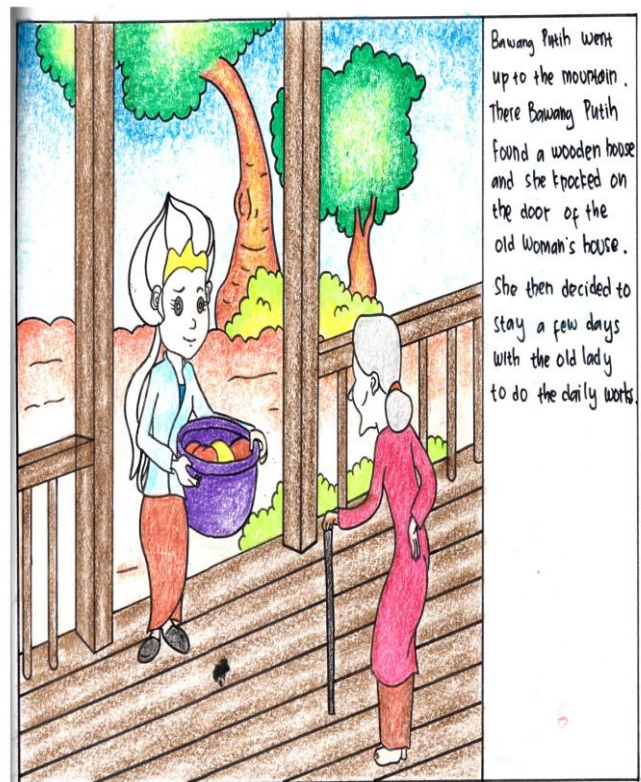
storyboards improve the students' organization, time management, and planning. It allows them to organize their ideas and picture before writing them using storyboard. Moreover, storyboards allow students to make use of some different reading strategies such as previewing, visualizing, illustrating, using background knowledge, summarizing, sequence understanding, identifying main idea and details, identifying important information, and many more. Students are triggered to participate by positioning themselves in the text and imagine the events that occur in the text in their minds. They will be able to use senses, for example smell, sight, taste, touch, or hearing to entail them with the text. This strategy involves the reader to illustrate the content and the image of reading into their minds. The students attempt to make the story into the concrete one. They have to change the words in the story into illustrations based on the sequence of stories that are suitable to the student's imagination.

There are 3 steps implemented in teaching Reading using storyboard;

- a. The students are divided into 6 groups; each group consists of 6 students. The students are clustered into small groups in order for them to provide English mastery with simpler language instruction. This method also enables them to do a more effective group work, considering that the less number of members in one group, the easier it is to cooperate and share or help each other. Accordingly, it will help students understand different reading strategies such as previewing, visualizing, illustrating, using background knowledge, summarizing, sequence understanding, identifying main idea and details. Ultimately, it will also help them to improve their level of comprehension.
- b. Each group gets different narrative text e.g. *Bawang Merah and bawang Putih*, *Sangkuriang*, *The legend of Lake Toba*, *Cinderella*, etc. This method allows them to organize their ideas and picture before writing them using storyboard. It is also done to make sure that each group is able to express their understanding about the narrative text distributed to them differently. If the group are given the same text, possibly some groups can imitate the other group's idea. Hence, by giving them different text, they are stimulated to be creative and it also encourages them to be independent.
- c. Each group should visualize the text into the picture based on the plot of the text and the picture should also be completed with caption. This strategy enables the students to involve themselves in illustrating the content and the image of reading into their minds. In this step, the students attempt to transfer the story into the concrete one. They are expected to be able to change the words in the story into illustrations based on the sequence of stories that are suitable to their imagination. In doing so, they will involve their five senses to entail them with the text.

To do a quick evaluation on the students' comprehension about the text, the teacher can ask the students about their picture's detail. For example like it is shown in the sample of picture that is the students' creation after reading *Bawang Merah & Bawang Putih* story.

The picture illustrates a situation in which there are two ladies standing face to face in a terrace. Besides getting the information from the caption provided in that picture, the teacher can also tests the students by asking 'what is inside the basket carried by the young girl?'. The answer from the students can be used to measure their comprehension on the reading text. The storyboard technique indeed, invites the students' creativity in using their imagination; however their imagination should not be too far from the original text. In the caption it is written that the girl (*Bawang Putih*) decided to stay with the old lady for a few days and help her do the daily works. The words "daily works" can be used as the point of the question by asking "what kind of daily works done by *Bawang Putih* which was shown in the picture?, or else, the



teacher can also ask a question about the character's role and appearance, such as, "what does the old lady look like?" or "what does she do?", and there are still many more questions could be addressed to the students.

Another aspect that can be measured is the student creative imagination. In the storyboard, the students illustrate the content and the image of reading into their minds by expressing it in the forms of the hair style of *Bawang Putih*

which means “garlic”. The hairstyle and the color of her hair illustrate it, and it is properly placed as the form of *Bawang Putih*’s head appearance. Certainly, this kind of comprehension would not be found in the conventional method of teaching.

B. The test results

After getting the different treatment, the two classes are evaluated by giving them tests or exams. The test is about reading comprehension on the text given. The students are given several questions related to the text that they have discussed in their class. Then, their mean score are counted by using average function in Ms. Excel. The result can be seen in the following table,

Class A		Class B	
No	score	No	Score
Student 1	65.7	Student 1	82.8
2	58.2	2	79.55
3	75	3	75.45
4	38.75	4	79.4
5	72	5	78.15
6	66.75	6	81.4
7	70.95	7	80.35
8	70.1	8	84.55
9	71.05	9	85.1
10	67.45	10	90.25
11	69.55	11	81.5
12	65.2	12	78
13	62.05	13	80.8
14	73.6	14	81.5
15	69.55	15	74.05
16	52.5	16	83.05
17	70.95	17	81.65
18	79.2	18	90.95
19	66.5	19	78.5
20	57.3	20	81.4
21	64.2	21	78.1
22	64.3	22	80.7
23	62.3	23	78.75
24	64.75	24	83.3
25	70.1	25	82.7

26	69.05	26	85.95
27	61.95	27	87.75
28	65.95	28	89.1
29	63.25	29	83.25
30	64.15	30	86.6
31	75.7	31	86.15
32	64.3	32	88.1
33	70.45	33	78.25
34	61.05	34	74.4
35	61.75	35	80.65
36	66.75	36	78.85
37	58.8	37	89.3
38	70.1	38	84.2
39	62.75	39	79.5
40	65.9	40	87.1
41	65.9	41	82.25
42	69.4	42	82.8
43	75.35	43	79.9
44	67.65	44	85.4

Class	Mean Score
Class A	66,09
Class B	82,30

The result shows significant disparity in their reading comprehension skill. The students of class A which uses conventional method, have lower mean score than the students in class B which uses storyboard technique. The mean score of the students of class A is 66.09 while the mean score of the students of class B is 82.30. As a further consideration, the students in class A and class B have the same level of English proficiency. The equal level of skill should be taken into primary consideration for it is to prove that the result is valid. Then, it can be surely stated that storyboard technique has helped the students improve their reading comprehension skill, especially for the narrative text.

CONCLUSION

Story board technique which is implemented in this study is proven to be able to help the students have a better comprehension in understanding a reading text that also leads to gaining better learning outcome which is shown in the students’ test result. The technique facilitates the student to explore their creative imagination by optimizing their senses to visualize the story into a picture. Besides measuring their

reading comprehension skill, it also stimulates their creativity in exploring their imagination by creating something in their mind into something visual. Of course this is not the only effective method in teaching reading comprehension subject, it is expected that there will be some more interesting and challenging methods that can be used to help teachers transfer knowledge to the students.

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Translation Technique and Quality In The Article Entitled “Jamu: Traditional Indonesian Herbal Medicine” Produced by Online Service Translate

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Abstract- This research belongs to qualitative descriptive research with research object in the term of health article entitled "Jamu: Traditional Indonesian herbal Medicine". In this study discussed the techniques and quality of translation generated through online translation services such as Google Translate and Sederet Translate. Research focuses on the quality of translations produced, as not all online translation services produce accuracy, acceptability, and readability. The background of this research is the researcher took this research was to compare the quality of the translation produced by the online translation engine. In each translation, a translator must have certain strategic prerequisites to produce accurate, acceptable and high readability of the translation quality, thus that the target reader will not get any misunderstanding in receiving the message. While on the other hand, the online translation machine service does not put forward in terms of readability, there are even words that are untranslatable, on the other hand on online translation rely on all the translation process only on the machine. It does not involve raters in assessing the quality of translation. However, in an era that has been more advanced in terms of technology, many service users prefer online translation services as one of the fastest alternative in solving the translation problem. Therefore, it is necessary to hold an in-depth study on the quality of translations produced, hence in this study can provide an overview for users of online services to the quality of translation produced.

Keyterms: Online service translation, Technique, Quality of translation

I. Introduction

In history, translation has experienced a very rapid development, along with the development of technology that is increasingly rapid and sophisticated. While humans have limited energy, mind, memory, and emotion. For this reason, translation technology is developed. For some people, all the computer programs that can be used to help with translation are Machine Translation Tool. It is helpful for translators and lay people who want to translate both in the academic world (the theory) and in the industry (practical), Machine Translation (MT) Tool and Computer

Assisted Translation (CAT) Tool is one form of translation software.

Machine Translation Tool is software that serves to replace a human in translating the source language text into target language text. Human intervention is not necessary when the translation process is done (maybe limited to a few mouse clicks) because all the processes have been programmed before. Computer-assisted translation (CAT) is computer software used to assist translators in terms of providing translation memory, spell checking, grammar checks, etc. This translation software helps store translation memory into the system, so translating the same word or phrase then CAT tools will show it to the translator automatically. The advantage of this software is to supports multiple languages and even no limitations.

Besides translation software, there are also online translation services such as Google Translate, Tradukka, Sederet Online Translation, Nice translation, where only Wi-Fi access or internet connection is required and users can easily access and open one of the online translation services.

As in the above discussion, with the rapidly growing technology, then everyone can easily translate quickly, easily and inexpensively. But technological sophistication also has flaws and weaknesses, one of which is the quality of the translations produced. In this study will discuss two important issues regarding online translation services both in terms of translation techniques and the resulting translation quality. While the object of research taken from an article in English entitled "Jamu: Traditional Indonesian Herbal Medicine". Google translate and Sederet online translation is one of the selected online applications, as many users and translators use this online app to help them translate.

II. Literary Review

In the process of translation, translators usually use some procedures to solve the specific translation problems. There have been overlapping terms to refer to the procedures, reviewed and revised by Molina and Albir's

(2002) to get a better classification consistent in its application and were meant to reach all kinds of texts. Molina and Albir proposed the term 'translation technique' and defined it as "a procedure for analyzing and classifying an effort to achieve translation equivalence". According to Molina and Albir (2002: 510-511), there are 18 kinds of translation techniques, namely: 1) Adaptation, 2) Amplification, 3) Borrowing, 4) Calque, 5) Compensation, 6) Description, 7) Discursive Creation, 8) Established Equivalence, 9) Generalization, 10) Linguistic Amplification, 11) Linguistic Compression, 12) Literal Translation, 13) Modulation, 14) Particularization, 15) Reduction, 16) Substitution 17) Transposition, and 18) Variation.

Beside the analysis of translation techniques, the researcher also conducted the analysis on the quality of translation. In relation to this variable, some concepts of translation quality were used to support the analysis. Translation quality assessment is very important in order to know the quality of translation itself. Translation quality assessment has long been a serious concern for translation experts. Several ways of assessment have been proposed by Nida & Taber (1982); Brislin (1976), House (2001; 2015), and Nababan (2004). It is seldom to be discussed about the proposed method has weaknesses because it is only based on the reader's response (House 2001, 2015), so there is no known connection between the original text and the translation (ibid, 245). Meanwhile, Machali (2000: 115) asserts that the translation quality assessment should follow the principle of validity and reliability. Later, Nababan (2004) proposed that this translation quality assessment be associated with the accuracy of message transfer and the level of readability of the target text. Furthermore, in 2012, based on the results of development research, Nababan, Nuraini and Sumardiono proposed 3 criteria of translation quality that is accuracy, acceptability, and legibility are met with greater composition on accuracy (Nababan, Nuraeni, & Sumardiono, 2012). Based on the theory that have been discussed, translation quality assessment must cover accurate (accuracy), natural (acceptability), and clear (readability).

III. Methodology

The focus of this study is to investigate the translation technique and translation quality in the article produced by online services (Google Translate and Sederet Online translation). The research used descriptive-qualitative approach with case study design for single case. The data used in this research was an online article entitled "Jamu: Traditional Indonesian Herbal Medicine". Objective data was collected using a selective note taking technique (criterion-based selection). While affective data collected through the provision of questionnaires to informants with interviews. There are three types of questionnaires used, namely: (1) Accuracy Rating Instrument to measure the accuracy of message messages, (2) Acceptability Rating Instrument to measure the acceptability level of translation,

and (3) Readability Rating Instrument, to measure the level of translation legibility.

IV. Discussion

A. Technique of Translation

In this study there are six translation techniques used, such as the use of Amplification techniques, Established Equivalent, Literal, Transposition, Borrowing, Reduction, and Discursive Creation. Here is the presentation of data about the use of translation techniques on articles produced by Google Translate and Sederet Online:

Table 1: Translation Technique for Google and Sederet

No	Technique	Google Translate	Sederet Online
1.	Amplification	-	6
2.	Established Equivalent	11	-
3.	Literal	22	20
4.	Transposition	-	2
5.	Borrowing	4	7
6.	Discursive Creation	4	6
	Total	45	41

In the use of translation techniques, each data in the form of one sentence is also contained not only one technique but some of them use two techniques at once.

1.1. Discursive Creation

Discursive Creation is a technique that replaces a term or expression with a description of its form or/and function. For example in the data number 13 for Sederet Online produced:

SL: There's even a special package of postnatal jamu that can be easily found over the counter

TL: *Di sana bahkan sebelum dan sesudah melahirkan paket khusus jamu yang dapat dengan mudah ditemukan over the counter*

In the above data, the term postnatal is translated into *sebelum* and *sesudah* childbirth. While the term post natal is the postpartum period, the period after pregnant women give birth. Not only is there discursive creation technique but there is also borrowing technique, this technique is found in over the counter source language which then not translated into target language, mean the over the counter according to medical term is a kind of medicine that does not require prescription from doctor.

1.2. Amplification

Amplification (Addition) is a technique that conveyed details that are not formulated or stated in SL. It can be either information or paraphrasing explicitly. It is same with addition or gain. It also can be called grammatical expansion for clarity of meaning. For example in the data number 24 produced by Sederet Online:

SL: *Jamu Kunci Suruh* (betel *jamu*)

TL: *Suruh sirih jamu kunci (jamu)*

In the above data there is addition of the word *sirih* which has the same meaning of the word order. From the above translations Sederet adds a word that makes the target language ambiguous but can still be captured and understood

1.3. Established Equivalent

It is a technique that use term or expression which is recognized (in dictionary or language in use and everyday use) as an equivalent in the TL. It is used to refer to cases where language describe the same situation by different stylistic or structural. For example in the data number 30:

SL: Usually consumed by breastfeeding mothers to improve the production of breast milk

TL: Biasanya dikonsumsi oleh ibu menyusui untuk meningkatkan produksi ASI

In the source language the word breast milk is translated into ASI, an abbreviation of *Air Susu Ibu*. ASI translation is more acceptable to the target language.

1.4. Literal

It is a technique that translates a word or an expression in word for word. The SL is translated literally, and focuses on the form and structure, without any addition or reduction into TL. One of the data discussed in data number 29 produced by both of online services:

SL: *Jamu Uyup-uyup*

TL: *Jamu Uyup-uyup*

There are no changes both in terms of word count and also the grammatical structure of sentences. This technique is a technique often used on Google and Sederet in translating the source language into the target language.

1.5. Transposition

Transposition is a technique that changes a grammatical category in relation to the source language. This technique same with shift (in category, structure and unit shift, such as changing singular to plural, position of adjective, changing the word class or part of speech). It is discussed in data number 5 produced by Sederet Online:

SL: Despite its popularity throughout Indonesia, *jamu* is more prevalent in Java

TL: *Di seluruh indonesia meskipun pihaknya popularitas, lebih cocok di jamu adalah jawa*

There is a shift in the target language of adverb. The conjunction *though* is placed after the adverb on the target language, which results in a grammatical error in the order of the target language in Indonesian. Furthermore the resulting sentence becomes confused and less acceptable.

1.6. Borrowing

Borrowing is a technique that takes a word or expression straight from another language. It can be copied, reproduced, translated/changed in TL exactly as in SL. When an expression or a word is taken over purely in TL (without change), it is called pure borrowing. In naturalized borrowing, it can be naturalized to fit the spelling rules in the TL (with changing). The data can be looked in the data number 3 produced by Sederet online:

SL: However if you live in apartment complex, you might never see her

TL: however jika kau tinggal di kompleks apartemen, Anda mungkin pernah melihat dia

The conjunction of 'However' in the target language is not translated in accordance with the target language. Sederet does not translate and still uses the conjunction 'however' on the target language.

B. Quality of Translation

From the results of the study, it can be concluded that the quality of translation produced by Google Translate better than the quality of translation produced by Sederet Online, the following data obtained in terms of Accuracy, acceptability and readability produced by Google and Sederet online services:

Tabel 2: Translation Quality for Google and Sederet

No	Quality of Translation	Google Translate	%	Sederet Online Translation	%
1.	Accurate	29	11,31	11	7,41
2.	Less Accurate	9	3,51	10	3,9
3.	Inaccurate	1	0,39	18	7,02
4.	Acceptable	29	11,31	10	3,9
5.	Less Acceptable	10	3,9	10	3,9
6.	Unacceptable	-	-	19	7,41
7.	Readable	26	10,14	26	10,14
8.	Less Readable	12	4,68	12	4,68
9.	Unreadable	1	0,39	1	0,39
	Total data	39 data		39 data	

Translation quality assessment must cover accurate (accuracy), natural (acceptability), and clear (readability). Below the description of translation quality in each term as follow:

a. Accuracy

In accuracy aspect, it covers three criteria, they are:

1. Accurate

In the article found 29 accurate data for Google Translate and 11 accurate data for Sederet Online. Google generates more accurate translations than the A row. This is because Google is more likely to use the Established equivalent technique so that messages are delivered more accurately and in accordance with the target language. Examples can be seen from the quality of Google's translation by using the established equivalent technique:
SL: Sound fascinating, right? If you need some alternative medicine to cure a disease or just simply to maintain your health, you may try these jamu.

TL: Kedengarannya menarik, bukan? Jika Anda memerlukan obat alternatif untuk menyembuhkan penyakit atau hanya sekadar menjaga kesehatan Anda, Anda dapat mencoba jamu ini

From the above discussion, Google applies the concept of correspondence leads to the correspondence of content and messages conveyed to the target language. It is used to refer to cases where language describe the same situation by different stylistic or structural.

2. Less Accurate

There are 9 and 10 data accurate for Google and Sederet. In the case of Google, literal techniques often cause the quality of translation to be less accurate, whereas in Sederet the use of amplification techniques by adding information makes the sentence in the target language ambiguous and the message conveyed becomes less accurate.

SL: Usually Jamu Galian Singset comes in the form of pills or capsules

TL: Biasanya jamu galian singset datang kelak dalam bentuk pil atau kapsul

In the target language there is an addition of the word 'later' which should not be used or added in the target language, thus reducing the quality of the translation in the target language

3. Inaccurate

There is only 1 inaccurate data on translations generated by Google whereas inaccuracies in the translations there are 18 data where the data almost have an equation with less accuracy ie the use of amplification techniques that make the message delivered inaccurate and incompatible with the source language.

SL: Either jamu gendong or jamu hawker stalls, both of them will provide you with this unique traditional herbal medicine

TL: Baik jamu gendong atau warung jajanan jamu , kedua taman surga itu kami beri minum kamu dengan pengobatan herbal tradisional yang unik ini

In the phrase 'both of them' are translated into the target language into 'kedua taman surga'. Messages are not conveyed to the target language due to the use of amplification techniques, the addition of information in the form of a 'taman surga' which makes the quality of the translation inaccurate.

b. Acceptability

In acceptability aspect, it covers three criteria, they are:

1. Acceptable

The term acceptance refers to whether a translation has been disclosed in accordance with the rules, norms and cultures that apply in the target language or not. There are 29 data for Google and 10 data for Sederet entered into acceptable data.

SL: For teenage girls it is kunyit asam (tamarind and turmeric jamu) to cure menstrual cramps

TL: Untuk remaja perempuan itu adalah kunyit asam (asam jamu dan kunyit) untuk menyembuhkan kram menstruasi

In the target language, massage delivered using established equivalent technique, thus make sound in the target language naturally.

2. Less Acceptable

Google and Sederet both have the same amount of data in terms of less accurate. This is due to the use of literal techniques that do not pay attention to the grammatical arrangement of the target language, as in the following example:

SL: Jamu is still believed as an important remedy for any kind of diseases

TL: Jamu masih dipercaya sebagai penting obat untuk segala jenis penyakit

In the target language Sederet does not pay attention to the rules of target grammar ie Indonesian language. Thus there is a shift in the important grammatical arrangement of drugs that should be 'obat penting' and make the quality of the translation less accurate.

3. Unacceptable

There is no unacceptable data on Google translation but there are 19 data entered into unacceptable data for translations generated by Sederet. This can be seen from the example below:

SL: A 2011 study by Virginia Tech's Department of Food Science and Technology on the soursop tree—whose leaves are used to relieve arthritis in Indonesia—found evidence that extracts from soursop fruit inhibit the growth of human breast cancer

TL: Sebuah 2011 studi oleh virginia teknologi dinas ilmu makanan dan teknologi pada sirsak pohon daun yang digunakan untuk meringankan arthritis di indonesia

menemukan bukti bahwa ekstrak dari soursop manusia buah menghambat pertumbuhan kanker payudara.

The translations produced are not natural and in many cases will be difficult to understand. The literal technique makes the translation quality in Sederet produce an unacceptable translation because the message is not conveyed and does not use the rules in the target language.

c. Readability

In readability aspect, it covers three criteria, they are:

1. Readable

Readable is natural and easy in translation can be read by the target readers, and the influenced for the reader understands of the context. Both of Google and Sederet have same data, there are 26 data included readable quality, for example:

SL: Traditional jamu is also known to cure cancer

TL : *Jamu tradisional juga dikenal untuk menyembuhkan kanker*

Using proper literal translation techniques produces accurate and acceptable translations in case the messages conveyed are readable and understood by the target reader.

2. Less Readable

Same with readable data, both use a literal technique that is not appropriate so that the translation results feel ambiguous and the target reader is less able to catch the message delivered. The following is a less readable discussion found in the data:

SL: Several alkaloids found in Madagascar Periwinkle are also proved to increase the survival rate of children with leukemia, and turmeric is being looked as a treatment for Alzheimer's.

TL: *Beberapa alkaloid ditemukan di madagaskar periwinkle juga membuktikan untuk meningkatkan kelangsungan hidup anak-anak yang terkena leukemia, dan kunyit sedang tampak sebagai pengobatan untuk penyakit Alzheimer*

In the quality of the Sederet translations, there is a shift of meaning conveyed, it should be '*dan kunyit dijadikan sebagai pengobatan untuk Alzheimer*'.

3. Unreadable

There is only one data for both online translations above, this is due to the use of existing borrowing techniques on Google while the amplification technique on Sederet.

SL: Either jamu gendong or jamu hawker stalls, both of them will provide you with this unique traditional herbal medicine

TL: *Entah jamu gendong atau jamu hawker, keduanya akan memberi Anda obat herbal tradisional yang unik ini (Google)*

TL: *Baik jamu gendong atau warung jajanan jamu , kedua taman surga itu kami beri minum kamu dengan pengobatan herbal tradisional yang unik ini (Sederet)*

Borrowing technique in the phrase '*jamu hawker*' makes the translation feel strange and sound strange to the target reader, because the term hawker will be more comfortable when translated into '*penjual keliling*'. While the translations produced by a series of terms used are more familiar to the ears and do not sound natural because the translation is ambiguous and difficult to understand by the target reader.

Conclusion

From the above discussion can be concluded that the quality of translation produced by Google more accurate and acceptable compared with the quality of translation produced by Sederet online translator. For the quality of readability both have the same percentage.

Online translation on the other hand has the advantage of data speed that is translated in addition to low cost and location access provides convenience for the users, it is good for the common people even though a translator. Nevertheless in another side, the quality of the translations generated is not always satisfactory, it needs a more in-depth study and evaluation of the quality of translations produced.

Acknowledgment

Thank you for my husband Guntur Cahyo Purnomo for supporting me in every my step and also my little angles Hafidza Al Khonza Purnomo and Hamzah Al Faruq Purnomo, my beloved mother. You are the best one that given by Allah SWT for me. The last thank for my friends in English Faculty of Surakarta University for the best regard.

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Meeting Students' Needs in Developing English Writing Materials For English Language Department in Higher Education

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Abstract— The purpose of this study is to explore students need in English writing material course. The need analysis contains identification of target needs that consist of necessities, lacks, and wants and identifications of the learning needs that consists of goals, inputs, procedures, leaner role, teacher role, and setting. This study employed a case study research design. Questionnaire, interview, observation and document analysis were the research tools for data collection. Through observing classroom teaching and learning and document analysis, researchers identify whether the materials suit the students' needs. The questionnaire explores students' opinions about the current English writing materials. Furthermore, the data from interview of the teacher is to validate the data of questionnaire and observation. The result shows that many of writing materials used do not address students' needs. Students' prefer learning text types of writing, mastering punctuation, spelling, vocabulary, cohesion and coherence sentences and interesting writing activities related to their real life. In addition, they stated that they lacks of skill in writing genre, structure of genre, developing ideas, and choosing vocabularies while writing. Moreover, they want to improve their academic writing, grammar lesson, writing sentences and paragraph with good grammar, list of vocabularies, and mastering text types. In terms of goals, they expect to study writing for learning genre, discourse, grammar, and graphic features and developing other skills. They prefer to have pictures, authentic material and adapted materials for the input. They need also teaching writing which focuses on structure, objective and genre. Regarding to teachers role, they agree that teacher as controller, organizer and feedback giver. Furthermore, for the students role, they agree that they plan, draft, revise and correction their writing. Finally, they expect to study in pairs and group for doing the task.

Keywords— target needs, learning needs, materials

I. INTRODUCTION

In the field of language teaching and learning, learning materials have been scientifically confirmed as “one of the essential components of language curriculum” (Mishan & Timmis, 2015; Richards, 2001; Tomlinson, 1998). Materials are one of the “variables in foreign language learning”, besides methods, teacher, instruction, sociolinguistic and sociocultural influences of the environment and learners (Mackey, 1970 in Stern, 1991). Instructional materials generally serve as the basis for much of the language input leaners receive and the language practice that occurs in the

classroom. It also commonly accepted that most language teachers use coursebook and that no coursebook can meet the needs and wants of every (or even any) class (Tomlinson, 2010 in (Azarnoosh, Zeraatpishe, Faravani, & Kargozari, 2016). Teacher material development can also be extremely useful as way of helping teachers to understand and apply theories of language learning and to achieve personal and professional development (Tomlinson, 2001). In case of inexperienced teachers, materials may also serve as a form of teacher training.

Teaching material plays important role in the success of teaching and learning in the classroom. Good teaching material is informative (informing the leaner about the target language), instructional (guiding the leaner in practicing the language), experiential (providing the leaner with experience of the language in use, eliciting (encouraging the leaner to use the language, and exploratory (helping the learner to make discoveries about the language). Good material may have an important role to play as they become the ‘de facto’ curriculum. It can become a support for less experienced teachers who have yet to gain in confidence (Cunningsworth, 1995:5). As different learners learn in different ways, the ideal materials aim to provide all these ways of acquiring a language for the learners to experience and sometimes select from. However, the reality is that most commercially produced materials focus on informing their users about language features and on guiding them to practice these features. The publisher is primarily motivated by financial success which aims to produce excellent books which will satisfy the wants and needs of their users but their need to maximize profits makes them cautious and conservative and any compromise with the authors tends still to be biased towards perceived market needs rather than toetads the actual needs and wants of the leaners. Furthermore, Several experts of material developments state that most commercial materials often lack energy and imagination and are sometimes insufficiently relevant and appealing to the actual leaners who use them, only small proportion of good teachers are also good designers of course materials (Tomlinson, 2013). Therefore, Richard (2001: 251) comments that, instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the

classroom". For this reason, in order to achieve intended characteristics, teaching materials should be well developed, considering the context and the needs of the users.

In addition, the importance of materials in language teaching can be seen from the purpose and need of material development (Mishan & Timmis, 2015). They propose five key purposes of material, i.e materials meet a psychological need. Through texts, topics, tasks, visuals, and set of the course, materials can provide motivation for the learner which it is difficult for the teacher to sustain. In the case of set course materials, they give learners and teachers at least a sense of ordered progression and meet their expectation that learning involves materials. Second, materials provide exposure to the language. Teacher are important sources of exposure to the target language. Third, materials are vehicle of information. Materials can provide information about grammar and vocabulary and about the TL cultures and other cultures which may be more accurate and comprehensive than the teacher's alone. Next, materials provide a stimulus for other activities. Materials can elicit an oral or written genres and styles, different accent and so on. The last, materials can act as teacher as teacher education. Materials can provide a good model of practice for teachers, especially if the teacher's book gives a clear rationale for the approach.

Materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation design, production, exploitation and research. Ideally, all of these processes should be given consideration and should interact in the making of language-learning materials. In the context of English language teaching in higher education, these processes are seemed to be neglected. The process of implementing the materials in real setting of English classes are far from ideal especially in matter of making students activeness in the process of teaching and learning. These phenomenon are because of students' expectation and needs are rarely identified to fulfill their exact want to learn English. Teacher have limited time span to prepare concrete materials and lesson plan fulfilling the needs of students. The syllabi have been designed without considering the learners' need. Meanwhile, Nation and Macalister (2010) suggest that the content of a syllabus in a language course should be based on the learners' need. The second reason is many English learning models and strategies were adapted similarly to the first and original setting and situation of the first and second language learners in which English is considered as the native language learners. This limited efforts on adapting and modifying the original concepts of English language strategies into local uses and settings had influenced unsuccessful output of English teaching. In addition, teacher have found themselves with lack of suitable materials for the learners, either because materials are not available or because they do not reflect changes in the curriculum

Moreover, lecturers who design language and literacy syllabi seldom have the resources to systematically collect and analyze relevant data that would enable them to identify the

actual language and literacy task that learners will encounter in the target task and the cultural issues that may need to be addressed to assist students' transition into the workplace, as Richard (2001) states different types of students have different language needs and what they are taught should be restricted to what the need. Furthermore, Hutchinson and Waters (1987) states that the learning based on the learners need would improve the learners motivation and thereby make learning better and faster.

By considering those reasons, this paper intended to find students needs in learning writing skill in English department at tertiary education. More precisely, this study aimed to find the answer of the following research question:

1. What are the needs of the fifth semester of english department students in learning academic writing skill?

II. THEORETICAL FRAMEWORK

A. *Material Development*

An array of definitions on the notion ELL materials has agreed upon the premise that materials refers to anything that teachers use in the classroom for pedagogical purpose, that is to facilitate the learning of language (Tomlinson, 1998, 2001, 2008, 2012, 2013). Materials may be in the form of texts and non-text such as realia and representations, photographs, audiovisual aids, multimedia (Richards, 2001, Tomlinson, 1998, 2001, 2012). Materials can be instructional, experiential, elicitive or exploratory, in that they can inform learners about the language, they can provide experience of the language in use, they can stimulate language use or they can help learners to make discoveries about the language for themselves (Tomlinson, 2013). Textbooks with their accompanying accessories like students' work books, teachers' guide books, audio and video cassettes or compact discs are some of the examples of "created materials" that are developed by institutions (and book publishers) or teachers specially with the intention to be used in language classrooms and are deliberately used to increase learners' knowledge (Tomlinson, 2008). On the contrary "authentic materials" is defined as "Teaching resources that are not specifically designed for pedagogical purposes" (Richards, 2001: 252) or those that are readily available outside the classroom (Tomlinson, 2008). Materials should be organized systematically to describe of the techniques and exercises to be used in classroom teaching.

Material development refers to a twofold definition of theoretical and practical endeavors. The theoretical side of materials development treats it as a field of study that investigate the principles and procedures of the design, implementation and evaluation of language teaching materials. On the practical side, materials development denotes all activities of supplying information about and/or experience of the language in ways designed to promote language learning. These two aspects of materials development are interactive in that the theoretical studies informed and are informed by the development and use of classroom materials (Tomlinson, 2001)

In relation to language acquisition/learning and development, materials may contribute both positively or

negatively on learners. Positively, materials, specifically locally produced ones, promote language acquisition and development by providing a rich experience of different genres and text types. Textbooks “can be a teacher, a map, a resource, a trainer, an authority, and an ideology.” Hence, the textbook can be a major source of cultural elements besides providing linguistic and topical contents which necessarily reflect the ideology inherent in the EFL context of a particular circle. Many local materials do provide comprehensible connections to the culture of the learners (Tomlinson, 1998), which allow them to relate better with the materials and eventually assist them to acquire the language points.

Yet, materials also have some negative effect that they may also inhibited language learning by “preventing learners from achieving affective engagement by presenting them with bland, safe, harmonious texts” (Wajnryb, 1996 as cited by Tomlinson, 1998) and “requiring them to participate in activities which don't stimulate them to think and feel”. Materials also “provide learners with far too much de-contextualized experience of language exemplification and not nearly enough experience of language in fully contextualized use” (Tomlinson, 2008).

Another weakness of locally developed course books was pointed out by (Dat, 2008) that learners may lose interest and creativity in materials containing familiar and predictable content. Furthermore, the selection of content was also an issue when some common cultural features are more favorable than others.

B. Need Analysis

The template is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. For example, the head margin in this template measures proportionately more than is customary. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations. Need analysis refers to the activities to collect the information that will become basis for designing a course which aims to meet the needs. Need analysis is the first steps in course design and it provides validity and relevancy for all subsequent course activities (John, 1991). Besides, Hutchinson & Water (1987 :54) define needs as “the ability to comprehend and/or produce the linguistic features of the target situation”. They identify target needs and learning needs; target needs are the ones that “the learner need to do in the target situation” and learning needs are “what the learner needs to do in order to learn”. Target needs include necessities, lacks and wants. Necessities refers to “the type of needs determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation”. Lacks refers to the gaps between the existing proficiency of the learner and the target proficiency, or the gaps between what the learners knows and necessities and wants are described as “what the learners think they need” (Nation, 2002:2).

In addition, Berwick (1989) and Brindley (1989) attempt to classify needs in different kinds of perspectives on the professional context of learning. Berwick (1989) discusses *felt need* and *perceived needs* and Brindley (1989) talks of *objective* and *subjective needs*. Objective needs tend to be based on facts and may be introduced from outside views, while subjective needs are those that involve the personal perspective of the learner as an individual (Huhta et al, 2013). However, Briendley (1989) makes a further distinction between needs which are process-oriented and those which are product-oriented, where the former are concerned with how the learning is carried out, while priority for the latter is the final outcome of the course. Brindley (1989) and Robinson (1991) consider all factual information about the learner-current language proficiency, language difficulties, use of language in real-life communication situation-to form objective needs, whereas cognitive and affective needs of the learner in language learning-personality, confidence, attitudes, wants and expectation with regard to learning, individual cognitive styles and learning strategies-are considered to form subjective needs. Berwick (1989) defines needs as “a gap or measurable discrepancy between a current state of affairs and a desired future state. Perceived and felt need cover the same ground as objective and subjective needs. Perceived needs are seen as derived by outsiders from facts, from what is known and can be verified, while felts needs are derived from insiders and correspond to cognitive and affective factors (Dudley-Evan & St John, 1998).

Moreover, as starting point for need analysis in ESP, Robinson (1991) view needs in ESP on three different levels: the micro-, the meso-, and the macro-levels of need. The micro-level needs are those that arise from the individual learner. Next, the meso- level deals with those needs that are related to outcomes deemed desirably or necessary to an organization. Finally, the macro- level is the needs of society.

The concept of need analysis has developed through several stages, each of which has shifted and broadened the scope of analysis. Six different concepts of need analysis emerge as follows: (1) Target situation analysis (TSA)/necessities which is concerned with the ultimate purpose to which the language will be put at the end of the course (Robinson, 1991:8). This was the earliest form of need analysis encountered in the early work of the Council of Europe (Trims et al, 1975;Stuart and Lee, 1972/1985), in which the language requirement of the target situation was identified by contemplating, questioning or observing those already in that situation. Such need have also been called learner necessities or objective needs, and they represent the destination of the learner’s language-learning journey. Target situation analysis may operate at various level of detail. Establishing priorities in terms if a various languages (English, German, etc.) (b) Skill in one language (writing, speaking etc.), and situations, functions or tasks (speaking on the telephone); (2) Present situation analysis (PSA)/Lack which considers existing learner knowledge, strength and weaknesses (Robinson, 1991:9). The PSA ascertains the learner’s state of language development at the beginning of language course (Richerich & Chancerel, 1977). Information is sought on the levels of ability, resources and views on language teaching

and learning; (3) Deficiency analysis which estimates the learning gap between present needs and target needs (West, 1997:40). One of the limitations of target situation analysis is that it takes little account of the present state of learner's present language proficiency, and so some method is needed to assess the starting point of language learning journey. Such need have been termed lacks, deficiencies or subjective needs; (4) Strategy analysis which establishes the learners' preferences in terms of learning styles and strategies or teaching method (West, 1997:40). The information about the preferred means of travel (the approaches to learning or teaching) is needed. Strategy analysis, therefore, sets out to seek this information; (5) Means analysis which examines the teaching environment in which the language course is to take place and establish the constraints and opportunities of the course journey and encompasses four main areas (West, 1997:40-41): (a) classroom culture/learner factors (what is or is not possible within a particular educational culture or tradition), (b) staff/teacher profiles (what is or is not possible with the staff available, considering numbers, language proficiency, background, training, etc), (c) status of language teaching / institutional profiles (what is or is not possible given the status of the course within the organization or institution, considering timetable and resource allocation, etc), and (d) change agents/management (an assessment of what innovations are necessary or possible in order to establish an effective program; (6) Language audit which includes "any large scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by or for individual companies, professional sectors, countries or regions" (West, 1994:12). Language audit is much larger-scale operation establishing the program practice of a company or the policy of a ministry. A language audit could and should embrace all the levels of needs analysis namely: (a) the target language to be learnt and possibly the skills priorities within those languages, (b) the current deficiencies in terms of, for example, the proficiency levels of those leaving school and entering the program, (c) an evaluation of current teaching methods and alternatives methodologies available elsewhere, and (d) an assessment of the opportunities provided by an effective program policy and the resource implication of implementing such a policy.

III. RESEARCH METHOD

This study adopted a qualitative approach as it involved the collection and qualitative data analysis. This study belongs to a case study because it focused on a particular phenomenon, situation or event within its real life context (Merriam, 1998:29; Frankel and Wallen, 2007; Silverman, 2005) and concern on "a small scale and a single case" (Bogdan and Biklen, 1998). A single case of this study referred to the issue of need analysis for developing writing subject material. The participants in this research are 23 students English Department Muhammadiyah University of Mataram. Those 23 students are chosen by purposive sampling. This study uses close-ended checklist questionnaire and interview of students for collecting data.

The questionnaire uses to investigate the students target needs (i.e. what the students' needs to do in target situation)

and learning needs (i.e. what the learner need to do in order to learn). The students target needs consist of necessities, lacks and wants and learning needs such as goal, inputs, procedures, teacher role, student role, and setting. The purposes of delivering questionnaire is to know what the students need to do in order to learn. The questionnaire consists of two main parts. Part one consist of 15 close -ended ckecklist target needs questionnaire which described students' necessities, lacks and wants. Part two is list of close-ended checklist statement of students learning needs such as goals, input, procedure, teacher roles, student roles, and setting which consist of 8 statements of students need to do in order to learn. The questionnaire is translated into indonesian language in order to ensure that the subjects clearly understand each item. The writing class teacher will help the students to respond the questionnaire.

The data from questionnaire is analyzed by using descriptive statistics while the fata from intreview is transcribed and subsequemntly categorized and interpreted in a condensed body of information (Alwasilah, 2002). The data analysis conducted is guided by the research questions. Starting with the data organized in the table and presented in form of explanation then moved to analysis and the last verifying the conclusion. The checklist questionnaire was analyzed using Likert Scale proposed by Riduwan (2008). All answers item on the close-ended checklist questionnaire were classified and analyzed into percentage. The calculation of the result was changed into the percentage.

IV. FINDINGS AND DISCUSSION

The data elaborates students' persepectives of target needs such as necessities, lacks and wants and learning needs i.e. goal, inputs, procedures, teacher role, student role, and setting in writing subject classroom.

A. The Students' Target Needs in Writing Class

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1) Necessities

The questionnaire of necessities contained questions which related to the areas of text types in writing classs, text types of writing assignment , needs of mastering writing and needs of understanding writing techniques.

Table 1 perpectives on students necessities in writing skill

Option	Strongly needed	Needed	Not Needed	Strongly Not Needed	Sum
Question number 1: needs of mastering writing					
Mastering the vocabulary of English	19 (83%)	4 (17%)	0	0 (0%)	23 (100%)
Construct sentences into a paragraph in English	16 (70%)	6 (26%)	1 (4%)	0 (0%)	23 (100%)
Understanding cohesion and	14 (61%)	9 (39%)	0	0 (0%)	23 (100%)

coherence in English.					(%)
Question number 2: need of understanding writing techniques					
Understand ways to develop ideas into English writing	0 (0%)	17 (74%)	6 (26%)	0 (0%)	23 (100%)
Make corrections to the draft of writing to other peers	0 (0%)	3 (13%)	15 (65%)	5 (22%)	23 (100%)
Develop ideas through various sources	0 (0%)	11 (48%)	11 (48%)	1 (4%)	23 (100%)

Table 1 shows the students' perspectives on the target needs i.e. necessities in their writing classroom. It displays the need of mastering writing, the responses to the statement "mastering the vocabulary of English" were varied. Students' response were being strongly need (83%), (17%) needed. Seventy percent of students strongly needed construct sentences into a paragraph in English, 26% needed, and 4% not needed. In repond to "understanding cohesion and coherence in English" (61%) reported strongly needed to the statement, and (39 %) needed.

For the question the needs of understanding writing technique "understand ways to develop ideas into English writing" the participants had different ideas. (74 %) needed and 26 (%) not needed. Make corrections to the draft of writing to other peers was viewed '(3%) needed, (65%) not needed, and (22%) strongly not needed. The participants also needed to develop ideas through various sources, (48%) needed, (48%) not needed, (4%) not needed.

The data from questionnaire was strengthened with the interview result which were "it is necessary to master punctuation, spelling, vocabulary, and composing a sentence into a good paragraph. If the punctuation and spelling are mistake, it changes the meaning. It is also necessary to arrange a sentence into a paragraph with good coherence and cohesion ideas". It means that the students really need the writing activity which improve their skill and realize that it was very important for them.

In brief, the response of the students lead to conclusion that majority of the students in this study need mastering vocabulary, construct sentences into paragraph, mastering coherence and cohesion and needs of material learning writing techniques.

2) Lacks

There are five items covered in the questionnaire which intended to judge students' perspective on students lack in writing i.e. ability to do writing assignment of writing class, ability to write in writing class, ability to write text type and difficulties participants have in witing.

Table 2 perpectives on students lacks in writing skill

Difficulties in writing class			
Option	Yes	No	Sum
Dificulties determining topic	10 (43%)	13 (57%)	23 (100%)
difficulty of putting ideas into writing	17 (74%)	6 (26%)	23 (100%)

Difficulty developing ideas into a paragraphs	17 (74%)	6 (26%)	23 (100%)
Has limited English vocabulary	18 (78%)	5 (22%)	23 (100%)
Lack of spelling knoledge	14 (61%)	9 (39%)	23 (100%)
Lack of grammar knowledge	20 (87%)	3 (13%)	23 (100%)

Table 2 demonstrates that most students had difficulties in writing class and the data shows the frequency and percentage of of the responds. From the table it was clear that the participants have difficulties in putting ideas into writing (74%), difficulty of developing ideas into paragraph (74%), has limited vocabulary (78%), lack of spelling knowledge (61%), and lack of grammar knowledge (87%).

It was also stated by some students from the interview result that they had difficulties in learning writing. One of them is "I had difficulties of writing in determining a topic, for example when writing a story, it was quite difficult because it requires concentration, develop ideas into paragraphs, and difficulties of vocabulary skill because of lack practice and reading. Other difficulties are not too good in spelling and grammar because influenced by the Indonesian language, the ability of grammar is also lacking, we must think first whether the grammar true or not before writing"

From the findings and discussion above, the data demonstrate that majority of repondents had difficulties in putting ideas into writing and lack of grammar knowledge. These were similar to the previous studies in the same topic (see Boroujeni and Moradian Fard, 2013, Al-Hamlan & Ahmad Baniadelrahman, 2015).

c) Wants

There are five items covered in the questionnaire which intended to judge students' perspective on students wants in writing i.e. aspects needed in writing class, activities of learning in real life, learning material order, learning sources need, and text types need in writing class.

Table 3 perpectives on students wants in writing skill

Aspect needed in writing class			
Option	Yes	No	Sum
Improvement on vocabulary mastery	23 (100%)	0 (0%)	23 (100%)
Improvement on cohesion, coherence and spelling	20 (87%)	3 (13%)	23 (100%)
Improvement on grammar	23 (100%)	0 (0%)	23 (100%)
Improvement on writing material which stimulate students to write	22 (96%)	1 (4%)	23 (100%)
Improvement on knowledge of academic writing	23 (100%)	0 (0%)	23 (100%)
Improvement on mastering text types	23 (100%)	0 (0%)	23 (100%)

From the table 3, it can be seen that most students preferred on the material that meet their interest. From the

finding, it show that (100 %) of students prefer material which improve their vocabulary, (87%) of students prefer material that improve skill on cohesion, coherence and spelling, (100%) of the students prefer material improve their grammar, (96%) of the students prefer material which stimulate them to write, (100%) of the students prefer the material that improve their knowledge of academic writing, (100%) of the students prefer the material presented for mastering text types.

It was also strengthened by the interview result that the students preferred material which improve their academic writing knowledge, "It is important to know how to develop ideas, know the structure of text, introduction, body, and conclusion part of text. Then it is also important to study organization, grammar, mechanics, and spelling of text).

In brief, from the result of the questionnaire items in the category of wants of target needs in learning writing, it reported that most of the students need to be guided with the material that they most need in writing class.

B. The Students' Learning Needs in Writing Class

a) Goals

There are two items covered in the questionnaires of goal items which intended to judge the learning model that students should learn in writing class and the learning skill should be improved in writing classroom.

Table 4 perpectives on students goals in writing skill

Learning model that students should learn in writing class			
Option	Yes	No	sum
Genre; the right schematic structure of text so that the information loaded successfully reaches the reader.	21 (96%)	1 (4%)	23 (100%)
Discourse; with regard to one unity of meaning in the writing which can be seen from cohesion and coherence of text	18 (78%)	5 (22%)	23 (100%)
Grammar; relating to all elements of sentence structure, the subject's agreement with verbs, passive-active phrases, and so on	23 (100%)	0 (0%)	23 (100%)
Graphic features; with regard to punctuation, spelling, text presentation (left-right margin) and others	19 (83%)	4 (17%)	23 (100%)

From the table 4, it showed the learning model that students should learn in writing class. From the finding, most students preferred on the material which is in line with the right schematic structure of genre (96%), discourse (78%), grammar (100%), and graphic features (83%).

The model of learning in writing classroom was also emphasized by some students in interview results, as represented by students comment "Learning model in the class should teach the text types to make the writing more directed, and not mixed with other types of text. After learning text types I can distinguish among narrative text, exposition, and so on. It is also important to learn the grammar, coherence,

cohesion, discourse and punctuation. It could be concluded that the students need to learn text types, discourse of text, grammar, cohesion and coherence of text. In brief, most of the students need learning model that studens should learn in writing class dan the material that can improve their writing, speaking and listening skill.

b) Inputs

There is one item covered in the questionnaire of goal item which intended to judge the version of English text that students like to read before doing writing activities.

Table 5 perpectives on students input in writing skill

Version of English texts that you like to read as an input before doing writing activities					
Option	Strongly liked	Liked	dislike d	Strongly disliked	Sum
Authentic, the original text written by the English native speaker without any changes	7 (30%)	12 (52%)	4 (17%)	0 (0%)	23 (100%)
Altered, the text has changed according to the situation.	6 (26%)	14 (61%)	3 (13%)	0 (0%)	23 (100%)
Adapted, the text that has been changed to simpler	6 (26%)	16 (70%)	1 (4%)	0 (0%)	23 (100%)
Minimal, text designed by lecturers for learning activities without any effort to make the text more natural	5 (22%)	12 (52%)	6 (26%)	0 (0%)	23 (100%)

Asking about version of English text that students' like to read before doing writing activities, there were (52%) of the students prefer authentic text written by English native speaker, (30%) strongly liked and (17%) disliked. Responding to the altered text, the text changed according to the situation (61 %) reported liked, (26%) strongly liked and (13%) disliked. Adapted text viewed (70%) liked, (26%) strongly liked, (4%) disliked. Intrestingly, reading minimal text which designed by lecturers for learning activities was viewed (52%) liked, (22%) liked, and (26%) disliked.

Concerning to material the students want to have and version of English text they like to read before writing activities in the classroom, all students expressed their supporting opinions that they need material in line with articles, picture and essay that is useful for their thesis writing. They were also interested to learn writing from the authentic text such as advertisement, articles and etc. Interesting comments from the interview results were the ones articulated by the students. They noted that "In term of writing material, we were prefer to be taught using the concept map, the discussion would be more complete from the title, drafting until revision. We were also interested learning using picture which could make students have better understanding"

In brief, it can be summarized that the participants had positive views on the input in their writing classrooms for having reading authentic, altered, adapted, and minimal text in writing class.

c) Procedure

There is one item covered in the questionnaire of procedure item which intended to judge the kinds of writing activities that enable students to have writing skill.

Table 6 perspectives on students procedure in writing skill

Kind of Writing activities will enable you to have writing skills					
Option	Strongly possible	possible	Not possible	Strongly Not possible	Sum
Learning writing which focus on the structure of the language in the text	8 (35%)	14 (61%)	1 (4%)	0 (0%)	23 (100%)
Learning writing which focus on the aims of writing text	11 (48%)	12 (52%)	0 (0%)	0 (0%)	23 (100%)
Learning writing that focuses on the topics to be written	11 (48%)	11 (48%)	1 (4%)	0 (0%)	23 (100%)
Learning writing that focus the process of text composition	6 (26%)	14 (61%)	3 (13%)	0 (0%)	23 (100%)
Learning writing which focus on the types of texts to be written	9 (39%)	13 (57%)	1 (4%)	0 (0%)	23 (100%)

Table 6 showed the possible and strongly possible need of students on kind of activities which enable them to have writing skill. As can be seen in the table, most students preferred on the material that learning writing which focus on structure of the language in the text (61%), learning writing which focus on the aims of the writing text were also rated possible (52%), learning writing that focuses on the topics to be written (48%), learning writing that focus on the process of text composition (61%), and learning writing which focus on the types of text to be written (57%).

The procedure of learning in writing classroom was also emphasized by some students in interview results, as represented by students comment “ It is important to have writing material which focus on grammar, such as have eaten, is eating, and ate yesterday, that have very different meanings in English. It is also important to write lessons that focus on the purpose of writing the text. I prefer to write self-story, real life topics, and the current topics. Besides it is necessary to

study the types of texts, it is confusing if too many types of texts are learned). In sum, the finding of this section indicate that they need kind of writing activities that will enable to do writing.

d) Teachers' Role

There is one item covered in the questionnaire of teachers' role item which intended to judge the roles of writing teacher in activities of learning writing.

Table 7 perspectives on teachers' role in writing skill

The role of writing teacher that you expect in activities of learning writing					
Option	Strongly agree	agree	disagree	Strongly disagree	Sum
Controller during the learning activities	15 (65%)	8 (35%)	0 (0%)	0 (0%)	23 (100%)
Organizer of learning activities in the classroom	9 (39%)	13 (57%)	1 (4%)	0 (0%)	23 (100%)
Collaborator of task completion	6 (26%)	16 (70%)	1 (4%)	0 (0%)	23 (100%)
Information provider for learning sources	11 (48%)	11 (48%)	1 (4%)	0 (0%)	23 (100%)
The feedback giver in the writing activity of the text to be written	12 (52%)	11 (48%)	0 (0%)	0 (0%)	23 (100%)
Assessor for the performance of the learner both in process and product writing	12 (52%)	11 (48%)	0 (0%)	0 (0%)	23 (100%)
Facilitator to maximize the potential of the learner	13 (57%)	9 (39%)	1 (4%)	0 (0%)	23 (100%)

As table 7 indicates, most of the students rated positive on teacher as controller during the learning activities (65%) and collaborator of task completion (70%). More than half of the respondents prefer teacher as organizer of learning activities in the classroom (57%), information provider for learning sources (48%). This rating was followed by teacher as the feedback giver in the writing activity on text to be written (52%), assessor for the performance of the learner both in process and product writing (52%), facilitator to maximize the potential of the learner (57%) respectively.

Turning to teacher roles of learning in writing classroom, it was indicated that teacher's role was essential in writing classes. As represented by two students comment “When the lecturer gives the assignment, I want the lecturer to revise the mistake in our writing, telling how to write a correct

organization of text, explain the appropriate grammar, giving information how to write the correct sentence, and the coherence and cohesion of messages within the text. Lecturers are more detail correcting the student's writing so that no more mistake in the text. We also desire lecturers who provide many references from overseas and other important source of learning resources, lecturers who control the class, lecturers who can manage the class, cooperate with students, and provide information of learning resources". It is in line with Harmer (2007) who state that one of the role of teacher is when teacher acts as controller, they are in charge of the class and of the activity taking place and are often leading from the front..In sum, the finding of this section indicate that they need variety of roles of teacher within classroom which facilitate their learning.

e) Students' Role

There is one item covered in the questionnaire of students' role item which intended to judge the students' role in writing class.

Table 8 perspectives on students' role in writing skill

Question number 1: students' roles in writing class					
Option	Strongly Agree	Agree	Disagree	Strongly Disagree	Sum
Planner writing text	5 (22%)	15 (65%)	3 (13%)	0 (0%)	23 (100%)
The author of the draft	6 (26%)	13 (57%)	4 (17%)	0 (0%)	23 (100%)
Revised draft of writing	4 (17%)	12 (52%)	7 (30%)	0 (0%)	23 (100%)
Corrector of manuscript	3 (13%)	10 (43%)	10 (43%)	0 (0%)	23 (100%)
Presenter in the performance of the written manuscript	5 (22%)	11 (48%)	7 (30%)	0 (0%)	23 (100%)

Table 8 revealed the results of undergraduates' rating the students' role in writing skill. More than half of the respondents (65%) reported agree students' role as planner of writing text. This area was closely followed by students as the author of the draft (57%), as revised draft of writing (52%), corrector of manuscript (43%), and presenter in the performance of the written manuscript 48%). The students' role of learning in writing classroom was also emphasized by some students in interview results, as represented by students comment "I agree that students' role as text planner, arranging writng draft, revisen text and as presenting text that have been written". It could be concluded that the students need to learn text types, discourse of text, grammar, cohesion and coherence of text.

f) Setting

There is one item covered in the questionnaire of setting item which intended to judge the classroom situation that the students expected in writing class activities.

Table 9 perpectives on students' setting in writing skill

Question number 1: What kind of classroom situation do you expect to do in the activities of the Writing class?					
Option	Strongly expected	expected	Not expected	Strongly Not expected	Sum
Learning by not dependent on others	11 (48%)	8 (35%)	4 (17%)	0 (0%)	23 (100%)
Students work on their own	7 (30%)	13 (57%)	3 (13%)	0 (0%)	23 (100%)
Learning in pairs	6 (26%)	11 (48%)	6 (26%)	0 (0%)	23 (100%)
Learning in small group	9 (39%)	12 (52%)	2 (9%)	0 (0%)	23 (100%)
Learning in large group	5 (22%)	7 (30%)	11 (48%)	0 (0%)	23 (100%)

As Table 9 indicated, most of the respondents rated positive in terms of kind of classroom situation they prefered in the activities of learning writing. From the table, it was clear that (48%) of the participants expected learning by not dependent on others, more than half of respondents (57%) reported students' expected work on their own. Learning in pairs also rated as expected (48%), learning in small group (52%). Further, (48%) of the participants disclosed that they did not prefer learning in large group.

The value of setting in the classroom was also emphasized by some students, as represented by students comment "I don't like being not dependent leaner, I love to learn in pairs if the task given by teacher is difficult"

V. CONCLUSION

Need analysis is an important stage in developing English as a foreign language teaching materials which is appropriate with the leaners characteristics and leaners needs. The result of the needs analysis questionnaires and interview shows that students have positive attitude toward their target needs and learning needs. Regarding to target needs, majority of the students need to learn number of text types in English, strongly need text that express arguments and to refute an issue, mastering vocabulary, construct sentences into paragraph, mastering coherence and cohesion and needs of material learning writing techniques. They have difficulties in putting ideas into writing and lack of grammar knowledge. Furthermore, most of the students prefer on material that meet their interest which improve their vocabulary, skill on

cohesion and coherence, grammar, knowledge on academic writing, mastering text types, real life learning activities and learning with a lot of sources.

Concerning to the learning needs, most students were preferred on material which is in line with schematic structure of text type, discourse, grammar and graphic features. Regarding to the input needs, they need materials that could help them write articles, essay and help them to write thesis. They were also preferred authentic text as material for reading before writing activities in the classroom. Most students preferred on the material that learning writing focus on structure of the language in the text, focus on the aims of writing text, focus on the topic to be written, focus on the process of text composition and learning which focus on types of text to be written. Teacher rated positively as controller, collaborator of task, organizer of learning activities, provider of learning sources, feedback giver and assessor for the performance of the learner and facilitator to maximize the learner. In addition, asked about students' roles, most of students have positive response that students as planner of writing text, writer of draft, revised draft, corrector of manuscript and presenter of text manuscript. Students rated positively on the classroom situation, they expected learning by not dependent on others, learning in pairs, learning in groups and they did not prefer learning in large group.

Based on the conclusion, it is highly recommended that there will be a model of teaching material of academic writing which is appropriate with the students needs, characteristics, curriculum and purposes of English department students of Muhammadiyah University of Mataram, West Nusa Tenggara Indonesia.

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Item Characteristics on Pro-TEFL Listening Section of Center for Language Development UNY

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Abstract— A good test should be proven theoretically and empirically. A test is considered as a good one if its items have an appropriate content, language and construct based on theoretical analysis. Besides, the empirical analysis on the test items need to do in order to describe the quality of the test. Empirical item analysis can be done based on the framework of Classical Test Theory (CTT) and Item Response Theory (IRT). This study analyzed empirically the test item characteristics based on the 1 parameter logistic (1-PL) IRT framework. The items were analyzed based on the difficulty indices. Before analyzing the test items, assessment on IRT assumptions was done; unidimensionality and local independence. The data were gathered through testing. The responses from 334 test takers on 50 items of listening section on Pro-TEFL test administered by the Center for Language Development Yogyakarta State University (UNY) were used as empirical data. The assessment on IRT assumptions (unidimensionality and local independence) was done by using Factor Analysis which was assisted by SPSS for windows program. The item parameter (the difficulty index) was estimated by using Program R. Results showed that the assessment on IRT assumptions can be fulfilled. Then, the analysis of item characteristics was done to estimate the item parameter based on the 1-PL IRT model. Based on the analysis on the difficulty index, there were 2 items that were considered as poor items because the difficulty indices are more than +2 and they are considered as too difficult items.

Keywords—item characteristics; test; IRT; item parameter

VI. INTRODUCTION

The TOEFL is a standardized test to measure examinee' ability to use and understand English at the university level. The test is developed for non-native speakers who want to study in English

language countries, especially in the United States. Since the test is designed for academic purposes, it evaluates how well examinees combine their reading, listening, speaking and writing skills to perform academic tasks. In Indonesia, this test is used by several parties; students planning to study at a higher education institution, English-language learning program admissions and exit, scholarship and certification candidates, and English-language learners who want to track their progress.

Proficiency Test of English as a Foreign Language (Pro-TEFL) is a test to measure the examinees' English proficiency which is developed by the Center for Language Development Yogyakarta State University (UNY). This test is considered equal with the TOEFL. So that, the Pro-TEFL score can predict the TOEFL score. Students who graduate from this university should obtain specified Pro-TEFL score, to warrant their English proficiency. The TOEFL and Pro-TEFL measure three English language skills; listening comprehension, structure and written expression, and reading comprehension. Pro-TEFL is arranged by 50 dichotomous items for each section and should be finished within two hours.

A good test should be proven both theoretically and empirically. A test is considered as a good one if its items have an appropriate content, language and construct based on theoretical analysis. The empirical analysis on the test items also need to do in order to describe the quality of the test. Empirical item analysis can be done based on the framework of Classical Test Theory (CTT) and Item Response Theory (IRT).

Item Response Theory (IRT) is a theory of measurement, more precisely a psychometric theory. It's a family of statistical model which can be used for demonstrating reliability and validity of measurement. IRT has been developed, during the last decades, as a new measurement system which become an important system to evaluate tests. IRT becomes an important complement of the preceded measurement theory, Classical Test Theory (CTT). One of the shortcomings with CTT is that the item

statistics are sample dependent. This causes problems, especially if the sample on which the pretesting was made differs in some unknown way from the examinee population. In analyzing the test items, CTT tends to test oriented rather than item oriented.

The purpose of this study is to prove the quality of the test items in Pro-TEFL listening section developed by the Center for Language Development UNY. The analysis on the items is done based on the framework of IRT.

VII. ITEM RESPONSE THEORY (IRT)

A. *Concept and Assumptions of IRT*

IRT describes the relationship between a latent trait, the properties of the items, and examinee's answers to the individual items. The examinee response to the test item is typically a mixture of his/her proficiency in the area that the test is covering and the difficulty of the particular item. Item Response Theory (IRT) is a method that attempts to enumerate these examinee and item characteristics in order to calculate the probability of the examinee in answering the item correctly.

IRT rests on two basic postulates: (a) The performance of an examinee on a test item can be predicted (or explained) by a set of factors called traits, latent traits, or abilities; and (b) the relationship between examinees' item performance and the set of traits underlying item performance can be described by a monotonically increasing function called an item characteristic function or item characteristic curve (ICC). This function specifies that as the level of the trait increases, the probability of a correct response to an item increases.

The mathematical models employed in IRT specify that an examinee's probability of answering a given item correctly depends on the examinee's ability or abilities and the characteristics of the item. IRT models include a set of assumptions about the data to which the model is applied. Assumptions of the IRT model that should be hold by the data are unidimensionality, local independence, and parameter invariance.

The unidimensionality is a common assumption of IRT models that implies only one ability is measured by a set of items in a test. This assumption cannot be strictly met because there are several factors affecting test performances; e. g., motivation, test anxiety, tendency to guess the response. Factor analysis can be used to determine the dimensionality (i.e., number of factors) for the item responses in a test. If factor analysis identifies a single dimension (or factor), then the assumption of unidimensionality is met. When the IRT model satisfies the assumption of unidimensionality and local independence, the latent trait estimates are not

test-dependent, and item parameters are not sample-dependent, but model-dependent.

Local independence is another IRT assumption. It is assumed that the examinee's responses to questions are not statistically related to each other, even after the latent trait is taken into consideration or statistically held constant. There are two components in local independence: the first is that only one latent trait is considered; the second is that the response to one question is not contingent on a response to another question.

Another assumption under IRT is invariance in the item parameters and latent trait across different sample characteristics. Under this assumption, the estimation of the item parameters and the latent trait are assumed to be independent of the sample characteristics within a population.

B. *Item Parameter and IRT Models*

There are three mathematical item response models in IRT, depend on how many item parameters are estimated and held constant. The 1-Parameter Logistic (1-PL) IRT model, also called the Rasch model, holds the item discrimination constant so only the item difficulty (b) is estimated. The 2-PL IRT model, estimates both the item discrimination (a) and the item difficulty (b). The 3-PL IRT model estimates the item discrimination (a), item difficulty (b), and the guessing (c) parameter.

All of the models contain one or more parameters describing the item. A given item response model may or may not be appropriate for a certain set of test data. It means that the model may not adequately predict or explain the data. To determine which model is fit to the data, we need to assess model-data fit before estimating the item parameters.

The item discrimination parameter allows for determining how well items identify examinee at different levels of the latent trait. The item discrimination parameter is also called the slope parameter, with steeper slopes at a particular ability level offering better discrimination than less steep slopes, as depicted on the ICC. The estimated item discrimination parameter for item i is denoted by the symbol a_i . The theoretical range of values for a_i range from $-\infty$ to $+\infty$; however, items with negative values of a_i are considered problematic because they suggest that respondents with increasing levels of the latent trait are less likely to endorse more severe response options. This could potentially occur if the item poorly discriminates between those with high and low levels of ability or if there was a coding error producing an illogical relationship.

The term item difficulty is used to describe how difficult it is to achieve a 0.5 probability of a correct response for a specific item given the

respondent's level of the latent variable (ability). Therefore, the more difficult it is for a student to have a 50% chance of correctly answering an item, the higher the ability level needed to achieve this goal. Item difficulty of item i is denoted by b_i . The theoretical range of values for b_i range from $-\infty$ to $+\infty$; however, the difficulty of a good item ranges from -2 to +2. Students with low ability may guess correctly on a multiple choice test item, which would be accounted for by the guessing or *pseudoguessing* parameter (c_i). The *pseudoguessing* parameter of a good item is no more than $1/k$, where k is the number of the choices.

As what has been stated before, the mathematical models employed in IRT specify that an examinee's probability of answering a given item correctly depends on the examinee's ability or abilities and the characteristics of the item. Based on this postulate, the probability of an examinee to respond an item correctly can be estimated by different formula for each IRT models.

C. Item Characteristic Curves (ICC)

The item characteristic curves (ICCs) are graphical depictions of the relationship between the measurement properties of the person and of the items. They are useful tools for visualization and interpretation of the items in the scale. The ICC is an estimate of the probability that an examinee will endorse a particular response option.

VIII. METHOD

This study analyzes empirically the characteristics of items on Pro-TEFL listening section of Center for Language Development UNY. The data were 334 examinee responses on 50 items which were gathered by testing. The items correct responses were denoted by '1', while the wrong responses were denoted by '0'. Having the dichotomous data, the analysis were done through the following steps; (1) assessing the IRT assumptions, (2) determining the model analysis by assessing model-data fit, (3) estimating item parameter, and (4) analyzing the quality of the items based on the specified parameter.

The first step is the assessment of IRT assumptions. The unidimensionality of the data were assessed by the *factor analysis* to find how many factor(s) measured by the test. The factor analysis was done by using SPSS program for windows. The next step is assessing model-data fit to determine which model can explain the given data adequately. The assessment of model-data fit was done by calculating the *Bayesian Information Criterion* (BIC) which was assisted by program R. Having the appropriate model, the item parameter then was estimated based on the fit model. Estimating the item parameter was assisted by *program R*. The last step is analyzing the quality of the items based on the given parameter of the specified IRT model.

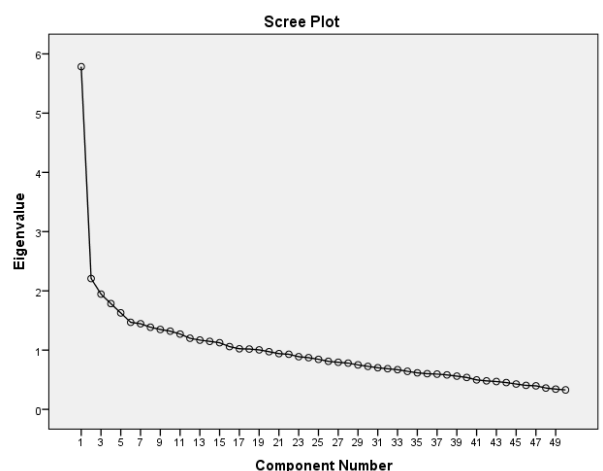
IX. FINDINGS

A. Assessment of IRT Assumptions

There are three assumptions that should be hold by IRT, namely uni-dimensionality, local independence, and parameter invariance. The results of the IRT assumption testing are described as follows.

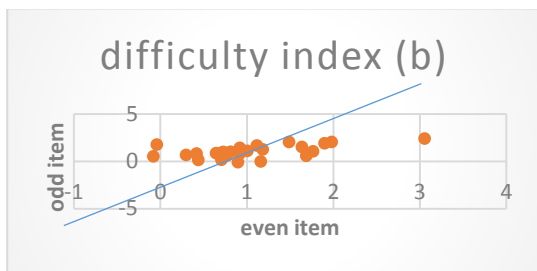
The unidimensionality is the most widely used assumption to the IRT models. It implies that only one ability is measured by the items making up the test. Local independence implies that when the abilities influencing test performance are held constant, examinees' responses to any pair of items are statistically independent. In other words, after taking examinees' abilities into account, no relationship exists between examinees' responses to different items. These two assumptions can be tested by using factor analysis to determine how many factor(s)/dimension(s) measured by the test. By analysing the output of factor analysis, which are in the form of *eigenvalues* and the screeplot, these assumptions can be proved.

