ELTL

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English Language, Teaching, and Literature
International Conference 2012

Unnes in collaboration with RELO & AWEJ

Conference Proceedings

“English Language, Teaching, and Literature
In Relation to Culture”

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Preface

Language is one important element of a culture, while literature is its product. In turn, culture offers feedback to the language and morals to the culture formation. Through proper language, stories could potentially stimulate critical thinking. Both, language and literature, shape and are shaped by culture.

We might not learn magic in Harry Potter, but there we will gain the value of friendship and the language to express it. Later, we might encounter similar occasions in real life in which the value that we have learned does work. Elsewhere, a story of the smart pig who built a house of bricks might teach our children a communication means for creativity and innovation.

The committee wishes to take this opportunity to extend deepest gratitude and high appreciation to all contributors that have made this seminar possible. It is realized that this proceedings is still far from being perfect. However, hopefully it will still be useful as a reference for the development of language and literary teaching and studies.

Semarang, October 27, 2012
Chair of the Committee

Dra. Rahayu Puji Haryanti, M. Hum.
Foreword by the Dean of Languages and Arts Faculty

As the Dean of the Faculty of Languages and Arts, I am very pleased to provide some introductory remarks for the proceedings of the English Language Teaching and Literature international conference.

This proceedings includes the papers presented in the English Language Teaching and Literature international conference held at Pandanaran Hotel in October 2012. With more than 200 academics, the conference examines issues concerning the English language teaching and literature and its relation to culture. I would like to congratulate the contributors whose papers are presented in the conference and published in this proceedings.

I am impressed that the lecturers of the English Department of Unnes, with their heavy workloads, are willing to devote their time to prepare such a conference and this publication. This proceedings brings together some inspiring research results and conceptual thoughts. This ensures that in years to come, the papers of these contributors will be available in written form for future researchers.

I look forward to reading future publications such as this.

Semarang, 3 September 2012

Prof. Dr. Agus Nuryatin, M. Hum
The Dean of Languages and Arts Faculty
Foreword by Head of the English Department

The First English Language Teaching and Literature (ELTL) Conference is a new initiative of the English Department, Faculty of Languages and Arts, Semarang State University (UNNES), Indonesia. This conference is planned to be held annually every October in line with the Month of Languages of Arts, the faculty’s month of the university. The conference is meant to build closer ties and to share knowledge and experience among international academia in the fields of English language teaching, linguistics, literature, and other language-related fields.

This first year annual conference is organized in cooperation with RELO (the Regional English Language Office) of the US Embassy and AWEJ (Arab World of English Journal). It is hoped that the conference of the following years would gain the same supports from the two institutions.

Dr. Issy Yuliasri
Head of the English Department
Faculty of Languages and Arts
Semarang State University (UNNES)
Foreword by Holly Warzecha (RELO)

As English becomes a globalized language, people around the world are adapting more to this unification and its importance in the world. This change can be seen worldwide. Some examples include, but are not limited to, increases in after-school learning programs (hagwons) in Korea, catchy new language schools throughout China, and newly organized conferences in Indonesia. Native English teachers from around the world travel internationally sharing their skills in the classroom with students, and with educators in workshops and conferences. It is with great pleasure that I take part in such an activity at UNNES by communicating and sharing dialogs with both teachers and students of English. Specifically, this conference, which is the first in a series of conferences taking place annually, will explore how important literature and culture are in the English language classroom. According to Basnet&Mounfold (1993), literature has the ability to reflect a society and provides a sort of cultural document that provides a unique and transparent look into a society. Therefore, literature needs to be explored as more of a cultural canvas that can allow a closer look into a people and society. This, in turn, encourages readers to interact critically with a text while developing new and informed ideas about another culture. Students can discuss, question, and relate by combining both literature and communicative activities using both personal and interpretive skills based on text. Furthermore, students can help foster a clearer image in which to see the target culture they are analyzing.

Bio-data

Holly Warzecha is currently a U.S. State Department English Language Fellow at the University Islam Indonesia, in Yogyakarta, Indonesia. Holly holds a M.A. in TESOL from St. Cloud State University. She has previously taught English in the United States and China.
Forewords by Tabitha Julia Kidwell (RELO)

I am pleased to write this foreword for the program book of the first annual English Language Teaching and Literature Conference. I have only lived in Indonesia for a little over one year, but even in that short time, I have seen innumerable signs of rapid development: new housing developments, businesses, roads. It is clear that Indonesia is in a moment of incredible growth. Indonesian citizens are becoming healthier, wealthier, better educated, and worldlier. It is an exciting time to work in the field of education, particularly English education, because it is the key to continued and successful growth. I applaud the State University of Semarang for taking the initiative to sponsor this very important conference. English language teaching will provide a bridge that connects Indonesia with the rest of the world. In the future, Indonesian people will need English, not only to speak to native speakers, but also to speak to other non-native speakers, to do academic research, and to be competitive in the international business market. Strengthening English teaching will, in turn, strengthen many other domains. I hope that this conference will be the first of many successful opportunities for local and international English teachers to share ideas, methods, research, and hopes for the future. By sharing our knowledge and mutually supporting each other, we will in turn support our students as they enter a dynamic, international society.

Bio-data

Tabitha Julia Kidwell was born in Washington, D.C., the nation’s capital, but grew up in Ohio. In senior high school, she was valedictorian and a National Merit Scholar. She attended Miami University on a full academic scholarship, studying French and Spanish Education. During undergrad, she studied abroad in France and in Mexico. She was awarded her Bachelors Degree and teaching license in 2004. Upon graduation, she joined the Peace Corps and moved to Madagascar where she taught English and served as a community organizer from 2004 to 2006. From 2006 to 2007, she taught English to primary school students in France for one year. Then, she returned to Ohio and taught French and Spanish at a junior high school for four years. During this time, she spent one summer as a volunteer camp leader in the Dominican republic, and another summer as a volunteer English teacher in Peru. She completed her Masters Degree in Foreign and Second Language Education at The Ohio State University in 2011. After finishing her studies, she was awarded the English Language Fellowship by the U.S. Department of State, and has been working as a lecturer and teacher trainer at STAIN Salatiga since 2011. In addition to teaching at STAIN, she presents at many conferences and community organizations throughout Indonesia. Her research interests are assessment for learning and student-centered learning. She also enjoys running, biking, and swimming.
Foreword by Dr. Cameron Richards (AWEJ)

Bio-data

Dr. Cameron Richards' is an Australian academic with extensive experience of working in the Asia-Pacific region - including positions at Nanyang University Singapore, the Hong Kong Institute of Education and the University of Western Australia. He has a multi-disciplinary background which includes specializations in academic research and writing methodology, educational technologies, intercultural communication, curriculum innovation, and new literacies. In his 15 years or so of focusing on new approaches to higher as well as school education he has developed a particular interest in the development of sustainable policy-building research and strategies in wider social as well as organizational context.
Foreword

Forewords by Prof. Dr. Khairi Obaid. Al-Zubaidi (AWEJ)

It is a great start to have a large number of presenters attends from different educational initiations. It seems that we are fortunate to be able to participate in the first ELTL Indonesia Seminar. I appreciate the diversity of perspectives and content presented in conference topics which cover a wide range of English language and literature areas. I believe this gathering will be an invaluable experience and it is important that such gatherings be organized. The organizing committee was kind enough to invite us to be here in a beautiful Semarang. I look forward to the seminar. I think you will, too. Enjoy!

Bio-data

Prof. Dr. Khairi Obaid. Al-Zubaidi, (Applied Linguistics) University of Northern Colorado, U.S.A. M.A: University of La Verne, California, U.S.A. Worked at University of Baghdad, Amman University, Sultan Qaboos University and currently at Language Academy, Universiti Teknologi Malaysia (UTM) International Campus, Kuala Lumpur, Malaysia. His research interest is in Applied linguistics, Cultural studies, Academic Writing, Media Literacy and Translation.
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ACADEMIC WRITING AND THE INTERDEPENDENT RELATION
BETWEEN LANGUAGE-USE AND IDEAS

Dr. Cameron Richards
University of Western Australia

Abstract

More than 90 per cent of the journal literature in some scientific domains is printed in English and the most prestigious and cited journals are in English. Countless students and academics around the world must now gain fluency in the conventions of English-language academic discourses to understand their disciplines, to establish their careers, or to successfully navigate their learning – K. Hyland (2006), English for academic purposes, p. 24. Are the differences between Western and Arab educational genres a reflection of differences in rhetorical and ideological codes, or do they signify little more than stages in an educational cycle? – J. Swales (1989), Genre analysis: English in academic and research settings, p. 66.

Introduction

Swales’ influential CARS model of framing as well as introducing academic writing epitomizes a dominant model of Academic English (or English for Academic Purposes). It does so in relation to how ‘Academic English’ approaches to academic literacy, rhetoric, and writing tend to reflect a language perspective divorced from the knowledge-building process. The CARS model is typically defined in relation to the distinct functions of academic genres, related grammar structures and the distinct terminologies of specific academic discourses (Cf. also Swales & Feak, 2004). This also applies to typical Academic English courses (especially the short-course form) which generally cover all the parts, although typically tending to prioritize a particular genre, grammar or terminology emphasis. There are many students as well as language teachers who would agree with Hyland (2006) that around the world ‘English for general academic purposes’ generally fail to adequately or sufficiently help higher education students – especially those for whom English is a second or other language – to significantly improve their academic writing, literacy and rhetorical awareness.

However, we believe that Hyland himself is guilty of ‘throwing the baby with the bathwater’ in his denial that there can be a universal model of good Academic English writing approach and that this can be either taught or learnt. The work of Hyland (2006) represents an influential perspective that denies and strongly criticizes the idea that the universal aspects of a language-knowledge connection can be a foundation for the acquisition of academic literacy and related writing skills and knowledge – in particular for the development of a ‘research orientation’ (p.15). This is despite how he, like Swales, nonetheless acknowledges the centrality of the IMRAD model and thus reinforces a similar sliding definition. Rather Hyland advocates that for English natives as well as those students and academics for whom English is a second or other language, they only need and should
only be taught ‘English for specific academic purposes’ in terms of the kind of genre model of English based on how ‘many communicative activities are specific to particular disciplines’ (p.19). This is no doubt useful advice to those who have a solid foundation of academic skills and knowledge already and ‘active learning’ interests in and approaches to the knowledge-building process. But many academic staff as well students in modern universities do not have this.

In this way such calls for teachers and learners to focus only on acquiring ‘academic language specificity’ epitomize an elitist and selective as well as advanced approach which tends to ignore the need for the average student (and also academic) to acquire solid academic literacy and rhetorical foundations in order to be a productive and effective academic writer. Less obviously it further epitomizes a ‘spoken’ model of genre which also stands in opposition to or denial of how academic literacy and rhetoric is primarily a ‘written’ rather than ‘spoken’ genre in terms of the dominant convention of formality typically indicated, for instance, by high lexical density, high nominal style and tendency to impersonal construction (Hyland, 2006, p.13). Thus Hyland also suggests that language teachers should re-double their efforts at a ‘spoken’ model for bridging ‘linguistic worlds’ in terms of specific discourse acquisition.

English can also have potentially negative consequences for students as they find it hard to bridge the domains of English in their classroom and their vernacular language in everyday life… The task of teachers is to bridge these linguistic worlds, not by privileging the home literacy of learners against the literacy of academic study but by helping them to see the discourses of academic engagement as central to the disciplines...

In other words what most students need from an Academic English short course is a much more effective (or ‘optimizing’) focus on the essential written language skills and knowledge in terms of an integral link to the knowledge building process. Yet what they tend to get is an implicit ‘spoken’ model which is generally not relevant to academic literacy and writing and is often covered so quickly and in piecemeal fashion that many or most students either become confused or forget what they learn. As Biber, Conrad &Reppen (1999) point out, for instance, it is not only a waste of time but confusing to teach students in short course formats especially different forms of aspect (perfect, progressive, etc.) when written academic English generally does not use aspect – and likewise ‘future tense’ when this is almost never used in academic writing.

**Academic writing as a convergent language-knowledge ‘ecology’**

We therefore propose that the language skills and knowledge typically covered in Academic English courses would be more effectively acquired and applied by students if framed more directly in terms of: (a) the authentic and applied academic knowledge of both general academic and subject specific discourses, and (b) the particular rhetorical requirements of effective academic inquiry and writing as modes of knowledge-building. In
other words we think that the very concept of Academic English might be ‘optimised’ in terms of the natural interdependence between language and related modes of learning, inquiry and knowledge construction - modes which have long been recognized in philosophy, cultural anthropology and even certain constructivist models of teaching and learning. As suggested earlier, the useful distinction between surface and deep modes of learning (e.g. ad hoc, decontextualized and rote learning vs. synthesizing, applied, and transferable learning) in itself emphasizes the constructivist role of both natural languages and active thinking modes in knowledge construction (Entwistle, 2001; Biggs, 2003). Thus a re-framed Academic English model might be built around the deep rhetorical convergence also between applied knowledge and the use of language for interdisciplinary as well cross-cultural and diverse social contexts of communication.

**Figure 1. Knowledge-building convergences between language and academic inquiry**

Adapted from Richards 2010

As discussed in relation to the ‘surface’ tendencies encouraged by the IMRAD model, descriptive academic research and writing tends to be reflected in a lack of integration of the related language features of terminology, grammar structure and the indicated alternation between an IMRAD structure and subject or disciplinary discourse. As Figure 1 indicates, academic inquiry and writing organized around a relevant problem reflected in an implicit or explicit focus question generally promotes and organizes a deep-level language convergence within an interpretive framework of knowledge-building. This deep rhetorical convergence should be reflected in an interdependent language and knowledge ‘ecology’ organized around a thread of inquiry reflecting a related convergence between individual acts of cognition and social structures of convention or communication. Likewise a relevant focus problem or
question should inform and also be reflected by both the *lexical coherence* of any particular academic discourse (such as a written assignment or verbal presentation) and also the various forms, aspects and functions of *grammatical cohesion*. A particularly most useful linguistics model then for re-framing Academic English is perhaps Halliday’s (1973, 2004) Functional Grammar which comprehensively and integrally outline in relation to authentic contexts of human meaning-making the textual functions of coherence and relevance on one hand, and the similarly interdependent grammatical aspects of linguistic cohesion.

As is the case with critical reading skills and knowledge, the generic schemas and structure of academic writing also involve a fundamental distinction often confused or ignored. In terms of the transitions between paragraphs and also ideas typical connecting grammar structures typically reflect such organizing structures as *cause-effect, description, and comparison or contrast*. Just as transition words such as *since, as a result, and because of* typify a cause-effect structure of discussion, so too various schemas such as flow charts and mind maps epitomize a related verbal-visual convergence. However the key words and key concepts of any meaningful academic writing can or should be read in terms of an implied ‘semantic map’ of lexical coherence. Good writers realize this and structure their writing to clarify as well as unfold and explore ideas through: (a) a vertical axis of conceptual hierarchies interacting with a vertical axis of associated synonyms and associations, and (b) related selection and combination language axes. Likewise in this way effective academic writing builds a related and convergent language and knowledge ecology.

We further propose to recognize how many of the key language functions of optimal academic knowledge-building relate to our earlier efforts to outline a ‘fail-proof’ framework to address the four key ways and stages that students tend to get lost in the academic inquiry and writing process (Richards, 2009, 2010b, 2010c). By ‘fail-proof’ we refer to a process of instilling in learners a set of both *macro* strategies and *micro* skills and knowledge which together as part of an optimal learning strategy might serve to transform academic presentation and writing into outcomes which make it more difficult for examiners to fail research papers, dissertations and various other academic writing assignments – whatever their methodological, rhetorical or cross-cultural assumptions and language conventions. In relation to the related processes of academic inquiry and writing, the concept of *fail-proofing* refers to an integrated strategy or interactive thread of knowledge-building conceived around the design of an inquiry focus and structure that includes both *internal integrity* and *external relevance* in terms of a particular problem or question addressed. Just as the concept of an integral ‘thread of inquiry’ represents a language as much as knowledge-building ‘focus and structure’ for optimizing the academic writing process, so too it represents an interactive and ‘deep rhetorical’ basis for productively engaging a reader. Such a concept not only links but also navigates the interaction between the macro dimensions of developing ideas and the micro language aspects. It does so in two related ways. As discussed earlier, in addition to providing an inquiry focus a problem and question also provides the alternately ‘internal’ and ‘external’ textual reference for progressive and inter-dependent lexical coherence, grammatical cohesion, and rhetorical relevance on one hand, and the transformation of
accumulated data and information into knowledge on the other. In this way, academic writing and also reading might be conceived as an ecological process of knowledge-building framed by the tools of language with an authentic or applied focus the key missing link in efforts to teach or learn this.

**Figure 2. Language structures and functions: Inter-dependent macro and micro aspects**

![Diagram of language structures and functions]

Adapted from Richards, 2012

Figure 2 outlines the progressive and inter-dependent language structures and functions of related macro and micro aspects. Just as the macro dimensions of language use generally refer to the *contextual* aspects of knowledge and language-use, so to the micro dimensions incorporate various *textual* and *discursive* elements (Swales & Feak, 2004). A model which links these inter-dependent macro and micro aspects thus also serves to overcome an *either/or* notion of conflicting perspectives and replace or re-frame this in terms of an emergent *both/and* logic and connection. In this way the concept of academic or other writing genres and discourses may be recognized to alternately refer to both particular ‘social and cultural contexts’ and typical kinds of text or discursive structure. As indicated earlier, academic writing courses tend to focus quite distinctly on either the teaching and learning of particular disciplinary or subject-specific terminologies on one hand, and on particular grammar structures and functions on the other (e.g. Bailey, 2006).

Such a perspective serves to approach any particular writing or communication purpose as a deep rhetorical structure or unity which integrates related aspects of both lexical
coherence and grammatical cohesion on one hand, and both a semantic map of key words and concepts and the integrated purposes of particular academic or other texts on the other. To adapt the initial quote by Brown, the various lexical and syntactic errors of especially second language academic writing indeed are relatively trivial compared to not so much the ‘violation of anticipated protocol’ but rather the discursive or textual lack of focus, structure and general organizational integrity. This is an internally emergent function of the language-knowledge convergence.

Conventional academic writing courses tend to emphasize either larger or ‘externally’ relevant textual and discursive purposes on one hand, and the ‘internal’ language features of a paragraph in terms of the alternate lexical and grammatical functions of the topic sentence. In the alternative view provided above, the paragraph not the topic sentence is recognized as the integrating unit of writing. At the macro level the paragraph serves to link both the set of developing ideas or critical discussion and related language functions in terms of the organizing or deep rhetoric of a composition. Yet the paragraph also co-ordinates the micro functions of lexical coherence and grammatical cohesion which are ‘internally’ built around topic sentences. In such ways a common thread of inquiry and reception links both the macro and micro aspects of academic writing.

Yet there is an additional dilemma to be addressed. Although as a form of communication academic writing should encourage clarity, conciseness and efficiency, the conventions of academic discourse and writing suggest that one should tend to use passive not active voice, the third person and not first person, and generally engage in the various ‘modal’ indications of caution and provisionality identified as ‘hedging’ (Crompton, 1998) – for instance, modal verbs such as may and might, and modal adverbs such as possibly and perhaps. Yet if such alternately linguistic and knowledge-building ploys become habits rather than strategic tools for avoiding over-confident, opinionated or arbitrary assertiveness, then the writer risks clumsiness, obscurity and pedantry. Our convergent framework recognizes that such ploys are integrated aspects of an overall knowledge-building ecology and an emergent balancing of both direct and indirect (also concrete and abstract) functions of language and knowledge.

**Critical thinking as the key to optimal academic knowledge-building**

One of the characteristics of Academic English courses is that they require a ‘just-in-time’ flexibility being typically reduced to short-term frameworks of intensive learning. Figure 3 adapts to the Academic English context an *optimal design* model (Richards, 2010b) integrating both teaching and learning purposes within a larger re-framed ‘macro’ rationale directly linked to and informing the micro of particular skills and knowledge – in this case, the either general or particular use of academic terminology, and the typical grammar structures of academic discourse and writing genres. As we discuss further below, an active engagement with and application of a ‘critical thinking’ process is the crucial key to achieving this convergence and integration of language and knowledge.
An ‘optimal’ notion of the learning process recognizes how the most effective practical or conceptual learning or knowledge-building links human language and thought (including body and mind as well as individual and collective forms of knowledge) in terms of dynamically focused and structured ways of establishing and proceeding from levels of naïve to comprehensive and applied modes of understanding via the capacity for reflective explanation. In relation to second language contexts of learning, such an approach adapts Krashen’s (1982) notion that the most effective learning involves grounding in authentic communication contexts of optimal comprehensible inputs and also comprehensible outputs. In terms of how academic purposes revolve rather around formal written purposes rather than non-formal speech contexts, such an approach re-frames this insight in relation to those of the writing process movement that purposeful (not just comprehensible) outputs in written form especially can assist with optimizing the knowledge connections between understanding and explanation on one hand, and on the other the interdependent links between human activity and reflection. To the extent that the most effective learning and knowledge-building represents an interplay of internal or self-organizing and external or ‘focused and structured’ aspects, we might therefore speak of a common ‘corridor of authentic and applied learning’ which transforms not just translates both the surface and deep rhetorical as well as lexical and grammatical structures of human understanding and explanation.

Another reason why we have advocated that a focus problem or question is the key to a knowledge-building framework supported by language tools is that it also serves to avoid an arbitrary distinction between subjective and objective (also cognitive and social or conventional) perspectives in communication as well as how an integral research or inquiry
design should inform either a qualitative or quantitative methodology of evaluation (and not the other way around). Figure 4 outlines a related model which navigates the either/or gap between the low-level mere reproduction or exposition of information (or related tendencies for knowledge ‘regurgitation’ or even plagiarism) and the opinionated assertion of views not sufficiently informed or supported by overall (as distinct from selective) evidence. Effective knowledge-building is thus associated with a deep rhetorical convergence of both language and knowledge indicators of understood, applied and transferable knowledge (i.e. ‘higher-order thinking and learning). The thread of achieving such an ecology or synthesis thus similarly navigates the alternate functions or levels of content, theme and discourse on one hand, and the interpretive stages of naïve, critical and dialogical forms of knowledge and analysis. It thus reconciles and builds upon the descriptive yet alternate tendencies of both content (including corpus) analysis and discourse analysis in order to achieve or encourage higher order-thinking, quality outcomes or transferable relevance (Charles, Pecorari, &Hunstan, 2010)

Figure 4. The related language aspects and interpretative stages of ‘deep rhetorical convergence’

The model of the four related ways and stages academic writers tend to get ‘lost’ reflects either an ad hoc or retrospective and ultimately hasty or superficial notion the inquiry process (Richards, 2010). It has perhaps been most useful for our present purposes to recognize how these linked stages of the inquiry process also reflect the key elements or parts of academic writing. The symptoms of a written academic dissertation which lacks relevant focus and integrating structure include the following: no obvious or at least prioritized research problem or question, a literature review which tends to read as merely annotated bibliography, a descriptive methodology of evaluation, a related empirical project not adequately linked to a chosen theoretical context, and an ad hoc or retrospective write-up which reflects a similarly disconnected overall project. Thus we have summarized these four
‘ways and stages’ of academic disorientation, confusion, and uncertainty as follows: unable to find a focus or topic, lost in endless references and ‘literature’, lost in accumulated data, and lost in the writing process (i.e. unable to integrate for either the self or the reader).

The paper has outlined the macro-micro links which converge the process of knowledge-building on one hand, and on the other the various integrated language functions associated with this and a related fail-proofing framework of academic inquiry design developed earlier (Richards, 2010) – integrated language as well knowledge-building remedies by which the four key stages and aspects of academic disorientation, confusion and uncertainty might be more productively overcome. In this model the verbal predication of a guiding thread of inquiry provides the focus and structure by which lexical cohesion, grammatical cohesion and rhetorical relevance may not only be achieved to optimize or enhance academic writing effectiveness, but also an authentic and integrating focus for also more effective acquisition and application of related language skills and knowledge.