A factor analysis was done to the 334 examinees responses of the 50 items on Pro-TEFL listening test. Results show that there were 19 test items or components which has the *eigenvalue* more than 1. Because of the great difference between the first component and the others; the *eigenvalue* of the first component is 5,8 while the others are less than 3, we can conclude that the pro-TEFL listening section test measures only one ability/dimension. Based on the dominant *eigenvalue* of the first component, the unidimensionality of the test can be proven. Below is the scree plot of the *eigenvalues* of 50 items/component resulted from the principal component analysis. The number of the peak shows the dimension or ability that are being measured.



The scree plot of the *eigenvalues* shows there is only one dominant factor measured by the Pro-TEFL listening test of Center for Language Development UNY. The dominant factor which is measured by the test is the examinees' listening skill.

The test on parameter invariance can be done by analyzing the item parameter. The item parameter here are the difficulty index (b), the discriminant index (c), and the pseudo-guessing index (c). The researcher estimated the item parameter by using the program R. Each of the indices were broken into two parts, the indices of the odd and the indices of the even number. The indices of each parameter are plotted, and the line of $X=Y$ are used to see the dispersion of the plotted indices. If the indices come near to the line of $X=Y$, so the item parameter can be considered as invariant. Below are the scatter plot of each parameter based on the odd and even number.



B. Goodness of Fit Test

There are three mathematic models in IRT, based on the number of parameter specified. One parameter logistic model (1 PL) explains the data based on the item difficulty (b), two parameter model explains the data based on the item difficulty (b) and the discrimination index (a), while three parameter logistic model explains the data based on the item difficulty (b), the discrimination index (a) and the *pseudoguessing* index (c).

To know which models fits to the data, we need to assess the model goodness of fit first. If we use the unfit model, the given data can not be explained well by the model used. One of the way to assess the data goodness of fit is by calculating the *Bayesian Information Criterion* (BIC). The greater the value of BIC, the data less fit to the model, and vice versa. The value of BIC are calculated by Program R. The result of the program R analysis on the value of BIC of the three parameter IRT models (1-PL, 2-PL, and 3-PL) are presented in the following table.

TABLE I. THE VALUE OF BIC OF THE THREE MODELS

Model	BIC	Log.Lik
1-PL	20478.67	-10091.15
2-PL	20603.33	-10011.11
3-PL	20722.45	-9925.39

Table 1 presents the result of the calculation of BIC from the three IRT models. The lowest value of BIC and Log. Likelihood was obtained by the 1-PL, followed by the 2-PL and the 3-PL. As stated

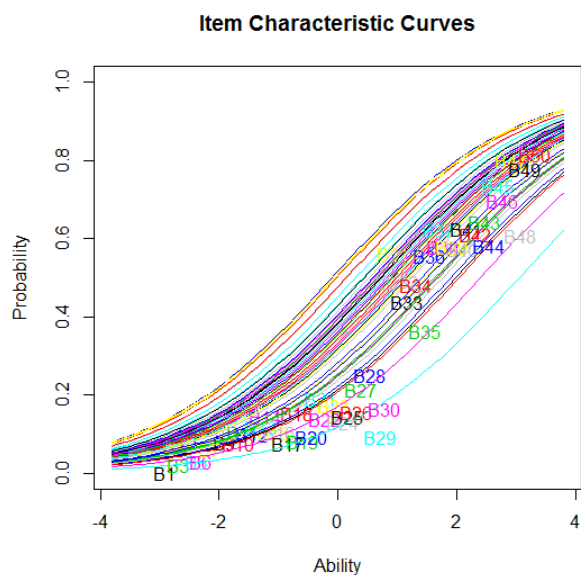
before, the greater the value of BIC, the data less fit to the model, and vice versa, so the model that can adequately explain the given data is the 1-PL IRT model. This model becomes the basis in analyzing the item characteristics. The analysis of the item then be based on the item difficulty parameter (b).

C. Item Characteristics of Pro-TEFL Listening Section

The characteristics of the item were analyzed based on the model fit. An assessment of model-data fit found that the 1-PL IRT model is the most appropriate model for analyzing the given data. It means that the next analysis – item characteristic analysis of Pro-TEFL listening section, will be based on the item difficulty parameter.

Program R was assisted to estimate the difficulty parameter (b). Result of the analysis showed that the difficulty indices of the 50 items ranging from -0.1014 to 3.0545. Theoretically, the range of difficulty parameter (b) of a good item is between -2 to +2. The greater the value of b parameter, the more difficult the item. The difficulty index of item 29 (b_{29}) is 3.0545, while the difficulty index of item 30 (b_{30}) is 2.3986. Based on this rule, it was found that the two items (No. 29 and 30) are considered as poor items because these two are considered as too difficult items.

Estimating and analyzing the item parameters, the *Item Characteristic Curves* (ICCs) then be made to describe the quality of the test items. The item characteristic curves (ICCs) are graphical depictions of the relationship between the measurement properties of the person and of the items parameter. The probability of examines in responding the item correctly ranges from 0.0 to 1.0 and the item difficulty (b) ranges from -4 to +4. The value of probability was scaled in y axis, while the ability (equivalence with item difficulty) was scaled in x axis.



The figure of the item characteristic curves shows the characteristic of the 50 items based on the difficulty parameter. The easier items are depicted in the left side, while the more difficult items are depicted in the right. Based on the ICCs of 50 items, we can see that item 29 is the most difficult item.

X. CONCLUSION

A good test can help students improve learning and provide information exactly about their competencies. One of the criteria of a good test is that it must be able to differentiate the ability of each student. The higher the ability of students in understanding the subject matter, the higher the chance to answer the question correctly. The lower the ability of students in, the less chance to answer the item correctly. It is necessary to analyze the test empirically to provide data about the quality of the test.

This study found that the Pro-TEFL listening section developed by the Center for Language Development Yogyakarta State University contains good test items. Based on the IRT framework, the assessment of IRT assumptions was proven. The model fit assessment shows that the given data is adequately to be explained by the 1-PL IRT model in which the items were analyzed based on the difficulty parameter. Analyzing the items, it is found that there are 2 items which are considered as the poor item because they are too difficult to be answered correctly by the examinees.

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An Overview of Cooperative Learning in Theory And Practice: A Reflection from Students' Perspective

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I. *ABSTRACT-*

The term cooperative learning with concept of small group learning is increasing along with the integration of social constructivism in curriculum. Cooperative learning intends to help students with their learning. However, not all students seem to be able to cope with the dynamics of working in group. This research scrutinizes the students' perspectives of small group seen from their attitude and their interaction in it. This research employs a questionnaire as the main instrument, FGD and tape recording group interaction as the supportive data. The subjects of the research are 51 sophomores who got involved in filling in a questionnaire. Some of them were taken to join FGD in which they voluntarily express their opinions regarding group work. In addition their activity when conducting group work were recorded to figure out the extent to which the students' attitude influence the groupwork interaction. The data were calculated and analyzed by relating them with the key elements of cooperative learning from Johnson & Johnson, (1999; 2014; 2017). The result demonstrates that the students still practice traditional group work. It is hard to identify the element of cooperative learning in it. For that reason, it is high time that students are given adequate knowledge of about working in small group and the teachers also should try to find out how to conduct cooperative learning group properly.

Key word: Cooperative Learning, Group Work, Focus Group Discussion

II. 1. INTRODUCTION

The term cooperative and collaborative learning is currently getting considerable attention in education (Abdal-Haqq, 1998). This situation addresses not only the significant change from teacher-centered learning to students centered learning but also the integration of social constructivism learning theory in teaching. According to Ernest (1994), the implication of social constructivism in education involves the need and value for students' autonomy to decide their own learning. Providing students opportunity to manage their own learning, the teachers generally ask them to form group work. It is believed that group work is a conducive way of learning or acquiring knowledge in which the members feel free to interact, share, and help one to another as each member intends to learn and participate in learning (Burke, 2011; E. Cohen & Benton, 1988).

In relation to cooperative learning, D. W. Johnson & Johnson (1999) state that group work can be identified as cooperative Learning learning group if students work together to accomplish the shared goal: to maximize their own learning and to maximize the learning of all other group members. However, when it does not take place, group work may result in reverse. Asides from its strength, group work also has a weakness. Instead of facilitating student learning and increasing the quality of life in the classroom, it can hinder student learning and create disharmony and dissatisfaction with classroom life (D. W. Johnson & Johnson, 1999). This current study tries to reveal students' attitude towards group work and the influence of their attitudes in the interaction in group work.

III. 2. LITERATURE REVIEW

This part discusses the theoretical background of the topic examined in the study. The discussion includes the theory of social constructivism,

cooperative learning groupwork versus traditional groupwork, and previous study related to group work.

A. A. *Social Constructivism*

The term social constructivism was coined by Berger & Luckmann (1966) in *The Social Construction of Reality*. Through the book, they argue that knowledge is not discovered, instead it is created by the interactions of individuals within society which is central to constructionism. The theory is based on Vygotsky's idea. According to Vygotsky, a child can learn something through communication and interaction with people in his environment. He is capable of doing much more in collective activity or under the guidance of adults (Vygotsky, 1978). Vygotsky suggested that teachers utilize cooperative learning exercises where children can gather and interact so less competent children can develop with help from more skillful peers - within the zone of proximal development.

With regard to Vygotsky's idea, it can be outlined that ZPD in classroom can be carried out by creating learning atmosphere conducive for cooperation and collaboration to take place. This matter will be discussed in the following section.

B. B. *Cooperative and Collaborative Learning*

It has been stated before that the implementation of ZPD in classroom can be carried out by creating learning atmosphere conducive for cooperation and collaboration to take place. Since both cooperative and collaborative refer to working together, they are often used interchangeably (Burke, 2011). There are however, some distinct points between cooperative and collaborative learning. B. L. Smith & MacGregor, (2014) consider cooperative learning as an umbrella term for a variety of educational approaches utilizing students working together either with their peers or with teachers while collaborative learning refers to process in which people work together.

Cooperative learning, in reality, is realized through the implementation of group work. Infact D. W. Johnson & Johnson (1999) identify two types of group works. some learning group facilitate student learning and increase the quality of life in the classroom. Other types of learning groups hinder student learning and create disharmony and dissatisfaction with classroom life. D. W. Johnson & Johnson (1999) further indicate the importance of having the cognition to identify cooperative learning group from other types of group works. therefore, they propose five basic elements of Cooperation: 1) positive interdependence; 2) Individual Accountability; 3) Face to Face promotive Interaction; 4) Social Skills; 5) Group Processing. The followings are the explanation of each element in details.

The first element of cooperative learning group is positive interdependence. Positive interdependence

takes place when everybody in the group is responsible for maximizing the learning of all members. This means the efforts of each person benefit not only the individual but also everyone else in the group. Positive interdependence can be realized if each student develops a unique identity as an individual and at the same time, the student needs to understand the social identity of classmates and to respect them as collaborators and friends.

The second element is individual accountability. This second element will occur when the group is accountable for achieving its goals, and each member must be accountable for contributing a fair share of the work toward the group goal. Individual accountability can be achieved by conducting assessment regularly. According to (Black & Wiliam, 2006) assessment is an effective tool in focusing students' own learning process. The type of assessments suitable for group work is formative assessment. The research held by (Lotan, 2008) indicates that formative assessment during group work create more advanced work.

The third element is face to face promotive interaction. Students are required to promote each other's success by helping, assisting, supporting, encouraging, and praising each other's effort to learn. The fourth element is social skill. Promoting each other's success is the main goal of a cooperative learning group. Thus, every member is required to give a contribution to the success of the group. The fifth element is group processing. The purpose of group processing is to a) enable learning groups to focus on group maintenance. b) facilitate the learning of a social skill, c) ensure that members receive feedback on their participation, and d) remind students to practice collaborative skills consistently. These five characteristics from (D. W. Johnson & Johnson, 1999) distinguish cooperative learning group from traditional group work. The differences between cooperative learning group and traditional group work will be discussed in section to come.

C. C. *Cooperative Learning Group*

The term cooperative learning and group work is oftenly assumed as synonymous. K. A. Smith, (1996) points out that there are many people who believe that they are using cooperative learning. However, the fact is that most of the group works are missing its main core. With refer to characteristics and principles of cooperative learning, Smith suggests that the crucial differences lies between simply putting students in groups to learn and in structuring cooperation among students. He explains that cooperation is **not** merely having students sit side-by-side to talk with each other as they do their individual assignments. Cooperation is **not** simply

assigning a report to a group of students where one student does all the work and the others put their names on the product as well. It is also **not** just nominating students who are able to do a task well and finish first to help the slower students. Cooperation does involve face to face interaction and physically together sitting in the group, but it is much more than that. It involves discussing material, sharing material with other students, helping and promoting one to another. Those

cohesiveness in the group can be attained when consequences are developed to manage group behaviors and avoid disagreement (Kilduff & Anderson, 2009). Hence the five elements of cooperative learning cannot be taken partly. They are bound one to another. To be clearer, the following is the differences between cooperative learning group and traditional group discussion.

Table 1. The discrepancy between cooperative learning group and traditional group discussion

Main Characteristics	Cooperative Learning Group	Traditional Group
Interdependence Vs Dependence	The group member believes that they cannot succeed unless the other members of the group succeed (and visa versa)	Focus is on individual performance only.
Group production	CL group is expected to generate a formal product which represents a concrete manifestation of the group's collective effort (completion of a work sheet; a compendium or chart of specific ideas; an overhead transparency which can be displayed to other groups).	The Group gets together for informal discussion of some courserelated issue,
Interdependent roles for promotive interaction	A sense of individual responsibility to the group may be increased if each group member has a specific and essential role to play in achieving the group's final goal or product	There is only little commitment to each other's learning.
Individual accountability vs group accountability	As the role is specified, the individual contribution can easily be identified and assessed.	The group's members receive the same grade for group assessment and it often raises dissatisfaction
Social skill	Explicit instruction on effective skills for communicating and relating to others are given to students prior to, and in preparation for their involvement in small-group learning activities.	Group work activities generally are not necessarily planned and structured as the group gathered for informal discussion only
Group Processing	Students are given opportunities and procedure to reflect on, and evaluate the how well the learning group are functioning and the process of social interaction in the group.	students are left on their own to verbalize their ideas
Instructor and Facilitator	CL involves the instructor as a facilitator and consultant in the group-learning process	students are left on their own to verbalize their ideas and conduct their work

(Adapted from Cuseo, 1992, Jacobs, 2004; D. W. Johnson & Johnson, 1999)

D. D. The Importance of Attitude

Fishbein and Ajzen (1975) the experts on psychology state that attitudes reflect a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object (Fishbein & Ajzen, 1975). Since attitude is a result of learning, it means one's attitude is decided by the way he or she responds to the process of learning: positive or negative. This statement is in line with Anderson (2000 as cited in Gable 1986) who states that attitudes are feelings that can be either unfavorable or favorable in direction, and are typically directed toward some object (that is, target). When the association

between feelings and a particular target is learned, the feelings are consistently experienced in the presence of the target. This argument points out that there is a relation between feeling and the presence of a particular target.

In terms of groupwork, students' attitudes are important to take into account as it may influence learning behaviours. (Kouros & Abrami, 2006) assert that negative attitudes toward group work may jeopardize group interactions and relationships, as well as student learning. Attitudes, once formed, influence how students think, feel, and behave. The measurement of these student attitudes may yield important insights about how these attitudes enhance or hinder learning.

E. D. Previous Research

Previously, it has been stated that teachers sometimes employ group work without any clear structures. This situation may result in different responses from students. The researches reveal that the differences may result from different background and culture (see Decker, Calo, Yao, & Weer, 2015), or other technical problems such as feeling dislike with the people in the group, other members do not show up or contribute, hard to focus during small group exercise and etc. (see Taylor, 2011).

The different attitude of students in responding small group learning have invited many researchers to investigate types of attitudes. The research conducted by Kouros & Abrami (2006) examining student attitude using SAGE questionnaires display correlation among 4 factors: quality of product and process, peer support, student interdependence, and frustrations with group members. The quality of product and process will be low because of low peer support, and frustration among students as the result of poor students' interdependence. The research also finds that 1) students' underlying need to feel a sense of control over their learning environment makes them choose their group members. It highlights students need to feel that they have a "voice" and a "choice" when it pertains to their academic learning 2) Most students think that group grade is not fair considering not all members provide fair share to the group 3) unequal contribution or unequal division of labour in group work is the frequently cited problems.

While most researches on groupwork rely on quantitative research design, the research developed by Chen & Hird (2006) collected both quantitative and qualitative data. They made use tape recorder, interview, and discussions to collect the data. The recorded data were analysed using turn taking and the length of turn were also calculated. Meanwhile the data from interview and discussion were transcribed and interpreted. The results indicated that the data from qualitative method can be an alternatives to those obtained from quantitative method. Looking at the the number of utterance, the qualitative data revealed that all groups were less productive in the their second discussions. The turn taking data show that members of the group were found to be less active in the second discussion than in the first one. However during interview there were at least three students out of five who believed they improved in their performances in their group. This finding pointed out that groups and individuals within groups when talking about the same topics in the same classroom behave differently. Similar to the research from Chen, this research tries to apply

Table 2. Descriptive Statistics of questionnaire on group work in percentage

both qualitative and quantitative method. the upcoming section will talk about this.

IV. 3. METHODOLOGY

Several studies on group work used quantitative approach. Thus, this study tried to use both quantitative and qualitative method or mixed method (Wilson & Creswell, 1996). Questionnaire was developed using some items from SAGE questionnaires from (Kouros & Abrami, 2006). The questionnaire consists of 5 attitude statements 1) When I work in a group I end up doing most of the work 2) I let the other students do most of the work 3) I feel working in the group is a waste of time 4) I learn more information when I work in the group 5) When I am in the group, we teach and learn from each other. Students indicated their responses on a four-point frequency scale ranging from the option always to never option (see table 2). Each category is equally important to figure out the students' experiences working in groupwork in general. Each statement represents global situation of five elements of cooperative group; interdependence, individual accountability, promotive interaction, social skill, group processing. The questionnaire was analysed by ranking the proportion of respondents answering for each category of each question.

FGD was also carried out to confirm the students' answers to questionnaire, and tape recording was conducted to depict the students' interactions during the groupwork. The participants of FGD are selected based on the result of questionnaires. 7 students owned different opinion towards groupwork shared their experiences, thought and suggestion toward group work. Their responses are then categorized and synchronized with five elements of cooperative learning.

In addition, the study held turn taking analysis. Tape recorder was used to record the flow of interaction took place in the group. The data recorded were transcribed and identified the turn taking happened in the groupwork. The result of data analysis can be found in the upcoming section.

V. 4. FINDINGS

Several weeks before the questionnaire was distributed, some students had been asked about their opinions on groupwork. The informal interview prior to the research revealed students' negative opinions regarding group work. However, the students' opinion are in contrast with the result of questionnaire distributed to 51 students whose result can be seen in table 2.

	Very often	often	rarely	never
When I work in a group I end up doing most of the work	12	33	43	12
I let the other students do most of the work	2	14	51	33
I feel working in the group is a waste of time	6	22	31	41
I learn more information when I work in the group	16	49	29	6
When I am in the group, we teach and learn from each other	20	59	18	4

The table displays that although most students deny that they do most of the work in groupwork. However, all in all most students have ever got through this kind of feeling. It is 88 % of them and it is only 12% who never experience this situation. Similar situation takes place when the students respond to statement saying that they let others do most of the work. There are 51% students who rarely experience the situation but in all 67% of students have ever experienced such situation. The third statement which says that group work is a waste of time is responded by 59% of students have ever experienced the situation and it is 41% of students have never got through this kind of feeling. The last two statements are responded positively by students. 94% of students agree that they get more information in group work and 96 % of students have ever experienced teaching and learning together in group work.

Table3. Data from Discussion

Element of CL	Students' responses
Interdependence	<p># 3 : <i>since there is no role distribution, so often the members rely someone to do the whole task</i></p> <p># 4 : <i>My case is different. Every one in my group has the responsibility but it is often that some of the members do not do their job so in the end I am the one who take over the responsibility. For example in the last meeting, I reminded one of my friend about his responsibility. He said that he would do his part. But till the last minute he never shared his job so in the end I was the one who did his part.</i></p> <p># 5 : <i>Yes Mam, so I think group work is only a name. Instead of working together, it is only an individual who does the whole job.</i></p>
Individual accountability	<p># 2 : <i>Most lectures provide both individual and group score. But most students do not care about the score. They will realize the score when it is already in the form of final score.</i></p> <p># 4 : <i>when the peer is given authority to do peer assessment. The group may not like him/ her when he/ she provides low score</i></p>
Interdependent roles for promotive interaction	<p># 1 : <i>we work together when the task is challenging, so we decide to take parts, but still each of us just did his/ her own part individually</i></p> <p># 4 : <i>actually in the group there is no term learning each other. Most of my friends just rely on me. They let me think hard, and study hard about a particular thing then my friend will ask me to teach about the thing.</i></p>
Social skill	<p>. # 4 : <i>There is usually no captain in the group and when there is a captain so He/ she is the one who does the whole job consequently no one wants to be the leader of the group</i></p> <p># 5 : <i>in the beginning, the members of the group say that they are ready to follow the rules but then, when it comes to the job and responsibilities most of them seem to be laid-back</i></p>
Group Processing	<p># 3 : <i>when we ask about our friends' job as it is already last minute.</i></p>

The result of questionnaire clearly demonstrates that most students have ever experienced group work and they agree that group work enable them to gain much information. However, in the group most students experience dissatisfaction. Most students think the group works are not fair as the members contributions within a group are unequal. Therefore many students prefer to study by themselves and assume that group work is a waste of time. This findings are in line with the result of study conducted by Kouros & Abrami (2006).

Digging more information on students' attitude towards group work, the study conducted discussion with 7 different students. The discussion was analyzed by matching the statement with the requirement of cooperative learning group proposed by D. Johnson & Johnson (1996). The result of analysis can be seen in the table 3.

	<p><i>Mostly they will feel uneasy instead they will ask for favor</i> # 4 : <i>I am waiting for my friend's share but he never showed up with his work, so in the end I do his part</i></p>
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With refer to table 3, it can be seen clearly that so far students seem to experience traditional group work instead of cooperative learning group. The students did not experience interdependence as there was no role distribution among members of the group.

S: *Since there is no role distribution, so often the members rely on someone to do the whole task*

It is clear here that role division is essential in group work. With role division, each member may share unique information to his/ her group so that each member may have the feeling of interdependence which is critical in group work.

In addition to interdependence , the individual contribution should be considered. Traditional group works in contrast mostly consider the completion of the task as the main purpose of the task. Individual share is frequently neglected. Consequently, those who have low sense of responsibility may not feel obliged to do their job. Instead, they let others do their task. It may happen as the ignorant member found no consequences even when they do not do their parts. The following statement highlights the situation when there is a member in the group who ignored the his/her responsibility.

S: *My case is different. Every one in my group has the responsibility but it is often that some of*

the members do not do their job so in the end I am the one who take over the responsibility.

For example in the last meeting, I reminded one of my friend about his responsibility. He said

that he would do his part. But till the last minute he never shared his job so in the end I was the one who did his part.

The statement expresses the importance of consequence in keeping the cohesiveness of group work (Kilduff & Anderson, 2009). In classroom, consequence generally comes in form of score or grade. However, evaluating students performance is not easy. Here are some students' comment regarding evaluation.

S: *Most lectures provide both individual and group score. But most students do not care about the score. They will realize the score when it is already in the form of final score.*

S: *When the peer is given authority to do peer assessment. The group may not like him/ her when he/ she provides low score.*

The responses from students in relation to assessment exhibit that students mostly seem not really care about the score. They come to realize it when it has been in form of final score. For that reason, the teachers should regularly remind the students about the score and their achievement. Hence, employing cooperative learning, the teachers are supposed to use formative instead of summative assessment. This finding supports Lotan's opinion who asserts formative assessment during group work create more advanced work (Lotan, 2008). Besides, when collaborative assessment is applied, students should be equipped with rubric which provides criteria in detail therefore the peer assessors will be able to argue about the score they provide.

Traditional group work also does not support promotive interaction. It can be seen in the following expression.

S: *We work together when the task is challenging, so we decide to take parts, but still each of us just did his/ her own part individually*

S: *Actually in the group there is no term learning each other. Most of my friends just rely on me.*

They let me think hard, and study hard about a particular thing then my friend will ask me to teach about the thing.

The statements clearly show that promotive interaction does not exist in group work. There is no commitment among the members to help one to another. This findings display that the group work does not belong to the cooperative learning group (see requirement of cooperative learning group from Johnson & Johnson (1996)

In terms of social skill, in this case no planning is made preceding the formation of group work. It can be seen in the students' responses below.

S: *There is usually no captain in the group and when there is a captain so he/ she is the one who does the whole job consequently no one wants to be the leader of the group*

S: *At the beginning, the members of the group say that they are ready to follow the rules but then, when it comes to the job and responsibilities most of them seem to be laid-back*

The excerpt explicitly reveals that there is no planning preceding the group formation. No

structure of the groupwork, no job division, and no consequence are available in the group work.

In relation to group processing, the group members seem not to be supportive one to another. Some members are lacking of sense of responsibility and they let others do the whole task. In this case, the one responsible for the group to complete the task is the leader so nobody in group wants to be the leader. Even, when the rules have

Group 1

Students	Turn taking
S1 Female	7
S2 Female	6
S3 Female	2
S4 Female	3
S5 Female	2

The turn taking data show that in group 1 the turn taking do not distributed evenly. It is different from group 2 in which the turn taking among members are distributed properly. In group 1 some students speak more than other students in

Table 4. The discussion in Group 1

Groupwork stages	Groupwork Condition
Activity delivered	The groupwork consisted of females members the activities went in non – cooperative situation. Some students dealt with the task. Some others had their own affair. The students who really wanted to do the task discuss the material in the middle of noise created by some other students who had their own chat. When the members got into the groupwork, some students acted as speakers or information teller and others acted as listeners. The speakers told the information they found in the textbook. While the listeners listened and often gave comment to the information given. The response from listener was mostly based on their common knowledge so that brainstorming was hardly to found.
Groupwork talks	There is no leader in the group who controlled the groupwork activity so the members show their responses to the groupwork activity differently. Some really pay attention to the topic being discussed, some others just display minimal involvement by giving unnecessary comments.
Language Use	The groupwork used mostly L1.

The table shows the situation of group 1. The noise becomes the background of the discussion. The noise makes the situation uncomfortable for learning. Because of the noise, some students discussing the topic are forced to keep on repeating their utterances. It seems that they feel reluctant to ask their friend to be silent, so the students keep on discussing under such situation. Sometimes, during the discussion, the

been made, the members still feel reluctant to keep the rules as there is no consequences for them in return.

In order to have clearer description about group work, the study also employs turn taking and tape recording. The following is turn taking data.

Group 2

Students	Turn taking
S1 Male (leader)	7
S2 Male	6
S3 Male	7
S4 Female	4
S5 Female	5

the group. It may happen because the other members are either acting as a good listener or in reverse they do not pay attention to the discussion. Clear description of situation in each rroup can be found in the following description.

students invite their friends to get involved. The noisy members then stop their chit-chat and share their idea in brainstorming. Although the ideas sound to be too ordinary and shallow, all members can involve in the discussion for some minutes. The serious discussion takes place in about 20 minutes. The group' members begin to distract again when facing a difficult problem. In the end, they stop discussion when the problem seems to be too challenging to solve.

Table 5 . The discussion in group 2

Groupwork stages	Groupwork Condition
Activity delivered	The groupwork consisted of females and males members. the activities went in non – cooperative situation. Some students acted as speaker who give information or retell story aome others acted as listeners who just listened and asked questions about the information or story shared.
Groupwork talks	There is a leader in the group who opened, closed the discussion and made sure that all members understand the story/ information. All stidents in group seemed to pay attentions as all of listeners often ask questions and gave comment to the story shared so that the turn taking can be distributed evenly. However the group is still non – cooperative learning group as it can be found inter dependence among the members iin the group.
Language Use	The groupwork activity was opened in L2, but the speakers decided to alter into L1. Maybe just to ensure that everybody in the group got the message

Group 2 is likely to be more structured. There is a leader who opens and ends the discussion. All members sound to get involve in the discussion. Yet, since the leader doesnt manage to lead the discussion, the members do not take turn when they talk. Some students talk at the same time and some others ask questions at the very same moment. This then results in noise, still manageable though. The member of the group holds no role so in the groupwork there are only some students who act as sources and others who act as listeners and questioner.

All in all comparing to group 1, group 2 is much better and the group also manages to end the discussion well.

VI. 5. CONCLUSION

The study demonstrates that the students still practice traditional groupwork as the group work does not meet the requirement of cooperative learning groupwork. The students' attitude towards the group work may result from the experiences they have got through from it. They find that in the group work they are the ones who will do the whole task on their own or vice versa, they can rely on somebody else in the group. By completing the task, it is true that they will get knowledge and share their knowledge with others in the group. However, when they become the only source in the group they may get only little benefit of groupwork and they start thinking that groupwork is a waste of time.

This kind of attitude may take place as they find no interdependence, a small portion of individual accountability, no promotive interaction, no social skill needed to carry out group work ,

little group processing as the members get only little amount of feedback from their peer during discussion and no consequence enforced when they provide little or no contribution to their group work. For that reasons, it is high time that students are given adequate knowledge of about group work and the teachers also should try to find out how to conduct cooperative learning group.

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Introducing the Intercultural Communication in English as An International Language through Asian Cartoon Movies (*Yeh Shen, Cinderella Story From China*) As a Media to Teach English In Junior High School

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Abstract-English is an International language or a global language. When we say this, do we really understand what it means? English is the language for us to use with Chinese, Koreans, Japanese, Thais, Malaysians, Singaporeans and other Asians. It is the language for us to use with Europeans, Africans, Arabians, South Americans, and many others.

English has become an International language means that it has become language for multinational communication. English today is a unique language, functionally and structurally quite different from other languages of the world. The spread of English as a language for multinational and multicultural communication utilized by an enormous number of non native speakers.

There are many different varieties of English, why can't Indonesians choose a culturally appropriate local variety, Chinese, for example, instead of native speaker variety.

Worldwide, English is not more commonly used as a language of communication between non native speakers of English than between native speakers of English (Mc Arthur 1998). This is particularly the case in South East Asia. When Indonesians and Chinese or Japanese meet to discuss project, they will probably speak in English. If English in Indonesia used primarily for communication between non native speakers of English then the cultures and backgrounds of those people are the same important with some culture traditionally associated with native speakers. For example, as it is most likely that Indonesians will need to use English in order to communicate with someone from the region, say a Thai or a Chinese, then Indonesian or our students will need to learn about the cultures of these people in order to be able to talk to them.

In this paper the researcher used *Yeh Shen (Cinderella story from China)* cartoon movie as a media in English

teaching learning process at Junior High School (SMPN Unggulan Sindang Indramayu). In other words, instead of using native speaker models, we need to consider the possibility of using regional varieties of English in the classroom.

The purposes of this article are to discuss and describe the use of teaching English using *Yeh Shen* cartoon movie as the media to introduce "Intercultural Communication" or interculture competence in English as an International language.

Keywords : *Intercultural communication, Indonesia, EIL, Yeh Shen Cartoon movie*

1. Introduction

As matter of fact, English has become a very important language in Asia. It is a language for international and international communication in many parts of the region. According to a report, more than 350 million people speak English for various purposes in Asia, a number that is close to the combined populations of the United States and Great Britain where English is a nature tongue for most citizens. Kachru and Nelson (1996) illustrated the spread of English historically and geographically by categorizing three major type of English use in the world:

- 1) The Inner Circle where native English speakers learn English as their first language.
- 2) The Outer Circle countries where English is taught in the colonial context such as in Asia and Africa and
- 3) The Expanding Circle countries where English is taught as an international/foreign language.

How about English in Indonesia? It is widely recognized that English is important for Indonesia and the reason must frequently put forward for this that English is a global or International language. The expanding or extending circle refers to nations which

recognize the importance of English as an International language, but which were not colonized by the countries of the inner circle, and which have not given English any special official status. In these countries, English is taught as a foreign language. Indonesia belongs to this group which also includes China, Japan, Greece and Poland (Crystal, 2003a : 60).

There are many different varieties of English, why can't Indonesians choose a culturally appropriate local variety, Chinese, for example, instead of native speaker variety. Worldwide, English is not more commonly used as a language of communication between non native speakers of English than between native speakers of English (Mc Arthur 1998).

This is particularly the case in South East Asia. When Indonesians and Chinese or Japanese meet to discuss project, they will probably speak in English.

If English in Indonesia used primarily for communication between non native speakers of English then the cultures and backgrounds of those people are the same important with some culture traditionally associated with native speakers. For example, as it is most likely that Indonesians will need to use English in order to communicate with

someone from the region, say a Thai or a Chinese, then Indonesian or our students will need to learn about the cultures of these people in order to be able to talk to them.

English mainly acts as a global lingua franca. Lingua franca is a language used to communicate among different people from different countries (Sneddon, 2003). As English as an International Language (EIL), the officially accepted means of communication in various international institutions all over the world.

Its characteristic features are described by McKay (2002, p.12), who points out that:

- EIL is used for global communication between countries and also for wider communication within multilingual societies;
- as EIL functions as an international means of communication it has lost its ethnicity, which means that it does not belong to the countries where it is used as the native language.
- consequently, EIL is used by people representing different cultural background, and as such, EIL is connected with the culture of the country of its users.
- this means that one of the main functions of EIL is to make its users able to present the ideas connected with their culture to other people.

Language as one of the cultural aspects, takes an important role in cultural development. When people learn a language, they will automatically learn about this culture. By learning about the other culture, of course people will also develop their individual life which then can trigger the development of cultural life in their society.

Teaching English nowadays has become more challenging than ever. In order to help the learners 'mastery (increase the proficiency) of language skills, language teachers have to provide quality teaching materials that will be engaging, interesting, up to date while simultaneously being a tool that will ensure that the students learn. As the teacher we have to keep searching for more motivating sources. One way of bringing variety into the classroom is the use of movies in English Foreign Language (EFL) teaching.

The writer used *Yen Shen* (The Cinderella story from China) cartoon movie to catch the student or learner's interest and it can positively affect their motivating to learn and to "introduce" the different culture and also different version of Cinderella story. In the English class, they can critically analyze cultural knowledge from other countries in relation to their own culture. When interacting with speakers of English from other countries, it is also relevant to understand how communication styles work. For example, one culture may value the use of body language (e.g., eye contact, closeness, gestures etc) differently from others. And we need to consider the possibility of using regional varieties of English in the classroom.

2. Findings and Discussion

2.1. English Language and Culture

As one of the elements of language, culture can be taught separately in learning a language. Culture refers to "humanly acquired knowledge that provides interpretive frames which allows us to assign meaning to human activity" (Joseph, 2004: 379). Hoffman (1989: 118) mentioned that language and culture are interdependent because they are symbolically interpreted in defining the systems of meaning. While we learn a language, we also supposed to acquire the social and cultural context.

Besides learning the four skills, language learning also helps learners to acquire cultural skills, such as strategies for the systematic observation of behavior patterns (Cornet, 2003).

2.2. Intercultural Communication and Sociocultural Competence

According to Kramsch (2011 : 201) intercultural or cross cultural communication is an interdisciplinary study about how people understand other nationalities, geographical areas, ethnic groups, occupational groups, classes or genders. Knowledge about cultures from other countries is important for effective communication. English learners need to develop an understanding of speakers of English from different countries.

Learning about dominant cultures such as American and/or British is not enough for communicative competence. We should be able to communicate in English, especially among people from several linguistic and cultural backgrounds. It is important that teachers are mindful to include pedagogical resources that promote linguistic and cultural diversity in English, and also provide opportunities for students to express

their identities. Through the used of Asian Cartoon movies, the writer hopes it was supported the student's sociocultural competence. Sociocultural competence refers to the speaker's pragmatic knowledge, i.e. how to express messages appropriately within the overall social and cultural context of communication (Murcia, 2007). This includes knowledge of language variation with reference to sociocultural norms of the target language (Murcia, 2007).

The writer used *Yen Shen* (The Cinderella story from China) cartoon movie to "introduce" the different culture and also different version of Cinderella story. Through the Asian cartoon movies the teacher also supported the student's sociocultural competence.

In the English class, they can critically analyze cultural knowledge from other countries in relation to their own culture. When interacting with speakers of English from other countries, it is also relevant to understand how communication styles work. For example, one culture may value the use of body language (e.g., eye contact, closeness, gestures etc) differently from others.

2.3. Teaching English as Foreign Language in Indonesia

There are a lot of problems found in the English language learning. Lack of motivation is believed as one of the primary problems of English language learning. It may be because of students' perception toward English, many of them take it as a difficult lesson to learn. The class time is often very short : it is once or twice a week, one or two hours daily for lots of subject matter to teach. It is also difficult to distinguish a specific learner with a specific learning problem in very limited time.

Furthermore, inadequate resources and materials also bring complexity in English language teaching. Resources and materials here refer to objects that can be used for teaching such as pictures, cards, computers, video, movie, and so on. In Indonesia, however, a teacher can find more than thirty students in a very small classroom. It is will be difficult for teachers to carry out activities where students can improve their communicative skills because it is not possible to personalize teaching.

2.4. How to Use Cartoon Movies In the English Foreign Language Classroom

Media in a process of teaching is not a new thing for the teacher. Most of them gives particular information to the students. Media itself according to Azhar (2011:4) is a tool that to convey or deliver the message of learning. Media also is a component of learning resource or physical vehicle that contains instructional material on student's environment that can stimulate student to learn. There are a lot of media in teaching & learning processes. Azhar (2011: 33) states that video or movie is a dynamic visual which is projected.

A movie is one of the visual aids that can be used in a class, it makes lessons more fun. But movies or film can also teach people about history, science, human behavior and any other

subjects. Nasution (2005 : 104) states that the advantages of using movie in

teaching and learning process are :

- Movie is very good in describing a process, if necessary by using a "slow motion".
- Each student can learn something from the movie, from the clever one or less intelligent.
- Movies can take a child from one country to another country and from one period to another period
- Movie can be repeated if necessary to add clarity

Trowbridge (2004) Give the students an opportunity to strengthen their communication skill by exploring multimedia story telling. Children grow up surrounded by stories told with pictures, words and music particularly on television and movies.

Katchen (1995) points out that there are negative features and positive features in Cartoon are:

1. Negative Features

- No Clues From Visual Articulation

The character, mouths are made to move in imitation of real people, but subtle movements of lips, tongue, and jaw that help us identify speech sounds even when we cannot hear them are completely missing.

- The Use of Children's or Unusual Voices
- Exaggerated Speech Features

2. Positive Features

- Appeal to the Child in us

For most of us, children and adults alike, cartoons are appealing. We feel we are entering a dream, a fantasy world, and that we are escaping from everyday reality. Cartoons are colorful and amusing, they are pure pleasure.

- Story Line

Cartoons usually tell a simple story that is easy to follow. Because of the length of the typical cartoon, about 5 minutes, the story cannot get too complicated. Even 20-25 minutes story usually has a simple plot that can be exploited for classroom use. Teacher's job is to give them opportunities to use and improve their english.

- Language

The Child or creature characters talk in a language the children understand.

- Culture

Many cartoons are particularly rich in cultural content. For example, we may see children considering whether to do something that their parents/teachers would not approve of the children already know what is and is not permitted in their culture.

The writer try to collect some **Asian, and African Folktales Cartoon Movies** from **You Tube**, here they are :

1. Urashima, Omusubi Kororin, Yoshi The Lantern Maker, The Tale of the Bamboo Cutter, from **Japan**.
2. Yeh Shen (Cinderella story **from China**), and The Ten Suns.

3. The Starfruit Tree, **Vietnamese** folktale.
4. Honest Woodcutter, **Nepali** Folktale.
5. The Deamon, The Woman and The Bird, African Fairy Tale from **Senegal**
6. Sunflower Princess, The Two Friends & A princess Hindi, House of Wind, Hen and Her Chick, The Three Magic Pumpkins, **Indian** Folktales.
7. Samutra Kanniyaga (**Malayalam Stories**)
8. **Korean** Folktales cartoon movies : Ungrateful Tiger, The Nine, The Fairy and The Woodcutter, The Magic Pot, The Pea Blossom, The Golden Fish, Babayage The Witch, The Greatest Jumper, Stone Soup, The Maze, Magic Fans, The Three Golden Apples, The Town Mouse and The Country Mouse, The Farmer and The Cow, Yao Wang, The Lemon Princess, The Farmer and The Turnip, The Liver of The Rabbit, The Ogres Feather, The Three Treasure, The Stubborn King, The Three Task, The man and The Wolf, etc. Katchen (1995) states that good cartoons tell a story and have a moral or lesson to teach.

2.5. The Used of *Yeh Shan* Cartoon Movie in Narrative Speaking Classroom

First the teacher asked the student to mention some **Indonesian Folktales or fairy Tales**, as the brainstorming session, and also **folktales or Fairy tales from other country** and then the teacher tell that they will watch Cinderella story from China, the students were very interesting.

What are the student's perception towards using Cartoon Movie in English Classroom? Using cartoon movie in the classroom was new and very pleasant experience for the students. They Claim that they enjoyed the assigned activities in the classroom.

Students were more motivated to see and hear. Their impression is that movie also provides a relaxed atmosphere for students. Students claimed that using movie is a good way to improve English vocabulary and gives them more chances to practices English. Most of the students said that they have learned new word mainly because those words that have been repeated many times throughtout the movie. According to them, the used of cartoon movie, it helped them to undestand clearly the content of narrative and also they can study about Chinese culture from that cartoon movie. And finally they can tell Cinderella story with their own words.

3. Conclusion

English is the language for us to use with Chinese, Koreans, Japaneses, Thais, Malaysians, Singaporeans and other Asians. It is the language for us to use with Europeans, Africans, Arabians, South Americans, and many others. There are many different varieties of English, why cant Indonesians choose a culturally appropriate local variety, Chinese, for example, instead of native speaker variety. Worldwide, English is not more commonly used as a language of communication between non native speakers of English than between native speakers of English (Mc Arthur 1998). This is particularly the

case in South East Asia. When Indonesians and Chinese or Japanese meet to discuss project, they will probably speak in English. If English in Indonesia used primarily for communication between non native speakers of English then the cultures and backgrounds of those people are the same important with some culture traditionally associated with native speakers. For example, as it is most likely that Indonesians will need to use English in order to communicate with someone from the region, say a Thai or a Chinese, then Indonesian or our students will need to learn about the cultures of these people in order to be able to talk to them.

In this paper I used *Yeh Shen* (Cinderella story from China) cartoon movie in english teaching learning process at Junior High School (SMPN Unggulan Sindang Indramayu). In other words, instead of using native speaker models, we need to consider the possibility of using regional varieties of English in the classroom. Learning about dominant cultures such as American and/or British is not enough for communicative competence. Being able to communicate in English, especially among people from several linguistic and cultural backgrounds. It is important that teachers are mindful to include pedagogical resources that promote linguistic and cultural diversity in English, and also provide opportunities for students to express their identities.

And finally we knew that students claimed that using movie is a good way to improve English vocabulary and gives them more chances to practices English. Most of the students said that they have learned new word. And it helped them to understand clearly the content of narrative and also they can study about Chinese culture from that cartoon movie.

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Non-Verbal Communication of Guide Maps in Geology Museum Bandung: A Language Learning Material

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Abstract— This research is entitled “Non-verbal Communication of Guide Map in Geology Museum Bandung”. The writer will discuss the use of signs on guide map in museum of geology Bandung and how the signs could deliver information to the visitors. The research objectives of this research are to know semiotic element in the sign from the guide maps and how the sign giving information to the foreigner in museum Bandung. The method used is analytic descriptive which describes the use of sign in guide maps after that it is analysed based on the method used. The data is collected by observing around the museum geology. The focus in this research is signifier and signified by finding the semiotic elements which occurred in the sign of Geology Museum. Theory used in this report is a theory of sign by Ferdinand de Saussure. The results in this topic is that non-verbal communication has an important role in tourism sector as it applied in geology museum. Non-verbal communication is a sign indicates information to the visitors. There are couple signs which are not found in geology museum such as the sign of front desk and the sign of screen. However, there are some signs which are different from the data like the sign of souvenir shop and the sign of ticket counter. In this case the sign is represented by using letter instead of sign. The reason why museum prefer to use letter rather than sign, because these are placed at the entrance door of museum. By this technique, the visitors are hoped get to the destination easier.

Keywords: Non-verbal communication, sign, signifier, signified and semiotics.

INTRODUCTION

Background to the Study

Communication is two-way process of reaching mutual understanding, in which participants not only exchange information, news, ideas and feelings but also create and share meaning. In general, communication is a means of connecting people or places. There are two type of communication: verbal communication and non-verbal communication, verbal communication is sending and receiving message using the words. On the other hand, Non-verbal Communication is sending and receiving message without the words. All Communication is achieved through the use of Sign. Sign take the form of word, sounds gesture ideas or visual images

and are used to convey others ideas and belief. For example, red line on a map might be representing a railway. Non-Verbal communication has important role in world of work such as in the Guide Maps of Geology Museum Bandung in subdivision of *public service*. In addition Geology Museum Bandung is a sector of tourism in west java, in the Geology Museum lot of foreigners visited the museum, in the guide maps of Geology Museum there are lot of signs for supporting communication. The function of signs is to communicate and giving an information to the foreigner. The writer saw that sign is very important for foreigner and it can be easier for them to find a direction.

In previous research, “The Using Sign Language in Supporting Communication at Tourist Information Center” Geralda Antonia lay Ximenes Faria Soares (2014) discussed about verbal communication and sign language (gesture) at tourist information center. In this research focused on the Non-verbal Communication.

This research entitled “Non-verbal Communication of Guide Maps in Geology Museum Bandung”. The Purpose of this research is to explore that Non-Verbal Communication has important role in communication especially in Tourism Sector.

Scope

The problems that will be discussed in this report are about:

1. What Semiotic element in the sign from the guidemaps.
2. How Sign giving information to the foreigner.

Objectives

Other than to fulfil the job training course, the purposes of this paper are as in the following:

3. To know Semiotic element in the sign from the Guide Maps.
4. To know Sign giving information to the foreigner.

Significance to Knowledge

This paper is expected to have a significant benefit, whether it is theoretically or practically the theoretically is expected to provide knowledge to provide a knowledge and giving an information about non-verbal communication to the reader.

This paper shows with knowing how sign allow the human brain to create meaning continuously and it can be May help

to the reader become understand about Non Verbal Communication.

Framework Theories

Non-verbal Communication is Communication without the use of spoken language. Nonverbal communication includes gestures, facial expressions, and body positions (known collectively as “body language”), as well as unspoken understandings and presuppositions, and cultural and environmental conditions that may affect any encounter between people.

According to Frank EX Dance and Carl E. Larson communication non-verbal is a stimulus not dependent on symbolic content meaning

On the other hand, according to Edward Sapir

Komunikasi nonverbal adalah sebuah kode yang luas yang ditulis tidak di mana pun juga, diketahui oleh tidak seorang pun dan dimengerti oleh semua

For supporting this research the writer use Saussure 1983:67

The sign is the whole that result the association of the signifier with the signified (saussure 1983:67)



According to the theories the writer concluded that non-verbal communication is sending and receiving an information without the words. Sign as an intermediary for supporting communication. Sign must have meaning that should be understood to all society, for example if we see the red triangle on a maps the society has been known that is symbolized a volcano.

Research Method

The method that is used to analyse data in this job training report is descriptive method; the data is collected by observing around the workplace and analyzed based on the theories

**THE DESCRIPTION OF THE TOPIC
Non-verbal Communication**

Non-verbal Communication is Communication without the use of spoken language. Nonverbal communication includes gestures, facial expressions, and body positions (known collectively as “body language”), as well as unspoken understandings and presuppositions, and cultural and environmental conditions that may affect any encounter between people.

A language is a complex system of symbols, or signs. These are shared by members of a community. It will be useful to consider other signs that we know and how we react to them. (Kreidler: 20)

From the explanation and the theories used above we can conclude that non-verbal communication delivers information without the words but by using the gesture, facial expression and signs as a tool for giving information.

Sign

Linguistic sign consist of a signifier and a signified. It is divided into complete and partial sign. A complete sign implies an utterance, usually a sentence, directly related to the designated situation.

A partial linguistic sign is a word or morpheme that is actualized only as part of complete sign. The existence in a language of partial signs of various degrees of complexity, as well as the divisibility of the signifier and signified of the simplest sign in to unilateral (non-sign) unit of content (component of meaning) and expression (phonemes).

Based on the theory above, sign is divided into two parts; Signifier and signified, each signifier has a signified. A signified is a referential meaning.

Data Analysis

There are lists of the data of non-verbal communication (sign) that the writer collected while conducting the job training in geology museum.

- | | | |
|----|--|-----------------------|
| 1. |  | Loket tiket |
| 2. |  | Buku tamu/resepsionis |
| 3. |  | Penitipan barang |
| 4. |  | Toilet wanita |
| 5. |  | Toilet pria |
| 6. |  | Lift |
| 7. |  | Layar |
| 8. |  | Toko cinderamata |

These data will be analysed based on descriptive explanation.

Data 1:



Loket tiket

Figure 1 (Non-Verbal Communication)

According to the first data, there is a Phrase of “Loket Tiket” in Bahasa. When it translated into English, it becomes “Ticket Counter”.

Signifier: T-i-c-k-e-t C-o-u-n-t-e-r.

Signified: A place where all visitors can buy a ticket.

As we Know that in the data above Ticket Counter is a Noun Phrase . In that case there is a two words there are Ticket and Counter. Ticket as a pre-modifier that a word modifying a Counter as a head from this phrase. Based on the structure it’s mean that a place where all the people can buy a ticket

The first data indicates information that in ticket counter the visitors can buy a ticket or make a reservation. The data also indicates a sign, it is symbolized a ticket.

Data 2:



Buku tamu/resepsionis

Figure 2 (Non-Verbal Communication)

According to the second data, there is a Phrase of “Buku tamu/resepsionis” in Bahasa. When it translated into English, it becomes “Front desk/receptionist”.

Signifier: F-r-o-n-t d-e-s-k/r-e-c-e-p-t-i-o-n-i-s-t.

Signified: The main desk for handling question from all visitors.

From the data above front desk is a Noun Phrase . In the data above there is two words. There are front and desk. Front as a preposition and as a pre-modifier that the word modifying desk as a noun and as a head. based on the structure its mean that a main desk or table the position in the front of the museum

The second data indicates an information that visitors can come to the front desk to ask information about the museum, and if they need a museum tour guide.

Data 3:



Penitipan barang

Figure 3 (Non-Verbal Communication)

According to the third data, there is a phrase of “Penitipan barang” in Bahasa. When it translated into English, it becomes “Locker room”.

Signifier: L-o-c-k-e-r r-o-o-m.

Signified: A room consists of lockers for the storage of personal belonging.

As we know that in the data above Locker Room is a Noun Phrase. From the data there is two words Locker and Room. Locker as a noun and as head from this word and Room as a post modifier . In that case a word locker is modified a word room. Based on the structure its mean that in the room consists lot of locker for personal belonging

The third data indicates information to all visitors in the museum of geology that the visitors must leave their belongings in the locker room during in the museum.

Data 4:



Toilet wanita

Figure 4 (Non-Verbal Communication)

According to the fourth data, there is a Phrase of “Toilet wanita” in Bahasa. When it translated into English, it becomes “Ladies toilet”.

Signifier: L-a-d-i-e-s t-o-i-l-e-t.

Signified: A place where female doing for defecation and urination

From the data above as we know that there is a Noun Phrase “Ladies Toilet”. There is two words in the data Ladies and Toilet. Ladies as a noun and as a pre-modifier that the toilet as a noun and as a head from this word. In that case, a word Ladies is modified a word toilet as a head. based on the structure it’s mean that the pre-modifier giving an information that the toilet is for ladies or female

The fourth data indicates information that there is people standing by wearing a skirt, it means a ladies or girl. The sign emphasized that the toilet belongs to ladies.

Data 5:



Toilet pria

Figure 5(Non-Verbal Communication)

According to the fifth data, there is a phrase of “Toilet pria” in Bahasa. When it translated into English, it becomes “Gent toilet”.

Signifier: G-e-n-t t-o-i-l-e-t.

Signified: A place where a man doing for defecation and urination.

From the data above as we know that there is a Noun Phrase “Gent Toilet”. There is two words in the data Gent and Toilet. Gent as a noun and as a pre-modifier that the toilet as a noun and as a head from this word. In that case, a word Gent is modified a word toilet as a head. based on the structure it’s mean that the pre-modifier giving an information that the toilet is for Gent or Male

In fourth data indicates information that the toilet belongs to gents.

Data 6 :



Figure 6 (Non-Verbal Communication)

According to the sixth data, there is a word of “Lift”. When it translated into English it has a similar meaning, which is “Lift”.

Signifier: L-i-f-t.

Signified: A device incorporating a move cable for carrying people.

The sixth data indicates information to all visitors that the lift belongs to disability.

Data 7:



Figure 7 (Non-Verbal Communication)

According to the seventh data, there is a word of “Layar” in Bahasa. When it translated into English, it becomes “Screen”.

Signifier: S-c-r-e-e-n.

Signified: A flat panel or area on an electronic device such as a television, computer, or smartphone, on which images and data are displayed.

The seventh data indicates information for the visitors who want to watch about documentary or natural disaster film, so they can come to the auditorium of geology museum.

Data 8:

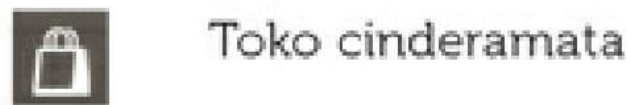


Figure 8 (Non-Verbal Communication)

According to the eighth data, there is a phrase of “Toko cinderamata” in Bahasa. When it translated into English, it becomes “Souvenir shop”.

Signifier: S-o-u-v-e-n-i-r s-h-o-p

Signified: A place where all visitors can buy souvenirs.

From the data above as we know that there is a Noun Phrase “Souvenir Shop”. There is two words in the data Souvenir and Shop. Souvenir as a noun and as a pre-modifier that the Shop as a noun and as a head from this word. In that case, a word Souvenir is modified a word Shop as a head. Based on the structure it’s mean that the pre-modifier giving an information that the shop is selling a particular souvenir in that shop.

The eighth data indicates information that in the museum of geology there is a souvenir shop. The visitors can buy jewellery from gems stone in the souvenir shop.

CONCLUSION AND SUGGESTIONS

Conclusion

The focus in the research is about sign on guide maps in geology Museum. Sign is divided into two parts, there are signifier and signified. Signifier is the word, the sound-image. Signified is the concept, the meaning, the thing that indicated by signifier. Non-verbal communication (sign) has important role in tourism sector to support communication.

There are couple signs which are not found in geology museum such as the sign of front desk and the sign of screen. However, there are some signs which are different from the data like the sign of souvenir shop and the sign of ticket counter. In this case the sign is represented by using letter instead of sign. The reason why museum prefer to use letter rather than sign, because these are placed at the entrance door of museum. By this technique, the visitors are hoped get to the destination easier.

Suggestions

Based on the scopes of this report, the writer limits the discussion only on the explanation of signifier and signified. However, there are many discussions about Non-verbal communication for the next researcher. The suggestions as follow:

1. Analysing a symbol or icon with more details using other theories.
2. The student should find another data, method and theories to support the research in order to have a better understanding in analysis.

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SPEAK APP Android Application to Enhance Speaking Competence of Health Major Students

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Abstract— The short meeting hours is the main constraint of teaching and learning English for health major students in Indonesia. The wide-spread usage of mobile technology such as smartphones makes Mobile Assisted Language Learning as one of approaches to cope with this problem. This study is aimed at developing an android application model to enhance health major students' speaking competences. It employed an instructional design model called ADDIE. The design consists of five stages, namely: *Analyze, Design, Develop, Implement, and Evaluate*. The necessary data were obtained through observations, questionnaires, and interviews. The finding of this study was an android application product which consists of five activities: namely Activity 1 about *Dialogues/monologues audios activity*, Activity 2 about *Vocabulary Practices*, Activity 3 about *Expressions Practices*, Activity 4 about *Discourse Exercises*, and Activity 5 about *Video Speaking Project*. The content of the materials were designed based on the essential theories of teaching speaking cycles by Goh and Burns (2012) and teaching speaking by Nunan (2003). Meanwhile, the media and feature aspects of the product were developed according to the principles of Mobile Assisted Language Learning which was known as MALL from Stockwell (2013) and principles of mobile learning from Elias (2011).

Keywords—*Android Application, Mobile Technology, MALL, Speaking Competence, Health Major Students*

I. INTRODUCTION

Being English teachers for non English major students in a college is a great challenge. If we may quote Phan Le Ha (2011), it is like being a daughter in law of hundred families. The greatest challenge is to motivate the students. Although English has been a compulsory subject of health colleges in Indonesia, it seems not giving significant improvement on students' speaking competence as most of non-English major students do not have positive attitude on it. Shumin in Richard and Renandya (2002) state that one of factors contributing the EFL learners' speaking competence is the affective factor in which motivation exists. Besides, the short meeting hours also contributes to the low students' speaking competence. The students have limited time to practice their speaking in the class.

The expansion of mobile technology in the last decade has brought fresh air to English teaching and learning in Indonesia. It proposes ideas and innovation in both synchronous and asynchronous learning context. For teachers like us, it gives solutions to problems in the classroom. On one

hand, it is motivating as nowadays mobile technologies such as mobile phone and tablets are the integral part of students' life. On the other hand, it is accessible. It enables the students to learn anytime and anywhere. Yet, it promotes the learners' autonomy. The language learner is empowered through the use of mobile technologies (Huffman, 2011). Learning through using mobile technology would provide less anxious learning situation for students to learn the language independently.

Android is one of operating systems widely used in Indonesia. A mobile operating system such Android seems to be well suited to the classroom and well developed in MALL. Android is an open source operating system which means that users are able to change and develop the system to provide custom functionally. App Inventor is an online android application developer provided by Google. It enables teachers who have very little knowledge on programming to create an android application as it does not use lexical language program.

II. LITERATURE REVIEW

A. Principle of MALL in Language Teaching

In developing MALL materials, there are some principles that need to be taken into account in order to create a language learning environment. Elias (2011) reviews eight universal design principles and interprets them for mobile learning. Four of these principles are clearly of value to MALL. They are equitable use which means MALL should deliver content in the simplest possible format; flexible use which means MALL should package content in small chunks; tolerance for error meaning that MALL could scaffold and support situated learning methods; instructional climate indicate that MALL should push regular reminders, quizzes, and questions to students.

In addition, there are ten principles of mobile language learning proposed by Stockwell (2013). The ten principles are 1) mobile activities, tasks, and apps should distinguish both a) the affordances and limitations of the mobile device and b) the affordances and limitations of the environment in which the device will be used in light of the learning target, 2) limit multi-tasking and environmental distractions, 3) Push, but respect boundaries, 4) strive to maintain equity, 5) acknowledge and plan for accommodating language learner

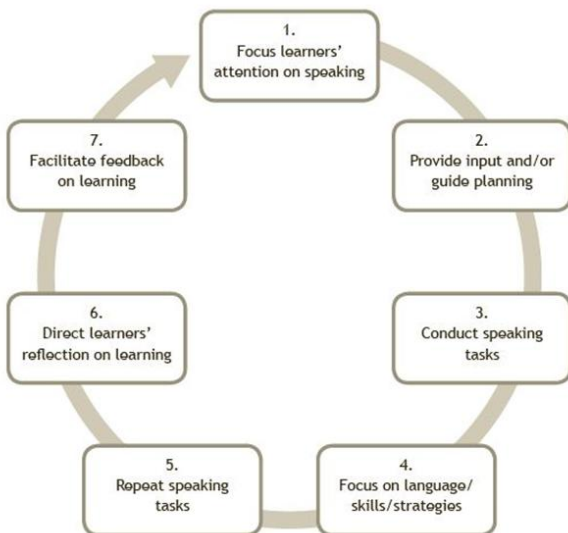
differences, 6) be aware of language learners' existing uses and cultures of use for their devices, 7) keep mobile language learning activities and tasks short and succinct when possible, 8) let the language learning task fit the technology and environment fit the task, 9) some, possibly most, learners will need guidance and training to effectively use mobile devices for language learning, 10) recognize and accommodate multiple stakeholders.

As most of mobile media contains software, some principle of well-designed software needs to be paid attention on in using mobile media in Language Learning. Egbert and Hanson-Smith (1999) state some characteristics of well-designed software, namely consistency, good use of space, legibility, ease of navigation and recovery, and high-quality playback. These characteristics enable the user to use the software easily.

B. Principles of Teaching Speaking

In order to give an effective learning of speaking material, the stages of teaching speaking from Goh and Burns (2012) are also taken as the basis in developing the materials in this study. There are seven stages that should instructors do for an effective teaching speaking namely focus learners' attention on speaking, provide input and/or guide planning, conduct speaking tasks, focus on language/skills/strategies, repeat speaking tasks, direct learners' reflection on learning, and facilitate feedback on learning.

Fig. 1. Teaching Speaking Stages (Goh and Burns, 2012)



The stages show a systematic cycles of effective teaching speaking. The stages provide learners with comprehensive learning stages which scaffold learners in achieving the learning target. Setting up these stages as the core activities in a mobile learning media is like bringing a speaking class into the learners' life. Without attending the real class, the learners would get speaking class activities from having language input as their knowledge building, doing

speaking exercises, until having feedback from the teacher or instructor.

In developing the speaking tasks within the stages, teaching speaking defined by Nunan in Kayi (2006) provide a big picture of effective tasks for learning speaking. He points out that teaching speaking is to teach the students to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking tasks should facilitate the learners to learn those skills.

English for Specific Purpose is also taken into account in developing the speaking material in the product. Target needs and learning needs are the concern of ESP materials development. Hutchinson and Waters (1987) define learning needs as what the learners need to do for learning. Learning needs, broadly speaking, are the kinds of learning situation that most appeal to the learners so that they would learn effectively. Meanwhile, target needs are learners' demands in learning, gaps between students' present competence and the demands, and the learners want to achieve. Thus, the materials containing in the speaking tasks should be developed to meet both learning needs and target needs. The design is not only on language function but also on how to present the context of the situation and specific terms/ vocabulary.

C. App Inventor as a Simple Android Application for Teachers

App Inventor is a Web-based application that allows everyone from ordinary phone owners to experienced developers to create applications for Android (Tylor, 2001). This web-based application allows everyone to create their own application to suit their needs. To use App Inventor, people do not need to have knowledge on Java, Coding, or other complicated syntaxes because the developer is provided puzzles' blocks to create the application system. This way, the developer will be easier to develop the application. Besides, the tutorials of developing applications using App Inventor are available at MIT Companion site by Google.

App Inventor is also great for designers or developers with great ideas and a solid background in development. AppInventor can allow very technical and experienced app developers to spend less time worrying about debugging, syntax, and development and more time making great applications. Since it is a simple program, the ordinary phone owners can also put their ideas into an application with short practices.

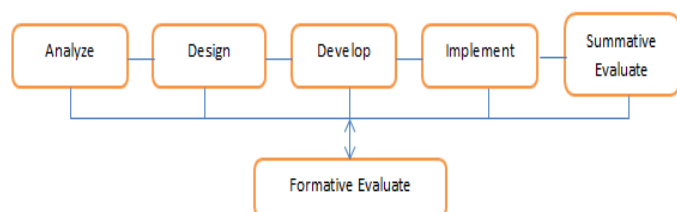
As it is web-based application we don't need to install it to our computer or gadgets. It is totally safe. We don't need to worry about error or other technical problems. App Inventor is rapid prototyping application for display and testing.

III. METHOD

This study focuses on developing an Android application model to improve speaking competence for midwifery students. Instructional design was employed as guidance to work on the research. Berger and Kam (1996) define instructional design as the systematic development of instructional theory to ensure the quality of instruction. It is the process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of instructional materials and activities; and try out and evaluation of all instruction and learner activities.

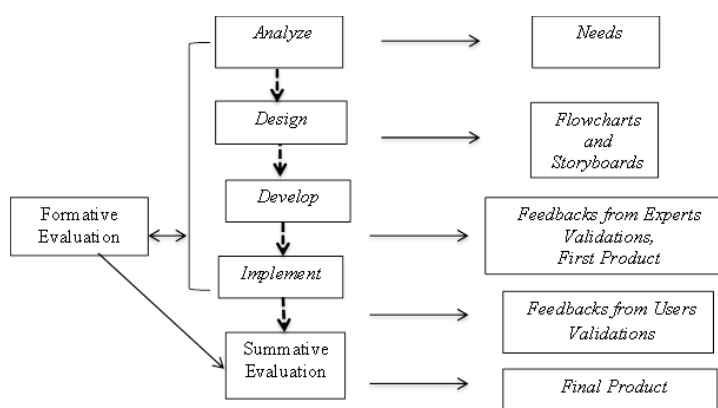
There are some phases in the instructional design which is commonly addressed as ADDIE model. ADDIE is an abbreviation that represents the phases of instructional design. Figure 1 shows the steps of the phases namely 1. Analyse, 2. Design, 3. Develop, 4. Implement, and 5. Evaluate. These phases provide dynamic and flexible guidelines which are used for effective and efficient instruction. The steps of this model are as follows.

Fig. 2. Instructional Design Phase (Rogers, 2002)



The study began with analyzing the learners' target and learning needs. It was done by analyzing learners' curriculum in the first year, not only investigating the theory and content of health area but also the context and language situation that they need to use within the context and by having a focused group discussion with the health major lecturers and the English teachers to specify the language focus and terms for the learners. After the needs were identified, flowchart and story board of the product were designed to accommodate the possible speaking tasks to be set up as the activities. The story boards were used as the blueprint in developing the application through *AppInventor*. Meanwhile, the speaking tasks were also developed and filled up to the template of the application. Once the first product was ready, it was then evaluated formatively by the experts for media and the material content. Revision was made based on experts evaluation before the product implement. Final revision was then implement to the subjects for one semester teaching period in an English class for midwifery. Pre-test and Post-test were taken as instruments to find out the influence of the product on learners' speaking competence. At the end of the meeting, students' perceptions toward the product were also gathered through interviews and questionnaires for summative evaluations. Figure 3 gives a clear description on the study process.

Fig. 3. Description of Study Process



IV. DEVELOPMENT PROCESS AND FINAL PRODUCT

Process is an important part in developing an educational product. A good process will result a good product. In this part, the researcher shows the process of developing the product. The researcher employed ADDIE model in the process of developing the application. There were five stages of ADDIE model. They are Analyze, Design, Develop, Implement, and Evaluation. In order to give clearer explanation about the process of designing the android application model, the researcher would elaborate the process through these five stages.

A. Analyze

According to Taylor, analysis is the stage where the problem is identified, defined, and solutions posed. In this study, the purpose of this stage was to determine the learning needs and target needs of the learners. The problems of the learning has been identified which is short meeting hours which make the students having less exposure of speaking practices. Meanwhile, another problem which needs to be considered as well was students' motivation.

In this stage, the writer conducted focused group discussion with both health major lecturers and English lecturers and analyzed the curriculum to specify the language focus and terms according to learners' target needs. This phase resulted five topics or units which learners need to learn in the beginning of English for midwives. The topics were given in table 1 below.

TABLE 1. TOPICS OF SPEAK APP

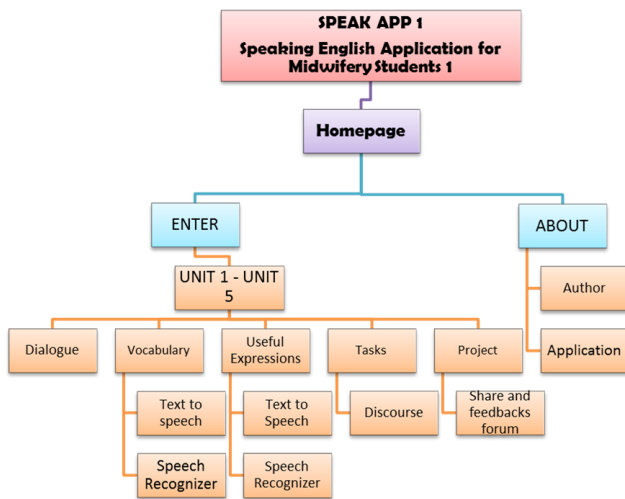
Topics	Learning materials
Hi, I'm Midwife Angela	Greetings and Introduction
I usually go to Hospital at 7 o'clock	Daily routines
Midwife Responsibilities	Midwife job descriptions
The Maternity Ward is Next to The Nurse Station	Giving directions
You Should Eat Healthy Food	Giving suggestions

B. Design

In this stage, the story boards and flowchart were designed. the flowcharts were the template design of the activities. Meanwhile, story boards presented the detail components of the product user interface. Speaking tasks and material of the application were also designed in this stage. Some tasks were picked up with consideration of possibilities for autonomous learning. It means the tasks can be done in the mobile media. Both designs were based on the principles of MALL and Teaching Speaking. Figure 4 presents the result of the flowcharts of the activities in the product.

In order to make it easier to call the product, it was then named “Speak App” for Speaking Application.

Fig. 4. Flowchart of Speaking Application



C. Develop

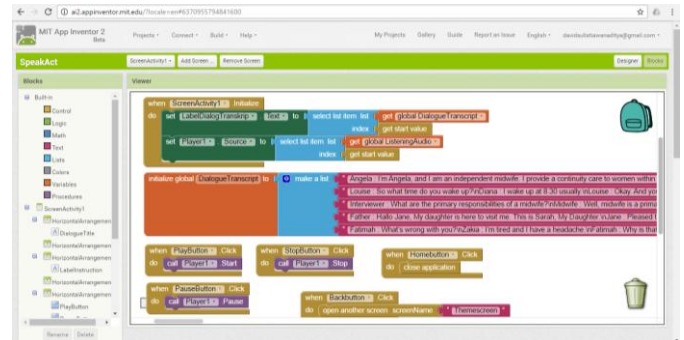
After the writer had the design of the application, the researcher then began to develop the application. In this stage, the researcher was developing the application using App Inventor, building the application into .apk file format, and trying it out via a mobile phone.

A developer will work with two components in the App Inventor namely Designer components and Blocks components. First of all, the researcher made the screen layout design of the application. The layout was designed in the Designer components. Here, the researcher realized the story boards design as the interface of the application. Interface consists of some elements which are used to make the user easier to navigate the application such as button, label, picture, textbox, layout, etc. After the interface designed, the researcher then worked with the blocks components. Here, the researcher worked with puzzles. The puzzles were functioned to give behaviors to the elements in the design and to be the operating system as well.

After the interface design and the blocks were done, the researcher then put the materials into the App Inventor. However, some of the materials file formats needed to be adjusted in order to be applicable in the App Inventor. The

pictures were then changed into PNG format and the audios were compressed and changed into AAC format. The App Inventor application capacity is limited. The product built cannot be more than 10.19MB. Therefore, the use of audios and pictures should be considered in developing the application.

Fig. 5. Block Components in App Inventor



D. Implement

After getting good experts judgments, the Speak App were implemented in an English class of midwifery students in one of private colleges in Indonesia which consisted of 21 students. The class was taken randomly without considering the students’ initial competence in English. The implementation was conducted for one semester which means within 14 meetings. The first and the last meetings were used to conduct pretest and posttest to see the significance of the product influence.

Within those 14 meetings, the learners used Speak App in both inside and outside the classroom. Both activities were set up and controlled by the teacher. In the classroom, teacher made use the audio dialogue and discourse exercises as teaching media. Outside classroom, learners were asked to practice pronunciation checks and making video project from the last task in the application. Project was submitted to the teacher for feedback.

E. Evaluation

There were two evaluations in this research namely formative and summative evaluation. Formative evaluations allow the instruction to be improved before the final version was implemented. This evaluation takes place between each phase. Meanwhile, the summative evaluation measures the overall effectiveness of the product. The experts’ validations were conducted formatively before the product implemented to make an improvement while the user validations were conducted after the product implemented. All the feedbacks gathered from the validations were then used to make evaluation and improvements of the product. The results of the product validation are discussed as follows. The experts’ validations were analyzed based on the score categorization in table 2.

TABLE 2. THE CATEGORIZATION OF THE SCORE

Category	Score Interval
Very High/ Very Good	1.2 – 2
High/Good	0.4 – 1.1
Fair	(-0.4) – 0.3
Low/Poor	(-1.2) – (-0.3)
Very Low/ Very Poor	(-2) – (-1.1)

The result of mean score of the learning material in the product was 1.9. It indicated that the materials in the product were good and suitable to support the teaching speaking for midwifery students. From the questionnaire results, the experts agreed that the materials in Speak App are useful to help the students to practice their speaking. Besides, they confirmed that the materials were interesting, easy to understand and fun meaning that this product confirmed the first step of teaching speaking cycles by Burns which is to focus the learners' attention on speaking. Interesting and fun materials would motivate them and arouse their attentions to learn speaking. The experts also considered that the materials in Speak App consisted tasks that lead the learners to learn English speech sounds and sentence stress, and to enrich the students' vocabulary, in this product the activity 1 and 2 on practicing pronunciation. They also stated that this product provided the learning of language functions/expressions. This data showed that the product was in line with the theory of teaching speaking by Nunan that teaching speaking is to teach the students to produce English speech sounds and pattern, use word and sentence stress, and use language to express judgments. Finally, the materials present specific terms and context of the purpose in learning English. In conclusion, the materials in Speak App are good and suitable to support the learning speaking for the midwifery students.

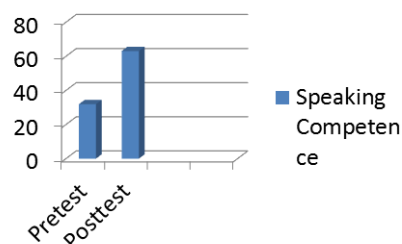
Meanwhile, in terms of quality as a learning media, the mean score of 0.6 showed that generally the expert's opinion on Speak App was high. It indicated that the application was good as a media. This result was also supported by the media expert statement in the open-ended questionnaire. They stated that the application was simple and interesting. They added that the application was easy to be operated and helpful to learn English. However, they also stated some parts that needed to be improved in the application. First, they gave some feedbacks on the interface design. They pointed out that the background color and text color had the similar color. They were supposed to be contrast in color. The buttons' locations were not consistent. They were supposed to be consistent in every screen. Second, the part needed to be improved was about the application system. He stated that there should be initial authentication such as "login" component so that the students could submit their scores after doing the tasks. He added that there should be back button to make the navigation easier. In addition, after the expert applied the application to his device, some components did not work well. He concluded that the application was not applicable to all operating systems as it was developed using App Inventor.

The results of questionnaires and interviews on both experts of media and experts of materials showed that Speak App is good and suitable to support the teaching and learning English for the first semester Midwifery students, especially to improve the students speaking competence. They also agreed that Speak App can give the students more exposures and opportunities to practice their speaking because learning can be done anytime and anywhere. However, there were some parts of the application that need to be revised and improved.

Similarly, after product implemented, the learners also have positive perception on Speak App. They point out that Speak App was practical as they could easily install it to their gadgets. They also agreed that Speak App could be a good learning media to learn speaking in the classroom and outside the classroom because Speak App provided fun activities that allowed them to practice their speaking and it also provided feedbacks. They also confirmed that teacher control is needed in learning using Speak App. In the questionnaire, the learners also added that Speak App was really helpful to practice how to pronounce words, and enrich their vocabularies. They stated that most of them were having difficulties in pronouncing words so the application was a good help for them.

In order to see the effect of Speak App on learners' competence, pretest and posttest were conducted. The results of pretest and posttest showed that the Speak App has an influence to enhance the health major students' speaking competence. The test rubric covered four aspects i.e. pronunciation, vocabulary, grammar, and fluency with score range 10 - 100. Figure 6 illustrated the general learners' score improvement for those four aspects. Every learner has varied improvements in every aspect, but generally they made improvement in all aspects although little.

Fig. 6. Graphic of Students' Pretest and Posttest Results



However, the students' speaking competence improvements might also be influenced from other factors e.g. motivation, learning intensity, learning style, classroom activities, and other factors. Thus, an experimental study needs to be conducted to investigate the effectiveness of the product in enhancing the learners' speaking competence. Other variables such as motivation and learning intensity need also be taken into account for giving more significant impact in the learning.

V. CONCLUSION

Speak App is an android application developed to give learners more exposures and opportunities to practice speaking as a solution of short meeting hours problem in English class. In this context, the target was 21 health major students in the first semester. It was designed based on learners' needs to meet the specific purpose of the learning.

The application consists of five topics and is designed based on the principles of Mobile learning proposed by Elias (2011). There are seven principles of m-learning which are integrated in this application, namely: (1) equitable use, (2) flexible use, (3) simple and intuitive, (4) perceptible information, (5) tolerance of error, (6) low physical and technical effort and (7) community of learners and support. Meanwhile, the activities in the application was design according to the combination concepts of teaching speaking by Nunan (2003) and teaching speaking cycles by Burns (2011). With its activities and design, the participants' opinions about the product are generally good.

However, some technical problems need to be considered for future research. The platform choice for the application should be considered as not all students use android. Some of them prefer IOS from i phone. On certain smartphones, applications built through App Inventor are not compatible. The version of android might the problem of the incompatibility.

Other variables might influence the results of this study e.g. motivation, learning intensity, teaching method, etc. Possible influencing variables need to be considered for future study. An experimental study can be one of ways to find out the effectiveness of the product.

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TECH-RICH INSTRUCTION: RAISING STUDENTS' AWARENESS AGAINST PLAGIARISM IN ACADEMIC WRITING

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ABSTRACT

Plagiarism is an intolerant action in the circumstances of education; it is stealing or cheating any papers, ideas, and things related to someone's works. This is a harmful offence with academic, professional, legal, and monetary consequences when someone is proved as a plagiarist. Students can be expelled from the class when they cheat colleagues' works; the worst is that the university can retract their certificate of graduation when their manuscripts are investigated and proved as result of copying other works. Regarding to its danger, plagiarism has to be avoided through establishing curriculum in higher level of education. Teacher and lecturer should provide their lessons, especially in language skills, with awareness of the plagiarism danger to the students. A skill of language that most easily susceptible and detected in plagiarism is *writing*. Since writing is not a gift skill as listening, students need to learn how to write properly. Simply, when they are not able to rewrite someone's statements with their own wording, students are doing plagiarism. This article reporting at a descriptive qualitative research aimed at describing the teaching method to raise students' awareness toward the danger of plagiarism which is applied by a lecturer in Academic Writing Class of EED - UNS for the academic year 2016. She believes that when the students have awareness in the risks or consequences of plagiarism, they will act for not doing plagiarism in their works. She supports her conventional way of teaching with technology of plagiarism checker. The method of enrichment traditional teaching with technology is known as Tech-Rich Instruction (not blended learning). This Tech-Rich Instruction she applied is successfully raising her students' awareness in the danger of plagiarism and leads to the efforts of avoiding plagiarism in academic writing.

Keywords: students' awareness, plagiarism, academic writing, Tech-Rich Instruction

I. INTRODUCTION

Writing becomes more challenging in recent years. Due to the age of digital technology, information goes to writing format rather than spoken style. People prefer to read information since written information can be easily documented and tracked when readers need to search the sources of information. The demands toward accurate and entertaining information as

well make writers change their style of writing creatively, especially when writers share their information and ideas through social media.

The changes of purpose and style of writing have no impact academically for higher educational institutions. In fact, in universities, writing academically becomes requirement when lecturers and students need to present their ideas. Academic writing is the atmosphere in

universities. Journals, text books, research reports, daily papers, even note taking during the lesson are the examples of academic writing. Academic writing is easily recognized through its standart language, format, and style. It has strict roles and rules in the presentation in which people need to consider of those before they start to write in academic manner.

Realizing the important of academic writing, some universities, including Sebelas Maret University (UNS) take actions. There are some programs for lecturers to enhance ability in writing academically, such as journal writing workshop, short course in English academic writing, and coaching clinic in international article writing. Meanwhile, for preparing students with academic writing skills, the departments in the universities provide guideline book that becomes a base to write manuscript or research report. The guideline contains style of writing adopted from recognized writing format style and used internationally in some leading countries. Adopting international format style as national academic writing style is simply because the intention of presenting paper or manuscript is for international scope reading. APA (American Psychological Association) is the most writing style adopted by educational institutions, especially in the field of sciences. It provides A-to-Z rules to present written academic paper. Some of departments, especially in language teaching program, design

their curriculum coping courses on how to write in academic manner.

English Education Department (EED) as part of Teacher Training and Education Faculty

– UNS prepares its students with the competence on academic writing since they sit in the first semester. The curriculum of EED serves a gradation of writing academic skills which is started by Sentence Building course in the first semester. In second semester, students are led to have ability in developing paragraph with

various types of development. As the improvement of Paragraph Development, in the third semester, there is Essay Writing composed with various types of development also. In fourth semester, course of Writing will bring the students to have skill in Academic Writing in which the goal of this course is that students produce a mini proposal for handling research. In the last gradation, the fifth semester, students are learnt on how to make an article based on academic research. Obviously, the ability to produce academic writing for the students in EED is not instantly taught in one semester but the students have to follow some series of Writing courses in the years of their study.

In each level of Writing course, plagiarism remains as crucial issue; therefore, the learning objective developed in each Writing course states that students' works (compositions) are free of plagiarism or have less than 30% of plagiarism mark. Plagiarism is an offense action of stealing one's idea or work. The action of plagiarism does not take impact on material damage or lost but it gives worst impact on one's intellectual violation. The punishments for this action can cause the doers loss their academic recognition, social excommunicated and potentially monetary lost.

Due to the importance of academic writing which is free from plagiarism or has less than 30% plagiarism, the lecturers of EED need to apply such method of teaching Writing which makes students aware on plagiarism and do not do plagiarism in their writing. The researchers, therefore, conducted a descriptive research which was aimed at describing on what teaching instruction used by lecturers in Academic Writing class to make students have sense of awareness toward the danger of plagiarism and how they apply it as classroom instruction.

II. RESEARCH METHODOLOGY

In gaining the research's objective, the researchers worked with descriptive research. Descriptive research is an effort to describe phenomenon with its aspects and characteristics and/or behaviors of sample from intended population. In describing the instruction of teaching used by lecturers to raise students' awareness on the danger of plagiarism, the researchers made no control on classroom interaction. It viewed the classroom with its natural teaching and learning process. Borg and Gall (1898) classified one of focuses on descriptive educational as description on natural and man-made phenomenon in classroom intended to education practitioners or policy makers. Stepping out the procedure of descriptive research, there are description, explanation, and validation the findings. To collect the data, the researchers used in-class observation, in-depth interview with the lecturers, and document analysis. In the efforts of analyzing collected data, there was an interactive model analysis, a method of qualitative data analysis as proposed by Milles and Huberman (1992).

III. RESEARCH FINDINGS

A. Classroom setting

This research took one class of Academic Writing classes handled in the fourth semester as sample to search data. Academic Writing class is one of Writing serial classes in EED, Teacher Training and Education Faculty, Sebelas Maret University. Academic Writing course is designed to make students be able to compose a mini research proposal in the form of the first and second chapters, which is free from plagiarism or has 30% free from plagiarism, based on mostly acceptable writing format style, APA, which is combined with UNS guideline in academic writing. The learning materials for reaching out the objective of academic writing learning are developing critical thinking in

writing, differentiate fact and opinion, finding references, selecting key points in some articles, avoiding plagiarism in writing by citation, summarizing, and paraphrasing, constructing theory from some extended theories, elaborating background of research embedded with research questions, and developing supporting literature review. Simply, there are two focuses in teaching academic writing; (1) leading students to have ability in writing academically and (2) encouraging students for not doing plagiarism in their writing.

Each class in Academic Writing contains 14 until 16 students. It is a small scale class since teaching writing is not easy when it is done within large number students in one class. However, big class for teaching writing is also possible by which teacher or lecturer needs more efforts for doing so.

B. Lecturer's Instruction

In the effort for integrating two focuses in academic writing class; that are (1) leading students to have ability in writing academically and (2) encouraging students for not doing plagiarism in their writing, the lecturer applied certain instruction in teaching. Instruction means as intended direction in the learning process. Joyce, Weil, and Calhoun (2003) classified instruction into 4 categories. They are behavioral systems, information processing, personal development, and social interaction. To choose which instruction is best applied; teachers have to consider the desired goal of learning process.

Elaborating goal and focuses of teaching academic writing, the lecturer adopts instruction containing some steps. **In the first step**, lecturer gives learning objectives and lead students' orientation to lesson which was done in the first meeting. Lecturer describes the content of academic writing course including short description of the course, range of learning

materials, sources of learning, learning activities, scoring rubric for evaluation, and learning rules for students in class. The materials are given from the basic of academic writing up to how to create mini proposal. The knowledge of critical thinking in writing is also given to students. Relating to act of plagiarism, lecturer presents the definition, danger, and strategies to avoid plagiarism. **In the second step**, the lecturer reviews some conditions in academic writing course, for examples: the students have to download APA e-book and academic writing guideline issued by UNS Teacher and Training Education Faculty, the students should read some articles in international journals and make summaries from those articles (these activities have aims for students to decide the topic of mini thesis proposal and practice the writing strategies in avoiding plagiarism). **In the third step**, lecturer presents new materials connecting to academic writing, such as critical thinking on writing that can be framed on article journal summaries (in the first part of this summary, students describe the article as the way it is; they are only picturing the content of the article using their own wording; and in the second part, students give their evaluation by using their critical thinking toward the article they read), strategies in avoiding plagiarism (how to cite, paraphrase, summary, and do referring in text or out text). **In the fourth step**, lecturer conducts learning exploration toward the material being studied. In this exploration, lecturer gives some examples of journal articles and thesis proposals to the students. She asks students to analyze the writing format, outline, content of the samples. Based on result of analysis, the students can evaluate and decide which of the samples is good, readable, and manageable. **In the fifth step**, lecturer provides time to individual practice. In this section, students are guided to choose topic that will become their subject in writing mini research proposal. This topic is individually chosen based on students' interest

(which can be seen from the articles they read and summarize). Students have to practice strategies in avoiding plagiarism in their article journal summaries and mini research proposal. **In the sixth step**, lecturer gives review students article journal summaries including correction, feedback, and scoring. There three aspects being reviewed in students' summaries; they are grammatical rules, content relating to descriptive writing and critical writing, and plagiarism. The lecturer reviews the content conventionally. She does by reading it carefully and comparing the original article with summary version.

In checking grammatical rules and plagiarism, lecturer applies Turnitin checker program. Turnitin is a detector program for checking plagiarism in writing. It was established in 1997 in USA. As a web-based program, Turnitin offers its commercial services to clients, especially, those who work in education institution. Under the license of Turnitin, institutions can open hundreds of web-based classes. When the class is opened, the educators are able to check students submitted papers which are automatically compared to existing database and world-wide websites in order to locate plagiarism. Turnitin offers various and advanced interactions which are claimed can make learning better and easier because it provides all responds in a dialog window. There are three advantages of using Turnitin as part of classroom instruction. (1) It provides integration of sources material taken from around the world digital database compared to students' collected papers or articles. The machine of Turnitin is automatically checking the students' originality and highlights the suspected writing and completed with the sources of citations or references. When students are found they are suspected to act plagiarism, they will take more efforts to greener their writing. It means that they are challenged to use their critical thinking

in their writing. (2) Turnitin is effective and efficient in giving feedback to students' worksheet through Feedback Studio. This studio provides scoring rubric, grammatical code that can be added on purposively, and dialog tool to communicate with students. The students will find their error and mistakes in grammar by recognizing the grammatical code and comments given by the lecturer in their paper. It is absolutely saving energy and time for lecturer to correct and give feedback in students' paper. (3) The Feedback Studio also provides standard-based testing and rubric for evaluating and scoring students' paper. This will give positive affect to students' outcomes, because they know that they are treated in equal by lecturer via scoring rubric in Feedback Studio.

C. Students' Perception on Plagiarism

Students in Writing Academic class are assigned to make summaries on articles found in e-journals. There are two parts in writing summary; (1) students have to describe the content of article or picturing articles the way it is and (2) they have to give comment about the article by using their critical thinking and background knowledge. During the semester, students have to collect 8 summaries in the same topic and different articles. They are informed that the summaries will be scored based on

originality (dealing with plagiarism), grammatical order, referencing and citation (based on UNS's guideline plus APA style), and content (whether it is equal to origin or not). They are also informed how to access Turnitin and how to send their summaries.

In the first summary collection, the students have under average score in their works. The mark of plagiarism in Feedback Studio of Turnitin tends yellow to red. The statistic shows that almost 95% of students doing plagiarism. Based on the interview, it is revealed that students' perception toward plagiarism was poor

(including how to use APA style and UNS's guideline). They did not aware about the danger of plagiarism. Besides, they did not apply seriously the strategies for avoiding plagiarism in writing. Their summaries are full of grammatical code showing error or mistake. They did not realize that Turnitin Feedback Studio will give detail correction and scoring. In the second and third attempts, their perception toward plagiarism and Turnitin moved to better level. They did their assignment seriously. They consulted with UNS guideline and APA writing style to deal with how to make citation and reference. Although the indicator of plagiarism in Turnitin changed greener, it was found that their descriptive writings did not framing the original yet. They needed more efforts when writing the content of the original articles. What they have to improve was their ability in reading comprehensively so that they can describe the writer's real intention. Another thing should be improved was their knowledge on how to write correctly. Some students did mistake and error in using proper to be and verb relating to subject.

IV. DISCUSSION

A. The Use of Technology-Rich Instruction

Based on the data finding, it can be interpreted that (1) lecturer of Academic Writing class uses direct instruction as the approach of her classroom teaching. The use of approach has broader sense than applying certain method. The use of direct instruction is indicated from the steps of teaching. First, the lecturer gives learning objectives and lead students' orientation to lesson which was done in the first meeting. Second, the lecturer reviews some conditions in academic writing course. Third, lecturer presents new materials connecting to academic writing. Fourth, lecturer conducts learning exploration toward the material being studied. Fifth, lecturer

provides time to individual practice. Sixth, lecturer gives review in which the last step of Slavin's version is put in this step. These steps are corporate with the principles of direct instruction as proposed by Slavin (1994). Slavin's principles on direct instruction are (1) stating learning objectives and orient students to lesson; (2) reviewing prerequisites; (3) presenting new material; (4) conducting learning probes; (5) providing independent practice; (6) assessing performance and provide feedback; (7) providing distributed practice and review The direct instruction is not focused on students as the center of teaching process but it is a teacher domination in classroom activities. Students are given a free phase when they have to decide what topic should write as their mini proposal of thesis. Another result of finding is

(2) to raise maximal awareness on the danger of plagiarism and minimize plagiarism in students' writing, the application of direct instruction is supported by the use of digital technology (in this case is Turnitin).

The combination of using direct method and digital based technology in teaching Academic Writing is included into a model called as Tech-Rich Instruction or Technology-Rich Instruction. This instruction is basically integrating a classical teacher act in class with technology supports. The term technology which is used in this instruction has broader sense rather than digital based technology; such as: teacher may use electronic whiteboards to visualize her explanation, or in simple way, the use of LCD to deliver the material of teaching. The use of technology can also go to sophisticate technology; the use of virtual reality as the example. These technologies may enrich students' learning activities and experience, but do not shift direct instruction given in class. The teacher or lecturer holds and controls the

classroom activities. Technology-Rich Instruction is absolutely different from Blended

Learning (Hybrid Learning) in the way that in Tech-Rich Instruction, technology does not replace face-to-face instruction in class. There are some concepts of Tech-Rich Instruction; (1) technologies are functioned as support and supplement toward teaching activities; (2) technologies used are under management of teacher; (3) students are only allowed to apply the technologies proposed in class; (4) the use of technologies are documented in lesson plans; and (5) this instruction can only apply in traditional class.

Finally, the use of Turnitin to support classroom instruction in Academic Writing class brings positive impact toward students' awareness on avoiding the danger of plagiarism. Students take efforts in avoiding plagiarism on their paper or article. It can be shown from the last summary collection, the indicator of plagiarism was 90% green. It can be interpreted that students were not doing plagiarism in their work. They could manage on how to avoid plagiarism in writing. From the interview, 92% students realized that doing plagiarism is a crime offense on others' thinking right. They said that they did want others stealing their idea too. They become aware on plagiarism especially on its danger. The use of Turnitin as plagiarism checker program to their works helps them in rising the awareness on the danger of plagiarism also in making of plagiarism.

V. ACKNOWLEDGMENT

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Improving English Communication Skill for Non-Native Speakers Using *La La Land* Movie

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Abstract — In nowadays era, sources in English for improving communication skills can easily be accessed everywhere. There are many resources that can be used, such as: literary works, translation, and intercultural mediation. The resource used in this paper is literary works in form of movie with the genre romance. The movie used in this research is *La La Land*. This movie is chosen because of some aspects such as: the language used in the movie, audiences' interests towards the movie, and many other aspects. This paper is aimed to see what *La La Land* movie has to offer in improving English communicating skills for non-native speakers. The research will be done by observing the movie itself. It is found that this movie can help non-natives to improve their English communication skills by four aspects: listening, expression, vocabulary, and communication basis. This movie also helps the non-native speakers to communicate more naturally and alike native speakers.

Keywords: *La La Land*, *English communication skills*, *non-native speaker*, *English*.

I. Introduction

Movies are one of the most common ways of people in improving English especially for non-native speakers. As stated by Brown (2013), A "Native Speaker" (NS) of English in this discussion, is someone whose main or first language (L1) is English and who has learned it first as a child. He also described non-native speakers as well as A "Non-native Speaker" (NNS) is someone who learned a language other than English as a first language, and is learning/learned English as an additional language (L2). It has been very common for people to learn English using movie as the media. In facts, there are a lot of studies talking about how much movies are very effective in learning and teaching process especially when it comes into foreign language.

Watching subtitled movies may result in acquiring various types of language properties, in addition to word meanings, one may learn the situations in which these words may be used. There may also be improvement in the ability to discern separate words in the flow of spoken language, word pronunciation, and proficiency in constructing correct sentences. (Putra)

There are many genres of movies that can be used in learning English. In fact, every genres of movie are useful in this process. However, there must be one among all which is more effective than the others. *La La Land* is one of the most famous romance musical films. It has won a lot of awards and the covers of its soundtracks have been everywhere. Therefore, this movie is pretty familiar for students to learn and improve their communication skills. This paper will discuss about the movie *La La Land*, movie as a media in improving English skills, and what communication skills can be improved from watching *La La Land*.

II. Method

The method will be used in this research is observation to the movie *La La Land*.

III. Result

a. *La La Land*

La La Land is a musical movie about young adults, Mia (Emma Stone) and Sebastian (Ryan Gosling), who want to pursue their dreams. There are many reasons of this movie to be used in this study, such as written in Media Studies number 162:

At the time of writing, the film had already won 5 BAFTA awards (including best film and best actress) and 6 Oscars (including best director, best actress and best cinematography).

This movie is a very successful one and is very common in people's ears. Other than that, this movie is very creatively well packaged. Based on Media Studies, there are a lot of aspects that make this movie very entertaining and beautifully interesting, they are:

- 1) It is colorfully eye-catching and full of bright colors
- 2) Full of singing and dancing
- 3) It is multi-genres: romance, slice of life, and a little bit of comedy.
- 4) The story is so relatable

Therefore, this movie is perfect for this study especially about improving English communication skills.

b. Movie as a media in improving English skills

It is not a secret anymore that movie is one of the best media to learn new things: cultures, life lessons, language, and others.

Films, a vital communication medium of the twentieth century which has been virtually untouched by TESL as a content tool, can be an almost limitless source of material for in-class English language practice. (Morley, Vol 21 No 1)

Talking about it, there is one specific field of how movie helps the audiences to learn it. It is communicating skills using foreign language, in this case is English.

According to the English language lectures of my institute watching English language movies help the students learn English phrases can be used in real life situations, improve vocabulary, catch authentic language, learn sentence patterns and become familiar with the different accents of native speakers, opportunities to listen to correct pronunciation and intonation pattern. (Rathnayke)

Movie does not only teach the audience one thing, but it can teach as many things as the audience can get. Therefore, this is the perfect media for us to improve our communication skills.

c. *La La Land* in improving English communication skills

La La Land is a very famous movie that fits to be watched by almost any age. This movie is not only entertaining, but also very beneficial. To be more specific, if we take a look at educational perspective, this movie is very good to improve English communication skills. There are some reasons why this movie is suitable for students to improve their English communication skills, such as:

1) The movie uses English

As *La La Land* is an American movie, of course the dialogs are all in English. In fact, the English used in this movie is rather casual and commonly used in communicating in daily basis.

2) The movie uses a lot of daily expressions

As said before, this movie uses casual and commonly used English words. Therefore, many daily phrases and expressions are often seen in this movie.

3) The movie is enjoyable

Most people might have already known that in the movie there are a lot of singing and dancing. Those things make the movie more enjoyable. People won't feel like they are learning on how to improve their

English communication skills, instead they will watch and enjoy the movie and learning unconsciously.

4) The story line is interesting

Although the genre of the movie is actually romance, this movie rather has many other minor genres. For those who does not like romance, they still can enjoy this movie, may be because of the story about Mia chasing her dream, or about jazz, or anything else in the movie.

Some communicative aspects that are improved by watching *La La Land* movie are:

1) Listening skill

English movie will certainly improve listening skill of those who watch. So does the movie *La La Land*. Rathnayke in his paper also stated that "Further subtitles of the movies are useful in developing listening skills."

Subtitles of course have a big role in giving the audience the visualization of the word and how it is pronounced. However, although the audiences do not want to use subtitles, they still can improve their listening skills. When a word is repeated in a movie, the ones who watch the movie will get used to it and naturally will understand it. For example in this movie, the word dream is often stated, such as:

"It's like a pipe **dream** to me."

"You change your **dream** and then you grow up."

"You're gonna give up your **dream**."

Because of the audiences hearing so many 'dream' in the movie, they will understand that the 'dream' can mean other thing than just imaginary things come when people are sleeping, in this case, it means hope or a vision of the future that is wanted to be pursued.

2) Vocabulary

La La Land uses very various vocabularies that enrich the audiences, especially non-native speakers, with the pile of new vocabularies. For example, there are some rarely-used vocabularies such as:

- Show up which means come.
- Make it up which means to fix something.

These words are rarely used by non-native speakers in their daily basis. However, these words are actually more natural rather than the words often used by non-natives.

3) Pronunciation

Watching English movie, either using subtitles or not, may help to improve pronunciation skill. That is because they hear the words from the native speakers so instead of figuring out themselves how to pronounce the words by the spellings, they know it from the natives.

4) Expressions

Understanding the meaning and the use of expressions are really important in improving English communication skills. It helps the speaker to sound more naturally like native speaker. As stated again by Rathnayke:

Other than these benefits some websites mention that the visuals are more effective to the learners to listen to the language expressions and facial expressions and gestures helping the learners to focus on the verbal messages.

It is indeed very beneficial. Fortunately, this movie has a lot of expressions to learn. Some expressions say by Mia (Emma Stone) and the meanings are:

- “**All my stuff** is here” which means that not only her things are here but also job, house, family, and career.
- “**A long haul**, like you are gonna stay in this band for a long time, on tour.”
- “That will **kill** me” which means that, in this case is a play audition, will fail like the other auditions.

Some expressions say by Sebastian (Ryan Gosling) and the meanings are:

- “You are a **baby**.” which means she, Mia, is weak.
- I am sorry **I’ve been a prick**” which means he has treated Mia very badly and he regrets that.
- “You’re a barista and I can see how you could then **look down on me** all the way up there” which means Ryan is saying that Mia is underestimating him.

5) Communication basis (asking, refusing, commenting, and responding)

When it comes to asking, refusing, commenting, or responding in English, the non-native speakers tend to use the same sentence over and over again. This movie, however, has a very various way in expressing those, such as:

- “**I wish I could**” which means “I can’t, I am sorry.”
- “**What do you mean?**” Which usually only “what?”
- “**Why it mattered?**” Instead of just saying “why?”
- “**What about it?**” which can mean “What happen?” or “Why?”
- “**Oh my..**” instead of the full word “oh my God”

By noticing and copying these sentences, the English of non-native speakers in communicating become more natural and various.

IV. Conclusion

Watching *La La Land* helps to improve communication skills because it contains a lot of new vocabularies, expressions, and any other things. It helps them. By watching this movie, the audiences’

English communicative skills are improved and they can just speak English naturally like a native speaker.

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KIDS' TALK: SOCIAL MEDIA AWARENESS AMONG STUDENTS OF LAZUARDI KAMILA GIS

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Abstract – Social media has been very common among us, including students, even in primary school. They tend to engage in it more often than us. In fact, it is not merely a toy. It may have various impacts, positive and negative. Unlike others, Lazuardi Kamila GIS has a unique way to build a social media awareness for the students. This school invited the students to share the insight through an English Speech Event, Kids' Talk. This invitation was a kind of challenge; both for measuring how far the students aware of social media impacts, and for accommodating them to voice their ideas in English. This paper intends to describe the social media awareness among students of Lazuardi Kamila GIS. A descriptive qualitative method in term of case study was employed in this study. Subjects were teachers in charge and students involved in Kids' Talk of Lazuardi Kamila GIS. The finding reveals that: 1) The use of current trend as one of speech topic easily encouraged students sharing their idea in English; 2) The subjects were fully aware of social media impacts, especially using it as a mean of communication to practice their English; and 3) The subjects became more literate toward social media.

Keywords – kids' talk, social media, English Speech

I. INTRODUCTION

Teaching English to young learners or TEYL is a challenging thing to do. Teachers should consider both physical and psychological aspects. They should realize that besides thinking about how to conduct teaching and learning process in a fun way, they also have to be well prepared in selecting topics or materials. Linse (2005: 2) states that naturally as a teacher of young learners, the teacher must realize students' basic needs, physically and psychologically. Many ways should be conducted to meet these needs so that they can thrive and focus on learning. As one of inclusive and bilingual school, Lazuardi Kamila Global Islamic School possesses their own approach used in its English activities; one of them is by using current issue like social media.

In Merriam-Webster dictionary, social media is defined as forms of electronic communication, such as websites for social networking and micro blogging, through which users create online communities to share information, ideas, personal messages, and other content, like video. In addition, Hudson

(2017) stated that social media is a series of websites and applications designed to allow people to share content quickly, efficiently, and in real time. The websites and applications nowadays are varied. Nations (2018) coined that social media relates to any post on websites and applications like Facebook, Twitter, Instagram, Snapchat, and others.

Social media has been a common toy for us, including for students, even in primary school. They tend to engage in it more often than us. In fact, it is not merely a toy. It has various impacts, positive and negative. Ahmad (2016) proposed that there are at least 10 disadvantages and 10 advantages of using social media. Those ten negative sides covered cyber bullying, hacking, addiction, fraud and scam, security issues, reputation, cheating and relationship issues, health issues, social media even causes death, and glamorizes drugs and alcohol. Meanwhile, connectivity, education, help, information and updates, promotion, noble cause, awareness, helping governments and agencies fight crimes, improving business reputation, and building communities are the benefits of social media.

School has no powerful control upon kids using social media. In addition, kids' character makes them curious and intends to try anything new in their live. Prohibiting or banning social media use may not the best solution. School has to think of a way to measure how well the students aware of the various impacts of using social media. It makes it even better if the school can kill two birds with a single stone. Here, Lazuardi Kamila GIS came up with the idea of organizing an event, where the students can share their insight in English. The students might deliver their own topic including social media. This way, not only did they share their thought about social media, they also voiced it in English and it was very useful for measuring their Speaking skill. By organizing such kind of event, the students hopefully are going to be wiser in using social media. In this paper, writers want to describe the social media awareness among students of Lazuardi Kamila GIS through Kids' Talk.

II. METHOD OF THE RESEARCH

This study was conducted in Lazuardi Kamila GIS Surakarta. A specific topic of “*Kids’ Talk: Social Media Awareness among Students of Lazuardi Kamila GIS*” was analyzed in this study. Thus, a qualitative research in term of case study was employed in this study. Creswell (2013: 13) coined that qualitative research is a research which depends on content and picture information; it has a very long data examination. While, Yin (2002: 1) stated that case study is used to perform sociology examine. It incorporates experiments, study, stories, and the examination of recorded information. Contextual investigation is the favored methodology when ‘how’ or ‘why’ question is being posted, when the researcher has little control over occasions, and when the emphasis is on contemporary wonder inside real-life context. In case study, Margono (2007) mentioned that the case can be an individual, an institution, or a group considered as a unit in the study. The subjects were teachers in charge and students involved in Kids’ Talk. The data were gained from document analysis, observation, questionnaire, and interview. The document analysis was gained from the teachers’ note, feedbacks and correction to the students’ drafting. Observation was conducted in the process of practicing session, several days before the D-day of Kids’ Talk. Video tapping was undertaken as one of data collections. Questionnaire and interviews to the teachers in charge and the students involved were carried out to complete and justify the data. Miles and Huberman (1994) techniques of data analysis were employed in this research. They were data reduction, data display, and conclusion.

III. RESULT AND DISCUSSION

This research was undertaken to observe Kids’ Talk program focusing on social awareness among students of Lazuardi Kamila GIS. The result finding revealed that: 1) The use of current trend as one of speech topic easily encouraged students sharing their idea in English; 2) The subjects were fully aware of social media impacts, especially using it as a mean of communication to practice their English; and 3) The students became more literate toward social media.

Most of students were familiar with social media especially Facebook and Instagram. Some of them possessed their own mobile-phone. It was a privilege given from their parents. This way, they were able to access social media freely and easily. Yet, some of them used social media under their parents’ account. So, their parents can monitor their children’s activity in social media.

In Kids’ Talk, firstly, students were guided by the teachers in constructing and developing ideas they were going to share in form of an essay. Most of them pictured social media in general, one focused on Instagram, and another focus on gadget. They were given the opportunity to decide their own area of interest. It was based on the teachers’ belief that when the students engaged on what they really like, they could understand more about the topic and achieve better result. Giving students a sense of control may improve students’ motivation. Guidance from a teacher is important to keeping

students on task and motivated. However, allowing them to have some choice and control over what happens in the classroom is actually one of the best ways to keep them engaged. For example, allowing students to choose the type of assignment they do or which problems to work on can give them a sense of control that may just motivate them to do more (Teach Thought Staff, 2017).

In this program, the teachers guided them to follow several steps from proposing ideas, drafting the text structure, elaborating ideas into a composition, revising, up to the final writing, and convey their ideas directly through Kids’ Talk. During the process, they collected the data from various sources. The teachers gave them unlimited options in collecting information. They might search in the internet as well as conducted simple interview.

In the drafting process, they defined what is meant by social media. They gathered information dealing with the definition from the dictionary and from the internet. They, then, were required to understand the essence of the definition so they could retell it in their own words. Teachers’ assistance was available in this phase. The teachers helped them to find the proper diction suit their level, so that it was going to be easier for them to explain about it during the speech. The next was mentioning kinds of social media and doing mini survey of the most common social media used in their surroundings. Most of them got Facebook, Instagram, and Whatsapp as the result.

The last step was being ready for Kids’ Talk. They were very enthusiastic during the process and were not aware that in fact this program was not only conducted to measure their speaking skill, but also containing a hidden agenda; i.e. to make them realize both sides of social media impacts, positive and negative. This point was used as the main point of the program. They were required to collect information about it. They came up with the following list of positive sides that it can be used to: 1) share feeling and daily activities with an ease; 2) provide a lot of new information; 3) open the opportunities of getting new friends; 4) connect people; 5) function as education media; 6) send positive messages to stop bullying; 7) encourage people to be better in term of sharing and caring; and else. One of the students event marked that by using social media she could spread positivity and improve others’ awareness to treat others they way they want to be treated.

Meanwhile, there was also a list of disadvantages that can be sum up from their ideas. They were 1) privacy issue; 2) criminal acts like cyber bullying, cyber fraud, and hacking; 3) inappropriate contents; 4) lessen real life socialization; 5) health issue related to mobile phone radiation; and 6) addiction. There was one student who closed her speech with a remark “*social media is like two sided swords*”. She added that the effects would depend on how we use social media in our life. So, she said that we have to use it wisely.

Those points were delivered lively in an English event named Kids’ Talk. They voiced it in that event so they could spread ideas for better life. They were very confident delivering their speech in front of a number of audiences,

consisted of students, teachers, parents, and some guests. Appreciations were given afterward in form of certificate and souvenirs. From the interview, they mentioned that they were very pleased and proud to be able to share their insights in Kids' Talk.

IV. CONCLUSION

Kids' Talk program was a unique and specific program owned by Lazuardi Kamila GIS used as an English program specifically in speaking skill. In this program, the students learnt to prepare and deliver their speech in English in front of the audience to spread ideas to make a better life. In Kids' Talk, the school could spread social media awareness to make the students realize both sides of it. Thus, they could use social media wisely.

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Teaching Vocabulary through Form-Focused and Message-Oriented Tasks: an Indonesian Case

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Abstract---The study investigated the effects of form-focused and message-oriented tasks on (1) the involvement load and (2) the vocabulary retention in the teaching of vocabulary through written input. This study involved 71 students of the tenth grade of a vocational school in Banjarnegara Regency, Central Java, Indonesia. This study used Laufer and Hulstijn's (2001) involvement model, which perceives the degree of its prominence on three components (need, search, and evaluation). The form-focused tasks were designed to attract students' attention to the target words through word recognition activities. The message-oriented tasks on the other hand led the learners to examine the context surrounding the words. The data analysis showed that (2) retention of unfamiliar vocabularies was higher in the form-focused class than in the message-oriented class, and (1) both form-focused tasks and message-oriented tasks indicated the presence of two components *need* and *search*, but in the message-oriented tasks *evaluation* component was absent because, unlike in the form-focused tasks, the students did not have to match the words with their meaning.

Keywords: *vocabulary retention, involvement load, written input, form-focused, message-oriented tasks.*

Introduction

Since the formal introduction of Communicative Language Teaching (CLT) to the teaching of English in formal schools through the so called School Level Curriculum 2007 (Indonesian Ministry of Education and Culture, 2006), the instructional practices have shifted from form to meaning oriented ones. As stated by Widdowson (1978) CLT gives much emphasis on what is termed as *value* rather than *signification*, which means that all teaching practices must be concentrated on conveying meaning taken by a sentence when it is put to use for communicative purposes, rather than meaning attached to a sentence as an instance of language usage, isolated from context. As a result, the ultimate outcome of

the CLT instruction is to make learners able to produce and use sentences for communicative purposes. In reading

instruction CLT has taken the form of message-oriented activities, which makes use of texts as a means of attaining language control through extensive exposure to contexts.

The meaning-focused approach itself grew out of the dissatisfaction with form-focused approaches such as grammar translation and cognitive code methods. It has been contended that there was a gap between what was instructed in the classroom and the communicative skills needed outside the classroom (Celce-Murcia, et.al., 1997). Furthermore, research on grammar found out that the majority of adult second language learners who succeeded in mastering grammatical rules and structures in the classroom could not put these rules into use effectively in real life (d'Anglejan 1978; Johnson, 1981; Long, Adams, McLean and Castarios, 1976).

This method has received a widespread welcome in Indonesia, especially due to its capacity to make learners able to speak within shorter period of time compared to the previous methods. Tertiary teachers teaching new students, however, are complaining about their students' inaccurate English. This is probably because under the current curriculum, which still uses meaning-focused approach, vocabulary and grammar do not receive sufficient attention. They concentrate on achieving communicative skills at the expense of vocabulary knowledge and grammar mastery. This common practice has clearly produced learners with good fluency but deplorable accuracy. This picture is in parallel with some research results. Research (Genesse, 1987; Harley, 1991) done on French immersion programs in Canada also uncovered serious drawbacks in the exclusive implementation of CLT model. The research showed that even after six to seven years of instruction, learners did not develop native-like abilities in both written and oral skills. Other research (Spada & Lightbown, 1989; Lightbown, 1992) also disclosed that although CLT-based program had significantly increased learners' oral fluency better than its counterparts with more traditional programs, learners still show lack of grammatical accuracy and vocabulary.

These research findings imply that some form of grammatical instruction needs to be introduced to CLT

programs in Indonesia's EFL classes. This is especially true when realising that Indonesian learners learn English in non-native environment, where exposure to language elements is non-existent outside the classroom. The practice of language which infuses grammar and vocabulary to the meaning-oriented instruction itself is known as form-focused instruction (FFI). FFI was originally developed to be an instruction "that overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Long, 1991).

This new move to the teaching of language itself has several versions, to mention some are Isolated and Integrated (Spada&Lightbown, 2008), Focus on Form and Focus on Forms (Long, 1991), and Unified and Separated (Johnson, 1982). Isolated FFI is provided in activities that are separate from the communicative use of language, but it occurs as part of a program that also includes CLT and/or CBI. Isolated FFI may be taught in preparation for a communicative activity or after an activity in which students have experienced difficulty with a particular language feature. In isolated FFI, the focus on language form is separated from the communicative or content-based activity. This approach differs from Long's (1991) focus on forms, which refers to language instruction and practice organized around predetermined points of grammar in a structural syllabus, that is, form-based instruction that is not directly tied to genuinely communicative practice.

In integrated FFI, the learners' attention is drawn to language form during communicative or content-based instruction. This definition corresponds to focus on form (both planned and incidental) as defined by Ellis (2002) and by Doughty and Williams (1998). That is, although the form focus occurs within a communicative activity, the language features in focus may have been anticipated and planned for by the teacher or they may occur incidentally in the course of ongoing interaction.

Focus on Form refers to instruction in which the main emphasis remains on communicative activities or tasks but in which a teacher intervenes to help students use language more accurately when the need arises. Originally, Long (1991) defined focus on form as reactive and incidental. That is, it was limited to those classroom events in which the teacher responded to a difficulty that arose as students engaged in communicative activities or tasks. The language feature that required focus was not determined in advance. More recent interpretations of focus on form have expanded the definition to include instruction in which teachers anticipate that students will have difficulty with a particular feature as they engage in a communicative task and plan in advance to target that feature through feedback and other pedagogical interventions, all the while maintaining a primary focus on meaning (Doughty & Williams, 1998; Long & Robinson, 1998).

Focus on Forms (Long, 1991) refers to lessons in which language features are taught or practiced according to a structural syllabus that specifies which features are to be taught and in which sequence. It might involve teaching approaches as varied as mimicry and memorization or grammar translation, but all are based on the assumption that language features should be taught systematically, one at a time.

Unified FFI (Johnson, 1982) places structure being taught (through a structural syllabus) along with communicative stage and the position argues for a communicative framework from the very beginning. In other words, structures are taught first (through a structural syllabus) followed by a second communicative stage at which use is taught and where structures are 'activated' or 'recycled'. The other version of FFI proposed by Johnson is Separated FFI, which is a divorce between the teaching of forms and uses, though other kinds of related separation are often also being implied — as between knowledge and its 'activation,' between correctness and fluency.

Research does suggest, however, that explicit teaching and/or feedback may be required to learn many, but not all, aspects of a second language (Spada, 1997). Regardless of which approach is favored, it is clear that the grammar teaching must not be done in isolation, but should be incorporated into CLT. This is necessary as research into both CLT and FFI suggests that learners need both communication to obtain high levels of fluency and form-oriented instruction to reduce errors (Long, 1990, 1991; Savignon; 1991; Spada, 1997).

Therefore, the current study explored the effectiveness of two different types of tasks on vocabulary acquisition through reading. The aim of the study was then to compare form-focused and message-oriented tasks in terms of their effect on the vocabulary acquisition. Form-focused tasks here refers to the form-oriented, drawing the attention of the students to the word being taught through recognition activities. The message-oriented tasks are non-form-focused in nature, which draw attention of the students to the context surrounding the word. The effectiveness of the two types of tasks was then measured through the vocabulary retention test and involvement load hypothesis of Laufer and Hulstijn (2001). The following research questions addressed in this study were (2) whether there was any difference in effect between form-focused tasks and message-oriented tasks on vocabulary retention, and (1) what was the involvement load index of the form-focused and message-oriented tasks. The investigation on the involvement load index was carried out here because as Hulstijn and Laufer (2001) claims the retention of unfamiliar words is contingent upon the involvement load of a task i.e. the amount of *need*, *search*, and *evaluation* it imposes.

Method

Participants

Participants of the research were 71 students on the tenth grade students of vocational high school in Banjarnegara regency, Central Java. The 71 students were assigned into two groups, one group which consisted of 34 students as the experimental group (using the form-focused tasks), and the other group which consisted of 36 students as the control group (using the message-oriented tasks). In advance of the grouping, a preliminary test was administered to ensure that the participants were homogenous in proficiency, especially vocabulary and reading comprehension. However, of the 71 students who participated in the research 11 were excluded from the analysis due to their language competence. The score of these students fell between one standard deviation above and one standard deviation below the mean score of the pretest. Besides, students who did not come up for the whole five treatment meetings and could not complete the tasks were also eliminated from the analysis.

Instruments

Texts, tasks, target words, and tests

Five texts from two genres (descriptive and recount) were taken from general senior high school textbooks for grade eleven in Indonesia *Developing English Competencies* published by the Ministry of National Education (2008). The use of general senior high school textbooks are for two reasons. First, the textbooks are designed for students of the same level, who presumably belong to the same linguistic competence level. Second, general senior school textbooks contain texts of the same interests. The same five texts were given to the experimental and control groups. The difference between the experimental and control group was in the tasks following each texts.

The texts for experimental group were followed by form-focused tasks, which required students to draw their attention to the word itself, not to the context surrounding the word. In the form-focused tasks, students were to match the target words with their synonyms or definitions, with the number of synonyms and definitions bigger than the target words. Following the principle of multiple choice, the construction of more than two alternatives for each item is to reduce the possibility of guessing.

The texts for control group were followed by message-oriented tasks. These tasks are in the form of true and false test items, where in each of these items a target word was used. In order to respond to each item correctly students needed to understand the word. In completing these tasks students did not have to do anything about the words. They just had to understand the message of the entire texts where the target words were used.

The selection of target words was done through a procedure. First of all, a number of words which will seemingly cause meaning problem to students were

selected from the texts. This step resulted in 80 'difficult' words. Secondly, these 80 words were presented to the students and the students were asked to provide synonyms, translation, definitions, or L1 equivalent for meaning of the words they knew. Thirdly, the words that were unknown by most of the students were then selected as the target words for the research. From this selection process, 36 words were chosen as the target words of the study.

The test, which was given at the end of the treatment (post-test), was constructed using the 36 target words. The words were presented in a test sheet, where two blank lines were provided to the right of each word for the students to write the definition or L1 equivalent. The data obtained from this test was used to measure vocabulary retention taught through form-focused and message-oriented tasks.

Procedure

There were three steps carried out to address the research problems. The first was to assure homogeneity of the participants. This step was done through standardized EPT-like test, which was developed by Language Development Center (LDC) of Muhammadiyah University of Purwokerto, using only the reading section. This section comprises 25 multiple choice vocabulary questions and 25 multiple choice reading questions. The time allotted to complete the test was 35 minutes. The second step was to find out the 'newness' of the target words to the participants. To this end, the seemingly unfamiliar words in the texts were presented to the students. Of the 80 words, 36 words were unknown by most of the students and these words were used as the target words in the study. The third step was to find out the vocabulary retention of the students. In every one of the five meetings, a text was presented to the two groups. After reading session was over, a task was given to the students. As mentioned earlier, the difference of the treatment for the two groups was the type of task. The time allotted to complete the task was 20 minutes. Upon completion of the task, the teacher wrote the correct answers to the tasks (matching and comprehension questions) on the board. After all the five texts were presented, a post-test was administered.

Data analysis

The data from the test administered to assure the homogeneity the mean and standard deviation was calculated. And to assure the homogeneity, a t-test was run. For the post-test, the answers of the participants, were scored dichotomously. A wrong or unattempted answer was given a score of 0 and the correct answer was given a score of 1. To reveal the effect of the form-focused and message-oriented tasks on the retention of the two groups of the students a t-test was performed, while to find out the involvement load difference of the two types of tasks, a simple involvement load model was carried out. The

involvement load index was obtained by counting the absence or the presence of the factors, where absence (-) of a factor was scored 0, moderate presence (+) was scored 1, and strong presence (++) was scored 2.

Results

To assure that the population was homogeneous, the EPT was administered. EPT used in the (pre-) test was a standardized test, so validity and reliability tests were not carried out. Instead, statistic analysis to know the homogeneity of the population was carried out through the use of a t-test. Table 1 exhibits the descriptive statistics for the performance of the two groups' (form-focused and message-oriented) on the EPT.

Table 1. Descriptive statistics for the two groups' performance on the EPT (the pre-test)

	N	Mean	Std. Deviation	Std. Error of Mean
Form-focused	29	34,17	7,215	1,587
Message-oriented	32	32,94	8,544	1,275

To determine whether there was any difference between the mean scores of the two groups on the EPT, a t-test was run (see Table 2). The t-observed value of ,271 was higher than the alpha value of ,05 at 2/61 degrees of freedom, which indicates that the two groups were homogeneous in terms of their English proficiency.

Table 2. Independent samples t-test for the two groups on the EPT (the pre-test) (listed in the end)

2. The effect of form-focused and message-oriented tasks on vocabulary retention

To find out whether there was any difference between form-focused tasks and message-oriented tasks in vocabulary retention, the difference between the mean scores of the form-focused and message-oriented groups on the post-test was calculated. Table 3 exhibits the performance of the form-focused group (M=16,72; SD=2,14) and message-oriented group (M=14,71, SD=2,13).

Table 2. Descriptive statistics for the performance of form-focused vs. message-oriented groups on the vocabulary test

Group	N	Mean	Std. Deviation	Std. Error Mean
Form-focused	29	16,72414	2,14673	.400
Message-oriented	32	14,71875	2,13773	.379

A t-test test was the run to compare the mean scores of the form- focused and message-oriented groups. As shown in Table 2 below, the contrast value of 3.64 ($t=2.01$; $df=60$, $p<.05$) shows that there was a significant difference between the mean scores of the form-focused and message-oriented groups on the post-test. As the mean of the form-focused group was higher than that of the message-oriented group, the significant t-value shows that the form-focused task resulted in more effective vocabulary retention.

Table 3. t-test for the difference in vocabulary retention between form-focused and message-oriented groups (listed in the end)

2. The involvement load index of the form-focused and message-oriented tasks

In order to use the Laufer and Hulstijn (2001) involvement model as a supporting explanation of the research findings, all the tasks should be measured in terms of their degree of involvement. Table 4 displays the analysis of the two tasks in the study, which identifies the presence/absence or degree of prominence of the involvement factors (need, search, and evaluation). According to Hulstijn and Laufer (2001) involvement load index can obtained by counting the absence and the presence of the factors, where absence (-) of a factor is scored 0, moderate presence (+) is scored 1, and strong presence (++) is scored 2.

Table 4. Task-induced involvement load index of the two types of tasks (listed at the end)

Discussion

The data analysis showed that there was a significant difference of the effect of form-focused tasks and message-oriented tasks. This finding was relevant with some research (e.g., Day & Shapson, 1991; Doughty & Varela, 1998; Harley, 1989; White, Spada, Lightbown, & Ranta, 1991; Lyster, 2004; Sheen, 2005) which concluded that the introduction of form-focused tasks in CLT classrooms caused changes in learners' knowledge and use of certain language features. This also supported Tajeddin & Deraee's (2013) research findings which revealed that (1) task types following reading texts affected incidental vocabulary acquisition, and (2) form- focused tasks were more effective than non- form- focused tasks in vocabulary acquisition due to the greater task- induced involvement. Actually, Tajeddin & Deraee's (2013) research involved three types of tasks: form-focused, message-oriented, and reading comprehension tasks. In this research, the message-oriented and reading comprehension belong to the non-form-focused tasks.

Therefore, advocates of CLT and CBI have increasingly paid much attention on both *content objectives* and

linguistic objectives when planning lessons (Echevarria, Vogt, & Short, 2004; Pica, 2002; Schleppegrell, Achugar, & Oteíza, 2004). Thus, stemming from teaching experience and research results there seemed to be a growing consensus that language instruction would be effective when it included both form and meaning. This is especially true for learners who begin learning when they are beyond early childhood, especially when exposure to the L2 occurs primarily or even exclusively in classrooms in which other learners use the same L1. This type of learners appear to benefit from FFI that enables them to make more efficient use of their limited exposure to the sounds, words, and sentences of the language they are learning (Lightbown & Spada, 2006).

The finding of this research again supports Hilstijn and Laufer's (2001) involvement load hypothesis claiming that retention of intentional vocabulary acquisition is dependent on the amount of task involved in the teaching activities. Hilstijn and Laufer showed that the task of composition with incorporated target words produced the best retention results and that the task of reading comprehension plus filling in target words produced better results than the task of reading comprehension with marginal glossing for target words. As illustrated in Table 4, the two types of tasks had different involvement indexes. The form-focused tasks had a higher involvement index than message-oriented tasks. Although form-focused and message-oriented tasks had the two components of need and search in them, but in the message-oriented tasks the component of evaluation was absent, while in the form-focused students had to match the words with their meaning.

Conclusion and implications

The aim of the study was to examine whether form-focused and message-oriented tasks had different effects on vocabulary retention and whether they had different involvement load indexes. The tasks were selected on the basis of the construct of task-induced involvement proposed by Laufer and Hulstijn (2001). Data analysis showed some important conclusions. First, both form-focused and message-oriented tasks affected vocabulary retention. Second, form-focused tasks performed better than the message-oriented tasks in vocabulary acquisition. Third, form-focused tasks had greater task-induced involvement. This was because form-focused tasks led students to all three components of task-induced involvement: need, search, and evaluation.

Implications of this research findings are mainly related to the vocabulary instruction and materials development. A thoughtful selection of tasks following reading activities can result in much different word learning outcomes. As indicated by the study, a teacher is recommended to devise tasks with greater involvement load. This can be done by adding reading with word-focused tasks, which can improve not only the number of words learners learn

during instructions but also build the interests in words. Building the interest in words is one of three major components of effective vocabulary instruction: wide reading, direct instruction, and building an interest in words (Mezynski, 1983; Stahl & Fairbanks, 1986). Provision of reading texts which draw learners' interest and contain proportional new words can bring benefits not only to the development of reading skills but also to the vocabulary acquisition. Reading materials which are one level above learners' linguistic standing and are selected from culturally relevant sources can be an alternative.

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Table 2

Score	Lavene's test for equality of variances			t-test for equality of means						
				95% confidence intervals of the difference						
	N	F	Sig.	T	Df	Sig. (2 tailed)	Mean Diff.	Std error diff	Lower	Upper
Equal variances assumed	62	2,149	,148	-,612	59	,543	-1,235	2,019	-5,274	2,805
Equal variances not assumed				-,607	-,55,09	,547	-1,235	2,036	-5,314	2,845

Table 3

Score	Lavene's test for equality of variances			t-test for equality of means						
				95% confidence intervals of the difference						
	N	F	Sig.	T	Df	Sig. (2 tailed)	Mean Diff.	Std error diff	Lower	Upper
Equal variances assumed	62	2,149	,148	-,612	59	,543	-1,235	2,019	-5,274	2,805
Equal variances not assumed				-,607	-,55,09	,547	-1,235	2,036	-5,314	2,845

Table 4

No	Tasks	Status of the target word	Need	Search	Evaluation	Involvement load index
1	Form-focused	Relevant to task	+	+	+	3
2	Message-oriented	Relevant to task	+	+	-	2

Autonomous Learners: How Competency-Based Curriculum Could Accelerate at the English Education Department, Universitas Muhammadiyah Yogyakarta, Indonesia

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Abstract -This paper will explore the implementation of the Competency-Based Curriculum at the Department of English Education, Universitas Muhammadiyah Yogyakarta, in reaching the goal of creating autonomous learners. Autonomous Learner is the ultimate objective in teaching learning processes. It is the beginning of the long-life learning processes. By creating autonomous learners, the process of achieving better graduate quality will be more effective and efficient. To reach the goal of producing autonomous learners, the Department of English Education, Universitas Muhammadiyah Yogyakarta, focuses its curriculum on the graduate abilities in “thinking how to think” and “learning how to learn” through the Competency Based Curriculum.

Competency-Based Curriculum (CBC) is the teaching learning planning which bases its objectives on the students' competences. To achieve the ultimate goal of language learning the Department of English Education, Universitas Muhammadiyah Yogyakarta needs to choose the relatively most effective curriculum and method of teaching for the students. Therefore, the department chooses CBC that applies student centred learning (SCL) to achieve the autonomous learning model. The department also applies constructivism approach which enhance the students curiosity to accelerate the autonomous learning in the student centred learning.

Keywords: *Autonomous Learner, Competency-Based Curriculum, Student Centred Learning, Constructivism.*

I. Introduction

Traditional education focuses its activities on teaching and it does not focus on learning. In the class, when a teacher explains, students will learn and will get much information from the activities and they will understand most

of what the teachers explain. However, most of what students learn before, during, and after attending schools is learned without being taught to the students. A child learns fundamental things, let say, how to walk, talk, eat, and so on without teachers who taught these things. Adults learn most of the equipment at work in the place where they work. They operate any tools at home without being taught by teachers. Most of what people learn in classroom settings is forgotten, and much of what is remembered is irrelevant.

In most schools, memorization is mistaken for learning. Most of what is remembered is remembered only for a short time, but then is quickly forgotten. Furthermore, most children think that most of what they want to know at school can better be done by doing themselves in computers, recording machines, cameras, and so on. Why doesn't education focus on what humans can do better than the machines and instruments they create?

When those who have taught others are asked who in the classes learned most, most of them say, "The teacher." It is apparent to those who have taught that teaching is a better way to learn than being taught. Teaching enables the teacher to discover what one thinks about the subject being taught. In another word, students will get better understanding when they teach the subject matters to other people. Thus, students should be teaching rather than learning.

In formal education, a curriculum is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Curriculum can also be defined as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. However, curriculum is the total learning experience provided by a school. It includes the content of courses (the syllabus), the methods employed (strategies), and

other aspects, like norms and values, which relate to the way the school is organized.

Competency Based Curriculum (CBC) is a curriculum that focuses on the students' competency as the ultimate goal of the learning process. A good curriculum is that when it can guide the teachers motivate and inspire the students to get what they want to learn themselves. A good curriculum should drive students do more activities than what the teachers do in the class.

This paper would discuss whether the CBC could accelerate the students learning autonomy in the English Education Department (EED), Universitas Muhammadiyah Yogyakarta (UMY). The department applies the CBC since the beginning of the department when it was established in May 2010. This paper is the result of the observation of the implementation of the curriculum from 2010 to 2013.

Autonomous Learning

Autonomous learning or self-directed learning has been variously defined. Autonomy is defined first as the ability to take charge of one's own learning (Holec, 1979). Another scholar define that autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions (Dickinson, 1987). Another definition of autonomy is that autonomy is recognition of the rights of learners within educational systems (Benson, 1997). Some people also define it as letting students choose their own topics and activities for homework. Others say that a self-directed learner is one who is self-motivated, one who takes the initiative, one who has a clear idea of what he wants to learn, and one who has his own plan for pursuing and achieving his goal. However, from many definitions, we can take some key characteristics of a learner who can take responsibility for learning: an ability to define one's own objectives; awareness of how to use learning materials effectively; careful organization of time for learning, and active development of learning strategies (Hedge, 2000).

One of the key aspects to consider in defining learner autonomy is whether we view it as a means to an end of learning or as an end in itself of making people autonomous learners. These two options do not exclude each other, both of them can be part of our views towards language learning or learning in general. Therefore the principles of learner autonomy could be:

- autonomy means moving the focus from teaching to learning

- autonomy affords maximum possible influence to the learners
- autonomy encourages and needs peer support and cooperation
- autonomy means making use of self/peer assessment
- the role of the teacher as supporting scaffolding and creating room for the development of autonomy is very demanding and very important
- autonomy means empowering students, yet the classroom can be restrictive, but the use of technology can take students outside of the structures of the classroom, and the students can take the outside world into the classroom

Based on the above definition, we could take some key performance indicators of what an autonomous learner should perform. A self-directed learner should:

- know their needs and work productively with the teacher towards the achievement of their objectives;
- learn both in and outside the classroom;
- be able to take classroom-based material and be able to build on it;
- know how to use resources independently;
- learn with active thinking;
- adjust their learning strategies when necessary to improve learning;
- manage and divide the time in learning properly;
- not think the teacher is a god who can give them ability to master the language.

These key performance indicators, then would be used to measure whether or not the application of the competency based curriculum at the Department of English Education, Universitas Muhammadiyah Yogyakarta could empower the student become self-directed learners.

Competency Based Curriculum

Competency-based learning or Competency Based Education and Training is an approach to teaching and learning more often used in learning concrete skills than abstract learning. It differs from other non-related approaches in that the unit of learning is extremely fine grained. Rather than a course or a module, every individual skills/learning outcome, known as a competency, is one single unit. Learners work on one competency at a time, which is likely a small component of a larger learning goal. The student is evaluated on the individual competency, and only once they have mastered it, they move on to others. After that, higher or more complex competencies are learned to a degree of mastery and isolated from other topics. Another common component of Competency-based learning is the ability to skip learning

modules entirely if the learner can demonstrate they already have mastery. That can be done either through prior learning assessment or through formative testing.

Competency-based learning is learner focused and works naturally with independent study and with the instructor in the role of facilitator. Learners often find different individual skills more difficult than others do. This learning method allows a student to learn those individual skills they find challenging at their own pace, practicing and refining as much as they like. Then, they can move rapidly through other skills to which they are more adept.

The process of developing the competency based curriculum.

The department of English Education, UMY develops its curriculum based on its vision, mission and objectives of the study program and the SWOT analysis. The department vision is “Becoming an International Standard English Education Study Program which is leading through education, research and social service activities based on Islamic values. The department’s mission is to hold the three pillars of higher education in the field of English education based on Islamic values by carrying out (1) education and training which embodying students with English educations science and soft skills using Competency-Based Curriculum and (2) research and social services related to the need of Indonesian society. The objective of the department is to produce under graduates scholars who master English Language and Education with Islamic worldviews.

Based on the department’s vision, mission and objective, the faculty members discuss the learning outcomes by defining the graduate profiles. They decided that the department would direct the graduates as English teachers, practitioners in language such as translators, interpreters or any related jobs, language and education researchers and businessperson in language or language educations.

From the profile, then they define the competencies that the students should achieve to perform in those occupations. The competencies were developed based on the principles of what they can do (psychomotor), what they should know (cognitive) and what attitude they have to perform (affective). From the above principles, they decide the learning outcomes or they also call as the main competencies. They are: (1) Able to practice English correctly and fluently and teach it according to the principles of language learning and teaching; (2) Mastering the theory of English language and language learning and teaching; (3) Able to make an academic decision on the use of language and language learning and teaching (4) Able to carry out

researcher on language and education, and (5) Possessing intra and interpersonal skills.

Beside the main competencies, the department has also decided the supporting competencies such as (1) Mastering and able to apply Information and Communication Technology effectively in mastering the language and language learning and teaching; (2) Mastering and able to apply entrepreneurship effectively; (3) Mastering and able to apply Islamic values in the professional field and in the society; and (4) Mastering and able to apply national values in the professional field and in the society.

Based on the above competencies, the department identifies all the materials for the entire curriculum based on the main subjects, supporting subjects and the subject matters, which the graduates need in their future carrier. There are 40 subjects, which are structured in 8 semesters. The curriculum is structured based on Richards and Rogers (2001) theory with a little bit modifications. The structure is as follows:

YEAR 1	Skill-based learning	Language Skills	What to teach
YEAR 2	Theoretical-based learning	Theories of language learning and teaching	How to teach
YEAR 3	Practical-based learning	Practice on how to teach	How to apply teaching learning processes
YEAR 4	Research-based learning	Research on language and education	How to develop language and education science

From the above curriculum structure, all the subject matters are arranged to achieve the goal, a competent English teacher with four major competencies such as: professional competency (what to teach and how to know), pedagogical competency (how to teach and how to do), personal competency (how to be) and social competency (how to live together). The department hopes that after following all the subjects, the graduates would be able to be professionals in the language and language learning and teaching, especially English. By mastering the four major teacher’s competencies, they would be beneficial not only for the schools, their students, but also for the society and humanity.

Implementation of Competency Based Curriculum at Universitas Muhammadiyah Yogyakarta, Indonesia

The Department of English Education UMY starts developing its curriculum from the vision and mission of the department. The Department's vision is "Becoming the international standard of English Education Department which is leading on its educational activities, researches and social services based on Islamic values." It means, the Department should manage the institution to achieve international standard and should educate the students that when they graduate they could perform Islamic attitude and behaviour. To achieve the goal, the Department of English Education has focused at least on two major strategies namely the teaching methodology and the teaching learning processes.

The teaching methodology

The Competency Based Curriculum (CBC) applied by the Department of English Education, Universitas Muhammadiyah Yogyakarta (UMY) is a learning process based on the competency. It means that the learning processes should base on the learners. The teaching learning processes would be called successful when all the students are active in all activities held by the department especially in learning teaching processes. To do so, the Department should carefully choose the teaching methodology that supports the strategies in achieving the goals. For this goal, the Department chooses Student Centred Learning as the methodology with some important points such as Creativity Development; Creating Challenging and Enjoying Condition; Providing Various Learning Experience, Learning by Doing; and Contextual Learning.

It is very important that the department use Student Centred Learning because developing students' competencies should only be successful when the students become the object of the learning teaching processes. The teacher should be a facilitator in the class who should foster the students develops their creativity that they always find the best way in learning the subject matters in the class. The teacher should also create challenging and enjoying condition of the class that the students would not get bored in the class.

In student centred learning, the teachers who becomes facilitators should provide the class with various learning experience. Students will optimally improve their knowledge and skills when they get more learning experience. Therefore, the activities in the class should support the students to have various types of learning experience. It is also an affirmative that the faculty members of the EED apply the process of learning by doing. The students should not only

learn the subject matters cognitively but also practice what they should do when they are in the field of job.

Contextual learning is also important to apply in the students centred learning processes. The teachers should develop some important factors in EED when they apply contextual learning. They are inquiry; questioning; constructivism; learning community; modelling; authentic assessment; and reflection.

Inquiry is "a seeking for truth, information, or knowledge -- seeking information by questioning." In applying inquiry activity in the classroom teaching, the students should formulate the problem, collect data through observation, analyze and present data and communicate and present the result of data to the readers, classmates, and the other audients.

Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. In the class, the teacher asks the students before, during and after the lesson. In a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring student's curiosity, focusing student attention, and refreshing students prior knowledge.

Constructivism is the foundation of CTL. The basic premise is that an individual learner must actively "build" knowledge and skills. In the teaching learning process, the application of constructivism are applied in five step of learning that are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge and reflecting on knowledge. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.

Learning community is useful in the CTL that students can get the result of learning through sharing with friends, or other groups. In another words, learning community can also mean group of learning which communicate to share the idea and experience and work together to solve the problem.