We have further addressed the related question of whether Academic English might be taught, learnt or generally acquired in a way in which reconciles the growing awareness of fundamental differences in cross-cultural communication and stylistic conventions on one hand, with the challenge on the other of achieving and applying standards of universality or transferability in the academic knowledge-building process. The paper has not only addressed this larger issue in terms of identifying common cross-cultural and cross-methodological elements of a deep academic rhetoric. It has also similarly engaged the challenge of ‘fail-proofing’ a piece of academic writing in terms of language elements supporting an inquiry design which both develop greater academic integrity and also make it less likely that it will be rejected or failed (or more difficult for anyone to justify doing so). Likewise the paper has identified how the so-called linearity of ‘Western formulas’ and ‘Anglo rhetorical patterning’ of academic writing: (a) is a surface or stylistic convention, and (b) which rather points to how universality might be achieved in relation to the rather ‘internal’ and integrated language and knowledge-building reference points of the basic inquiry-focused design and structure at work in different types of writing genres. In this way also the typical error correction tendencies of a second language learning framework of Academic English might be re-framed in relation to the alternative emergent and integral approach suggested (Russell, 2009). In a writing process model an active correction process of editing dovetails with the ongoing revision for further clarifying and linking or building of ideas.
Figure 5. The three distinct stages and modes of critical thinking as the basis of an integrated as well as optimal model of academic knowledge-building

Adapted from Richards 2011

In this way Ricoeur follows the Socratic model of recognizing two related trajectories of thinking which cut through and resolve the typical conflict or opposition between objectivist and relativist or subjective notions of ‘critical thinking’ – and this apply a third stage and mode of ‘critical thinking as applied reconstruction’ based on emergent principles of dialogue and deep understanding. The first trajectory proceeds from the naïve understanding of an initial stage of ‘critical thinking as reflective practice’ giving way to or being challenged and deconstructed in terms of critical explanation (i.e. critical thinking as deconstructive analysis). A second trajectory recognizes ‘critical explanation’ as a provisional phase rather than fixed perspective giving way to an applied convergence of deep knowledge and understanding transferable to and across different contexts. As Figure 5 outlines, the achievement of this reconstructive mode and stage of thinking for knowledge-building involves going beyond a fixed reflection mode and stage of ‘either/or thinking’ – that is to transform reflection into a temporary rather than perpetual stage of confusion, frustration and uncertainty.

Reflecting two distinct stages of this arc of thinking for more productive knowledge-building, academic writing conventionally proceeds to address an implicit issue/problem/question on the basis of proceeding from either (a) a passive/objective/’ignorant’ standpoint to develop/build/describe a response; or (b) the articulation of an explicit hypothesis/position/argument which will then need to be somehow ‘proved’ or demonstrated in a meaningful and transferable way. In practice, of course, any
critical inquiry of either a more conceptual or practical emphasis will inevitably (a) build to some degree on prior knowledge and implicit expectations related to either individual experience or conventional models or theories; and (b) proceed as an attempt to both change and improve our understanding and knowledge of some particular yet exemplary aspect of the world. In short, any academic thesis or other form of inquiry-based writing and reporting represents a retrospective effort of meaning-making trying to selectively make sense of either some unique perspective on or specific intervention in relation to some general area, topic or practice of human knowledge.

The model above typifies how the ‘active inquiry’ process exemplifies a constructivist and life-learning view of knowledge-building. Such a process reflects the three pillars and related generic stages of constructivist knowledge-building which are problem-based learning (formulating a problem), inquiry-based learning (convert into a central question), and project-based learning (the emergent process of developing a ‘focus and structure’). Some people will develop their academic inquiry writing more in terms of a practical emphasis, aim and audience. Others will have a more theoretical or conceptual focus. Either way, it will help to be aware that in either writing up a practical inquiry or making some concrete connection to ground a more ‘theoretical’/conceptual/abstractly reflective inquiry, an effectively relevant critical inquiry can be represented as either a predominantly provisional ‘naïve-critical’ arc or more substantially developed ‘critical-applied’ arc of knowledge-building.

In similar fashion to the interplay of surface and deep genres, Kuhn’s concept of a ‘paradigm shift’ generally refers to the process in which there is a change in the organizing models of theory and practice which inform an ecology of specific theories, concepts and ideas. However this also includes the fundamental contrast between a positivist view of an either rational or ad hoc and disconnected world on one hand, and an emergently ecological ‘systems’ view of human interaction within social and natural environments or contexts. In this section we have discussed how just as the most effective writing implicitly reflects a convergent ecology of language elements and the process of knowledge-building, so too a related paradigm shift is perhaps required in the way that courses in Academic writing are taught and learnt as a convergence of language and knowledge around an authentic and applied problem-solving process of inquiry. Building upon Krashen’s insight that ‘comprehensible inputs’ assist an optimal learning process we have focused on how academic writing is a mode of ‘comprehensible outputs’ may likewise assist an optimal academic knowledge-building process.

Conclusion

Can Academic English might be taught, learnt or generally acquired in a way in which reconciles the growing awareness of fundamental differences in cross-cultural communication and stylistic conventions on one hand, with the challenge on the other of achieving and applying standards of universality or transferability in the academic knowledge-building process? The paper has not only addressed this larger issue in terms of
identifying common cross-cultural and cross-methodological elements of a deep academic rhetoric. It has also similarly engaged the challenge of ‘fail-proofing’ a piece of academic writing in terms of language elements supporting an inquiry design which both develops serves to encourage greater academic integrity and also make it less likely that it will be rejected or failed (or more difficult for anyone to justify doing so). The paper has thus explored the macro-micro links between the process of knowledge-building and the various integrated language functions associated with this and a related fail-proofing framework of academic inquiry design developed earlier (Richards, 2010b) – integrated language as well knowledge-building remedies by which the four key stages and aspects of academic disorientation, confusion and uncertainty might be more productively overcome. In this model the verbal predication of a guiding thread of inquiry provides the focus and structure by which lexical cohesion, grammatical cohesion and rhetorical relevance may not only be achieved to optimize or enhance academic writing effectiveness, but also an authentic and integrating focus for also more effective acquisition and application of related language skills and knowledge.

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INCIDENTAL VOCABULARY LEARNING THROUGH READING

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Abstract

The purpose of the following paper is to take a closer look at the benefits of incidental learning through reading, with a specific focus on vocabulary acquisition. The teaching of vocabulary has traditionally been an explicit process where the target vocabulary is taken out of context and taught separately. However, this kind of explicit teaching and learning may only take into account a form-meaning connection. Therefore, this paper explores research on incidental learning and specifically looks at what it takes to acquire new vocabulary incidentally through reading while considering the coverage rates of texts, how many words must be known already from the text, how many repetitions it takes to learn a word, types of texts that promote learning, and the effects of pairing students’ reading with learner tasks. After reviewing many studies, it can be concluded that more reading is better. More specifically, extensive reading of chosen novels at an appropriate level and interest to the students showed important gains in vocabulary. In addition, readings that were supplemented with additional activities that focused on both form and meaning showed an even higher increase in word retention.

Introduction

In the past, the explicit teaching and intentional learning of vocabulary was believed to be superior to incidental learning. Today, teachers and researchers are acknowledging the importance of incidental learning and are discovering how this learning can positively influence vocabulary acquisition. This interest in incidental learning has sparked many studies that were (and still are) looking to generate concrete evidence to support their studies, however not all of the results were conclusive. So, this paper will explore some of the complex aspects of incidental learning by looking at both past and current research.

In terms of incidental learning through reading there are many studies confirming the positive effects of reading in L1 classrooms. However, this paper will look at L2 learners by exploring the following questions: What is the coverage rate needed to learn incidentally? How many words do learners need to know to read effectively? How many meetings with a word does a learner need to learn a word? What kinds of texts should learners read to promote incidental learning? Lastly, can reading be paired with student tasks to increase the likelihood for incidental learning? By exploring these questions there will hopefully be a clearer picture as to how a teacher could incorporate more opportunities for incidental learning through reading in the classroom.

Before discussing this research there needs to be some discussion about what it means to know a word. There are different levels of word knowledge with the first, and most basic knowledge being a form-meaning connection which involves recognizing the spelling of the word and then connecting the meaning. The next level of word knowledge is more complex and involves a fuller grasp of a word’s meaning which includes derivations, inflections,
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collocactions, constraints in use and how words can be used in different contexts. Another important note to make is the kinds of tests used in evaluating this word knowledge. Many of the studies mentioned in this paper focus on tests that evaluate the knowledge of a form-meaning connection. The tests used in these studies are for the most part multiple-choice or translation tests that test for the basic level of knowledge mentioned above. Also, the tests that evaluate recognition reveal higher scores when compared to tests that have students recall the meaning of a word productively. These factors are important when considering the following research because they may have some impact on the results of each study.

To begin, the coverage rate refers to the percentage of words that readers should know in order to read comfortably and to learn unknown words from context. Based on this, the text should be fairly easy for students to read, so there is a focus on meaning and the overall message rather than on the form of individual words. Similarly, Krashen (1989;1993) goes on to say that acquiring a second language should be fairly easy given that learners are exposed to a significant amount of “comprehensible input”(Elley, 1997, p. 1). So, it is understandable that the text needs to be somewhat easy, but what is the appropriate level of difficulty?

Different studies have come to different conclusions concerning the kinds of coverage a learner needs to learn incidentally. Liu & Nation (1985) as cited in Waring & Nation (2004) found that if a student knows 80% of the running words, which is a vocabulary of about 2,000 words for a text that had not been simplified, the text will be too difficult to learn words incidentally. This means that the learner will not know one in five words throughout the text. This same study uncovered that learners need to know at least 95% of the words in the text, meaning that the learner will not know about one in every 20 running words. More recent studies found similar results but came to the conclusion that knowing even more words resulted in better guessing. According to Nation (2001), to have optimal learning teachers should choose texts with 98% coverage, or one unknown word out of every fifty. Nation came to this conclusion based on his testing of students using different texts at different levels and then testing for comprehension. Hazenberg and Hulstijn (1996) as cited in Huckin and Coady (1999) make an even higher estimate stating that students need at least 99% coverage for university texts.

This information leads to the assumption that teachers need to choose appropriate texts for reading if incidental learning is to occur. The level of reading should be easy enough for a focus on meaning rather than form. If there is too much focus on form, much of the time spent reading will be focused on unknown individual words rather than using the overall meaning of the text to supply information for unknown words. Also, texts should be chosen with a purpose and goal in mind. For teachers who want to focus primarily on language growth, there should be about 95-98% coverage, and for more fluency based reading, with some incidental learning, 99-100% coverage is sufficient (Nation, 2001). By reading at higher coverage rates learners will also develop a deeper understanding for words that were previously known at a form-meaning level.

To read effectively in a foreign language, learners need to know a certain amount of words. As mentioned above the ideal coverage should be about 98% or maybe a little higher
depending on the goal (Nation, 2001). However, exactly what size of a vocabulary does a learner need according to that coverage? First, there needs to be a distinction between the different kinds of texts and purposes for reading. If the reading is for pleasure, or more extensive reading such as a novel, the known vocabulary needed for comprehension may be less. According to Laufer (1992) as cited in Waring & Nation (2004) 3,000 word families should be known for reading to be pleasurable. However, an older study found that this number should be higher at 5,000 words (Hirsh & Nation, 1992).

For academic reading there is a wide range of estimates that researchers believe are adequate for a university setting. Laufer (1989) suggests that 3,000 words is sufficient word knowledge to understand academic texts (Tekmen & Daloglu (2006). Nation (1990), as cited from Tekmen & Daloglu (2006) made an even lower estimate of 2,000 word families. However, this is only possible after learning those 2,000 words plus the University Word List (Nation, 1990) which contains 808 word families. So, in total 2,800 words is the minimum amount of word families that needs to be known. On the other end, Hazenberg and Hulstijn (1996) as cited in Huckin and Coady (1999) believe that the minimum is 10,000 words families.

Based on the results of these studies, there is a large discrepancy in how many words a university student should know to learn incidentally from texts. The reason for the significant range of results could be due to factors specific to each study such as the texts and the content they provide, the testing methods and learner motivation and attention. In terms of university level learners, it seems that a teacher should at least incorporate the updated version of the University Word List (Nation, 1990), being The Academic Word List (Coxhead, 2000), which will allow for an increased understanding of academic texts (Nation, 2001). Overall, the research suggests that there should be knowledge of at least the 2,000 high frequency words in addition to words from The Academic Word List. To have knowledge of these words would be advantageous when reading academic level texts. Lastly, it is important for a teacher to decide the purpose and the goal of reading. For example, is the reading for pleasure or for more intensive academic reading? These different types of reading may need to be analyzed for the vocabulary they contain so that the appropriate texts are chosen for learners.

There is a general consensus that more repetitions and meetings with a word will result in an increased chance for learning incidentally. However, how many repetitions does it take to learn a word? A study by Saragi, Nation, & Meister (1978) did not come to any conclusion on this matter (Webb, 2007). The study focused on learning Russian slang words in the text, A Clockwork Orange. For the most part it appeared that the adults were able to remember the words when encountering them ten times. Seventy percent of the adults were able to understand the meaning after coming across it once. However, upon encountering a word 96 times, these same individuals showed less knowledge of a different word by about 40%. As a result of various inconstancies, no solid conclusion was reached on the exact number of repetitions.
A similar study based on the previous study by Horst, Cobb and Meara (1998) used a simplified version of the book, “The Mayor of Casterbridge” by Thomas Hardy and found that incidental vocabulary gains were possible with eight encounters. If below eight, the gains in vocabulary were unpredictable. The difference between this study and the others is that the text was read aloud to the students while following along in their books. This was done to ensure that all readers were exposed equally to the text and the same number of repetitions. This aspect of the research should be mentioned due to the fact that it could have influenced the findings the study.

According to the results of a different study, word knowledge is gained after being encountered twenty times. As cited in Webb (2007), Waring and Takaki (2003) found that there was a small chance that one could remember a word’s meaning if encountering it eighteen times. Also, a person will have a 50% chance of remembering a word if they encounter it at least eight times over the course of three months. These results yielded a general conclusion that twenty repetitions are sufficient for word retention. However, Rott (1999) found that only six encounters were needed to retain the knowledge of a word. She tested 96 learners of German as a foreign language and tested their long-term memory. Her test included a written text about everyday life. Twelve words were tested with various exposures ranging from two, four and six. The results concluded that six brought about the most learning. Although the number of repetitions varied in each study, there was evidence to support that increased meetings with words lead to increased chances of learning the meaning.

Webb (2007) examined all of these studies before taking an in-depth, and more controlled look at vocabulary learning. In a recent study, he examined multiple aspects such as syntax, grammatical functions, orthography, association, as well as meaning and form. His examination focused primarily on the effects of repetition with 1, 3, 7 and 10 encounters with nonsense target words, and evaluated a fuller knowledge of the targeted words. The test results came to the conclusion that word retention was greater when more meetings with the target word increased. These students could incidentally acquire words from reading and may only need to encounter a word ten times. Unlike past studies, this study tested for a deeper knowledge of words using multiple tests.

Overall, these studies suggest that more repetition directly relates to increased vocabulary learning and retention. By having teachers gather texts, or a series of texts for students to read where the targeted vocabulary will be met on many occasions, significant learning will most likely result. Of course this may only be possible if a large portion of the curriculum is dedicated to some kind of an extensive reading program, where students are given a chance to read on a daily basis.

To learn incidentally, what kinds of texts should learners be reading? In studies looking at incidental learning through reading, many researchers use novels, graded readers and or shorter texts which may be simplified to accommodate the learners. A study by Day (1991) used an adapted version of the story, “Mystery of the African Mask”. This story originally had cloze deletions but were replaced for this study. This story was shortened to
1,032 words and Japanese EFL students were given 30 minutes to read silently for pleasure. Afterwards, the treatment group was found to learn more unknown words based on the results of a vocabulary test.

In the study by Horst, Cobb and Meara (1998) students read from a simplified text. The participants included 34 students from Oman who read “The Mayor of Casterbridge” over a ten day period. The story was selected for both its suitable level and interest. The authors said that students were “…absorbed by the story of secret love, dissolution and remorse, and tears were shed for the mayor when he met his lonely death at the end” (p.210). As previously mentioned, the results showed some gains in vocabulary that could have been due to the texts appropriate level and the students interest in the story.

Another study, the Fiji Book Flood (Elley & Mangubhai, 1981; 1983) as cited from Elley (1997) involving L2 fourth and fifth graders showed that the daily reading of high interest texts lead to vocabulary gains, with their comprehension rate increasing at twice the normal rate. Although some oral discussion was had between student and teacher this study still provides evidence that silent reading of interesting texts fosters vocabulary learning. Also, as mentioned earlier in the study by Saragi, Nation & Meister (1978) ESL college students who silently read the novel A Clockwork Orange for content showed significant learning of new Russian slang words without any outside assistance. Lastly, Krashen (1994) also found that by reading the Sweet Valley High series that ESL students became intrigued by the novels and showed many gains in vocabulary.

Lastly, graded readers can be used at elementary to intermediate levels. Graded readers allow the teacher to choose the appropriate level for their students where reading can be interesting, but still challenging enough for students to learn new vocabulary. Wodinsky and Nation (1988) as cited in Day (1991) found from the analysis of two graded readers that incidental learning could take place. This was based on theory and did not attempt to find if vocabulary gain was actually possible. However, graded readers are considered to be an important learning tool in the classroom. To provide enough opportunities for learning Nation & Wang (1999) as cited in Waring & Nation (2004) said that at least one graded reader per week should be read. Overall, the underlying theme of most of these studies is that texts should be interesting for the readers and utilized for a specific goal. These goals may be to make reading more challenging, thus leading to more vocabulary gains, or to make it easier for not only some vocabulary gains, but also to deepen word knowledge and develop fluency.

By reading texts that are of interest to the students and at the appropriate level, new vocabulary can be learned incidentally. As mentioned earlier, teachers need to identify a purpose and goal for the reading. If there is a need for a more intense focus on vocabulary, shorter texts at a lower coverage rate should be chosen. These texts could include academic texts that are more difficult to read. Nation (2001) suggests that choosing topics that are familiar to the learners may provide even more learning based on the presence of increased contextual clues. On the other hand, if the goal is to improve fluency while focusing on developing a deeper knowledge of words, then longer texts for more extensive reading should be chosen. These texts may include novels where the coverage rate is somewhat higher. What
if teachers allowed the use of outside sources such as dictionaries, or presented students with tasks while reading those texts? Would this deepen the processing of the unknown words and increase the possibility for incidental learning?

It has already been established that gains can be made in vocabulary learning through reading. However, the incidental learning of vocabulary may be enhanced by how much work and involvement the student has in finding the meaning of an unknown word. Laufer and Hulstijn (2001) said that if a task can involve all or some of the dimensions of need, search and evaluation that words are more likely to be retained. Together, these three dimensions are referred to as involvement, and can be manipulated by the teacher to have a strong need in one area for example, and an even stronger dimension of search and evaluation in another. For example, as cited in Laufer and Hulstijn (2001) a study by Cho and Krashen (1994) had students read a text and were allowed to use their dictionaries to look up unknown words and write sample sentences using the unknown words. This study found that students who voluntarily used a dictionary and wrote sentences retained more words when compared to those who did not write sentences. Furthermore, the students who used the dictionaries and wrote no sentences did better than those who did not use the dictionary at all. As cited in Laufer and Hulstijn (2001) other studies have also linked students motivation of using a dictionary to look up words while reading as leading to retention (Luppescu & Day 1993, Knight 1994, Hulstijn 1996) So, the retention and processing of a word may be deeper given the student has more involvement with the word.

Another study by Joe (1998) looked at how reading and learning from a text may possibly be enhanced by the act of retelling. In this study 48 adult ESL learners ranged from lower-intermediate to advanced levels. This study relied on generative tasks which includes reading a text and then recalling what one has read. In theory this leads to the deeper processing of a word. For this study 12 target vocabulary words were put into a text and read by the learners. In a pre-test task some learners were able to practice the retelling of a related text. Before reading the texts, learners were given cue questions to guide them in their reading. Then, in a practice retelling task learners retold the key points of the text. Later, the learners were given a new text to read and retell. The results of the study showed that the learners who had more time to practice in reading and retelling produced more formerly unknown words. The practice of recalling and productively using the words lead to word learning. In terms of Laufer and Hulstijn’s (2001) theory of involvement load, reading and retelling includes a high level of evaluation.

Glosses may also be beneficial for learners while reading a text. Although the presence of glosses do not have as much learner involvement as the previous research containing dictionary use, writing sample sentences and read and retell tasks, a study by Yoshii(2006) indicates that glosses are helpful. This research involved the reading of an online text with the option of clicking on target words for glosses. One experimental group received L1 glosses, another group L2 glosses, while the last two groups received an L1 gloss plus picture, or an L2 gloss plus picture. The results of the study did not come to a
conclusion about which glosses were superior, but the research does support the use of glosses while reading to learn incidentally.

The implications from these studies provide some evidence that learner involvement directly relates to word knowledge and processing. Learners that are motivated enough to use materials such as dictionaries and glosses may learn more than those who do not. Also, productive tasks such as reading and retelling, or writing sample sentences, involves the student more intensely, thus resulting in a deeper processing of a word. So, depending on the goal, teachers should consider pairing texts with learner materials such as dictionaries and provide students with tasks to increase learner involvement.

Finally, based on the research there is evidence that incidental learning through reading is possible. Similarly, Meara (1997) goes on to describe how inevitable learning is through the reading of texts by saying it “...is like putting seeds in a pot only to confirm that they will grow into flowers” (Waring & Nation, 2004, p. 13). So, exposing students to extensive reading can only add to their vocabulary. Perhaps studies looking for exact numbers of repetition, word coverage, word level and type of text is futile. On a different note, in terms of learner levels and choosing appropriate texts and tasks, there needs to not only be an assessment of the overall level of a class of students, but also an assessment of individual learners. If weaker students read the same text as the stronger students in the class, there may not be many vocabulary gains. Also, as cited in Waring & Nation (2004) weaker level readers should have opportunities for even more encounters with a word (Zahar, Cobb & Spada, 2001). If students are weaker readers then too much focus will be spent on the form of unknown words as opposed to the overall message of the text which would normally assist in the learning of unknown vocabulary. Lastly, despite the multiple levels of knowledge a learner can have of a word, the overall feeling is that the more opportunities the learner has to encounter it in reading, that over time the meaning of the word will become known on a deeper level in terms of collocations, derivations, constraints, etc. Also, even though many of these studies reported small vocabulary gains through reading, significant gains can be made over time as long as there are plenty of opportunities for reading. As a whole the studies have brought us closer to realizing the potential of how reading can assist learners in gaining vocabulary incidentally.

References


IMPLEMENTING A STUDENT-CENTERED PEDAGOGY THROUGH THE USE OF INTERESTING AND CULTURALLY CONTEXTUALIZED AUTHENTIC MATERIALS

Tabitha Kidwell and Hanung Triyoko

Abstract

The selection and use of appropriate materials is one of the most critical challenges facing English teachers today. In this article, we tell the stories (vignettes) of some of the major challenges we have faced as educators in this regard, and we offer a research base and practical suggestions related to each vignette. Selection of interesting and culturally contextualized authentic materials can go a long way towards creating a student-centered pedagogy. This will help to increase student motivation, achievement, and retention. Our first recommendation is to cultivate interest in the classroom. Interest can be elicited by selecting materials that lead to individual interest, students’ personal interests, situational interest, the inherent interest in a specific situation like a mystery or a puzzle, or topic interest, interest in the subject of the activity. An excellent way to elicit student interest is through the use of authentic materials. Teachers should endeavor to create interest in their classrooms by choosing interesting topics and texts, editing those texts, and using suspense and surprise. Our second suggestion is to use culturally contextualized authentic materials. These can come from two directions: either they can be situated in the culture of the students (the “home” culture), or they can be situated in the culture of native speakers (the “target” culture). Use of both types of cultural materials is important, and both can be termed “authentic.” The most important point is that the materials are authentic, and therefore more meaningful to students.

Introduction

In education today, there are often discrepancies between what teachers plan and what students actually do in their learning process. This conflict is absolutely one of the things to consider when teachers want to improve the teaching-learning process in their classrooms. Today’s educators must be willing to shift from the teacher-centered paradigm, which was in place when they themselves were students, to the new paradigm of student-centered education. This article was inspired by the challenges and opportunities experienced by the writers while attempting to implement a student-centered pedagogy. We hope to give a better picture of the necessary conditions for student-centered teaching and learning and to find local wisdom that enables English teachers to adopt this new paradigm of education. We will share some of our experiences as educators to provide a context for various aspects of student centered-learning. Understanding some of the successes and failures we have experienced in our careers may help to highlight the potential and importance of student-centered pedagogy in its many facets. Our shared teaching careers include students on all 6 (inhabited) continents, with ages ranging from primary school students to adults, and we believe that the common themes evident in quite disparate situations speak to the universality of the power of student-centered pedagogy.
Interest

Vignette 1: Tabitha Kidwell

I began my career in 2004 as a Peace Corps Volunteer English teacher in a secondary school in a small town in Madagascar. The school was quite underresourced; there were up to 70 students in one class, many of the classrooms did not have electricity, and there were no textbooks available. I had little teaching experience and limited knowledge of the local language and culture. As such, I relied heavily on the national curriculum and teacher-centered classroom activities. Some students were motivated and were able to excel, but far more were disenchanted with my class, the English language, and school in general. Classroom management, with so many students in one small room, was a major issue. I found I had the most success when I built lessons around aspects of the students daily lives. For example, the “food” lesson in the national curriculum included apples, bread, and beef as sample vocabulary items, but these did not correspond to the variety of foods that students ate on a daily basis. I adapted the lesson to include rice, mangoes, beans, and other foods more familiar to students, and I brought in a shopping basket full of the actual items. I presented the vocabulary by removing one item from the basket at a time, slowly and suspensefully. Students were engaged in the presentation and enthusiastic about using their new vocabulary – many said they were going to teach their family over dinner that evening. By including content that was interesting to the students, as well as teaching methods that elicited their interest, I began to see the power that a student centered pedagogy could have.