Modelling is verbalization of ideas. The teacher should demonstrate the activities that the students should perform. Students usually learn from the model that the teacher performs in the class. Therefore, the teacher should

give examples of what the teacher want the student do in the learning teaching processes.

Authentic assessment is a procedure of achievement in the CTL. Assessments of the students' performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the learning process teacher can provide accurate assessments for the students, however, students can also be an effective monitor and judge for their own learning activities. Authentic assessment has some characteristics such as (a) involves real world experience, (b) allows access to information, (c) encourages the use of any tools such as computer, dictionary and other resources, (d) engages the students by relevance, (e) uses open-ended format, (f) Includes self-assessment and reflection, (g) warrant effort and practice, (h) identifies strength to enable students to show what they can do and (i) make assessment criteria clearer to students. Essentially, the question that needs to answer by authentic assessment is "Does the students learn something?" not "What have they already known?". So, the students are assessed through many ways of assessment.

Reflection is the ways of thinking about what the students have learned and thought about what the students have done in the past. Teacher needs reflections from the students in the end of teaching learning process. The reflection can be direct statement about the lesson, some impression and suggestion from students about the learning process and discussion or other related reflections.

Evaluation model

The last important factor on the CBC is the evaluation model. Evaluation is important to measure the success of the learning teaching processes. The EED apply some models of evaluation such as performance assessment; systematic observation; portfolio; and science journal.

The EED applies performance assessment because CBC does not only deal with cognitive and psychomotor domain. It should also develop the affective domain. It is easy to measure the cognitive ability of the students as well as the psychomotor skills. Teacher could just give any tests or a certain task to know that the students have achieved a certain level. However, affective skills could not easily be measured using such test or task. Teacher should apply performance assessment to measure the level of the psychomotor and affective skills of the students.

The systematic observation and portfolio are important for the CBC that base on the process of learning and not just the result of the learning. To measure the students' competencies, the teacher could have a systematic observation and portfolio that could assess the day-to-day development of the students' competencies. Science journal is also used as one of the assessment method because by using it, the teacher could easily measure the level of the cognitive ability of the students

The teaching learning processes

The EED has also standardized the learning processes. Teachers could explore their individual creativity in the learning process, however, the department has given some basic guidelines that the lectures role is the facilitator in the class. Lecturers may open the class and give a scenario or problem that the students discuss the problem and find the solution. To identify the problem and find the solution, the students do a library research in the libraries, Self Access Centre, American Corners or other possible learning centres in the university. Students, then present the research result in the class. Students could make some group and individual power points presentation to present their research and discussion.

In the learning process, the student can apply the seven jumps process to make the learning process be more effective, especially in identifying the problems and finding the solutions. The seven processes are as follows:

1. Clarifying difficult words or terms of the subject matters;
2. Identifying the problems
3. Brainstorming of the hypothesis or some possible clarification and explanations
4. Drawing hypothesis
5. Deciding the learning objectives
6. Data collecting and independent learning
7. Sharing information and discussing the result of the independent learning

Internship

To support the theoretical understanding, the students should do an internship on teaching practices. They have to go to elementary schools and observe the students learning styles. They have to handle an English extracurricular programme supervised by the English teacher in the school. While teaching English in the class, the other members of the group observes what happens in the class and take notes on the phenomena appear in the class, especially in the students learning styles. They do this practicum for one-semester period. The class is divided into 5 groups and they teach in class 1 until 5. Periodically, they discuss the problems and every semester they have to report what they have done in the

school. The next semester they do similar thing but they have to focus on the classroom management. The result of the first year practicum will be beneficial for their study in the second year. When they learn the principles of learning and teaching and other related subjects in the second year, they have got much experience about the real practice of learning a language, especially English in the real school setting.

In the second year, the students should go to a secondary school to have another internship. In this school, they do another observation with the focus on how the teacher develops the lesson plan and how the teacher develops the material development. The students do not only handle an extracurricular class of English but also observe the lesson plan develop by the teacher. They do it in one-semester period and they have to write a report on it. In the next semester, they observe the teaching materials developed by the teacher and try to apply it in their class under the supervision of the English teacher. In the end of the semester, they have to write an official report for their practicum.

In the third year, the students have to deal with the fifth and sixth internship in a senior high school. Similar with the previous practicum, they have to handle an extracurricular English class focussing an observation on the teaching strategy. In this practicum, they do not only do an observation but also practice the theories they have in the third and fourth semesters. After doing it in one semester, they do the last internship focussing in language evaluation. They help the English teacher in the school in evaluating the students' proficiency.

Bridging course for Soft Skills

Most subjects given in the university tend to deal with cognitive and psychomotor domain. However, the CBC urges the department develop the affective domain in all the subjects given to the students. The EED embedded the soft skills in the learning teaching processes to develop the students' affective domain. To focus on the intrapersonal and interpersonal skills, the Department hold six bridging courses on soft skills once every semester. These bridging courses are aimed to give specific theme in every semester that the faculty members could discuss it in every lesson they give in the class.

The first bridging course is the achievement motivation training. This outbound training is aimed to realize the students that their future job is a teacher who have to be able to motivate the students to achieve their goal in studying. To be a motivator, one should be able to motivate himself first. In this training, they will get the intra and interpersonal

skills especially in self-awareness, goal setting, time management and achievement motivation.

The second outbound training is held in the second semester to give a thematic soft skill development of creativity. A teacher should motivate the students so that they think, learn and behave creatively. To give a model to the students, prospective teachers should train themselves to be creative; therefore, the department give creativity training to the students to develop their affective soft skill.

Learning organization and team building are also important for the students. In their future career, a teacher would be working on an organization that it is important that they could be active members as the subsystem of a big system. A teacher could not work alone; they have to be a team of teachers. They have to possess personal and social competencies that they could work collectively. Therefore, team building is something important for them.

In the third year, the students have communication and leadership skills. These two soft skills are very important in their future career. Teachers should produce leaders. Only good leaders could produce good leaders. When the students could communicate well and could perform wonderful leadership skills, they would easily get the best job they want.

These sets of outbound training, in fact, do not only make the students perform better attitude but also make the students have closer relationship among them and between the students and the lecturers. It could happen because these trainings should be handled by all the teachers and non academic staff of the department.

The result of the teaching learning processes

After running the program for three years, the department could report many advantages from the implementation of the CBC. The curriculum that requires the department apply students centred learning has create autonomous learners. Most students show their eagerness in learning and they become active not only in the class but outside the class. They are eager to learn the subject matters creatively as well as active in many extracurricular activities.

The seven jumps processes that the students apply in the learning teaching in the class have force the students active both inside and outside the class. They feel that missing the class would make them find many difficulties in following the class that it makes their class attendance almost perfect. Most students attend the class more than 75% of the total meetings.

Students are also active in consulting many problems to the lecturers outside the class. They usually consult not only their academic problems but also their personal problems. This happens in result of the contextual learning process in the classroom. They are also active consulting many activities that they want to join such as in many academic competition and non-academic competition.

Their eagerness in knowing many things and their autonomous learning attitudes have led them hand many achievements. Below is some of the students' achievement that the department has recorded:

No	Activities	Time	Level	Achievement
1	Mimbar Pertunjukan Sastra Dinas Kebudayaan DIY in RRI Pro 2 Yogyakarta (Savanna)	1 September 2017	Regional	English Musical Drama "Roro Jongrang"
2	The 14th JETA National Conference di Universitas Sarjanawiyata Tamansiswa	22-23 May 2017	National	Paper presenters : 5 presenters
3	International Youth Festival 2017 (Savanna)	2017	Local	English musical drama "Sangkuring"
4	Student Exchange ke Sias International University, Tiongkok for one semester in odd Semester 2015/2016	2016-2017	International	Awardees: 2 students
5	SEKATEN International Culture Festival, 2016 (Savanna)	2016	Local	English Musical Drama "Ken Arok Ken Dedes"
6	Conference "Language: Promoting Value Education"	30 June 2016	National	Paper presenters : 5 presenters

7	Student Exchange ke Sias International University, Tiongkok for one semester in odd Semester 2015/2016	2015-2016	International	Awardee: 1 person
8	PTNNT scholarship– batch IX, 2015/2016 PT Newmont Nusa Tenggara	2015-2016	National	Scholarship holder: 1 person
9	International students exchange program to Spain (Unersitate Jaume I, Castellon de La Plana)	2016	International	Awardee: 1 person
10	The 4th Graduate Students Conference on English Education, Linguistics, and Literature at USD	28 November 2015	National	Paper presenters : 1 Presenter
11	International students exchange program to Spain (Unersitate Jaume I, Castellon de La Plana)	February – July 2015	International	Awardees: 3 persons
12	Outstanding students scholarship Universitas Muhammadiyah Yogyakarta	8 June 2015	Local	Scholarship holders: 4 persons
13	Student Exchange to Sias International University, Tiongkok for one semester	Odd Semester 2015/2016	International	Scholarship holder: 1 person
14	SEKATEN International Culture Festival, 10 September 2015 (Savanna)	15-Sep-2015	Local	English Musical Drama "Malin Kundang"
15	The 13th Asia TEFL International Conference in China	6-8 November 2015	International	Paper presenters : 2 Presenters

16	The 2015 International Conference "English Language Teaching Challenges in Asia"	10 November 2015	International	Paper presenter: 1 Presenter
17	The 6th International Language Learning Conference, Penang Malaysia	2-4 November 2015	International	Paper presenter: 1 Presenter
18	JETA International Conference 2015	2015	International	Paper presenters : 2 Presenters
19	Students Creativity Grant 2014	2014	National	Grantees: 5 persons
20	UMY Main Outstanding Students scholarship 2014	2014	Local	Scholarship holder: 1 person
21	UMY Outstanding Students Scholarship 2014	2014	Local	Scholarship holders: 3 persons
22	The 11th Asia TEFL International Conference in Philippines	October 2013	International	Paper presenters : 6 presenters
23	Airlangga Cup Tapak Suci Indonesia Open 2013	1-6 October 2013	National	Runner Up Group: 2 persons
24	Exchange Program SUT – ASEAN 2013	March 2013	International	Holder: 1 person
25	UMY Students Creativity Grant 2013	2013	National	Holders: 6 persons
26	Telkomsel Mengajar Program 2013	2013	National	Awardee: 1 person
27	Bank Syariah Mandiri Scholarship 2013	2013	National	Scholarship recipients: 3 persons
28	Badan Pengelola Infaq Scholarship	2013	Local	Scholarship

	2013			recipients: 3 persons
29	National Speech Contest 2013	May 2013	National	Host
30	Saman Dance	April-May 2013	Local	Dancers: 19 persons
31	Conference on Teaching English as a Foreign Language, The 5th COTEFL	11-12 May 2013	International	Paper presenters : 7 presenters
32	BRI Student Entrepreneurship and Business Incubator (SEBI) Grant 2013	March 2013	local	Entrepreneurship Grant Holder: 5 groups
33	International Conference on Education and Language (ICEL) 2013	28-30 January 2013	International	Paper presenters : 3 presenters
34	Global Ugrad Fullbright Scholarship USA 2014	January - Mei 2014	International	Awardee: 1 orang
35	UMY Most Outstanding Students Scholarship 2013	2013	Local	Awardee: 1 orang
36	Academic Scholarship 2013	2013	National	Awardee: 8 orang

Conclusion

From the implementation of the Competency Based Curriculum in the English Education Department, Faculty of Language Education, Universitas Muhammadiyah Yogyakarta, conclusion could be drawn as follows:

1. Competency Based Curriculum needs the implementation of student centred learning,
2. English Education Department Universitas Muhammadiyah Yogyakarta has applied Competency Based Curriculum and student centred learning with contextual learning process,
3. The learning process of the Competency Based Curriculum in the English Education Department Universitas Muhammadiyah Yogyakarta has created self directed learners or autonomous learners,

4. Thus, the implementation of the Competency Based Curriculum could accelerate the students' learning autonomy.
5. Learning autonomy drives the students achieve more than expected.

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Raising Students' Cultural Awareness through Ethnopedagogy Model in Teaching Drama

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Abstract--This study aims to find the model of teaching drama using ethno pedagogy method. Formerly, the learning of drama in college is usually aimed only at improving analytical skills or making drama critics. However, then it develops into playing a role and perform it. In fact, the study in drama class usually neglects local cultural aspects. Thus, it is necessary to explore a model of drama teaching that emphasizes the local wisdom aspects.

In this research, the method of learning drama that will be used is ethno pedagogy. The method means that the learning process is a combination between the educational and cultural aspects. Yet, it is aimed at raising students' cultural awareness. The steps taken in the teaching learning process involves the possible folklore, discussing the local folklore, writing the drama script, translating the drama script, visiting the local legendary places, and performing the drama. The results show that the this method of drama teaching encourage the students to know more about local cultures and to grow a sense of belongin to their heritage.

Keywords--*Model, drama, ethno pedagogy method, local wisdom, cultural awareness*

I. INTRODUCTION

Drama Subject is given in most English Literature study program in Indonesia. However, the drama teaching model used in drama class is usually a learning model which only emphasizes the drama by foreign authors without considering local culture. Revealing the fact that the students' cultural awareness is low, as a first step, it is applied a model of learning drama using ethno pedagogy method. This method is a teaching method that combines the aspects of education and culture. This means that the teaching of drama is done by using a method based on local wisdom because basically education and culture are two aspects that cannot be separated. Baker (2012: 62-64) states that it is now increasingly recognized that culture has become an important aspect of learning. Therefore, cultural awareness becomes the focus that must be explored and implemented in various ways. Cultural awareness is defined as a conscious understanding of the role of culture in language learning and communication. Cultural awareness is a conscious understanding of the role of culture play in language learning and communication (in both first and foreign language).

Currently, most of researches on drama has been focused on the aspects of drama-oriented learning on script writing. While some researches focuses on character education through drama. Yet, this research is necessary to be done in order to produce an elaborative method in drama learning that focuses on the aspect of ethnopedagogy.

II. LITERATURE REVIEW

Ethno pedagogical education is a thought that combines cultural aspects in pedagogy or education. Further, Cultural aspects that are emphasized in ethno pedagogy-based education are the values of local wisdom, also known as local wisdom or local genius. Wales in Jonah (2014: 36) describes local wisdom as a result of the cultural characteristics held by the majority of society as a result of his experience in life. In addition, local wisdom also refers to the ability of local culture in the face of foreign cultural influences when the two cultures are intersect.

While considering Indonesia is rich in folk culture with moral values, Ethnopedagogy-based education also needs to be done. This is due to the fact that in the literary work there are many values of local wisdom that is defined as the experience. Surely, this values are experienced by certain communities that differ from one to another. Moreover, the values contained in local wisdom will shape the view of a society that will influence their knowledge, ideas, and social activities. Thus, local wisdom is able to represent the characteristics of the society.

According to Klara, et al (2015: 613-614), the concept of ethno pedagogy originally arose because of the rise of public awareness of the identity of the nation, which awakened the existence of national culture that must be maintained. This awakening is characterized by the desire to preserve the nation's identity. Etnopedagogy is done based on traditional education, customs, rituals and norms adhered to a nation. Thus, the history, culture, and worldview of a nation have a very important value in the implementation of education. In addition to highlighting the identity of the nation, ethno pedagogy based education also emphasizes the

importance of regional languages, history, and national origin.

This method is considered necessary to be applied as a teaching model in Indonesia as a way to show the national identity. In the era of globalization that foreign culture easily influences our society, Indonesia's identity needs to be maintained. Thus, Indonesia can favor local wisdom for international recognition, not by adapting foreign cultures.

III. DISCUSSION

Students of English Department of Jenderal Soedirman university come from different places. Some of them from Sumatra, West Java, Central Java, East Java, Kalimantan, and Papua. This difference has an impact on the neglectance of the local wisdom while we as part of Jenderal Soedirman University has an obligation to deal with local wisdom. Thus, lecturers should be creative in designing the material in teaching English. In some skills, lecturers usually relate the material with the local culture. Further, this also become an interesting challenge for us to develop the english skills as well as the knowledge.

At the very beginning of the course, students of 6th semester of Jenderal Soedirman University got an interesting task to be prepared at the end of the course. At first, they were asked to learn anything about drama such as the definition, intrinsic elements, classic and modern drama. However, all those elements are essentials in understanding a drama. At the first part when they learn about the definition of drama, they also learn about the period of English drama, kinds of drama, the characteristics of drama, and the author of American and British drama. Further, they learn about the intrinsic elements of drama. It can't be denied that they have learn the intrinsic elements of drama in details. The next material is classic drama and modern drama. In this part, students are asked to read one of Shakespeare drama and one of modern American drama. After that, they have to discuss and finally write a critics about those drama to measure their understanding about drama.

Just after they have already had those basic understanding about drama, students then are required to perform one of local dramas. Indeed, this difficult task forced them to dig out some folklore from Banyumas. This is the real action in teaching drama using ethnopedagogy models as we start to elaborate the local wisdom in teaching learning process. The steps taken are: Brain storming, Making a list of Banyumas Folklore or the local legend, Discussing the local legend to be performed, Writing the script, Translating the script, Visiting the local places, Preparing the performance, and Drama Performance. All of those steps are done to raise students cultural awareness.

In brain storming, the discussion was held to reveal students awareness about the local culture in Banyumas. Some of them were silent as they know nothing about Banyumas. Even, they honestly said that they don't want to know about it. Therefore, lecturers should explain it clearly then about the aim of the subject. When they have

been already tuning in, next step is making a list of Banyumas Local Legend. Some of them were really interested in the legend of Baturraden in which Kamandaka is the main character but some of them also mentioned about babad Banyumas, Puteri ayu Limbasari, and The legend of Pasir Luhur. While hearing all those title, students then tried to find some information about it.

The discussion should be done to choose one of the most interesting story for each class. Thus, just after they decide to choose two stories, students started to get as many sources as possible. This is just to ensure that they have no difficulties to write the script. While a team writing the script, other students create a drama team such as choosing the actor, the director, production house, and others. This probably supported by two activities, once to continue the next step to translate the script while the others have the cast and understanding the script. The amazing thing of this process is that students were happily hand-in-hand in preparing the drama performance. Thus, while the actors practicing the script, others will support them to prepare the properties and other needs.

The next step was visiting the local places. This part is very interesting as we introduce the myth of Banyumas that we have to ask permission to the ancestor before we perform the story. This important part is taken as the way to show the students the local legend. Further, it is believed that some actors may get injured in the drama performance if they don't visit and ask permission to the ancestor. Again, in this part students learned about myth. The actors even take the pictures for the sake of brochures in those places. Just after those steps are finished, students are ready to prepare the drama and performed it as best as they can.

Just after the performance, we gave the questionnaire to check about their cultural awareness. Almost 90 percent of them stated that they got valuable experience dealing with the myth an local culture. They also stated they aware that local culture should be preserved and understood by young generation so that it will not disappear. This is important aspect to enrich students experience and shape their awareness during the stage of university students. Indeed, this can be done continuously as a form of our responsibility towards the preservation of local culture.

IV. CONCLUSION

“ We are the shapers of Culture, the Workers for change, the dreamers of dream”

This quotation seems agree to reveal the message behind the ethnopedagogy model in teaching drama as it shows that the existence of culture depends on us. Our cultures will slowly disappear if we do not preserve them smartly. This means that whether we like or not, everybody has their own responsibility to construct their culture. As an impact, the existence or the lost of the culture is the choice. Thus, it is important for everybody to understand

the local wisdom surround them since by understanding culture we will also understand each other. And, we pursue the better world in this life.

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The Existence of Literary Works in Language Teaching Materials to Support Character Education

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Abstract— This paper presents a review of the existence of literary works in language teaching material in order to support character education. Supporting the implementation of character education in the school is an obligatory for all of school components. The implementation of character has to be done both outside and inside classroom activities. The values have to be integrated by all subjects in the school including language lesson. Considering that, the materials in the language teaching process has to be contained by the values of character. Therefore, this paper tries to explain about one of the ways to integrate character in the language teaching material which is literary works. This qualitative inquiry aims to show the review of the

advantages of the use of literary works as language teaching material for students' character. It draws arguments based on library documentation. It elaborates the explanation from several theories and result of previous empirical studies which are relevant under the issue of literature in language teaching and character education. This paper explains the urgency of character education, the ways to implement character education and the use of literary works as a way to implement character in language class. It ends with some suggestion for the teacher and material developer about the way to use literary works as language teaching material and a simple design of materials which can be used as an example.

Key words: literature, language teaching material, character education

I. INTRODUCTION

The increasing number of criminal cases such as corruption, violence, sex-crimes, drug abuses, fights mass, and students brawl becomes serious problems to be solved. Issuing character education as part of school curriculum becomes one of solutions to prevent the young generation from undesirable action. As reference [1] states that character education is the instruction of fundamental ethical values and encouragement of good behavior in the classroom.

All of subjects in the school curriculum have to be involved to build students characters including English. However, integrating character values in the teaching materials is not easy. Character should be emphasized by providing the learning activities and materials which are full

of character value [2]. Therefore, the teacher has to be creative and innovative.

In language teaching materials, especially English, there are a lot of materials taught. Text is one of learning materials which is commonly used by English teacher. Reference [3] explains that English text has a great potential of character values. The values are included in the structure and content of text. It means that text is one of materials that can support character education. Therefore, using literary works as part of materials is not a bad idea.

Literary text has topics, characters, plots, settings, values, figurative language, and many other things which can make students get lot of knowledge not only about linguistic aspect but also culture and hidden message of values [4-5]. Considering the explanation above, the author wants to explain more about the existence of literary works in language teaching materials especially English language teaching context. Indeed, some English textbook has been contained texts but they use of the text to make students aware about character values still questioned. It needs to be improved.

Therefore, this paper aims to show the review of the use of literary works as language teaching material in order to support character education. This paper includes explanation about (1) the importance of character education, (2) the techniques to implement character education, (3) the use of literary works in language learning materials to support character building, and (4) an example of the implementation..

II. THE IMPORTANCE OF CHARACTER EDUCATION

The notion of character education has been promoted since character becomes concern of educational practitioners. Character education is an educational program which tries to integrate it to the school curriculum. In Indonesia, there are 18 character values that should be taught in the school. Those are religious, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness, love of peace, reading interest, environmental awareness, social awareness, and responsibility.

The purpose of this program is educating the new generation to pose a good character as their future foundation.

Character education is educational practices which develop good characters on the students [6]. Similarly, character education is how to make students know what are the right and wrong [7]. Students are able to judge whether the thing is right or wrong, and finally decide to believe the right one even in pressure and temptation. The ability of students in deciding the right choices is important for their upcoming life.

Furthermore, there are several benefits of character education for students [8]. Those are building multicultural nationality, developing students' intelligent, leading them to be cultured citizenship, and developing national's attitude of independent, creative and love peace and life in harmony within social relationship. Those benefits might be very meaningful for Indonesian context since Indonesia is a multicultural country. The citizen needs to pose good attitude, high nationalism, and love peace to life harmoniously in all diversity.

Moreover, character education is needed by the students when they go to work. Based on research students need more than academic knowledge and skills achievement because character qualities is more useful to face their upcoming work [9]. It means that the students should prioritize good character education instead of only emphasizing academic knowledge and skill education.

III. THE TECHNIQUES TO IMPLEMENT CHARACTER EDUCATION

Issuing character education, the values of character have to be given to the students through all activities in school including teaching process. Character should be emphasized by providing the activity and materials which are full of character value [2]. It relates to the strategy or technique which is applied by the teacher to integrate character values in their teaching. Many sources promote the importance of integrating character education into curriculum but the source does not give specific practical technique [10]. It is because every school has different situation and students characteristics.

However, in Indonesia, Ministry of Education explains some techniques that can be used in integrating characters

[11]. Those are existing the characters in the learning materials, integrating characters as part of the learning

materials, using imagery and comparisons of the characters to the similar events in the students' lives, changing negative aspects into positive aspects, expressing characters through discussion and brainstorming activities, using stories to teach the characters, telling stories of the great men, using songs and music, using drama to illustrate the characters, and using various activities to bring characters into humanity.

Those techniques might be used as teacher's reference to design their materials. The teacher can adapt one technique or more. He or she need to consider the appropriate technique with the school context.

IV. THE USE OF LITERARY WORKS IN LANGUAGE LEARNING MATERIALS TO SUPPORT CHARACTER EDUCATION

A. *Literature and ELT*

Literature refers to someone work that put in words that can inspire and influence the readers. Literature is a fantasy, feelings, and visions of people which are put into words [4]. The literary works can be in form of novel, poem, short story, and play (drama) [4]. Furthermore, literature presents the message by paying attention to language which is rich and multi-layered [12]. The literature can be a record of experience which is interpreted by person. It tries to create beauty and express the emotion and idea.

Actually, literature and language are related and cannot be separated. The aim of teaching literature is to let the students get the benefits of communicative and other activities for language improvement within the context of literary works [13]. They also explain that literature provides a rich context in which individual lexical or syntactical items become more memorable to the students [13]. Teaching of literature is rich and wide with numerous point of entry [14].

Based on the statements above, it can be inferred that literature and language are closely related. It means that the use of literature is appropriate for language classroom. The rich context of literature can stimulate students' ability in communicative activities. Literature will give memorable materials for the students.

There are some reasons for including literature in language classroom [4]. First, literature has motivating material. Literary works such as novel and short story usually consist of unpredictable act. If the materials are carefully chosen, students will be very interested and motivated. Second, literature has close relation to cultural background. Literature usually represents emotion, attitude, and some event of group of society. Therefore, the use of literature can encourage students' social and cultural awareness. Third, literature can encourage language acquisition. Literature provides an appropriate way to stimulate students' language acquisition since students have very limited access and chance to practice English in the daily life. Literature provides meaningful and rich context in interpreting language. Fourth, literature will increase students' language awareness. The use of unusual language in literary works can encourage students to be aware about the difference of language use.

Fifth, literature can develop students' interpretative abilities. Literature has rich meaning and usually demands the reader or learner to assume the intended meaning of the works. It is such an opportunity for students to discuss and think about the interpretation of the poem. It is very useful because it encourage students to develop their capacity to infer the ambiguities.

Last, literature educates the whole person. Literature has wider function more than helping students related with

their linguistics competence. Literature can help to stimulate students' imagination, to develop critical abilities, and to increase emotional awareness. The students can learn the value of life from the story in literary works. Moreover, as explain previously that one of techniques to implement characters is using stories and drama. As known that stories and drama are parts of literary works. It means that including literary works as material is a good idea to support character education.

B. Ways To Include Literary Works In Language Learning Materials

Teacher, sometimes, does not consider using literature in their material because of many reasons. Teachers and students see literature as complicated material. It is because the literary language is viewed as incomprehensible [15]. The long texts of literary works vocabulary and grammatical structures of these texts are viewed as the difficulties when it applies as language learning materials [15].

Utilizing literature in language classroom is not easy but it is not impossible to do. The use of literary works in the language classroom will be very beneficial as explained in the previous parts. However, the teacher needs to understand how to select a good and appropriate literary works for the students. There are some criteria in choosing literature for language classroom [13], the literary works should depend on the students' needs, interests, cultural background and language level; the literary works cannot be too difficult or too easy for the students; the literary works should be meaningful and enjoyable for the students; the literary works should be relevant to the life experiences, emotions, or dreams of the students.

Reference [13] also provide several ways that can be used by teacher in applying literary works as language teaching material. The following ways are (1) maintaining interest and involvement by using a variety of student-centred activities, (2) designing the literary works as interesting as possible by including picture, (3) arranging students to work in group and make them share their knowledge, (4) helping students to acquire the confidence to develop, (5) expressing and valuing their own so it stimulates them to be independent learners, (6) using the target language because it is English class so the use of target language should be more dominant, and (7) creating the activities which are stimulate the students language improvement.

The explanation above tries to deal with the problem that literature is not easy but still possible to integrate in language materials. The teacher might learn and understand those criteria as foundation in selecting the literary works and tries to follow the ways to include literary works in their materials. Furthermore, the teacher can adopt or adapt the example from the author in the following section.

V. AN EXAMPLE OF IMPLEMENTATION

The design below is an example of literary works implementation in language material to support character education. It is designed for Junior Secondary School level

grade 8. The main material is telling past experience (recount text). It is only an example so the teacher can be more creative and innovative in designing other materials for other students' level.

A. Warming up material

In this part, the teacher can share the wonderful past experience with the students. The teacher can asks where and when it was happened, and students feeling about it. This activity can stimulate students' communicative skill and communicative value. It also makes students to be democratic because they have to listen their friends' story and let them to share the experience.

B. Main material

In this part is time to the teacher to go to main material which is recount text. First, the teacher has to introduce the text with explaining the idea of the text which relevant with the students experiences. The teacher also needs to explain the cultural background of the story because the text is not come from local culture.

In this section, the author take a short story entitled "Bangle- seller" [16]. The story tells about responsibility of a poor girl to give back a doll of a rich girl which has been stolen by her father. Then, it also tells about how the rich girl forgives the father and helps them to buy a doll.

The short story might teach several values to the students. Those are responsibility, honesty, and social awareness. It shows that short story as one of literary works is presumably effective to build students character. It contains more than one values.

The teacher asks students to read the text to stimulate their reading interest and asks them to consult dictionary to understand the difficult words. After that, the students and teacher discuss the idea of the story by answering the following questions. The teacher might design the question that can encourage students' character such as "what do you think about the bangle-seller character?", "what do you think about the rich girl?", "what is the message of the text?".

After discussing the text, the teacher cannot forget about the grammar. The teacher should explain the generic structure of recount text and the language feature. Next, teacher asks students to identify the generic structure of "Bangle-seller" story. The students might be asked to work in group and present the result to encourage their democratic value, responsibility value, and communicative value.

C. Closing

The last is giving students homework. The teacher asks students to make their own story in the past. The story should be inspiring and motivating, it can be the students experience in charity activity, social activity, cultural activity, and the like. The homework aims to encourage students' independence and creativity. The inspiring story also can give students awareness of society and environment.

VI. CONCLUSION

The importance of character education cannot be ignored. However, it is not a simple thing to practice by all of school components including the teachers. They need many references about the ways and the example of how character implemented. Therefore this paper presents a review of the existence of literary works in language teaching material in order to give a reference for the teacher about character implementation in language materials by using literary works. It is expected to help the teacher in finding idea to design language materials which contained character values. From the whole explanation above, it can be concluded that literary work might become a good idea to support character education. Likewise, literature and language are interrelated. In addition, literary work not only develop students' language skills, but build their character as well through the values and character within.

However, this paper is far from perfect since it is only library based paper. It has not applied in empirical situation yet. Therefore, the future researcher might use this paper as reference to conduct an empirical study about the use of literary works in language class to support character education. Besides that, for the teachers who really know the situation of the students, they have to read and find more information to get more reference about designing materials and character education. The teacher might make their own experiment to find an appropriate learning material for students which employs the character values.

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The Process and the Result: How Drama Contributes in EFL Context

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Abstract — Drama is used as a key of pedagogy in ESL and EFL contexts. Moreover, inserting drama as a curriculum is a part of empowering teaching and learning. Drama subject in English Education Department is offered as a main subject in 6th semester. The course conveys the performance and the theories of drama. This paper, therefore aims at revealing the process of applying drama in classroom, and pictures the result of their performance, in the term of English competence. The subject of the research is 6th semester students who enrolled drama class in even semester 2017/2018 academic year. There were 75 students, in 3 classes. However, in gaining the data, test, observation and interview were the instruments of the research. The tests was conducted twice as pre-test and post-test. The function of initial test is for knowing the English proficiency of the students. On the other hand, the final test aims at investigating students' English proficiency after drama class. Besides, observations were taken in weekly meeting to picture drama technique in the classes. Interview was conducted with 25 students in order to gather the data. The result revealed that more than 70 % of students have increased their speaking proficiency in the term of fluency, grammar, vocabulary and less than 20% in pronunciation. The observation showed that there was several steps in conducting the drama subject such as 1) reading, 2) making a plot, 3) making a script, 4) conducting the performance. The interview was associated with the intelligence theory of Christon and Lazear. It demonstrated that drama inculcated the bodily-kinesthetic, intrapersonal, interpersonal, and linguistic intelligences.

Keywords: *Drama, English proficiency, Intelligence and the steps*

Introduction

The purpose of the research is to investigate the process of learning English in drama class, and the result of students' English proficiency after joining the class, at English Education Department. It is considered important to reveal the steps in learning English in the course to give readers clear information on it. Drama in the department is taught for 6th semester students in various English competence. Besides, it provoked students in integrated skills. As defined by

Grunwell, drama is a part of authentic learning context. As aforementioned, the role of drama as an authentic in learning context is to make learning relatable, and meaningful. Therefore, it motivates students engaging in schoolwork and activities, which seem relevant to them (2016:18).

Drama

In drama course, participants will be treated as learners while they tried to perfume the characters. Here are some functions of drama summarized by SingTech NIE (2012) are drama as pedagogy, drama as leaning come alive, drama as setting the stage for learning. Drama is a key of pedagogy means that it is used for enhancing language skills (writing, listening, reading and speaking). Drama is a part of leaning come alive means as aforementioned that infusing drama into course is same as giving students experiences on learning language in different ways. It ignites imagination and explore different situations. Moreover, drama is a setting the stage of learning shows that learners are learning language while continually lecturers are increasing the steps on teaching toward Time-Tabled Time. Therefore lecturers can share experiences and improve their strategies in learning.

Intelligence

Drama gives significant role in developing communicative competence. The positive effect is it teaches cooperation, empathy, decision making, and team work (Boudreault: 2010). The same opinion supporting the good value of drama is conveyed by Zafeiriadau. Drama is assumed as education for being. It is a pedagogic technique that brings about students' creativity and language use. Moreover, it related to intelligence. As the theory of intelligence by Gardner (1983) is the traditional understanding adheres to two basic assumptions: that cognition is unitary and individual competence. Another important notice about intelligence from Campbell is it is as the ability to solve problems that one encounters in real life, the ability to generate new problems to solve and the ability to make something or offer a service that is valued within one's culture. Kinds of Intelligence by Christon (1998) and Lazear (1994) such as follows:

- 1) Bodily- kinesthetic intelligence: this is related to the use of body in expressing ideas and feelings
- 2) Intrapersonal intelligence: it deals with one' strength, weaknesses, moods, desires and intentions

- 3) Interpersonal intelligence: it is summarized as the ability to understand someone's moods, feelings, motivations, and intentions
- 4) Linguistic intelligence: it is an ability to use words effectively in both of two skills, writing and speaking.
- 5) Logical-mathematical intelligence: it is as the ability to use numbers effectively
- 6) Musical intelligence: it deals with the sense of rhythm, pitch and melody
- 7) Spatial intelligence: it is a part of sense form, space, color, line and shape
- 8) Naturalist intelligence: it is an ability to recognize and classify plants and animals.

The Study

The study is investigated the process and the results during drama class. It examined students' English proficiency and how the drama class was conducted. The subject of the research was 6th semester students joining drama class, in academic year 2017/2018, at English Education Department, Universitas Muhammadiyah Purwokerto. The mixed method was used to conduct the research. The instruments were test, observation and interview. The function for test to know the English proficiency. Besides, observation was used for knowing the process, while interview to gather the enormous fact dealing with students' intelligence.

Sample

There were 3 classes of Drama course, Class A, B, and C in 6th semester, academic year 2017/2018. There were 75 students. The classes were chosen because the drama steps applied in the classes in various English proficiency of students. There were 75 students. Those students were divided into 3 groups based on the class.

Test

The tests were pre-test and post-test. The pre-test functioning as an instrument to know the students prior English proficiency. While the post-test is to investigate students' English proficiency after the joining of drama class. The test covered speaking test, it was adapted from Speaking IELTS TEST

Observation

The observation was conducted to gain the steps from lecturer and what the students did in the drama class. The steps included reading, making a plot, making a script, and performing. Those were considered as the process.

Interview

The interview covered the intelligence that can be inculcated by drama steps in drama subjects. It revealed about what kinds of intelligence can be contributed for students in the course. The interview covered questions on bodily-kinesthetic intelligence, interpersonal intelligence, interpersonal intelligence, and linguistic intelligence.

Results and Findings

The investigation on process and result of drama class, 6th semester students, English Education Department covered the English proficiency of students and the steps were applied in

the class. Moreover, the researcher had already investigated the intelligence that could be inculcated from drama steps.

Table 1.1 Pre-Test

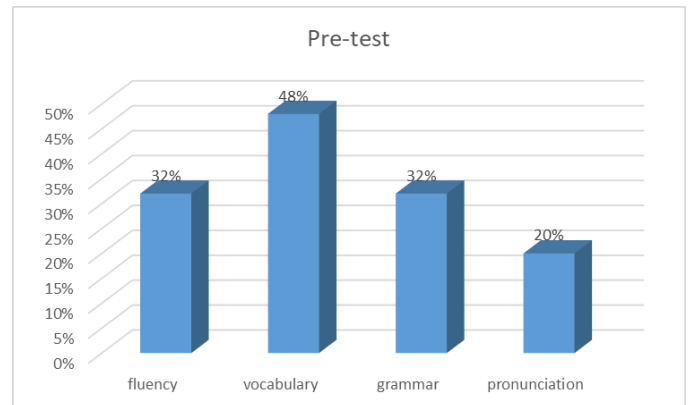
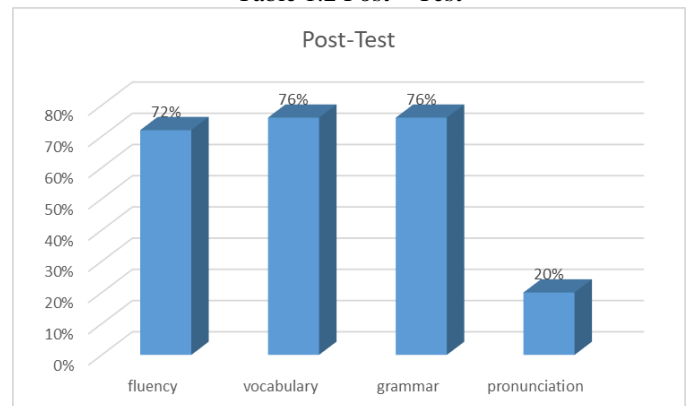


Table 1.2 Post – Test



Those graphs depict the students' results on pre-test and post-test. As is seen from the given illustration, the students have different results on 3 components and the similar in a component.

There was a rapid increase of fluency between pre-test and post-test. It means that there are 24 students who got good score in pre-test. On the other hand, there are 54 students gaining good scores. An increase also happens on vocabulary aspect. There are 36 students to 57 students from pre-test to post-test. An rapid improvement is in grammar. There are 24 students to 57 students from pre-test to post-test. It means the top of improvement is on the grammar aspect. Nevertheless, the steadiness occurs on pronunciation. it shows the same result from pre-test to post-test.

It can be concluded that there are 3 aspects which has increased and 1 aspect in the same number. Therefore, by having the steps in drama, the lecturer can help the students in fluency, vocabulary, grammar and not to significant result on pronunciation.

Observation

The observation revealed that the lecturer applied four steps in teaching drama. First is reading. In this step, the lecturer asked the leaners to read novel as the first step in drama class. The students were divided into 4 groups for each

class based on the title of the novel such as great expectation, pride and prejudice, commanche moon, and traveler. For each member of the group they have to read and discuss the result a week after. The second step is making plot. In weekly meeting the lecturer asked the learner to present the plot of their discussed novel. The following week, the lecturer asked learners to make a script based on the plot. The script consists of narration, characters, setting and dialogues. The final step is performance. After several practices. The lecturer asked the learners to perfume.

Interview

Based on the interview results focusing on inculcating intelligence. The results are as follows:

1) Bodily-kinesthetic intelligence

In drama class, there are some practices to express the characters, characterization, ideas and movement. Those are very significant to enhance the bodily-kinesthetic intelligence.

2) Intrapersonal intelligence

In the plot session, students revealed the characterization of a certain character. It express his/her strengths and weaknesses. In practice, the students must understand and practice the moods, desire and intention of the characters.

3) Interpersonal intelligence

In contrast to intrapersonal intelligence, it is about the ability to understand someone else moods, characters, intention, etc. in drama, the students learn a lot on how to understand someone else as a part of the scene and as the implication of dialogue,

4) Linguistic intelligence

In drama class, there are two things must be produced by students. Utterances as the product of dialogue and writing as in script. Therefore, the students improved their oral and writing skill.

Conclusion

Generally, the results of the research can be found from the comparison of pre-test and post-test, and the result of interview. The result of the test shows that the significant improvement occurs in three aspects, there are vocabulary, grammar, and fluency. Whereas, the steadiness is in the pronunciation aspect. Moreover the steps of teaching drama are gain in the research such as reading the novels, making plot, making scripts and performing. The interview revealed that the activities in drama enhance the intelligence such as bodily-kinesthetic, intrapersonal, interpersonal, and linguistic intelligences.

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Subtitling Strategies of Inappropriate Verbal Expressions in Children's Cartoons: A Case Study

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Abstract—Cartoon movies in theaters are segmented entertainment media. They are officially restricted by broadcasting laws which one of them governs age restriction. In later times, those cartoon movies are to be shown on television as TV shows. Information nowadays is everywhere and television as one of the information sources on the other hand has a specific authority. When we watch a particular TV show, we know that millions of others are also watching it. It happens because the program has been verified, produced and created by professionals. Needless to say, TV shows are made for various ages and different programs. The attractions of such cartoon movies lie not only on their stories but also on the subtitles in the target audience language. The subtitles are provided to help the audience, children in particular, understand what are being spoken by the characters in the movie. However, the language used in the subtitles still needs filtering to adjust with cultural propriety of the target audience since there are some inappropriate verbal expressions. By employing descriptive qualitative method, this study reveals the strategies used to render the subtitles in the cartoon movies for children on TV shows. The sample of this study was the cartoon movie 'Kung Fu Panda 2'. In order to assess the use of subtitling as a language filter, the authors employed Gottlieb's theory of subtitling strategies (1992). Then, the verification of the results was done by utilizing the theory of translation quality assessment which focused on its acceptability aspect. The results of the study show that some subtitling strategies which embody cover-up function, such as paraphrase or imitation, are able to filter malevolent expressions. This phenomenon shows that content concealment through subtitling strategies does well to produce child-friendly TV shows.

Keywords—Children cartoons; Inappropriate verbal expressions; Subtitling

I. INTRODUCTION

Subtitling is an example of linguistic engineering which recently develops very rapidly due to the continuously increasing movie and television industries in Indonesia. Subtitling basically has the function to bridge the viewers who do not understand the foreign languages used in movies by displaying the linguistic captions they may understand. Subtitling may become much more challenging when the viewers' characteristics are also taken into account. Adult viewers have different characteristics when compared to children. Children have difficulties in reading the complex subtitles, either in the form of sentences or word choices

(diction). Although subtitling has a display standard (defined by [1] as technical restrictions), yet subtitlers should realize that subtitles intended for children should be provided as simple as possible. It is particularly difficult since the display time is highly limited, cultural differences should be well understood and easily conveyed to the children who may not have adequate cross-cultural knowledge.

It is widely acknowledged that movies with foreign-languages for children segments, such as cartoons, are greatly in number found in Indonesia. Thus, Indonesian children may enjoy various cartoon movies, such as 'Moana', 'Despicable Me', 'Kung Fu Panda 1/2/3', and etc. In facts, hidden dangers may arise due to the inappropriate verbal expressions contained in those cartoon movies. Many studies have proven that even in specified children shows or media contain inappropriate linguistic expressions; those in 'Donald Duck' movie and comic are considered as the solid proofs [2]. The inappropriate linguistic expressions are cultural products functioning as the emotional markers. Thus, subtitlers may not simply remove those expressions contained in a subtitle, simply because 'their unpleasant forms to see' by the children and considered have no educational values.

The inappropriate linguistic expressions are classified into low level informal linguistic registers which are greatly limited to use in communication contexts due to their acts of degrading or humiliating something or someone. The argument is supported by [3] by stating "a particular choice of diction or vocabulary regarded as appropriate for a certain topic or social situation". However, as expressive social beings, expressions serve as signs that humans have emotional sides distinguishing them from others. Thus, subtitlers should have experienced dilemmas when including those expressions in the subtitles; if included, those may harm the children's educational values; but if removed, those may reduce or even omit the important expressive meanings contained in the social communication contexts. Thus, subtitling strategies may become one solution for subtitlers to solve the problems.

The subtitling strategies used in this research are those developed by [4]. He has developed ten subtitle strategies to accommodate the problems. The subtitles used as the research subjects are those found in 'Kung Fu Panda 2' cartoon movie as those fully contain the characters' emotional expressions due to their themes which are related to the battles between good and evil. The authors identify the cartoon movie

characters who frequently use vulgar language in the battle scenes. In our opinion, those aim at increasing the cartoon movies' battle scene intensity. We deliberately select the 'Kung Fu Panda 2' cartoon movies played on television since the viewers are broader than those in cinemas. The cinema viewers are greatly limited as they have to pay to watch those movies. Meanwhile, television programs attract larger viewers. Furthermore, the authors may also identify the inappropriate linguistic expressions using the offensive language classifications developed by [1]. Thus, the research questions are formulated as follows:

- a. What subtitling strategies are used to translate the inappropriate linguistic expressions contained in 'Kung Fu Panda 2' cartoon movies?
- b. Do those subtitling strategies have good acceptability values?

II. SUBTITLING

Subtitlers should understand that subtitling is not an easy process as subtitling has both technical and non-technical boundaries. The former is defined as temporal and spatial boundaries which require the subtitlers to limit the number of characters each line in the subtitles. Those boundaries arise due to the problems that subtitles may only appear on screen with a period of at least one second and maximally six seconds. In addition, the number of subtitle lines is also limited to maximally two lines [5]. The latter is due to the various subtitling concerns, such as cultural issues which should be well accommodated in movie subtitles. Various researches concerning on movie subtitles show that accommodating cultures is the most difficult part for the subtitlers, such as to accurately describe humors, satires, or implicatures to the movie viewers through two-line subtitles [6],[7]. If the subtitlers are not smart enough, the humors, satires, or implicatures may not be well conveyed to the movie viewers. The various problems mentioned above show that making subtitles is not as easy as you imagine.

III. SUBTITLING STRATEGIES FOR INAPPROPRIATE VERBAL EXPRESSIONS

As discussed in the introductory part above, although those linguistic expressions look 'unpleasant', they have thematic functions in the movie, while removing those may omit the movie characters' linguistic attributes [1]. In linguistic studies, the linguistic expressions frequently considered as dirty language [8], bad language [9], rude language [3], and offensive language [1] have several types which may be seen in table 1 below.

Table 1. Types of inappropriate verbal expressions

Category	Subcategory	Types	Examples
Offensive	Abusive swearwords	Cursing	<i>Goddamn you!</i>
		Derogatory tone	<i>I'm sick of fucking hearing it</i>
		Insult	<i>A real fuckin animal</i>
		Oath	<i>I swear on my mother's eternal soul</i>
	Expletives	Exclamatory Swearwords	<i>Holy shit!</i>
	Invectives	Subtle insult	<i>It's the one job</i>

			<i>basically any woman can get</i>
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According to [10], subtitlers commonly use certain ways to accommodate those expressions, such as toning down or omission. Those ways refer to a term stated by [4] as subtitling strategies which consist of ten ways, as presented in table 2 below.

Table 2. Typology of subtitling strategies

Type of strategy	Translation Character
1. Extension	Expanded expression, adequate rendering
2. Paraphrase	Altered expression, adequate content
3. Transfer	Full expression, adequate rendering
4. Imitation	Identical expression, equivalent rendering
5. Transcription	Nonstandard expression, adequate rendering
6. Dislocation	Differing expression, adjusted content
7. Condensation	Condensed expression, concise rendering
8. Decimation	Abridged expression, reduced content
9. Deletion	Omitted expression, no verbal content
10. Resignation	Deviant expression, distorted content

From the typology above, the authors may figure out whether or not the use of certain subtitling strategies impact on the subtitle acceptability based on the viewers' perspective.

IV. RESEARCH METHOD

This study is classified into a qualitative research. The research data source contains the transcribed documents obtained from the 'Kung Fu Panda 2' movie subtitles. The research data consist of all sentences obtained from 'Kung Fu Panda 2' subtitles which contain inappropriate linguistic expressions. The data are then tabulated, the subtitle patterns are analyzed, and then the acceptability is interpreted. The authors may eventually conclude the interpretation results based on the finding patterns.

V. FINDINGS

This research paper was not designed to not only focus on certain characters with more inappropriate utterances over the others but rather on all characters throughout the 'Kung Fu Panda 2' cartoon movie. The characters used in this research include Po (Panda), Master Shifu, Tigress, Viper, Mantis, Monkey, Crane, Lord Shen, Rhino, Wolf and the others. Since the source data were a typical cartoon movie with minimum risks of displaying inappropriate verbal expressions posed by the characters, there were only a few findings of utterances showing offensiveness/inappropriateness to get across for the film audiences especially children. To have a better understanding about the results of data analysis, the table below shows the subtitling strategies used to render the offensive/inappropriate expressions in the 'Kung Fu Panda 2' cartoon movie.

Table 3. Subtitling strategies used to render inappropriate verbal expressions

Subtitling Strategies	Offensive expressions		Number of Data	Percentages
	Derogatory tone	Subtle insult		
Extension	√	√	4	20%
Paraphrase	√	√	3	15%
Transfer	√	√	8	40%

Imitation	√	√	5	25%
TOTAL			20	100%

Table 3 shows the number of utterances or verbal expressions containing inappropriate expressions and the strategies applied to render the utterances in the target audience language of Indonesian movie viewers, children in particular. Among the six types of offensive expressions, there were only two types found in the movie; they are derogatory tone and subtle insult. This finding implies that the target audience of this movie was considered important since most cartoon movies are made for children. Children are supposed to have more appropriate examples of expressing ideas in a polite and decent way. Meanwhile, in the realm of subtitling strategies, the finding shows that not all strategies are acceptable to apply in the target audience culture. Another fact shows that there were only a few offensive expressions found in the movie causing certain strategies were chosen to take care of them.

VI. DISCUSSIONS

Based on the findings, some subtitling strategies were used to render the offensive expressions in the ‘Kung Fu Panda 2’ cartoon movie to the target audience language; Bahasa Indonesia. The discussions of the strategies are as follows:

1. Extension

Extension is a strategy used when a verbal expression in the source language (SL) needs an additional linguistic item in the target language (TL) to make the audience understand it better, especially a language that consists of cultural items.

Excerpt 1 (Utterance 84)

SL	Idiot!
TL	<u>Dasar</u> bodoh!

In this scene, when escaping from the falling temple, Po and his friends were being intensely attacked in the air by the evil archers. The archers missed the target meaning that not one single archer hit neither Po nor his friends. They then managed to reach other buildings for safety. Knowing the fact that his warriors failed to take Po and his warriors down, Lord Shen or the white Peacock was so furious and hit one of his warriors while yelling at him “*Idiot!*”. Then he flew down and exclaimed to his men to gather all the wolf warriors to get ready to move to find Po right away. For further information, Lord Shen in this movie is the main antagonist. He was the son of the royal Peacock family and heir to the Gongmen city throne.

The offensive word “*Idiot*” belongs to an expletive category showing a derogatory tone that is not appropriate for children to know of. According to Wikipedia, the word “*Idiot*” was formerly a legal and psychiatric category of profound intellectual disability where a person’s mental age is two years or less, and she or he cannot guard himself or herself against common physical dangers. Today the so-called term “*Idiot*” is archaic and offensive. However, nowadays the word “*Idiot*” is a derogatory term for a stupid or foolish person. Based on the

latest information about the less offensive word for “*Idiot*”, that is similar to foolish or stupid; the word “*Idiot*” in the movie was closest in meaning to “*bodoh*” in the Indonesian subtitle. This is not only acceptable by the target audience in Indonesia but also less offensive compared to the perseverance of the word “*Idiot*”. Although Bahasa Indonesia has the term for addressing someone with this mental disorder or retardation but the term “*Idiot*” was not preserved nor imitated in the target language. The term “*bodoh*” was used instead to achieve both less offensiveness and degree of acceptability in the target audience. Meanwhile, the word “*Dasar*” was added as an extension strategy to render the term idiot more naturally in the target culture. The term “*Dasar*” was extended in the TL “*Dasar bodoh!*” simply to show how seriously stupid the person was. This extension can be assumed to have been equal in quality to the term “*Idiot*” in the past time. The word “*Dasar*” reflects the root cause of someone’s stupidity and it is commonly used in Indonesian culture to address one’s strange nature in the society.

2. Paraphrase

Paraphrase is a strategy used by changing the construction of the source language (SL) into the one of the target language (TL) but the meaning is still maintained and easier to understand.

Excerpt 2 (Utterance 113)

SL	<u>Chew on that</u> , tubby!
TL	<u>Rasakan itu</u> , gendut!

In this scene, Po and his warriors were busy trying to grab back all the metal stuff belonging to the bunnies from the wolf pack robbers. They seemed to succeed in getting all the stuff back until Po got a very strong hit on his head by the wolf warrior using his sledgehammer. Po was ready to anticipate the attack until he saw an image on the wolf armor that took him to a memory when his mom left little Po alone in the basket. When he was unaware of the situation, the wolf warrior hit real hard on Po’s head and knocked him over. As soon as hitting Po’s head with his hammer, the wolf said “*Chew on that, tubby*”. He purposely picked out the word “*tubby*” for subtle humiliation or insult to Po whose body resembles a ball with arms legs and a very small head. This body shape is usually associated with eating ‘freedom’ fries and other fatty foods. Another meaning in context for the term “*tubby*” is a very fat person who loves to eat Burger King. He loves to live a fat lifestyle and uses food to describe things and his favorite outing including food. However, the term “*tubby*” is an acceptable nickname as long as he is cool with it. The expression “*Chew on that...*” was not preserved in the target language in terms of the sentence construction but rather it was paraphrased using the most acceptable way of expressing similar ideas in Bahasa Indonesia. Literally the word “*chew*” mainly means “*mengunyah*” and it becomes awkward if the literal meaning is preserved in the target language. In this case, the translation barrier can be solved by paraphrasing the expression. The paraphrase strategy was used to maintain the meaning in context acceptable by the audience. The

expression “*Chew on that, tubby*” was rendered into “*Rasakan itu, gendut!*” was acceptable because the context confirms the meaning in that target language. Po was depicted to have received a big blow of a sledgehammer onto his head and was badly hurt. The wolf warrior who did it was giving a message to Po to feel the pain that Po perhaps deserves it. Again, the image on the scene strengthens the acceptability of the rendered subtitles in the target language.

3. Transfer

Transfer is a strategy used to translate the source language (SL) completely and correctly to the target language (TL).

Excerpt 3 (Utterance 282)

SL	He is quiet, polite, and frankly does a better Kung Fu
TL	Dia pendiam, santun dan jujur saja Kung Fu nya lebih hebat

In this scene, Po was on his voyage to Gongmen city to fulfill the prophecy with his warriors. He was lying down on the ship deck and fell asleep. He was then dreaming of meeting up his parents. He was happily running toward them and calling out ‘Dad’ and ‘Mom’. At first, Po was happy because his parents stopped strolling to talk to him. Then he was amazed by his Mom’s question ‘What are you doing here?’ From his look, it shows that Po was very disappointed why his Mom asked him with that a silly question. Instead of hugging him hurriedly to show her affections he has been longing for, she even told him that now they had replaced him with a lovely radish. Of course, Po could not believe what he saw and heard. Before realizing on his second thought, his father even hurt his feelings again by claiming that the radish is quiet, polite, and does a better Kung Fu compared to Po. The next scene proves that the radish has a better Kung Fu than Po’s. The radish knocked Po down after it launched a sudden attack. The dream shattered into pieces since Po woke up from his sleep. Indeed it was a bad dream for Po. What Po’s father said “*He is quiet, polite, and frankly does a better Kung Fu*” belongs to an offensive expression to his son Po. It is categorized as an expression with subtle insult where comparing is considered an insult, too. In general, parents are advised not to compare their children to others but on Po’s dream his parents openly declared that Po had been replaced and had less Kung Fu with bad quality of manners and conducts. Although it was only a dream, Po stood up and went outside the deck and mumbled the word ‘radish’ a few times showing that his dream had a great impact to his emotional state. He was then hitting a pole to slice off his anger over the lovely radish which replaced him from his parents’ heart and soul.

The transfer strategy was used to translate the SL offensive expression “*He is quiet, polite, and frankly does a better Kung Fu*” on this scene was transferred into the TL one “*Dia pendiam, santun, dan jujur saja Kung Fu nya lebih hebat*”. The sentence elements were translated correctly from their literal and structural meanings. There is no change for each element in the TL meaning. Every element was transferred as it was but not omitted nor added. The result of this transfer

strategy was acceptable in terms of its naturalness and the TL sentence construction in Bahasa Indonesia.

4. Imitation

Imitation is a strategy used to rewrite the word of original text. Imitation usually is used to translate the name of characters, cities, places, the name of magazine, journal, newspaper, the name of company, institution and address etc.

Excerpt 4 (Utterance 225)

SL	You are no match for our Kung Fu .
TL	Kau bukan tandingan Kung Fu kita.

In this scene, Rhino and his warriors were fighting against Lord Shen. Two of Rhino’s warriors were defeated by Shen. However, Rhino managed to defeat Shen by launching an attack with his gigantic hammer. Instead of finishing Shen’s life, Rhino was warning Shen again not to mess with him. In the end, Rhino swore that Shen was no match for his Kung Fu. Shen pretended to agree with what Rhino said and then he presented Rhino a gift for his recent statement about his Kung Fu. The gift was a canon ready to launch a deadly blow to anybody in front of it but Rhino did not want to give up and tried to face the canon with his Kung Fu. This was the end of Rhino’s life because Shen immediately fired Rhino with his canon and killed Rhino instantly. Actually Shen was trying to prove to the world that Kung Fu is no match with a canon. The verbal expression “*You are no match for our Kung Fu*” is categorized as an offensive expression since this statement was meant to underestimate other’s Kung Fu skills. The Rhino’s statement proved nothing but a subtle insult to Shen that ironically the gift took Rhino’s life for his previously offensive expression. The term “*Kung Fu*” in that expression was preserved in the target language. It was rewritten in that way because the term “*Kung Fu*” has been quite familiar to Indonesian audiences. It is then more acceptable for the appropriate use of imitation strategy to render the offensive expression in this context.

VII. CONCLUSION

Based on the research findings, it is concluded that ‘Kung Fu Panda 2’ is eligible for children to see. Parents should not worry a lot about their children being exposed to offensive and inappropriate expressions by this cartoon movie. From hundreds of utterances in ‘Kung Fu Panda 2’, there were only a few inappropriate verbal expressions containing offensive ones. Further, only two out of six types of offensive expressions found in the cartoon movie, they are derogatory tone and subtle insult. They are not considered really offensive since this is a cartoon movie. This genre of movie is designed for children where offensive expressions should be minor or at least less offensive in terms of the verbal expressions. Besides, the subtitler understands that the subtitle product in this cartoon movie can also function as language filters to inappropriate verbal expressions uttered by the characters in ‘Kung Fu Panda 2’. The subtitling strategies mostly used to render those offensive expressions in ‘Kung Fu Panda 2’ cartoon movie were also limited to extension, paraphrase,

transfer, and imitation. This explains that cartoon movies are harmless for children to watch and enjoy. However, there is one important message from this research findings, that is children are not supposed to make subtle insult when communicating their ideas publicly. Although it is only a subtle insult, the effect can be devastating. The last excerpt shows how an insult can be dangerous to Rhino. His subtle insult to Lord Shen put his life to an end.

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Applying KAHOOT as a Creative and Fun Learning Media for English Students

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Abstract---This study is aimed to know the respond of English students when learning English language using Kahoot application as a media. English is a foreign language in Indonesia, some of the students may feel difficult to understand the English comprehension, sometimes they feel bored and overwhelmed by the theory. Kahoot is an online game based on the students' responses system, which is one of the new learning media in ICT to make the students feel learning English can be as fun as playing their gadget. In this study, Kahoot is used to the English students of Semester 2 in UNPAM consist of 27 students. The data were collected using a questionnaire after the use of Kahoot in the classroom. The results show that the students enjoy and have some fun, they are interested in learning English using Kahoot program and also interested to do more Kahoot for other subjects.

Keywords---creative and fun learning; learning media; ICT; game; Kahoot;

I. INTRODUCTION

Teaching English as a foreign language can be easy based on the understanding of the students. But the reality will be different if there are some students that have a low understanding of learning the English language. Teaching English as a foreign language will be different because the language is taught only at school and not to apply in their daily life. English as foreign language happened because English is not too necessary for the citizen and the identity of regional variety is still bigger than another language [1]. Because English is only taught in the school in Indonesia, they will feel difficult to understand the English comprehension if they only learn the English language not too often. Moreover, English is taught as a boring and monotonous way, English can be their unfavorite subject to learn. So, creative learning for students is one of a fun learning for them.

CREATIVE LEARNING

Being creative is thinking out of the box. The teacher can use creativity in learning to make the teaching process different. Actually, creativity appears when there is motivation inside. When people are motivated to do the creativity by their interest they suddenly become more creative that motivated by

some goals [2]. Learners can use creativity in accepting the learning process to strengthen and wider the idea. In fact, creativity is belonging to every human beings brain cognition that has a unique way in every patch of the idea. This is strongly believed as Tanggard [3] said that the human cognition is based on the inquiry of creative potential of human beings. Tanggaard [3] also said that creativity is something unique to the individual. It is unique because every individual has their own comprehension of creativity and it is not the same as others.

Creativity is thinking the new ways of an idea and apply to every matter of life. This is similar to Tanggaard [3] that creativity is part of thinking in a new way that requires an act. Creative learning is something crucial in the teaching process. This will make a new experience both for teachers also the learners. Creative learning [4] is kind of describing the knowledge work of a new way. The new way in the learning process is a creativity for a teacher. One of the teaching processes that need to be creative is teaching that has a fun media and activity. A fun activity can be related because there is a changing of teaching process from the ordinary situation in a fun way. So, this is called the creativity that related to the fun activity. As a teacher, we need to inspire the students to have some fun in the class to keep them interesting about the material. Teacher's role to inspire, support and engage the students' learning [5]. This is because teaching is kind of art that has to be learned. The art itself can appear for fun and creative activity.

LEARNING MEDIA

Media for language is a tool. Media [6] is more than vehicles for learning because this is a tool to support the learners' cognition and allow them to focus on their knowledge to build. The choose of learning media need to be matched with the students' situation. There are some aspects of media as follow [6]:

1. Hardware, a material medium such as a whiteboard, projector, and computer.
2. Software, a programme that transmitted into hardware such as a video film or flash animation.
3. Sensory channels, the medium transform into sensory channels such as touch, sight, and sound.

4. The message, the information transmitted into symbols systems.

Learning the English language with media is really helpful to make students easier getting the comprehension. One of the technology as a learning media that can make students exciting is using a game that can connect to their gadget. Learning with technology in a gadget can be really fun. This can happen at every level of students. The media of learning as fun with gadget categorized to software media.

ICT

ICT has become the basic building blocks of modern society within a very short time. Most people refer ICT to computer or computing related activities but it actually is a misconception among society. In fact, the term of ICT involved all other technologies, gadget, and systems that comprise the phenomenon of ICT although computers and their application play also have a hugely significant role in a modern information management [7].

In very concrete terms, enhancement of teaching and learning through dynamic, interactive and engaging content can be brought by ICT; the real opportunities for individualized instruction also can be provided. This potential of ICT to accelerate, enrich and deepen skills, it also can improve students engagement and motivation in learning, it also can help to relate school experience to work practices, help to create economic view for workers in the future time, give a contribution to some school changes, softly or radically, strengthens teaching and also help to provides larger opportunities for the school to be able to open a connection to the world [8]. Regarding the study of the role of ICT in English language teaching by Samuel and Pulizala [9] that said ICT becoming an essential part of a daily life for it had given a lot of changing. English Language Teaching has evolved a dramatic change to the latest methodologies and techniques that should be applied in the classroom activity.

GAME

According to Oxford Advanced Learner's Dictionary [10] the word game(s) defined as an activity or a sport with rules in which people or teams compete against each other, an occasion of playing a game. Games are amusing and at the same time challenging for it is highly motivating. They encourage and increase cooperation as well as employing meaningful and useful language in real contexts [11]. In other words, a meaningful context is created for the language used in applying games, the learners or students are also concentrating by the competitive ambiance between one another, they are thinking intensively during the process of learning, enhances unconscious acquisition of every input through the games [12].

Some advantages of using games in the classroom are 1. Games are a welcome break from the usual routine of the language class 2. Learning a language requires a great deal of effort and it helps students to make and sustain the effort of learning 3. They encourage students to interact and communicate. Games are one such thing to increase

motivation. Increasing motivation can be delivered by using games, Teachers have to know and understand the need of the students in designing the games for the language classroom. The teachers are also having to ensure the age appropriate for the games and make the games not too easy or too challenging for the students [11].

Simulation of environment can be created by applying games that facilitate immersion, learners can explore alternative approaches virtually about some situations so that they can experience directly the practical and emotional consequences of their actions [13].

Kahoot

To make assessment in English learning engaging and efficient for students, teachers can use Kahoot as a web-based learning platform with a lot of benefits from applying games to the students. The greater boundaries of virtual spaces can be explored by applying games in education that can make it possible to overcome practical limitation of restriction of real-world settings [13]. Then, as the teachers supposed to be creative in teaching and gaining students' attention towards the learning process, yet the lesson also has to be given to the students, Kahoot becoming one of some good solutions.

There are some purposes that can be seen in Kahoot: Kahoot can introduce a new concept or topic; Reinforcement of knowledge; Encouragement of reflection and peer-led discussion; Connection of classrooms and Challenge for learners to make their own Kahoot quizzes [14].

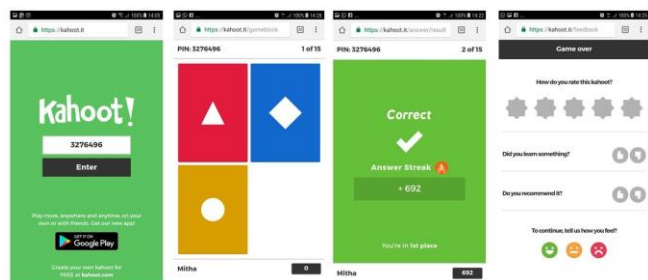
Kahoot designed as an online game that works in any kind of device that is related to the increasing of ICT nowadays. Kahoot blended the learning process from conventional teaching to contemporary learning and that Kahoot introduced some new aspect of education in term of learning process [11]. As it is happening in the modern life that most of students owning their own smartphone, tablet or notebook, the teachers can take benefits out of this new phenomenon and make it as a beneficial resource for them to learn their English in a more way fun possible.

As it is cited in the website of Kahoot [15] that a group setting is the best way to play this learning game, for example that it can be held in the classroom activity. The student will be the players and the teacher is controlling the game.



Using their own devices, students answer the questions from the questions that are displayed on a shared screen and by this being done, the lesson can be brought to the

whole class. For applying Kahoot, the internet connection is needed for both of the teacher and the students, as the game started, they will have online interactions, then it would be easy applying Kahoot in the class meeting. The students can have some feedback too after playing the game.



Kahoot provides some type of learning that can be chosen by the teacher for the class meeting experience; quiz, discussion, jumble and survey. The focus of this study is based on the Quiz in Kahoot. Teachers can associate picture or video or some multiple choice answers with one correct answer and limited time to answer each questions individually about 5 minutes to 2 minutes. The fastest student who answers the question correctly will get more points. The displayed screen will show the top 5 highest points scorers in-between each question, and at the end, the winner will be shown to congratulate.

II. METHOD

Since the study is concerned about the phenomenon with its characteristic and the collection of data to gain a deeper understanding of opinion and perspective of the participant to the study is used descriptive and qualitative research. This has the same idea in [16] descriptive research is a research that describes the phenomenon with the characteristic. The qualitative research [16] do data collection to deepen the understanding of the understanding of individual participant, including perspective, opinion, and attitudes.

Even this is the descriptive qualitative but the data analyzed in quantitatively. This is because the data collection is using questionnaire using percentage to determine the relationship. [16] in qualitative research, the data collected qualitatively can be analyzed quantitatively through to find the relevant ideas an convert into numerical data. The data collection used in this research is questionnaire spread to 27 second semester of UNPAM students. The questionnaire is given after the Kahoot treatment to them.

III. FINDING AND DISCUSSION

After threatening the Kahoot activity to students several times, the students are given the questionnaire about the statement of Kahoot activity. They need to state the statement honestly. The questionnaire used a Likert Scale. Likert Scale used in this study because the study needs to know the validated result of applying Kahoot as a creative and fun

learning media for English students. Likert scale [17] is a devised to measure “attitude” in a scientifically accepted. The students are asked to show their level of agreement about the applying of Kahoot in the class.

TABLE I. RESULT OF KAHOOT QUESTIONNAIRE

No	Statements	Based on the number of students' answer				
		SD	D	N	A	SA
1.	Kahoot is a new way of fun learning in improving my English ability	1	0	2	5	18
2.	Kahoot can change my mood in learning English rapidly	1	0	2	6	17
3.	It's difficult to play Kahoot because of the need for an internet connection	3	1	3	6	14
4.	I want to play Kahoot without an internet connection	2	0	3	3	19
5.	I need to play Kahoot to learn English every day	0	2	6	10	9
6.	I feel bored of playing Kahoot in formal material of English subject	6	7	10	1	3
7.	I really enjoy playing Kahoot in learning English	1	0	3	4	19
8.	It is fun to learn English together with the classmates using Kahoot	1	0	2	2	22
9.	I am interested in learning English using Kahoot	1	0	5	3	18
10.	It's easy to use Kahoot for me	1	0	6	8	12
11.	I feel confuse about playing Kahoot for the first time	6	8	4	7	2
12.	I am really excited playing Kahoot for another subject	0	0	10	6	10

^a SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree

As seen from the table above, statements number 1-4 almost all of the students stated strongly agree. While statement number 5 some students stated agree and some strongly agree. for statement number 6, 10 students stated neutral. It means that playing Kahoot in formal material can be bored. The students stated almost strongly agree for statements number 7-9. There are two opinions that the students stated in number 10 for agree and strongly disagree. For statement number 11, the

students answer vary agreement because 6 students stated strongly disagree about the confusing of kahoot playing, 8 students said disagree and 7 students stated feeling agree about playing Kahoot that confusing. For the last statement, some students said neutral about playing Kahoot for another subject and some students said they are all strongly agree about the statement.

So, overall the result of the questionnaire are all positive and the applying of Kahoot as a creative and fun learning for English students are success made them exciting in learning English.

IV. CONCLUSION

From the study, it can be concluded that teachers and students can create a fun English learning by applying Kahoot in the class activity. Kahoot can assist students in increasing their interest in learning English lessons and also they become interested in playing Kahoot in other subjects. By applying Kahoot, all class members will interact actively, forming an exciting collaboration in a fair competition and celebrating the accomplishment together at the end. Kahoot can be easily implemented in other institutions and the questions that have been made by the teachers can be shared around the world. However, one of the difficulties in applying Kahoot is that students must have their own device and internet connection to join the game.

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Enhancing Students' Reading Comprehension through Graphic Organizers

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Abstract. This research aims to analyze the effect of graphic organizers on the students' reading comprehension. In Indonesia, English is the first foreign language that is learned as the main subject. One of the skills that should be mastered is reading. Reading is one of the skills to communicate. Based on this fundamental, graphic organizer is one of the techniques that can be implemented to improve students' reading comprehension. The objects of the research were two classes of English department students on the fourth semester, *Fakultas Sastra, Universitas Pamulang (UNPAM)*. There are thirty students as the sample. The instruments used were the reading test and questionnaires. The method of the data analysis was quantitative using SPSS 20. The collecting data based on pre- and post-test score. The questionnaire is to know the students' satisfaction on their reading skill through the use of graphic organizer. The result of the research shows that there was a significant effect of graphic organizers on the students' reading comprehension and students give positive respond using graphic organizers.

Keywords: *teaching techniques, graphic organizers, students' reading comprehension.*

I. INTRODUCTION

There are four skills in English which covers the student competency, especially in English department; Listening - reading as receptive skill and Speaking - writing as a productive skill. Receptive and productive skills are component which are related. However, improving the receptive skill needs more creativity to encourage student's participation, in such a way that students more attracted on the learning process. This research concerns to the improvement of students' reading comprehension in English department. How to improve students' reading comprehension? It is not a simple way to let the students read several texts only. It can be seen on the university syllabus the topics which covers the material. The students have to know and comprehend how to find and define the topics, main ideas, previewing, predicting, making inferences, transitional signal, etc. This research

focuses on the students' improvement on their reading comprehension by using graphics organizer.

Reading Comprehension

Koda and Zehler (2008: 14) state that reading is an essential component of academic learning. It tells even reading is a receptive skill, it still hold important role on students' English skill. Grellet (1999: 3) tells that reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible. As it is known that reading is a process in decoding symbols, then try to comprehend the symbols from word to sentence. Having ideas on what he or she read. Witherell and McMackin (2005: 7) suggest in making personal connections which helps readers relate to events, characters, themes, and other story elements, depending on their comprehension and investment in the text. It is no doubt that reading is a process to comprehend all the details. It is related to how students can easily comprehend what she or he reads. As it is mentioned by Witherell and McMackin that a schema is needed to help readers connect new ideas to what already exist in their memories. It means that background knowledge or experiences give positive impact on the comprehension. It is easier if you read something that you do understand or fit on your interest. As it is mentioned before that reading is a process on decoding the signal (letters) to understand the word to sentences, it will call reading. However, readers will face difficulties if he or she has no background knowledge on the signal, then the reader cannot process the signal, which means hardly to comprehend. For example; Indonesian student who has never study Korean language will face difficulty in comprehend Korean lyric which is written in Hangeul words. According to the book of *From Reader to Reading Teacher* by Joann and Mary, "reading is what happens when people look at a text and assigns meaning to the written symbols in that text." In line with Lawrence and Hayden (Burns, Roe, and Ross, 1984: 27) as follows:

"Reading is a process of looking at written language symbols, converting them into overt or covert speech symbols, and then manipulating them so that both the direct (overt) and implied (covert) ideas intended by the author may be understood."

“Reading means getting meaning from certain combinations of letters. Teach the child what each letter stands for and he can read.” It is stated by Flesch (Leu and Kinzer, 1987: 48).

The definition of reading is closely explained by Prasetyono on his book *Rahasia Mengajar Gemar Membaca pada Anak Sejak Dini* as follows:

“Membaca merupakan serangkaian kegiatan pikiran yang dilakukan dengan penuh perhatian untuk memahami suatu informasi melalui indra penglihatan dalam bentuk simbol-simbol yang rumit, yang disusun sedemikian rupa sehingga mempunyai arti dan makna. Dwi adds his explanation. Jadi, membaca adalah kegiatan otak untuk mencerna dan memahami serta memaknai simbol-simbol.”

Levels of Reading Comprehension

The level of reading comprehension are divided into four levels. The types are explained by Burns, Roe, and Ross as follows:

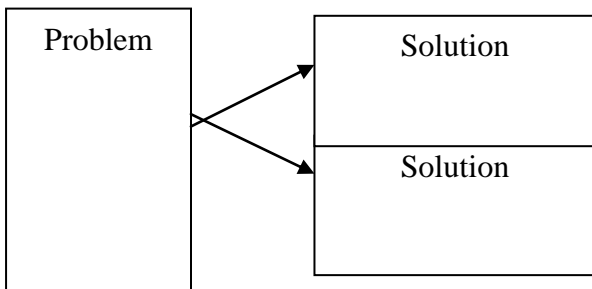
- a. *Literal Comprehension*
- b. *Interpretative Reading*
- c. *Critical Reading*
- d. *Creative Reading*

This research only focused on literal comprehension and interpretative reading.

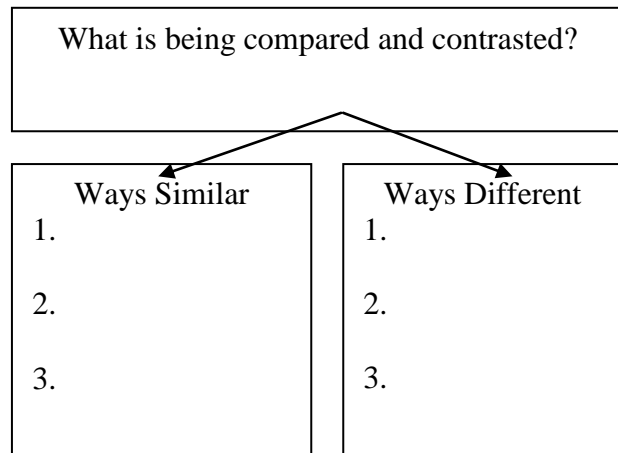
Graphic Organizers

Darch & Eaves (1986: 310) cited on Kim-Hwa Ae, et.al stated on their journal that graphic organizers are visual and spatial displays designed to facilitate the teaching and learning of textual material through the use of lines, arrows, and a spatial arrangement that describe text content, structure, and key conceptual relationships. There are seven kinds of text structure; chronological, sequence, cause and effect, problem and solution, spatial, compare and contrast, and order of importance. Accessed at www.ereadingworksheets.com the following are the example of graphic that can be implemented on students’ reading comprehension.

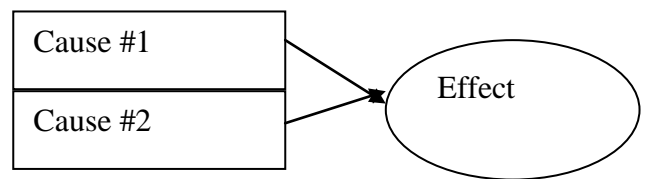
Graphic 1
Problem and solution



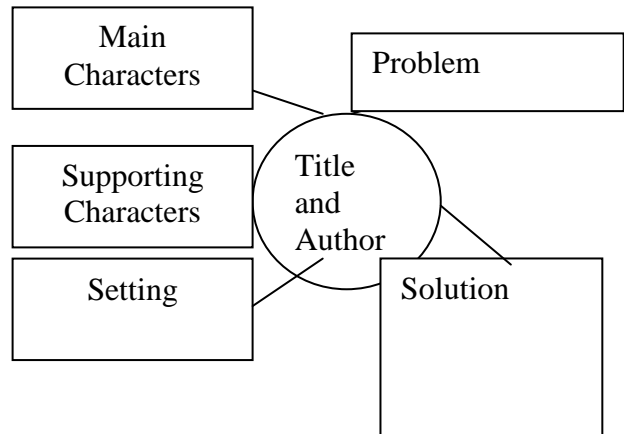
Graphic 2
Compare and Contrast



Graphic 3
Cause and Effect



Graphic 4
(adopted at www.readingrockets.org)
Fiction story map : problem and solution



In line with Darch and Eaves statement cited on Kim-Hwa Ae, et.al, Stricker (2008) state that graphic organizers are drawings or format used to represent information visually, show relationship between ideas and help students think critically. Graphic organizers help students visually

understand on what he or she reads. Using graphic organizers is easier for students to comprehend the text, book, or story. It helps students to analyze the component on it. It is seen on *Graphic 4*.

Based on the explanation above, there is no argue that graphic organizer will positively impact students' reading comprehension.

However, some researcher found the opposite finding, as explained below;

Manoli and Papadopoulou (2012) found that the consistent finding in first language (L1). They used narrative and expository texts, which represent the main ideas or structure of texts. However, they also found out the inconsistent findings in first language (L1). In line with Kim, Vaughn, et.al (2004: 113) found the nonsignificant finding. Sam D and Rajan (2013: 167) they found:

First, the use of graphic organizers by ESL learners significantly promoted:

- (i) Strategic reading competence
- (ii) Classification or graphical arrangement the content of a passage
- (iii) Distinguishing the most salient ideas from the supporting information

Second, in comparison with the traditional reading approach, using graphic organizers offers:

- (i) More changes for school learners to participate more actively in constructing organizers
- (ii) A way to get meaning of the passage

From the theoretical framework above the variables are reading comprehension and graphic organizer. The objective of the problem is to investigate whether there is significant effect on students' reading comprehension by using graphic organizer.

This research was quantitative research, the writer provided research hypothesis to be answered. It is formulated by the following questions; Is there significant effect of graphic organizer on students' reading comprehension?

II. METHOD

This research used Quantitative research. It used two scores pre-test and post-test of reading test. The pre-test and post-test design explained by (Bonate, 2000) states that the second type of pretest-posttest design is when subjects receive a treatment intervention prior to the measurement of the posttest, after completion of the pretest.

The data taken at Pamulang University, the samples are English department students. This research used two classes. Each class taken fifteen students score. There are two instruments: reading test and questionnaire.

III. FINDING DISCUSSION

Table 1

	Paired Samples Test							
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test	-8.133	13.758	2.512	13.271	2.996	3.238	29	.003
Post-test								

Research Question: Is there significant effect of graphic organizer on students' reading comprehension?

Hypotheses are:

H_0 : There is no significant effect between means score of pre-test and post-test of graphic organizers on students' reading comprehension

H_1 : There is significant effect between means score of pre-test and post-test of graphic organizers on students' reading comprehension

$H_0: \mu_{Pre} = \mu_{Post}$

$H_1: \mu_{Pre} < \mu_{Post}$

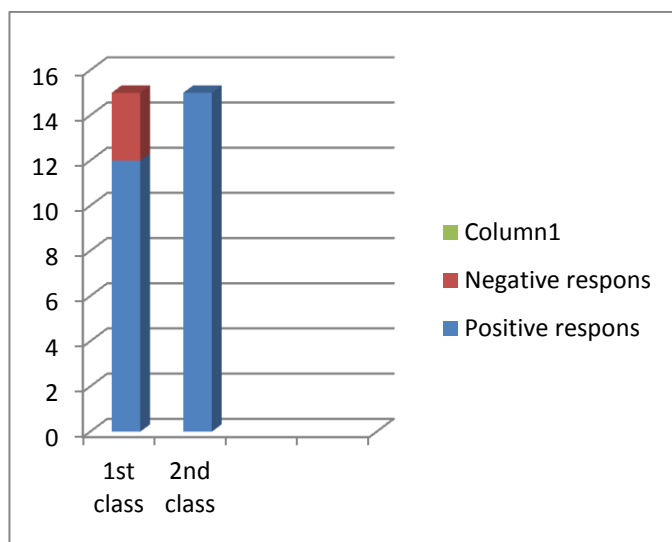
Based on table 3, it can be seen on sig(2-tailed) is lower than $\alpha = 0.05$ and if $t_{observed}$ is higher than $t_{\alpha(0.05)} = df 30 = n - 1$ meaning that there is significant effect between means score of pre-test and post-test of graphic organizers on students' reading comprehension. The data also can be seen on the table above which showed that p-value is $0.003 < \alpha = 0.05$.

Table 2

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	70.27	30	8.217	1.500
Posttest	78.40	30	8.748	1.597

Chart 1



Student 1 : Using graphic organizers can improve my reading skill because it can help me to understand all organize information from text and assess deeper meaning.

Student 2 : Using graphic organizers in classroom can be extremely helpful for both students and teachers. It simplifies the teaching and the learning process while making it more enjoyable and interactive for everyone.

Student 3 : Using graphic organizers help me to find important information in a story or news, and it helps to have more understanding of the content.

Based on students' respond above, it is no doubt that graphic organizers can be an alternative to design reading strategy more attractive. It also helps students to get more understanding on what he or she reads. Using variety graphic organizers to comprehend ideas, topic, and even the content is easier to process all the information on the reading passage.

IV. CONCLUSION

It can be inferred that there are many types of graphic organizer that can be used for many kinds of passage that will help students to understand or comprehend more related to the passage or text, especially reading a book or articles printed in English as first foreign language. As it is seen on students' respond on the use of graphic organizers. However, the research needs more deeply investigation by giving more variety on passages or texts.

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Short Story in Learning English

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Abstract—Nowadays, we have to realize that we are in Globalization Era. Globalization requires us to be able to compete with other people globally. One of the ways for being able to compete with other people globally is being able to speak English well to communicate with people and of course using English language. English is one of the important thing that should have been mastered by people nowadays because English is an international language. People, not only teenagers and adults but also children, should be able to speak English language to communicate with others locally or even internationally. Learning English in an early age is better because the material will be easily accepted when they are young. One of the best ways to learn English is using short stories. By using short stories, students can develop their reading skill. This paper is aimed to examine students' general attitudes towards short stories application in learning English, evaluate whether short stories enhance students' reading skill, creativity and imagination, as well as to enrich students' vocabulary bank. The data were taken from the primary data and secondary data. The primary data were taken from a questionnaire which consists a question asking the name, a question asking their age, and 10 statements with five-point scale and distributed them to 20 senior high school students in Purwokerto while the secondary data were taken from the books, journals, and articles. The result of this paper confirmed that the general attitudes for the students towards short stories application was positive. The students preferred reading English short story because of two reasons; because it was a fun activity and the text did not have many words. It also indicated that using English short story could enhance their reading skill, imagination, and creativity. It could also enrich their vocabulary bank through short story.

Keywords—*Teaching English; Learning English; Short Story; English Skills*

I. INTRODUCTION

English has become a prominent language that should be mastered by people nowadays in order to connect and to globalize the world. There are various ways to learn English. People will choose the appropriate ways for people to learn English. One of the best ways to learn English is by using short story.

Short story is a story which can be read in one sitting because the word count of short story is not too extensive. It can be done in a half hour or two. According to americanliterature.com (2018), a short story is a work of fiction categorized by its length—it is typically between 1.000 and 20.000 words long and can be consumed in a single reading session. The plot in a short story is not too complex, the characters are limited, and a single action. CliffNotes (2018) states because of the shorter length, a short story usually focuses on one plot, one main character, and one central theme. The evolution of the short story first began before humans could write. They often relied on stock phrases, fixed rythms, and rhyme. So, comparing to novel, a short story is a fictional work that is shorter in length than a novel. Reading short story can be finished in a short time as well.

As we know that nowadays short story can be used in English classroom. It can be done by using varied activities which are adjusted with the groups of students which will be taught. According to Mohammadnejad (2018: 103), in dealing with short stories, learners have an experience with the powerful real language of personal communication. While reading short stories, learners develop a sense of structure that will help them understand more complex stories of literature. Thus, starting to read English short story is a kind of starting to be able to read another longer story.

This paper main purpose is to eexamine students' general attitudes towards short stories application in learning English, evaluate if short stories enhance students' reading skill, imagination, and creativity, as well as enrich students' vocabulary bank.

II. RESEARCH METHODOLOGY

This research utilized both quantitative and qualitative research exploring on examining students' general attitudes towards using short stories in learning English, evaluating if short stories enhance students' reading skill, imagination, and creativity, as well as enriching students' vocabulary bank.

- *Participants*
20 senior high school students in Purwokerto have taken part in this research. They are five students from SMA Negeri 1 Purwokerto, five students

from SMA Negeri 2 Purwokerto, three students from SMA Negeri 5 Purwokerto, and seven students from SMA IT Al-Irsyad Al Islamiyah Purwokerto. Random sampling was selected as a sampling technique.

- *Data Collection*

The data for the research were collected via a questionnaire by using google form and some references from books, journals, and articles.

- *Instrument*

The first instrument used in this research is the questionnaire which will be distributed to the 20 senior high school students in Purwokerto and the second is the literature reviews.

III. RESULT AND DATA ANALYSIS

In the questionnaire, there were two questions asking their name and age, and ten statements with 5-point scale, (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Students were advised to put a tick in the appropriate box which best represents their attitudes towards short stories in learning English. This questionnaire is aimed to investigate students' general attitudes towards short stories application in learning English, to evaluate whether short stories enhance students' reading skill, creativity and enrich students' vocabulary bank.

The result of each question is analyzed as follows:

A. *List of respondent's name*

No	Name
1	Liyen Zahra
2	Zaqiarahma
3	Nilaa
4	Salma
5	Naulfal
6	Keintani
7	Auliya Arden
8	Gerhana Risqi
9	Monica Yessi
10	Hanifa Risfia Putri
11	Imam Zufar Bagaskara
12	Rissa Listy
13	Sabrina
14	Husna Yanandya
15	Rahtaya Zata Y A
16	Shabrina Evita Rizki
17	Erlin Chairunnisa
18	Fina Dwi Utami
19	Uli
20	Fira

Fig. 1. List of respondent's name.

B. *How old are they?*

Question 2	14 y.o	15 y.o	16 y.o	17 y.o	18 y.o
	-	3	6	10	1

Fig. 2. The age of the respondents.

As shown on the above data, we can see that the respondents are 17 years old in average.

C. *I like English.*

Question 3	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	5	11	3	1	-

Fig. 3. The first statement in the questionnaire.

The researcher distributed the questionnaire to the respondents. Based on the above data, we can conclude that they like English. It is shown that there are 11 students choose 'agree' and even five students choose strongly agree.

D. *I like reading English short story.*

Question 4	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	4	9	6	1	-

Fig. 4. The second statement in the questionnaire

As we can see on the above data, we can conclude that they mostly like reading English short story.

E. *I like reading English short story because it is a fun activity.*

Question 5	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	4	8	7	1	-

Fig. 5. The third statement in the questionnaire

Based on the above data, we can conclude that they like reading English short story because it is such a fun activity. It is a good point that the teachers should always provide the fun media in order not to boost student's enthusiasm so that the class will run well.

F. *I like reading English short story because the words are not too many.*

Question 6	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree

					disagree
	2	12	4	2	-

Fig. 6. The fourth statement in the questionnaire

From the above data, we can conclude that they like reading English short story because the words are not extensive. According to Violetta-Irene (2015: 3) one of the advantages of using short story in learning English is their practical length, which allows the student to conclude the task of reading on one sitting, or depending on the teachers' approach, it can be entirely read within one or two class. In addition, short story can be more applied frequently and applied to any course.

G. By reading English short story, I can learn English.

Question 7	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	10	9	-	1	-

Fig. 7. The fifth statement in the questionnaire

According to Liaw via Shazu (2014: 29), as we know that literary works provided additional material of grammar practice, vocabulary learning, translation. Thus, based on the above data, we can conclude that they can learn English through short story.

H. Reading short story enhances my reading skill.

Question 8	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	8	11	-	1	-

Fig.8 . The sixth statement in the questionnaire

As shown on the above table, we can conclude that reading short story enhances their reading skill. Bearing in mind, short story has a close relation with reading skill. According to Siyabi (2017: 164) reading is therefore an essential skill that should be adequately addressed. Being a competent reader will make it easier for the student to obtain the needed exposure to the target language, which in turn will facilitate the development of the other skills needed to be a language user. Living in a foreign language context minimizes the chances of listening to meaningful input. Thus, reading is the best way to sustain the development of students' language competency.

I. Reading short story enriches my vocabulary bank.

Question 9	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	10	10	-	-	-

Fig. 9. The seventh statement in the questionnaire

Based on the above data, we can conclude that reading short story enriches their vocabulary bank even though short story does not have many words but the students can learn many new words from reading English short story. It is such a good start to do in learning English. After the students start to accustom to read, then the teacher can move to the next level of text.

J. Reading short story enhances my imagination.

Question 10	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	7	9	3	1	-

Fig. 10. The eighth statement in the questionnaire

Based on the above data, we can conclude that reading short story enhances their imagination. By reading short story, the students can imagine what happen within the short story.

K. Reading short story enhances my creativity.

Question 11	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	3	8	8	1	-

Fig. 11. The ninth statement in the questionnaire

Creativity is also the the important point. As shown on the above data, we can conclude that reading short story enhances their creativity.

L. Reading short story affects my learning English process.

Question 12	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	7	11	1	1	-

Fig. 12. The tenth statement in the questionnaire

Based on the above data, we can conclude that reading short story affects their learning process. It affects to their reading skill, vocabulary bank, enhancing imagination and enhancing their creativity.

IV. DISCUSSION AND CONCLUSION

Short story is considered to be one of the best media in teaching and learning English. Based on the data above, the general attitudes for the students towards using short stories is positive. To see the attitudes of students concerning the use of the short stories, we can focus on the statement C, D, E, F, G, J and K. We can conclude that the students like reading English short story as a media in learning English. There are several reasons why they like reading English

short story. First, it is a fun activity. The second is because the text does not have many words. The result of this study also revealed that students believe that using short story in learning English is beneficial in enhancing the reading skill, imagination, and creativity like in the statement H, I, J and K. This also indicates that using short story affects them in learning English like in the last question stated. As Obediat states via Hişmanoğlu (2005: 65) literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners. All in all, short story provides rich sources to learn English and short story is interesting to use as a media to learn English as an individual enjoyment and help student to achieve their goal in reading skill.

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Appendix

Questionnaire:

1. What is your name? (description)
2. How old are you?
 - 14
 - 15
 - 16
 - 17
 - 18
3. I like English.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
4. I like reading short story.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
5. I like reading English short story because it is fun.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
6. I like reading English short story because the words are not too many.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
7. By reading short story, I can learn English.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
8. Reading short story enhances my reading skill
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
9. Reading short story is one of the main resources of vocabulary acquisition.
 - Strongly agree

- Agree
 - Neutral
 - Disagree
 - Strongly disagree
10. Reading Short story enhances my imagination
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
11. Reading short story enhances my creativity.
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
12. Reading short story affects my learning process.
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

Translation Quality Assessment of English-Indonesian Translation on *Mobile Legend: Bang Bang*

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Abstract— This study aims to assess the quality of English-Indonesian translation on *Mobile Legend: Bang Bang* and provide recommendations for improvements to the translation results.

The approach in this study is descriptive qualitative. This study applies document analysis. While the data analysis techniques employed in this study is *padan translasional* (the determinant is another language). The data units in this study are the entire expressions of English-Indonesian translations on *Mobile Legend Bang Bang* which are only on *custom chat* and *battle spell* pages. The parameter applied in this study is the model of translation quality assessment proposed by Nababan, et al which covers accuracy, acceptability, and readability aspects.

The finding demonstrates that the average score of the quality of translations is AS= 1.67. It represents that the global overall of the translation quality is on “medium” category. Therefore some improvements to make the translation better are ultimately required.

Keywords—*Translation Quality Assessment, Nababan, et.al. Model, Mobile Legend: Bang Bang*

I. INTRODUCTION

Translation can be defined as a product resulted from a translation act as in [1]. If so, talking about a translation product it must have closely related to the quality. This statement is in line with House as in [2], stated that assessing a quality of a translation product is the soul of a translation act. Therefore this study which concerning with TQA (Translation Quality Assessment) is very critical to conduct.

In this modern era there are abundant translation products in form of not only hard copy e.g. novel, manual book, scripture, etc but also soft copy e.g. e-book, website, and android based games. The latter is widely spread around the world since recently almost every people has familiarized with android-based smartphone games.

An online android-based game which is very popular by almost all circles of society today is a strategy game genre that basically in English entitled "*Mobile Legend: Bang Bang*" (MLBB) version: 1.2.39.233.2 [3]. The authors chose MLBB game version: 1.2.39.233.2 as an object of study because this is latest version of the game which has been translated into more than 10 languages including Indonesian. In addition since the

first launch on July 11, 2016 MLBB has also been downloaded more than 100 million players around the world. With such a period of time it can be said that this game successfully grab the attention of the international gamers community. In terms of the fan Indonesia possesses the first rank in terms of the most downloaders followed by India and then China. So based on that number the English-Indonesian translation is the most widely used. After a quick glance on the English-Indonesian translation, the authors found several problems related to the quality of the translation. Furthermore it is also reinforced by the recognition of 10 users who have been randomly interviewed by the authors. They all complain with the English-Indonesian translation that they think is bad. Instead of using the Indonesian translations, they use the English as they feel more comfortable as well. Based on that opinion it can be said that the translator does not succeed in transferring the message into the target language and the translation result was useless (not qualified).

Based on the issues described above, this study is conducted with the aim of assessing the quality of English-Indonesian translation in the MLBB game thoroughly to obtain an empirical and comprehensive finding while proving true or not the 10 game users' assumption. To achieve this, the authors apply the Translation Quality Assessment (TQA) model proposed by Nababan, et al [4]. There are three aspects of translation quality that are assessed in the model namely the aspects of accuracy, acceptability, and readability. This model was chosen because the authors want to evaluate holistically the quality of the translation with the numerical value. Since there are still some shortcomings in the model, in this study the authors try to develop the model in order to become more reliable. In addition to assessing the results of the translation, the authors also provide suggestions for improvements to the English-Indonesian translation.

This study is expected to progress because the authors have not assessed the overall translation results. In this study the authors restrict the study only assessing the English-Indonesian translation in the custom chat and also battle spells pages.

II. THEORETICAL REVIEW

A. *The Origin of Translation Studies*

Translation acts according to the hermeneutist have existed even long ago before humans were created. This is because the

hermeneutic one of which was pioneered by Schulte and Biguenet as in state that all forms of communication is a translation act [5]. So it can be concluded that the translation activity was there firstly when the first time the act of communication occurred.

Although translation activities have existed since the ancient times, the science of translation began to emerge in the fifth century AD when Cicero tried to find out about translation. It is still very traditional or still cannot be said a science clinically because it still uses feeling or subjectivity and also there is no empirical basis. As the times passed by, then the theory of translation studies was discovered in the third quarter of the 20th century. Since then the theories of translation studies began to develop till today.

The most spectacular development took place when S. Holmes as in [6] sparked a taxonomic review of translation into the basic map of translation studies. Until now the taxonomy is still the basis for elaborating translation studies.

In the taxonomy there is a translation evaluation embedded which is the base of TQA analysis. Therefore the basic theory is relevant to the study discussed in this paper which is dealing about TQA. Since TQA derives from translation evaluation which is part of the taxonomy.

B. TQA Model of Nababan et al

This model basically if it is traced, it turns out adopting the concept of Larson as in [7]. Larson states there are three reasons why judging the quality of translation [7]. Firstly, the assessor wants to ensure that the translation is accurate (accuracy aspect). The aspect wants to make sure that the meaning in ST (Source Text) is fully realized into TT (Target Text) or not. This aspect is classified as the most critical aspect in assessing a translation. Secondly, the assessor wants to know the level of clarity of a translation. This aspect is the same as clarity or readability as it related to the readability of a translation. In other words the TT readers do not have any difficulties in reading the translation. Finally, the assessor wants to discover whether the translation is natural or not in terms of acceptance aspect. In other words a good translation will not retain the ST language style which is then transferred to TT. Obviously those three parameters which are cited from Nababan, et al only paraphrase ideas or concepts pioneered by Larson only. Unfortunately Nababan, et al did not provide any information either in the articles or in the bibliography. However, apart from that, this TQA model can be said to be the most empirical to execute even in reality it is difficult to realize all the required criteria or requirements in applying the model.

There are three aspects that need to be emphasized in this model; objectives of assessment, criteria and number of assessors, and instruments of TQA.

1. The objective of Assessment

The objective of this assessment is to measure how well-qualified the English subtitles are translated into Indonesian. The quality of the assessed translation includes the degree of accuracy of the transfer of meaning, the degree of acceptability

and the degree of readability of the translated text. The degree of accuracy is determined by how accurately the content or the message as contained on ST is transferred into TT. Then the acceptability aspect is measured on the basis of whether the content or message of ST has been disclosed in accordance with the rules, norms and cultures prevailing in the TT (context of TT). While the readability aspect of the text of translation is determined by the degree of ease of a translation text to be understood by the target reader and can also be easily read

2. Criteria and Number of Assessors

In this paper there are several requirements that must be fulfilled on the criteria and the number of assessors. Nababan, et al [4] states that such requirements include; i) a professional translator and well experienced in translating informative texts contained in the android game (English into Indonesian).), ii) possessing a good translation competency, comprising of language, discourse, cultural, science, strategic, and transfer competence, and iii) having a qualified declarative and procedural or operative knowledge. While for the aspect of acceptance, the requirements to be met are i) mastering the use of standard Indonesian grammar, ii) mastering the field of science of the translated text, and iii) familiar with technical terms used in the field of required context. For the aspect of readability, the criterion that must be possessed is being able to read and understand the Indonesian text well and being an ideal reader of such translated text.

In addition to the assessor's criteria, the number of assessors is also determined in this model. Nababan, et al stated that the number of assessors for each aspect must be three people who have previously been confirmed to fulfill all the given requirements.

3. The Instrument of the TQA Model

As already discussed in the previous point that there are three aspects to be assessed in this model; aspects of accuracy, acceptability, and readability. They are described clearly in the form of the table as follows.

Table 1. Parameters of Accuracy [4]

Category of Quality	Score	Qualitative Parameters
Accurate	3	The meaning of a word, technical term, phrase, clause, sentence or source language text is accurately transferred into the target language; there is absolutely no distortion of meaning.
Less Accurate	2	Most of the meaning of words, technical terms, phrases, clauses, sentences or text of the source language has been transferred accurately into the target language. However, there is still a distortion of meanings or double meaning translations (taxa) or some omitted meanings, disrupting the integrity of the meaning.
Not Accurate	1	The meaning of a word, technical term, phrase, clause, sentence or source language text is transferred inaccurately into the target language or deleted.

Table 2. Parameters of Acceptability [4]

Category of Quality	Score	Qualitative Parameters
Acceptib	3	Translation is natural; technical terms used are

Category of Quality	Score	Qualitative Parameters
Good	3	commonly used and familiar to the reader; the phrases, clauses and sentences used are in conformity with Indonesian rules.
Less Acceptable	2	In general, translations are already natural; but there is little problem with the use of technical terms or a few grammatical errors occurrence.
Not Acceptable	1	Translation is not natural or feels like a work of translation; the technical terms used are not commonly used and are not familiar to the reader; the phrases, clauses and sentences used do not conform to the Indonesian rules.

Table 3. Parameters of Readability [4]

Category of Quality	Score	Qualitative Parameters
Readable	3	Words, technical terms, phrases, clauses, sentences or subtitles can be easily understood by the reader.
Less Readable	2	Generally the translation can be understood by the reader; but there are certain parts that must be read more than once to understand the translation.
Not Readable	1	Translation is difficult for the reader to understand.

From the tables of parameters above, they demonstrate though they are represented by the same scores that are 3, 2, and 1 but the value of those three aspects having different values. This is determined by the most important aspect of translation. Valuing aspects of translation quality are described in the table as follows.

Table 4. Weighing the Aspects of Translation Quality [4]

No.	Aspects of Translation Quality	Value
1.	Accuracy	3
2.	Acceptability	2
3.	Readability	1

In the table above, the aspect of accuracy has the highest value because meaning or message is the most important element in translation that must be preserved. Then followed by the aspect of acceptability since this aspect has an effect on the accuracy aspect and the last is the readability aspect.

III. RESEARCH METHODOLOGY

The research approach of this study is descriptive qualitative. The method applied in this study is *padan translasional* (the determinant is another language) [8]. This study applies document analysis considering that it conducts document analysis [9]. Then the technique used to sort the data is a divide technique (sort the elements that become the determinants that contain whole linguistic expression on ST and TT).

The data sources of this study are English-Indonesian translation contained on MLBB version: 1.2.39.233.2. The lingual units of the data in this study are the entire lingual expressions contained in the English-Indonesian translation of the custom chat and battle spell only.

To begin the analysis, the authors determine the three main instruments for analyzing the data: the authors themselves, a professional translator, and a pro MLBB player. Then to record the data, the authors arrange the data sheet as a supporting instrument. The data sheet applied in this study is demonstrated as follows.

Table 3. Data Sheet

No.	ST	TT	Score			Suggestion
			Accuracy	Acceptability	Readability	
1.						
2.						
Σ						
Average Score of Each Aspect						

Then to calculate the average score of all aspects thoroughly, the authors developed their own formula. This must be constructed considering there is no such formula on the model. The average formula developed by the authors is completed with a scoring scale that will summarize the quality of the translation globally. The formula and its scale are described as follows.

$$TAV = \frac{(AVACU \times 3) + (AVACC \times 2) + (AVRE) \times 1}{6}$$

Explanation:

TAV: Total Average Value
 AVACU: Average Score of Accuracy
 AVACC: Average Score of Acceptability
 AVRE: Average Score of Readability

Scales of Assessment:

0.00-1.49: Translation quality is low
 1.50-2.49: Translation quality is medium
 2.50-3.00: Translation quality is high

Then to produce reliable data, the authors use expert judgement that is Ananto Dwi Antoro, S.Pd. which has been designated by the authors to ensure the validity of the data analyzes that have been conducted. He was selected for his experience in English-Indonesian translation for five years. In addition the authors also use a general reader is Rafael (a pro MLBB player) to be asked to read the Indonesian translation. Later he will be asked his opinion related to the Indonesian translation.

IV. FINDINGS AND DISCUSSION

There are 73 data analyzed in this study. Then they are assessed on three aspect: accuracy, acceptability, and readability by using the parameters given. The findings of this study are elaborated as follows.

In terms of accuracy from the entire data there are 17 analyses or 23.28% belong to category "3", 27 analyses or 36.99% belong to category "2", and 44 analyses or 60.27% belong to category "1".

Whereas in terms of acceptability from the entire data there are 8 analyses or 10.96% belong to category "3", 28 analyses or 38.36% belong to category "2", and 37 analyses or 50.68% belong to category "1".

While in terms of readability from the entire data there are 11 analyses or 15.07% belong to category "3", 25 analyses or 34.24% belong to category "2", and 37 analyses or 50.68% belong to category "1".

Then from the findings above, the authors obtain the overall average which shows the quality of the translation by applying the given formula. The steps on how to determine the mean value of the overall three aspects are explained as follows.

$$TAV = \frac{(AVACU \times 3) + (AVACC \times 2) + (AVRE) \times 1}{6}$$

$$TAV = \frac{(1.74 \times 3) + (1.59 \times 2) + (1.63 \times 1)}{6}$$

$$TAV = \frac{5.22 + 3.18 + 1.63}{6}$$

$$TAV = \frac{10.03}{6}$$

$$TAV = 1.67$$

Finally the TAV is obtained by 1.67. That value belongs to an interval scale assessment of 1.50-2.49. Therefore it represents that the global overall of the translation product based on the TQA model which includes readability, accuracy, and readability aspect is on "medium" category. However the value is on the lower boundary of "medium" category.

V. CONCLUSION AND SUGGESTION

Based on the explanation of the findings that have been described in the previous chapter, the findings in this study are summarized as follows. Based on the TQA analysis that has been done, the quality of English-Indonesian translation on the custom chat and battle spells pages in MLBB the latest version: 1.2.39.233.2 is on the lower boundary of "medium" category. Accordingly based on the finding the authors propose many improvements to make the English-Indonesian translation which are on *custom chat* and *battle spell* better. Indirectly the finding of this study gives contribution to the game developer Moonton Shanghai to produce better English-Indonesian translation.

This study is a first step to determine the quality of English-Indonesian translation in MLBB game as a whole. The authors encourage the other researchers to assess all English-Indonesian translations in all sections of the game. This is conducted to get more comprehensive and accountable results about the overall of the translation quality. In addition the authors also urge the other researchers to improve the scale assessment of TQA model developed by researchers and also repair any existing weaknesses in this study.

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EFL Teachers Assessment Methods in Oral Communications

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Abstract--Assessing oral communications (speaking and listening) appropriately can help students to have a good oral language development as well as their language literacy. Thus, this study aimed at finding out the answer of a question: "How the respondents' classroom assessment practices may be described in the term of methods to measure the students' skills in oral communications (speaking and listening)?"

Survey using questionnaire was used to answer the research questions. The participants of this study were taken from six high schools of Banyumas Regency, Indonesia and 6 high schools of Angeles City, Philippines with around 48 teachers.

The research result showed that both Filipino and Indonesian High School English teachers were highly used teachers made assessment methods in assessing speaking and listening with overall mean more than 3. Preparing summaries of what is heard, and retell a story after listening to a passage were two highest methods used by Filipino English teachers, while answering multiple-choice test items following a listening passage was the most methods preferred by English teachers

Key words: Oral Communication, Classroom Assessment, Method

A. Introduction

Learners continually use oral communications (listening and speaking) to explore, comprehend, and communicate ideas and feelings from early childhood into adulthood. An individual's use of oral communications (listening and speaking) in day-to-day living and learning is much greater than his or her use of, for example, reading and writing. Oral communications (listening and speaking) is how we communicate with others in a wide range of social contexts such as playing, eating meals, shopping, et cetera.

Oral communications (listening and speaking) development is key to the success of early literacy learners. Moreover, oral communications (listening and speaking) support the development of children's thinking and reasoning, and their reading, writing, viewing, and representing skills (MECY, 2010). Thus, based on this paradigm, assessing oral communications (speaking and listening) appropriately can help students to have a good oral language development as well as their language literacy.

In reality, not all of the English teachers in the Philippine and Indonesia are fully aware in the implementation of proper assessment methods in oral

communications (listening and speaking). This is because ELL students come from very different backgrounds and often face multiple challenges in the classroom. To complicate matters further, teachers lack practical, research-based information, resources, and strategies needed to access ELL students. Other challenges included the lack of tools to teach ELL students as well as appropriate assessments to diagnose student needs and measure student learning. Teachers also expressed frustration over the wide range of English language and academic levels and the fact that they received little professional development or in-service training on how to access ELL.

The educators of both countries realize that classroom assessment methods should be viewed as a process rather than as a product in which assessment purpose is not only a matter of getting the students' score and determining whether they pass the requirements or not but it is more on how to know the students' progress in learning and mediating them to get success in learning

Assessment methods itself refer to "any of a variety of procedures used to obtain information about student performance". Linn and Miller (2005). There are quite a number of assessment methods with each one of them involving a particular purpose for its use, and Cheng, Roger and Hu (2004) have categorized these assessment methods under; teacher-made assessment/traditional, students-conducted assessment alternative assessment and standardized test.

This study explored on how English teachers in the Philippine and Indonesia practice their classroom assessment methods in oral communications (listening and speaking)

B. Research Methodology

The purpose of this study is aimed to answer a question: "How may the respondents' classroom assessment practices be described in the term of methods to measure the students skills in oral communications (listening and speaking)?"

Survey was used to answer the research questions. The participants of this study were taken from six high schools of Banyumas Regency, Indonesia and 6

high schools of Angeles City, Philippines with around 48 teachers.

The questionnaire was used in this research because it can reach a large number of people relatively quickly and with minimal expenditure. It consists of participant information and methods of assessment in oral communication (Speaking and Listening). Permission in using the questionnaire was obtained through e mail correspondence.

Survey data were analyzed by descriptive and inferential statistical methods to answer the research questions. Descriptive analyses including frequencies, percentages, and means were used to summarize the distribution of the data.

C. Result and Discussion

1. Result

Filipino and Indonesian Junior high school teachers classroom assessment practices in reading, is reported. The three categories were used to categorize the findings in each skill, namely: teacher-made assessment methods, student-conducted assessment methods, standardized testing in reading, writing, and speaking & listening. These three categories are derived from work in educational assessment, notably Rogers (1993) and Stiggins (2004). They also represent the assessment constructs designed in this survey (Code for Fair Testing Practices for Education (1988); Standards for Teacher Competence in Educational Assessment of Students (1990) in Cheng, Rogers and Hu (2004).

Teacher-made assessment methods in this article refer to those assessment methods designed and administered by teachers, whereas student-conducted assessment methods are those that directly involve students' participation in the assessment process. Filipino English teachers' classroom assessment methods in speaking and listening are presented in table 1 below

Table 1. Frequency and Percentage Distribution of Filipino High School English Teachers' Classroom Assessment Methods in Speaking and Listening.

Methods used to assess speaking and listening	Always		Quite a lot		Not Much		Never		Mean
	n	%	n	%	n	%	n	%	
<i>Teacher-made</i>									
give oral directions	5	20.83%	13	54.17%	5	20.83%	1	4.17%	2.83
follow directions given orally	6	25%	14	58.33%	4	16.67%	0	0%	3.08
provide an oral description of an event or object	6	25%	16	66.67%	2	8.33%	0	0%	3.04
prepare summaries of what is heard	12	50%	12	50%	0	0%	0	0%	3.33
answer multiple-choice test items following a listening passage	7	29.17%	16	66.67%	1	4.17%	0	0%	3.04
take notes	5	20.83%	16	66.67%	3	12.50%	0	0%	2.83
retell a story after listening to a passage	6	25%	13	54.17%	5	20.83%	0	0%	3.16
<i>Students-conducted</i>									
Oral reading/dictation	11	45.83%	11	45.83%	2	8.33%	0	0%	3.33
Oral interviews/dialogues	15	62.50%	9	37.50%	0	0%	0	0%	3.62
Oral discussion with each student	8	33.33%	13	54.17%	3	12.50%	0	0%	3.00
Oral presentations	15	62.50%	7	29.17%	2	8.33%	0	0%	3.25
Public speaking	3	12.50%	4	16.67%	15	62.50%	2	8.33%	2.50
Peer assessment	3	12.50%	6	25.00%	13	54.17%	2	8.33%	2.79
Self assessment	5	20.83%	10	41.67%	9	37.50%	0	0%	2.79
<i>Standardized speaking test</i>	5	20.83%	10	41.67%	9	37.50%	0	0%	2.95
<i>Standardized listening test</i>	9	37.50%	10	41.67%	5	20.83%	0	0%	3.16

Table 1 shows that *preparing summaries of what is heard* was the main method used by Filipino high school English teachers with the mean of 3.33 and the percentage distribution showed that 50% of respondents always and quite a lot used it. In addition to this, 50% of respondents also quite a used teacher-made test consisting of *give oral direction, follow direction orally, provide an oral description of an even or object, prepare summaries of what is heard, answer multiple choice test items following a listening passage, take notes and retell story after listening passage.*

On the other hand, *oral interviews/dialogues* were the main students-conducted assessment in speaking and listening among Filipino Junior high school English teachers with the mean of 3.62 and the percentage distribution showed that 62.50% respondents always used it. The second highest student conducted assessment in speaking and listening was *oral presentations* with the mean of 3.33 and covered 45.83% of respondents always and quite a lot used it. Majority of teachers was also always use *oral interview* (62.50%). Quite a lot (54.17%) teachers used *oral discussion with each student* as students-conducted assessment. However, *public speaking and peer assessment* were not much used as student conducted assessment, with 62.50% (n=15) and 54.17% (n=13) respectively.

Standardized speaking and listening test were also quite a lot use by Philippines English Teachers, with the mean of 3.29 and percentage distribution of 41.67%(n=10).

On the other hand, Indonesian English teachers classroom assessment method in speaking and listening can be seen in table 2 below.

Table 2. Frequency and Percentage Distribution of Indonesian Junior High School English Teachers' Classroom Assessment Methods in Speaking and Listening

Methods I use to assess speaking and listening	Always		Quite a lot		Not Much		Never		Mean
	n	%	n	%	n	%	n	%	
Teacher-made									
give oral directions	6	25.00%	10	41.67%	6	25.00%	2	8.33%	2.91
follow directions given orally	6	25.00%	14	58.33%	4	16.67%	0	0%	3.08
provide an oral description of an event or object	8	33.33%	10	41.67%	5	20.83%	1	4.17%	3.16
prepare summaries of what is heard	7	29.17%	12	50.00%	4	16.67%	1	4.17%	3.25
answer multiple-choice test items following a listening passage	10	41.67%	12	50.00%	2	8.33%	0	0%	3.50
take notes	6	25.00%	10	41.67%	6	25.00%	2	8.33%	3.08
retell a story after listening to a passage	9	37.50%	10	41.67%	5	20.83%	0	0%	3.04
Students-conducted									
Oral reading/dictation	12	50%	8	33.33%	4	16.67%	0	0%	3.37
Oral interviews/dialogues	15	62.50%	9	37.50%	0	0.00%	0	0%	3.62
Oral discussion with each student	8	33.33%	10	41.67%	4	16.67%	2	8.33%	3.21
Oral presentations	10	41.67%	10	41.67%	4	16.67%	0	0%	3.54
Public speaking	4	16.67%	6	25.00%	12	50.00%	2	8.33%	2.33
Peer assessment	5	20.83%	9	37.50%	10	41.67%	0	0%	2.41
Self-assessment	6	25.00%	9	37.50%	7	29.17%	2	8.33%	2.89
Standardized speaking test	6	25.00%	11	45.83%	7	29.17%	0	0%	2.83
Standardized listening test	8	33.33%	12	50%	4	16.67%	0	0%	3.17

From the table 2, it can be seen that the main Filipino English teachers made assessment in speaking and listening was *answer multiple-choice test items following a listening passage* with the mean of 3.50 and 41.67% of respondent were always use it. The frequency and percentage distribution also showed that Indonesian Junior high school English teachers were quite a lot in using all teacher-made test in speaking and listening test consisting of *give oral direction, follow direction orally, provide an oral description of an even or object, prepare summaries of what is heard, answer multiple choice test items following a listening passage, take notes and retell story after listening passage*, with more than 10 respondents (41.67%) use it.

For students-conducted assessment in speaking and listening, *oral interviews/dialogues* was the main assessment method used by respondents with the mean of 3.62 and 62.50% of respondents always used it. it was then followed by *oral reading/dictation, oral discussion with each student and oral presentation* with the mean of 3.33, 3.00 and 3.25 respectively. In contrast with this, *public speaking, peer assessment and self-assessment* were not much used by Indonesian Junior high school English teachers.

Finally Standardized speaking and listening test were quite a lot use by respondent with 50% of respondents used it.

2. Discussion

The research result showed us that both Filipino and Indonesian Junior high school English teachers were

highly used teachers made assessment methods in assessing speaking and listening with overall mean more than 3. Preparing summaries of what is heard, and retell a story after listening to a passage were two highest methods used by Filipino Junior high school English teachers, while answer multiple-choice test items following a listening passage was the most methods preferred by Indonesian Junior high school English teachers.

It has been widely known that for oral language development assessment, summarization is one of the best assessment methods. Summarization is a high-skill exercise, which requires listeners to re-organize the ideas that have been formed while listening (Kirkland & Saunders, 1991 in Walters and Chien, 2014). Deciding which information should be included in a summary and how the summary should be organized are normative claims, outside the bounds of the common definition, which must be answered on a case-by-case basis, and are dependent on the context, audience, and purpose of the summary (Seidlhofer, 1995) in Walters and Chien (2014). From this, the two most consistent criticisms against using summaries to assess language ability have been (1) that numerically scoring or differentiating a good summary from a poor summary is too difficult to be practical and (2) that students may not be able to produce output in the L2 commensurate with their ability to comprehend L2 input (Alderson, 2000, Wigglesworth, 2012; Yu, 2007 in Walters and Chien, 2014). This may explain why summary form of language assessment, have been so neglected, even though their potential, as a comprehensive and integrative assessment tool, is so high.

Notwithstanding that the research into the use of summaries in L2 pedagogy is underdeveloped, there have been a few notable studies which are important for this research (Walters and Chien, 2014). Rost (1994) in Walters and Chien (2014) compared L2 student summaries, completed after listening to a lecture, to expert native speaker summaries, to identify ways to improve student lecture understanding. Using content and style analysis, found that the lecture was probably too difficult for the L2 learners involved in the study and that they tended to repeat or remodel chunks and phrases from the original lecture without fully grasping the meaning of their new constructions. Keck (2006) in Walters and Chien (2014), comparing L1 and L2 writers' use of paraphrase in the construction of summaries, similarly found that L2 writers use more "near copies" than L1

In addition to this, retelling a story after listening passage also one of the best methods in oral language development assessment. As Johnson (1983) in Praneetponkrang and Phaiboonnugulkij (2014) stated that

retelling is the most directly accessing in teaching and the reaction result of the reader from the text.

Retelling signifies the reader or the listener understanding of learning's and creates new construction of character and reflects in retelling apprehension. Retelling helps readers or listeners to respond to the structure of stories regarding the personal explication of each message. It is the process of involving children in creating text and also allows interoperability between adults and young learners. Retelling motivates learners about the text for both integration and personalization that also helps learners view what the content components of the message and how the text related to their experiences. Also, Koskinen et al. (1988:892) in Praneetponkrang and Phaiboonnugulkij (2014) explicated that retelling is a useful teaching technique to encourage students in communication, and improves an oral language comprehension. It provides the readers to separate between the point of ideas and supporting details and retelling helps students to understand the text's meaning. It advocates students to learn about the story's elements such as plot, setting, and characters.

Both Filipino and Indonesian Junior high school English teachers prefer using oral interview/dialogue than other test as students-conducted assessment. This finding was in line with Rahayu's study (2010) on study in which she investigated the impact of interview on students speaking performance. The result of her research showed that interview is an effective technique in teaching speaking. The improvement can be seen in the form of students' behaviour and students' score. The students' score of speaking increased after the research was conducted. The mean score of pre-test 1 was 1.23. It becomes 1.49 in post-test 1, and it increased again to 1.77 in post-test 2. Besides, there is a change of students' attitude in speaking that becomes more active. Moreover, interview creates an interesting atmosphere in the classroom. From the research, it is known that interview gave many advantages in teaching speaking. They were: (1) interviews are motivating, therefore they can motivate the students to be better in speaking English; (2). interviews invite the students to speak actively; (3). interviews involve equal participation from both slow and fast learners; (4). interviews in pairs or in groups contribute to an atmosphere of healthy competition in a non-stressful situation; (5). interviews can be used in any language teaching situation and with any skill area such as reading, writing, speaking or listening; and (6). Interviews provide immediate feedback for the teacher. However, there were also disadvantages in employing interview in teaching speaking. Sometimes, interview resulted noisiness that can make the students out of control and disturb other classes (Rahayu, 2010)

In contrast with this, Both Filipino and Indonesian Junior high school English teachers were rarely used public speaking, self and peer assessment as alternative assessment in speaking and listening.

In most English language classrooms, especially in English as a second/foreign language (ESL/EFL), the instructors are often faced with the daunting task of getting the learners to overcome their anxiety to do public speaking in the target language (Munoz, et all, 2011). According to William and Thomson (2007) three major factors that could contribute to this are cultural factors, linguistic factors, and psychological or affective factors. Anxiety, often linked to feelings of uneasiness, frustration, self-doubt, apprehension or worry, affects the ESL/EFL learners significantly. Munoz, et all (2011) said that for an ESL learner public speaking assessment as performing a task in front of the class increases communicative stress, and is predicted to lead to a reduction in fluency and complexity.

Peer and self-assessment were also one of the lowest methods used among the respondents. Indeed teaching and learning process can be more successful when students are involved in developing the assessment process. Meisels, Atkins-Burnett, Xue & Bickel (2003), reveal how student involvement with work sample based performance assessments yields similar gains on standardized test performance when compared with students who did not experience the embedded performance assessment. Thus as teachers, It is helpful to introduce students to the concepts and elements of assessment against specified criteria and on how to judge their own and others' contributions using self and peer assessment (William and Thomson, 2007).

In brief, Students also will need to be assisted to develop criteria that match the learning outcomes with regards to the output and process of learning. If assessment criteria for each element are set up and clearly communicated, it will also change the role of teachers as facilitator.

D. Conclusion

The research result showed that both Filipino and Indonesian high school English teachers were highly used teachers made assessment methods in assessing speaking and listening with overall mean more than 3. Preparing summaries of what is heard, and retell a story after listening to a passage were two highest methods used by Filipino English teachers, while answer multiple-choice test items following a listening passage was the most methods preferred by English teachers

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Investigating the English Needs of Occupational Safety and Health Students at Tertiary Education Level: A Need Analysis of ESP Learners

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Abstract— English for Specific Purpose (ESP) is a branch of English teaching and usage for particular field adapted to certain discipline and profession. In delivering the learning content, the need analysis need to be conducted to design and develop the material as well as the syllabus based on the students' and the graduates needs. This research aim at investigating the learning needs and the target needs of Occupational Safety and Health students in diploma degree. Using descriptive qualitative, questionnaire and open-ended interview, the data was obtained from 51 Occupational Safety and Health students about the English teaching for their field. Moreover, the observation and document analysis is conducted to investigate the learners' need. The result of the research demonstrated that the students possess high necessity toward English for any reason mainly in supporting their job as safety officer aside from getting fluent in communicating both in oral and written text. Most of them are in the beginner level indicating by their limit capability only for understanding the simple sentence and expression in daily life (78,4%). In addition, less than half students (47,1%) are able to understand less than 150 words in listening. For reading and writing, more than half students are put in intermediate level. Regarding learning needs, students preferred to have the input text in the form of dialogue and monologue provided with pictures with the length of the texts of range for 150 – 250 words. Specifically in writing, the students need the model of text to be learned and they mainly focus on its language structure. In instructional process, they preferred on (1) identifying the detail information of the text and finding the bottom line of the listening material; (2) practicing monolog and dialog in the teaching material in speaking; (3) writing based on the graphic and drawing the conclusion for writing; (4) comprehending the general ideas for reading. The classroom activities are dominated by the students having small group discussion within 3 to 4 students. This research implies that need analysis in certain field and occupation needs to be conducted for designing and developing the ESP instruction for the reason of its effective instructional design.

Keywords—ESP, need analysis, target needs, Occupational Safety and Health

I. INTRODUCTION

The demand for people who manage Occupational Safety and Health (OSH) within industries professionally becomes trend for the last passing years until today. The employers realize that having special staffs handling occupational safety and health is part of listing requirements under government rules for establishing a company. In general, the existence of OSH within industries brings 5 functions: (1) OSH sets standards for health and safety for both workers and workplaces. The standards are generated in so many ways. The OSH staffs may develop standards from their academic background, various advisory from committees, rules given by the government, and community agencies. They are also responsible for publishing the rules so that workers can follow the standards. (2) The OSH staffs are responsible to listen and respond to workers concerns or complaints and discuss the appropriate solution to solve the problems. Every company has its own procedure for handling its workers complaint. (3) The OSH can handle researches on workplace safety and publish the result. Most of companies put OSH under the Department of Labor, which publishes, through the Bureau of Labor Statistics, information on injuries, illnesses, and fatalities related to the workplace. They also make available data on the workplace standards that are most often violated as well as on workplace fatalities. (4) After the process of investigating, the OSH can issue hazard alerts. These alerts help all people in the company work safely and avoid the danger which may appear while doing such dangerous working. (5) The OSH staffs provide training, education, and learning resources, like videos and interactive web-based tools on a wide range of health and safety topics, including those related to construction, working with electric power, food processing, working in a hospital, and wood working (just to name a handful). Underlying those five functions; therefore, it is a necessity that a company provides a department of OSH in running the business.

Realizing that the necessity of professional OSH officer is increasing, the higher level of education opens a department

aimed at educating and preparing students to be professional OSH officers. Sebelas Maret University as the national leading university had opened the program for OSH education and training in 2006 under the management of Medical Faculty. The opening of OSH study program nationally was the realization of understanding between Man Power and Labor Ministry and National education Ministry in which the demand of OSH staffs in industries emerged and the supply for professional staffs in OSH was low. This becomes a chance for UNS, especially Faculty of Medical, to publish a study program which provides outcome of professional OSH staffs. OSH program works on creating outcomes having capability in working system management and occupational health focusing in company hygiene. In reaching out these outcomes, the program designs a curriculum consisting hygiene, sanitation, environment health, and etc. Stating its vision, the UNS – OSH wants to be an international reputable of OSH program producing bachelor degree in OSH focusing on company hygiene. This vision is supported with some defined missions. (1) Handling vocational education in OSH field with international reputable focusing in company hygiene. (2) Developing knowledge, OSH technology with international reputable which can be applied to increase community safety and health. (3) Doing community service program in field of company hygiene and OSH in general based on the necessity. (4) Holding management of OSH program based on the good governance. (5) Improving cooperation with any relevant institutions locally and globally. These missions effect on the developing curriculum in the OSH program. When the program wants to have international label, it has to develop a means for handling international affairs. One of the means is preparing its students with mostly used international language; it is English language. When English is used in certain field, it is categorized as ESP (English for Specific Purposes). The basic of ESP usage is put in the use of ELT in restricted area.

In brief, the term of ESP connects to teaching a specific and focus field of English. It can be identified that ESP is emphasized shifts from purpose to topics, concerned with anticipated future English needs by which the situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings. It brings certain goal that needs to be achieved through the studying of English; for instance: when a student wants to enter an English-speaking university, she or he has to prepare the knowledge of English to EAP (English for Academic Purposes). In doing international business, many adult learners should master the terms, diction, idiom that are commonly used in business; therefore, they have to learn English for international business. It also happens in medical field. The people who concern and works in that field need to use medical English (for examples: nurse, doctors, and other professional in medical field). In short, ESP is tended to be vocational purposes English instructions in which the term vocational is used freely to include education and all kinds of working. Theoretically, ESP is defined as "an approach to language teaching in which all decisions as to

content and method are based on the learner's reason for learning" (Hutchinson & Waters, 1987b; Anthony, 1997), i.e. based on learning-centered approach, and its goal is to provide language instruction that addresses students' own specific language learning purposes and professional needs (Dudley-Evans & St. Johns, 1998; Belcher, 2009). Therefore, the ESP course design is based on the learners' needs and activation of learning motivation (Zou, 2013).

Strevan (1988) characterized ESP in two domains. The first domain is absolute characteristics in which it consists of meeting specified needs of the learners, focusing on that language which is appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse, contrasting with General English. In the second domain (variable characteristics), ESP is restricted as to the language skills to be learned (e.g .reading only) and not taught according to any pre-ordained methodology. These characteristics are applied in classroom as (1) the use authenticity of the content, (2) purpose-related orientation in which students are stimulated of a conference, involving the preparation of papers, reading, note taking, and writing, and (3) self-directed learning in which learners must have a certain degree of freedom to decide when, what, and how they will study.

Unfortunately, within these years, the English course in the OSH program of UNS is not given in ESP mode. The materials of English in the OSH program tend to be General English that has different characteristics and purposes from ESP. English for General Purposes (EGP) refers to contexts such as the school where needs cannot be readily specified. It is more useful to consider EGP providing a broad foundation rather than a detailed and selective specification of goals like ESP (Hutchinson, T., & Waters, A in Alexandra and Valeria, 2010, p. 51). General English is aimed at achieving competencies in using English as daily communication. The topics found in general English are things found in everyday life. The most important General English features are (1)the focus is often on education; (2) as the learners' future needs are impossible to predict, the course content is more difficult to select; (3) due to the above point it is important for the content in the syllabus to have a high surrender value. Contrasting to General English, the most relevant ESP features are: (1) the focus is on training; (2) as English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier; (3) it is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context; (4) the aim may be to create a restricted English competence.

In fact, the students of OSH program do not learn materials related to the major discipline. Through general English, they learn only how to survive in daily communication. Their vocabulary, diction, and context of situation are not relevant with the world of OSH. Analyzing the use of general English for these students, it has to keep in the mind that the students already learnt general English since they were sitting in the elementary school. So, it is no need for them to learn how to

survive in conversation. They need English materials that are close to their future professional job, OSH.

It is an emergence for the OSH program to develop ESP in OSH. The materials in English classroom need to be totally revised. It is so for some reasonable reasons; (1) the label of international reputable OSH program cannot be achieved when their outcome still act in survival English; (2) the development of technology effects on the English vocabulary and context, especially in OSH; (3) the outcome will have additional point when they have competencies in using English for specific purpose, that is OSH; and (4) most companies are working and relating with other countries corporations, so it will be a necessity for OSH staffs to act and interact using English.

One way in designing material of ESP in OSH is handling need analysis because ESP courses are basically developed on the needs analysis. In fact one of the main contributions of ESP to the wider world of English Language Teaching has been the development of thorough needs analysis. Therefore, needs analysis is the base on which curriculum content, teaching materials and methods are constructed. This gives way to enhancing the students' motivation and achievement as a result (Otilia, 2015; Ulum, 2015). Need analysis is the systematic data collection and examining of all subjective and objective information required to describe profile of the learners' language needs and validate curriculum goals that support the language learning needs of learners within the context of the institutions that affect the learning and teaching situation (Brown, 2006; Jordan 1997). It also a procedure to collect the information about learners' wants, desires, desires, demands, expectation, motivations, lacks, constraints, and requirements (Brindley, 1984). Need analysis makes the learning goals are clearer than would be in the case of general English. When the materials are developed based on students' needs, it can be assumed that students will be highly motivated in studying the materials relating to their concern or work areas.

The need analysis emerged in 1960s when there was a movement on ESP instruction. The target of doing need analysis are three points; (1) Necessity is the need of someone to be success in his/ her business. For example, a businessman needs to understand about business letter, to communicate effectively, etc. (2) Knowing the lack of student will help a teacher to design appropriate course in study process. (3) Students need to know what they want to be learned. From that situation, students will do some efforts to achieve their willing Hutchinson (1991:54).

Need analysis has some purposes; they are (1) to find out what language skills a learner needs; (2) to help determine if an existing course adequately addresses the needs of potential students; (3) to determine which students are most in need of training in particular language skills; (4) to identify a change of direction that people in a reference group feel is important; (5) to identify a gap between what students are able to do and what they need to be able to do; and (6) to collect information about a particular problem learners are experiencing. Hutchinson and Waters (1987, p. 19) add that "the intrinsic

goal of ESP resides in its accommodation to the learner's reason for learning". Therefore, ESP programs start with needs analysis of actors involved (e.g. students, teachers, school administrators, and a wide range of stakeholders).

Relating to this research, the need analysis done is based on students' need in locating gap between what students are able to do and what they need to be able to do. This study aim at investigating the learning needs and the target needs of English of Occupational Safety and Health students in diploma degree.

II. METHODOLOGY

The research method to answer the problems is descriptive qualitative. Qualitative research is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. The focus of qualitative research is on three areas, those are individuals, societies and cultures, and language and communication. This research is descriptively designed. It is a statement of affairs as they are at present with the researcher having no control over variable. Moreover, "descriptive studies may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be". The subjects of this research were 53 students of the fourth semester in the OSH program of Medical Faculty in the academic year 2017/2018. Questionnaire and interview was conducted to attain the data of the students' learning needs and target needs. The structures of the questions points out to the necessities, wants, lacks, input and procedures in teaching ESP for OSH students. Those aim at investigating (1) the learners need in target situation for their job at the time; (2) the learners wants for the content of the teaching materials; (3) the students prior knowledge and target learning; (4) the presented material in ESP and (5) the learners' activity.

III. FINDING AND DISCUSSION

Finding out about and analyzing the needs of the students is vital in ESP teaching. In fact one of the main contributions of ESP to the wider world of ELT has been the development of thorough needs analysis. Need, defined as "something that is recognized but it is not in any sense "discovered", and its "existence" de-rives from whatever criteria are thought to be relevant in making the diagnoses" (Lawson, 1979: 37), is urgent to be investigated before administering ESP then. Noddings (2005) further points out that in addition to inferred needs, teachers have to give learners a room for expressing their own needs both verbally and behaviorally. Therefore, needs should be negotiated in as much as learners need to realize how their instructed learning pertains to real-life needs and to fully understand how learning goals and objectives

match their own interests, learning investments and plans (Handoyo, 2011).

So far, Hutchinson and Waters (1987) in Atika (2014) make a distinction between "target needs" and "learning needs". The target need refers to what the learner needs to do in the target situation and the learning need refers to what the learner needs to do in order to learn (p.54). They further subcategorize target need into (1) necessities; what the learner has to know in order to function effectively in the target situation, (2) lacks; the discrepancy between necessity and what the learner already knows, (3) wants; what the learner actually wants to learn or what they feel they need. The learner's "wants" may or may not conform those perceived by the teachers or course designers (pp.55-57). The learning need is equated to the route of learning.

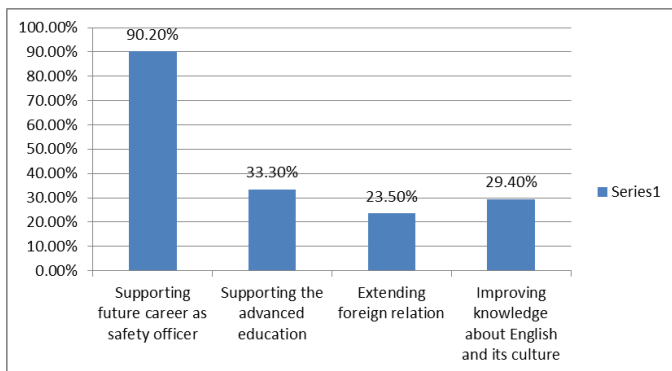
A. The OSH Students' Target Needs

Target needs are an umbrella term which practically hides a number of necessary distinctions. It is more useful to analyze the target situation includes necessities, lacks and wants.

1. Necessities

Necessities are the type of need determined by the demand of target situation, that is, what the learner has to know in order to function effectively in the target situation. It influences the sample of communication activities, micro function and language form being tough. The students' necessities then determine their motivation to learn. Diagram 1 presents the students necessities in learning English.

Diagram 1. The students' necessities in learning English

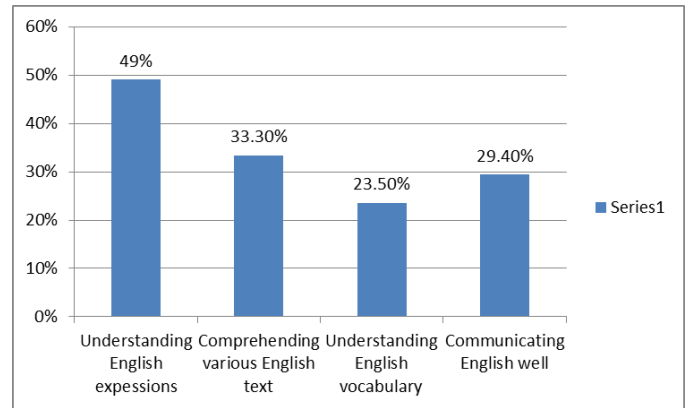


The data indicates that the students are mostly motivated to learn English to support their future career as safety officer (90.2 %) and to be able to communicate in English both oral and written (76.5%). A third students (33.3%) are studying English to support their advanced education while the 29.4% students eager to learn English for improving their knowledge about English as well as its culture. The rest of the students (23.5%) admitted that they want to learn English to widen their relation to the native English countries.

2. Wants

Learners' wants, means, subjective needs-factors that affect the way they learn such as previous learning experiences, reasons for attending the course, expectations (Duddley-Evans, T., and M.J.St John, 2009). Based on the result of the questionnaire, the students possess various wants in learning English as summarized in diagram 2.

Diagram 1. The students' necessities in learning English



The above diagram reveals that by learning English, almost half of the students (49%) want to understand the English expression. A third students (33.3%) want to comprehend various English text and several students (29.4 %) want to communicate English well both written and oral while the rest (23.5%) wants to understanding the English vocabularies. Dealing with the level of English proficiency, almost half of the students (49%) are expected having the ability for comprehending text and English expression as well as explicit meaning in it. Almost a third of the students (31.4%) are expected for having the ability to comprehend sentences and simple expression in daily life. A few students (17.6%) are expected to have the ability to comprehend and respond the complicated text. A small number of the students (2%) are expected to have the ability for comprehending text and English expression as well as implicit meaning in it.