Research Review: Interest

Researchers have identified three basic types of interest that contribute to learning: individual interest, situational interest, and, more recently, topic interest.

Individual interest reflects students’ personal preferences, which are primarily influenced by their unique personalities. These interests develop over time and have long-lasting effects on a person’s preferences, knowledge, and values. This type of interest can be focused on a specific school subject (e.g. science or literature) or specific activities within pop culture (e.g. music, sports, or movies) (Ainley, Hidi and Berndorff, 2002). Hidi’s (1990) review of early research on the effects of individual interest showed that, when provided with material that individual students found interesting, students exhibited higher comprehension and recall, as well as more positive affect, and higher levels of perseverance and attention. This was generalizable across a variety of research studies involving various ages, levels, and subjects.

Situational interest is the inherent interestingness of a certain situation. This type of interest is often elicited by something in the environment, such as a text or conversation, and may have only a short-term effect (Hidi, 1990). This type of interest plays an important role in learning when students do not have pre-existing interest in or knowledge about a certain academic area that is in the curriculum (Hidi and Harackiewicz, 2000). In a review of the research, Flowerday, Schraw, and Stevens (2004) identified several factors that lead to situational interest: text novelty, good organization, ease of comprehension, text coherence, vividness, and imagery. As situational interest increases, engagement also increases, and
attitudes become more positive (Flowerday, Schraw, and Stevens, 2004). Interesting stories and texts motivate people to read and positively influence their attitudes, comprehension, memory, depth of processing, and learning (Hidi, 1990). This is true for lectures, as well; lectures that are well constructed and include connections to student’s experiences were shown to be more effective at maintaining student interest levels (Tin, 2008).

If individual interest (which is generated by the student) and situational interest (which is generated by the environment) can be seen as a dichotomy, topic interest can be seen as the interest of the two. Topic interest can be defined as the interest elicited by a word, title, or initial text that presents the reader with a topic. A study by Ainley, Hidi, and Berndorff (2002) confirmed that the development of topic interest comes from both individual interest (i.e., students who had previously identified a certain topic as an interest of theirs were more likely to be interested in topics connected to that domain) and situational interest (i.e. an interesting title might “grab” students’ attention and get them started on the path to learning). The same study also examined the processes inherent in developing topic interest and manifesting its effects. Interest in the topic of a text contributed significantly to positive student affect, which in turn encouraged persistence in working with the material, which then led to improved learning. Interestingly, Shirey and Reynolds (1988) found that adults actually tend to allocate less attention and fewer cognitive resources to information they find interesting, but remember it better, suggesting that they are efficient readers, and do not expend energy on information they will learn without extra effort.

All three types of interest can be expected to have positive effects on learning, and they are likely to interact and influence each other’s development (Hidi, 1990). An individual’s well-developed personal interests can evoke strong feelings of situational interest should a topic come up related to his or her individual interest. On the other hand, one specific experience of situational interest might lead an individual to take up a long-lasting individual interest in the topic. No matter the type of interest involved, “the key to maintaining interest lies in finding ways to empower students by helping them [find] meaning or personal relevance” (Hidi and Harackiewicz, 2000). One powerful way to do this is by presenting material in a more meaningful context that shows the importance of the learning or makes it personally relevant to students.

**Practical Suggestions: Interest**

The more that we can do as teachers to encourage and sustain student’s interest, the more success our students will have. Identifying and using individual interests, such as giving music-related texts to students who enjoy playing guitar, can be highly effective. This can, however, prove quite time-consuming for teachers, especially if there is a high teacher-student ratio (Hidi, 1990). Additionally, not all students have unique and well-developed interests on which to draw (Hidi and Harackiewicz, 2000). Individual interests can best be incorporated on a large scale through student-choice. Students can be given a choice of reading topic, or the opportunity to give a presentation on a topic of interest to them. EFL class, where so much communication centers on the students’ own beliefs and experiences, lends itself easily to this kind of adaptation. Rather than requiring all students to present or
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write about the same topic, like “The Importance of Education,” teachers can allow for individual variation by selecting topics like “How Education has Affected my Life.” Add to this the potential for students to communicate about their preferences, habits, families, aspirations, past experiences, and opinions, and you can see that EFL class offers many opportunities for the incorporation of individual interest.

An even more cost-effective strategy for teachers with large classes is to focus on developing situational and topic interest. If the class environment stimulates situational interest, students will be more motivated and are likely to make cognitive gains in areas where they initially had very little interest (Hidi and Harackiewicz, 2000). Focus on situational interest is more likely to lead to learning gains for all students. To do this, teachers must adapt materials or presentation modes to maximize situational interest.

Regarding texts, if the provided text is very dry and uninteresting, situational interest will be an impossibility; replacing these texts with more interesting ones may be your only option. Familiarize yourself with English texts available in your school’s library or language office, and keep an eye out for interesting stories online or in the Jakarta Post that could make for interesting alternate texts. Keep a file of these texts on hand to replace the truly unsalvageable texts. Often, however, texts can be adapted to encourage more situational interest. Teachers need not be afraid to modify texts if the outcome is better learning! Remember the elements that lead to situational interest: text novelty, good organization, ease of comprehension, text coherence, vividness, and imagery (Flowerday, Schraw, and Stevens, 2004). Structural modification, such as adding or deleting information, can increase good organization and text coherence. Additional details and imagery can be inserted to make texts more vivid. Some texts could also be modified to a context like “space aliens” (as in the research by Cordova & Lepper, 1996, discussed above) simply by changing the names or places. To create text novelty, try to vary the texts used in class, and present them in different ways. Vividness and imagery can also be created by reading texts with students in class and having students act out or illustrate the stories they hear; you might even ask students to close their eyes and imagine the story as you read it aloud.

For class activities that do not involve texts, remember the power of novelty and suspense. Try to vary class activities so that students are not always stuck in the same routine; while some routine is helpful for classroom management, too much will make student’s ‘zone out.’ One way to do this is to offer students meaningful choices, like choosing between writing an essay about the life of a historical figure, about an event in their own life, or about a recent television program they saw. All three options will practice the simple past tense, but the choice will satisfy students’ needs for autonomy and will keep them more interested. Lastly, the simplest changes to your presentation style can do wonders to increase student learning. A student once told me about her favorite English teacher, but only detail that she could remember was that the teacher had a “magic bag” that she would pull items from when introducing vocabulary. What a basic but powerful way to make vocabulary presentations more engaging!
Cultural Contextualization and Adaptation of the Curriculum

Vignette: Hanung Triyoko

When I was in junior and senior high school, every school in the province of Jawa Tengah used the same English textbook. At that time, teachers, not exclusively English teachers, were required to teach from books recommended by a higher authority, at the provincial level or even at the national level. These textbooks and the curriculum behind them had little significance to students’ lives outside school, since the English textbooks were situated in a culture different from their own. It was not easy for me to understand names and events told in those books because those names and events were outside my own culture. Even though I was in many ways supported by teachers, friends, and other available resources of learning in the school, I often found learning English as inapplicable to my life. Had I not had a great intrinsic motivation to master English, I would have stopped learning English because of the many things I could not understand in my English textbooks. Many of my friends in junior and senior high schools only studied English to get a good grade; they saw English as compulsory subject that influenced their school achievement and no more than that. To compound the problem, teachers who were required to teach by the prescribed curriculum and textbooks were out of touch with the actual needs of the students.

When I became an English teacher myself, I realized that English was not a priority for many students. To remedy this, I attempted to expose students at STAIN, an Islamic university, to English for Islamic Studies as a branch of English for specific purposes. I hoped that there would be more opportunities for students to be aware that English is used not only to understand people from other cultures and religions, but that English can also be used to explain their own religion and cultures. For this course, I could not simply depend on a pre-determined curriculum or textbook because each class session came to follow the path of students’ needs as they came up. There was no curriculum or textbook that could satisfy all the needs that occurred during the classroom meeting. Creating resources to teach students was a burden for me, but it lead to increased student learning and insight. My students shared the understanding that English could be part of their life as a Muslim, and not solely a symbol of the western culture. Most of my students were really enthusiastic to talk in English about many concepts, values, and practices inherent in the study of Islam, since they generally learned and discussed those things in Arabic. Many of them were also challenged by the prospect of English as a means of sharing their Muslim faith. Secondly, my students could find more opportunities to contribute to the sharing of knowledge in the classrooms because we were discussing their own lives, experiences, and beliefs. I believe that many English teachers would improve their practice by providing more opportunities for students to personalize the learning materials and learning activities so that they can learn English in contexts familiar to their daily lives.

Literature Review: Cultural Contextualization and Adaptation of the Curriculum

In this paper, curriculum is defined as “…the content and purpose of an educational program together with their organization” (Walker, 1990). The governments of many nations have made efforts to have one common national curriculum. Supporters of the establishment
of a national curriculum argue that a national curriculum serves as a symbol of nation’s collective endeavours to improve education and protects the nation against individual choice led by the textbook market (Whitty, 1989, p. 339). With the Indonesian government’s limited education budget, many expenses are avoided by asking all provinces and districts to implement the same curriculum and to have national exams (Theisen, Hughes, and Spector, 1990). However, use of the national examination as a means to standardize the Indonesian education has been critiqued by many educational practitioners in Indonesia as unfair and misleading. According to Wirdana (2008), one of the flaws in organizing national exams is its potential to devalue students as individual beings. The gap between regions in Indonesia, in term of education facilities, is wide; therefore, students’ performances in the disadvantaged regions should not be measured with the same criteria used for students in the cities. Perhaps more importantly, the cultures of various students across the archipelago are ignored when all are taught using an identical curriculum that does not match their own background.

Indonesia is missing out on a powerful phenomenon, for extensive research has showed that cultural contextualization and personalization has a significant effect on student learning. Ross (1983) conducted an interesting study of the effect of adapting the content of a presentation to student background. His context was math story problems, which were adapted to deal with education or health care for groups of pre-service teachers and nurses, respectively. Students who received content that was contextualized to match their background scored higher on post-tests. Therefore, assimilating new information to previous knowledge will be easier if the context is familiar, and therefore meaningful learning will be more likely. In a similar study, Cordova and Lepper (1996) showed that even simple embellishments to contextualize a topic (In their study, a math game designed to practice arithmetic operations was either contextualized in “outer space,” “fantasy,” or was not contextualized.) can lead to significant learning gains and higher motivation. Additionally, the personalization of the process (some students had the opportunity to personalize their computer programs, by adding their name and personal details) led to even greater learning gains, as well as, again, increased motivation and involvement.

Personalization can be applied at the cultural level as well - students who read stories from their own culture have better understanding and recall than those reading stories from an unfamiliar cultural background; indeed, the cultural background has a greater effect than the syntactic or semantic difficulty of a text (Freimuth 2008). Cultural familiarity improves reading comprehension in many ways, such as “the speed of reading, reader perspective, recall of information, critical thinking, main idea construction processes as well as other reading processes” (Freimuth, 2008). This suggests that readings and classroom topics should be derived from the students’ own culture and experience so that they can draw upon background knowledge.

**Practical Suggestions: Cultural Contextualization and Adaptation of the Curriculum**

Cultural contextualization is a balancing act. It is clear from contextualization research that when our texts and discussions are situated in a local context, they are more meaningful (Ross, 1983, Cordova and Lepper, 1996). On one hand, we want students to be
successful on the national exams, and therefore we need to teach the national curriculum. On the other, we want students to be able to draw on their background knowledge (which is mostly situated in their local culture) to incorporate new knowledge to already existing schema. Schraw, Flowerday, and Lehman’s (2001) suggestion is to “use texts that students know about.” At first, you will probably need to situate texts, lectures, and vocabulary presentations within the students’ own culture. This is what brought me success in the English for Islamic Studies class, when I adapted my lessons to teach about topics of concern to students’ own lives. As student’s gain more language skills, you can move to teaching using texts and vocabulary that address the needs of the national curriculum. For more culturally-loaded texts, you will need to explicitly teach the aspects of culture that are unfamiliar by providing pre-reading background information.

In order to contextualize the curriculum, you must know the students’ sociocultural background. For instance, if many students are from families of farmers, an example sentences should be “Rudy’s father plants rice.” rather than “Rudy’s father goes to the office.” You should also keep an awareness that every class is unique – this helps teachers to be willing to review the curriculum at anytime they find it necessary. Though it may create more work for us to adjust the curriculum to anticipate students’ needs, it is not a waste of time compared to the many hours spent teaching ineffective classes when we insist on applying identical curricula to all classes. In addition, the anticipation that every class is unique can give us the pleasure of expecting different learning situations, and can prevent our teaching jobs from becoming boring. In this way the curriculum serves students more in their learning processes in the classroom as students are put as the dominant factor in the design of curriculum.

What is the best resource in identifying student’s sociocultural background, needs, and uniqueness? Of course, it is the students themselves! Teachers should negotiate with students how to change the classroom situation for the sake of learning. In order to encourage more students to openly express what they think of the learning situations in the classrooms, teachers can always provide time in the beginning of the class for students to reflect on their learning experiences in the previous classes and at the end of the class to collect ideas of what learning materials they want to bring to classrooms for the next meeting. Through students’ reflection, teachers learn how they think the teaching went. Especially when teachers encourage students to reflect on their learning experiences, teachers will be able to gain more insights on the needs of students and to change the situation of learning in the classroom by choosing classroom activities that best suit students preferences. Meanwhile, by openly discussing the learning objectives and by asking openly what learning materials students like to bring to class, teachers position themselves more as facilitators of learning than as the sole provider of knowledge. Though it may sound ridiculous for us teachers to involve students in preparing what to learn in classrooms, as many of us regard this process as exclusively the teacher’s responsibility, it will instill the feeling of responsibility to students for their own learning based on the materials they agreed upon. Furthermore, this can also be a good strategy to cope with the boredom students may feel when teachers use
same old materials again and again, especially when they compare this to the plentiful interesting learning materials they can find on the internet.

Conclusion

Based on the vignettes from our teaching experiences mentioned above, we have identified two major ideas about how to adopt a more student-centered approach: planning lessons that encourage student interest, and adapting the curriculum to meet student’s needs. While we treated each topic under a separate heading, the reader may have noticed that the research and practical suggestions were quite similar throughout the article. In truth, establishing a student-centered approach does not rely solely on the implementation of one new teaching method or style; it is a shift to focusing on student’s needs and building the entire curriculum and educational situation around them. The many interrelated ideas presented in this article will each bring educators one step closer to meaningful student-centered pedagogy. Ultimately, though, the successful implementation of this new style of education will depend on each individual educator and their individual students. It will be an on-going process of negotiation and learning for each party, and its ultimate goal will be increased student learning. We wish you luck and success as you begin your journey towards this very worthy goal.

References


Implementing a Student-Centered Pedagogy through the Use of Interesting and Culturally Contextualized Authentic Materials


Available: http://www.camden.rutgers.edu/%7Ewood/pedagogy.html
THE LANGUAGE LEARNING BELIEFS OF ARAB ESL STUDENTS

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Abstract

Learning a second / foreign language is more than memorizing the grammatical rules and vocabularies. Language learning is a very complex activity, and culture plays a crucial role in this very dynamic, amorphous and debatable process. Learners of foreign /second languages also use different learning strategies which are influenced very much by their cultural and educational backgrounds. Belief is one of the most significant and important components of culture that encompasses language, religion, race and the personal history of any individual. During the last two decades many researchers have focused on learners’ beliefs. This study investigates the beliefs of Arab undergraduate students who are studying at three Malaysian Universities, are assessed on an adapted version of the Belief about Language Learning Inventory (BALLI), which was developed by Horwitz (1985). The paper assesses the students’ beliefs in relation to the following areas of language learning: difficulty of language learning; foreign language aptitude; the nature of language learning; learning and communication strategies; and motivations and expectations.

Keywords: ESL/EFL, Second Language Learning, Beliefs about Language Learning, Arab Students

Introduction

The concept of belief remains a key factor in foreign/second language learning. The Belief about Language Learning Inventory (BALLI) was introduced and developed by Horwitz (1985, 1987, 1988) in relation to the language learning beliefs of American students studying French, German and Spanish. The topic of beliefs about language learning has attracted many educators and linguists in various international contexts in the last two decades(e.g. Altan,2006; Rieger,2009;Bernat,2003; Heinzmann,2009; Bernat& Lloyd,2007;Truitt, 1995). These studies which conducted on learners from different nationalities: Turkey, Hungary, Vietnam, Australia, Switzerland, and Korea. Such studies emphasize what Horwitz (1988) refers to as the beliefs of learners in role in language learning process.
The purpose of this study was to add to the body of knowledge of beliefs with a focus on Arab learners. The study looks at the beliefs of Arab students from seven different Arab nationalities who are studying outside their home counties. While these students share the Arabic language as their mother native tongue, they belong to different background in terms of their social, cultural, and educational system. In addition, it is hoped that this study can contribute to the official efforts exerted by Arab authorities to assist the Arab students in their study the English language since the number of international Arab students number has grown tremendously in the last few years.

The Belief about Language Learning Inventory (BALLI)

The Beliefs about Language Learning Inventory (BALLI) of Horwitz(1987) was originally compiled from learner and teacher interviews and revealed that many students believe that language learning is merely learning vocabulary and grammar rules. Generally, they share a many stereotypical views about language learning. The study also gives information about learners’, but it doesn’t give us a clear vision about the process of learning. When Elaine K. Horwitz (Ortega, 2007) was asked about The Belief about Language Learning Inventory (BALLI) developed by her in 1988, she suggested that teachers use it as a discussion starter in language classroom. This was besides using it as a research instrument. As the BALLI deals with pedagogical issues, teachers could use it as a platform of discussion to get their students communicate and share their opinion.

Based on her experience of learning French and Spanish, Horwitz (Ortega, 2007) admitted that she has been aware since she was young that some people do have trouble when it comes to language learning. For some students, the source of anxiety is definitely there when seeing other students who understand what was going on in the classroom, while they are not. Therefore, Horwitz really believes that language classes must be communicative in the sense that students should be given opportunity to speak in the foreign language and “not use the native language to discuss grammar in the class” (Ortega, p. 6-7). Besides having suitable activities that stimulate communication in a good atmosphere classroom. Horwitz, further stressed that students should have enough liberty to be themselves when learning second language. Although there could be some level of anxiety in both teachers and students, teachers could help to reduce the anxiety in the classroom by first minimizing their own anxiety. Horwitz also emphasized that at low level of anxiety, achievement does increase but anxiety continues to increase, there will be a point where achievement starts to decrease. In other words, she indicates that teachers should not do much correction when students speak, as it will impede learning.

Furthermore, she expected to prove the value of perfectionistic beliefs about language learning – the view that one should never make mistakes and should continue to practices. She hoped to be able to use beliefs to explain anxiety. However, it did not happen because the belief that “you have to have foreign language aptitude to learn language” is very pervasive. Other than that, another issue that could be debated in learning a second language is the challenge of overcoming the interference from first language. However, Horwitz (2007)
stressed that changes are evolving as there are other important factors as well that could affect language learning.

**Literature review**

The literature review is divided into five areas that BALLI covers. It contains the following:

1. **The difficulty of language learning**
   A survey conducted by Lassiter (2001) used BALLI for the purpose of gaining insight into the students of color at Southern University-Baton Rouge of why they were interested to continue the study of French even though the enrollments in the subject have suffered a dramatic drop. The items to assess students’ view on the difficulty of language learning aspect showed that 66% of the students considered French to be language of medium difficulty. However, majority of them (60%) also believed that they could become fluent in 1 to 2 years. According to Lassiter (2001), many would become frustrated when their progress was not rapid.

   In the study by Oz (2007), he investigated the beliefs of Turkish EFL students in secondary education. The participants believed that some languages are easier to learn than others and in learning English; it is easier to read and write than to speak and understand it. 55% of the respondents also rejected the belief that they would feel embarrassed to use English in public.

   As with other affective variables, beliefs are complex and influential. Burden (2002), for example, maintains that students’ judgments about the difficulty of a language are critical “to the development of expectations for and commitment to language learning” (p.3). The majority of Burden’s study participants believed that “they will not ultimately speak English well … and rated their own aptitude for English very poorly” (p.6) and were therefore reluctant to communicate with native English speakers. These students felt that an excellent accent was important and that they needed to persevere in spite of their errors, as practice was very important.

2. **Foreign Language aptitude**
   In the area of foreign language aptitude, all respondents in Wu’s (2009) study shared the belief that Thai people are not good at learning foreign languages and a person who speaks a foreign language would have less difficulty in learning other foreign language. They also felt that children are better than adults when it comes to language learning and people who are born with a special ability could acquire the language faster than the rest. Nevertheless, only the teachers seemed to have positive perception about people who are able to speak more than one language and unlike the students, they also agreed that they do have foreign language aptitude. When judging the ability of women in learning language, all respondents were on the same side as they believed women are better language learners than men. Both groups also agreed that people who are good at Maths and Science are not good at language learning.
In Lassiter’s (2001) questions dealing with beliefs concerning the characteristics of good language learners, the study showed only 25% of the respondents believed that Americans are good at learning foreign languages and 33% of them felt that some people have the special ability to learn foreign language. There was a small percentage too, for those who believed that women are better language learners than men and people who are good at Science and Math are not good at learning language. However, 50% of the students surveyed felt that people who speak more than one language are intelligent. The overwhelming majority of them indicated that they possessed the aptitude to learn foreign language.

Only 20% of the respondents in the study conducted by Oz (2007) believed that Turkish people are good at learning foreign language. They also felt that it is easier for children to learn foreign language compared to adults and some people have special ability to learn foreign language. However, when inquired about their abilities, only half of them (56%) agreed that they have a special ability for learning foreign language. Other than that, only 20% of the Turkish believed that people who are good in Math and Science are good at language learning. The majority of them also agreed that some languages are easier to learn than others. They were neutral when responding to the statement whether girls or boys are good at language learning.

3. The nature of language learning

From the aspect of the nature of language learning, all participants in Wu’s (2009) study believed that learning a foreign language is a matter of learning grammar rules and vocabularies. Unlike the opinion of both groups of students, the teachers did not agree that learning a foreign language is mostly a matter of translation. In contrast, the teachers also felt strongly on the importance of knowing the culture of the foreign language in order to speak the language.

Questions related to the nature of language learning in Lassiter’s study indicated only 30% of the participants believed the importance of knowing the foreign language culture in order to speak the language. Lassiter (2001) emphasizes that this indicates minimum attention was given to expose the students to the culture of foreign language and how it is pertinent in the teaching and learning of foreign language. This could explain why almost 50% of the participants disagreed that it is better to learn a foreign language in the foreign country. Moreover, the majority of them felt that learning a foreign language is a matter of mastering grammar and vocabularies and also is mostly a matter of translating from English.

Almost half of the Turkish (42%) agreed that to say something in English, they would think of how the words are said in Turkish and then translate them in English. Only 28% of them believed that “The most important part of learning English is learning how to translate from Turkish” and 51% of the respondents rejected the statement “To understand English, students must first translate it into Turkish” (Oz, 2007).

4-Learning and communication strategies

In terms of learning and communication strategies aspects, all the participants in Wu’s study agreed about the importance to repetition and practice. They also felt that a person should try to speak the foreign language although he/she might not be able to say it correctly. They
believed in the importance of speaking in an excellent accent but the teachers also felt conscious when speaking in public. Interestingly, only the teachers and the 2 year program students disagreed that if people are allowed to make mistakes in the beginning, it will be hard for them to correct themselves in the future while the 4 years program students were not sure about this. All respondents agreed to go to someone to practice speaking English when they heard he/she speaking the language.  

Whereas, in Lassiter’s (2001) study, the students strongly supported repetition and practicing in the language laboratory. Only a minority of them believed the importance of having accent when speaking foreign language and they should not speak the language until they master it. About 45% of them believed that if a person is allowed to make mistakes in the beginning, it will be hard to get rid of them later. Lassiter (2001 ) believes that the students’ responses demonstrate ambivalence towards taking risks in practicing the language as majority of them agreed that if they heard anybody speaking the language they are learning, they would go up to him/her to practice it (Lassiter,2001) This further explains the importance of having communication activities which are non-threatening and reduce their affective filter or fear of using the language. 45% of the participants said that they would feel self-conscious when speaking the foreign language in public.  

On the other hand, majority of the Turkish believed (Oz, 2007) in the importance of repetition and practice and learning grammar as a way to master English. With regard to the use of L1 in the L2 classroom, half of them agree with their teachers providing explanations in Turkish; 67% of them also felt that if their teachers are native speakers, they should be able to provide explanation in Turkish when necessary.  