The result of the interview pursued up the above finding. Based on the interview, the students admitted that they eager to learn English to communicate well to foreign safety officer as well as performing English presentation. They also want to understand the document in OSH field. Moreover, they want to be able to write the operational standart procedure(s) as well as English report at multinational even international company in which the safety and health played the significant role as transcribed below:

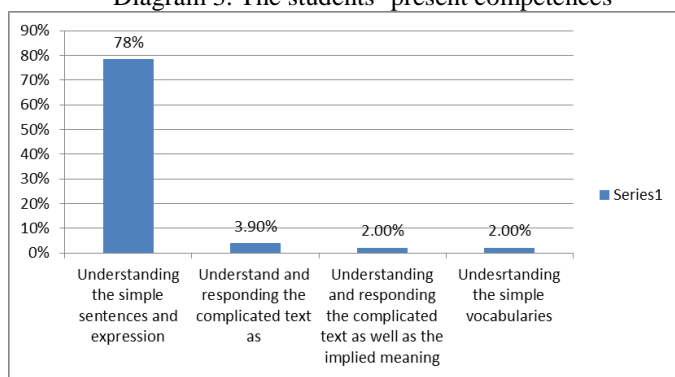
- S1 : Writing.. Yes, I want to write SOP in English
- S2 : I will meet the foreign safety officer so I hope I can make conversation with them.
- S3 : I feel dizzy when reading the English text. I want to understand the text in OSH field.
- S4 : I want to work in a big company..international one. I want to have presentation in English, writing report and many other things.

What the students want in learning English as discussed above reflect the nature of ESP as stated by Harmer (1983) that 'situations where the student has some specific reasons to learn a language.

3. Lacks

To identify necessities and wants alone, however, is not enough, since the concern in ESP is with the needs of particular learners. Knowing what the learner knows already is needed to decide which of the necessities the learner lacks. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks (Hutchinson, Waters and Breen 1979). The result of the questionnaire reveals that the OSH students were at the beginner level. The students' present competence is summarized in the diagram 3.

Diagram 3. The students' present competences

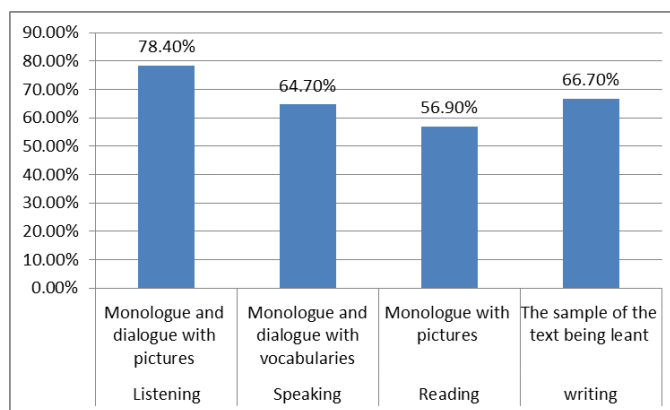


Most of the students (78%) are in beginner level in which their current competence shows that they are able to understand the simple sentences and expression in daily life. Some students (3.90%) have the ability to understand and respond the complicated text. Only few students (2%) are able to understand and respond the complicated text as well as the implied meaning in it. The rest of the students (2%) are able to understand simple vocabularies.

B. The Students' Learning Needs

The students learning needs are related to what the students need to learn covers the macro and micro skills namely speaking, writing, reading, listening, grammar, pronunciation and vocabularies. The input text includes the spoken, written and visual data that learners work within the course of completing a task is also considered (Nunan, 2004: 109). Based on the questionnaire, the input text each language skills covers listening, speaking, reading and writing are summarized in the diagram 4.

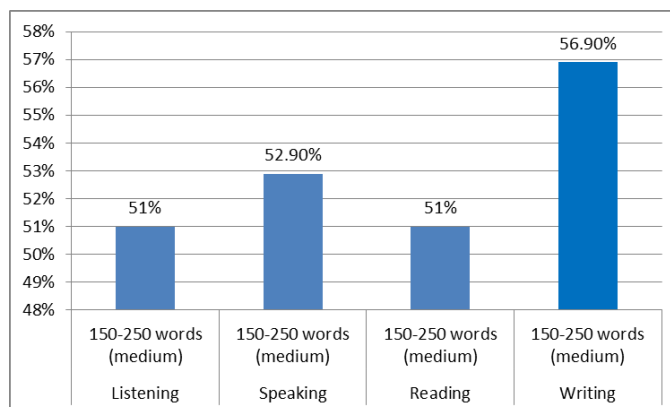
Diagram 4. The text input for each language skill



The diagram presents the main input of text for each language skills. Almost of the students (78.40%) preferred the monologues and dialogs with pictures as the listening materials. Around 64.70% students preferred monologues and dialogs with vocabularies for speaking materials. Monologues with pictures are chosen by 56.9% students as the input for reading materials and 66.70% students preferred the sample of the text being learnt as the input for writing materials.

Dealing with the length of the text, almost of the students preferred having a text within 150-250 words as the input text for each language skills as presented in diagram 5.

Diagram 5. The length of text input for each language skills



The diagram above shows that (1) more than half of the students (51%) preferred the text around 150-250 words (medium length) for listening; (2) around 52.9% students preferred the text around 150-250 words (medium length) for speaking; (3) about 51% of the students preferred the text around 150-250 words (medium length) for reading and (4) more than half of the students (56.90%) preferred the text around 150-250 words (medium length) for writing.

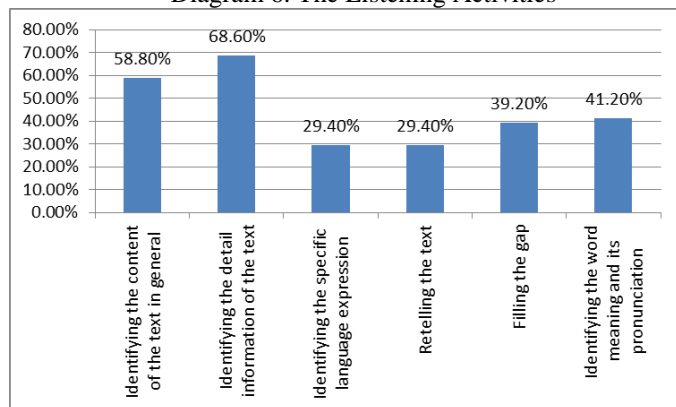
The students have the different views dealing with the topic being presented as the input text. Topics related to Safety and Health Environment (SHE) or Health and Safety Environment (HSE) obtained the highest percentage (94.1%) among all. It means that almost students enthusiastic for

having the text related to their field of study. Next, several students (68.6%) choose the topic related to their daily life as the topic to be learnt. The topic related to politic, economy and culture is chosen by a third students in the class (33.3%) and the rest students (27.5%) choose topic related to religion and law.

The findings above are strengthened by the students' statements in interview. They admitted that they need English for their future career thus the English material related to OSH/SHE/HSE fields is badly needed to be learnt. They argued that those materials assist them to develop their professionalism as the safety officer. General English found in their daily life is needed as the supplementary materials in English teaching since they have obtained those materials before.

The investigation on students learning needs aim at finding the details information on what the students' needs in learning including the learning activities in the class. The result of the questionnaire points out that there are several activities preferred by the students for each skill. The listening activities are summarized in table 6.

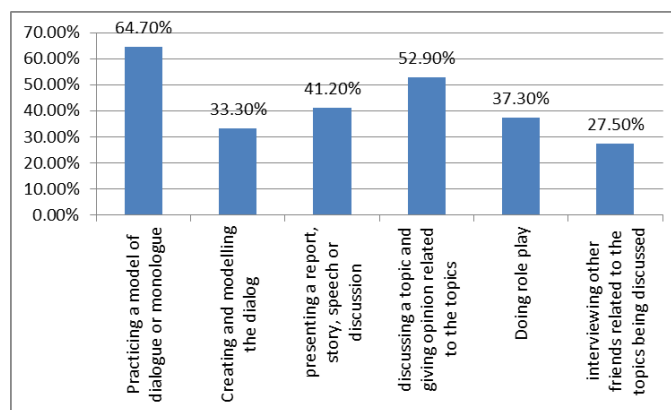
Diagram 6. The Listening Activities



The diagram above indicates that identifying the details of the information of the text is the activity chosen by almost of the students (68.6%). The second listening activity opted by more than half students (58.8%) is identifying the content of the text. Several students (41.2%) elected identifying words and around a third students (39,2%) choose filling the gap as their listening activity. The rest of the students (29.4%) prefer retelling the text and identifying the specific language expression as the learning activities in listening.

The students listening activities are differ from the speaking activities since both shares the different purpose. Several speaking activities propose by the students are presented in diagram 7.

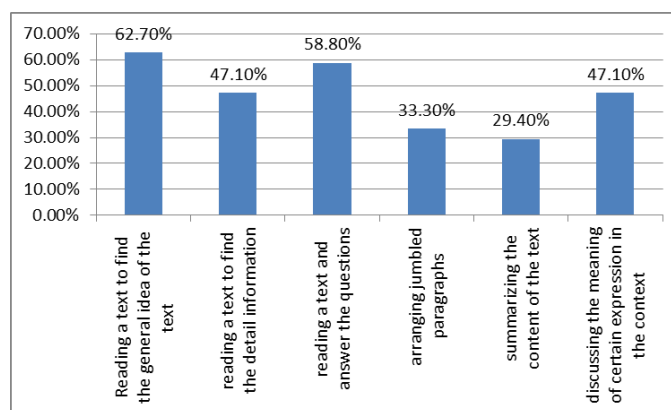
Diagram 7. The Speaking Activities



The diagram above shows that (1) Practicing a model of dialog or monologue is chosen by more than half of the students (64.7%); (2) Discussing a topic and giving opinion related to it is rated by 52.9% of the students; (3) Presenting a report, story, speech or discussion is rated by 41.2% students; (4) Doing a role play is chosen by 37.3% students; (5) Creating and modeling the dialog is preferred by 33.3% students and (6) Interviewing other friends related to the topic being discussed is rated by 27.5% students.

Besides speaking and writing, several activities in reading are also being investigated to find out the trending activities which are elected by students.

Diagram 8. The Reading Activities

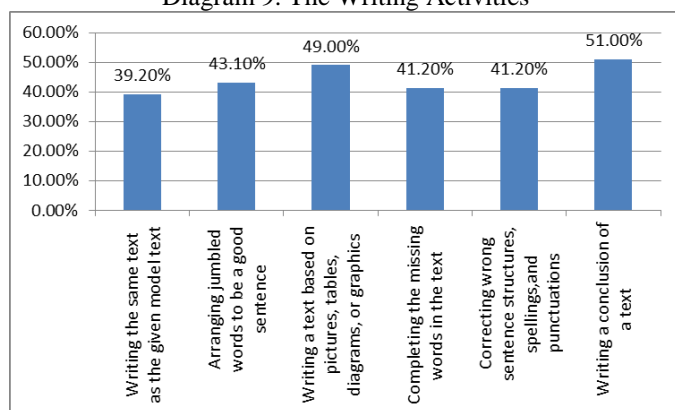


The diagram above shows that reading a text to find the main idea of the text is the activity chosen by almost of the students (62,7%). The second reading activity opted by the students (58.8%) is reading the text and answering the questions related to the text. Several students (47.10%) chose discussing the meaning of certain expression in the context and reading a text to find the detail information as their reading activity. A third student (33.3%) rated arranging jumbled paragraph as their reading activity and the rest of the students (29.4%) chose summarizing the text.

As a productive skill, writing has the slight different activities to others skill. Based on the result of the

questionnaire, there are six listed activities in writing as presented in diagram 9.

Diagram 9. The Writing Activities



The diagram above shows that (1) Writing the conclusion of the text is chosen as the writing activities by more than half of the students (51%); (2) Writing a text based on pictures, tables, diagrams or graphic is rated by 49% of the students; (3) Arranging jumbled words into a good sentences is rated by 43.1% students; (4) Completing the missing words and correcting wrong sentence structure, spelling and punctuation are chosen by 41.2% students; and (5) Writing the same text as the given model text is rated by 39.2% students.

The finding reveals that the class activities considers four language domains covers (1) reading which aim at assisting the student for comprehending written or printed materials or information; (2) writing which help students to communicate the information in written or printed words; (3) listening which aim at actively comprehending oral language from a variety of speakers; and (4) speaking which aim at helping students to be able to say words, talk, express ideas, and converse in a variety setting (Echevarria, Vogt & Short, 2004).

IV. CONCLUSION

In short, needs analysis is a central issue in the area of ESP in that a one-size-fits-all approach cannot address individual learners' needs, and this approach "has long been discredited by research findings on the *specificity* of the tasks, genres and discourse practices that language learners encounter in the varied domains in which they must operate" (Long, 2005, p. 1). The result of the research demonstrated that the students possess high necessity toward English for any reason mainly in supporting their job as safety officer aside from getting fluent in communicating both in oral and written text. Most of them are in the beginner level indicating by their limit capability only for understanding the simple sentence and expression in daily life (78,4%). In addition, less than half students (47,1%) are able to understand less than 150 words in listening. For reading and writing, more than half students are put in intermediate level. Regarding learning needs, students preferred to have the input text in the form of dialogue and monologue provided with pictures with the length of the texts

of range for 150 – 250 words. Specifically in writing, the students need the model of text to be learned and they mainly focus on its language structure. In instructional process, they preferred on (1) identifying the detail information of the text and finding the bottom line of the listening material; (2) practicing monolog and dialog in the teaching material in speaking; (3) writing based on the graphic and drawing the conclusion for writing; (4) comprehending the general ideas for reading. The classroom activities are dominated by the students having small group discussion within 3 to 4 students. This research implies that need analysis in certain field and occupation needs to be conducted for designing and developing the ESP instruction for the reason of its effective instructional design.

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Integrating Websites to the Teaching and Learning of Legal English for Law Students

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Abstract—In the digital era like nowadays, the emergence of websites cannot be separated from the teaching and learning of Legal English (LE). Such LE teaching and learning materials which can be easily accessed anytime and anywhere, when the Internet network is accessible, have clear benefits for the EFL teachers in terms of accessibility and convenience. It is therefore necessary for them not to deny or ignore the inclusion of websites into their teaching and learning activities in the classroom. In addition, it is also a need for them to integrate the selected websites providing the materials which are corresponding to the objectives of teaching and learning. Concerning this integration of websites into the teaching of LE, this paper firstly explores LE as legal discourse, why web is important for English language teaching and learning. Furthermore, it highlights which websites provide LE teaching and learning materials. This paper finally presents a sample of teaching LE with the use of a website.

Keywords—website; legal English; EFL

I. INTRODUCTION

Today, English has played its vital role as a means of communication. Regarding this language's role, cited in [1] it is stated that English is currently used as the main tool for international communication among the different specialised communities due to its fewer problems in the field of scientific terminology [2]. In addition, as a means of international communication, most of the professionals use English as the undisputed *lingua franca* of communication [3] [4]. Due to this role as international *lingua franca*, in legal arena, "English becomes predominant as the language of international legal practice" [5] and as a result, most lawyers over the world dominantly use English as their *lingua franca* [6] [7].

Regarding this importance of English in legal practice, it is therefore necessary for law students to master LE because they are the prospective users of this kind of English. To cater this need of law students, it is then important for the EFL teachers at law faculty to provide LE teaching materials which can be accessed from websites and to integrate them into the classroom activities. Paying a better attention to these two facts of the LE necessity for both the law students and the teachers, such points as LE as legal discourse, website and

English language teaching, websites for LE teaching materials, and an example of using a website in LE classroom are presented in this article and they are discussed as in the following sections.

II. LE AS LEGAL DISCOURSE

In the continuum of English language teaching, English which is used in legal practice is known as Legal English (LE). It belongs to "a branch of English for Specific Purpose (ESP)" [8]. In ESP, it has a variable meaning that some scholars think that it refers to legalese and some others consider it as a shortcut for Anglo-American law, and therefore ESP practitioners have refrained the term in favor of English for legal purpose (ELP) [9]. Though LE has a variable meaning, the two different views of LE lead to one focus that LE refers to English which is used in legal context or in legal discourse. In other words, LE here also means as legal discourse with its distinctive features as accuracy, ambiguity, special terminology, complexity and conservatism [10]. Due to these distinctive features, LE poses obstacles in translating, interpreting and applying legal texts [11].

Moreover, as legal discourse, LE is distinguished into two types such as spoken discourse covering from the cross examination of a witness by an attorney, over procedural instructions delivered by judges, to lawyers' interpersonal communication and written discourse including case law, law reports and prescriptive legal texts [12]. Such uses of LE in spoken discourse are found in the courtroom [13].

III. WEBSITE AND ENGLISH LANGUAGE TEACHING

Due to the developments in educational technology, the number of English websites have been developed [14]. For this fact, the advent of them becomes unavoidable in ELT [15] because many ESL websites offer teaching materials, lessons plans, games and other instructional resources that are freely available to students and teachers [16]. As a consequence, the websites can support language teachers to integrate the Web resources into the language classroom [17] [18].

To be concerned with the integration of website into the classroom activities, types of Web-based language learning (WBLL) activities are proposed in such activities as (1) pre-created Web activities adopting interactive language exercises

that have been already created by others and are easily accessible on the Web; (2) task-based Web activities making use of a variety of authentic Web resources for communications, information collections, problem-solving tasks, etc.; and (3) teacher-made Web activities employing tailor-made language exercises modified by classroom teachers themselves for their own students [15]. Based on this proposal of WBLL activities, this article explores some websites providing materials for teaching LE as discussed below.

IV. WEBSITES FOR LE TEACHING MATERIALS

1. <http://anglofon.com/test-your-legal-english-terminology>

This website provides a rich collection of exercises for the EFL teachers at law faculty to have their students practice and test their knowledge of LE terminology. The first page of this website offer free practice and test concerning such topics as Basic Legal Terms-B1, Basic Criminal Law Terms, Legal Systems-B1, Court Proceedings-B2, and many others.

2. <http://www.courtprep.ca/en/>

With this website, the EFL teachers at law faculty can introduce their students to Canadian legal system. As well as people in the courtroom, such information as justice process, witness tips, and other info are available in the first page of this website

3. <http://www.englishmedialab.com/Quizzes/business/law%20courts.htm>

This website provides a matching exercise that the EFL teachers at law faculty have their students to test their knowledge of vocabulary related to law and legal issues.

4. <https://www.englishclub.com/english-for-work/police-crime.htm>

As well as information on the definition of crime and punishment, this websites also introduces types of crime and types of punishment. After teaching this knowledge of crime and punishment, the EFL teachers at law faculty can have their students complete an interesting quiz provided in this website.

5. <http://www.esl-lab.com/lawsuit/lawsuit-rd1.htm>

This website is a part of English listening website created by Randall Davis. It is designed to help ESL/EFL students to improve their listening comprehension skills. In this website, the listening practice focused on legal context, namely lawsuit settlement. It consists of three listening exercises: pre-listening exercise, listening exercises, and post listening exercise.

6. <http://www.law.cuny.edu/legal-writing/students/grammar/sentence-fragments.html>

In this website, the materials are focused on grammar for law students. Such topics as sentence fragments, subject-verb agreement, active/passive, and others are covered in the materials.

7. <https://www.nationaltrust.org.au/educationprograms/3d-interactive-court-room/>

This website provides 3D Interactive Court Room. For teaching and learning materials, a number of words referring to people in court room is available in this website. By visiting this interactive courtroom, the students can get an idea of how a court works.

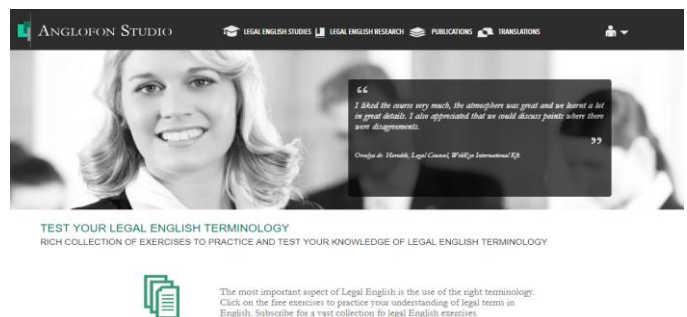
8. <http://www.linguarama.com/ps/legal-themed-english.htm>

As well as materials for teaching reading, this website also provides such materials for teaching writing, vocabulary, and grammar.

V. AN EXAMPLE OF USING A WEBSITE IN LE CLASSROOM

From the websites presented in the previous section, the EFL teachers at law faculty can use one of them for teaching in their LE class. For example, if they want to teach LE vocabulary, the website of test your legal English terminology with the URL <http://anglofon.com/test-your-legal-english-terminology> is very useful for both the teachers and the law students. If this URL is clicked, the first page of the website will be in Figure 1 and Figure 2 below.

Fig. 1. First Top Page of <http://anglofon.com/test-your-legal-english-terminology>



To get materials for teaching LE vocabulary from this page, just drag down the cursor and the page will be displayed in the figure below.

Fig. 2. Basic LE Terminology

Free BASIC LEGAL TERMS - B1
A basic level test for some of the easiest legal terms. Check your basic understanding of the fundamental legal terms.

Free LEGAL SYSTEMS - B1
A test to assess your level of knowledge of very basic legal terms related to the differences between legal systems.

Free BASIC CRIMINAL LAW TERMS
Check your knowledge of the most fundamental terms related to criminal law.

Free COURT PROCEEDINGS - B2
Take an imaginary look around the courtroom and test your knowledge of basic expressions related to court proceedings.

Free NAMING CONTRACTING PARTIES - B2
How do you name parties to various contracts? If you don't, download an e-book to learn the basic terms.

Free CONTRACT TYPES - B2
This test will assess knowledge of the name of the most frequently used contracts. It also takes you to an e-book, if you don't know.

Free TERMS ENDING IN "-ER" "ÉS" "OR" "-CI
It is sometimes difficult to tell how legal terms denoting parties to legal relationships end. Can you do it?

Free BUSINESS BASIC TERMS - B1

Free MATCHING PARTIES - B2

Free CHOOSE EMPLOYMENT TERMS - B2

This figure shows that the web page provides a number of materials for teaching and learning LE vocabulary. In this page the EFL teachers at law faculty can start their classroom activities by clicking one of the topics listed in the page and have their students look at the display on the screen for practicing to check their understanding of basic LE vocabulary, or having them to work individually as self access learning in the classroom. By clicking the link of *Basic Legal*

Free BASIC LEGAL TERMS - B1, for example, the web page will appear as in the following figure.

Fig. 3. Exercise of Basic Legal Terms-B1

_____ is a system of rules, which regulates society

right

law

legal

rule

1 of 12 **Next**

Név: _____

SUBMIT

This figure shows that in this web page there are 12 items in the exercise of Basic Legal Terms-B1 that the students have to complete and this is the first one, To complete this exercise, the students just select the correct answer by clicking the circle on the left side of the answer choices. To have the next item (number), they just click the button *Next* under the answer choices. In addition, to check the correct answers after completing the 12 items, the students have to write their names or any name on the column provided under the button *Next* and then click the button *SUBMIT* under the name column on the right corner at the bottom. After clicking this button, the web page will be in the following figure.

Fig. 4. Result of the Completed Exercise of Basic Legal Terms

Thank you!
vvnvmn

_____ is a system of rules, which regulates society

right

law

legal

rule

1 of 12 **Next**

RESULT: 91.67%

This figure shows that the answer of number 1 is correct because this answer is written in green colour which means the correct answer. To check the next number (2-12), it is just performed by clicking the button *Next* over the name column. The result 91,67% on the left corner at the bottom of the page means that the completed answers of 12 items have one incorrect answer. This incorrect answer is written in red colour which can be seen in the figure below.

Fig. 5. Sample of Incorrect Answer

Thank you!
vvnvmn

The administration of justice must be based on _____.

equity

correctness

justice

fairness

Prev 12 of 12

RESULT: 91.67%

This figure shows that the answer of number 12 is incorrect as it is written in red colour and the correct answer is *justice* as it is written in green colour.

To go on completing another exercise, the teachers can ask their students to select one of the topics listed on the web page and then click it. The procedure is the same as in the previously completed exercise (Basic Legal Terms-B1).

VI. CONCLUSION

Since English has become international *lingua franca* in legal practice, it is certainly important for law students of EFL classroom to master Legal English (LE) because they are the prospective users of LE. To fulfill the law students' need of LE, it is then necessary for the EFL teachers at law faculty to be able to provide LE teaching materials. In the digital era like today, the materials for teaching LE are easily accessible from a number of websites by both the law students and the teachers of English at law faculty. As a result the inclusion or integration of LE websites for teaching and learning is very needed in the classroom. In LE classroom, as well as for

teaching, the LE websites can also be used for establishing self access learning mode (SALM). In this SALM, the law students can certainly develop their LE mastery inside or outside the classroom anytime and anywhere they like with the use of their smartphones.

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Translation as a Good Method of English Language Teaching for Today's Generation

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Abstract— *This paper focuses on the use of Translation to improve English Language teaching activity by using the developing technology for learners, especially today's generation. Translation is a language learning practice which is improving a lot of skills including writing, listening, reading, and language. According to Yenkimaleki, explicit instruction include translation and interpreting subjects in the use of prosody leads to a greater improvement of listening comprehension skills rather than implicit instruction. It happens to the other skills as well. This study method make students acquire, develop, improve their knowledge and competence in English Language. They also capable to improve their skill in grammatical matters, identify common errors, and gained new vocabularies. Moreover, with the continuous developments of technology and the present generation who prefer for practical things, then it became very useful in education field as well, in order to use a lot of variation methods to make the English Language learning activity more flexible and effective for the students by using translations tools and methods. This paper is based on a brief theoretical literature overview from other researches, articles, books, and other literary works that related to the topic and questionnaire to five students from UNSIQ Wonosobo, Faculty of Language and Letters. The researcher finds that the Translation is a good tool to improve English Language ability and it makes higher possibility to use various methods that suit well with today's generation students as now. In the conclusion, it is possible to use Translation as a method to teaching English language which has a lot of benefits and positive effects especially for the students.*

Keywords —*Translation, ELT, develop, method, learner, ability, variation, tool, technology*

I. INTRODUCTION

According to Dagilienè (2012), the existence of Translation in the English Language teaching field becomes a controversy since a long time ago. Translation has been placed between suitable and unsuitable position as a method or technique to apply in teaching English activities. This issue becomes a debate because Translation is considered only as a mechanism or process that use to transfer ideas from source to target language.

Dagilienè mentions, Translation "...is still ignored as a useful language learning tool because of being not a

communicative activity that is not suited to the general needs of the language learner" (2012, p. 124). In addition, translation is also consider as a method that takes a long time, boring, and less interesting and complicated to do. Because of that, there appears so many argues that translation is not suitable for teaching English, but it is not correct in some ways. Unfortunately, there are frequently of people who do not realize the potential of using this method in English teaching activities, so there emerge many misunderstandings towards it. In fact, it can greatly help learning English, especially for today's generation.

Fortunately, within a few decades the interest in Translation practice in classroom teaching activities has been increase. Recently, many educators begin try to use this method to achieve certain goals or results. Moreover, many studies found that Translation has important roles in the development of the ability of students in English almost in all areas in it. Besides that, it can also synergy and support other techniques of learning that already exist very well. Then, Dagilienè also says, it was observed that Translation is "...a method applied to language teaching practice induces deeper insight into the meaningful contents of the material to be taught" (2012, p. 124).

This paper is discussing about how to use Translation as a learning method, the benefits and also the methods of Translation that can be used in learning English in order to maximize the results of the English Language teaching. Dagilienè, "the present article aims to prove that translation is a valid method for language practice and improvement" (2012, p. 124). It is especially in the prevention of the habits of the present generation who prefer something more practical, modern and interesting.

II. RESEARCH METHOD

The researcher uses a method during collected the data for this research in order to achieve it's goal. The method is qualitative. Qualitative is a method to collect and take the data from other researches works that similar to this paper, books that related to this material of research and also from other literary works, as well as data from questionnaire of five students from UNSIQ Wonosobo, Faculty of Language and Letters. This method uses by the researcher in order to achieve the result or goal based on data which have been proved by other researchers who already expert in this topic research.

III. DISCUSSION

A. Translation

Translation is a general term referring to the transfer of thoughts and ideas from one language (Source Language/SL) to another (Target Language/TL). In the other word, it is a process to transfer ideas from SL into TL in order to make the new target readers to easily understand the ideas or context from the source text because the target readers have been change. Ideally, this process needs some steps to finish. They are ST or Source Text, analysis, transfer process, restructuring, and the last is TT or Target Text. Important to realize, in Translation, people not only transfer the ideas carelessly, but there are some kinds of techniques which can be use to do this process that separated to some groups based on the functions, style and the method.

- Kind of Techniques to Translate

Based on the Functions:

- a. Pragmatic: it has informative function because it use information that clear, simple and easy to understand.
- b. Aesthetic-Poetic: it is focus on the beauty, feeling and sense or something that pretty sentiment.
- c. Ethnography: it is pushed the translator to combine the transfer language with context of the culture in the text.
- d. Linguistic: it is possible for the translator to playing with active and passive sentence during translation process.

Based on the Style:

- a. Word-to-Word: it is the simplest way to translate because it does not change the order of the text.
- b. Free Translation: it has no specific rules on the translation process. It is okay to write differently from the ST as long as the idea or the context is still complete as it is supposed to be.
- c. Faithful Translation: it is placed between the word-to-word and free translation or it still loyal to words order but also give the appropriate ideas in the same time.
- d. Dynamic Translation: it also can be called as 'proper translation' because the translator supposed to choose the proper words based on the logic and it suitable level to replace the words from the ST.

Based on the Method:

- a. Grammar Translation Method or known as 'GTM': Vardanjani mentioned this "...is the method in which nearly all phases of the lesson employ the use of student's first language and translation techniques" (2013, p. 6). Randaccio adds that "the scholar would study the grammar of a language, and read texts, almost invariably religious or literary, with the help of a dictionary and the acquired grammar" (p. 76).
- b. Behaviorism and Audio-Lingual Method or 'ALM': Vardanjani also says "...this approach to language

learning advised learners to taught a language directly, without using the student's native language to explain new words /grammar in the TL" (2013, p. 7).

- c. 'CLT' which is the abbreviation of Communicative - Language - Teaching: Larsen (2000) quotation in Vardanjani's paper, "this is approaching, through which judicious use of the student's native language is permitted in communicative language teaching" (2013, p. 7).

- The Tools of Translation

The translation and computer cannot be separated each other because their relationship has been formed since the development of software for machine translation has begun. Alcina adds that it marked by the emergence of "electronic dictionaries and terminologies databases, the arrival of the Internet with its numerous possibility for research, documentation, communication, and computerization translation tools" (p. 2).

The computer has become an important part of the infrastructure that needs by translators for some time now, but not all of them possess enough knowledge and skills linked to the translation technologies that the translator has to acquire. Moreover, it is growing every day as well as the need of translator as a job chance.

Software for Translation has divide into two large branches of most classical structures, they are Machine Translation (MT) and Computer Assisted Translation (CAT) as its tools. Alcina says that "the machine-aided human translation category includes: spelling, grammar and style checkers, dictionaries, thesauri, encyclopedias" and so on that very support and help the translator during translate process (p. 6). It is also similar with the technologies and the job that develop continuously as well as the features of the translation tools which has more variations and can be used by everyone, even teachers, students, or common people. Here is a further information about CAT and MT tools:

- a. Computer - Assisted Translation (CAT) Tools: Doherty, "computer - assisted translation (CAT) tools is the first major technological shift in the present-day translation industry with their commercial debut in the 1990s. The core of CAT tools is a translation memory (TM), a software program that stores a translator's translated text alongside its original source text, so that these pairs can later be reused in full or in part when the translator is tasked with translating texts of a similar linguistic composition" (2016, p. 950).
- b. Machine Translation (MT): Doherty says that "Machine Translation (MT) had started to develop in the 1930s in the form of mechanical multilingual dictionaries. MTs becoming available in the 1990s and 2000s for an increasing number of languages, directions, genres, and text types, statistical MT made substantial inroads into translation technology research and development" (2016, p. 958).

Both—CAT and MT tools are still become favorite tools to do Translation job, even more, they have develop very much until now and the devotees keep increased. Doherty mentions that “the translator can assess their quality and contextual appropriateness and use them in full or in part by editing” (2016, p. 951).

There is a tons variations of Translation tools and goals behind using them, it can be for professional job, hobby, study and so on. Cunningham adds, “with careful application aimed at specific goals and situations, translation can contribute to the students’ acquisition of the target language, at all levels” (2000, p. 2). So, it is possible to use it as a method in English Language Teaching. Even more, now it becomes easier because there are a lot of information sources about Translation matters such as: desktop publishing for translator, Internet and other information technologies.

Randaccio mentions, the relevance of translation as a useful teaching resource has become “widely accepted, to be seen, increasingly as a complex process involving a variety of behaviours and skills together with/based on ‘a variety of cognitive skills which are the building blocks of translator intelligence” (p. 82).

B. English Language Teaching (ELT)

English Language Teaching is based on an idea that has a goal of language acquisition that is communicative competence. In order to achieve this goal, it adopts concepts, techniques, methods, and so on to manage the process just like in school’s activity during foreign language teaching and learning.

Trinder, “the rise of networked and mobile technologies is a global phenomenon that causes changes in communication patterns as well as English-language use” (2017). Digital technologies and resources are becoming one of primary needs because of it’s usefulness in any aspects of life, there is no exception for the acquisition of language skills as well.

Digital technologies also suitable to uses in education matters, even formal or informal trough some ways or medias around us. Trinder observes, that “indicate a clear preference for well-established, time-honoured media (film, online dictionaries, email) in self-regulated contexts, as well as diverging opinions on the use of technologies...” (2017), it is very suitable for today’s generation. In addition, as Toffoli and Sockett (2015) observe that have been mentioned in Trinder’s article, “young people spend more time learning English in online than in formal, institutional settings” (2017).

Trinder suggests that “...for deliberate study, either more conventional material and social resources (for example books, teachers, native speakers) or technologies with a different primary focus (for instance news sites) are preferred. Exceptions are digital dictionaries and, a little more surprisingly, the course-specific e-learning modules (2017). It means that technology is a good tool for developing grammatical and other skills as well. The fact that e-learning tools offer streamlined and effective practice activities for students during English language learning. Besides, it is

suitable with University of Greenwich’s definitions of English language teaching that mentioned in an article, such as:

- a. Combines the academic study of language and communication with the study of literature
- b. Enables access to a wide range of careers not only in education, but in areas such as marketing, the digital industry and social media
- c. The content of the courses is organized around two core strands: language analysis, (where sound, meaning and use are studied) and English literature, (where students are introduced to a wide range of challenging texts and new ways of reading)
- d. English literature is interpreted broadly to include drama and visual narratives as well as fiction and poetry
- e. The teaching modes will contribute to the development of your skills in data analysis, logical and critical-thinking as well as creative skills
- f. You will participate in lectures and seminars, where you will develop your own projects

C. Translation and English Language Teaching (ELT)

Doherty, “as a constant in the development of humanity, translation has always played a crucial role in interlingual communication by allowing for the sharing of knowledge and culture between different languages” (2016, p. 947).

According to Fernández Guerra, there is a survey that focuses on student’s perceptions and responses about Translation task and it’s effectiveness in English Language acquisition and teaching method. Then, the results are positive for several reasons, such as: it is motivating, it facilitates a deeper understanding of the ST, it helps them acquire linguistics and even cultural knowledge, and so on (2014, p. 153). It can be tested and develop trough practices.

The instructor or lecturer can make the Translation activity easier with some Kasmer’s suggestions, by “choosing texts and topics that are more readily relatable to student’s cultural backgrounds” especially for beginner, so students can process the ideas, recall the text, and do discussions very well (1999, p. 9).

Cunningham, in her paper there are two kind of possibility practices of applying Translation in English Language Teaching that have been mentioned by her:

- a. Translation in a Task Based Lesson
In this practice, before the students facing the task of translation, they discuss the topic, Cunningham —”thus generating potential vocabulary and language they might encounter in the article” (2000, p. 5). Then, in a small group they should translate the first text into another language —the second or result text. After that, they translate the result text into the language that use in the first text. Afterwards, they could compare both of it and discussed as well as discover the error between both texts, so they can work together to make more appropriate change.

From the questionnaire result, it proves that Translation subject is important and it can be used as a method in English Language Teaching in order to improving or developing other English skills. It can support other basic subjects in learning foreign language, or in this case is English language.

IV. CONCLUSION

Translation is a process that transfer ideas from a source language or SL into another language or target language (TL) through some methods that can be chosen by translator. This kind of process use to make other target reader understand the context of the text that has been translated. Nowadays, it becomes easier to do, because there has been existed various tools to help the translators to do their job.

Not only in work life, it also has a lot of benefits for education, especially in foreign language learning and teaching or English language, in this paper. From the questionnaire result, it is clear that mostly the subjects feel that Translation subject can help other basic subjects and it is can be used as teaching and learning method. Because of that, it is pretty important for English language teaching.

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Improving Listening English Process for Children by Listening Nursery Rhymes

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Abstract— There are many ways that people can use, in order to develop English language skills in children. One of them is by using literary works. Literary work is one of the important media, so it has a big role in the process of developing English language skills in children. The lyrics in nursery rhymes are literary works that can be applied to children, listening to nursery rhymes in developing their English skills, as well as to hone their listening, reading and speaking skills. By using nursery rhymes as a media to support English learning process, it can also enrich children's vocabularies. In addition, by listening to a cheerful and fun nursery rhymes will make their moods calm and feel happy during the learning process. To collect data for this research, the researcher uses interview and questionnaire that have been done to children. The result of this paper is that literary work can help children in learning English language process through listening nursery rhymes.

Keywords—*Literary works; Nursery rhymes; Children; English Skills.*

A. Introduction

As we know that, every parent wants to give all the best things for their children. Includes by providing the media for them to grow and develop into intelligent, knowledgeable children. Having the ability to understand foreign language, especially English, is one of the many knowledge that parents expect for their children had. The main goal for most parents that is, they want to see their children have a good education. They realize that education is very important, it can shape them become the strong mankind to survive in this global era, that will determine their fate of life, "People are more aware of global issues but how do they decide as to how they will critically assess the information they receive. This is why development education is so important..." (Bourn: 2015).

Nowadays, in this era, when we have to compete in any aspects of life, have ability to speak English is one of the most important thing that children should have, "Through a range of international and national educational policies and programmes, the term 'global' is becoming part of the everyday language of educationalists." (Bourn: 2015). We remember that English is an international language, and one of the most widely used languages in the world. According to

Crystal, a language has to be taken up by other countries around the world. They must decide to give it a special place within their communities, even though they may have few (or no) mother-tongue speakers. (2003, p. 4). So by mastering this language, the child will get one advantage over other children who do not have an ability to understand foreign language.

Therefore, it is very important for us to find the right media for children to learn and develop their English skills. This paper will discuss more about literary work, especially nursery rhymes, can be a media to teach and learn English language for children.

B. Research Method

This research uses qualitative method. The researcher will choose 5 children (5-6 years old) from class B-1 TK UMP and 5 nursery rhymes in English (*Twinkle Twinkle Little Star, Five Little Ducks, Old MacDonald Had A Farm, Rain Rain Go Away and The Wheels On The Bus Go Round and Round*). Then, the researcher will play each rhymes twice for them. After that, the researcher will ask them questions about the vocabularies based on the songs that have been played then after they finished listening those nursery rhymes in order to check whether this method works or not.

C. Discussion

What Is Nursery Rhyme?

Nursery rhymes, according to Galway (2013), or also known as Mother Goose rhymes, can be broadly defined as short rhymes and verses often read or sung to, or by, young children. Galway (2013), also states that nursery rhymes remain a ubiquitous part of children's literature, often accompanied by illustrations designed to appeal to early readers. They also continue to be passed from one generation to the next as part of a shared oral culture.

In general, these verses are anonymous, although the term nursery rhyme has also been applied to works written by famous authors. Many of the nursery rhymes have been known for centuries and come from long oral traditions. Then it first appears as a written work without being recognized by who the author is.

The poetry of the child has different styles, subjects, tones, and themes, although many of nursery rhymes use the method of repetition of rhythm and rhyme, it is for children to remember nursery rhymes easily.

In the meantime, there are some nursery rhymes that are designed purely to entertain children, but some are didactic and educational. If the rhyme has a purpose to help children learn the alphabet, numbers or certain vocabulary, it will repeat the phrase and rhythm from beginning to end, to be easy to remember and learn by children.

What Is Child?

A child means a boy or girl who is still in protection of their parents or guardian until he or she becomes adult. In the plural we call "children". According to CRIN.org children define as all human beings below 18. The Convention takes no position on the life of an unborn child, but says that all children have the rights set out in the Convention until their 18th birthday.

However, childdevelopmentinfo.com revealed that children are all boys or girls from 5 to 12 years old, they can also be called school-age children.

Reasons for Using Nurery Rhymes as A Media for Improving Listening English Process

Listening to nursery rhymes is a good medium for use in encouraging and engaging children in learning and developing their listening skills effectively. Feric (2012) assume that children are drawn to nursery rhymes, rhythmic activities, and songs as key texts in building concepts of reality. This is because the musics in the most of nursery rhymes are very fun and easy to enjoy by children, because the lyrics of the songs are short, clear and easy. Using repetation as the method can make children easy in remembering every word even rhythm in each songs.

"Anak-anak akan tertarik dan menunjukkan minatnya terhadap puisi dan dongeng sebagai bagian dari genre sastra" (Wahyuningsih: 2016)

Music can create a natural social environment, in which all students work together to produce the common results regardless of their differences. They become comfortable interacting with peers in new ways and learning from each other by listening. By listening to the nursery rhymes, they will be interested to sing so that there will be learning indirectly in absorbing the knowledge contained in the songs. According to Katherine Kimball and Lisa O'Connor (2010), integrating music into regular instruction can greatly assist auditory learners, who are usually limited to activities like the alphabet song or having background music to improve the general learning environment. The advantages of using the song as a medium of learning, not only can be felt by children as well as teachers or their parents, like what Tarbert said:

"However, music has much value and can teach students many skills necessary for well-rounded development. Value can be found in music for musics sake, but it can also enhance other subject areas. Teachers can use music to deepen the learning environment in a literacy classroom. Many commonalities exist between music and literacy, especially in the pre-K to second grade years, and

therefore music education is a vital element in children's literary development."

So, using a nursery rhyme is a good choice in developing children's English skills especially listening ability.

D. Result

The results that the researchers obtained from the research that has been done on 25 May 2018, are:

No.	Name	Result
1.	Lio	He can remember several of animals names and numbers.
2.	Fakih	He can mention certain animals that familiar to him like cow, horse, and cat. He can sing the first lyrics of the song <i>Twinkle Twinkle Little Star</i> .
3.	Sagif	He can remember some numbers in English, and can sing the first lyrics of the song <i>Twinkle Twinkle Little Star</i> .
4.	Hana	She can sing along in <i>Twinkle Twinkle Little Star</i> quite well and remember some familiar animal names.
5.	Wafa	She can follow the rhythm only, but can remember some numbers.

These song lyrics used by researchers in a question and answer test with five children (5-6 years old) from class B-1 TK UMP. These songs are the main tool of this research.

Twinkle Twinkle Little Star Lyrics

Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are

When the blazing sun is gone
When he nothing shines upon
Then you show your little light
Twinkle, twinkle, all the night
Twinkle, twinkle, little star
How I wonder what you are

Five Little Ducks

Five little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only four little ducks came back.

Four little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only three little ducks came back.

Three little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only two little ducks came back.

Two little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only one little duck came back.

One little duck
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But none of the five little ducks came back.

Sad mother duck
Went out one day
Over the hill and far away
The sad mother duck said
"Quack, quack, quack."
And all of the five little ducks came back.

Rain Rain Go away

Rain, rain, go away
Come again another day
Daddy wants to play
Rain, rain go away

Rain, rain, go away
Come again another day
Mommy wants to play
Rain, rain, go away

Rain, rain, go away
Come again another day
Brother wants to play
Rain, rain, go away

Rain, rain, go away
Come again another day
Sister wants to play
Rain, rain, go away

Rain, Rain, go away
Come again another day
All the family wants to play
Rain, rain, go away

Old MacDonald Had A Farm

Old MACDONALD had a farm
E-I-E-I-O
And on his farm he had a cow
E-I-E-I-O
With a moo moo here
And a moo moo there
Here a moo, there a moo
Everywhere a moo moo
Old MacDonald had a farm
E-I-E-I-O

Old MACDONALD had a farm
E-I-E-I-O
And on his farm he had a pig
E-I-E-I-O
With a oink oink here
And a oink oink there
Here a oink, there a oink
Everywhere a oink oink
Old MacDonald had a farm
E-I-E-I-O

Old MACDONALD had a farm
E-I-E-I-O
And on his farm he had a duck
E-I-E-I-O
With a quack quack here
And a quack quack there
Here a quack, there a quack
Everywhere a quack quack
Old MacDonald had a farm
E-I-E-I-O

Old MACDONALD had a farm
E-I-E-I-O
And on his farm he had a horse
E-I-E-I-O
With a neigh neigh here
And a neigh neigh there
Here a neigh, there a neigh
Everywhere a neigh neigh
Old MacDonald had a farm
E-I-E-I-O

Old MACDONALD had a farm
E-I-E-I-O
And on his farm he had a lamb
E-I-E-I-O
With a baa baa here
And a baa baa there

Here a baa, there a baa
Everywhere a baa baa
Old MacDonald had a farm
E-I-E-I-O

Old MACDONALD had a farm
E-I-E-I-O
And on his farm he had some chickens
E-I-E-I-O

With a cluck cluck here
And a cluck cluck there
Here a cluck, there a cluck
Everywhere a cluck cluck
With a baa baa here
And a baa baa there
Here a baa, there a baa
Everywhere a baa baa
With a neigh neigh here
And a neigh neigh there
Here a neigh, there a neigh
Everywhere a neigh neigh
With a quack quack here
And a quack quack there
Here a quack, there a quack
Everywhere a quack quack
With a oink oink here
And a oink oink there
Here a oink, there a oink
Everywhere a oink oink
With a moo moo here
And a moo moo there
Here a moo, there a moo
Everywhere a moo moo

Old MacDonald had a farm
E-I-E-I-OOOOOOO.....

The wipers on the bus go swish, swish, swish.
Swish, swish, swish.
Swish, swish, swish.
The wipers on the bus go swish, swish, swish.
All through the town!

The signals on the bus go blink, blink, blink.
Blink, blink, blink.
Blink, blink, blink.
The signals on the bus go blink, blink, blink.
All through the town!

The motor on the bus goes zoom, zoom, zoom.
Zoom, zoom, zoom.
Zoom, zoom, zoom.
The motor on the bus goes zoom, zoom, zoom.
All through the town!

The babies on the bus go waa, waa, waa.
Waa, waa, waa.
Waa, waa, waa.

The babies on the bus go waa, waa, waa.
All through the town!

The parents on the bus go shh, shh, shh.
Shh, shh, shh.
Shh, shh, shh.

The parents on the bus go shh, shh, shh.
All through the town!

The mummy on the bus says, I love you.
I love you, I love you

The daddy on the bus says, I love you, too.
All through the town.

The Wheels On The Bus Go Round and Round Lyrics

The wheels on the bus go round and round.
Round and round.
Round and round.
The wheels on the bus go round and round.
All through the town!

The people on the bus go up and down.
Up and down.
Up and down.
The people on the bus go up and down,
All through the town!

The horn on the bus goes beep, beep, beep.
Beep, beep, beep.
Beep, beep, beep.
The horn on the bus goes beep, beep, beep.
All through the town!

E. Conclusion

Based on the research results of the above, the researcher can take the conclusion that the average of 5 children who become the subject of research have not been able to capture the entire vocabularies in the 5 nurse rhymes. But they have been able to capture some easy vocabularies like animal names, vehicles, and numbers. This is because some songs are very familiar and they often them like, *Twinkle Twinkle Little Star*.

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Activating Readers' Prior Knowledge in Reading Print Based Multimodal Texts

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Abstract: Readers' prior knowledge plays the important roles in reading processes. Many readers have troubles in comprehending some texts because of some difficulties in activating their prior knowledge during the reading processes of multimodal texts. Thus, this study investigated how the processes of prior knowledge activation through some reading strategies in reading print based multimodal text, especially Report text, and their difficulties in the processes. This research involved six college students studying at a private university in West Java. Due to this study investigated a phenomenon by observing the readers' thought in the processes of prior knowledge activation during reading print-based multimodal texts, this study applied qualitative design by focusing on introspective method. Therefore, this research employed verbal reports of think aloud, non-participant observations, and semi structured interviews as the data collection techniques. The finding shows that the readers apply some reading strategies in the processes of

activating their prior knowledge during reading print-based multimodal texts. The reading strategies applied in this study recommended Harvey and Goudvis (2007), they are connecting, questioning, visualizing, making inference, and summarizing. By implementing the reading strategies in the processes of prior knowledge activation, the reading processes run more smoothly. In this case, they are able to reconstruct the meaning and comprehend the print-based multimodal texts more easily. However, during processes some readers get some difficulties in activating their prior knowledge. The troubles rise when the readers have some difficulties to reawaken some information from their memory because they are not used to it, less knowledge and experiences concerning the reading topic so they have few motivation, less concentrations and less mood during reading processes.

Key words: Prior Knowledge, Reading Strategies, Print-Based Multimodal Texts

INTRODUCTION

Reading is a complex process. In reading process, readers have to construct the meaning and connect some information or experiences of their life to the information in the text they are reading. Moreover, in reading process the readers draw knowledge from a text and combine it with information and expectations that the readers already have (Grabe and Stoller, 2001). In other words, it is the readers' ability to draw meaning from the printed page and then interpret the information appropriately" (Grabe & Stoller, 2001).

In the reading process, level of knowledge about certain topic is an important factor in determining how much reader comprehends a text. The more words readers know, the easier it will be to recognize them in reading. The level of knowledge is expressed as a prior knowledge. However, majority readers have troubles in comprehending some texts because of less capability in activating their prior knowledge during the reading processes.

In this case, prior knowledge refers to all of the experiences readers have had throughout their lives, including information they have learned. This knowledge is used to bring the written word to life and to make it more relevant in the readers' mind. Moreover, in reading process the readers connect the information of their life

experience with the information in the texts they are reading. Besides, they find some similarities between the texts the readers are reading and their life experiences. It is called as activating prior knowledge. Alfaki & Siddiek (2013) state that activating prior knowledge refers to the activities and strategies that used to bring out what students already know about a topic. The prior knowledge is applied to help readers in comprehending the texts they are reading.

In activating the readers' prior knowledge, they apply some reading strategies. Abbott (2006, p.637) states that reading strategies are comprehension processes or the mental operations that readers select and apply in order to make sense of what they read. The term of 'reading strategy' is specific tactics conducted by the readers in order to comprehend the meaning of the text. Another definition of reading strategy proposed by Barnett (1988) regards reading strategies is defined as the mental operations carried out when the readers approaches the text effectively and makes sense of what they reads.

Furthermore, Harvey and Goudvis (2007) state reading strategies for comprehension cover connecting, questioning, visualizing, making inference, and summarizing. Each stage is explained below.

1. Connecting: the readers connect their experiences to the characters in a story, and they are more likely to

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1. Connecting: the readers connect their experiences to the characters in a story, and they are more likely to understand and connect to a character's motives, thoughts, and feelings.
2. Questioning: the readers have some questions related to the text and they are less likely to abandon the text. Proficient readers ask questions before, during, and after reading.
3. Visualizing and making inference: Readers visualize when they create a mental image; they infer when they merge prior knowledge with text clues. Visualization strengthens inferential thinking.
4. Summarizing and Synthesizing: Summarizing is the ability to sift and sort through large amounts of information to extract essential ideas. Synthesizing occurs when readers merge summarized information with intellectual inquiry to develop new ideas.

The reading strategies are implemented in reading processes to construct the meaning not only on mono modal text but also on multimodal texts. The texts can be print based and non-print based or digital based. A print-based text can be multimodal if the reader has to process more than one mode, such as a written text with an illustration or diagram. Even if there is visual process that occur as the reader has to see and decode the print, font, layout and punctuation on the page (Walsh, 2011).

The types of print-based multimodal texts in education environment cover picture books, information book, newspapers, and magazines. Meanwhile, non-print based or digital based multimodal texts can be found on films, videos, and other digital devices presented through electronic screens such as emails, CD room, DVDs, and other digital applications (Walsh, 2006). Moreover, multimodal literacy (Jewitt, 2005) is about understanding the different ways of knowledge representations and meaning-making, such as on advertisements, posters, web-pages and films.

Many studies investigating reading in print based multimodal text have been conducted, such as the research investigated the assessment of multimodal reading practice (Burke, & Rowsell, 2007; Unsworth, 2013; Baharani & Ghafournia, 2015), reading multimodal text as a media for teaching writing (Choo, 2010); critical thinking, literature,

grammar, speaking, writing (McConnell, 2014). Moreover, the studies of the effectiveness of multimodal texts on reading comprehension proficiency have been examined (Kitson, 2011; Boshraadi & Biria, 2014; Connors, 2012). Furthermore, the reading strategic of multimodal texts (Papadopoulou & Manoli, 2013); the differences between reading print-based texts and multimodal texts within the context of changed literacy practices (Walsh, 2015); and analysing picture books (Unsworth, 2006).

Meanwhile, other experts have examined prior knowledge in reading. The studies such as the research of the effect of prior knowledge on the vocabulary size (Rosenblatt, 2006), the role of activating background knowledge in reading comprehension (Alfaki & Siddiek, 2013), activating of background knowledge for inference making (Elbro & Buch-Iversen, 2013), and predicting reading comprehension on the internet: contributions of offline reading skills, online reading skills, and prior knowledge (Cairo, 2011).

However, the research investigating activating readers' prior knowledge in reading print-based multimodal texts by focusing on Report texts is still rare. Therefore, this study investigating the process of prior knowledge activation in reading and the readers' difficulties in the processes is significant to conduct.

The result of this study is expected to contribute to development of the theory concerning meaning making in reading print-based multimodal and provide information for teachers or lecturers or educators in activating prior knowledge in teaching reading.

RESEARCH METHODOLOGY

This study applied qualitative design to investigate the reading processes in reading print-based multimodal texts by focusing on the students' thought, reading strategies applied in activating readers' prior knowledge in reading print-based multimodal texts. Moreover, this research explored the readers' difficulties in the processes.

This research employed qualitative because of some reasons, such as it investigated a phenomenon in which the research data gained through interview and non-participant observation and verbal reports of think aloud, then it was analyzed primarily by no statistical methods (Dornyei, 2007: 24; Creswell & Clerk, 2007; Dawson, 2010; Silverman, 2005; Thomas, 2003).

The qualitative study employed in this study focused on introspective method. This method was implemented to investigate the processes of observing and reflecting on participants' thoughts, feelings, motives, reasoning processes, and various mental operations to vocalize what is or was going through their minds during the processes of activating their prior knowledge by using some reading strategies in reading print based multimodal text (Dornyei, 2007: 147; Nunan, 1992; Heigham & Croker, 2009).

In observing and exploring readers' thoughts in activating prior knowledge through reading strategies in reading print-based multimodal texts, this study collected and analyzed the data obtained from verbal report of think aloud in combination with non-participant observations, and interviews to expand participants' perspectives and investigate their thoughts more deeply. The verbal report of think aloud was implemented when the reader or participants read some report texts. During reading the texts, the participants verbalized their thought freely in L1 through think aloud. The text was Report text entitled "Elephants are not beggars". The text was one of news in The Jakarta Post newspaper. The text was presented in writing and a single text of an elephant and two visitors giving some money to the elephant.

This qualitative study was conducted at a private university in West Java by involving six college students studying at English department. They were picked out purposely. In this case, they were ready to be participants of this study. The purposive sampling in this study means that the readiness of the college students to be the participants of this study. The purposive sampling procedure of this study conforms to the theory proposed by the experts (Dawson, 2010).

The six college students were selected as the participants of this study based on the reading test conducted as the final exam in the reading subject at the previous semester. In the test, twenty college students took part by answering some questions concerning the basic material of reading such as prediction, making inference, summarizing, and so on. The questions were presented in English to assess their reading capability. By considering the result of the test, three students who get the highest score and three students who get the lowest score in the test were picked out as the participants of each data collection technique, namely verbal reports of think aloud, non-participant observations, and semi structure interviews. Thus, the six participants played four roles in this research.

Regarding the sample size, the limitation of the participants was based on the purpose of study and the needed time in conducting this research. It is relevant to the theory of sampling proposed by Dawson (2010). A limitation to number of the participants was regarding the efficiency of time in analyzing the data obtained. Since there were so many items that had to be analyzed and it needed time and hard work. Furthermore, all data gained from the verbal reports of think aloud, observations, and interviews were compared and contrasted to enhance the validity of this study.

Qualitative data were collected to get detail opinion from participants (Dawson, 2010: 15; Dornyei, 2007). Referring to the statement, this research collected and analyzed data gained through verbal report of think aloud, non-participants observations, and interviews. Each data collection technique is explained in detail below.

Verbal Report of Think Aloud

Verbal report of think aloud was one of data collection techniques in this study. In this case, the verbal report of think aloud was employed to investigate all research questions, namely the processes of prior knowledge activation through reading strategies in reading print-based multimodal texts and the factors contribute in the processes. Besides, during the meaning activation processes of prior knowledge in reading print-based multimodal texts, the participant verbalized their thoughts, such as telling what participants were looking at, what connections, predictions, and comprehensions the participants were making in the processes. It is relevant to the explanation of (Charter, 2003; Heigham & Craker, 2009; Brown & Rodgers, 2001; Dornyei, 2007). In this case, the participants employed the verbal report of think aloud in reading the report texts.

The verbal report of think aloud was held at a room of the private university where the participants study. During the implementation of the verbal report of think aloud, all participants took part in verbalizing their thought freely in Indonesia as their mother tongue. Each participant got two different report texts in verbalizing their minds. Thus, they got twice sessions of the verbal report of think aloud.

In carrying out the think aloud protocol, this study applied seven stages of verbal report of think aloud protocol recommended by Heigham & Croker (2009) and Bowles (2010). The stages cover: 1) providing participants with a practice activity; 2) Giving simple directions; 3) Being as unobtrusive as possible; 4) Asking participants to report their thought processes at particular points; 5) Do not ask leading questions; 6) Record the session; 7) Paying attention to participants' non-verbal behavior.

In collecting data gained through verbal report of think aloud, this research focused on some reading strategies verbalized by all participants, they are prediction, questioning, visualizing, personal responses, clarifying, summarizing, reflecting, making personal connections, and text-to-text connection. Besides, the verbal report of think aloud sessions in verbalizing the processes of prior knowledge activation in reading print-based multimodal texts were recorded then transcribed to get the finding of this study. Having conducting think aloud, the participants got some question related to the Report text.

Observation

Non-participant observation was applied as the second data collection techniques to capture all research questions. The first research question explored the processes of prior knowledge activation through reading strategies in reading print-based multimodal texts and second one investigated the readers' difficulties in the processes. It means that the researcher involved in the session inactively, watched and listened the processes of prior knowledge

activation in reading print based multimodal texts by taking note and recording what had occurred (Thomas, 2003).

The recording is intended to enable the researcher to watch the observation sessions repeatedly when it is necessary (Van Lier, 1988). Therefore, the researcher did not interact with the participants during the processes of prior knowledge activation in reading print-based multimodal texts. The non-participant observations were applied to all participants. The participant of this observation sessions were six college students of a private university studying at different classes. They are three students of low level and three students of high level in the reading class at the previous semester.

In exploring the processes of prior knowledge activation through reading strategies in reading print-based multimodal texts, each participant got two Report texts. Thus, each participant got twice observation sessions in different times. It depended on their readiness. Moreover, the non-participant observation sessions were held out of formal classroom settings at a room of the private university where the participants studied. The room was quiet and comfortable. During the observation, the processes of prior knowledge activation through reading strategies in reading the print based multimodal texts, the participants verbalized their thoughts in Indonesia as their mother tongue for about sixty minutes for each session.

Having recorded the observations, the data were transcribed for further analysis. The transcribing data was conducted by listening and watching the video and then reading the notes of the observations. The next step was converting data from video into text data. Furthermore, the transcribed data obtained from the recorded observation were coded and analyzed to capture the processes of prior knowledge activation in reading multimodal texts and explored the participants' difficulties in the processes.

Interviews

Semi structure interview was the last data collecting technique in this research. The interview was conducted by asking some questions orally and individually to participants after the process of prior knowledge activation through reading strategies in reading print based multimodal texts (Thomas, 2003). Moreover, it was held to get deep and specific information, and some clarifications from the participants concerning their statements delivered in the verbal report of think aloud and their actions during the observation sessions of meaning reconstruction processes in reading print based multimodal texts. Furthermore, the data gained from the interview were compared and contrasted with the information gained from other data collecting techniques, the verbal report of think aloud and non-participant observations (Kvale, 1996; Dawson, 2010).

The participants of the interviews were six college students who took part in the sessions of verbal reports of think aloud and the observation. The interview was conducted once for each participant. It was held after all activities of the verbal report of think aloud and the observation sessions had finished. The interview was carried out at the college where they studied.

In each interview, eleven questions by using Indonesia language were posed to each participant. Choosing Indonesia language in the interview made the participants free in expressing their ideas. Thus, it enabled the researcher to analyze the data in depth (Silverman, 2005, p: 183-184). The questions posed to each participant for activating prior knowledge cover: (1) What reading strategies help you understand the information in the text?; (2) Which details connect to your own life experiences?; (3) What background knowledge would help you understand this?; (4) What connections did you make with the information in the text?; (5) What other parts did this article remind you of?; (6) What did you learn about the world from this article?; (7) Where would you find more information for the topic of the text?; (8) Based on the topic, what information did you expect to read in this text?; (9) What details did you add to your own knowledge based on this text?; (10) How are the events described in this article related to your life?; (11) Are there similar or difference events to your life experiences?.

Having conducted the interview session, the data were read and transcribed by converting the data from oral language to written language. Then, the transcribed data were analyzed to reach the findings of this research. The data analyses were conducted to answer all research questions. The data obtained from verbal reports of think aloud, non-participant observations, and semi structure interview were transcribed, categorized, analyzed and then interpreted into two themes based on the research questions, and they are the processes of prior knowledge activation through reading strategies in reading print-based multimodal texts and the readers' difficulties in the processes. Finally, all data gained from the verbal reports of think aloud, the non-participant observations and the interview were triangulated by making comparison and contrast to enhance the validity of the conclusion of this study.

FINDINGS AND DISCUSSION

This study investigated the processes of prior knowledge activation in reading print based multimodal texts and the participants' difficulties in the processes. The findings were the results of interpretation of data through verbal report of think aloud, observation, and interview. In this case, the finding focused on one Report text entitled "Elephants are not beggars". The text was one of news in The Jakarta Post newspaper. The text was presented in writing and a visual of an elephant and two visitors giving some money to the elephant.

Concerning the first research question investigating the processes of prior knowledge activation through reading strategies in reading print-based multimodal texts, the data gained through verbal report of think aloud, observation, and interview, show that the participants activated their prior knowledge by applying reading strategies. The reading strategies cover connecting, questioning, visualizing, making inference, and summarizing.

In the session making connection, the participants made text to text connection or semantics connection among words, personal connection, and world connection. In this case, the findings show that the participants connected the information from the text to the movies they had watched, their reading experiences in reading other stories or information concerning elephants, even they connected the information of one paragraph to other paragraph in the text. By doing so, they were able to comprehend the text well.

In the questioning session, the participants expressed some different questions related to the text. The questions were “Why did the elephant become a beggar?, Was it possible that the elephant was a beggar?, Where did picture take place?. Was the elephant happy when visitors gave it some money?, Was it fact that the elephant was a beggar?, and Why was the elephant in the picture slim?. Then, they connected their questions to their life experiences, such as when they had visited zoo or safari park they had never seen an elephant got some money from visitors because of a regulation, or some visitors gave the elephant some money after the attraction sessions. By connecting to their prior knowledge, the participants think critically and logically that it is impossible if the elephant is a beggar, and the elephant is an animal so it is impossible if it will accept some money from the visitors.

In visualizing session, the participants looked at the picture and read the text and then they made some pictures in their minds. The pictures in their mind cover some participants looked at an elephant in a big size, one participant imaged an elephant was eating some grass, and two participants expressed that she felt so sad if it was true the elephant was a beggar. Next, when the participants connected the information from the text to their life experiences, one participant explained that she remembered a smart elephant at a safari part, some visitors rode the elephants for pleasure, other participants expressed that they remembered to the movies of elephant they had ever watched, and the elephants that they had ever watched in the zoo. By doing so, the participants are able to get the detail information from the text and reconstruct the meaning of the text. It is relevant to the findings proposed by Joffe et al. (2007), Kosslyn (1976), and Romeo (2002) that that students’ use of mental imagery actively links read text information to the reader’s own background experiences and provides a memory strategy that enhances recall and comprehension of the text.

In making inference session, most participants looked at the title and the picture first then the text. During reading picture, the participants predicted something concerning the content of the text. In this case, the participants predicted that the text was about the elephant in a circus, some visitors were feeding elephant in a safari park, the elephant was taking some money from visitors, and the visitors approached the elephant. Then, the participant connected to their experiences in their life, such as the elephant they had watched in the zoo or safari park, and the movies of elephant they had ever watched. In the moments, they remembered the elephants’ actions during the attraction sessions, when some visitors approached and rode them. By doing so, the participants were able to recognize the elephants’ behavior. Having predicting and connecting some information from the text to their prior knowledge, the participants are able to predict the topic of the text and comprehend it well. The participants’ prediction cover perhaps some people exploited the elephant for some reasons, the elephant accepted the money from the visitors then it was thrown away.

Summarizing was the last session. In this session, the participants concluded the content of the text. The summaries made by the participants were the text discussed an elephant was exploited by the animal guard at a safari park, the text explained visitors fed some money to the elephant but it did not accept the money because the money was not food. The summary rose from some participants’ mind related to their experience that all animals include the elephants in the zoos or safari parks would do what the animal guard asked to them. The others remembered that no elephant likes money, it likes grass and carrots.

Having activating prior knowledge through reading strategies, the participants answered some questions related to the text. The findings show that without consulting to the dictionary and discussing with friends, the participants are able to construct the meaning, then comprehend the content of the text well and answer the questions related to the text correctly.

Regarding the second research question discussing the participants’ difficulties in the processes of prior knowledge activation through reading strategies in reading print based multimodal texts, the results gained from verbal report of think aloud, observation, and interview, the findings show that during the processes of prior knowledge activation, some readers get some difficulties in activating their prior knowledge. The troubles rise when some readers have some difficulties to reawaken some information from their memory because they are not used to it. Besides, the other ones have less knowledge and experiences concerning the reading topic so they have little motivation to read the text, less concentrations and less mood during reading processes.

CONCLUSION

Reading comprehension is a complex interaction between text, setting, reader, reader background, reading strategies, the L1 and the L2, the reader decision-making. In this case, activating prior knowledge is important factor to construct meaning in reading processes. In this study, the processes of prior knowledge activation is conducted through some reading strategies proposed by Harvey and Goudvis (2007). The reading strategies cover connecting, questioning, visualizing, making inference, and summarizing. By implementing the reading strategies in the processes of prior knowledge activation, the participants as the readers are able to reconstruct the meaning and comprehend the print-based multimodal texts more easily. However, during processes, some readers get troubles in activating their prior knowledge because of difficulties in reawaking some information from their memory, they are not used to it. Moreover, the others do not have enough knowledge and experiences concerning the reading topic so they have few motivation, less concentrations and less mood during reading processes.

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Speech Act and Politeness Strategies Used By a Child When Expressing Desires to Her Parents

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Abstract -This study is aimed at describing the kinds of illocutionary of acts and politeness strategies used by a child when expressing her desires to her parents. The data is obtained purposively on a seven-year-old-girl named AV. Speech data is collected for two weeks and focused on her desire statements. The method used in the research is qualitative and descriptive method. The speech acts study is mainly based on the Searle's theory. Furthermore, based on the analysis, there are 68 sentences containing her desires from 25 conversations. Of the data, it is found 4 kinds of illocutionary acts such as directive (requesting, persuading), assertive (complaining, suggesting, reporting, informing, stating), expressive (refusing, blaming, getting permission, begging, condoling,), commissive (offering, promising). While, declaration is not found in the data. Related to politeness strategies, there is obedience (as much as 15 conversations) and violation (as much as 10 conversations) of the politeness strategies undertaken by the child. From the analysis, 60% of AV arguments is parallel with tact maxim. This shows that in her persuasive argument, she seeks to maximize benefit and minimize cost to others, not herself.

Keywords; argumentation, child, politeness principle, illocutionary speech act.

I. INTRODUCTION

Speech events and speech acts in a speech situation occurs in every communication process. Speech event is the ongoing linguistic interaction in a form of speech or involving two parties, namely speakers and hearers with a single subject in a particular time, place, and situation. As it happens in everyday circumstances such as bargaining process, meetings, child's conversation with parents, and so on.

Speech act related to particular meaning or purpose sometimes it is not like what is spoken about. The meanings associated with the context of their use are studied in pragmatic. In relation to the meaning and intent of the speaker, Subroto asserts that pragmatic and semantic are different aspect or different part of the same study which is a matter of meaning. Both pragmatics and semantics deals with the study of 'meaning' from a different point of view.

Semantics studies the meaning of lingual that is not bound with the context. While pragmatics studies the 'meaning' or called 'the speaker's meaning' or the interpretation of speakers. Subroto, (2011: 8) asserts that meaning according to the speaker's interpretation or meaning depends on context. Therefore, context is important in understanding the purpose

of an utterance because it depends on the context in which and how the utterance is spoken.

As part of a community group, a child also learns how to behave when he engages in conversation. There are a number of rules he must learn when he interact with other people; one of those rules is politeness. In politeness, a child learns that there are a number of rules that govern utterances when he is engaging in conversation with others.

In the acquisition of language, politeness is a very important aspect of language because politeness can facilitate interaction between individuals. They learn politeness since childhood through their social environment. The role of adults, particularly caregivers and parents, is very important in this process. As they enter school, children consolidate their knowledge of politeness through teachers and friends. They learn how to greet people, express desires, express curiosity, express disapproval, and so on.

This paper discusses speech acts and some politeness strategies to express a desire for six year-old girl (AV) with her parents. Most of the research data is taken from daily conversations within her family. Data is collected for two weeks.

II. LITERARY REVIEW

A. SPEECH ACT

According to Yule, '*Speech Act*' means actions performed via utterances (1996:47) such as, compliment, apology, promise, invitation, request, etc. Austin stated that all language expressions must be viewed as acts. He distinguished three kinds of action within each utterance (Levinson.1983:236):

1. locutionary act is the utterance of a sentence with determinate sense and reference.
 2. illocutionary act is the making of a statement, offer, promise, etc in uttering a sentence.
 3. perlocutionary act is the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance.
- Someone said: 'What time is it!'

The locution is the production of the utterance. The illocutionary force are various such as asking, ordering the addressee to leave the house soon; but the perlocutionary effect could be asking, forcing the addressee into leaving the house. Searle categorizes illocutionary acts (Leech.1983:106):

- a. ASSERTIVE commits *s* to the truth of the expressed proposition; eg.stating, suggesting, complaining, boasting, claiming, reporting..
- b. DIRECTIVE (IMPOSITIVE) is intended to produce some effect through action by the hearer; eg.ordering, commanding, requesting, advising. On the other hand, some directives (such as invitation) are polite.
- c. COMMISSIVE commits *s* to some future action; eg.promising, vowing, offering.
- d. EXPRESSIVE has the function of expressing or making known, the speaker's psychological attitude towards a state of affairs which the illocution presupposes; eg.thanking, congratulating, pardoning, blaming, praising, condoling, etc.
- e. DECLARATION is illocution whose succesful performance brings about the correspondence between the propositional content and reality; eg.resigning, dismissing, christening, naming, excommunicating, appointing, sentencing, etc. Here, the speaker has to have a special institutional role, in a specific context, in order to perform an utterance appropriately.

B. Aspects of Speech Situation by Leech

Pragmatic studies meaning in relation to speech situation. There are some aspects of speech situation (Leech.1983:13):

1. Addressers or addressees

Addressers or addressee mean *s* (speaker) and *h* (hearer). Lyons stated in this book, a significant distinction can be made between a receiver (a person who receives and interprets the message) and an addressee (a person who is an intended receiver of the message).

2. The context of an utterance

Context is the relevant aspect of the physical or social setting of an utterance, any background knowledge of *s* and *h* which contributes to *h*'s interpretation of what *s* means by a given utterance.

3. The goal of an utterance

The goal of an utterance is a goal or function of an utterance or *s*'s intention in uttering it.

4. The utterance as a form of act or activity: a speech act

In this case, pragmatics deals with language at a more concrete level than grammar. It deals with verbal acts or performances which take place in a particular situation.

5. The utterance as a product of a verbal act

It refers to the product of a verbal act rather than the verbal act itself. For example: (21) *Would you please sit down?*, spoken with a polite rising intonation, might be described as a sentence, a question, or a request. Stricly in speaking, the utterance can not be a sentence because it is more related to pragmatics as dealing with utterance meaning than semantics as dealing with sentence meaning.

C.

D. Politeness Principle by Leech

Politeness concerns a relationship between two participants whom people call *self* and *other*. In conversation, *self* is normally identified with *s* and other is typically identified with *h* whom may or may not be present in the speech situation.

Politeness principle is caused by the violation of cooperative principle. Leech (1983:132) proposed the maxims of the PP:

1. Tact Maxim
 - a. Minimize cost to *other*
 - b. Maximize benefit to *other*
2. Generosity Maxim
 - a. Minimize benefit to *self*
 - b. Maximize cost to *self*
3. Approbation Maxim (in expressives and assertives)
 - a. Minimize dispraise of *other*
 - b. Maximize praise of *other*
4. Modesty Maxim (in expressives and assertives)
 - a. Minimize praise of *self*
 - b. Maximize dispraise of *self*
5. Agreement Maxim (in assertives)
 - a. Minimize disagreement between *self* and *other*
 - b. Maximize agreement between *self* and *other*
6. Sympathy Maxim (in assertives)
 - a. Minimize antipathy between *self* and *other*
 - b. Maximize sympathy between *self* and *other*

Leech (1983) suggests that politeness can be measured on cost-benefit scale, optionality scale, indirectness scale, authority scale and social distance scale. Based on the cost-profit scale, a person can be said to be polite if what he says harms himself. On the contrary, if what is said is beneficial to the speaker, then it is considered to be impolite by his partner. Based on the optionality scale, a person can be considered polite if he allows his or her partner to choose. Based on the indirectness scale, one can be said polite if he indirectly expressed his meaning. The more indirect he conveyed his meaning, the more polite he regarded by his partner. Based on the authority scale, the measure of politeness is seen based on the status of social relationships among speakers and partners. The farther the position of the second authority, the more polite utterance is used. Based on the social distance scale, the size of politeness can be seen based on the intimacy level of the relationship between the speaker and his partner. The more familiar the speaker's relationships, the less polite utterance is chosen. Conversely, the more unfamiliar the speaker's relationship, the more courteous utterance is chosen.

III. RESEARCH METHOD

This research is qualitative research with descriptive method. Bogdan and Taylor in Ismawati (2011:10) define qualitative research as a research procedure that produces descriptive data in the form of written or oral words from persons that can be observed; this approach is directed at the individual level holistically. Meanwhile, descriptive method describes data or objects naturally, objectively, and factually (Ibnu, et al, 2003: 8). This paper chooses descriptive method because this method can give an accurate picture about individual, certain language, symptom or group.

The data of this study is the utterances of a seven-year-old girl. The data studied is the speech act in expressing her desire in engaging conversations with her parents daily and politeness strategies. Techniques used in the data are recording and note-taking techniques. The data is obtained directly with the person. After the data collected, then performed the note-taking technique and analyzing the data.

The objective is an expected result of the research has been done because by the purpose, a research can be directed at the expected targeted. Purposes that must be accomplished by the researcher are speech act and politeness strategy on a seven-year-old-girl who engages conversation with her parents daily.

IV. DISCUSSION

The results of this study are grouped into two, namely (1) Obedience of Politeness Strategy and (2) Violation of Politeness Strategy.

A. Obedience of Politeness Strategy.

First Data

Setting: The utterance occurs when Mommy and AV are buying some food in *Luwes*.

Mommy: *Asva, ini mama belikan Lolipop dan permen untuk pertemuan ibu-ibu nanti sore yah.* (Asva, mommy buys Lolipop and this candy for the mothers' meeting this afternoon)

AV : *Hore...Boleh dimakan ma?* (Hooray, May be eaten mom?)→ Data 1

Mommy : *Boleh dimakannya nanti sore yah* (You can eat them this afternoon).

AV : *Halah. Sekarang ma, please?* (Halah. Now mom, please?) → Data 2

Mommy : *Kalau sekarang makan nasi dulu baru boleh makan.* (If you want to eat now, you must have lunch first)

(15 minutes later...)

AV : *Ma, aku udah makan. Mana Lolipopnya? Minta 1 saja. Nggak nambah lagi deh.* (Mom, I've had

lunch. Where's the Lolipop? Ask only 1. Not add anymore. → Data 3

Mommy : *Benarkah?* (Isn't it right?)

AV : *Ya* (Yup) → Data 4

Mommy : *Ya udah ini lolipopnya* (Here, you are).

Data 1 → Directive (Requesting)

Data 2 → Directive (Persuading)

Data 3 → Commissive (Promising)

Data 4 → Assertive (Stating)

Analyzing First Data

The languages spoken by AV in the above conversation include non-formal language. The illocution meaning in the data 1 is asking whether she can eat Lolipop bought by her mommy. The illocution meaning of the second question on the data 2 is not just asking but persuading her mother that she may eat Lolipop now with the use of the word 'please'. Then, on the data 3, she gives a report that she has had lunch and promised to her mother that she only asked one lolipop, no more. In this conversation, AV adheres to Tact Maxim that is maximizing benefit to others (the partner is her mother) by obeying his mommy's order to have lunch first.

B. Violation of Politeness Strategy.

Second Data

Setting: The utterance occurs when AV and his father have a little conversation when her father is driving a car to Semarang.

AV : *Ayah, kalau ayah gajinya sudah naik aku dikasih uang yah jadi Rp 4000,00 2 x putaran* (Dad, if your salary rises up, I will be given money Rp. 4000,00 for two rounds of bike riding). → Data 1

Daddy : *Maksudnya, AV minta naik juga sekali putaran jadi Rp 2000,00?* (It means AV asks me to raise the cost for one round Rp 2000, 00 ?).

AV : *Iyalah* (Yeah). → Data 2

Daddy : *Nggak usah nunggu sampai gaji ayah naik. Sekarang aja ayah bisa kasih AV Rp 2000,00 sekali putaran naik sepeda tapi sama Kahfi.* (Do not wait until your father's salary goes up. This time, I can give you Rp 2000,00 for one round of bike riding but with Kahfi).

AV : *Jangan ayah..Kahfi masih kecil nanti kalau jatuh kasihan kan...* (No dad, Kahfi is still baby, it's a pity if he falls down from the bike). → Data 3

Daddy : *Ya sudah kalau gitu bonceng sama Azka* (Well then, you ride the bike with Azka).

AV : *Nggak mau. Azka berat.* (No dad, Azka is heavy). → Data 4

Daddy : *Ya sudah nggak jadi naik saja* (Well then it does not go up).
 AV : *Iya ayah. Aku mau tapi ayah lihatin aku naik sepeda ya. Nanti kalau aku nggak kuat gimana?* (Yes, daddy. I want too but you see me riding a bike. Later, how if I'm not strong to ride a bike?).
 → Data 5
 Daddy : *Yah. Nanti ayah lihatin AV naik sepeda* (Yeah. I will see you when you ride a bike later).

Data 1 → Assertive (Informing).
 Data 2 → Assertive (Stating).
 Data 3 → Assertive (Suggesting).
 Data 4 → Assertive (Reporting).
 Data 5 → Directive (Requesting).

Analyzing Second Data

The language used by the AV in the above conversation also includes a non-formal language. The illocution meaning on data 1 is to inform her daddy that she will get more money like his father's salary rising up. The illocution meaning on data 2 is just to state her answer. The illocution meaning on data 3 is to suggest her daddy that Kahfi should not ride a bike with her. The illocution meaning on data 4 is to report that she does not want to ride a bike with Azka because Azka is heavy. Lastly, the illocution meaning on data 5 is to request her daddy to see her while she is riding a bike later. In this conversation, AV violates Generosity Maxim that is maximizing benefit to self (she wants her daddy to guard her if she falls bicycling, there is her daddy who can help her by watching her cycling).

V. CONCLUSION

Based on the analysis, there are 68 sentences containing her desires from 25 conversations. Of the data, it is found 4 kinds of illocutionary acts such as directive (requesting, persuading), assertive (complaining, suggesting, reporting, informing, stating), expressive (refusing, blaming, getting permission, begging, condoling.), commissive (offering, promising). While, declaration is not found in the data. Related to politeness strategies, there is obedience (as much as 15 conversations) and violation (as much as 10 conversations) of the politeness strategies undertaken by the child. From the analysis, 60% of AV arguments is parallel with tact maxim. This shows that in her persuasive argument, she seeks to maximize benefit and minimize cost to others, not herself.

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Literatronica as an Assistant within Teaching English as Foreign Language

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Abstract— This paper reports on research findings on improving quality of teaching English as foreign language as the digital literary works or literatronica was developed. Usually, learning process must be situated in the context of meaningful activity for knowledge to be used in similar situations later in life. Teachers can help students penetrate how to learn, nurture their willingness to solve problems, and build their capacity for hard work and persistence. Teachers can also help students to develop perseverance and motivation by supporting them in their efforts to meet expectations and in showing greater degrees of commitment. They can do this by encouraging students to regard mistakes and setbacks as learning opportunities. Since the beginning of modern era, literatronica had developed to help the teacher to overcome their students' problem and misunderstanding in English language learning. This information, in fact, had invented as a solution to motivate students' interest for exploring literatronica deeply. Here, the author wants to explain how its impact as assistance in the class.

Keywords—*Learning process; teaching English as foreign language; student; instructor; literatronica.*

I. INTRODUCTION

Teaching English as Foreign Language (TEFL) is an ardour of active learning involved teacher as the instructor, empowering student's interaction for learning English. Sincerely, student is demanded to be an active learner, who could motivate their self on the development of five English skills, including speaking, writing, reading, listening, and grammar. Students are expected to inculcate methodology skills, focus on learning process through innovation as well as information and communication technology (ICT) skills. Teacher should not prevent student's educational growth, due to most methodology of learning suited is Teacher-centred Learning (TCL).

Literatronica is a codename for digital literary works. According to wikipedia.com, "literatronica or electronic literature is a genre of literature encompassing works created exclusively on and for digital devices, such as computers, tablets, and mobile phones". As assistance, literatronica becomes important since it can be the way to overcome students' problem in learning. Since the technology involved

in the courses, the improvement of literatronica in learning and teaching process become important.

Today's students are more connected to technology than previous generations. They are a technologically connected, diverse, and tolerant generation. They believe that their relationship to technology is what makes their generation unique. Widespread access to mobile phones and the Internet have changed how they communicate and interact with one another. However, the teacher can use the literatronica as an assistance to build students' interest to learn. It has appeared as a solution to the problems of media learning and content accessibility.

Besides, the development of literatronica created as improvement on evolving learning process. As an example, science, as part of our knowledge, easily can be explored by assisting literary works. People believe that science is more important rather than literature. However, according to Arnold via Gugane, "literature is the basic for 'knowing ourselves and the world', and science 'it is one thing to just look at literature.'" It means that science is only a part of the literature. Moreover, a digital literary work is indeed not an object, but in most cases, it is not either a simple event limited in time, like a performance or a digital installation. In fact, it partakes of both aspects: it is a transmittable object but also fundamentally a process that can only exist in an actualisation (Bachimount and Bouchardon, 2011). Literatronica is expected to assist the technical learning process change from Teacher-centred Learning to Student-centred Learning, as what the teacher commonly hopes: student must be an active learner.

In active learning, the learner is required to measure the importance of knowledge in a large dataset and select the best one iteratively. Bonwell (1991) states that "in active learning, students participate in the process and students participate when they are doing something besides passively listening."

II. RESEARCH METHODOLOGY

This research plays upon qualitative data collected to find out students' attitudes towards media of literatronica as assistant in English learning, as purposed to empower their interest in English language.

- *Participants*
The research involved 4 class which had been taught English language from MAN 2 Purwokerto and SMA Ma'arif NU 1 Ajibarang. They are classified into IPA and IPS class. From MAN 2 Purwokerto, the research involved X IPA 1 and XI IPS II class, and SMA Ma'arif NU 1 Ajibarang which involved XI IPA 1 and XI IPS 1 class. This research had been held as scheduled in daily English class.

- *Data Collection*
In-collecting the data, the research uses method of observation students' attitudes during English lesson in each class. In MAN 2 Purwokerto, the instructor taught the class with literatronica as an assistant of learning media. On the other hand, the instructor in SMA Ma'arif NU 1 Ajibarang was not used literatronica. They enrolled books as the source of learning. Here, the researcher assigned to observe the students' attitude in these schools.

- *Instrument*
The research instrument plays upon the role of teaching English, using literatronica as assistant and teaching tools, such as computer, active speaker, and projector. The teachers divided into two group: the first group as primary teacher who is an instructor of the class, and the second group as secondary teacher who is an observer.

- *Collecting the Data*
The data analysis employed whole activities of discipline, including the lesson gave by the primary teacher and examining students' understanding in the subject. The data analysis is roled by the secondary teacher, seizing on criteria of active learning.

III. RESULT AND DATA ANALYSIS

The research emphasized on active learning as positive feedback between the instructor and students. It was lacked for students' understanding to be able to pervade comprehensive learning activity, to be abreast with the instructor. The whole students' attitudes will be observed technically by the secondary teacher. Certainly, it also explores class ambience as well as students' interest to learn English and students' understanding the subject. The research outcome depends on the milieu of class using criteria of active learning. As an assessment, the researcher used 10 points scale which is described as success criteria of active learning. The number of 10 indicates that active learning is well-progressed.

In MAN 2 Purwokerto, the instructor provided video song as main media of learning activity to improve students' ability in listening, pronunciation and translation skills. The teacher used laptop, speaker, and projector to succeed the aims of lesson plan. The result of this research can be presented in the table below:

MAN 2 Purwokerto		
Succes Criteria	XI IPS 2	X IPA 1
S/s understanding	4	4
S/s interest	4	5
Team work	5	5

Fig. 1 Success criteria of active learning in MAN 2 Purwokerto.

Note: S/s refers to the students.

The outcome of succes criteria shows effectively in-understanding the lesson. Students can grasp more information about the lesson, as well as gaining interest to learn about English. The instructor with literatronica significantly can help the students to face their English problem, such as lack of vocabulary, puzzling tenses, and unable to speak English fluently. During the lesson, an interaction between students and the instructor is well developed. The students are more motivated, since they got different experience through learning English with literatronica. Moreover, the students were also asked to make a group to solve problems in assignment which leans to the active learning. In the end, when the instructor reviewing the materials of lesson and give some question, they do well-answered.

SMA Ma'arif NU 1 Ajibarang		
Succes Criteria	XI IPS 1	XI IPA 1
S/s understanding	3	3
S/s interest	2	3
Team work	-	-

Fig. 2 Success criteria of active learning in SMA Ma'arif 1 Ajibarang.

Note: S/s refers to the students.

The study plan in SMA Ma'arif NU 1 Ajibarang contributed Teacher-centred Learning (TCL) as a model of learning system. The teacher played upon the materials with printed books. Enrolling new vocabularies, how to pronounce a word and forced the students to be able to gain an information through the teacher's instruction became daily activity. The students become less active and passively focus on the lesson. Since they were in elementary school, they had taught with books as the main source of learning and the teacher as the main point they should comprehend on. They were less communicative students. It is a matter when there is

a gap between the teacher and the learner. The class also not involved teamwork between students. However, students' teamwork is important to explore student's knowledge and share an argument to another student or simply a comprehensive discussion.

IV. DISCUSSION AND CONCLUSION

During learning activity, teacher can choose models of lesson plan to improve students' attraction. A learning model should be suited to the students, as purposed to gain an active learning. Literatronica is created to comfort the students' understanding upon the subject, a contiguous concern. However, active learning is a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement (Weltman, 2007, p.7).

In addition, the research shows how the literatronica influenced the discipline of English learning. It boosted students more enthusiastic to the courses at the first glance. Literatronica leads the student to find their mistake and problem in English learning, and soon they could adapt it to be a positive habit in daily activity. At that time, students can find many sources dealing with literatronica, such as: film, electronic book (eBook), online book, video animation, video clip of a song, online comics, web of literary works, software, and application of literary devices on mobile phones. They can access it easily on every time and everywhere.

Acknowledgement

This paper was created to solve the problem of teaching English as foreign language and introducing literatronica in educational world. However, English language still became 'frightening spectre' among the mindset of Indonesian student. The researcher personally hopes that literatronica can be a solution to face the problem. Big thanks for my classmates who support to finish this paper immediately, *Alhamdulillah!*

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Appendix

- 1. Lesson plan on MAN 2 Purwokerto
- A. School : MAN 2 Purwokerto

- B. Subject : English
- C. Class : Scheduled
- D. Time : 1 x 90 minutes (1 meeting)
- E. Instructure's name : Scheduled
- F. Learning Intention : To learn how to improve speaking skill, pronunciation and how to translate.

No	Stages	Activities
1.	Opener	<ol style="list-style-type: none"> 1. Greeting: Introducing the teacher 2. Checking attendance list.
2.	Ice-breaker	<ol style="list-style-type: none"> 1. Ask students to make a row to play a game. 2. Teacher will give an instruction about the game play.
3.	Lead-in	<ol style="list-style-type: none"> 1. Make the class divided into five group. 2. Introducing song as the lesson learning.
4.	Presentation	Employing song as the media of improving speaking skill, pronunciation and how to translate it.
5.	Controlled-practise	<ol style="list-style-type: none"> 1. Teacher will show a video clip of a song. 2. Ask students to grasp some information from the song. 3. Discuss with their group and one member of the group will retell in front of the class.
6.	Semi-controlled	<ol style="list-style-type: none"> 1. Teacher provide song's lyric. 2. Ask each group to read it aloud. 3. Teacher play the

		song and ask the students to learn how to sing it with good pronunciation.
7.	Free Practise	Improving creativity of student: 1. Each group should make a song based on their creativity 2. Ask students to sing their song in front of the class.
8.	Feedback and Closing	1. Ask student's comment or suggestion dealing with activity in the day 2. Closing the class with saying <i>hamdalah</i> together

1. Lesson plan on SMA Ma'arif NU 1 Ajibarang

Teacher as the main role of learning activity providing books as the source. So, there was no additional activity during this lesson since the study plan is pointed out to commonly courses: teacher was a centre icon of learning activity.

Text Translation Method By Considering Information Distribution In The Form of Theme-Rheme Relation

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Abstract— This study will analyze the translation of sentences in the text by giving consideration to the distribution of information presented in the form of Theme-Rheme relation. First we will identify Themes - Rheme in the sentences in the text and will analyze the results of the translation. The theme is information that is prioritized in a sentence usually placed in the beginning of sentence, and Rheme is the proposed information. There are three types of Themes, namely Topical Theme, Interpersonal Theme, and Textual Theme. The object of discussion here is the Topical Themes, which are Themes relating to how the subject matter discussed in the clause or sentence is laid out. Topical themes are divided into two types: Marked Topical Theme and Unmarked Topical Theme. The analysis of Topical Themes are taken from a bilingual children's book entitled Sangkuriang from the publisher Nexx Media Inc., Bandung. Sangkuriang is one of the popular Indonesian folklore that tells of a very beautiful mother whose admirer is his own son. The text to be analyzed is part of the text that tells about the birth of Dayang Sumbi, the mother of Sangkuriang. From the result of the whole analysis, the source text consists of 10 Marked Topical Theme and Top 10 Unmarked Topical Theme. There are some Topical theme changes from the source text to the target text: a sentence with an Unmarked Topical Theme is translated into a sentence with a Marked Topical Theme, and vice versa. Based on the analysis of Topical Themes on the Source Text and Target Text it can be concluded that there are some sentences that have shifted Topical Themes. There have been some changes in information due to the shift in this Topical Theme, so it can be said that this translation is not good. At the end of the analysis is given an edit on the target text. The edit of this translation does not change the Topical Theme from the Source Text, so the subject matter in each sentence of the Target text is the same as the subject matter in each sentence of the Source Text.

Keywords—*theme, rheme, source text, target text, translation*

I. INTRODUCTION

In the practice of translation, the way information is distributed in text is often overlooked. The sentences in the text present the information, and the way the information is distributed can be identified. Information that is important is the old information that has been known to each other by the author and reader, which is usually placed on the front, while other information is new information only known by the author, which is usually placed later. The old information is identical to the Theme, and the new information is identical to Rheme. [1]

The theme is information that is prioritized in a sentence usually placed on the front, and Rheme is the proposed information. There is an opinion that since the Subject is the most important part, the Subject is always considered the same as the Theme. This is not the case. As will be explained below, Theme is only the same as Subject, if in front of Subject there is no other information. In other words, the Theme is the initial unit of a clause and the Rheme is the remainder. [2]

Theme is at clause rank the major textual system. The textual metafunction engenders resources for presenting interpersonal and ideational meanings as information organized into text. [3]

There are three types of themes, namely Topical Themes, Interpersonal Themes, and Textual Themes. The object of discussion here is the Topical Themes, which are Themes relating to how the subject matter discussed in the clause or sentence is laid out. Although Interpersonal Themes and Textual Themes are not subjected to discussion, the notions and examples will also be presented.

Topical themes are divided into two types: marked topical theme and unmarked topical theme. Sentence (1) below contains an example of a marked topical theme, while Sentence (2) contains an Unmarked Topical Theme. Each theme is in bold. Another part that is not in bold is Rheme. [4]

(1) **From Keynes's perspective**, the supply of money has a potentially important but indirect impact on the macro economy.

(2) **A change in the money supply** has an immediate effect on interest rates.

It is not difficult to identify Topical Themes. If there is no information in front of the Subject, the Subject serves as an Unmarked Topical Theme, as shown in Example (2). Apart from Interpersonal Themes and Textual Themes, if in front of the Subject there is information, it is possible that the information serves as a Marked Topical Theme, as shown in Example (1). In general, Topical Marked Themes are realized by Circumstances (adverbial of time, adverbial of place, adverbial of manner).

The activity of translating this analysis is an activity of arranging the translation of each Topical Theme by incorporating the Rheme translation located behind the Topical Theme.

II. RESEARCH METHODOLOGY

The method used in this research using descriptive qualitative research method that is a qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words of persons and observable behavior [5]. Qualitative research is generally referred to as a descriptive qualitative approach. The results of this study contain excerpts from the data set that describes, describes, describes, classifies, analyzes, and interprets. This study spurred the emergence of a more real understanding than just serving numbers or frequency. The author emphasizes the notes with detailed, complete, and exhaustive description descriptions that describe the actual situation in order to support the presentation of data.

The translation method in the context of this study is how to do something, that is how to do the translation and methods related to a particular plan, namely the plan in the implementation of translation.

The implementation plan of translation is realized through three important stages of analysis, transfer and harmonization. There are two groups of methods of translation [6], namely (1) methods that provide emphasis on the source language; and (2) methods that give emphasis to the target language. In this study, researchers analyzed the translation with Considering Information Distribution in The Form of Theme-Rheme Relations. The researcher then attempted to re-establish the exact meaning of the contextual meaning of the source language text. The final step is to do the researcher displayed text that has been edited from beginning to end.

The analysis of Topical Themes are taken from a bilingual children's book entitled Sangkuriang from the publisher Nexx Media Inc., Bandung. Sangkuriang is one of the popular Indonesian folk legends. It tells us a very beautiful mother whose admirer is her own son.

The text to be analyzed is part of the text that tells about the birth of Dayang Sumbi, the mother of Sangkuriang. To simplify the analysis, each end of a sentence in the source text will be numbered.

To identify the Themes in relation to Rheme, a diagram is created for all paragraphs on the reading

III. RESULT AND DISCUSSION

Source Text:

Hundreds of years ago, the Galuh kingdom in West Java, was ruled by a king of great wisdom namely Prabu Sungging Perbangkara⁽¹⁾. Not only was **he** famous for his wisdom but also for his love of hunting⁽²⁾. **Once a month**, along with some of his guards he explored the hunting grounds all over the kingdom from prairies, forests, hills, mountains, valleys to steep slopes⁽³⁾.

One day when the king was going hunting, suddenly natured called⁽⁴⁾. **A toilet** was certainly unavailable in such place⁽⁵⁾. So **he** found himself bushes where a coconut laid under unnoticed and accidentally peed on the coconut⁽⁶⁾. **As a result**, his urine got mixed with the coconut milk⁽⁷⁾.

As soon as the king and his guards had left for the palace, a wild pig came to the bushes⁽⁸⁾. **It** may have looked like most wild pigs⁽⁹⁾, but **it** was actually Celeng Wayung

Yang, a sow which was said to be the reincarnation of a Goddess⁽¹⁰⁾. **She** was so thirsty so her eyes soon laid on the coconut⁽¹¹⁾. What a coincidence⁽¹²⁾! **Without thinking any further**, she drank up all the coconut milk⁽¹³⁾.

Months passed by⁽¹⁴⁾ and **Celeng Wayung Yang** found herself pregnant⁽¹⁵⁾. **A few months later** she gave birth to a baby girl⁽¹⁶⁾. **Unlike her**, the baby was amazingly human-like⁽¹⁷⁾!

Not long after the baby was born, the king returned into the same forest⁽¹⁸⁾. **While he was hunting**, he was in such a shock to find a tiny baby⁽¹⁹⁾. **The baby** looked so sweet and adorable that he fell in love with her⁽²⁰⁾. So **he** took her for his daughter and named her Dayang Sumbing⁽²¹⁾.

Target Text:

*Ratusan tahun silam, di kerajaan Galuh di Jawa Barat, hiduplah seorang raja arif bijaksana bernama Prabu Sungging Perbangkara. Selain karena kearifannya, Prabu Sungging Perbangkara juga dikenal gemar berburu. **Sebulan sekali** ia bersama beberapa orang pengawal pergi menjelajahi daerah-daerah perburuan di pelosok kerajaan. **Dari padang rumput, hutan rimba, bukit, gunung, lembah, hingga lereng terjal, semuanya disatroni Sang Prabu.***

*Suatu ketika saat Sang Prabu sedang berburu di tengah hutan, ia tiba-tiba ingin buang air kecil. Yang namanya di tengah hutan tentu saja tidak ada kamar kecil hingga **Sang Prabu** pergi mencari semak-semak untuk tempat 'hajat'nya. Tapi **Sang Prabu** tidak tahu kalau air seninya mengenai tempurung kelapa yang tergeletak di balik semak-semak itu. **Walhasil** sari kelapa di tempurung itu bercampur dengan air seni Sang Prabu.*

*Setelah Sang Prabu dan rombongannya kembali ke istana meninggalkan hutan itu, seekor babi hutan mendatangi semak-semak tempat Sang Prabu buang air kecil tadi. **Sekilas** babi hutan itu terlihat seperti babi hutan biasa tapi **sebenarnya** ia adalah Celeng Wayung Yang, titisan seorang dewi kahyangan. **Matanya** terpaut pada batok kelapa di sana. **Kebetulan sekali! Aku** sedang haus! Maka **tanpa tedeng aling-aling** ia pun segera menghabiskan air di batok kelapa itu.*

*Beberapa bulan berlalu, **Celeng Wayung** yang mendapati dirinya tengah mengandung dan **akhirnya** Celeng Wayung Yang melahirkan seorang bayi perempuan. **Ajaibnya**, bayi yang ia lahirkan berwujud bayi manusia!*

*Beberapa bulan kemudian, Sang Prabu kembali ke tempat di mana ia buang air dulu. Alangkah kagetnya **ia** saat menemukan bayi perempuan di tengah hutan. Tapi **karena ia melihat bayi itu begitu mungil dan lucu**, ia pun merasa sayang. **Akhirnya** Sang Prabu mengangkat bayi itu sebagai anaknya dan menamainya Dayang Sumbi.*

A. Topical Theme Analysis

Parts in bold on source text and target text above are Topical Themes, and the rest are Rheme. Topical themes can be further subdivided into Marked Topical Themes and Unmarked Topical Themes.

Below is a list of Marked Topical Themes and Unmarked Topical Themes that have been identified from the source text above.

Marked Topical Themes (the realization is expressed in brackets):

1. **Hundreds of years ago** (adverb of time) : *Ratusan tahun silam*
2. **Once a month** (adverb of time) : *Sebulan sekali*
3. **One day when the king was going hunting** (Dependant clause: time) : *Suatu ketika saat Sang Prabu sedang berburu di tengah hutan*
4. **As a result** (adverb of manner) : *Walhasil*
5. **As soon as the king and his guards had left for the palace** (Dependant clause: time) : *Setelah Sang Prabu dan rombongannya kembali ke istana meninggalkan hutan itu*
6. **Without thinking any further** (adverb of manner) : *tanpa tedeng aling-aling*
7. **A few months later** (adverb of time) : *Beberapa bulan berlalu*
8. **Unlike her** (adverb of comparison) : *Ajaibnya*
9. **Not long after the baby was born** (adverb of time) : *Beberapa bulan kemudian*
10. **While he was hunting** (Dependant clause: time)

Unmarked Topical Theme (all are realized by the subject):

1. **He** : *Prabu Sungging Perbangkara*
2. **A toilet** : *kamar kecil*
3. **He** : *sang Prabu*
4. **It** : *babi hutan itu*
5. **It** : *ia*
6. **She** : *aku*
7. **Months** : *beberapa bulan*
8. **Celeng Wayung Yang** : *Celeng Wayung Yang*
9. **The baby** : *bayi*
10. **He** : *Sang Prabu*

Overall, the source text above consists of 10 Marked Topical Themes and 10 Unmarked Topical Themes. There is a Topical theme change from the source text to the target text: a sentence with an Unmarked Topical Theme is translated into a sentence with a Marked Topical Theme, and vice versa. The sentences that undergo Topical Theme changes are as follows:

- Sentence Number 2
Source Text: Not only was **he** famous for his wisdom but also for his love of hunting.
Target Text: *Selain karena kearifannya, Prabu Sungging Perbangkara juga dikenal gemar berburu.*

In the source text, this phrase begins with a conjunction “not only” as a Textual Theme, and the information emphasized in this sentence is “**he**”, occupying the Subject's position so that it has a function as an Unmarked Topical Theme. While in the Target Text, the information highlighted is no longer the Subject, but the Adverb of Manner '*selain karena kearifannya*'. In the text of this translation, the Subject is no longer important. Thus, the information considered more

important is the adverb of manner. The Topic theme has also changed to Marked Topical Theme.

In order not to change the Topical Themes, it is better for the Subject as information emphasized in this sentence to be translated first, so that the translation will be: “*Dia tidak hanya terkenal karena kearifannya tetapi juga karena kegemarannya berburu*”.

- Sentence Number 5
Source Text: **A toilet** was certainly unavailable in such place.
Target Text: *Yang namanya **di tengah hutan** tentu saja tidak ada kamar kecil.*

The information emphasized in the source sentence is 'a toilet' which functions as a subject and is placed on the front of the sentence without any other information in front of it, so it has a function as an unmarked topical theme. While in the words of target text, in front of the word 'toilet' (*kamar kecil*) was given another information that highlighted by adverb of place '*di tengah hutan*', so it has function as a marked topical theme. Thus, there is a Topical Theme change in the translation of this sentence. In order to maintain the function of a topical theme, in accordance with the source text of an unmarked topical theme, it should be in the target text that 'a toilet' is translated first, so the text would be: '*Toilet tentu saja tidak akan ada di tempat seperti ini.*'

- Sentence Number 9
Source Text: **It** may have looked like most wild pigs
Target Text: *Sekilas babi hutan itu terlihat seperti babi hutan biasa*

In the source text, the topical theme occupies the function of the Unmarked Topical Theme. The subject 'it' is the most important information in this sentence. In the target text, the information emphasized is realized with adverb of time '*sekilas*' which occupies the function as a Marked Topical Theme while 'it' which is translated into 'babi hutan' in target text occupies the function as Rheme. In order to avoid a shift in topical theme, it is better if the source text above is translated as follows: '*Babi hutan itu terlihat seperti babi hutan biasa.*'

- Sentence Number 10
Source Text: but **it** was actually Celeng Wayung Yang, a sow which was said to be the reincarnation of a Goddess
Target Text: *tapi **sebenarnya** ia adalah Celeng Wayung Yang, titisan seorang dewi kahyangan*

The subject 'it' in the source text above serves as an unmarked Topical Theme, because there is no other information in front of the subject. While in the target text, in front of the subject '*ia*' there is other information that is more highlighted namely adverb of manner “*sebenarnya*”, so that it occupies the function as Marked Topical theme, while the

subject 'it' translated into 'ia' occupies the function as Rheme. In order for the subject 'it' RHEMEins an important information, preferably in the target text does not change the theme of the topic or in other words the translation is better to use unmarked topical theme, which is as follows: *'namun ia sebenarnya adalah Celeng Wayung Yang, titisan seorang dewi kahyangan.'*

- Sentence Number 19
Source Text: **While he was hunting**, he was in such a shock to find a tiny baby
Target Text: *Alangkah kagetnya ia saat menemukan bayi perempuan di tengah hutan.*

The subject matter discussed in the source text is realized with dependent clause of time: 'while he was hunting', placed in the front and functions as a Marked Topical Theme, while later information occupies a function as Rhema. In the target text, the information that matters is the subject of 'ia' which functions as an Unmarked Topical Theme. This makes the text of the translation seem to distort the important information contained in the source text. We recommend that the translation of source text above still emphasizes the time-dependent clause 'while he was hunting' as the subject matter discussed. The target text is better as follows: *'ketika Prabu Sungging Perbangkara sedang berburu, dia begitu kaget menemukan bayi mungil ditengah hutan.'*

- Sentence Number 20
Source Text: **The baby** looked so sweet and adorable that he fell in love with her
Target Text: *Tapi karena ia melihat bayi itu begitu mungil dan lucu, ia pun merasa sayang.*

The sentence in the source text above has an unmarked Topical Theme which is realized with the subject of 'the baby'. Whereas in the target text, the subject matter is no longer realized by the subject, but it is realized with the dependent clause of reason: 'karena ia melihat bayi itu begitu mungil dan lucu'. Its function changed to Marked Topical Theme. In order not to change the information, the Subject as an unmarked Topical Theme should be placed first in the source text, so the translation becomes: *'bayi itu begitu mungil dan lucu sehingga ia pun merasa sayang padanya'.*

- Sentence Number 21
Source Text: So **he** took her for his daughter and named her Dayang Sumbing
Target Text: *Akhirnya Sang Prabu mengangkat bayi itu sebagai anaknya dan menamainya Dayang Sumbi.*

In the source text above, the sentence begins with the conjunction as the Textual Theme, and the information emphasized in this sentence is 'he', occupying the position as the Subject so as to have the function as an unmarked Topical Theme. While in the target text, the information that is

highlighted is no longer the Subject, but the adverb of time 'akhirnya'. In the text of this translation, the Subject is no longer important. Thus, the information considered more important is adverb of time. The Topical theme has also changed to Marked Topical Themes. The information thereafter occupies the function as Rheme. In order to avoid a shift in Topical Themes, it is better that the Subject as the information emphasized in this sentence is translated first, so the translation will be: *'Sang Prabu mengangkat bayi itu sebagai anaknya dan menamainya Dayang Sumbi.'*

Based on the analysis of Topical Themes on source texts and target texts, it can be concluded that there are some sentences that have shifted Topical Themes. There are some changes to the information caused by this Topical Themes shift. The following is given an edit to the target text above. The edited translation does not shift or change the Topical Theme of the source texts, so the subject matter in each sentence of the target texts is the same as the subject matter in every sentence in the source texts.

Edited Target Text:

Ratusan tahun silam, di kerajaan Galuh di Jawa Barat, hiduplah seorang raja arif bijaksana bernama Prabu Sungging Perbangkara. Dia tidak hanya terkenal karena kearifannya tetapi juga karena kegemarannya berburu. Sebulan sekali ia bersama beberapa orang pengawal pergi menjelajahi daerah-daerah perburuan di pelosok kerajaan. Dari padang rumput, hutan rimba, bukit, gunung, lembah, hingga lereng terjal, semuanya disatroni Sang Prabu.

Suatu ketika saat Sang Prabu sedang berburu di tengah hutan, ia tiba-tiba ingin buang air kecil. Toilet tentu saja tidak akan ada di tempat seperti ini hingga Sang Prabu pergi mencari semak-semak untuk tempat 'hajat'nya. Tapi Sang Prabu tidak tahu kalau air seninya mengenai tempurung kelapa yang tergeletak di balik semak-semak itu. Walhasil sari kelapa di tempurung itu bercampur dengan air seni Sang Prabu.

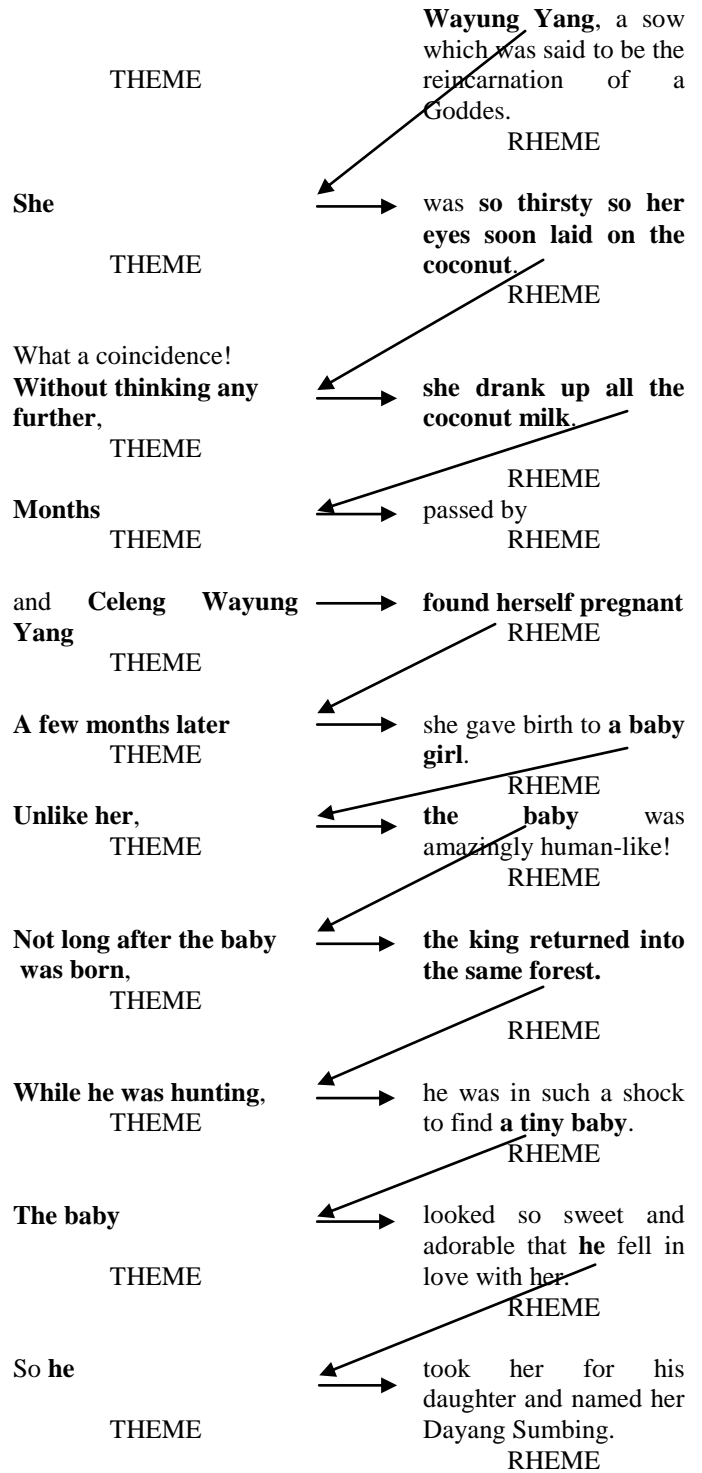
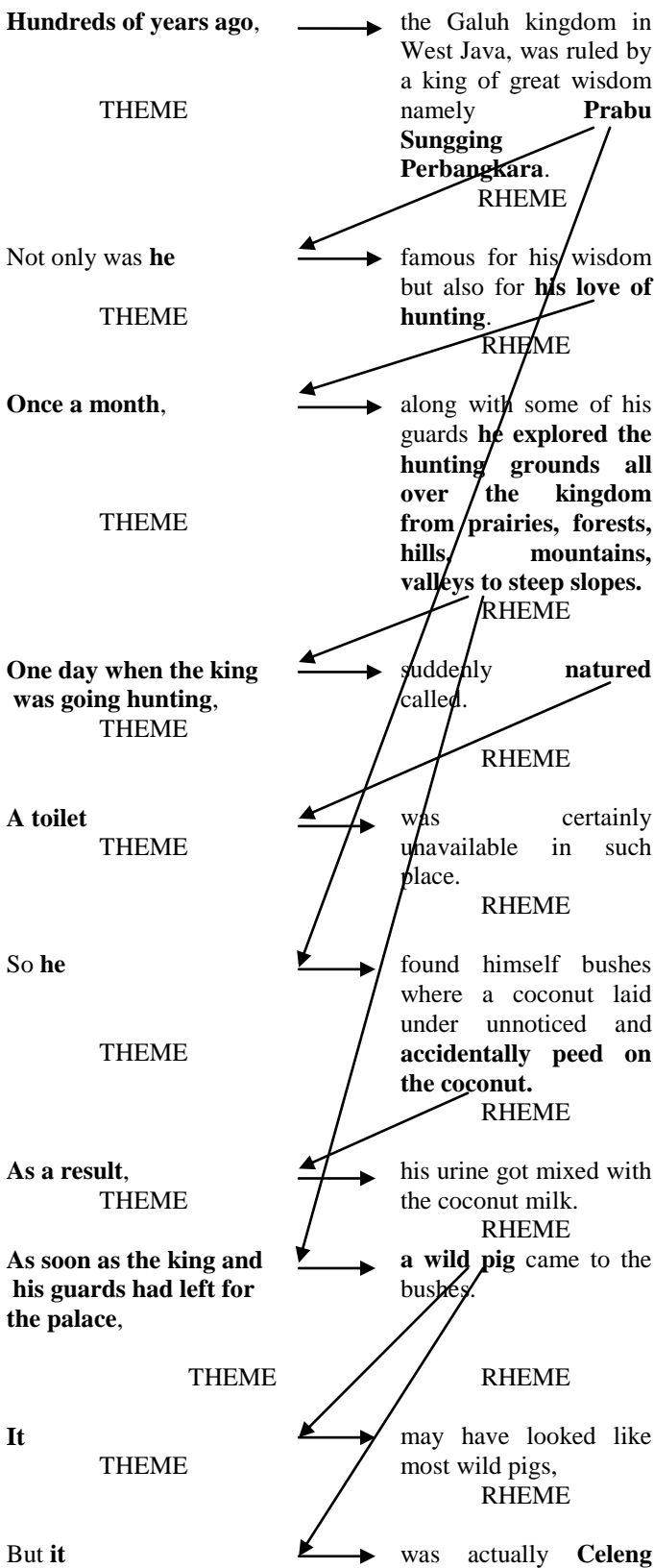
Setelah Sang Prabu dan rombongannya kembali ke istana meninggalkan hutan itu, seekor babi hutan mendatangi semak-semak tempat Sang Prabu buang air kecil tadi. Babi hutan itu terlihat seperti babi hutan biasa namun ia sebenarnya adalah Celeng Wayung Yang, titisan seorang dewi kahyangan. Matanya terpaut pada batok kelapa di sana. Kebetulan sekali! Aku sedang haus! Maka tanpa tedeng aling-aling ia pun segera menghabiskan air di batok kelapa itu.

Beberapa bulan berlalu, Celeng Wayang yang mendapati dirinya tengah mengandung dan akhirnya Celeng Wayang Yang melahirkan seorang bayi perempuan. Ajaibnya, bayi yang ia lahirkan berwujud bayi manusia!

Beberapa bulan kemudian, Sang Prabu kembali ke tempat di mana ia buang air dulu. Ketika Prabu Sungging Perbangkara sedang berburu, dia begitu kaget menemukan bayi mungil ditengah hutan. Bayi itu begitu mungil dan lucu sehingga ia pun merasa sayang padanya. Sang Prabu mengangkat bayi itu sebagai anaknya dan menamainya Dayang Sumbi.

B. Theme – Rheme Analysis

To identify the Themes in relation to Rheme, a diagram for all paragraphs of the sourcetext is as follows:



The analysis of information flow in RHEME Themes for the above illustration is as follows:

- Themes in the following sentences are taken from RHEME previous sentences. For example, the topical theme is unmarked in the phrase 'Not only was he famous for his wisdom but also for his love of hunting' in acu from RHEME the previous sentence 'Hundreds of years ago, the Galuh

kingdom in West Java, was ruled by a king of great wisdom namely King Prabu Sungging Perbangkara. '

• The previous sentence does not necessarily have the right sentence above it without a hose, but it can also be a sentence with one or two previous intervals. For example, in the phrase 'So he found himself bushes where a coconut laid under unnoticed and accidentally peed on the coconut', the unpublished topical theme 'he' refers to RHEME of two previous sentences namely 'the Galuh kingdom in West Java, was ruled by a king of great wisdom namely King Prabu Sungging Perbangkara '; in this case 'he' refers to 'Prabu Sungging Perbangkara' which functions as a RHEME. Likewise in the phrase 'As soon as the king and his guards had left for the palace', this theme is taken from the previous four sentences RHEME is' along with some of his guards he explored the hunting grounds of all the kingdom of prairies, forests, hills, mountains, valleys to steep slopes'.

• From the identification of the information flow in the theme-RHEMEs as illustrated above, it can be seen the integration between sentences in the Bsu text. The integration is illustrated by the direction of the arrow as the flow of information that follows from Theme to RHEME to Theme to RHEME, and so on so as to form the Theme-RHEME-Theme pattern.

IV. CONCLUSION

(1) Before the translation activities are carried out, the analysis needs to be done not only on the structure of the sentence but also on the information structure as reflected in the theme-rheme relation. Even the structure of information is

not only known at the level of the sentence but also on the level of the paragraph.

(2) Good translators have an awareness of the integration of paragraphs through the Theme-Rheme relationship. If the translator does not maintain that alignment in the translation, the style and value of the textual cohesiveness of the target language will change.

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Schoology, the Strengths and Weaknesses in Blended Learning

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Abstract-To upgrade and accelerate teaching learning process, teachers may use one of Learning Management Systems (LMS) that is Schoology. It is an alternative medium best for hybrid or blended learning. Based on previous researches, it is mentioned that Schoology is better and more effective than other media. However, the question comes up in the researcher's mind concerning with their claims: Schoology is better and more effective media. From that, the researcher is willing to prove their goodness or strength when it is applied in teaching learning process of listening course, and of course, he wants to find the weaknesses too. This research is in the frame of classroom action research with the subject of the study is the fourth semester students of English Department FKIP-UMS. The data were collected by observation, and then the data were analyzed by using descriptive method. The results show that (1) the strengths of using Schoology in teaching Standardized Test of Listening are: easy to access, easy to control assignment, rapid in transferring the materials, various materials can be sent, etc. and (2) the weaknesses are: fail to send due to connection, need a lot of quota, can cooperate between the students present and absent in submitting the tasks, old hand phone cannot access, need hard working in controlling the students. As a conclusion, Schoology is very helpful in teaching learning process, however, the teachers or lectures need pay more attention on the weaknesses. By knowing these, we can anticipate the troubles that will happen.

Keywords: *Schoology, the strength, the weakness, Academic Listening*

INTRODUCTION

In the past decade, online learning has become an increasingly important component of accelerating the process of teaching and learning. Online learning is learning based on websites Saifuddin (2017). It is usually called electronic learning (E-Learning). E-Learning can be defined as a form of information technology applied in the field of education in the form of websites that can be accessed anywhere. With E-Learning, the learner (learner or student) does not need to sit nicely in the classroom listen to every speech from a teacher directly. E-learning can also shorten the target schedule of learning time, and of course save the cost to be incurred by a study program or educational program (Zaihan, 2010).

The development of E-Learning is learning management system (LMS). LMS is a web based software consisting of courses that contain electronic tools including a

discussion board, files, grade book, electronic mail, announcements, assessments, and multimedia elements. An LMS provides access to student-centered teaching approaches, increased accessibility, assessment and evaluation features, and improved management of course content and administration task.

There are many applications connecting to LMS. The learners are able to choose: MOODLE (<http://moodle.org>), Blackboard Course Sites (<https://www.coursesites.com>), Latitude Learning (<http://www.latitudelearning.com>), edmodo <https://www.edmodo.com/>, and Schoology (<https://www.schoology.com>). Those, of course, have strengths and weaknesses.

Schoology and other applications are usually used by the teachers in teaching learning process. They commonly combine it in face to face teaching. Teachers, nowadays, are happier to teach their students by combining one application of LMS and face to face. In general, this combination is called blended learning.

Watson in NACOL said that blended learning means many things to many people, even within our relatively small online learning community. It is referred to as both blended and hybrid learning, with little or no difference in the meaning of the terms among most educators. In general terms, blended learning combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners.

Many educators have used schoology for teaching in the classroom or conducted the research. Utami from FKIP Lampung University investigated the Influence of E-Learning with Schoology to the student's achievement. The results show that studied using E-Learning with schoology has significant influence on the student's achievement. Rosalina (2018) analyzed the use of schoology as one of the supporting media towards students' learning motivation enhancement and students' opinion about the use of schoology. Her research results show that the students were motivated using schoology in learning and most students were happy to learn using schoology. Firmansyah (2015) said that blended learning with schoology is able to increase the affectivity and flexibility in learning. From review of related literature above, it is known that schoology has a great contribution in teaching learning process. The three indicates that schoology is benefit for blended learning.

Schoolology as one of online learning has weaknesses too. Azizan (2010) from Insaniah University in Malaysia reported that some weaknesses of online learning are as follows: the quality of discussion is poor; the discussion might become too loose and drawn out, lack of direct interaction between the teacher and the learner, it's not easy to have active learner's participation and involvement in group discussion, lack of spontaneity and improvisation, slow and limited access to the Internet, need special devices to enhance the data transmission over the Internet, and the learners might lost their interest and patience to learn.

Inspired form two versions above, strengths and weaknesses of blended learning using schoolology in teaching and learning, the writer was eager to apply it in teaching, especially teaching listening: standardized test of listening. And in this year, 2018, it has been applied in the classroom. While teaching, he also conducted the research but in this occasion the research is only focused in finding the strengths and weaknesses of schoolology in blended learning, not finding the students 'achievement or others.

RESEARCH METHOD

This research used qualitative research and the selected type was classroom action research (CAR). Dealing with CAR, the writer used spiral model proposed by Kemmis and McTaggart. The research was started by planning, acting, observing and reflecting. The object of the research was the fourth semester students of English Dept FKIP-UMS. The data were taken by observation and then analyzed descriptively. The time of the research was February – Mei 2018.

THE RESULT AND DISCUSSION

The blended learning done in teaching standardized test of listening was run in seven meetings. From the first meeting, the strengths of schoolology were identified. Then in the following meetings, the strengths and weaknesses appeared together. Both, the strengths and weaknesses were presented in the table 1.

Table 1. The Strengths and Weaknesses of Schoology in Blended Learning

No	Strengths	weaknesses
1	Easy to access	Internet dependency
2	Easy to send materials	Waste many quotas
3	Long distance	Must be android hp
4	learning	Plagiarism easily
5	Complete features	Able to submit more than one
6	Save papers	
7	Able to discuss	Easy copy and paste the

8	Able to submit from anywhere	works
9	Easy to control the assignments	Able to cooperate students in class and out class
10	Easy to print students works	No performance attendance list in one sheet
	Easy to copy courses to other class	

DISCUSSION

Watson in North American Council for online learning (NACOL) gives explanation that blended learning is the convergence of online and face-to-face education. The role of the online, schoolology, is a complemented medium (Shank, 2008). The main role of blended learning is face-to-face.

Schoolology is part of a virtual classroom or better known as e-learning. This medium is expected to speed and ease in learning activities and make the transfer of knowledge more quickly.

Associated with schoolology used by the author in teaching as well as researching it can be explained as follows. Schoolology does not include expensive items. Users can use without wasting much money. They can easily download it through a service that is already available in Google. Just type schoolology then it will exit the program.

The level of efficiency and effectiveness is quite high. Instructors/lecturers do not take long time to download, send, and operate the subject matter. It felt very different when compared to conventional way. In relation to effectiveness, Alvin (2015) acknowledges that schoolology has a high effectiveness in Business Writing learning, so he suggests that teachers use this medium as a help in learning the course.

The types of materials that can be used are not limited. Teachers choose the type of media in accordance with the needs. There is no word 'lack of material'. The creativity of teachers in searching the material becomes the main key of learning. And of course it will affect the level of pleasure and satisfaction of students in following the lesson.

Learning through schoolology should not be done in the classroom. When the teacher is at home or not in a campus, the teaching and learning process is still going on. The teacher prepares the material first and then uploads it in the assignment feature. Instructional materials, work orders, questions, and timelines of collection or submit in settings and included in the assignment feature. Students will not upload their submissions in the shortest time and teachers will be able to see all their students' work from a distance.

Of course schoolology also has shortcomings. The deficiencies that emerged or found in the study can be explained as follows.

At the beginning of learning, the shortcomings were not found. The learning process may run smoothly. Teachers are able to run their learning plans coherently. The selected audio and youtube can be presented well. Students get easily to hear and see without obstacles. The exposure of course is associated with the availability of a strong campus internet network. Constraints begin to emerge when instructors instruct to send the results of work through schoology. Some students fail to post work or slow send. These barriers are caused by different types of cards or different types of internet services. Telkomsel in the language labs is a strong signal so students can easily send their work. And mobile phone with indosat card less strong signal in the room that resulted in failure or slow delivery.

The next shortcoming is wasteful quota. This happens when the teacher gives the material in the form of audio visual or youtube which requires many bytes. Students cannot rely on Wi-Fi campus network because it is slow so inevitably they have to use the internet network available in their cards. When they rotate the material submissions from schoology they complain about the quota being sucked or the package they buy. And some are not able to continue the lesson because the quota are running out.

The ease of operation available in application services is sometimes misused by some students. For example, students can send jobs from home or elsewhere without attending classes. Surely everything can happen because of cooperation with the existing in the classroom. The students in the class are doing the assignments and then sent the ones at home and who at home sends to the schoology within the given deadline. Sometimes researchers/teachers become amazed and asked this strange student did not listen to the audio why can answer.

CONCLUSION AND SUGGESTION

Schoology has a great help in blended learning, such as easy to access, easy to send materials, long distance learning, complete features, save papers, able to discuss, able to submit from anywhere, easy to control the assignments, easy to print student's works, easy to copy courses to other class. However it has weaknesses. The weaknesses are internet independency, waste many quotas, must be android hp, plagiarism easily, able to submit more than one, easy copy and paste the works, able to cooperate students in class and out class, no performance attendance list in one sheet.

Blended learning with schoology is a good alternative method to accelerate the process of reaching the objectives of teaching, however, one thing should be remembered that the role in blended learning is the teachers

and face-to-face activities. Teachers have to control the classroom, give feedback, and evaluate. And the teacher's creativity and motivation in searching the teaching materials must be updated from time to time. And the last, teachers should anticipate the deadlock condition caused by blank connection/no internet access.

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Professional Development Programme for The English Lecturers, Universitas Pamulang (UNPAM) in Indonesia : A Study

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Abstract— The English Department, Faculty of Letters, University Pamulang (UNPAM) is getting bigger and bigger. The department has got 1.600 students with 72 lecturers who graduated from different universities. The team teaching becomes solid as the lecturers are always ready to share their ELT knowledge and experiences. Furthermore, the lecturers are active in participating in team teaching programme. To meet the quality of teaching and learning process becomes much better, every week 3, the lecturers conduct the sharing programme. Every lecturer is free to present and share his/her own topic. The topics are such as teaching children literature, teaching TOEFL with the authentic materials, and four English skills: listening, speaking, reading and writing. The objective of this programme is to enhance the professional development of the English lecturers. This paper discusses the advantages of the programme and the descriptive qualitative is used in this study. The result of this study shows that most lecturers participate very well in sharing their knowledge and experiences. Besides, these activities can be fruitful to develop the quality of teaching.

Keywords—*professional development, sharing programme, team teaching, teaching and learning*

I. INTRODUCTION

Being Lecturers do not only teach students, however they have to be professional and good at teaching. Many lecturers have good personalities and interesting things to say, therefore their students enjoy attending their classes. Some other lecturers are also fascinating persons that most of their students love them very much. As a result, they become popular in the university where they teach. Many others are knowledgeable and professionals. They never stop learning and finding ways for innovations for the needs of the students and society. “Such lecturers learn their craft through a mixture of personality, intelligence, knowledge and experience (and how they reflect on it)” (Hammer, 2007:23).

In teaching English, for example, different lecturers may have different approaches and methods in teaching their own subjects. Although some lecturers in English Department teach grammar, they can make the teaching and learning process interesting because activities in their grammar classes are communicative. There are other English lecturers who can

motivate their students very well because they can explain the objective of their subjects clearly and what knowledge and skills they can activate after studying their subjects. Besides, there are a lot of lecturers who give supplementary interesting materials and activities, and tips to support the syllabus in teaching and learning process. These groups of lecturers can share their experiences they have with their colleagues. What the teacher can do to increase learner’s motivation (Ur, 2016), therefore, developing teaching ability for new lecturers and experienced lecturers have to be done continuously in the form of professional development

Lecturer professional development which is an essential factor has to be planned and programmed in a university. In addition, lecturer professional development has to be viewed necessary not only for professional reasons, but also for moral ones (Alfaki, 2014). Lecturers have to be successful both for their career and their universities vision and mission. The role of lecturers and a university play an important part for the needs of society. Lecturers in university have to update teaching materials, approaches and methods to meet the changing needs of learners in facing the new modern era. In the content of English lecturers, they are part of professional team in English study program in a university. As professional colleagues, they could share their ideas, innovations and research, knowledge, English skills, and issues in the field of ELT, English language and linguistics. In Teaching English for example, lecturers have to make learners fluent in both speaking and writing in term of language competence and performance. As Kamaravadivelu (2008) points out by giving learners a lot of activities to talk in the classroom using syntactic aspects of language, they will be able to successfully become communicative speakers in appropriate context for their future needs. The objective of teaching English is to prepare learners to use it in real life situation not only for the job setting but also in using English in academic context and within society. To develop teaching quality, therefore lecturers in this context have to find strategies they prefer using in their teaching career. As Harmer (2010) points out teaching adult learners are different from young learners, they have special characteristics. Hence lecturers have to offer activities which

are achievable and by paying special attention to face the challenge.

Some studies regarding professional development have been discussed by scholars in ELT Journals and in conferences. Kennedy (2005) focused on models of continuing professional development. He proposed framework for analysis such as conducting individual or collective development and allowing for supporting professional anatomy. Celik et.al. (2012) discovered the need for ongoing professional development for Turkish University-level EFL instructor in their study. It was stated that in the context of Turkey, teachers' performance is closely linked to their professional development because the citizens have to become competent users in English, whereas, Hismanoglu (2010) did a study on Effective professional development strategies of English language teachers. His study aimed at explaining what professional development means in ELT teachers' perspective, listing effective professional development strategies such as peer-coaching, study groups, action research, mentoring, in-service training, and presenting the findings of a study done on professional development.

Innovation and change are keywords of teacher development (Bailey, 1992). Professional teachers always try to find changes in terms of knowledge, attitudes, self-awareness and teaching practices in their field to improve the quality of teaching. What methods and techniques have to be applied. For example, in teaching Advance English for college students in university, lecturers can ask students to find different texts either in pairs or in a group of three or four, so grammar exercises are not only done from the exercises of the students' book. By doing this strategy, learners can have learning experience and lecturers can use interesting strategy. In teaching language skills such as writing, learners can work with partner to produce a narrative essay in post writing activity. While in this writing activity, they feel they are free to express their ideas and to choose words and phrases in paragraphs. A lecturer has to value and to give reward to those students. In giving this writing exercise, a lecturer must have a target that the exercise has to be completed. So, what lecturers do in the classroom can be shared in teacher development program in their universities. Allwright (2005) argues that activities in the classroom can change both teachers and learners.

Experienced teachers believe that learning to teach is a lifelong process. Therefore, as a lecturer in university, a professional development does not only deal with conducting language research, presenting papers at conferences and seminars but also building community. By conducting a professional programme with their peers, they could build collaborative team teaching and participate in professional learning communities. (Stanley et.al., 2009: Wong & Tsui, 2007).

There are a lot of opinions that it is the job of professionals to be active in participating in their own development processes (Hill, 2000; Bailey, Cutris & Nunan, 2001). We agree with these opinions that to develop our professional development we have to read ELT publication such as TESOL

and ELT Journals especially the latest ones and to subscribe these journals.

Literature review has discussed a lot issues regarding professional development such as research on professional development for teachers has shifted in the last decade to focus more on authentic teacher learning and the condition that support it (Webster-Wright, 2009), Professional learning that communities which are groups of teachers sharing their practices in an going, reflective, learning-oriented and growth promoting way to mutually enhance teacher and student learning (Stoll, Bolam, Mc. Mahon, Wallace, and Thomas, 2006), the term of professional development and the types of professional development activities.

In the context of professional programme conducted in English department Faculty of Letters in Universitas Pamulang in Indonesia, Head of English Department always encourage all lecturers to be active and participate in the sharing programme not only new lecturers but also experienced lecturers. This activity is what Stanley at.al. suggested as a professional programme with their peers within professional community. This program has been conducted since 2016 until the present time. This study discusses the responses of the lectures towards the professional development program conducted in week 3, Thursday. Therefore the current study is intended to answer the following question: What are the responses of the lecturers on the sharing programme conducted in English department, Faculty of Letters in Universitas Pamulang?

II. METHOD

This study was carried out in English Department in April 2018. There are 72 permanent lecturers who teach at English Department. Most of them are active in participating in professional development programme. There are 16 males lecturers, ages from 27 years to 65. They graduated from different universities such as from Morray House College of education-Edinburgh, Scotland, UK, University Putra Malaysia (UPM), Gajah Mada University (UGM), Universitas Indonesia (UI), Universitas Negeri Yogyakarta (UNY), Atmajaya University, Bina Nusantara University (BINUS) and Prof. HAMKA University. Their educational background are literature, language teaching, and linguistics, because the syllabus of English department for bachelor degree cover the these three areas. By having these different educational backgrounds, it makes team teaching getting solid, in which the team teaching activities include discussion of learning problem, supplementary materials, strategies, and students' problem, also preparing module related the course materials taught. In addition, the topics of these sharing programmes are such as: teaching advanced English grammar, teaching speaking using elevator speech, teaching translation: shift and modulation, teaching reading: the importance of strategies in reading, teaching listening, teaching writing, teaching poetry and introduction to literature, and revealing meanings in literary work that have been shared. The research method used in this study is descriptive qualitative as the data collected used questionnaire and interview. Only 60 lecturers were given the questionnaires consisting of 10 questions.

III. FINDING AND DISCUSSION

The purpose of this study is to investigate the responses of the lecturers on the sharing programme to increase the professional development of the lecturers in English Department . This programme is conducted to motivate the lecturers in Faculty of Letters in UNPAM to participate and to share their knowledge and experiences in English Language Teaching to increase the quality of teaching. The findings of the questionnaires given to 60 lectures are presented in the table below.

Table1. The Result of the Questionnaire in Pamulang University

No	Questions	Lecturers' Opinions	
		Yes	No
1	Do you always participate/come to the sharing program?	48	12
2	Is the topic interesting?	55	5
3	Can you learn from your colleagues?	50	10
4	Do you have time to ask questions?	57	3
5	Are the presenters knowledgeable in their fields?	57	3
6	Do you find the presenter helpful?	45	15
7	Is the program well-run?	40	20
8	Do you get more input from the presenter?	56	4
9	Do you want to share your knowledge and experience in this program?	42	18
10	Do you think that this program can develop your teaching quality?	41	9

Based on the table above, it shows that most of the lecturers participate in the program. It shows that they are keen on joining this programme (48 lecturers). However, 12 lecturers did not participate in the program because some of them are new lecturers who join the university.

Referring to the topic chosen (question no 2), most of the lecturers perceive that the topics presented are interesting and closely related to their knowledge. Therefore, this sharing program is intended to share the knowledge and experience of the lecturers. There are 55 lecturers, out of 60 support the ideas that the topics presented are interesting, only five lecturers do not agree with the question.

Learning can be obtained from many sources. It also can be got from our colleagues (question no 3) . Therefore this sharing program should be able to enhance the knowledge of the lecturers. From the data obtained, it shows that there are 50, out of 60 lecturers, who think that they can learn from their colleagues; only 10 lecturers say that they do not learn from the activities. It may be they could not manage to come regularly to the programme. However, most lecturers think that this activity can be one of the sources to get knowledge and experiences.

Sharing programme is one of the activities in university especially in Faculty of Letters which is intended to develop lecturers' knowledge. In this activity, lecturers are given chance to have some discussions especially asking question (question no 4). There are 57 lecturers who think that they have been given chance to ask the question. This will lead to a fruitful learning. Only 3 lecturers have different perception.

Sharing knowledge and experiences is the main goal of this activity. It will develop the knowledge both the presenter and the audience (question 5). The experienced presenter will enhance the audience thoughts to wisely choose the method of teaching in the class. There are 57 lecturers think that the presenters have the sufficient knowledge and experience on the topic presented. In addition, most of the presenters in this programme are helpful. There are 45, out of 60 lecturers, saying that the presenters are helpful. Only 15 are regarded that the presenters are not cooperative. It means that this programme can facilitate the lecturers in their learning.

For the question no 7 on how this programme is run, it shows that this programme was well-run. There are 40 lecturers who think that it was well-run, only 20 of the lecturers gave different opinions. It is because sometimes the schedule changed due to the dense schedule in English Department, however it will be continued in few weeks. Most of the audiences in this programme get more input from the presenters (Question 8). It shows from the responses given. There are, 56 lecturers give the positive responses on this programme that it contributes more input for their teaching. Only 4 lecturers gave the different responses. In addition, Mostly, the lecturers are keen on participating in presenting their knowledge and experience to be shared with peer lecturers (question 9). It shows from the responses given. There are 42 lecturers who really want to share them in this program since most of these lecturers come from different universities. The last question shows that this programme is really beneficial in developing lecturers' teaching qualities. It shows from the responses that 41 lecturers agree with these questions. It means that this programme really helps them in their professional development. Overall, the majority of the lecturers support one of these professional development programmes.