Benson and Lor (1999) think that one’s beliefs about how to learn a language can determine one’s choices of learning strategies. For instance, the belief “that the best way to learn a foreign language is to memorize its component parts” will contribute positively toward leaning possess especially grammar and vocabulary. Whereas, the belief “that the best way to learn a foreign language is to absorb it in natural contexts of use”will support better understanding towards communicating with native speakers.( p.459). According to Cotterall, (1999), students who dealt with a new strategy show many different leaning behaviors such as: how to ask for assistance, how to arrange their practices system, and how to identify their strengths and weaknesses(p.508). Cotterall adds that when students given strategy are always associated with their knowledge of that strategy, and most of the time adopt and accept it.  

5. Motivation and expectation  

In the area of motivation and expectation all participants in Wu’s study(2009) study demonstrated the importance of using English in their daily lives and of having hopes of a brighter future of their lives if they could master the language well. They agreed that they would get a better job and get to know the native speaker better if they could acquire the language. Lassiter (2001) found the a majority of respondents were be able to speak the language well and the students hoped that there could be more time for them to learn the language in classroom. There was also a small percentage of students who found working in
group useful. But a high percentage (%80) of students indicated that they preferred speaking French with their professors over speaking with their friends alone (58%). Lastly, with reference to questions related to motivation and expectation, Lassiter found that the students have moderate levels of instrumental and integrative motivation of learning the language. Many expected to be better language learners and that were optimistic about their language ability and the importance of learning the foreign language. Only 41% of them foresaw many opportunities to use the language. Just over 40% agreed that “Americans think that it is important to speak a foreign language, and 55% of them feel they should learn the language so that they could know French speakers better.

According to Oz (2007), a great majority of the Turkish strongly expressed their desire to learn English and the instrumental benefits of English in the future. They also hoped to one day be able to speak the language well. However, the “participants differed in their beliefs regarding the necessity of knowing about English speaking countries, the enjoyment of studying English in relation to time, and the wish to learn English in order to get to know English-speaking people better” (p. 64).

**Method**

The researchers have adapted and modified a version of Horowitz’s BALLI (The Belief about Language Learning Inventory) for use in this study. (BALLI) was administered to 101 undergraduate Arab students are studying at three Malaysian universities. BALLI contains thirty-four items on a Likert type scale, and assesses student beliefs in five major areas: (1) difficulty of language learning; (2) foreign language aptitude; (3) the nature of language learning; (4) learning and communication strategies; and, (5) motivations and expectations. The survey instrument asked respondents to rate their agreement to 34 statements on a Likert-type scale. These statements concern beliefs, agreement to which needs to be indicated from 1 (strongly agree) to 5 (strongly disagree).

**Findings and Results**

The researcher also divided this part of this study to five sections with accordance of BALLI’s categories

1. **Difficulty of Language Learning**

The data shows that a high percentages (66.7%) of the students agreed that “it is easier to read and write English than to speak and understand” while only 5.6% of the respondent strongly disagreed about the same item. A large percentage of the students (58.3%) also agreed that “I believe I will ultimately learn to speak English language very well.” Likewise, (55.6%) agreed that “Some languages are easier to learn than others”. Perhaps this result is due to the students’ awareness of their own language – Arabic- because it is very difficult to learn if it is compared with some other languages. Furthermore, the data show that 52.8% of the students disagreed that “Learning English language is difficult’ which seems to reflect awareness of the difficulty of their own mother tongue. This indicates the
difficulty of language learning for some students is a case of comparison with the participants’ own language.

Figure 1. The difficulty of Language Learning

2. Foreign Language Aptitude

Ninety six (69.4%) of the participants agreed that “Everyone can learn to speak a foreign language” while almost half of that percentage (36.1%) agreed that “It is easier for children than adults to learn a foreign language.” On the other hand, 61.1% disagreed that “People who are good at Mathematics and Science are not good at learning foreign languages” while 61.1% agreed that “Some people are born with a special ability that helps them to learn a foreign language”. Figure 2 shows that 56.6% of all students agreed that “People who speak more than one language well are very intelligent”, ”It is easy for someone who already speaks a foreign language to learn another one” and “My people (people from my own country) are good at learning foreign languages” respectively. Furthermore, the data show almost half of the participants (47.2%) disagreed that “Females are better than males at learning foreign language”
3. The Nature of Language Learning

Most (66.7%) of the students greed that “Learning a foreign language is different from learning other school subjects”, whereas only (33.3%) agreed that “Learning a foreign language is mostly a matter of translation”. In addition, more than half (52.8%) agreed that is necessary to know a foreign languages culture in order to speak the language” and half of the students (50%) agreed that “It is better to learn a foreign language in the foreign country”. In this section the data show that the students have good knowledge of the nature of language learning and foreign language acquisition. Figure 3

Figure 3. The Nature of Language Learning
4. Learning and Communication Strategies

In this section, the data shows that half of the participants (50%) strongly agreed that “In order to master foreign languages, it is important to repeat and practice a lot” and 66.7% agreed that “It is OK to guess if you do not know a word in the foreign language.” Besides that, 63.9% of the responses agreed that “If I heard someone speaks English, I would go up to them so that I could practice speaking the language.” On the other hand, 41.7% disagreed that “If you are allowed to make mistakes in the beginning it will be hard to get rid of them later”. Whereas, more than half of the students (% 52.8) agreed that “In order to master foreign languages, it is important to practice in the language laboratory”. This demonstrates that there is no consensus about clear strategies, but there is a need for practice and use of modern language labs. Figure 4

Figure 4. Learning and Communication Strategies

5. Motivations and Expectations

In this last section concerning the motivation and expectation of beliefs about the language learning, the data showed that (61.1%) of the students agreed that “I would like to learn English so that I can get to know native speakers of English better.” And (58.3%) agreed that “If I get to speak English very well, I will have many opportunities to use it”. In addition (55.6%) of the students agreed that “The people from my country think that it is important to speak a foreign language”, whereas, (38.9%) agreed and the same percentage strongly agreed about the statement “If I learn to speak English very well, it will help me to get a good job. The data in this section show that students are generally optimistic and have high expectations about mastering the English language.
This study found that Arab undergraduate students who are studying in Malaysia have expressed their beliefs about language learning in accordance with the five areas of the BALLI’s questionnaire. The results showed that the Arab students disagree that learning English language is difficult, a response that might be the result of their awareness of the difficulty of their own mother tongue. This indicates that the difficulty of language learning for some students is a case of comparison with the participant's own language. The study also demonstrated that high percentages of the participants agree that everyone can learn to speak a foreign language.

Regarding the nature of the language learning section of the questionnaire, the results show that the Arab students have a good knowledge about the nature of language learning and foreign language acquisition. This might be due to the fact that these Arabic speaking students have a native language that is itself complex in three main respects as compared to other languages. First, the alphabet is totally different. Second, the writing in Arabic is done from right to left. Finally, the structure in terms of syntax is more complex than English. In terms of learning and communication strategies the study confirmed there is no consensus about clear strategies, but there is a need for practice and the use of modern language labs. Finally, the study showed that Arab students are optimistic and had high expectations about acquiring the English language. This maybe because they feel that English will help them to become better acquainted with native English speakers as well getting better jobs.
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APPLICABILITY OF COOPERATIVE LEARNING TECHNIQUES  
IN DIFFERENT CLASSROOM CONTEXTS

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Abstract

This paper is based on the results of pre-test post-test, feedback questionnaire and observation during a community service program entitled “Training on English Teaching using Cooperative Learning Techniques for Elementary and Junior High School Teachers of Sekolah Alam Arridho Semarang”. It was an English teaching training program intended to equip the teachers with the knowledge and skills of using the different cooperative learning techniques such as jigsaw, think-pair-share, three-step interview, roundrobin brainstorming, three-minute review, numbered heads together, team-pair-solo, circle the sage, dan partners. This program was participated by 8 teachers of different subjects (not only English), but most of them had good mastery of English. The objectives of this program was to improve teachers’ skills in using the different cooperative learning techniques to vary their teaching, so that students would be more motivated to learn and improve their English skill. Besides, the training also gave the teachers the knowledge and skills to adjust their techniques with the basic competence and learning objectives to be achieved as well as with the teaching materials to be used. This was also done through workshops using cooperative learning techniques, so that the participants had real experiences of using cooperative learning techniques (learning by doing). The participants were also encouraged to explore the applicability of the techniques in their classroom contexts, in different areas of their teaching. This community service program showed very positive results. The pre-test and post-test results showed that before the training program all the participants did not know the nine cooperative techniques to be trained, but after the program they mastered the techniques as shown from the teaching-learning scenarios they developed following the test instructions. In addition, the anonymous questionnaires showed that all the participants perceived that they gained a lot from the program, and all admitted that they were motivated to use the techniques in their real classrooms. The usefulness of this training program was also reflected from their expectations, as stated in their answers in the questionnaires, expecting that other teachers of other schools should also benefit from this kind of program.

Keywords: applicability, cooperative learning techniques

INTRODUCTION

Nowadays Indonesian school teachers, those of English or teachers of other subjects, have been aware of the need for student-centered teaching-learning process. However, in practice, many of them do not apply student-centered learning, or they apply it but with limited variety of techniques.

In English teaching-learning process teachers should be able to create a student-centered atmosphere with different teaching-learning techniques so that the learning is fun
and interesting. One of the student-centered learning methods is cooperative learning, with its different techniques, offering group/team learning with the teacher acting as the facilitator.

The purpose of the program in general was to improve the teachers’ competence in teaching English, with the following specific objectives: (1) to enable them to apply 8 different cooperative learning techniques (1) to enable them to adjust the cooperative learning techniques with different learning objectives and materials.

THEORETICAL REVIEW

Language Competence

There have been different language competence models developed, and one of them is one developed by Celce-Murcia et al (1995), which sees the language competence from different perspectives motivated by pedagogic considerations. In this view, language is a means of communication rather than a set of rules. Thus, the language competence allows people to communicate using a language and to participate in the community of the language users.

Language education develops concrete skills through the learning process, and the communicative competence model developed as mentioned above helps formulate what competences should be catered by language education. When people communicate in writing or speaking they do not merely produce sentences; they actually organize and create logical connections among sentences or ideas. Thus, the role of a teacher is to develop the competencies that support the attainment of the communicative competence or discourse competence at the concrete level.

There are five communicative competencies as developed by Celce-Murcia et al (1995). First is the language actional competence, which refers to the ability to select the appropriate speech acts (in spoken language) or the rhetoric development (in written language) in every stage of communication, for example how to open a conversation, to interrupt, to suggest, etc. Second is the linguistic competence, which covers the ability of using the grammar, vocabulary, pronunciation, intonation, punctuation, etc. Third is the socio-cultural competence, which refers to the ability of using the language in an acceptable manner in view of the language cultural context. For example, the English words thank you, sorry, and please have equivalent words in Indonesian, but the frequency of use and the contexts of usage could be different. Fourth is the strategic competence, which is needed to overcome problems during communication, for example asking for repetition, asking for rephrasing, etc. Fifth is the discourse competence, which refers to the linguistic elements ideas so that united text is achieved, with cohesion and coherence, for example with the use of connectors, repeated words, prepositions, etc. (Depdiknas, 2003).

Learning English in EFL Context

In Indonesia, English as a foreign language has an important role in international communication, especially for the nation’s competitive position. Thus, the English education should be targeted to equip the learners with spoken and written communicative competence.
There are several factors to be considered in undertaking English learning, among other is curriculum. Curriculum is the reference in undertaking English education; curriculum, according to Nunan as quoted in Tarigan (1989:85) consists of the principles and procedures for planning, implementation, evaluation, and management of an education program. Thus, it is crucial that curriculum is well designed for the teachers to refer to. In addition, the learning has to be done with the methods and strategies suitable with the needs and characteristics of the students. Learning English as a foreign language has to be done continuously and contextually with continuous exposure to the language in the contexts of their everyday life, so that the learning is meaningful and is expected to gain optimum outcomes.

**Cooperative Learning Techniques**

One definition of cooperative learning is given by Slavin as quoted in Jacobs, et al (1997:16), which put emphases on three aspects, namely team rewards, individual accountability, and equal opportunities for success:

“All cooperative learning methods share the idea that students work together to learn and are responsible for their teammates’ learning as well as their own. In addition to the idea of cooperative work, Student Team Learning methods [overall name used for those methods developed by Slavin and his colleagues] emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. That is, in Student Team Learning the students’ tasks are not to do something as a team, but to learn something as a team”


Other definitions of cooperative learning are given by Davidson and kagan & Kagan. Jacobs, et al (1997) summarizes that most experts on cooperative learning would agree on four points: (1) a task for group completion, discussion, and (if possible) resolution, (2) face-to-face interaction in small groups, (3) an atmosphere of cooperation and mutual helpfulness within each group, and (4) Individual accountability (everyone does their share), while others would include some or all of the following points: (1) heterogeneous grouping, (2) explicit teaching of collaborative skills, (3) structured mutual interdependence.

As cited from [http://edtech.kennesaw.edu/intech/cooperativelearning.htm](http://edtech.kennesaw.edu/intech/cooperativelearning.htm), research has shown some strengths of cooperative learning techniques as follows:

- promote student learning and academic achievement
- increase student retention
- enhance student satisfaction with their learning experience
- help students develop skills in oral communication
- develop students' social skills
- promote student self-esteem
- help to promote positive race relations
Some Cooperative Learning Techniques

There are a lot of cooperative learning techniques developed by the scholars in the area, but only 9 are presented here as examples (taken and directly quoted from http://edtech.kennesaw.edu/intech/ cooperativelearning.htm), as they were used in the community service program. Teachers can always modify these techniques to suit their teaching needs.

1. **Jigsaw** - Groups of several students (depending on the material) are set up (home group). Each group member is assigned some unique material to learn. Students learning on the same material then get together and form a new group (expert group) to decide what is important and how to teach it to the other home group members. After practicing in these "expert" groups, they get back to the home groups and students teach each other.

2. **Think-Pair-Share** – This involves a three step cooperative structure. The first step allows individuals to think silently about a question/task posed by the instructor. The second step suggests individuals to pair up and exchange thoughts. In the third step, the pairs share their responses/ideas with other pairs, other teams, or the entire group.

3. **Three-Step Interview** (Kagan) - Each member of a team chooses another member to be a partner. In the first step individuals are supposed to interview their partners; in the second step they reverse the roles (interviewers become interviewees); in the final step, members of the team share their partners’ responses.

4. **Round Robin Brainstorming** (Kagan)- Class is divided into small groups (4 to 6) with one person appointed as the recorder. The teacher asks a question that allows a lot of possible answers and students are given time to think about the answers. After the "think time," members of the team share their responses in the group round robin style. The recorder writes down the answers of the group members, starting from the person next to the recorder. This is done until time is called.

5. **Three-minute review** – In this technique, the teacher stops at any time during a lecture or discussion and give the teams three minutes to review what has been said, to ask clarifying questions or to answer questions.

6. **Numbered Heads Together** (Kagan) – The teacher divides the class into groups of four. Each member in each group is given a number, so in every group there is a member number 1, a member number 2, a member number 3, and a member number 4. The teacher asks questions. The group members work together to answer the question so that all can verbally answer the question. The teacher calls out a number (for example, number two) and the member number two in each group is asked to give the answer.

7. **Team Pair Solo** (Kagan)- Students solve problems that the teacher poses, first by doing it in a team, then with a partner (in pair), and finally on their own (solo). It is designed to motivate students to overcome difficult problems which initially are
beyond their ability. It is based on the notion of mediated learning, suggesting that students can do more things with help (mediation) than they can do alone.

8. **Circle the Sage** (Kagan)- First the teacher polls the class to see which students have a special knowledge to share. Those students are then assigned as the sages. The sages stand and spread out in the classroom. The teacher then asks the rest of the classmates (in teams) each surround a sage. Each member of a team goes to a different sage; no two members of the same team go to the same sage. The sage explains what they know about the subject matter/tasks the teacher poses, while the classmates listen, ask questions, and take notes. All students surrounding the sages then return to their teams. Each, in turn, explains what he/she has learned from the sage.

9. **Partners** (Kagan) - The class is divided into teams of four. Half of each team is given an assignment to master to be able to teach the other half (as tutors), while the other half act as the tutees. Partners (tutors) go to one side of the room to work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners (2 students) teaching the other set. Partners quiz and tutor teammates. Team then reviews how well they have learned and taught and how they might improve the process.

**TRAINING PROCEDURE**

To get the picture of the teachers’ understanding and mastery of cooperative learning before the training, pre-test was given, consisting of 2 items. First, the teachers (training participants) was asked to give check marks on the techniques they know and or master among the 9 cooperative learning techniques provided. Second, they were asked to make 6 teaching-learning scenarios (for vocabulary, grammar, listening, speaking, reading and writing) using 6 of the 9 cooperative learning techniques in the training.

It was found out that 7 out of the 8 teachers claimed that they did not know all the 9 techniques and so they could not make the scenarios required in item 2 of the test. Another teacher claimed that he knew think-pair-share technique. However, the scenario that he made did not demonstrate understanding of the technique. It was concluded, then, that none of the participants understood the 9 techniques. The training was then designed to make them understand and able to apply the techniques.

The training was designed to give participants the experience of using cooperative learning techniques to learn English grammar, vocabulary, listening, reading, speaking, and writing. As the real practice of using cooperative learning techniques was done on 6 of the 9 techniques, in the reading learning session (with jigsaw technique), the participants are exposed with reading material on 9 cooperative learning techniques. The subjects and methods of training are given in the table below.
Table 1: Training Subjects and Methods

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Method of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reading</td>
<td>Workshop with Jigsaw technique</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>Workshop with Round Robin Brainstorming technique</td>
</tr>
<tr>
<td>3.</td>
<td>Grammar</td>
<td>Workshop with Numbered Heads Together technique</td>
</tr>
<tr>
<td>4.</td>
<td>Writing</td>
<td>Workshop with Team Pair Solo technique</td>
</tr>
<tr>
<td>5.</td>
<td>Speaking</td>
<td>Workshop with Three-step Interview technique</td>
</tr>
<tr>
<td>6.</td>
<td>Listening</td>
<td>Workshop with Think-Pair-Share technique</td>
</tr>
</tbody>
</table>

To find out the outcomes of the training and the participants’ response on the training, post-test and questionnaire were given to all participants, and the questionnaire was filled anonymously. The test items were the same as the pre-test, and the questionnaire consisted of 8 open-ended and closed questions.

**FINDINGS**

**Pre-test dan Post-Test**

As mentioned previously, none of the participants understood the 9 techniques and none could make the teachin-learning scenarios using the techniques before the training. After the training, 5 participants claimed that they understood/mastered all the 9 techniques. 1 participant claimed she understood/mastered 7 techniques and 2 participants claimed that they understood/mastered 6 techniques. This shows that majority of the participants gained a lot from the training. However, it is worth identifying the techniques that participants claimed they did not master, namely: three-minute review, circle the sage, and partners. The 3 techniques were those learned from the reading (during the jigsaw technique workshop) only instead of the real experience workshop. This gives feedback and conclusion that learning cooperative learning techniques is more effective when it is done through workshop (learning by doing).

As opposed to the pre-test, during the post-test all the participants were able to write 6 teaching-learning scenarios with the cooperative learning techniques of their choices. Interestingly, all the participants were able to write scenarios for purposes different from the models in the training. This shows teachers’ creativity in exploring the different applications of the techniques, which also shows the applicability of the techniques in different classroom contexts. The teaching-learning scenarios were even extended not only for the teaching of English, but also for the teaching of other subjects such as Mathematics, Science, and Religion (Quran Reading/ Qiro’ati). Additionally, some of the participants demonstrated high creativity by modifying the think-pair-share technique into observe-pair-share and explore-pair-share. This shows that the training was successful in convincing the participants that cooperative learning techniques can be applicable in different classroom contexts, and allow exploration of different techniques, each for different purposes. List of the 48 teaching-learning scenarios with cooperative learning written by the participants is given in the following table:
## Table 2: List of Teaching-learning Scenarios Developed by Participants

<table>
<thead>
<tr>
<th>No.</th>
<th>Technique</th>
<th>Application/Subject</th>
</tr>
</thead>
</table>
| 1.  | Numbered Heads Together (10 scenarios) | • Grammar (5 scenarios)  
                              |                                      | • Listening (1 scenario)  
                              |                                      | • Writing (1 scenario)  
                              |                                      | • Science (2 scenarios)  
                              |                                      | • Maths (1 scenario)  |
| 2.  | Round Robin Brainstorming (9 scenarios) | • Vocabulary (6 scenarios)  
                              |                                      | • Reading (1 scenario)  
                              |                                      | • Science (1 scenario)  
                              |                                      | • Writing (1 scenario)  |
| 3.  | Jigsaw (7 scenarios)               | • Writing (1 scenario)  
                              |                                      | • Reading (2 scenarios)  
                              |                                      | • Science (2 scenarios)  
                              |                                      | • Maths (1 scenario)  
                              |                                      | • Listening (1 scenario)  |
| 4a. | Think-pair-share (5 scenarios)     | • Reading (1 scenario)  
                              |                                      | • Listening (2 scenarios)  
                              |                                      | • Religion/Islam (1 scenario)  
                              |                                      | • Maths (1 scenario)  |
| 4b. | Explore-pair-share (1 scenario)    | • Science  |
| 4c. | Observe-pair-share (1 scenario)    | • Science  |
| 5.  | Three-step Interview (6 scenarios) | • Speaking (4 scenarios)  
                              |                                      | • Science (2 scenarios)  |
| 6.  | Team Pair Solo (6 scenarios)       | • Writing (1 scenario)  
                              |                                      | • Speaking (2 scenarios)  
                              |                                      | • Maths (1 scenario)  
                              |                                      | • Social Science (1 scenario)  |
| 7.  | Three-minute Review (2 scenarios)  | • Listening & vocabulary (1 scenario)  
                              |                                      | • Religion/Islam (1 scenario)  |
| 8.  | Circle the Sage (1)               | • Quran Reading (1 scenario)  |

Among the 48 teaching-learning scenarios developed by the participants, *numbered heads together* was the most dominant technique used (10 scenarios), followed by *round Robin brainstorming* (9 scenarios), *jigsaw* (7 scenarios), *think-pair-share* (5 scenarios) plus its modification into *observe-pair-share* (1 scenario) and *explore-pair-share* (1 scenario),
Applicability of Cooperative Learning Techniques in Different Classroom Contexts

three-step-interview and team-pair-solo (6 scenarios each), three-minute review (2 scenarios), and circle the sage (1 scenario).

The scenarios also show applicability of the cooperative learning techniques for different learning contexts. They are used for the learning of English, such as grammar, vocabulary, listening, speaking, reading, and writing, as well as for the learning of Science, Mathematics, Religion/Islam, Quran Reading, and Social Science.

The results of the post-test above indicate that the teachers had good mastery of 6 techniques, i.e. jigsaw, think-pair-share, three-step interview, round robin brainstorming, numbered heads together, and team pair solo, as shown from the variety and high frequency of application in their teaching-learning scenarios. These 6 techniques were trained by direct experience through workshop. Among the other 3 techniques, which were trained through reading material during the jigsaw workshop, only 2 of them were then applied by the participants in the teaching-learning scenarios, i.e. three-minute review and circle the sage. The other technique, partners, was not used at all in the teaching-learning scenario. This technique was not the one of the techniques that the (majority of) teachers claimed to master. This has proven and give feedback that the workshop method works better than the reading method in training teachers cooperative learning techniques.

Questionnaire

In addition to doing the post-test, the participants also answered all the 8 questions in the questionnaire. In response to question number 1, whether they benefited from the training, all the participants said they gained a lot, with the following reasons: (1) got good teaching methods applicable to subjects other than English, (2) inspiring for more variety of teaching methods, (3) inspiring for more fun and interesting learning, (4) could apply the 9 cooperative learning techniques, from knowing nothing about them, (5) cooperative learning techniques could well be applied in their school context, (6) got the up-to-date teaching techniques they need, (7) the different techniques are applicable for students’ better understanding of the subjects taught, and (8) got knowledge and mastery of new methods. The answers show the teachers’ appreciation to the training program and their recognition that it has inspired them to apply the techniques for better quality teaching.

In response to question number 2, whether the training was interesting, all the teachers said “yes”. Similarly, when they were asked the third question, whether they were motivated to use the cooperative learning techniques in their future classroom teaching, they all said “yes”. This shows that the training was considered interesting and was successful in motivating 100% of the participants to use the techniques in their classrooms.

The participants’ response to question number 4, asking which techniques among the 9 techniques learned were interesting for their classroom application, indicated that they had different preferences. However, the most favorite techniques and not excluded from every participants’ choices were numbered heads together, round robin brainstorming, and jigsaw. This was in line with their choices in their teaching-learning scenarios, with the three
techniques being the most dominantly used. Thus, conclusion can be drawn that the three techniques are the most suitable for application in their classroom contexts.

The rest of the questionnaire asked the participants whether they needed similar training on teaching English, asked them what training they needed for their further professional development, asked them to give comments on the training, asked them to write their expectations in the future training. The answers indicated that they needed further training on English teaching, specifically on teaching techniques, on teaching media, on assessment, and on the English. Other training courses that they needed are public speaking, student motivating, classroom management, training for trainers of English, and curriculum development. These show that there are variety of needs among different teachers and that the participants are eager to learn and give the best to education.

When asked to give short comments with descriptive words to describe the training, they gave positive comments such as “(very) inspiring” (4), “(very) interesting (2)”, “incredible” (2), “great”, “perfect”, “valuable (very beneficial for teachers)”, “thanks a lot for your spirit; hope Allah bless you”, “very very good”, “excellent”, and “unforgettable”. This shows how teachers highly valued training program for their better teaching.

Writing their expectations for future training, they mentioned the need for such training to be given to all teachers elsewhere, especially English teachers, the need for similar training targeted specifically to the basic competence in the curriculum, and similar training with longer period. In conclusions teachers generally need training courses for their professional development, and they are aware of the importance to give the best to the students.

CONCLUSION
Training on teaching English using cooperative learning techniques was well appreciated by teachers as the participants. Out of the 9 techniques trained, the most popular technique that teachers used most dominantly in their teaching-learning scenarios and which they mastered the best was numbered heads together, followed by round Robin brainstorming, jigsaw, think-pair-share, three-step-interview, and team-pair-solo. Three-minute review and circle the sage did not gain as much popularity. However, as stated in their response to the questionnaire, they were all motivated to apply all the 9 techniques. The teaching-learning scenarios with cooperative learning techniques that the teachers developed for different teaching contexts, including those for teaching subjects other than English, have proved the applicability of cooperative learning techniques in different classroom contexts.

References


METHODS USED IN TEACHING ENGLISH
AT JUNIOR HIGH SCHOOLS IN CENTRAL JAVA

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Abstract

English as a compulsory foreign language to learn in Indonesia, has an important role in our education. In the teaching learning processes, teachers at schools have the authority to select methods which support the learning objectives. This study is aimed at mapping the English teaching processes, identifying, and deciding whether the English teaching methods used by the teachers of Junior High School in Central Java were appropriate or not. The research used descriptive qualitative method. The data were collected through classroom observations, field note and documentation (Cohen, Manion, and Morrison, 2007: 80). The result showed that they were only 27.8 % teachers at junior high schools using the teaching methods which support learning objectives, while the most popular methods used were grammar translation, communicative language teaching, and three phase technique.

Keywords: English teaching process, teaching methods, learning objectives

Background

Related to the global communication era where English is used in most aspects of media, the ability to use this international language either in the form of oral or written is unavoidable. When this condition is applied to our teaching learning process, there is a moral inquiry intended to English teachers to teach this subject in a better, effective and efficient way. As stated by Muchith (2008: 113), teachers’ responsibility is to choose and use the appropriate method to create a better, effective, and efficient teaching learning process. By applying a good method of teaching English to the students, teachers can develop students’ skills and the result of learning objectives can be improved. To do this, teachers competence must also developed. The Act No. 14 Year 2005 (1:10) explains that English teachers in every level of education must have a knowledge about English linguistic aspects (linguistic, discourse, sociolinguistic, and strategies), understand spoken and written English, and understand receptive and productive skills communicatively.

One of problems faced by the teachers in teaching is how to use the right methodology. Not every teacher has skills in developing learning materials themselves and applying the suitable learning methods. This condition affects the application of School Based Curriculum in the field. Some teachers slavishly deliver the material based on books formats without considering the students’ ability and it will affect the learning result accordingly. Ideally, the teachers need to know teaching arts rather than theoretical skills in delivering the material to their students. The longer the teaching experience, the better theoretical skills the teacher has, and this is inclusive of arts of teaching. Surahman (1973: 19) in Nurdin (2004) about model of arts and science in teaching.
A teacher’s competence, as an individual capability can be seen through his teaching performance. Having the same method, the result achieved by the students can be different, this is because the teaching process is affected by many factors like the arts of teaching which varies from person to person.

Brown as quoted by Sardiman (1996), teachers’ responsibilities and roles are to comprehend and develop the teaching material. Comprehending the material means understanding holistically and comprehensively. Develop means provide, adjust and explain the material to the students and make them understand. However, the fact shows that teachers in the field, have not developed the teaching materials to be adjusted to the students’ ability.

Review of Related Literature

One of language study areas in English teaching is the use of methodology. For example, when the students are expected to be able to communicate using the target language, the teacher as a facilitator has to use appropriate teaching methods which highlight the oral activity. The following is an example of a research using certain teaching methods.

Mukaromah (2008) in her study entitled The Application of Drama Method in Improving English Achievement of the Seventh Grade Students of SMP Negeri 2 Paciran Lamongan discusses that method includes some activities and information which are designed by teachers to help students to learn. The teaching learning process will be creative if the teacher gives students opportunities to participate. When the students’ English achievement is low, this is assumed because they do not participate in the teaching learning process. Sometimes, the teacher is communicating with the students while he is only sitting on the chair all the time. It becomes a different atmosphere when he is applying a drama method acted by the students in front of the class.

Shortly, it can be explained that (1) the application of drama method may become an alternative for teachers to improve students’ English achievement in more interesting and fun learning situation, and (2) the English learning by using drama method can be applied to improve students’ activeness in the class and increase their self confidence.

a) Teaching and Learning Method

The word method comes from methodos (Greek) means a road or a way. Related to learning, method is a way used by teachers in managing information as fact, data, or concept in teaching learning process which may happen in a strategy. Because of that, method is meant a way to do something and learning method is meant a way used by teachers in delivering the material to students effectively based on the time allocated so the result will be
maximum (Thoifiuri, 2007). In another word, method is a technique used by teacher to teach or to give a material to students in the class so the material can be understood and used well. In learning, method is also meant as a way to reach an aim. In line with the definition above, it can be concluded that method is a good way to reach an intention. In this case, method needs aim, content, process and teaching learning activity, tool, time allocation, material type, students’ and teachers’ ability as well.

Shortly, a teaching method includes three activities. They are preparation, presentation, and evaluation. Each level has specific activities. Preparation step done by teachers at home. It proves that teaching method has a wide range, including teachers’ activities in reaching goals. Winarno in Suryosubroto (2002:148) exclaims that teaching method is a presentation way or how a material is given to students at school technically.

Method is one of tools to reach an objective. By using method accurately, it is expected that the teacher can reach learning objectives. A teacher has the right to choose and decide what method will be used so that learning activity may run effectively and efficiently.

b). Teachers’ Competency and Roles in English Learning

A teacher’s professional competency is a set of ability to do teaching responsibilities. Teachers are expected to be able to manage learning system including: defining goal, choosing material priority, choosing and using a method, choosing and using learning source, and also choosing and using learning media (Uno, 2010: 18-9). It means that teachers must have good knowledge in their fields, understand methodology, have theoretical concept, and choose method in teaching learning process. In a teaching learning process, teachers’ competence will affect whether or not the material can be delivered to the students. Teaching method will also affect students’ motivation and attitude to a learning program. Based on Government Decree No. 19/2005 National Education System VI, 28 (3), teachers should have pedagogic competency that is a set of ability related to the teaching learning interaction between teacher and students in a class including material explanation, teaching-learning method, presentation, giving and answering questions, class management, and evaluation.

The Standard of Competence in English curriculum in most level will include the four basic skills: listening, speaking, reading, and writing. Krashen (2000) and Spolsky (1989) propose a concept that language learning will be successful if it is supported by unity between sufficient language model and environment where the language used. It means that language skills must be integrated. After students get sufficient language use model in listening and reading, then they are trained to speak and write. This adequate model will aid language process because students in low anxiety situation produce the language which they are learning (Krashen, 2002).

Research Methodology

This research uses descriptive qualitative method. It aims to describe a situation, characteristic, quality, or achievement level. Furthermore it is used to identify, explain, and elaborate (Saleh, 2008: 3-4).
a). Population and Sample.

The population of this research covers state junior high schools English teachers and students (SMPN) in Central Java. Because of the limited time and budget, not all English teachers of state junior high schools are observed. For practicability, the area of observation (Central Java) is divided into six (6) areas based on ex Karesidenan (district) namely: Semarang, Pati, Surakarta, Kedu, Banyumas and Pekalongan, where three (3) schools in every area are randomly taken as sample. Shortly the sampling technique used is purposive random sampling.

b). Technique of Collecting Data

Source of data was the interaction between teacher and students in English learning. The data were method used in teaching English and teaching learning process. The techniques used were observation, field note and documentation (Cohen, Manion and Morrison, 2007: 80).

c) Technique of Analyzing Data

There were three technique analyzing data used in this study. First, the data of English learning process were observed then mapped to find a clearer description. Second, methods used during learning process were identified. Third, the methods were decided in terms of appropriateness.

Aspects analyzed in detail were:

a. Learning process during teachers interacted with students during the learning
b. The teacher’s skill in using teaching method in learning
c. Identification of teaching method used by the teachers
d. Appropriateness between teaching method and learning objective.

From the analysis, the conclusion was drawn about English teaching method with learning objectives and explained whether the teaching method used by the teachers were appropriate or not.

Result and Discussion

a). English Learning

Not all of learning processes done by the English teachers in Junior High School in Central Java were appropriate to the learning objectives. For example, a teacher taught students about degrees of comparison but the material should have been recount text based on the lesson plan. So, the material taught was not appropriate to the learning objective that is students are able to identify, get the information, and create a recount text. In this case, between planning and learning process was inappropriate.

Learning process was also inappropriate with the learning objective when there was a teacher who was intended to the method used without applying techniques in that method and ignored the result achieved by students in learning. For example, a teacher used grammar translation method but he did not lead students with any technique in that method to tell a narrative text as a learning objective.
b). English Teachers’ Educational Background

Junior High School teachers must have educational background minimum D-IV or S1 degree of study program which is in line with the subject taught, and achieved from an accredited study program (Educational Minister Decree No.16 Year 2007).

**Table 4.1**
The Percentage of English Teachers’ Educational Background

<table>
<thead>
<tr>
<th>No.</th>
<th>Educational Background</th>
<th>Number of Teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>S1 English Education</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td>2.</td>
<td>S1 English Literature</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>3.</td>
<td>S1 Transfer</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>4.</td>
<td>S1 Open University</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>5.</td>
<td>D2 English Education</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1 shows that the biggest percentage of English teachers’ education background in Junior High School in Central Java is S1 English Education, 61.1%. With this percentage, it should reflect better teaching skill among others. How precise the teaching method used in learning process directly will affect a teacher’s teaching skill. Because during the lecture, they must have got pedagogic knowledge about the use of teaching method to students compared to others.

Meanwhile, for graduates having the same percentage, 11.1%, are S1 English Literature, S1 Transfer, and S1 Open University. The least percentage is D2 English Education, 5.6%. Based on the data above, there is one teacher who had not fulfilled the qualification requirement, D2 English Education, deals with Educational Minister Decree No. 16 Year 2007.

c) Teaching Period

Teachers having experience will feel easier in facing students’ problems in teaching learning process related to the subject material. Moreover they can motivate and support students and also empowers their skill. In some cases, teachers having longer teaching period will be expert in doing learning compared to the new ones.
Table 4.2
The Percentage of English Teachers’ Teaching Period

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching Period (Year)</th>
<th>Number of Teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1-5</td>
<td>5</td>
<td>27.7</td>
</tr>
<tr>
<td>2.</td>
<td>6-10</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>3.</td>
<td>11-15</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>4.</td>
<td>16-20</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>5.</td>
<td>21-25</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>6.</td>
<td>26-30</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.2 displays the English teachers’ teaching period in Junior High School in Central Java. The biggest percentage is 27.7 % with the teaching period 1-5 years. There are two groups having the same percentage, 22.2 %, they are group 6-10 years and group 26-30 years. However, group 11-15 years has the percentage 16.7 %. The least percentage, 5.6%, owned by two groups, they are group 16-20 years and 21-25 years. It can be indicated that teachers having a good teaching skill are those who have taught more than 15 years. It happens because longer teachers teach, more methods they use. So, they are so innovative to use the most appropriate method to reach learning objective.

d). Teaching Method Used

In this study, teaching methods usually used by the English teachers in Junior High School in Central Java are: grammar translation method, direct method, Communicative Language Teaching (CLT), three phase technique, and Task Based Instruction Approach (TBIA).

Table 4.3
The Percentage of Teaching Methods Used

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching Method Used</th>
<th>Appropriate to Learning Objectives</th>
<th>Inappropriate to Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Teachers</td>
<td>Percentage (%)</td>
<td>Number of Teachers</td>
</tr>
<tr>
<td>1.</td>
<td>Grammar translation method</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>2.</td>
<td>Direct method</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>CLT</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>4.</td>
<td>Three phase technique</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>5.</td>
<td>TBIA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>5</td>
<td>27.8%</td>
</tr>
</tbody>
</table>
Table 4.3 describes that there are five teaching methods used in English learning. Nevertheless, not all of the teachers used those methods based on the learning objectives. There are only five teachers using the teaching method based on the learning objectives. The teaching methods used were grammar translation method, CLT, and three phase technique. There were two teachers used grammar translation method with the percentage, 11.1 %. With the same percentage, teachers used CLT as the appropriate teaching method to the students. In other hand, there was only one teacher used three phase technique based on the learning objectives, with the percentage 5.6 %.

From the comparison above, it shows that the total number of teachers using teaching method based on the learning objectives was so small. It clarifies that not all of the teachers used appropriate teaching method to the students so that it affected in failing to reach learning objectives.

e)Grammar Translation Method

There are some techniques applied to the students in this method: translation of a literary passage, reading comprehension questions, antonym synonyms, cognates, deductive application of rule, fill-in-the-blanks, memorization, use words in sentences, and composition, however, only some technique used in the learning. For example, a teacher only used four techniques: translation, reading comprehension, fill in the blank, and antonym synonym.

In translation technique, there was a teacher asking the students to use dictionaries in translating difficult words. Another teacher helped the students to translate and write some difficult words in Indonesia. Technique used by those teachers was not so appropriate; students translated a reading text from English into Indonesia; in which the text focused in vocabulary and grammar. Then, reading comprehension technique used by the teacher was by asking the students to read a text loudly. This technique was not so appropriate because the students had to answer questions in English based on their understanding. The students should have been asked about the information in the text and related the text to their experiences. In antonym synonym technique, the students should have been given a word list, asked to find the antonym synonym, or asked to translate those words based on their experiences. However, the teacher just asked the students to translate by dictionary, so the process of word understanding did not run based on the techniques applied in this method. The examples above assume that not all of the teachers applied all techniques in grammar translation method correctly.

Some teachers used grammar translation method in learning, but it was not appropriate with the learning objectives. It was caused by the teachers who did not apply some activities and materials mentioned in the lesson plan. In speaking skill, a teacher only asked the students to read a text and find difficult words. This simple process was not followed by any technique to improve students’ speaking skill. So, the objective in the lesson plan, as students can retell their experiences, was not reached. In conclusion, although the teacher stated the objectives and method firmly in the lesson plan, he did not use the
techniques in that method. This condition made the learning process was not related to the lesson plan.

f). Direct Method

The teaching techniques used in this method are: reading aloud, question and answer exercise, getting students to self correct, conversation practice, fill in the blank exercise, dictation, map drawing, and paragraph writing. In this study, a teacher could not apply direct method. It happened because he mostly used Indonesian in the teaching process. In reading skill, a teacher decided a learning objective to make students able to know descriptive text, understand its function, and identify the information. However, the learning process was not arranged well. The learning technique was also ignored. These reasons made direct method was used incorrectly. If this method applied based on the learning objectives, the students would understand the given material and automatically their reading skills improved.

g). Three Phase Technique

In this study, a teacher used three phase technique to teach writing about descriptive text. In pre reading, the teacher showed a cat picture so the students got information about the material. In reading, the students read a text with the teacher. In post reading, the teacher helped the students in identifying the information in the descriptive text. Based on the explanation related to the steps done by the teacher, the three phase technique used was based on the learning objectives.

h). Task Based Instruction Approach

All principles had been done by the teachers but it could not be said that they were successful in using Task Based Instruction Approach. It can be seen from the given material during learning process. In the lesson plan, a teacher firmly stated that the learning objectives of report text writing were that students could identify the main idea of report text, achieved information from the text, could compose a text, and capable in creating a paragraph with a certain title. In the learning practice, the teacher could not apply the technique or principle leading to the learning objectives correctly. The teacher tended to teach a material of comparison degrees and it could not contribute to the students’ writing skill. Because of the inappropriateness between the material and the learning objectives, the method’s role was not successful in the learning process although the technique or principle had been applied.

In summary, a teacher used teaching method which was not based on the learning objectives. This condition occurred because there was no appropriateness between teaching method and learning objectives, inappropriateness between teaching method used with the material given to the students, and the learning process was not relevant to the lesson plan.
i). The Appropriateness between Teaching Method with Learning Objectives

Table 4.4
The Percentage of Total Teacher Used Teaching Method Based on Learning Objectives

<table>
<thead>
<tr>
<th>No.</th>
<th>The Appropriateness between Teaching Method with Learning Objectives</th>
<th>Number of Teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Appropriate</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>2.</td>
<td>Inappropriate</td>
<td>13</td>
<td>72.2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the Table 4.4, it can be identified that only five out of 18 teachers used teaching method and appropriate to the learning objectives. So, the percentage of teachers using appropriate teaching method to the learning objectives was so small, 27.8 %. It means that those teachers applied appropriate method based on competency standard and standard competency of a skill. Some factors affecting teachers’ success in using teaching method are education background and teaching period.

Table 4.5
The Percentage of Teachers’ Education Background Using Teaching Method Based on Learning Objectives

<table>
<thead>
<tr>
<th>No.</th>
<th>Education Background</th>
<th>Numbers of Teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>S1 English Education</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>2.</td>
<td>D2 English Education</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.5 informs that all teachers using teaching method which was based on the learning objectives were graduated from English Education Program both in D2 and S1 degree. There are four teachers graduated from S1 degree with the percentage 80 % but there is only one teacher graduated from D2 degree with the percentage 20 %. It is because they had been taught about teaching skill in how to teach English as a foreign language correctly so that they could teach by using appropriate method.

Table 4.6
The Percentage of Teachers’ Teaching Period Using Teaching Method Based on Learning Objectives

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching Period</th>
<th>Numbers of Teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Less than 15 years</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>More than 15 years</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Table 4.6 illustrates that teachers having experience more than 15 years were successful in using teaching technique. There were three teachers with the percentage 60%. There were two teachers with the percentage 40% having teaching experience less than 15 years. It describes that between teaching period with teaching method based on learning objectives. Longer a teacher taught, better teaching method they used in learning. Teachers kept choosing what method which was appropriate to be used for students without ignoring the appropriateness to the learning objectives.

**Teaching Skill**

Teaching skill becomes very important in teachers’ duties and functions. Without a good teaching skill, a teacher can be innovative or creative to a material in the curriculum. One of the factors affecting teacher’s teaching skill is the use of appropriate teaching method. It means appropriate for students and material to reach the learning objectives.

**Conclusions and Suggestions**

Teaching methods used by the English teachers in Junior High School in Central Java were grammar translation method, direct method, communicative language teaching, three phase technique, and task based instruction approach. An appropriateness of teaching method use to the learning objectives really impacts to the teachers’ teaching skill. It is suggested that the teachers should apply various teaching methods and based on the learning objectives to improve students’ English skills.

**References**

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Act No. 14 Year 2005/1 (10)


Educational Minister Decree No.16 Year 2007 about Academic Qualification Standard and Teacher’s Competency.

Government Decree No. 19/2005 National Education System VI, 28 (3)


CROSS-LINGUISTIC INTERFERENCE OF FRENCH TO ENGLISH IN INDONESIAN STUDENTS OF FRENCH DEPARTMENT OF UNNES

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French Department
Semarang State University

Abstract

Despite the fact that English is the first foreign language learnt by French Department’s students of UNNES, this language doesn’t seem to enjoy the place it is supposed to have. Students of French Department of UNNES have mostly learned both English and French since they were in high school. However, it doesn’t mean that they understand English as well as they understand French. Regardless lexical and grammatical similarity between these two languages, mastering English is quite problematic to most students. This paper is adopted from the study attempting to investigate how currently-learned foreign language (French) influences, or not to say overrides, previously-learned one (English). Two groups of 28 students were analyzed in terms of their English lexical, grammatical abilities and pronunciation. The results indicate that French (L3) has a great influence on English (L2) of learners who have had more exposure to French (L3). The results also suggest that French exposure (L3) seems to have influenced learners’ ability to use their knowledge of L3 in order to overcome lexical difficulties in L2. It is disadvantageous to some degree since English and French share numerous lexically similar words which are totally different in use. In addition, it was also found that most students fail to pronounce English words correctly especially when these words also exist in French.

Keywords: cross-linguistic interference, lexical, second language (L2) and third language (L3)

Introduction

French is the second foreign language learned in Indonesia, along with Japanese, Arabic, German and Chinese. Unlike English which is a primary subject at school, in most high schools French is only taught in a certain program namely Kelas Bahasa (Language Program). Indeed French is given in Science Program but it is relatively few.

Over the years in the teaching of English at Foreign Languages and Literatures Department (Jurusan Bahasa dan Sastra Asing) of Semarang State University, a thought-provoking problem seems to have arisen in French Language Education Section (Prodi Pendidikan Bahasa Perancis). No such a problem appears to have happened to the Arabic, Japanese and Chinese Department’s students. Most French Department’ students make pronunciation mistakes for words which have similar corresponding words in French. For instance: ‘impossible’ is pronounced as [ɛposible] instead of [ɪmposɪbəl]; noun plural form like in the word ‘sentences’ is pronounced [sætə] instead of [sentənsɪ]; and ‘government’ is mistaken for [ɡʊvərnəmənt].
Problems also arise in terms of tenses especially when using the Simple Present Tense and the Present Continuous Tense which are not rigorously defined in French. When asked “What are you doing?”, most students would answer “I study English” instead of “I am studying English.” These are just a few examples of noticeable mistakes made by French Department’ students.

Historically most French Department’ students come from Language Program (Kelas Bahasa) where they learned French. Considering these facts, it can be said that most French Department’ students have been sufficiently exposed to foreign languages including English and French. They have learned English for at least 6 years and French approximately 3 years. Regardless the learning method utilized at school and how these students acquired their English and French, interference between these two languages occurs.

Studies have shown that both the learner’s native and non-native languages can be the sources of interference when acquiring a new language (Cenoz, 2001; Hammarberg, 2001; Möhle, 1989; Ringbom, 1987, 2001). Although a variety of factors have been identified which seem to determine the extent to which and the way in which the learner’s native and non-native languages influence the acquisition of an additional language, there is still no clear understanding of the importance each factor has in the acquisition process. While some researchers have identified L2 proficiency and L2 exposure as playing a role in determining how a non-native language influences third language (L3) acquisition (Hammarberg, 2001; Ringbom, 1987; Williams & Hammarberg, 1998), it appears that no study has specifically assessed the role these two factors play.

This study aims to discover how French (as currently-learned language) influence the comprehension of English (as previously-learned language). To be more specific, it attempts to answer these following questions: (1) How far does French concept of lexicon interfere with English one? (2) How far does French concept of tenses influence English one? In this case the discussion is limited to the Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense and To Be since they are mostly misunderstood and confused by French department students. (3) How far does French’s pronunciation influence English pronunciation? It is hypothesized that the more proficient the students are in French and the more exposure they have had to it, the greater influence of French on English comprehension. Simply put, the better their French is, the worse their English will be.

Methodology

Subjects of the Study

Twenty eight students of French Department enrolled in two English classes were involved in this study. Most of them are in their 5th semester and few in the 8th semester.

Procedure

The participants were first asked to fill out a questionnaire regarding their language learning history. It was expected that this questionnaire would reveal the order of their
Is it through English  French Order or the other way around French  English Order?

Secondly, they were required to do a pronunciation test in which they read English words and passages. This process was recorded and the data collected were then analyzed to discover whether the incorrect pronunciation was due to French (L3) influence or not. It was expected that this test would reveal the extent of interference in phonological aspect.

Thirdly, they had to fill out a vocabulary-similarity awareness test. In this test the participants were provided with French words. They had to find the English corresponding words. This test served to find out whether the participants were aware of English – French similarity in terms of vocabulary. This is important since we aim to measure French influence on English comprehension.

Fourthly, they were asked to translate simple sentences from French to English. The sentences to be translated contain vocabulary and structure found in these two languages.