IV. CONCLUSION

This study was conducted in English Department, Faculty of Letters, Universitas Pamulang in Indonesia. Seventy two lecturers who graduated from different universities either from abroad and home country teach English based on their educational backgrounds such as literature, ELT, and linguistics, teach English for 1.600 students. Although these lecturers have got Master degree in their major of studies, Head of English department feels that they have to be professional to fulfill the vision and mission of the study programme, faculty, and university.

Head of English Department sees professional development programme as compulsory activities but flexible have to be done by lecturers either new or experienced lecturers. Therefore, sharing programme which is one of the professional development programme is done continuously as lecturers either new or experienced have to face innovation

and change. What happens in the classroom in teaching adult learners, related interesting techniques, methods and strategies could be shared with other lecturers regarding the course materials they teach. In addition, most lecturers are also aware that as a team teaching they have responsibility to make the team solid and professional toward reflective practices.

To sum up, a lecturer should be in a life-long learning programme which is a need to give and accept experience, knowledge, and English skills. The result of the study shows that most lecturers are ready to improve their quality of teaching through the sharing professional development programme.

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The Effectiveness of Songs for Teaching Speaking

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Abstract -Teaching speaking becomes a difficult thing to do for Indonesian learner when the teacher wants to increase the speaking ability to learner. Most of learners are good in theory, yet bad in practice. Whereas, speaking is the purpose of learning English. In this case, the innovation in teaching especially speaking must be innovative. Teaching is not only delivering the material, but also giving something different way to make learner interested. The aim of this research is to increase the speaking ability to learner by using song in teaching speaking. The research subject was the fourth semester students in the academic year of 2013-2014. They were divided into two classes. Class A consists of 21 students was assigned as the experimental group and class B consists of 20 students was assigned as the control group. Both classes were given pre-test at the beginning. The post-test was given at the end after treatment. The data were obtained from speaking test and the data were analyzed by inferential analysis. The research findings show there is a significant difference in the students' speaking ability between the experimental group that are taught by using songs and the control group that are taught without using songs. From the data analysis, the scores in both of the experimental group and the control group increased. However, the increase of the experimental group is higher than that of the control group. The speaking ability of the students taught by using songs is in the *good category* (students), in the *fair category* (18 students) and in the *poor category* (1 student). The mean of the post-test (17.47) is higher than the mean of the pre-test (10.19). The speaking ability of the students taught without using songs is in the *fair category* (5 students), in the *poor category* (12 students), and in the *very poor category* (3 students). The mean of the post-test (13.85) is higher than the mean of the pre-test (10.05). The data show that the mean of the post-test in the experimental group (17.47) is higher than the mean of the post-test in the control group (13.85). Thus, the hypothesis which reads "there is a significant difference in the speaking ability between the students taught by using songs and those who are taught without using songs" is accepted.

Keywords: *Songs, Teaching Speaking, Speaking Ability*

Krasen and Terrel (1983: 57) state that speaking is a primary goal of most language student. Speaking regarded as the most important skill in the learning language because the purpose of learning language is to be able to use language in any communication effectively. Brown (1994:136) states that the failure and success of learning language are depend on two main factors. They are internal factor and external factor. The internal factor is psychological which come directly from the affective condition. It is called by personal factor.

To identify the problem, it can be known the facts of the speaking problem are low experience, lack of self-confidence, not fluency, low motivation, etc. it can be seen the student ability is very important thing related to the success of failure of speaking. In the case, the students require to overcome their

speaking problem in order that they will get good speaking achievement.

Speaking Ability

According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Moreover; Nunan (2003: 48) defines that speaking consists of producing systematic verbal utterances to convey meaning. First, in spoken language, speaking must be listened by others. It has temporary and immediate reception. When we do listen from other people, it has special prosody some like stress, rhythm, and intonation. It must be there an intermediate feedback for communicating directly. By speaking activity, orator or speaker have to pay attention of planning and editing by channel.

Luoma, S. (2008: 87) states that to help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

First, language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Second, Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. It is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

Third, the communicative output mention that the learners' main purpose is to complete a task, such as; obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

The Importance of Speaking

Human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For

examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly. It means that the activity of speaking itself has a very important role in human life.

Ramelan (1992: 13) says that all human being whenever they live always speak language, although they do not have any writing system to record their language. From the statement above it can be concluded that speaking is very important in mastering foreign language. Thus, speaking capability can be measured whether a foreign language learner is successful in learning or not. But in mastering speaking skill can be seen not only from the performance of learners in spoken, but also, we have to see from their competence in using the language.

The goal of language is communication and the aim at speaking in a language context is to promote communicative efficiency; so, to learn efficiently a second language. It is necessary to practice the four important skills: writing, speaking, listening and reading, but the emphasis on this study will be sustained particularly in analyses focused on the practice of “speaking”. Speaking is interrelated with the other skills, its development results in the development of the others.

Teaching Speaking

Making students speak is neither an easy nor a fast process. Teachers must be aware of some special techniques that will help to achieve this objective. These techniques are based on different approaches. For this research, specially, the Communicative Approach is going to be the object of study since that the main purpose in discussion is on promoting language into the classroom and supporting ideas that will be mentioned in order to share the scientific contribution brought with other teachers helping them to achieve positive results in the oral production with their students. The teacher roles are fundamental during the process of teaching-learning acquisition.

Teaching speaking is not merely asking the students to produce sound. According to Nunan (1991: 40), “speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind”, so speaking is not only expressing our ideas, but also presenting new information to others. Speaking as an interactive process of constructing meaning always involves in producing words and the meaning depends on the context. The classroom is only one of many environments to which children can increase the linguistic competence. Furthermore, speaking itself requires that learners not only know how to produce specific point of language such as grammar, pronunciation or vocabulary (linguistic competence), but also, they have to understand when, why, what way to produce the language (sociolinguistic competence).

Speaking is productive oral skill. In fact, speaking—especially in a language other than our own is quite a complex undertaking which involves using all the different levels of language. So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language (Nunan, 2003: 64).

Evaluating Speaking

Hughes (2003: 131-133) gives a wide explanation that is summarized into five factors that must be paid attention to in evaluating speaking ability. Those are as follows; (1) Accent, it is a way in which language is spoken. It includes segmental feature, vowel, and the intonation pattern. The listeners are supposed to apply them well and correct. (2) Grammar, the role in spoken language and written language. To get a good result in speaking ability, we should obey the rules of grammar. In writing, we can also find the grammar role in pronunciation, morphology, and syntax. (3) Vocabulary, one of the linguistics factors in which it is the total number of words which make up a language vocabulary is very essential because the speaker cannot speak more if he or she has a limited vocabulary. Hornby (1974: 979) defines vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea. (4) Fluency, a good criteria in English speaking is being able to speak English well and fluently. Speaking fluently here means the speed of speaking. However, speaking fast does not always mean speaking correctly. Someone can be said fluent in speaking if he or she can say the words fluently with a good grammar with a high speed. English fluency of course makes the people communicate their ideas, thought, and feeling easily in any situations.

Songs in Language Teaching

For young learners, carefully chosen materials are quite important. Among all the materials used in class, songs are of great value. They can provide a substantial amount of auditory input, and which is most important at early language learning stage. Much previous research has provided insights into the advantages of learning English through songs in the classroom (Schoepp, 2001: 23, Mora, 2000: 67, Liu, 2006: 90). For helping learners to develop their multiple intelligences, Simpson (2000: 40) believes that through well-planned teaching activities, linguistic intelligence and musical intelligence can benefit each other.

Teachers may adopt songs in the classroom for many reasons and they mainly come from three different aspects: affective, cognitive and linguistic (Schoepp, 2001: 87). First, songs can create a relaxing, entertaining and non-threatening classroom atmosphere in which learners lower their anxiety filter and be more open to learning. Second, the nature of songs is repetitive and it facilitates automaticity in language development process. To combine both affective and unconscious factors together, the power of ‘song-stuck-in-my-head’ (SSIMH) phenomenon (Murphey, 1990: 53-64) appears. Singing is an easy way of memorizing something and melody seems to help us retrieve the information effortlessly. Third, some songs consist of colloquial English which can prepare learners for informal conversation in real life situation. In addition to these three reasons mentioned above, songs can also be a culturally-rich resource and easy to be handled in a lesson (Murphey, 1992: 770-774).

Songs provide opportunities for real language use

According to Sharpe (2001: 56), songs provide an occasion for real language use in a fun and enjoyable situation. She claims that singing is a vital part of the life of a young child, inside and outside the school, and incorporating the foreign language into this fundamental activity is another

way of normalizing it. Young children readily imitate sounds and often pleasurably associate singing and playing with rhythms and rhymes from an early age

Melody and lyrics, the most significant element of music, can be used in developing speaking skills; sound patterns can be taught by keeping rhythm, while accompanying musical instruments can help vocabulary recall or teaching of new words associated with the melody of notes as children naturally seem to be wired into rhythm and sounds. In this context music can play a great role in the development of language and literacy (Woodall and Ziembski 2002: 1).

Use of songs can facilitate learning by reducing stress in the classroom. The degree of receptivity to comprehensible depends on the state of the affective filter. This refers to emotional state of the learner at the time of exposure to the language input. According to Krashen's (1985: 144) affective filter hypothesis, learners raise the imaginary protective filter when they are stressed, frustrated, embarrassed, anxious and bored. Music can develop human senses with retrieving knowledge and reducing stress.

Songs are highly expressive. Some convey love and emotions; some tell a memorable and moving story; some embody one's dreams and ideals; and some reminisce about the golden past. Songs are abundant in themes and expressions which will echo in the learner's heart. "Acquisition of automatic language skills depends on rich, meaningful, repeated exposure to comprehensible input without awareness" (Bolito et al., 2003, p.253).

Methodology

This study can be classified into an experimental research. The experimental research concerns with studying the effect of specified and controlled treatments given to the subjects belonging to different groups. (Seliger and Shohamy, 1989:136), in this study, the treatment is the teaching of speaking especially constructed for the experiment. The treatment refers to anything done for two groups in order to measure its effect. The measurement of the observed object refers to how the effect or the treatment will be evaluated. The design uses two groups, which involves a group of students who belong to the experimental group and those who belong to the control group.

In this study applied a test as the instrument of the research. A test is series of questions or exercises and another instrument which is used to measure the skill, intelligence knowledge, ability or talent which have by someone or group (Suharsimi, 2010: 32). There were two types of test. They are pre-test and post-test. The pre-test was conducted to know how far the students' speaking ability before treatment. The post-test was conducted to know how far that the treatment has influenced to the students' speaking ability. The instrument used in this research was speaking test. According to Hughes (2003: 131-133) the result of the test will be scored based on these categories; (1) Accent, (2) Grammar, (3) Vocabulary, (4) Fluency, (5) Comprehension.

Result and Reinforcement

The data were collected by giving a test. An interview test was implied to measure the students' speaking ability. Based on the frequency distribution of the students taught using songs in the pre-test of Experimental group, it was found 8

students (38.1%) in poor category, 13 students (61.9%) in very poor category, and none (0%) in who belong to fair, good and very good category. The students taught without using songs in the pre-test of Control group, it was found 4 students (20%) in poor category, 16 students (80%) in very poor category, and none (0%) in who belong to fair, good and very good category.

The treatment was given after the pre-test. The treatment was conducted in eight meetings. Songs were applied to the treatment. Teaching speaking by using songs was used as the treatment in the experimental group. Meanwhile, teaching speaking without using songs was used as the treatment in the control group. The teaching-learning process did in three phases to both groups: pre-activity, main activity, and post-activity. The pre-activity phase covered all the things done as the opening such as greeting, checking the students' attendance. In this phase also did brainstorming or gave some questions to students to stimulate their participation in the lesson. The main activity of teaching speaking by using songs included the following kind of techniques: songs by mp3, comprehend songs, missing lyrics exercises and oral composition. Meanwhile the main activity of teaching speaking without using songs included as follows; doing the exercises in the students guide book, speaking assignment and homework. Then, the post-activity was done by summarizing the lesson, doing reflection or evaluation, and closing the lesson.

After the data of the experimental has been conducted, the post-test was conducted. The kind of test was interview. Based on the frequency distribution of the students taught using songs in the post-test of Experimental group, it was found 0 students (0%) in very good and very poor category, 2 students (9.5%) in good category, and 18 (85.7%) in who belong to fair. And 1 student (4.8%) in poor category. The students taught without using songs in the post-test of Control group, it was found 0 students (0%) in very good and good category, 5 students (25%) in fair category, and 12 students (60%) in who belong to poor category. And 3 students (15%) in who belong to very poor category.

Discussion

The findings were discussed which include the test result and the effectiveness of teaching speaking by using songs. The objective of this study is to find out whether there is a significant difference in the student's speaking ability between the students who are taught by using songs and that of students taught without using songs. Basically, the techniques become one of the factors, which are held and has important role to enhance the teaching learning activity more effectively and efficiently. Therefore, teaching speaking by using songs can be applied in teaching English. It is one of the appropriate medias in teaching speaking for the beginner or slow learner. The lecturer can use the songs to increase the students' speaking ability because this has the effectiveness for teaching speaking. The student can speak actively and interestingly. Moreover, teaching speaking in the experimental group that using songs attracts the students' attention.

There is a statistically significant difference in the speaking achievement of the students taught by using songs and that of those taught without using songs. Statistically, the alternative hypothesis (H1) that has been stated in this

research that was accepted. Whereas the null hypothesis (H0) was rejected. It could be seen that the P- value was lower than the significance level (0.001<0.05) so the hypotheses was stating that teaching speaking by using songs is more effective than teaching speaking without using songs is accepted. This can be concluded that teaching speaking by using songs is effective.

Conclusion

In summary, speaking is critically essential. There is a need for additional research to determine if there is a set of words that should be taught to make learners speaking confidently, how the list differs according to the first-language backgrounds. Moreover, there is a need to test the effectiveness of specific methods of speaking instruction with this population. The writer hopes that this article will help guide and stimulate additional research on speaking ability. Further, the writer hopes that, teaching speaking by using songs to enhance speaking ability. Song is the one of good media in language teaching that can be used as an alternative in teaching English especially speaking. This can give benefit in developing students' speaking ability.

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The Teaching of Research Proposal Writing to EFL Learners and Cognitive Empowerment: Genre Pedagogy

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Abstract— This paper reports a small part of the study which attempts to examine the effectiveness of using genre pedagogy to the teaching of research proposal writing to EFL learners in tertiary level. The study employed case study design involving fifteen students of English Department in one state university in Banten Province, Indonesia by means of classroom observation and document analysis. Classroom observation result and field notes showed that genre pedagogy empowered the students cognitively through its various activities. The activities such as discussing, recalling, responding to questions, responding to feedback, doing collaborative writing, comparing and analyzing seemed to reflect the students' cognitive empowerment as these activities encouraged their cognitive processes. Furthermore, the students' journal analysis also suggested that the students were cognitively empowered as they could successfully recall what they had learnt. It is therefore concluded that genre pedagogy can cognitively empower the students.

Keywords— *research proposal, genre pedagogy, cognitive empowerment*

I. INTRODUCTION

Writing skill plays significant role for university students. They have to equip themselves with the ability to write as they have to do a number of academic writing assignments from their lecturers. The writing assignments as Caroll (2002:3) describes "...require knowledge of research skills, ability to read complex texts, understanding of key disciplinary concepts, and strategies for synthesizing, analyzing, and responding critically to new information, usually within a limited time frame". Thus, the students having those requirements will be successful.

Since writing skill is important in students' lives, the approach to teaching this skill is urgently required. One approach of teaching writing that has been proven successful to help university students write academic text is genre pedagogy (Emilia, 2005). Genre pedagogy is literacy based pedagogy. As literacy skill is the tool of empowerment (Emilia, 2016), genre pedagogy can empower students. Genre pedagogy according to Emilia (2016) can empower students cognitively and psychologically. Emilia echoes Macken-Horarik (2002:44-45) who argues that genre pedagogy aims to develop ...a literacy pedagogy that can empower students to

gain access to educational discourses of the kind that they may otherwise not become familiar within their life, to acquire and critique the genres required for the success in schooling, in employment, in the community".

One of academic writing that the students have to write is research proposal. A research proposal, as Swales (1990) suggests is the 'occluded' genre; that is, genre which is difficult for students to write, but plays an important part in the students' lives. Research proposal is important as it is often the key element to the success of writing a thesis and the most important step in the whole process (Madsen, 1992).

However, the importance of exploring research proposals overtime despite its focus. Most of studies are conducted to find out the students' problems in writing research proposal (Widiastuti, 2010; Yusuf, 2013). While a study done by Zakiyah (2016) is conducted to analyse research proposal background. Less study has been conducted to teach how to write research proposal (Emilia, 2016).

Therefore, the present study aims at investigating how genre pedagogy can empower students through the development of their abilities in writing research proposals. The study was conducted in an English department study program in a public university in Banten, Indonesia. The way genre pedagogy could empower students through the development of their abilities in writing research proposals was examined.

II. LITERATURE REVIEW

There are three main theories underpinning the present study. They are the theory of Systemic Functional Linguistics genre pedagogy, empowerment and research proposal.

A. *Systemic Functional Linguistics (SFL) Genre Pedagogy*

This study employs SFL genre pedagogy. SFL genre pedagogy draws on the theories of Michael Halliday who posits that the context of language use serves as the essential influence on the construction of meaning. This genre pedagogy tradition, among two other traditions, is chosen because because ideologically, the instructional framework of

this school of thought is designed as the tool to empower students for social success as contented by Christie (1989, 1991) cited in Hyon (1996) which is suitable with the purpose of this study that is to this study tries to empower students to be successful research proposal writers. However, to some extent, this study also takes English for Specific Purpose (ESP) school into account as the text taught in this study is research proposal as one of academic texts which becomes the subject of ESP. This study adopted a model of SFL genre pedagogy proposed by Derewianka and Jones (2012). The stages of teaching and learning cycle of this teaching model can be seen in Figure 1:

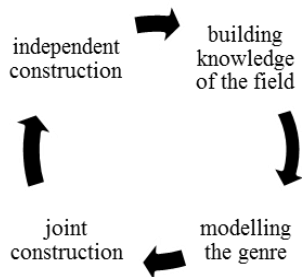


Figure 1: A teaching and learning cycle (adopted from Derewianka and Jones, 2012)

B. Empowerment

The concept of empowerment used in the study is that of Stromquist (2009) who argues that empowerment:

... must mean the set of feelings, knowledge, and skills that produce the ability to participate in one's social environment and affect the political system. This ability can be seen as comprising four dimensions: the cognitive dimension, or the knowledge of one's social reality and the mechanisms that make it function the way it does; the economic dimension, or access to independent means of support, which help make individuals more autonomous in their decisions; the political dimension, or the skills to participate in and modify institutions and policies of one's community or nation; and the psychological dimension, or feelings that individuals are competent, worthy of better conditions, and capable of taking action on their own behalf (p.2)

This definition is chosen for this definition comprises all aspects of empowerment suitable with the purpose of the study. The aspects are feelings, knowledge and skills producing the ability that can be seen as four dimensions which become the basis of empowerment in the study. The first dimension is cognitive dimension that deals with the students' ability in writing research proposal with good schematic structure and linguistic features. The second dimension is psychological dimension that deals with the students feelings after they are able to write research proposal. The feelings are the feelings if they are competent, worthy of better condition, and capable of taking action on their own behalf. The third dimension is political dimension which deals with the students more chance to involve in broader community with their ability to write research proposal. Finally, economical dimension deals with the students' autonomy in the future after they get their degree.

C. Research Proposal

The research proposal is prepared by the students to conduct their study. It communicates their intentions by stating the purpose of their intended study and its importance, together with a step-by-step plan for conducting the study (Fraenkel & Wallen, 1993). It will be a mechanism for the students to gauge the level of assistance likely to be given by supervisors and the reaction of supervisors to the research plan (Claire and Hamilton, 2002). A research proposal usually has three major elements or schematic structure required (Paltridge & Starfield, 2007; Swales & Feak, 2004; Fraenkel & Wallen, 1993; Calabrese, 2006; Emilia, 2008; 2009). These include introduction, literature review, and methodology.

III. RESEARCH METHOD

A. Research Design

The present study tries to understand the certain phenomenon in pedagogy setting where the researcher acted as the teacher in implementing genre pedagogy to the teaching of writing a research proposal as one of academic texts. Thus, a case study design is suitable with this study since as one of qualitative studies, the aim of this design as suggested by Punch (2009) is "... to understand the case in depth, and in its natural setting, recognizing its complexity and its context..."(p.119).

B. Research Site and Participants

This study was carried out at the undergraduate English study program in one university in Banten, Indonesia. The participants of this research were 15 students of English Department, year three taking the subject of Research on ELT 1.

C. Data Collecting Technique

Two techniques of data collection are classroom observation and documents. Classroom observation was conducted to find out the empowerment reflected in the implementation of genre pedagogy in the teaching of proposal writing. four meetings were observed with a hundred minutes for each meeting. Observation technique was chosen since it could capture all activities that happen in the classroom in a more natural-ended way (Punch, 2009).

Six research proposals representing the participants GPA were taken for the analysis of schematic structure, linguistic features and empowerment. In addition, students' reflective journals were written by the students at every meeting.

D. Data Analysis Technique

The data gained from observation were reduced through the process of selecting. Within this process, the data were classified in terms of the teaching stage, teaching activities, and kinds of empowerment. This classification was necessary to find out the empowerment as reflected in every teaching stage. The next step was describing and interpreting the result.

The interpretation was then discussion with the support of the appropriate literature review.

Furthermore, the research proposals produced by the students were analyzed in terms of schematic structures and linguistic features by using theories of English academic writing (Swales, 1990, 1996, 2004; Swales & Feak, 2004, 2009; Paltridge & Stairfield, 2007; Emilia, 2008, 2009, many others)

IV. FINDINGS AND DISCUSSION

This section describes the students empowerment in genre pedagogy reflected in the teaching cycles. The teaching cycle as mentioned before is that of Derewianka and Jones (2012). In general, classroom observation results indicate that cognitive empowerment was realised through several ways or activities in all teaching. Furthermore, cognitive empowerment was also revealed through students' reflective journals. Because of the interest of the space, only teaching cycle 1 or the teaching of introduction section will be presented in this paper.

A. Cognitive Empowerment in Building Knowledge of the Field (BKoF) in the Teaching Cycle 1

Cognitive empowerment at this stage was realized through several learning activities, such as brainstorming, questioning, recalling, discussing, analyzing, comparing and contrasting at this stage. At first, the students were given questions about their familiarity with the topics of the research proposal and *skripsi* that the students read at home. Further, the students were also asked about the elements of introduction of research proposal. This leading question was set as the tool for empowering the students cognitively as the questioning can enable the students to increase their critical thinking (Cotton, 1988) and trigger and interrelate the students' prior knowledge with new information and assists them in reconstructing knowledge (Penick et al., 1996). Observe the following excerpt:

R : What are the topics of the research proposals and *skripsi* you read at home?
S1: speaking
S2: reading
R : O.K. Good. Any other topics on EFL that you found?
S4: linguistics.. mmm.. about switch code
R: Oh..Okay, that's linguistics. Do you find topic on literature?
Ss: No..
R: So most of the research proposals topics are language skills?
Ss: Yes..
R: Now, do you still remember what to write in introduction part of research proposal?
Ss : background of the research, objective...
R : Yes, what else?
S1: research questions, research scope
R : Do you find any research significances on the introduction part?
Ss: Yes...

(Field notes, April 8th, 2015)

The excerpt above shows that the students could mention the topics of research proposal and undergraduate thesis. They

also could mention correctly the elements of introduction. It seemed that they could perform their knowledge by recalling what they have read before. Recalling fell into remembering category at the cognitive domain in Revised Bloom's Taxonomy (Anderson & Krathwol, 2001). Only few students who gave different answers about the introduction elements, such as the scope of the study and organization of the thesis. Finally, the elements agreed by the teacher and students were: Research background, Research Questions, Research Objectives, Scope of the Research, and Research Significances. The agreement was necessary as the English department hadn't yet provided the research proposal outlines.

After asking the elements of introduction, the teacher asked the students to discuss the research background part. The teacher did brainstorming activity to recall students' knowledge on objective and the elements of research background. She recalled what the students had read before this meeting. She asked her students to report the article they have read. Each group representative reported what they found in the article. Further, another group which had the similar topic was also asked to present as the comparison. The activity of comparing and contrasting different texts in this stage as proposed by Gibbon (2002) was intended to give students sufficient background knowledge of the topic.

Then, one group representative mentioned that research background was intended to introduce the study. Another group representative added that background part mentioned about why a study was conducted. Together with the students, the teacher agreed both functions of background part and explicitly mentioned that the students answers were in line with what has been suggested by the theorists (Swales & Feak, 2004; Emilia, 2009).

When asked about the elements of the research background, the students remained silent. This indicates the need of explicit teaching on the elements of background so that the students get new knowledge (Hyland, 2004) as can be seen in the following excerpt:

R What do you find in research background?
S1 Bu, the purpose
R O.K good. Do you find another thing? Like words important, essential...
Ss Yes, essential (murmuring)
R Do you find the word 'essential'?
Ss Yes..
R The word 'essential' is a typical word used to say that the research is important.
Ss Oh..
R It means that showing the importance of the research is one element of research background. Now, do you find names there?
S6 Yes...
R Yes, you can say the names of previous researchers on the same area. So, another element of research background is reviewing previous studies..
Ss No previous studies, no...
S2 I think previous studies are in literature review
R Yes, you put previous studies in literature

review. But, you also have to review previous studies in background part to fill the gaps from previous research with our research.

(Field notes, April 8th, 2015)

The excerpt above shows students' common misunderstanding on reviewing previous studies in the background. Most of the students argued that previous studies were in literature review, not in research background. It is in line with the research conducted by Zakiyah (2015) which indicates that mentioning previous studies is the least occurred on the students' background. However, the excerpt shows the students' cognitive empowerment as they gave their argument based on their pre reading (Anderson & Krathwol, 2001).

That cognitive empowerment was also found during the class session was captured very well through classroom observation and supported by the video recording. Further, the cognitive empowerment was also found through student journal written right after the class. Two questions asking what they have learnt from the lecturer and their friends showed that they had been empowered cognitively. This meant that they could recall what they have learnt before. One student, Hesti (pseudonym), wrote about what she had learnt:

Today, I learnt from my friends about the other topics that are different from one to another friend
(Hesti)

Another student (Tomi) could also recall the things they had learnt at this stage:

What I learnt from my lecturer are about all steps to write a research paper. How you classified your umbrella in research should be clear. Therefore, we could find the gap there. In the while activity, we focused more on the material how to make background
(Tomi)

Hesti's comment showed that she was cognitively empowered as she could get new topics from other friends that she previously did not know. Furthermore, Tomi's comment also indicates cognitive empowerment as he could recall what he had learnt before (Anderson & Krathwol, 2001). Therefore, the learning journal the students wrote suggests that the teaching process at this stage could empower the students in cognitive dimension (Stromquist, 2009).

B. Cognitive Empowerment in Modelling the genre in the Teaching Cycle 1

Cognitive empowerment in this stage was realized through questioning, discussing, analyzing, and classifying which can be seen from series of activities. The activities were introducing the students with the purpose and schematic structure of research background, and presenting a model text of research background.

The first activity was introducing the communicative purpose and schematic structure of introduction or background part of the research proposal. Firstly, the teacher introduced the communicative purpose of an introduction. The communicative purpose of introduction chapter is to create a

research space for the writer (CARS) (Swales & Feak, 2004; Emilia, 2009). It is in the introduction that the writer makes claims for the centrality or significance of the research in question and begins to outline the overall argument of the thesis.

Secondly, the teacher presented the schematic structure of a background as can be seen in Table 4.4. She presented the schematic structure of research background explicitly as it was believed that it can help students to know what to learn and enhance their writing skill (Hyland, 2004). Based on the observation, at this part, students seemed very surprised, some of them still argued that so far they knew that writing previous research was not in the background part, but only in literature review. The argument proposed by the students showed their cognitive empowerment as they recalled what they had known before as stated in Bloom Taxonomy (1956) which was revisited by Anderson and Krathwol (2001) as remembering domain.

After the students gained sufficient knowledge about the schematic structure of research background, they were given a text of research background or introduction taken from Paltridge & Starfield (2007: 95-96). The next activity was a discussion on identifying moves in the background and its linguistic features. The students were asked to discuss the text with their partners using the following leading questions:

- Identify three moves in the text!
- What does the writer write in move 1?
- How can the writer convince you that the research is important?
- How does the writer show the research gap in move 2?
- What are the purposes that are shown in move 3?
- What tenses that the writer use in writing research background?

(Field notes, April 15th, 2015)

This activity showed cognitive empowerment. It is categorized as identifying. Identifying belongs to remembering domain of Revised Bloom's Taxonomy (Anderson & Krathwol, 2001). Identifying research background structures and linguistic features is the first step for the students to write their own research background following the good pattern.

The next activity was a reflection which encouraged students to think aloud on their own background. The reflection was that the students created expressions that they could use to express the research gap. Most of them could mention the expressions correctly as can be seen from the following examples that the students made:

.....only few studies conducted on using debate to improve students' speaking skill.

..... no research conducted on.... (Field notes. April 15th, 2015)

The journal written by the students shows the students' cognitive empowerment as represented below:

I learnt how to write a background of my proposal from my teacher. Now I know that I have to write previous studies in background.
(Risda)

The discussion with my friend about the research paper and we cooperate in analyzing the background move from a paper that lecturer gave to us (Risda)

Risda's comments indicates the value of cognitive empowerment as she had new knowledge. In addition to that, she is able to analyze the background which belongs to higher order thinking based on Bloom Taxonomy (Anderson & Krathwol, 2001)

C. Empowerment in Joint Construction Text in the Teaching Cycle 1

In general, the cognitive empowerment at this stage was realized through discussing, responding to feedback, listing and doing collaborative work activities. The activities conducted at this stage were: Grouping the students, brainstorming and outlining the ideas, starting joint construction, consultation with each group on their draft.

Activity 1: Grouping the Students and Preparing Them to Write in Groups

The activities in this stage were grouping the students and preparing them to write collaboratively in the groups. The students were asked to make groups of three. They created the group themselves based on the topic they were going to write. The topic had been decided at the preliminary stage of the teaching program.

Writing collaboratively in groups was intended to encourage the students cognitive empowerment. This cognitive empowerment was encouraged as working in groups could allow the students to share information and argument. This highlights what has been posited by Vigotsky (1962) that collaborative work can cause individual cognitive change through the internalization of this social interaction.

Activity 2: Brainstorming and Outlining the Ideas

The activities in in this stage were brainstorming and outlining the ideas. These activities aimed at preparing the students to do collaborative writing on background text. The writing of each move in background text was conducted through the help of the teacher who acted as the scribe (Gibbons, 2009). The activities at this stage empowered the students cognitively as seen in the following excerpt:

- R : Now, what topic do you want to write?
 Ss : (crowded)
 R : O.K. let's take reading as the topic. What do you think you can write in the background?
 S : Why reading is important
 R : Yes, Good. What else?
 S2 : New way to improve reading
 R : O.K. Do you think it is enough to write two things in the background?
 Ss : Yes..
 S4 : No, I think two things are not enough.
 R : O.K. then, what are you going to add?
 S :Mmm... Students' problem.
 R : Do you mean students' problem dealing with reading? O.K.

(Field notes, April 22nd, 2015)

The excerpt above shows the students cognitive empowerment as they were able to respond to teacher's questions. Moreover, one student was also able to give argument meaning involving the cognitive processes. This activity required hard thought and effort as they had to create new things which belonged to the higher level of thinking of Revised Bloom's Taxonomy (Anderson & Krathwol, 2001). This suggests that the activities in this stage cognitively empowered the students.

Activity 3: Starting Joint Construction

This activity aims at preparing students to write independently by practising to write one text, in this case is background, in groups. This activity empowered the students as can be seen in the following excerpt:

- R : What is this group topic?
 Ss : Switch code..
 R : Mmm..O.K. applied linguistics, right? So, what are the first things that you write to establish research territory?
 S1 : The existence of switch code in linguistics area
 S2 : Switch code which is found in the classroom.
 R : Yes
 S3 : Bu, I don't agree, we should write about what switch code and how switch code is found
 R : Well, yes..you can write all things you mention. But they are optional. I think you forgot to mention the obligatory move. The move that has to be written
 Ss : *Eh..apa ya*
 R : You have to review..
 Ss : *Oh..iyaa..* previous studies..

(Field notes, April 22nd, 2015)

The excerpt shows how the teacher empowered the students through questionings. The questionings as have been mentioned before is the tool of empowerment. In addition to this, the excerpt also the value of scaffolding (Joyce & Feez, 2012)

Another activity at this stage was approaching to help the group which seemed to have difficulty . The help was by means of leading questions, such as:

- What is the topic of this group?
- What will you start with?
- What do you write at the first move to establish research territory?
- Is it necessary to state that the research in this area is important? How do you write that?
- Is it important to review previous studies on this topic? Have you found the related studies on this topic?
- How do you cite the previous studies?

(Field notes, April 22nd, 2015)

Those leading questions were important to help the students open their mind as asking questions can trigger and interrelate students' prior knowledge with new information and assists them in reconstructing knowledge (Penick et al., 1996).

In relation to the students empowerment, it suggests that during joint construction, the students were cognitively empowered since the activities, such as discussing and writing collaboratively encouraged the students' cognitive processes. This suggests that the students empower each other in terms of cognitive empowerment.

Activity 4: Consultation with Each Group on their Draft.

Consultation activity was intended to check whether or not the students had good control on the schematic structure and linguistic features of research background text. During the consultation, the teacher gave oral feedback on each groups' draft. The feedback was provided since "in genre classrooms feedback is a key element of the scaffolding provided by the teacher to build learner confidence and the literacy resources to participate in target communities" (Hyland & Hyland, 2006: 83). Building literacy resources means that the students are cognitively empowered.

Responding teacher's feedback also reflected students' cognitive empowerment. Based on the observation, the students given feedback gave responses which encourage their cognitive processes.

D. Empowerment in Independent Construction in Teaching Cycle 1

After doing collaborative writing in the previous stage, the students wrote their own research background independently. Before writing independently, in preparation step, the students were reminded on the process of writing, such as drafting, editing, revising, rewriting, and consulting to teacher. They were also reminded on the schematic structures and linguistic features of research proposal background.

The students were given time at home to write and send their draft through email to the teacher. This activity reflected students cognitive empowerment as they created texts which fell into the category of higher order thinking of revised Bloom Taxonomy (Anderson & Krathwol, 2001). Then, feedbacks were given to the students. The feedback given to the students fell into these categories including . whether the students had fulfilled all moves required in the background and whether they wrote every content of the move correctly (Beach & Friedrich, 2006). After given feedbacks, the students were asked to revise their background. Several students found it difficult to understand and even misunderstood the written feedbacks given.

The activity of conference with the teacher was conducted a week after the students received feedback from the teacher. It was conducted outside classroom or not counted as the formal session of classroom. It was necessary to conduct this activity as based on the observation, some students did not do as the feedbacks suggested by the teacher. The aim of conducting this activity was to recheck the students' work. This conference activity showed cognitive empowerment as the students had to answer the questions given by the teacher. They had to prepare arguments why they wrote the background in such a way.

V. CONCLUSION

The conclusions that can be drawn from the discussion regarding the empowerment reflected in the implementation of genre pedagogy to the teaching of research proposal writing was that cognitive empowerment was reflected in the teaching program through various activities, such as responding to teacher's brainstorming, answering the teacher's questioning, discussing, recalling, doing collaborative work, analysing, comparing and contrasting, and creating. These activities, based on the revised Bloom Taxonomy (Anderson & Krathwol, 2001) involve cognitive processes ranging from low order thinking to the higher order thinking. In addition to that, reflective journal written by students also revealed their cognitive empowerment as they could recall what they had learnt and they got new knowledge that they did not have before.

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Nominal Group In Brochures: A Language Learning Material

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Abstract-Nominal group is an important thing in linguistics. It makes the researcher knows that nominal group has its own components that related to each other, especially the components that formed nominal group and this report tells about how nominal group located in a sentence. The purpose of this research is to find out the components that formed a nominal group in brochures sentence and to look for the nominal group positions. The result of this report shows that every nominal group in brochures always formed and modified by its components. Then, the researcher also concluded that nominal group positions could be located in subject and object position at the same time.

Keywords: phrases, nominal group components, nominal group positions, brochures

1. INTRODUCTION

At this modern time, advertisement is a media that is often used to give information about some product that offered. Usually, a lot of people understand a meaning of the written text in advertisement, but they don't really understand the Linguistics components that were exist in the sentence as the subject of its sentence. This issue definitely will be related to our daily life where a society must to understand the combination word (Linguistics Component) that formed the subject position in sentence, so that they know what kind of linguistics components that used in formed the subject.

To make society in Indonesia becomes smarter, an understanding about language is very important, especially in grammar and functional grammar; It can help the society who reads some literary text understand about what kind of linguistics components that formed the subject of sentence and it also make the reader realized that subject position in sentence can be formed by many kind of word classes or functions.

This report is an attempt to describe a particular linguistics feature as it occurs in a particular text (Brochures). This description might help reader to understand and appreciate the literary significance of the

text depending on its linguistics feature. At the other hand, there are many kinds of linguistics components in Functional Grammar Book by Linda Gerot and Peter Wignell (1994) and An Introduction to Functional Grammar Book by M.A.K Halliday and Christian Matthiessen (2004). The books do not only discuss about nominal group, but it also discussed about verbal group, adverbial group, conjunction group, and preposition group.

However, This time, the researcher focuses on "Nominal Group functional components". This discussion was thought in English Department in Indonesia Computer University when the researcher was sat in six semesters meanwhile the nominal group data was found in Horison Ultima Bandung Hotel's Brochures when the researcher did his job training after sat in 6 semesters.

Nominal group is different from Noun phrase. Nominal group is an expansion of word meanwhile a phrase is a contraction of a clause (M.A.K. Halliday and Christian Matthiessen, 2004: 311). Nominal group contains some an important components which describing the main noun of nominal group; the main noun of nominal group is called as "thing"; on the other hand, thing was also known as a head of phrase in traditional grammar. The other features of nominal group are deictic, numerative, epithet, classifier, qualifier, and recursive; these nominal group components functioned to describe the thing in a group.

1.2 Scope of study

In doing this report, the researcher gives some scopes so that the discussion does not out of context and the scopes are as follow:

1. What kind of Nominal Group components that formed the things or head of noun in brochures ?
2. Where are the Nominal group positions in the clause of Brochures ?

1.5 Framework of Theory

Gerot and Wignell, in their book that titled "Making Sense of Functional Grammar, defined that Nominal group is a group of words which has a noun (a word which names a person, places, or thing) as its head word and included all additional information related to that

noun (Gerot and Wignell, 1994: 141). Different form Gerot and Wignell, M.A.K. Halliday and Christian Matthiessen, defined that nominal group is a combination of words built up on the basis of a particular logical relation (M.A.K. Halliday and Christian Matthiessen, 2004:310).

There is also a definition of brochure; Brochure is an informative paper document (often also used for advertising), that can be folded into a template, pamphlet or leaflet. Brochures are promotional documents, primarily used to introduce a company, organization or products or services and inform prospective customers of members of the public of the benefits. Wicks and Schuett concluded that for many small attractions the brochures may be the only form of paid promotion used (Wicks and Schuett: 1991).

II. REVIEW OF RELATED LITERATURE

2.1 Phrase

Phrase is a group of related words. It doesn't contain a subject or a verb. It consists of head and modifier (Retno Purwani Sari, 2014: 33). The most basic kind of constituent is a phrase, which can be defined quite simply as a constituent which has one key word, its head, and which can be regarded as an extension of its head (David H. Deterding, 67: 2001). In English grammar, Nominal group consists of head and modifier. According to Retno Purwani Sari (2014), She defined that head is a noun which may be modified by single words, phrases, or clauses. There are two kinds of modifiers; the first modifier is pre-modifier and the second is post-modifier. Richard Nordquist in his website (2017) defined that pre-modifier is a modifier that precedes the head of a noun phrase, meanwhile post-modifier is a modifier that follows the word or phrase it limits or qualifies.

2.2 Nominal Group

A group is basically an extension of a word; it consist of a headword plus any modification to that word (Gerot and Wignell, 1994: 140). Gerot and Wignell (1994) also defined that Nominal group is a group of word which has a noun (a word which names a person, place, or thing) as its head word and included all additional information related to that noun. Different from Gerot and Wignell, M.A.K. Halliday and Christian Matthiessen (2004) defined that nominal group is a combination of words built up on the basis of a particular logical relation. Base on the definition above, the researcher defined that Nominal group is a group of word which describes an entity, for example "The good Indonesian young boy studies in Australia". Grammatically, the words "The good Indonesian young boy" is a nominal group; it describes some entity which functioned as a head of a phrase and the head of that nominal group is "boy". However, nominal

group is separated again into some components. The components are thing, deictic, numerative, epithet, classifier, qualifier, and recursive.

2.3 Nominal Group Components

Each component has its own function that characterizes the head of phrase. This time, the researcher will explain the function of nominal group components and give some examples of those components. The definition and the example as follow:

a) Thing

Thing is a head of nominal group. Great and Wignell (1994: 141) defined that thing is then subject to further modification and specification. Different from Great and Wignell, M.A.K Halliday (2004: 325) defined that thing is the semantic core of the nominal group; it may be common noun, proper noun, or (personal) pronoun. The examples are : White house, Beautiful Girl, and Green Light. These words "House, Girl, and Light" are the example of Thing because these words are explained by component linguistic which known as Epithet or Adjective.

b) Deitic

Deictic has a function of stating "which thing" (Gerot and Wignell, 1994: 141). These components are separated into three parts and the parts are specific deictic, non-specific deictic and post-deictic. The Specific Deictic is usually identified through Determiner or Possessive pronoun; the examples are The, This, That, These, Those (Determiner) and My, Your, Their, Our, His, and Her (Possessive Pronouns), Meanwhile Non-Specific Deictic is usually identified through "Each, Every, Both, All, and some. Post-Deictic identifies a subset of the class of thing by referring to its fame or familiarity, its status in the text, or its similarity or dissimilarity to some other designated subset (Gerot and Wignell, 1994: 142).

c) Numerative

The Numerative component indicates some numerical feature of the particular subset of the thing: either quantity or order (M.A.K Halliday, 2004: 317), For examples: "The two boys play soccer" the word "two" is numerative quantity meanwhile "The second snakes", the word "second" is a numerative order.

d) Epithet

This component indicates some quality of subset, which may be either "objective", such as "old", "big", "small" or it may be an expression of the speaker's attitude, such as "loathsome", "nasty" (Gerot and Wignell, 1994:143). For example: old, young, new, and Green, These words may be an objective property of the thing itself and the words "unfortunately, to be honest, are the example of speaker's attitude.

e) Classifier

Classifier Indicates a particular subclass of the thing in question (M.A.K Halliday, 2004: 319). On the other hands, it explains what kind of thing that is described.

For example: Electric Trains, passenger trains, and Toy Trains. This component classified the thing. The classifier components on the example above are “electric, passenger, and toy”. These words classified the word “train” which means that the train could be the electric train, passenger train, or toy train.

f) Qualifier

This component is usually known as Post-Modifier in Traditional Grammar. It provides additional circumstantial information about the thing (Gerot and Wignel, 1994: 144). A qualifier is almost always a prepositional phrase or relative clause. For example: the beautiful cat in box is mine. The word “in box” is a qualifier because it gives more information about the thing “cat”.

g) Recursive

This component is additional information about the “qualifier”. For example: The dog with three legs, (Which can’t walk), is her mine. The clause “which can’t walk” is a recursive component which explained the “qualifier”. It can be said that recursive is a repetitive information after qualifier.

III. METHODOLOGY

In doing this report, the researcher had done some steps of collecting data; Hopefully, the researcher could be responsible to its report. The steps that were done as follow:

a) Technique and collecting data

Doing this report, the researcher used observation and description methods where the researcher observed the

brochures that were exist in Horison Ultima Bandung Hotel area then describe the data through table analysis. The first step doing this report is to search the brochures in Horison Marketing department; then, the second step is to make a note about the nominal group data; at last, the data are separated and analyzed into some component linguistics.

b) Time and Location

The data were found in Horison Ultima Bandung hotel by the researcher when doing his job training report as a bellboy in Horison Ultima Bandung hotel. The data were also found in Horison Marketing Department.

c) Data Source

The data of brochures that researcher found are included into a data primer because the researcher collected the data that related to its study by itself. The subject of this report is focused on Nominal Group Text in Horison Ultima Bandung Hotel’s brochures. The reason why the researcher chooses the data above are because it’s interesting and challenging then it also caused by the matter of daily life where a lot of societies do not really understand about components linguistics that were exist in text, that is why the researcher collects the data and analyzes into some little components linguistics.

FINDINGS

In this section, the researcher is going to analyze the data in Horison Ultima Bandung hotel’s brochures by the table analysis. Perhaps, using the table as a tool for analysis is the easiest way to make readers understanding the analysis data. The data that were found as follow:

Table 1. First data

Enjoy	Your	Stay	At our 126 rooms
VERB group (Transitive)	Deictic	Thing	Qualifier
	Pre-modifier	Head	Post Modifier
	This nominal group is located in Object position		

The first data is “Enjoy your stay at our 126 rooms”; this data had been analyzed and separated into some little components linguistics through the table. As it can be seen, there are some components linguistics that formed the nominal group of data and the formers are *Deictic and Qualifier* then these formers are described an entity which

known as “thing”. The thing of this data is word “Stay”. This nominal group is located in Object position. The researcher unconditionally added the component of phrases in table analysis; it functioned to make readers understanding the data easily.

Table 2. Second Data

Fill	Your	Daily	Buffet	Breakfast	With selections of Continental and European Cuisine
Verbal Group	Deictic	Post Deictic	Classifier	Thing	Qualifier
	Pre-Modifier			Head	Post-Modifier

This nominal group is located in Object position
--

The second data is “Fill your daily buffet breakfast with selections of Continental and European Cuisine”; as it can be seen, the data had been analyzed into some little component linguistics through table as well, but they both definitely have differences formers. The formers are *Deictic*,

Post-Deictic, Classifier, and Qualifier and the Thing of data is word “Breakfast”. This nominal group is located in object position.

Table 3. Third Data

We	Have	2	Conventional	Halls
Subject	Verb	Numerative	Epithet	Thing
Pre-Modifier				Head
Nominal Group 1 is located in object position				

and	many	small	meeting	rooms
Conjunction	Deictic	Epithet	Classifier	Thing
	Pre-Modifier			Head
Nominal Group 2 is located in object position as well				

The Third data is “We have 2 conventional halls and many small meeting rooms”; as it can be seen in the table, there are 2 nominal groups that are formed. The formers in Nominal group 1 are *Numerative and Epithet*; The thing is

word “Halls”, meanwhile In Nominal Group 2, the formers are Deictic, Epithet, and Classifier then the thing of this data is word “rooms”. This nominal group is located in Object position.

Table 4. Fourth Data

Best	Western	Kuta	Beach	Is	The paradise for surfers and the travellers.
Epithet	Epithet	Classifier	Thing	Verb	
Pre-Modifier			Head		
This Nominal Group is located in Subject Position					

The fourth data is “Best Western Kuta Beach is the paradise for surfers and the travellers”; this data had been analyzed and separated into some little components linguistics through the table. As it can be seen, there are some components linguistics that formed the nominal group of data and the formers *Epithet, Epithet, Classifier and Thing*,

then these formers are described an entity which known as “thing”. The thing of this data is word “Beach”. This nominal group is located in subject position. The researcher unconditionally added the component of phrase in table analysis; it functioned to make readers understanding the data easily.

Table 5. Fifth data

The	Finest	destination	Are also available
Deictic	Epithet	Thing	Verbal group
Pre-Modifier		head	
This nominal group is located in Subject position			

The fifth data is “The finest destination”; this data had been analyzed and separated into some little components linguistics through the table. As it can be seen, there are some components linguistics that formed the nominal group of data and the formers *deictic, epithet, and thing*, then these

formers are described an entity which known as “thing”. The thing of this data is word “destination”. This nominal group is located in subject position. The researcher unconditionally added the component of phrase in table

analysis; it functioned to make readers understanding the data easily.

Table 6. Sixth data

24	Hours	Room	Service
Nummerative	Epithet	Classifier	Thing
Pre-Modifier			Head
This nominal group is located in no position, it stands alone as an options			

The sixth data is “24 hours room service”; this data had been analyzed and separated into some little components linguistics through the table. As it can be seen, there are some components linguistics that formed the nominal group of data and the formers *nummerative, epithet, classifier, and*

thing, then these formers are described an entity which known as “thing”. The thing of this data is word “service”. This nominal group is located in no position, because this nominal group stands alone as an option of a sentence.

IV. CONCLUSION & SUGGESTION

1.1 Conclusion

The focuses on this report are to find nominal groups and nominal group positions inside the text of Horison Ultima Bandung Hotel’s brochures. In this report, the researcher takes sixth data to analyze based on nominal group discussion and based on the result of analysis, the researcher concluded that every nominal group in brochures always formed and modified by its components; Then, the researcher also concluded that nominal group positions could be located in subject and object position in one time. Nominal group also only could stand alone as a phrase, if the nominal group is located in sentence options or in an additional information of the previous sentence.

- b) Find the phrases that formed the nominal group and analyze the components through phrase theory.
- c) Analyze the prepositional group and verbal group.

1.2 Suggestions

There are some suggestions for readers who like to continue the analysis of nominal group and the suggestions as follow:

- a) Analyze the structure of nominal group based on tree diagram theory

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Collaborative Reflective Practice as a Means of Building EFL Teacher Professional Learning

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Abstract-The notion of reflection and reflective practice is defined and perceived variously among scholars. While Dewey perceived reflection as a process of thinking (1933), Schön argued that reflective practice is a skill in which practitioner has to take an action when doing reflection (1983, 1987). The practice of reflective practice is more effective when it is conducted collaboratively. In this paper, the concept of reflective practice, collaboration, and collaborative reflective practice as a potential means of EFL teacher professional learning is elaborated. Finally, Lesson Study (LS) as a collaborative reflective practice model of EFL professional learning is also presented in the paper.

Keywords: Reflection, Reflective Practice, Collaboration, Lesson Study, Teacher Professional Learning

Introduction

The status of English as a Foreign Language (EFL) has been steady and taught as a compulsory subject in Indonesian secondary schools. According to Lie (2007), the purpose of EFL teaching in secondary schools is twofold; first, to enable students to read English texts in their college years, and second to secure their position in the job market upon their completion in the universities. Even though English language is officially taught throughout secondary schools, the proficiency in this foreign language among high school students is generally low (Bire, 2010; Lie, 2007; Mistar, 2005; Nurkamto, 2000). This situation becomes 'one of the biggest challenges for Indonesia to compete in global markets' (Lie, 2007). Of various factors affecting students' low level of English competency (Nurkamto, 2000, Musthafa, 2001, and Vickers, 2009), the most commonly cited in the literature is inadequate levels of teaching competency on the subject matter among the educators as well as a lack of systematic in-service training for professional learning and development (Chang et al., 2013). An effective model of teacher professional learning is inevitably necessary and urgently required. This paper aims to present Lesson Study (LS) as a potential model of collaborative reflective practice in order to build teacher professional learning, especially among secondary EFL teachers in Indonesia.

Current situation of EFL teaching in Indonesia

English language becomes one of the compulsory subjects in secondary schools; therefore,

every secondary school student has to learn the subject. The main objective of English instruction in secondary schools is to provide well-developed reading skills to facilitate transfer of science and technology knowledge because around 75% to 90% of scientific and technical textbooks and reference materials are still available only in English (Nur, 2004).

Even though English language has been taught at secondary schools in Indonesia, the students' competence in this foreign language is regarded inadequate (Bire, 2010; Lie, 2007; Mistar, 2005; Nurkamto, 2000) due to several factors in EFL teaching. Some of the problems were caused by the curriculum and approaches changes over the replacement of Minister of Education (Dardjowidjojo, 2000; Nur, 2003 as cited in Yuwono, 2005) . In addition, Nurkamto (2000) summarized that the problems in teaching English were caused by factors such as 1) The role of English which merely functions as a foreign language in Indonesia, 2) the geographical position of Indonesia which is far from English speaking countries, 3) indigenous culture which did not motivate students, 4) lack of academic and professional competence of teachers, 5) big class sizes, 6) insufficient facilities in classrooms, and 7) inadequate evaluation systems on teaching methodology. Finally, (1) limited time allocated for teaching English, (2) students did not have enough time to actually learn to speak English in class because the teacher was more concerned to teach the grammar and syntax, (3) the absence of good and authentic learning materials, and (4) the absence of the social uses of English outside the classroom (Musthafa, 2001) have also exacerbated the situation.

Among these factors, curriculum and pedagogical approaches are identified as the more significant contributors to the failure of English language teaching in Indonesia. The reliance of top down curriculum policy to approaches by schools has resulted in teachers not having the autonomy and power to change or to negotiate with the policy makers. Furthermore, teachers' incompetence in teaching English has also contributed to the lack of the success of English teaching in Indonesia (Vickers, 20019). In order to solve these problems, attempts should be conducted by the government, and one of the solutions is by improving teachers' skills in teaching through

teacher professional learning systematically and continuously.

Current Situation of Teacher Professional Learning

The term Professional Learning (PL) is preferred in this paper rather than Professional Development (PD) because it is related to teachers' routine activities while they reflect on their professional practice, working together and sharing ideas to improve student outcomes (DEET, 2005). As routine activities, PL should occur daily and it should be on-going. Another reason is PL is associated with 'changes in the thinking, knowledge, skills, and approaches to instruction that form practicing teachers' or administrators' repertoire' (Knapp, 2003, p.112-113). Thus, PL can be characterized as day-to-day activities which are reflective, collaborative, on-going, and lead teachers to change their teaching practices.

Teachers as one of the agents of 'nation-builders' and 'community leaders' (Suratno, 2014) who is responsible for human resources quality in Indonesia are demanded to always improve and refresh their knowledge and teaching skills in order to anticipate the development of science and technology which is rapidly increasing nowadays. In relation to this matter, the government of Indonesia has paid more attention to teachers' quality by stipulating a teacher as a profession based upon the Law of Teacher and Lecturer No 14/2005 (Supriatna, 2011). Based on the Law of Teacher and Lecturer No 14/2005, teachers in Indonesia should have the qualification of at least 4 year Bachelor degree and have teaching certificate. In addition, teachers also should have four competencies comprising personal competency, pedagogical competency, professional competency, and social competency. In an attempt to achieve the zxxse competencies, the government of Indonesia provides various ways of teachers' professional development activities.

Teachers' certification is a means to maintain teachers' teaching performance and an acknowledgement to teachers' profession by the government of Indonesia. Supriatna (2011) mentioned that in order to obtain teachers' certificate, teachers must have at least ten years of teaching experience, submit a portfolio consists of a copy of the Bachelor certificates, teaching performance certificates, samples of teaching plans, and attendance evidence of seminars/workshops/ conferences. The teachers will be granted with teaching certificates if the portfolios meet the requirements. Otherwise, the teacher should take another procedure of certification; take 90 hours of training and pass an examination. This teaching certification is one of the government efforts to improve teachers' professionalism. However, there is no system yet used by the government of Indonesia to maintain

teachers' professionalism after the teachers are granted with certification (Supriatna, 2011). Thus, the sustainability of teachers' professionalism seems fragile.

Another means to maintain teachers' professional development is by providing workshops/seminars/ trainings for in-service teachers. This program is facilitated by the provincial office of education. In this program, only few teachers are invited to have intensive training which is usually conducted in a hotel. The training is designed top down and normally focussed on teaching methods. However, the result of this type of training is regarded less efficient because only few teachers can be included in this training, and thus only those teachers can get the benefit from this activity. This situation is exacerbated by the unavailable opportunity to share the training experience among those trained teachers with other teachers in their districts. As the consequence, the training seems to give impacts only to the trained teachers. Unfortunately, the results of in-service training teacher training are not always applicable in their classroom, so they tend to keep their conventional way of teaching. So, the current in-service teacher training needs to be improved because it cannot do massive training to all teachers at once.

Other effort to improve the professional competence of teachers is by establishing teachers' forum known as MGMP. The establishment of this forum is based on the Government Regulation No.38 /1994. MGMP is a teacher forum by which teachers from the same subject cluster; e.g English subject teacher forum, Math subject teacher forum, and so forth, meet and share their knowledge as well as work on problems they have in the classroom. The existence of MGMP which usually involves many teachers creates a room for teachers to share, collaborate, and solve teaching problems, and focus on teachers' skills improvement. However, the implementation of MGMP as a means to maintain teachers' professionalism was not successful due to several reasons such as:

1. Most activities of MGMP were project-based held at the central city/district, so there was no guarantee for sustainability.
2. Teachers at remote areas had difficulty to attend the forum due to transportation problems.
3. Many school principals ignored the MGMP, and they often assigned teachers to teach on the day of MGMP instead of supporting them to leave.
4. MGMP seems unattractive to teachers as they couldn't see direct benefits from it (Supriatna, 2011).

Due to these problems, MGMP is regarded as not very effective in supporting teachers' professional learning, and thus a more effective model of teacher professional learning is investigated.

Understanding the concepts of reflection and reflective practice

The word reflection is defined variously by many scholars (Mann, Gordon, & MacLeod, 2009). Dewey defines reflection as “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends” (1910, p. 6), while Boud et al. (1985) defines reflection as “a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation” (p. 19). In addition, Moon (1999) describes reflection as “a form of mental processing with a purpose and/or anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution” (p. 23).

Of these ideas, the definition of reflection from Dewey (1910) was based on the idea from many earlier educators such as Plato, Aristotle, Confucius, Lao Tzu, Solomon, and Budha (Houston, 1988, as cited in Hatton & Smith, 1995). Therefore, Dewey is acknowledged as a key originator in the twentieth century of the concept of reflection (Hatton & Smith, 1995). Dewey's more detailed analyses of reflection rests in interpretive interests in 'making sense of the world' in the process of effective education. Reflection is then a mental process that is couched in a framework of purpose or outcome (Moon, 2013).

The notion of reflection as connected to effective teaching and learning was first noted by Dewey (1910). For Dewey, reflection implies that something is believed or disbelieved through something else which stands as witness, evidence, proof, voucher, or warrant; that is as ground of belief (Rodgers, 2002). In addition, Rodgers (2002) characterizes reflection into four criteria based on Dewey's concept of reflection:

- 1) Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas;
- 2) Reflection is a systematic, rigorous way of thinking;
- 3) Reflection needs to happen in community, in interaction with others; and
- 4) Reflection requires a set of attitudes that value the personal and intellectual growth of oneself and of others.

In order to understand more about Dewey's concept of reflection, Rodgers (2002) categorized the process of reflection into six phases such as: 1) an experience, 2) spontaneous interpretation of the experience, 3) naming the problem(s) or the question(s) that arises out of the experience, 4) generating possible explanations for the problem(s) or question(s) posed, 5) ramifying the explanations into full-blown hypotheses,

and 6) experimenting or testing the selected hypothesis. In the reflection phases, the movements from one phase to another phase must lead to a change. This is in line with Dewey's argumentation stating that in the end of the phase of reflection there should be an action that eventually leads to change (Rodgers, 2002). Similarly, Loughran (2002) mentions in one of his articles that experience alone does not lead to learning; reflection on experience is essential. It brings an implication that experience alone is insufficient for professional growth, but that experience must be accompanied by reflection in order to become a powerful impetus for teacher development

On the other hand, Hatton and Smith (1995) propose four key issues related to Dewey's reflection and its subsequent interpretation; 1) The first, reflection is limited to a thought process about action, or closely bound up with action. In relation to this issue, Schön (1983, 1987) coined the term “reflection-in-action” and “reflection-on-action”. The term reflection-in-action occurs while an action is being undertaken, while reflection-on-action refers to the action which has been done. 2) The second, reflection is related to time frames within which reflection takes place, either immediate and short term or more extended and systematic. 3) The third, reflection is related to whether it is problem-centred or not. In this case, according to some scholars such as Adler, 1991; Calderhead, 1989; Cutler, et al, 1989 in Hatton & Smith (1995), reflection is primarily concerned with finding solutions to real problems. However, whether the problem solution are the primary characteristic of reflection or not still remains debatable. 4) Finally, reflection is identified as critical reflection. The concept of critical reflection implies the acceptance of a particular ideology, along with its accompanying assumptions and epistemology (Gore, 1987; McNamara, 1990; Wildman & Niles, 1987; Zeichner & Liston, 1990, in Hatton & Smith, 1995).

The idea of reflection which is developed further by Donald Schön in the concept of reflection-in-action and reflection-on-action becomes popular as the basis of professional development, including in the field of education. In terms of education, reflection-in-action is meant to be the theory gained by the teachers, while reflection-on-action is the practice of teaching in the classroom. In order to become an effective practitioner, a teacher should be able to bridge the theory and the practice of teaching in the classroom, and therefore becomes a reflective teacher. In this case, reflection is a useful method to evaluate teachers' practice of teaching. Schön (1983)'s ideas on reflection-in-action and reflection-on-action are then resulted in the concept of “reflective practitioner” which refers to the one who uses reflection as a tool for revisiting experience both to learn from it and for the framing of murky, complex problems of professional practice (Mann et al., 2009).

Mann et al. (2009) suggest that reflection may be most useful when viewed as a learning strategy as it can help learners to relate new learning to existing knowledge and skills as well as assist them to explicitly integrate the affective aspects of their learning. In addition, reflection enables the learners to understand their knowledge capacity and thus determines their learning needs. In so doing, the learners need appropriate guidance and supervision from the experts so that the learning process becomes more effective (Mann et al., 2009).

In relation to EFL classrooms, the concept of reflective practice centres on the idea of life-long learning where teachers analyse experiences in order to learn from them. Reflective practice is used to promote their professionals that are continuously engaged in the reflection of situations they encounter in their professional worlds. In addition, reflective practice refers to the process of the teachers studying his or her own teaching methods and determining what works best for the students. Thus, reflection should be centre to their practices having the consequence that being a reflective teacher means that from his or her practice and students' learning, the teacher does not only seek solution but also meaning and creates from this a story to live by, a story that provides structure for the growth of the students and teachers (Rodgers, 2002).

Understanding the concepts of collaboration

Collaboration as a result of teacher interactions at school has become one of important factors of teacher learning. In an education context, teachers learn through interaction with their peers or colleagues, and the interaction which occurs among these teachers results in collaboration. Collaborative work as a result of social interaction may happen between teachers and their peer colleagues, between teachers and school stakeholders, and between teachers and people who have more knowledge or expertise. The expertise can be the school principals, experts, professionals or friends who can assist them in learning.

The notion of collaboration is often believed as a means to improve teacher learning and teacher knowledge. Hargreaves (1994) stated that collaboration is beneficial in fostering teacher development in that it can open opportunities for teachers to learn from each other, share and develop their expertise together. In addition, collaboration may also build teachers' confidence to experiment with new learning methods and take risks as a result of collegial sharing (ibid). In their research about reflection in teacher education, Hatton and Smith (1995) found evidence that collaboration conducted through peer sharing promoted greater reflection because engaging with other people allowed discussing, questioning, and confronting in a safe environment, and thus resulting in encouraging self-revelation as well as seeing other points of view.

Finally, Shulman (1989) suggested that collaboration is needed to ensure that teachers benefit from their experiences and continue to grow during their career. Collaboration which is rooted from a bottom up approach has then become an important key to educational change (Hargreaves, 1994) as it has characteristics such as 1) spontaneous, 2) voluntary, 3) development-oriented, 4) pervasive, and 5) unpredictable.

Lesson Study: A Collaborative Reflective Practice Model of Teacher Professional Learning

In the literature, reflective practice has been described as an effective process for improving teachers' and students' learning (Suratno & Iskandar, 2010) as well as an important tool in facilitating teacher PL (Caterine, 2013). Recognizing its value in creating shifts in teaching pedagogies and classroom practices (Larrivee, 2000), reflective practices are firmly embedded in the daily repertoire of many secondary school teachers in Indonesia. As teachers develop and enhance aspects of their practice, student learning achievements are improving, suggesting that there is a direct correlation between the two (Hill, Rowan, & Ball, 2005). Although reflection is regarded in the literature as a means to improve teacher's PL, attention to its practice in the EFL teaching in Indonesian university contexts has been scant (Suratno & Iskandar, 2010).

Reflective practice can be conducted more effectively when working together with other colleagues. Johns (2000) argues that reflection is more effective when learners work with an assigned mentor. Johns considered that through sharing reflections on learning experiences, greater understanding of those experiences could be achieved than by reflection as a lone exercise. The support of a critical friend, a colleague who is trustworthy, knowledgeable and skilled, will be important of considering. In many schools, teachers work closely with teaching assistants in planning, preparing and evaluating lessons (Johns, 2000). This type of collaboration is able to improve teacher learning. It is also possible to conduct reflective practice with learners themselves. In fact, promoting reflective learning is essential if learners are able to develop awareness of how well they are doing, what they need to do to improve and how this can be achieved. So, a student in a tertiary context is potential to become teacher's learning partner by asking them to evaluate teacher's lessons in the classroom in "a systematic but non-threatening manner". Ask the students to raise questions (anonymously if they prefer) about what they are uncertain about on slips of paper or sticky notes and popping these in a 'question and answer' box or on a 'learning wall' are some of the examples (Welsh Government, 2015). Of several types of collaborative reflective practice, Lesson Study (LS)

is potential to be an alternative way of maintaining teacher professional learning.

Initially implemented in Japan, lesson study is derived from Japanese words *jogyo* (instruction, lessons, or lesson) and *kenkyu* (research, study). It is a Japanese teachers' professional development designed to improve instruction and to build and share knowledge of teaching and learning (C. Lewis, Perry, & Friedkin, 2009). Lesson Study is defined as a systematic inquiry into teaching practice by examining lessons (Fernandez, 2002), Lesson Study (LS) is regarded effective as a means to improve teaching and learning process in Indonesian school classrooms (Marsigit, 2007), including in English language classrooms. Underpinned by philosophical principles such as 1) everyone has the right to learn, and 2) everyone deserves to be constantly improved, LS is emphasized on facilitating learning new knowledge for both teachers and students. The concept of LS which centres on collaborative and on-going activity based on the principles of collegiality and mutual learning becomes a strong foundation to develop a learning community among educator (Suratno, 2012). In doing effective LS, some key features should be included which involve 1) centred on teacher's interest, 2) focus on student's learning, 3) has an open lesson, 4) a reflective process, and 5) collaborative (Murata, 2011). These features of LS and the philosophical basis of LS have much in common with literatures on reflective practice although some differences are also revealed. The concept of reflective practice which centres on the idea of life-long learning where a practitioner analyses experiences in order to learn from them and the idea that teaching should use the 'heart' and the 'head' (Van Manen, 1995) are some of the examples of how LS has similarities with reflective practice. Grounded in the notion of continuous improvement in practice, LS and reflective practice become effective ways to support teacher professional learning, especially EFL teachers in Indonesia.

In LS, collaboration between teachers and their colleagues is compulsory, and without it, there is no LS. In conducting this type of collaborative reflective practice, teachers are often faced with many challenges. One of the challenges is dealing with personal and intrapersonal dilemma (Pareja, 2013). Interpersonal dilemmas can be related to the tensions resulting from teacher collaboration such as when a teacher takes his individual autonomy in order to balance the group. As a result, the teacher often focuses more on the collective needs rather than his personal needs. On the other hand, intrapersonal dilemma is related to conflicts in teachers' personal belief about curriculum, student learning, teaching strategies, and assessment or individual tensions teacher experience as they introduce new teaching and learning activities in their courses. Often, teacher collaborative work needs to postpone their

personal expectations in order to consider the perspectives of others and build a shared meaning and understanding (Pareja Roblin & Margalef, 2013). These challenges must be overcome in order that EFL teacher professional learning can be sustainable and the quality of EFL teaching can be improved.

As an established practice of PL in many Indonesian schools, LS is beginning to gain more recognition and prominence in Indonesian tertiary settings. Originating from Japan, LS is a type of Japanese teacher professional development designed to improve instruction and to build and share knowledge of teaching and learning (Lewis, Perry, & Friedkin, 2009). LS is directly translated from Japanese words *jogyo* (instruction, lessons, or lesson) and *kenkyu* (research, study) (Lewis, Perry, & Murata, 2006). LS usually involves a group of teachers (three to eight) who collaboratively plan, teach, observe and debrief a lesson in an actual and live classroom called 'research lessons'. In these research lessons, a teacher delivers a lesson which is designed by a group of teachers while other peer teachers observe the students' learning (Lewis & Tsuchida, 1998). The teacher delivering the lesson is regarded as the 'model teacher'. After the class, a reflection on the teaching and learning activities is conducted by the member of the LS group in which the model teacher and all the observers in the research lesson are involved. It is common for the team of the teachers to invite other colleagues to observe these research lessons.

Having theories underpinned by the theoretical principles of reflective practice and collaboration, LS is an approach designed to improve teaching instruction by improving the quality of collaborative reflective practices (Lewis et al., 2009) in education settings. As a collaborative reflective practice, LS creates a partnership among the teachers and centres reflective practices in their day-to-day work. The collaborative approach to reflecting and improving teaching quality, is regarded by many scholars as central to assisting teachers improve their instructional practices.

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