Theoretical Background

Cross Linguistic Interference is usually described as the negative influence of a learner’s other languages on the target language. Interference is a deviation which takes places orally or in written forms. It is by nature a common phenomenon in foreign language learning (Trekova : 320).

Interference may involve an interaction of mother tongue (L1) to foreign language (L2); previously-learned foreign language to the following one; or the more acquired foreign language to the less acquired one.

Interference generally takes place when a learner’s knowledge in the language being learned is limited. It occurs in all linguistic aspects such as phonetic, morphologic, lexical and syntaxes. Phonetic interference refers to a situation when a language learner uses a sound of another language when he or she is learning a certain language (Hamers : 178).

While lexical interference is when a bilingual person unconsciously uses a word from another language, grammatical interference takes place when a speaker unconsciously uses another language’s structure.

Many researches have shown that a bilingual or even polyglot experience cross linguistic interference. It varies according language acquisition age, language mastery and similarity level of the languages being learned (Proverbio, Roberta, Alberto : 1).

Considering that many people in the world speak more than one language, cross linguistic interference happens not only from L1 to L2 but also L2 to L3. (Dewaele, Williams & Hammerberg, 1998).

In their researches Williams & Hammerberg found out that recency factor plays an important role. Moreover, they explained that L2 is automatically activated if the speaker has just used it recently. Therefore, access to L2 database in the learner’s mind is also open. As such, cross linguistic interference may result from the most recent used or the most often used language of the learner (Williams & Hammerberg, 2001: 23).
Tremblay stated that proficiency and exposure to L2 determine L3 acquisition (Hammarberg, 2001; Ringbom, 1987; Williams & Hammarberg, 1998).

According to Cenoz in *Multilingual Acquisition*, (Cenoz, 1997) multilingual acquisition is a complex process since it involves various factors such as languages being learned, environment and the order of language learning (Cenoz, 1997: 278).

In the L2 acquisition there are only two possibilities: L1 and L2 are acquired in a series or simultaneously. L3 acquisition involves four possible orders i.e.: 1) these 3 languages are acquired in a series one after the other (L1→L2→L3); 2) L1 is acquired first then L2 and L3 learned all at once (L1→Lx/Ly/Lz); 3) L1 and L2 acquisitions take place at the same time before L3 is acquired (Lx/Ly→L3); and 4) learners acquire these 3 languages all at once. (Lx/Ly/Lz) (Cenoz, 2000). The diagram below depicts the interaction of L1, L2, and L3 in.

![Multilingual Acquisition Diagram](image_url)

It appears that Indonesian learners undergo a bit different process of language acquisition. Yet, it is still related to the afore-mentioned sequences particularly no 3. Mother tongue (Javanese) and Indonesian language are mostly acquired simultaneously while foreign language(s) like English, French, Arabic, German and Japanese are learned in a series. However, it is also possible that first foreign and second foreign are learned together.

Regardless the disadvantages it may cause, interference may bring a positive effect as well. Multilingual learners often have better meta-linguistic awareness which can help them internalize new grammatical structures more easily. Learning vocabulary might also be easier at times because of the word roots shared across typologically similar languages.

**Discussion of the Findings**

**Language Learning History**

The questionnaire on language learning history shows the subjects studied are polyglot. Twenty six out of 28 participants have acquired/learned 4 languages namely Javanese, Indonesian, English and French. Javanese and Indonesian are generally acquired almost simultaneously while English is the first foreign language learned and French the second. It is also interesting to note that only 4 out of 28 participants do not come from Language Program (*Kelas Bahasa*). Two other participants stated that they have only acquired/learned 3 languages: Indonesian, English and French.
Twenty two participants claimed that they started to learn English in Junior High School while 6 learned English for the first time in Elementary School. Twenty four participants stated that they have been learning French since Senior High School. Only 4 claimed that they got to know French in college. Eighteen participants still use English in their daily life although it is done in a passive way like watching TV, listening to music and looking for references while the rest prefer to do it in Bahasa Indonesia.

It is interesting to note, however, that only 10 participants stated that they use French outside the class. Ten is registered at Yahoo.fr and 2 like listening to French songs.

Twenty participants stated their linguistic concept of Bahasa Indonesia inhibits their foreign language comprehension. Furthermore, 20 participants stated that they sometimes find it confusing learning English and French at the same time and the other 8 stated that they do not know.

After all, most participants stated that learning French and English at the same time now as they are in college is sometimes confusing.

**Vocabulary Similarity Awareness**

Vocabulary Similarity Awareness test revealed that all participants were familiar with the words asked. Yet, they were not sure with their correct pronunciation and use.

French influence was easily recognized when the participants took the wrong choice of English words provided. Apparently they relied simply on orthographic knowledge and recognition. For example : They chose *pain* (Eng) instead of *bread* (Eng) for French corresponding *le pain*.

**Tenses Comprehension Test**

As to Tenses Comprehension test, the result was quite surprising. The test administration seems to influence the result. When the test of English Tenses was given first, all participants did not have difficulties using the *Simple Present Tense*. Twenty one out of 28 knew how to use the *Present Continuous Tense* correctly. All participants knew how to use *To Be* correctly. Yet, almost all of them still made mistakes in using the *Present Perfect Tense*.

Nevertheless, when they were assigned to translate loose and simple French sentences into English, the result was totally different. Twenty five participants made mistakes. All participants failed to decide whether to use the *Simple Present Tense*, *Present Continuous Tense* or *Present Perfect Tense* when they were asked to translate a sentence in *Le présent*. It also occurred to the sentence in *Le passé composé*. Most participants were confused to translate it either into the *Simple Past Tense* or the *Present Perfect Tense*. The Use of *Avoir* and *Être* also influenced them in the English translation. *J’ai 28 ans* (literally I have 28 years of age) was translated into *I have 28 years old* instead of *I am 28 years old*. It is understandable since in French we use *avoir* (literally ‘to have’) and *être* (literally ‘To Be’) to express what is known as To Be in English.
Cross-Linguistic Interference of French to English in Indonesian Students of French Department of Unnes

**Pronunciation Test**

The pronunciation test shows that despite Indonesian phonological influence, French pronunciation seems to have embedded in the participants’ mind. This following table shows English sounds which the participants cannot pronounce well.

<table>
<thead>
<tr>
<th>English</th>
<th>French Corresponding Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>{Æ} in … (apple, that)</td>
<td>Sound {Æ} is unknown in French. Besides, letter a in French is pronounced normally like a in Bahasa Indonesia.</td>
</tr>
<tr>
<td>{ øU } in … (ago, low)</td>
<td>This sound doesn’t exist in French.</td>
</tr>
<tr>
<td>{ øU } in … now</td>
<td>This sound doesn’t exist in French. Participants tend to pronounce it like … no</td>
</tr>
<tr>
<td>{ eI } in … fate, great</td>
<td>Pronounced like {I} in … (sit)</td>
</tr>
<tr>
<td>{ Iə } in … beer, cheer</td>
<td>Pronounced like simple {ɨI} in … (see)</td>
</tr>
<tr>
<td>{ θ } in … thin, nothing</td>
<td>Participants find it difficult to pronounce.</td>
</tr>
<tr>
<td>{ Ø } in … just, edge</td>
<td>Participants identify it as French Ø which is totally different.</td>
</tr>
<tr>
<td>{ r } in … radio, brother</td>
<td>It is often mistaken for French deep r.</td>
</tr>
<tr>
<td>{ n } in … (sing)</td>
<td>Nasal sound exists in French and applies when i, e, a, o followed by n or m. Participants tend to take it for granted everytime they come across English words.</td>
</tr>
</tbody>
</table>

**Conclusion**

The fact that French (L3) is the main source of Cross Linguistic Interference in French Department’ students of UNNES can be explained by various factors. Firstly, the students’ French proficiency level and exposure may have been quite high so that their English is diminishing gradually. This seems to confirm what Williams & Hammerberg reiterated as Recency Factor.

Since the participants have already been learning their L3 for at least five semesters or more at the time of the study, it is possible that French (L3) has been deeply embedded. This is, in turn, taking over the place that English one had.

Secondly, the students were not able to take advantage of French – English similarities in vocabulary and structure. Loan translation occurs here.

Thirdly, the students made morph-syntactic error when dealing with the tenses of French and English at the same time. They have difficulties using different concept of tenses of French and English.
Finally, in spite of the fact that being adult learners, the students’ articulation organ has been established, the result suggests they are strongly influenced by French phonetic sound. This makes them difficult to pronounce correctly sounds which do not exist in French. More worryingly, they tend to pronounce French-orthographically similar English words the way they do in French.

Although these results have shed a light on French – English Cross Linguistic Interference, it should be kept in mind that this study emphasizes lexically, phonologically and grammatically only. It does not investigate the relation of between the learners’ French overall proficiency and their English competence which is worth studying somehow. Perhaps, it would also be interesting to compare French Department students’ proficiency in English and their counterparts from Japanese, Arabic, and Chinese Department since they are also learning foreign language(s) besides English. And lastly, it is very unlikely that these results apply to other setting as Grosjaen (1998) put it that environmental setting also determines which foreign languages known will be activated by learners.

References


References
TEACHING INDONESIAN LITERATURE IN HIGHER EDUCATION: 
A LOST ART

Ailyxandria Pradita

Abstract

The lack of students’ interest in reading literature, including Indonesian literature written in English, poses greater implications as literature is a gate to understanding culture. When students learn about Indonesia’s social, historical, and linguistic settings in literary texts, they innately learn details of Indonesian culture; they do not merely learn English as a foreign or international language. This paper focuses on presenting the issues and challenges in teaching Indonesian literature in TEFL classroom, especially in higher education setting, and highlights its methodology as well as cultural significance. Also, it suggests that Indonesian literature can be introduced and taught via different teaching and learning methods, and the experience of learning itself brings new perspective as well as knowledge on a culture to the students. Furthermore, the paper offers some practical ideas on how to promote Indonesian literature teaching and learning at university level.

Introduction

Reading has always been on the weaker side of the four skills for Indonesian students. Besides reading for pleasure still needs to be encouraged, the habit of reading in general has not been embraced as a culture. Although earlier studies suggest that reading for pleasure is essential for both educational purposes and personal development, fostering the culture of reading in higher education, particularly, is not an easy task, as most universities in Indonesia strongly emphasize on grammar and examination-oriented language focus. Additional challenges occur when the learners are asked to read literature, a type of writing they are not accustomed to. Also, the presence of a shared belief that literature is incomprehensible and inaccessible for foreign or second language learners adds to the complexity and can be detrimental to the process of language learning (Or, 1995). It is, indeed, quite difficult for teachers to teach the features of literary discourse and stimulate the interest of learners who may not acquire the basic mechanics of English language.

Literature Review

The teaching of literature to non-native learners is largely related to the nature of literature and the skills of the language learners. While reading literature offers exposure to the best uses of English, there have been concerns that the creative use of language in poetry and prose frequently deviates from the conventions applied in non-literary discourse; and hence hinders the acquisition of language skills. The situation leads to a general decline in using literature as a component in EFL classroom, particularly in higher education, as most universities in Indonesia focus in EAP courses with a great emphasis in grammar and typical English structures.
Nonetheless, rather than perceiving literature as separate from non-literary discourse, Carter and Nash (Carter R. &., 1990) suggest that variety of text types should be placed along a continuum with some being more literary than others. They believe that the separation of literature from language is a false dualism since literature is language and language can indeed be literary.

With regard to the cultural load of literature, Chastain (Chastain, 1988) describes the teaching of culture as an integral, organized component of the course content of a language program due to the disentangled interconnection between language and culture and the significance of intercultural differences. Thus, literature is the best ground to genuinely explore the target culture (Gajdusek, 1988).

Furthermore, learning language through literary discourse is a means of experiential learning that allows learners to receive inputs, contextualize context and integrate skills. It also provides real purposes and opportunities for the learners to interact with others and obtain feedback on their language learning process (Eyring, 1991).

Discussion

Issues and challenges

Integrating literature into the EFL syllabus is difficult, albeit valuable, to implement. First and foremost is to find the sources as there are not many Indonesian literary texts published in English. If they are available, most of them are not available for free and most likely are limited or outdated. Another challenge is to select the approach that can best serve the needs of EFL learners and at the same time provide adequate stimulus for the learners.

Here, the activities used to incorporate literature in the course are built around Carter and Long’s (Carter R. a., 1991) main approaches to the teaching of literature, i.e. the cultural model, the language model and the personal growth model. These three models are closely linked to each other, and on most occasions are overlapping, as a result of the actual selection of class activities.

The cultural model, which represents the traditional approach to teaching literature, requires the learners to explore and interpret the historical, social, political and literary context of a specific text. Prose and poems reflect the culture of their authors, thus, allows for opportunities to present cultural information and cross-cultural comparison. Nevertheless, this model can easily turn the activities into teacher-centred activities with little opportunity for extended language work.

The language model is the most common approach to literature in EFL classrooms. It enables learners to use literature as a tool to learn particular linguistic features. It allows the use of typical strategies applied in language teaching: cloze procedure, jumbled sentences, prediction exercises, summary writing, creative writing and role play. However, this approach is considered to reduce the actual sense of literature and is disconnected from the literary goals of the text as it merely serves the purpose of specific linguistic goals.

The third model, the personal growth model, bridges the cultural model and the language model by focusing on the specific use of language in a text, while placing it in a unique
cultural context. In this model, learners are encouraged to build engagement with the text, express their views and feelings, and make connections between their own cultural experience and those stated in the text. In addition, it helps learners develop knowledge of ideas and language via different settings, themes and topics.

**Integrated approach to teaching literature**

A combined integrated approach makes literature accessible to learners and highly beneficial for the learners’ linguistic development while inducing personal pleasure and active involvement in reading the texts. It explores texts from the perspective of style and the relationship to content and form. The approach is geared towards student-centered activities through personal response and involvement.

Exploring and interpreting the historical, social and cultural aspects of a text, for example, can be done through a group or pair discussion and followed by a group presentation. Involving the whole class in the activity encourage active participation and direct involvement.

Classic novels such as *Sitti Nurbaya*, *Never the Twain*, and *Shackles*, can easily be used to introduce cultural aspects and historical background to the learners. It can also be utilized to overcome negative attitudes and prejudice, if any, toward the target culture. If it is considered essential to highlight specific linguistic features, more language-based activities can be applied using different methods, including vocabulary analysis, jigsaw reading, group discussion, role play and the use of realia. Furthermore, literature can be applied to build context and promote critical thinking in academic writing activities, including cause and effect essays, comparison and contrast essays, and argumentative essays.

While more modern literature like *Supernova* and *The Dancer* can also be selected for the above activities, the fact that the authors of both novels are still productive provides an opportunity for the learners to link their personal classroom experience with the authors’ real experience. Inviting novelists or poets to class is an alternate activity to facilitate authentic communication and active involvement. It also provides opportunities for broader student-centered activities and more diverse collaborative group work.

Establishing a literature club or a book club is another option that can be explored. This club focuses heavily on student contribution and active involvement. Students are engaged in various literature-based activities, including projects and presentations that may require external participation.

**Conclusion**

The benefits of using literature in the EFL classroom especially in higher education overpower the hesitation and scepticism. Apart from offering an opportunity to widen learners’ understanding of their own and other cultures, it has the potential to combine the four language skills – reading, writing, speaking and listening – and reinforce learners’ knowledge of lexical and grammatical structure. Moreover, an integrated approach to the use of literature offers learners the opportunity to develop their communicative skills and
strategies to analyze and interpret language in context. However, the most appropriate combination of approaches, design activities and tasks must be carefully selected so that literary texts can serve as a powerful pedagogic tool to enhance language learning and teaching.

References


Abstract

This article is concerned with the pronunciation of English words with ‘-ate’ endings. Though, generally speaking, English pronunciation is arbitrary and thus unpredictable due to their spellings, by relying on spellophonetic technique we can partially but accurately determine the pronunciation of certain groups of English words, including the ‘-ate’ ending words. Spellophonetic pattern supported by dictionary [Hornby, 2005] observation indicates that these words behave in three ways in their pronunciation. First, whenever they are adjectives or nouns, the ‘-ate’ should be pronounced as [-ǝt]; for example, accurate [ækjuərǝt]. Second, whenever they are verbs, the ‘-ate’ should be pronounced as [-eIt]; for example, tolerate [tolǝrIt]. Third, whenever this group of words consist of three or more syllables, the primary stress should be assigned to the third syllable counted backward from the ‘-ate’ syllable; for example, sophisticated [səfɪstɪkǝt]. Minor deviations of these patterns exist. However, high level of accuracy (above 97%) of the pronunciation pattern is recorded. Given the high degree of predictability in the pronunciation of this word group, they lend themselves to the ease of learnibility and teachability in and outside the classrooms. Therefore, teachers and students of English alike can very much benefit from these observation findings.

Keywords: spelling, spellophonetic, pronunciation, and stress

INTRODUCTION

It is inevitable that those, non-native English people, who want to learn English by developing their listening, reading (aloud), and speaking, are always confronted with a notoriously difficult feature of English pronunciation. When they directly listen to English pronunciation or speak English without referring to English writing, the problem lies in the habit of recognizing and articulating English speech sounds. When they are familiar with English sounds and can copy the pronunciation of English native speakers or other people’s English speech, they can probably speak English, despite their inaccuracy of their pronunciation. The problem will be much harder and more complicated whenever we want to pronounce English words based on their orthographic representations. Here, we have to not only be familiar with English sounds, but we at the same time be confronted with the association of the English sounds in their written forms---better known as their spellings.

Talking about English spellings and their pronunciation is quite a taxing task for non-native speakers of English---say Indonesians. For Indonesians learning English, the association of English spelling and its pronunciation is quite notorious. This relationship is the major cause for difficulty, if not frustration for them. The apparent reason is that English
The Pronunciation of the English Words

Ending in ‘-Ate’ in the Light of Spellophononetic Technique

pronunciation is arbitrary when it is related to the spelling of the word. Unlike English, the Indonesian language features a high degree of consistency between Indonesian spellings and their pronunciations. For example, in Indonesian, the spelling ‘-ng’ in medial and final positions (note: ‘-ng’ does not exist in initial position) must be pronounced as [ŋ]. Equally consistent in its pronunciation is the letters ‘a’ and ‘j’; in Indonesian they are always pronounced as [a] and [dʒ]; for examples, ‘lalat’ (fly) [laːlət] and ‘jarang’ (rare) [dʒɑːrəŋ].

This ease of pronunciation is not available in learning English because of three apparent reasons; the spelling and its sound association, the presence of word or sentence stress, and the application of intonation in longer English utterances. Since in this article, the sound and its sound association have something to do with the topic of the present discussion, they will be touched on in a more detailed manner.

As regards the spelling of English and its sound representation, they pose the first hurdle in the pronunciation of English words. Let’s take, for example, the spelling ‘ng’ in the following English words, ‘finger’, ‘singer’, and ‘danger’. As we can see, ‘finger’ is pronounced as [fɪŋɡə], ‘singer’ as [sɪŋɡə], and ‘danger’ [deɪnˈdʒər]. Therefore, the ‘-ng-’ represents completely different sounds and in turn it causes a problem for Indonesians or probably any other non-native speakers of English to learn English pronunciation.

One of the suprasegmental features called ‘stress’ poses another problem in pronouncing English words. Stress with its sub-level strengths exists in English, while in Indonesian it is not a common feature in the pronunciation of Indonesian words. Stress as part of English pronunciation has three characteristics that further complicate non-native speakers of English in their effort to make sense of English spelling and its sound realization in pronunciation. The three frustrating features of English stress are that: (1) it is arbitrary, meaning that there is no way of judging in what syllable dominant and less dominant stresses are assigned, (2) it shifts from one syllable to another in related words, and (3) the shifting of the stress is often followed by vowel, diphthong or consonant change. Let’s take an example of how these three characteristics of stress manifest themselves in pronunciation:

admire [ə ˈdɪməl]  
admiration [æ ˈdɪmərəˈʃn]  
admirable [ˈædəmərəbl]  
admirability [ˈædəmərəˈbɪləti]

The above related words undergo changes of stress and their segmental features. Once we know the primary stress of the word admire, we cannot guarantee that we can maintain the stress to remain on the same syllable when we derive a new related word. Thus, it goes without saying that trying to pronounce each of the words above will need a great deal of effort. Whereas, failing to identify the stress and the segmental changes in the new word will more often than not cause hesitation which usually ends in improper pronunciation. Looking the word up in the dictionary is the best solution to this frustrating problem. But the question is: how many times do we have to check the pronunciation of the same word or maybe other
English words whose pronunciations escape our immediate articulatory knowledge and capacity?

Addressing the problem above, this article offers a partial solution, that is by applying a technique as suggested by Sukrisno (2012) called alphophononetics or spellophononetics. By relying on this technique, at least English words ending in ‘-ate’ can be partially pronounced more accurately without having to check each word in the dictionary. As to how spellophononetic technique works in predicting the pronunciation of certain English word groups including ‘-ate’ ending word group, below a special section will be devoted to it.

**ALPHOPHONONETIC OR SPELLOPHONETIC TECHNIQUE**

This is a completely new technique aimed at helping learners of English to arrive at a better or more accurate pronunciation by simply relying on the way an English word is spelled. In fact, the term alphophononetic or spellophononetic is a new English word formed by means of clipping and blending techniques. *Alpha-* stands for alphabet, while *spello-* refers to spelling. ‘-phono-‘ refers to phonology. It is a sub-branch of linguistics which is intended ‘to discover general principles that underlie the patterning of sounds in human language’ (Dobrovolsky and Katamba, 1996). Meanwhile, Clark and Yallop (1990) provide the definition of phonology as a science that is ‘concerned with the organization of speech within specific languages, or with the systems and patterns of sounds that occur in particular languages.’ The last syllables of the word is ‘-netic’ which is the clipped form of another sub-branch of linguistics, i.e. phonetics. Here phonetics refers to articulatory phonetics, which, according to Ramelan (2005), studies speech sounds from the point of view of their mechanism of production. Based on the clipping and blending of the above words, Sukrisno (2012) defines ‘spellophononetic’ ‘as a technique of determining the pronunciation of a word by looking at the way the word is spelled.’ This means that we can partially predict the sounds of a certain combination of letters in a word of certain word groups, arrange the sounds phonologically and then articulate them based on the principle of sound production.

Spellophononetic technique works from back of a word to front or by noticing a certain spelling pattern of the last syllable of a word and then determine its pronunciation. The endings of words subject to spellophononetic prediction in their pronunciation can be of different parts of speech, such as noun, verb, and adjective. Spellophononetic technique can also determine the pronunciation of inflectional morphemes attached at the the end of nouns or verbs, such as past participial morpheme ‘–ed’, third-person marker ‘-e/s’ in verbs, or plural marker ‘–e/s’ in nouns. The pronunciation of certain word endings are predictable when we look at them spellophononetically. Let’s take the word ‘entities’ as an example. This word consists of two morphemes, entity as the root of the word and ‘-es’ as a plural marker. Using spellophononetics, we can accurately predict the pronunciation of the the penultimate syllable ‘-ti’, the last syllable ‘-ty’, and the plural marker ‘-es’ of the word, as follows:

entity
denotes the pronunciation of the word *entity*

entities
denotes the pronunciation of the word *entities*
Spellophononetics (Sukrisno, 2005 and 2012) dictates us that any words ending in –ity behave consistently in the pronunciation of this word ending (-ity). The vowel of the penultimate syllable must be pronounced as [ə], and that of the last syllable (-ty) must be pronounced as [I]. Whenever this word is pluralized, the pronunciation of the plural marker can also be determined, that is the sound [-z], because the plural marker ‘-es’ materialized itself phonologically as [-z] in its articulation. This rule applies to any other English words ending in –ity; thus ‘realities’, ‘audacity’, modalities, etc. are respectively pronounced as rea[Iə tIz], auda[ʃə tI], and moda[lu tIz].

Apart from becoming a partial predictor of pronunciation, spellophononetics can also predict dominant stress patterns of a certain group of English words. Let’s take some words ending in –ity again. By looking at the spelling –ity at the end of any English words, we can accurately predict that the primary stress of the words is on the third syllable from behind (from the last syllable of the word). Therefore, the above words will receive the strong stress as follows: re’ality, au’dacity, mo’dalities, etc.

As far as this present observation is concerned, the word group under discussion, that is, words ending in ‘-ate’; is also eligible for spellophononetic treatment. However, before discussing the result of the observation on the words final-syllabically spelled in –ate, the concept of English sounds and their orthographic and phonetic representation will be presented. This is due to the fact that in describing the pronunciation of a word in written form we have to use phonetic symbols.

ENGLISH SOUNDS AND THEIR PHONETIC SYMBOLS

The use of phonetic symbols in describing sounds is simply a must in an article dealing with pronunciation. Different authors or different dictionaries differ slightly in symbolizing sounds. For example, Hornby (2005) uses the the symbol [e] to represent the English front vowel, such as found in the word ‘fellow’ [ˈfelɔʊ], while The Macquarie Dictionary (1990) and Ramelan (2005) use the phonetic symbol [ɛ] for the same sound. The dictionary used as the main source of data of this investigation is Oxford Advanced Learner’s Dictionary (Hornby, 2005), whereas the use of Ramelan’s (2005) symbols is preferred here for a certain practical reason.

Though this article will to a greater extent involve the use of phonetic symbols which represent the pronunciation of the syllabic ending ‘-ate’, other phonetic symbols will also be used. Therefore, so as not to create misunderstanding in reading the symbols, the sets of phonetic symbols introduced by both Hornby and Ramelan would be introduced. These symbols represent the segmental phonemes of the English language, consisting of vowels, diphthongs and consonants. The sounds are involved in the description of the pronunciation of ‘-ate’ spelling.
In fact, the way of symbolizing sounds in phonetic symbols among authors and dictionary makers do not differ too much. Between Hornby’s and Ramelan’s symbols, for example, only several symbols are different; [ǝƱ ] (H) vs. [oƱ ] (R), [e ] (H) vs. [ε ] (R), [j ] (H) vs. [y ] (R), etc. They share the rest of the symbols. In this article, the symbols frequently used to describe the pronunciation of the ‘-ate’ spelling in English words are the symbols [eI ] and [ə ] . To a lesser extent, the symbols [a:] and [I ] are also used.
COLLECTION OF ENGLISH WORDS ENDING IN ‘-ATE’

Exhaustive dictionary (Horby, 2005) observation on the words ending in ‘-ate’ produces the following results:

<table>
<thead>
<tr>
<th>Syllabicity</th>
<th>Words ending in ‘-ate’</th>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>verb</td>
<td>adjective</td>
</tr>
<tr>
<td>Two-syllabic</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>Multi-syllabic</td>
<td>416</td>
<td>96</td>
</tr>
</tbody>
</table>

Altogether, there are 607 words in the dictionary. Of the 607 words, 37 of them are two-syllabic, and the rest are multi-syllabic words consisting of 3 or more syllables. Syllabicity of the words ending in ‘-ate’ will produce different segmental and suprasegmental consequences when they are pronounced. Using spellophononetics, it is assumed that all multi-syllabic words ending in ‘-ate’ behave in two ways: 1). They always receive the primary stress on the third syllable counted from the final syllable of each word, and 2). The last syllable, that is syllable ‘-ate’ must be pronounced as [eI] whenever they are verbs, but as [ə] whenever they are adjectives or nouns.

To show a few random examples of the prediction, we can have the following words:
1. eradicate (verb) [ɪˈrædɪkeɪt]
2. delegate (noun) [ˈdɛlɪɡeɪt]
3. appropriate (adj.) [əˈprɒprɪət]

With regard to 2 and 3, spellophononetics predicts that 2 (delegate) must be pronounced as [ˈdɛlɪɡeɪt] and 3 (appropriate) as [əˈprɒprɪət] whenever they both serve as verbs. However, whether this theory of pronunciation holds true to the rest of the words ending ‘-ate’ has to be proved. Therefore, the sections below will discuss such phenomena.

THE SEGMENTAL AND SUPRASEGMENTAL BEHAVIOUR OF THE ENGLISH WORDS ENDING IN ‘-ATE’

When coming across any English words ending in ‘-ate’ and having to pronounce them, we can to some greater extent rely on the spellophononetic technique. Spellophononetic patterns dictate us that this word ending can be treated in two ways; segmentally and suprasegmentally. Segmental treatment tells us how to determine the phonetic representation of this particular word ending in terms of its articulation. In written discussion this articulation is represented by phonetic symbols as has been introduced in the previous section. Suprasegmental feature appearing on this word ending is the articulatory realization of the stress pattern. The stress pattern referred here is mainly the primary stress, and not the other kinds of stress, secondary and tertiary ones, which, in this discussion is represented by the symbol [‘..’].

In order to justify the spellophonetic prediction on the English words ending in ‘-ate’ provided in the preceding section, here are the findings of this word group based on a dictionary observation (Hornby, 2005). These facts will be discussed in terms of their segmental and suprasegmental representations.
Segmental Realization of the Syllable ‘-ate’

As recorded earlier, there are 37 two-syllabic words and 570 multi-syllabic words ending in ‘-ate’. The 37 two syllabic words consist of 35 verbs, 1 adjective, and 1 noun. Let’s see the whole words in the following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>Two-syllabic words</th>
<th>Part of speech</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>'aerate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>'castrate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>col'late</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>con'flate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>cre'mate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>de'bate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>de'flate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>dic'tate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>di'late</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>do'nate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>'hydrate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>hy'drate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>fel'late</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>frus'trate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>ges'tate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>'gestate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>gy'rate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>in'flate</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>lac'tate</td>
<td>verb</td>
<td></td>
</tr>
</tbody>
</table>

All of the ‘-ate’ spellings in the listed words are pronounced as [eI]; for example, [kƏ'leIt]
<table>
<thead>
<tr>
<th></th>
<th>Word</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>lo'cate</td>
<td>verb</td>
</tr>
<tr>
<td>19.</td>
<td>'mandate</td>
<td>verb</td>
</tr>
<tr>
<td>20.</td>
<td>mi'grate</td>
<td>verb</td>
</tr>
<tr>
<td>21.</td>
<td>mu'tate</td>
<td>verb</td>
</tr>
<tr>
<td>22.</td>
<td>over'rate</td>
<td>verb</td>
</tr>
<tr>
<td>23.</td>
<td>pal'pate</td>
<td>verb</td>
</tr>
<tr>
<td>24.</td>
<td>pre'date</td>
<td>verb</td>
</tr>
<tr>
<td>25.</td>
<td>'probate</td>
<td>verb</td>
</tr>
<tr>
<td>26.</td>
<td>'probate</td>
<td>verb</td>
</tr>
<tr>
<td>27.</td>
<td>pro'strate</td>
<td>verb</td>
</tr>
<tr>
<td>28.</td>
<td>'prostrate</td>
<td>adj.</td>
</tr>
<tr>
<td>29.</td>
<td>re'flate</td>
<td>verb</td>
</tr>
<tr>
<td>30.</td>
<td>re'late</td>
<td>verb</td>
</tr>
<tr>
<td>31.</td>
<td>spec'tate</td>
<td>verb</td>
</tr>
<tr>
<td>32.</td>
<td>trans'late, trans'lator</td>
<td>verb</td>
</tr>
<tr>
<td>33.</td>
<td>trun'cate</td>
<td>verb</td>
</tr>
<tr>
<td>34.</td>
<td>up'date</td>
<td>verb</td>
</tr>
<tr>
<td>35.</td>
<td>'update</td>
<td>noun</td>
</tr>
<tr>
<td>36.</td>
<td>va'cate</td>
<td>verb</td>
</tr>
<tr>
<td>37.</td>
<td>vi'brate</td>
<td>verb</td>
</tr>
</tbody>
</table>
In terms of the syllables spelled in ‘-ate’ occurring in the above-listed words, a certainty of pronunciation of their segmental property of the ending ‘-ate’ is obtained; that is, it must be pronounced as [-eI] regardless of whether the word is a verb, adjective, or noun.

This is different from the treatment applied in the multi-syllabic words. The ‘-ate’ is pronounced as [-eI] whenever the words are verbs and as [-ə] whenever the words are adjectives or nouns. As mentioned earlier, among the 570 words ending in ‘-ate’, 416 are verbs; 96 are adjectives; and 58 are nouns.

The dictionary reveals that the syllable ‘-ate’ in the 416 verbs is always pronounced as [-eI]. However, in the case of adjectives, deviations occur. Among the 96 adjectives, there are two phenomena worth noticing. First, in all adjectives which are formed with the addition of past participial marker (-ed), such as found in the words sophisticated, obligated, opinionated, etc., the ‘-ate’ in this kind of adjectives must be pronounced as [-eI]. There are 25 words of this kind. Therefore, a certainty of the pronunciation of the ‘-ate’ in this type of words is confirmed. Second, all adjectives other than past participially formed ones must be pronounced as [-ə] except one word, that is Latinate. The ‘-ate’ in Latinate is pronounced as [-eI].

In the case of the 58 multi-syllabic nouns ending in ‘-ate’, three phenomena of pronunciation also occur. First, the ‘-ate’ in the majority of this type of words is always pronounced as [-ə]. Second, there are 13 nouns ending in ‘-ate’: apostate, carbohydrate, caliphate, candidate, carbonate, concentrate, distillate, magistrate, neonate, particulate, potentate, reprobate, and sophisticate, whose ‘-ate’ ending is pronounced as [-eI]. The ‘-ate’ ending in the words ‘candidate’ and ‘particulate’ share a double pronunciation; respectively, they can be pronounced as either [‘kæ ndɪdət] or [‘kæ ndɪtət], and as eithe among authors and dictionary makers r [pa:ɪtɪkətət] or [pa:ɪtɪkətət]. Third, two words ending in ‘-ate’, ka’rate [kəˈrætət] and ‘pomegranate [ˈpɔmlɪgrænət], behave differently in the pronunciation of their ‘-ate’ endings.

In conclusion, based on the findings in the last three sections, we can be more accurate in pronouncing the ‘-ate’ ending of the words belonging to nouns, adjectives and verbs. The ‘-ate’ ending should be pronounced as either [-eI] or [-ə] except for the words ka’rate [kəˈrætət] and ‘pomegranate [ˈpɔmlɪgrænət].

**Supra-segmental Realization of the ‘-ate’ in Two- and Multi-syllabic Words**

What is meant by suprasegmental realization here is the primary stress of the words ending in ‘-ate’ represented by the phonetic symbol ‘[’], for example, ‘dedicate’. The findings of this observation reveal a very interesting suprasegmental phenomenon with regard to the stress pattern of the words ending in ‘-ate’.

As mentioned earlier, there are 416 verbs, 96 adjectives and 58 nouns ending in ‘-ate’. How this type of words would be stressed in their pronunciation will be discussed in the sub-sections below.

First, with regards to the 416 verbs above, spellolphononetic technique provides a very accurate prediction of their strong stress pattern. When we come across any verb whose last
The Pronunciation of the English Words
Ending in ‘-Ate’ in the Light of Spellophononetic Technique

syllable is spelled in ‘-ate’, we can predict that the primary stress falls on the third syllable from behind. That is to say that if we chose a verb of this kind randomly, we can always accurately predict that it will be stressed on the third syllable from behind, that is from the ‘-ate’ syllable moving backward. Let’s take some multi-syllabic verbs randomly, for examples, *regulate* and *contaminate*, or any other verbs ending in ‘-ate’. These words will be stressed as follows: *regulate (v)* and *contaminate*. However, when we particularly talk about verbs, a deviation of this pattern occurs. This is supported by the finding of the dictionary observation. Of the 416 verbs collected, only three words deviate from the spellophononetic prediction. The three deviating verbs are *oxygenate* [ˈɒksɪdʒəneɪt], *under'rate*, and *under'state*. Thus, 99.27% accuracy of stress assignment is obtained. However, the last two verbs, *under'rate*, and *under'state* are not original verbs but prefixed ones. Thus, if these two prefixed verbs are omitted, there is only one verb deviating from the predicted pattern. The accuracy of stress becomes 99.75%.

Second, if we apply the above spellophononetic prediction to multi-syllabic adjectives, the result will be more or less the same. The primary stress falls on the second syllable before the syllable ‘-ate’. Thus, randomly chosen, the adjectives, *subordinate*, *ultimate*, or any other multi-syllabic adjectives, are stressed as follows: *su'bordinate* and *'ultimate*. Similar to the the case of multi-syllabic verbs ending in ‘-ate’, this present dictionary observation demonstrates some deviations. Of the 96 adjectives collected from the dictionary, there are only two adjectives; mainly in*carnate* [ɪn'kɑːrənt] and in*quorate* [ɪn'kwɔːrət], which are penultimately stressed. In terms of percentage, the accuracy of spellophononetic prediction is 97.79%.

Third, spellophononetic prediction on the multi-syllabic nouns ending in ‘-ate’ is the same as that applied to verbs and adjectives; that is on the third syllable counted backward from the syllable ‘-ate’. Therefore, randomly chosen, the nouns in*vertebrate*, and *'consulate* are primarily stressed as such. Deviation of this stress patterns exists, however.

As mentioned previously, there are 58 multi-syllabic nouns ending in ‘-ate’. Five words, mainly appelate [əˈpɛlət], carbohydrate [kaːˈboʊhɑːrdret], ka'rate [kɑrˈreɪt], patriarchate ['pɛlɪtrɪkɑːt], and pomegranate [ˈpɒməˌɡrænət] are stressed differently from the spellophononetic pattern. In terms of the percentage of accuracy, this word group is the lesser one, but it still has 91.37% level of stress accuracy if we pronounce the words guessingly.

Fourth, concerning the by-syllabic words ending in ‘-ate’, spellophononetic technique works less accurately. The primary stress mostly is assigned to the last syllable of each word; for example, the words *lo'cate* and *mu'tate*. As listed in the table above, there are 37 by-syllabic words ending in ‘-ate’. At a closer look at the list, we find out that among these 37 words, there are 9 words stressed on the first syllable of each word. These nine words are: *'aerate (v)*, *'castrate (v)*, *'hydrate/hy'drate (v)*, *ges'tate/gestate (v)*, *'mandate (v, n)*, *'probate (v, n)*, *'prostrate (adj.)*, and *'update (n)*. If we put this figure into percentage, 78.37% of the 37 words are stressed on the first syllables. The rest (24.32%) of the words are stressed on the last/second syllable. However, the words *'hydrate/hy'drate (v)* and *ges'tate/gestate (v)* demonstrate two versions of stress.
CONCLUSIONS

By using spellophonetic techniques, the segmental and suprasegmental realization of the words ending in ‘-ate’ can be predictably determined. Segmental realization refers to the pronunciation of the ending ‘-ate’ of the words and suprasegmental realization refers to the primary stress pattern of the multi-syllabic words ending in ‘-ate’.

Supporting the spellophonetic prediction, a dictionary inventory demonstrates that 568 (98.59%) multi-syllabic words are stressed on the second syllable counted backward from the ‘-ate’ syllable. The rest (1.42%) of the words deviate from the predicted pattern. These words are ‘oxygenate’ [ˈɒksɪdʒən] (v), ‘in’carnate [ɪnˈkaːnət] (adj.), ‘in’quorate [ɪnˈkwɪrət] (adj.), ‘ap’pelate [əˈpelɪt] (n), ‘car’bohydrate [ˈkærəhʌdrɪt] (n), ‘ka’rate [kəˈræt] (n), ‘patri’archate [ˈpætriərkt] (n), and ‘pome’granate [ˈpɒmɪgrænt] (n). As regards by-syllabic words, out of the 37 words, the majority (78.37%) are stressed on the last syllable, while the rest (24.32%) amounting to 9 words are stressed on the first syllable of each word.

In terms of segmental realization, the ending ‘-ate’ in all verbs and past participially-formed adjectives are pronounced as [eɪ]. The remaining adjectives, except for one word ‘Latinate’ [ˈlætnɪt], are pronounced as [ə]. The ‘-ate’ in the 58 multi-syllabic nouns is pronounced as [ə], while the rest (13) are pronounced as [eɪ].

All in all, it can be concluded that the stress pattern of the words ending in ‘-ate’ and the pronunciation of ‘-ate’-ending verbs, adjectives and nouns can be accurately predicted. Owing to the high degree of predictability of this group of English words, such a phenomenon of pronunciation contributes itself to learnability and teachability in and outside the classroom. Teachers and learners of English should benefit from these findings.

REFERENCES


INTRODUCTION

Reading Comprehension has been determined (by the Director of First Common Year Program) to be one of the core subjects for the first year IPB students, either in semester one or two. With the objective of being able to read English texts effectively and efficiently, the teaching of reading for these undergraduate programs are basically confined to skills that can develop reading speed and improve students’ comprehension and reasoning abilities. Thus, skills like finding both general and specific ideas, guessing unknown words, finding meanings from English-English dictionary, predicting, and finding inferences are those need to be covered. Such kind of teaching, however, can sometimes become a demanding task when dealing with certain classroom conditions and with certain targets.

It is, therefore, a challenge for all English teachers in my university to be able to carry out the task well so as to achieve the above teaching objectives. Meanwhile, students’ evaluation reveals that 3 semesters ago, teachers obtained various scores in their teaching evaluation, ranging from 2 to 3.7 out of the 1-4 scale. This paper, accordingly, is written to find out the teaching method and strategies used by those obtaining relatively good scores (3.2 and above) in order to disseminate them as better insights for the teaching of reading not only in my university but also other schools or colleges.

UNDERLYING THEORIES

Numerous efforts and strategies in teaching reading have widely been investigated by researchers, scholars and teachers who are struggling to provide better teaching-learning methods in English classrooms. The salient aspect mostly argued is finding the best way to make all students engage in accomplishing the tasks and other learning activities. These result in the emergence of quite recent teaching method such as “Communicative” “Cooperative”, and “Collaborative” teaching, despite its controversy (Corporation, 2004). Goodmatcher and Kajiura (Goodmatcher; and Kajiura, 2011), for instance, wrote the report on how some teachers in Japan made a shift in their teaching method, turning students’ activities from “solo” (which had been used for relatively long time) to pairs or small groups to bring learning more closer to the real world; namely, providing opportunities for interaction and activating deeper thinking. Similarly, Gao (Gao, 2008) points out that to achieve what has been stated in the teaching new syllabus in his country, China, - involving reading speed and reasoning abilities – communicative activities were perceived to be the most effective way. Furthermore, classroom reading activities from Pre-, While-, and Post-Reading stages, or those to be performed in pairs or small groups have also been put forth to (TE Editor, 2006).
In addition to the teaching methods, attention has also been given to the reading materials that can generate communicative learning. Sets of “real life” passages as sources of reading materials have been utilized and explored in a variety of ways. There is even involvement of technology and multimedia to support any classroom practices to ensure that students will gain not only the knowledge but also the experience from their practices due to the exposure provided. (Warschauer, M., & Meskill, C., 2000)

THE TEACHING OF READING IN IPB

Having reading as the core subject for undergraduate program in IPB, especially those in the First Year Common Program (FYCP), has last for more than 35 years. Although materials are changed periodically, the skills covered are mainly the same.

The teaching of reading is given in two types of classes; namely; “Lecture class” and “Tutorial class”. Since dealing with theories and holding between 100 – 120 students, the former, Lecture classes, nowadays, are equipped with LCD to help teachers illustrate and explain all the theories along with a few examples of exercises. Naturally, teachers carry out most of the talk, thus, not many discussions occur in this type of class. Although opportunities for asking questions are always provided, nearly no students will take such a chance and pose themselves as “receivers” with little participation, instead. The latter type of class, conversely, the Tutorial classes, normally hold approximately 50 students and are intended for discussing various exercises in line with the theories given in the previous week. Lasting for about 100 minutes, activities in this class is centralized in completing all sets of exercises written in the reading material book provided. It is in this kind of class that intense interaction between students and their teacher take place. With the years gone by and with the absence of current information on teaching-learning information, however, the teaching of reading may sometimes turn into a monotonous activity. Each teacher carries out this duty on their own way and with their own teaching style.

At the end of each semester, nonetheless, an evaluation on teachers’ performance is announced by the Directorate of FYCP who ask students to score their teacher’s performance in a 1-4 scale. Though it is not 100 percent reliable as the questionnaire do not merely cover the teaching method, such an evaluation can be used as a feedback on what a teacher has performed in the classroom. It was, indeed a major concern when, once, the result of the evaluation score ranged between 2 - 3.4, which means that there was a significant gap in teachers’ performance. In fact, this score has changed over the last two semester, and all scores are 3 and above now. Still, it is believed that knowing what others do in their classroom will be able to improve reading the teaching of reading and bring it closer to its objectives.

METHODS

Questionnaires on how teachers carry out their duty in the reading classes were distributed to all teachers to fill out, and at the same time, report on the teachers’ evaluation score was obtained from the Directorate of FYCP. Interviews were then performed to those
achieving high scores (above 3.3) so as to obtain deeper insight on what they wrote in the questionnaire. It is worth noting that teachers looking after the reading classes vary at their age starting from early thirties to late fifties. Only a few result, however, will be discussed in here.

RESULTS AND DISCUSSION

It was found that all of these teachers have similar perception when they are teaching reading classes in this undergraduate program; viz. assisting students to master all the reading skills required. The salient factor appeared from my questionnaire is that only three teachers (out of 15) mentioned that when conducting teaching, what they bear in mind is to make their students enjoy doing the learning process. When others were asked for clarification regarding this matter and whether or not they have intention to make their classroom alive, nevertheless, most of these teachers definitely said “yes”.

Several teachers even stated their awareness that at a certain time, along the time range given for teaching reading (100 minutes), concentration will reach its peak to go down afterwards. It is the presence of such “critical” time that makes them decide either to “reduce” their teaching speed or turn to other “tension-relieving” activities.

The above case then leads to the next question in the questionnaire; namely, how they carry out the teaching process. It was revealed that teachers’ ways of teaching vary from one person to another, but the most crucial finding in this case is that no teachers are well informed with current teaching methods widely discussed in the education field or even used by other teachers elsewhere. None of them have heard about “cooperative” or “collaborative” learning. What they carry out in the classroom, accordingly, depends on their knowledge and intuition as teachers.

The results of both questionnaire and interview indicate that, interestingly, the majority (85%) of teachers have applied active, communicative, and collaborative learning, over the last about four years (excluding the one with score 2). Placing students in pairs or small groups, asking students to do a small “project”, creating environment where students can share opinions, have been conducted by majority of these teachers. With the informal meeting in the beginning of each semester and the sharing of what teachers with good scores did in their classroom, there is a progress that the teachers gained last semester: all teachers have 3 and above for their score. However, I am more interested to investigate teachers’ teaching activities rather than just the scores obtained as these are expected to make students more active in carrying out their learning in order to make it more comprehensible.

To give a clear description on this matter, the next discussion will focus on what some teachers have done to ensure active participation and understanding of the students in their reading classes:
1. Teacher A (a woman in her 50s)

She likes to put her students into groups, containing around five to six randomly as a fixed group – meaning that the members of the group are always the same throughout the semester. At the end of her class, she always reminds her students to individually do all of the exercises for the following week’s class at home so that they are ready for discussion.

On the day of discussion she uses a lottery to determine which group has to do which exercise (in general each unit in the book comprises 5 – 7 passages to discuss). This means that one particular group has to prepare and only focus on certain exercises (according to the lottery). So, first, students in each group are given the opportunity to discuss the answers they have had with the other members of that group and compromise the answers if differences appear. Together, they also have to find supporting information to their answers, anticipate questions, and the like. After that, each group has to lead the discussion based on the exercise they have done, and are responsible for any questions from other students or clarify any explanation when required. This kind of teaching is carried out every week with the same group members but different kinds of exercise as stated in the lottery. The role of the teacher in this case is to provide assistance and consultation when students are not sure of the answer or not clear about any particular idea.

2. Teacher B (a man of his mid – thirties)

This teacher is apparently active and energetic in all kinds of situations, including when teaching. He is always noticed to be close and open with his students. Having the opinion that students need to be “energized” from time to time, he likes to do a variety of activities of what he calls “ice breaking activities”. In the middle of his teaching, for instance, he often “refresh” the classroom atmosphere by asking the whole class to sing simple songs (e.g. translated Indonesian song “Disini senang”) while moving their body at the same time. The intention is that all students can shift their attention from a serious or tense thing to something different and fun for a while. 5-7 minute activities is considered to be sufficient before going back discussing the book.

Besides placing students into small group to discuss the material (as conducted by Teacher A), he sometimes apply “jigsaw method” in his teaching. It was noticed that students become more active and independent in completing their tasks when this method is applied.

At other times, he makes “group competition” where he constructs additional questions but related to the topic under discussion or/and the ones dealing with other units that have been discussed so far. This activity is usually conducted when he wants to give a review on all materials covered. Students will actively answer the questions in order to “win” such a competition and get a bar of chocolate as a reward.

3. Teacher C, a woman in her late forties

This teacher often obtains high score (above 3.3) in this reading class. She always tries to make students take active roles in their learning process including the time when she
is giving explanation in the Lecture class. Asking questions to students, pointing one, two or some students to give examples, and the like are the activities included. When exercises are approached in the Lecture class, she often asks one of her students to come forward and lead the discussion. The positive point about this is that students feel more relax after reviewing the theory.

Her Tutorial class is not always split into small groups as she uses different kinds of ways when teaching. Students are directed to work individually, in pairs, small groups at different times, but it is mostly students who lead the discussion. Games are sometimes used in the classroom. Take the Bingo game as an example. When learning about parts of speech, she takes 20 words with different part of speech from the passages in the textbook and write them on the “main” card, then provide ten cards, each of which contains only ten of those words, with a variety of combinations. No cards have the same words. Each card is given to 10 small groups of students. Two students are asked to lead this game by mentioning the part of speech of the 20 words in the main card in turn. For instance, if they see the word “care” they have to say “the noun / verb form of “care””. Or when they see the word “stressful” they are expected to say “the adjective form of “stress”, etc. Other students in groups have to watch their card carefully and think quickly as in their card they might have both “care” and “careless”, for instance. As a result, they have to think and decide quickly the verb form of care. When all of the 10 words are called out, this group will say “Bingo!”, and then all students will check together whether or not the words in the group card are mentioned.

4. Teacher D, a woman in her early thirties

Teacher D is not only an active but also creative teacher who likes to spend a lot of time doing preparation before teaching to make various games. Knowing that some students use books used by students in the previous semester, thus equipped with answers, she likes to “test” her students whether they really understand the topic being discussed. When she is teaching skimming, for example, she retypes all of the texts in the book, each of which is cut into nine to ten boxes as puzzles. Working in groups, students who are already asked to learn the unit beforehand, have to be able to construct such puzzles into a text by finding clues like the topic sentence, connecting words, and the like. When succeeded, students then have to underline the topic sentence, find the controlling idea, etc. as instructed in the book. By doing so, students will not open their book but concentrate on the text that they have constructed.

She also assigns her students to make a presentation on what they have learnt in the Lecture class. When the topic is Reading Tables and Charts for instance, she announces a week before that students need to work in a group of five to prepare a presentation based on one exercise in the book. Each group is required to “teach” other groups and lead the discussion in answering retyped questions from the book throughout their presentation. To make it more alive, before and after the presentation they have to show their “yell”. Apparently, students like learning this way rather than just stick on the book.
Another activity that she sometimes carries out in her class is asking students to find and learn difficult words in the text that will be discussed in the following week. It is intended that by doing so, students can improve their vocabulary. In the classroom, students are instructed to make a group of three where, in turn, each student has to describe the words that have been learnt and let the rest of the group member guess what the word is.

As expected by my university, almost all teachers also try to relate the skills being learnt with the ones that might be needed in the real world, for instance explaining when skimming, scanning and the other skills might be used. Discussion on such matters can sometimes boost students’ motivation in mastering the skills.

Apart from the activities discussed above all of the teachers interviewed stated that they also convey “moral” advice from time to time. It is difficult to tell when exactly they conduct this as such advice generally appears when text with certain topic is being discussed. Once students pointed out that this kind of advice definitely helps them undergo their studies, and creates a particular amity between students and their teacher.

CONCLUSION

The above is just a few examples of teachers’ efforts and creativity to make their class alive; namely, by involving active participation of students as an attempt to give better understanding on the materials learnt. There are many others that my colleagues and, I believe, other language teachers, have and can be conducted to reach the course objective within friendly learning atmosphere, as it has been proven that such an environment will better support for the learning process to take place. So, BE CREATIVE.

REFERENCES


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By not giving voice and value to women’s opinions, responses and writings, men have therefore suppressed the female, define what it means to be feminine, and therefore devoiced, devalued, and trivialized what it means to be a woman. As femininity is mostly related to women for women are labeled as extensions of men, mirrors of men, devices for showing men off, and also devices for helping men get what they want, women's position is inferior to men. This study discusses the female’s masculinities through the portrayal and life experiences of the main female characteristics, Anna Leonowens, as her protests against the Siamese patriarchal systems that abundant her life as a career woman and also the oppressed lives of Siamese women in Elizabeth Hand’s novel Anna and the King. Feminism and Deconstructions approaches will be applied to analyze Leonowens’ actions and reactions regarding to what Siamese patriarchal systems claim to be parts of masculine traits. Leonowens’ nationality, cultural and educational backgrounds as well as positions play significant roles in the novel. By opposing Leonowens’ ways of thinking to the King who represents the patriarchal system of Siam, Hand gives a new identity to women in struggling for gender equality in Siam.

**Keywords:** masculinity, femininity, patriarchy, feminism, deconstructions

**Introduction**

The social system of the patriarchal society is a system which enables men to dominate women in all social relations. The system is known in feminist discourse as ‘patriarchy’ - refers to the possession of phallus, which entails the possession of power. It is believed that in the patriarchal order of knowledge perpetuate in the patriarchal society, the kind of looking which results in ‘knowing’ is likely to be exploitative. Men see knowledge, in other words, as something to be mastered, in the way that women are to be mastered. (Ruthven, 1984). Furthermore, it is mentioned that feminist criticism is moral because it sees that the one of the central problems of Western literature is that in much of women are not human beings, seat of consciousness. They are objects, who are used to facilitate, explain away, or redeem the project of men.

Beauvoir in *The Second Sex* (1949) establishes with great clarity the fundamental questions of modern feminism. When a woman tries to define herself, she starts by saying ‘I am a woman’. No man would do so. This fact reveals the basic asymmetry between the term ‘masculine’ and ‘feminine’. Man defines the human, not woman. Women have been made inferiors and the oppression has been compounded by men’s beliefs that women are inferiors by nature. Woman is riveted into a lopsided relationship with man, he is the One, she is the Other. In line with Beauvoir, Madsen L. Deborah (2000) states that specific cultural values
are tied to male interests such as the oppositions between rational (male) and emotional (female), and between nature (female) and civilization (male), women are defined as rendered invisible and silent, if they do not fit the patriarchal scheme. Outside the dominant definitions of male-dominated culture women exist only as insane, inarticulate, or irrelevant. In the matter of discourse, additionally, women have been fundamentally oppressed by a male-dominated language. A sociologist Robin Lakoff believes that women’s language actually is inferior, since it contains patterns of ‘weakness’ and ‘uncertainty’, focuses on the ‘trivial’, the frivolous, the unserious, and stresses personal emotion responses. Whatever encourages or initiates a free-play of meanings and prevents ‘closure’ is regarded as ‘female’. Male utterance, she argues, is ‘stronger’ and should be adopted by women if they wish to achieve social equality with men (Selden,1986). The binary opposition of masculine and feminine traits are then concluded as follows:

<table>
<thead>
<tr>
<th>Masculine Traits</th>
<th>Feminine Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vocal in speech</td>
<td>1. Silence</td>
</tr>
<tr>
<td>2. Consistent in one meaning</td>
<td>2. Going off into plurality of meaning</td>
</tr>
<tr>
<td>4. Relevant</td>
<td>4. Irrelevant</td>
</tr>
<tr>
<td>5. Objective</td>
<td>5. Subjective</td>
</tr>
<tr>
<td>6. Rational</td>
<td>6. Irrational</td>
</tr>
<tr>
<td>7. Focus on general matters</td>
<td>7. Focus on trivial matters</td>
</tr>
</tbody>
</table>

However, the feminist critics have employed wit to ‘deconstruct’ male-dominated ways of seeing. To deconstruct a discourse is to show how it undermines the philosophy it asserts, or the hierarchical opposition on which it relies. (Culler, 1983). Beauvoir concludes that women will achieve liberation only through their agency or positive actions in society.

“Anna and the King” is one of novel written by Elizabeth Hand which is enriched by cultural elements. It talks about a widow from England who was invited by King Rama IV in Thailand to tutor his children, wives and concubines the English language and to introduce them to the Great Britain customs. It explores much the way Leonowens gradually adapts to living in Siam and how her ways of thought and principles give big influences for those around her. On the other way around, the novel also shows Leonowens’ struggles to get through her life with her Siamese companions and lifestyle that gradually re-shape her personality, enabling her to come to grips with her husband’s death. Leonowens pursued her principles regarding to human rights and equalities as shown in many events of the story among them are her risky actions against unfair treatments to women. She felt outraged when she saw the beautiful young Burmese slave-girl Tuptim presented to the king as a gift from the subjugated king of Burma and her struggle to winning a case of a slave who tried to buy her own freedom. Leonowens’ concern and actions to defend women’s rights of equality deconstruct the patriarchal ideas that put women in a subordinate position to men.
Discussion

Silence is identical to femininity, as femininity to women. However, Leonowens seemed to be different. As an educated woman who knew much about how things supposedly went on, Leonowens always questioned something inappropriate. She could not remain silent when something went wrong, especially if she knew that she could do something about it.

Leonowens was being very vocal to the Prime Minister of Siam to demand her rights. The Prime Minister of Siam was the representative of the King himself who held the power towards a decision. As a woman yet a foreigner, Leonowens supposed to put high respect to him, at least, that was how the rule worked in Siam, where men had an absolute power toward women. Less awareness of Siamese culture is another factor for Leonowens’ concern was to get her rights of maintaining her privacy of her personal life and fulfillment of King’s promise of a house of her own. Leonowens persisted on her real goals showed her consistency and her demand of having the promising house outside the palace revealed the fact that Leonowens focused on general issues for a house is one of human basic needs and she was aware of it. Being a lady did not position Leonowens to accept any condition dictated to her. On the other hand, she set her own bargaining power which shows her power as a woman. Her protest was fruitful. She got what she wanted. Even in patriarchal society, where most power are owned by men, women carried masculine traits can excel.

“Behind them, tucked into a groove of rhododendrons, was a beautiful two-story house, in the Siamese style but built of faded rose-colored brick. Servants scurried in and out of its doors, already unpacking baskets full of Anna’s things.”

“Your Majesty,” she said, her eyes brimming. “I believe you’ve finally rendered me speechless.

“I trust you’ll find ample spaces for engaging in English traditions,” said King Mongkut. “Even for growing of roses.”

(p.114)

Leonowens’ authority in speech did not only appear once. She spoke for the La Ore-Jao Manga’s slave who had difficulty to buy her freedom. Leonowens could not ignore her conscience toward the injustice happened in front of her. She could not keep silent for she knew that what had happened against the law. It was irrational and unfair for Anna that a slave, who deserved freedom for she had purchased it, was tortured and sentenced guilty. She tried very hard to release the slave, though she had to lose her wedding ring-the most precious thing that bound her feeling to her late husband. At the end, she succeeded. The slave was finally released. The issue of slavery in Siam witnesses a fact that the ones carry out patriarchal values are not always men. La Ore-Jao Manga is an influential lady who adopted patriarchal values for she supported unfair treatment to women as commodities or objects. On the other hand, Leonowens again carried masculine traits of being logical and rational to detect and solve a problem.

Leonowens’ vocal action seemed unstoppable. Tuptim, one of the King’s concubines, was accused of a traitorous act against the King, which was then sentenced guilty and got a
death penalty. Leonowens’ thought that the accusation was too far and the punishment was unfair since what Tuptim did was just to love someone and devote her life for that person. What she did to defend a woman who was considered guilty for having an affair stole the public attention for then her action was rejected by the Siamese. It actually a narrow-minded thought when what she did was called irrational for what she objected was actually the death sentence since she was aware that to live was everyone’s right. A person with logical and objective ways of thinking will be able to view a problem not simply using emotion but ratio. And Leonowens had proven it.

The second example of Leonowens’ objectivity could be seen from the way she ‘woke’ the King after a great loss of Fa Ying’s death. Leonowen understood the loss felt by the King since she had experienced the same feeling for losing her husband. However, she thought that the way the King isolated himself from his family (other Royal children) was not good. As a King, he should not lose in his personal matter. That was why Anna tried to cheer him up. Leonowens’ decision to remind the King was quite rational. The King could not mourn too long since he had other responsibilities to do. His other Royal children and the nation needed him. Leonowens was able to rank the orders of importance. With her masculine traits inside her, she was able to wake King’s awareness of his duty of a King that he was not only a father of a dead daughter but a father for the whole nation. Her willingness to continue her life after her husband’s death showed the power of her ratio against her emotion.

How Leonowens carried the masculine traits was again seen in the way she tried to stand for the King and the Royal family against the humiliation toward Siam and the attack of General Alak’s troops. Naturally, as an English woman, she could ignore when another English man tries to underestimate Siam. However as an educated woman, she was able to use her logic to differentiate the truth. She could not support what British had done to Siam. She questioned the diplomat about the attacks on Siam whether British was behind those attacks. She thought that that British had been unfair to attack Siam after the peace agreement offered by the King. She was very objective and brave to state that right is right, apart from any circumstances which might confuse it.

“You raised a glass to him, you commended him for his vision, but all the while you are waiting to take his country away from him.” (p. 226)

Leonowens was being very brave to determine what was right for her. She risked her life and took her responsibility of a teacher to her students that she decided to stand by their sides even in a very hard situation. She could not leave her ‘family’ faced a problem themselves. Leonowens did not give up easily for something she can struggle. She created her own destiny and would not let the destiny govern her life.

Leonowens’ courage was not only supported by her passion without any logical reasons. Her logical ways created a sudden to precise strategy to win the battle. When everyone saw no hope of winning the battle, she came out with an idea to use blow the English bugles and to set the fireworks to bluff the enemy as if the back-up troops of England had arrived to have their backs. Without sufficient knowledge, she would not come to the
idea of using bugles and fireworks. Her knowledge worked together with her rationale was able to equip her to perform a precise action to handle a problem.

Anna’s logical action was also clearly shown in the last night she spent with the King before her leaving to England. She admitted her feeling toward the King and regretted why there was no solution for her love story with the King. However, she endured her own feeling and accepted the fact. She knew that in Siam everything had its own time and at that moment, it was impossible and still unacceptable for an English woman to marry a King.

**Conclusion**

Howe (1975) stated that traditionally, a man’s life in his work; a woman’s life is her man and that a woman’s life might have connections with her work is a revolutionary idea in that it might—indeed must—lead her to examine and question her place as woman in the social order. In this case, it can be said that masculinity does not always belong to man and femininity to woman for both man and woman must have these two characters in their selves. The degree of masculinity and femininity in one’s self will later influence how he or she thinks, acts, and reacts toward certain circumstances.

In the novel titled *Anna and the King*, Anna Leonowens was described as an educated woman who devoted much of her time to books and issues that made as if she knew more about the world than anyone. Her knowledge brought her rational and logical ways of thinking. Leonowens’ independent self-confident strong-willed characteristics break the doctrine of the patriarchal values that put women position lower than men. Her job as a teacher signals her position under what might be determined by patriarchal awareness that women find job opportunities primarily in the caring professions - like teaching and nursing - and the clerical posts that require the same kinds of organizational skills that a woman needs to run a household (Madsen Deborah L, 2000). Still, her ways of thinking, facing problems, finding and determining solutions reflect how Leonowens as a female character portrayed masculine traits against the strong values of masculinities in a patriarchal society of Siam.

**References**


INDONESIAN POLITICAL LANGUAGE

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Abstract

This study is aimed at analysing Indonesian political language from cooperative principle perspective. The object of the study is Indonesian political language in the forms of utterances taken from Indonesian online newspapers: The Jakarta Post. The data was analysed using Grice’s cooperative principle (1975). The study shows that politicians violated the maxims of cooperative principles regularly. They also violated the maxim of quantity in order to express strong commitment or to hide information. Moreover, giving incorrect information violated the maxim of quality to obey quantity maxim. Finally, the politicians also violated the maxim of relevance by saying things, which are not germane to the topic under discussion.

Key words: cooperative principles, maxims of conversation, and violation.

1. Introduction

Indonesian people conducted a legislative election on 9th April 2009. This election was followed by many parties. Millions of people participated in this election to vote their representatives. There were three big parties having high percentages: Democratic Party (PD: 20.8%), Golkar Party (14.7%) and the Indonesian Democratic Party of Struggle (PDI Perjuangan: 14.3%) (source: The Jakarta Post, 2009). These parties had tried to persuade their constituents to vote their candidates to be the president and vice president of Indonesia for the year of 2009 – 2014.

To hold their constituents, politicians tried to convince them. The politicians would often give speech or statement using political language. Political language plays an important role in convincing constituents. It is hoped that by giving the right amount of information, they will be their loyal voters. In doing so, they need to use language that is powerful. Language in politics has a close relationship with power. It relates to Fairclough (1989) that “language not only has become the primary medium of social control and power, but it has also grown dramatically in terms of the uses it is required to serve”.

The main concern of politic is to attract and hold political constituents. In this ritual, Hill (2000: 262) quoting Bundi (1980) reveals that politicians should practice “full disclosure,” sharing with voters all information that has shaped their positions.

From this perspective, political talks relate to the Grice’ cooperative theory; politicians are bound by Grice’s (1975) maxim of quality to say only what to believe to be true and not say what they believe to be false (Hill, 2000:263) considers failures of political talk as the failures of reference and truth and hence these failures show bad characters of the politicians.
Based on the Grice’s theory, the failures take place because of violations of conversational maxims, for instance the violations of the maxims of quality and quantity. Exploitations of the maxim of quality characterize politicians that may speak only to get elected rather than to inform. Exploitations of the maxim of quantity are characterized as inadequately referential, as mere imagery lacking the information necessary for rational choice, and thereby intended to appeal to voter emotion than rationality.

2. Research Method

The object of the study was Indonesian political language of three big parties having high percentages (Democratic Party, Golkar Party and Indonesian Democratic Party of Struggle) and some small parties that succeeded in the threshold. The data are in the form of discourse in the context of utterances (verbal communications). The data sources are English online newspapers – Jakarta Post – on lined in April and May 2009. In collecting the data, the writer read the online newspaper, downloaded and noted them. The data were analysed in the frame of pragmatics by applying cooperative principle and its conversation maxim.

3. Finding and Discussion

3.1 Indonesian Political Language in Cooperative Principle Study

Members of more powerful social groups and institutions, and especially their leaders (the elites), have more or less exclusive access to, and control over, one or more types of public discourse (Van Dijk, 1996). This statement brings us to assume that a politician and a constituent in verbal interaction expect to cooperate to each other; the politician expects to be understood and to give effects to the constituent (interlocutor). The effects may be in form of verbal responds (critics, suggestions, supports, etc) and/or non-verbal responds (smile, a nod, etc) appropriately. To do so, Grice proposes cooperative principle. This principle assumes that in doing cooperative principle people should make contribution as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which people are engage (Levinson, 1983). It consists of four sub-principles (maxims): quantity, quality, relevance, and manner.

3.1.1 Maxim of Quantity

The maxim of quantity concerns with the amount of information for the current purposes of the interaction. Grice (1975) (in Yule, 1996) defines this maxim of quantity as follows: (1) make your contribution as informative as is required for the current purpose of the exchange and (2) do not make your contribution more informative than is required. In political language, the language produced by the politicians should not give too much or too little information. The appropriate amount of the information will help political constituents make up their decisions. It can be seen from one example below.

(1) “Until now, we are sticking to the original plan to nominate Megawati as president. It has been the party's decision from the beginning,” (Tjahjo Kumolo, The Jakarta Post 25 April 2009).
The utterance (1) stated by chairman of PDI-P faction in the House of Representatives, Tjahjo Kumolo, might fulfill the information required by those who wanted to know the plan of PDI by choosing Megawati as the candidate to be the president. The utterance was informative because it met the principle of 5W 1H namely: the agent (who) was DPR faction, the original plan (what) to propose Megawati and the reason (why) Megawati was proposed to be the candidate, the date (when) was on April, the place (where), and the technique (how) was the convention of the party.

3.1.2 Maxim of Quality
The maxim of quality requires high standard of morality and honesty because it governs politicians to give only true information. In his quotation, (Yule, 1996) says “try to make your contribution one is true by its information. (1) Do not say what you believe to be false and (2) Do not say that for which you lack adequate evidence”. Honesty is mandate and lie is the violation of this maxim. The regulations express someone’s generosity and responsibility not to plunge someone with incorrect news.

In the political field, this maxim guarantees the constituents to share true information. This maxim may create political conditions in which the constituents are not only fully informed, but they may also accept the political policy with no hesitation and suspicious. Here is one example:

(2) “After the reform era, Habibie served as president for only one-and-a-half years, followed by Gus Dur for two years, when Ryaas and I served as cabinet ministers, and Megawati Soekarnoputri for three years,” (Kalla, Jakarta Post 8 April 2009).

The utterance (2) gives the information based on the fact. In this utterance, the speaker had adequate evidence given to the constituents.

3.1.3 Maxim of Relation
The maxim of relation states that conversational participants have to give relevant contributions, which are stable to the topic under discussion (Levinson, 1983). This maxim ensures that the conversation be coherent. It, however, sometimes cannot be seen explicitly but it needs understanding contextually through its implicature. In the political field, the relevance of the following utterance meets its contexts. It can be seen from the following example. The politician is successful in convincing the constituents about the topic being discussed.

(3) "Whatever the parties, all have the same objective, which is to bring prosperity to the people. The difference lies in their respective ways of achieving this,” (Kalla, Jakarta Post 8 April 2009).

3.1.4 Maxim of Manner
The maxim regulates the effectiveness of the conversation: the contributions should not be ambiguous or obscure, long winded, or incoherent. It should be brief and clear in expressing one’s ideas. Grice (1975) in (Yule, 1996) states “be perspicuous” by the following
rules (1) avoid obscurity of expression, (2) avoid ambiguity, (3) be brief, and (4) be orderly. In the political field, the following utterances expressed a strong and clear statement:

(4) “Until now, we are sticking to the original plan to nominate Megawati as president. It has been the party's decision from the beginning.” (Tjahjo Kumolo, Jakarta Post 25 April 2009).

The statement (4) was uttered to respond the people confusion whether PDI will propose some other candidates. The speaker employed direct and literal speech act in uttering it.

3.2 Violations of the Cooperative Principle

According to Grice (1975) in (Thomas, 1995) “A float occurs when a speaker blatantly fails to observe a maxim at the level of what is said, with the deliberate intention of generating implicature”. The four conversational maxims tend to govern an ideal communication based on some norms – norms to speak honestly, relevantly and clearly in appropriate amount. In other words, these maxims are normative. These maxims are not universal – they are not applicable to all society because the natures of human and culture are heterogeneous. Human being does not only have norm to act honestly, but human being also has tendency to lie for certain reasons. These maxims are also culturally determined, some cultures are typically much less informative as demonstrated by Keenan (1976, in Foley, 2001) that Malagasy peasants, especially men, are typically much less informative in their information exchanges than are Americans or Australians. Javanese typically talk around the bush before they come to the main information. Hence, violations of these maxims take place regularly. Foley (2001:277) states: “In ongoing conversational interactions, speakers violate or flout Grice’s four Maxims regularly. They do this for a particular purpose; the hearer, assuming the operation of the Cooperative principle, tries to reason why the speaker has flouted a particular Maxim, what she is implying by doing so, and so comes to a conclusion about her intentions, an implicature”. Politic is characterized by conflict of interests to get political power. Based on its nature, politicians need many alternatives to express their interests and exploiting the conversational maxims can be part of the alternatives.

3.2.1 Violations of the Maxim of Quantity

Politicians often violate this maxim by giving too much information as the following political language discourses.

(5)“Of course, we will discuss over some topics.” (Megawati, Jakarta post 30 April 2009) This utterance does not give sufficient information since there is no information that readers can get from it.

(6)“We also continue to consolidate within our party to name a candidate in the upcoming presidential election, among the names we will likely to propose is Yudhoyono. But we will decide only after the legislative elections, while maintaining good communication with many parties”(Muhaimin, Jakarta post 17 April 2009).
(7)“In Indonesia, there is no such thing as a tyranny of the majority; what we have is a checks and balances system. Even if a coalition [between the Democratic Party and the PDI-P] is formed, we will surely respect one another equally,” (Hadi, Jakarta Post 10 May 2009).

The utterance (6) and (7) give more information than it is required by the readers. There are some points given in the utterances whether he stated about presidential candidate or good communication.

(8)“We are willing to build a strong government in the next tenure and it is not all about sharing the power.” (Muhamin, Jakarta Post 17 April 2009)

The utterance (8) violates the maxim of quantity since it gives more information that is required by the constituents.

3.2.2 Violations of the Maxim of Quality

The maxim of quality was exploited more often than the others. The maxim was usually exploited by giving “inappropriate” information. In this violation, the speaker very often did not intend to mislead the hearers but they did it because of their political reasons. Politicians often violated this maxim to fulfill the maxim of quantity. In the political field, however, there was a clash between the maxim of quantity and the maxim of quality. Maxim of quality was exploited to obey the maxim of quantity; the speaker did not want to reveal his political decision but he tried to provide information for the given questions. The violation of the quality maxim may be employed to intimidate the opposition groups.

(9) “The electricity crisis is a consequence of the rapid growth, but I think that's not a valid excuse” (Kalla, Jakarta Post, 28 April 2009).

The utterance (9) doesn’t give sufficient information because the first and the second clause are not related. The second clause didn’t support the first clause for he was not quiet sure about his information. It can be he was lack of evidence

(10) “The same trick failed in 2004, and it will fail again too in the upcoming elections” (Andi Malarangeng, Jakarta Post 25 April 2009).

The utterance (10) violates the maxim of quality in case the politician only predict the upcoming issue without having evidence whether it will be true or not.

(11)”The Gorontalo region and others from the eastern part of Indonesia still prefer to go with PD, as revealed in our consultation meeting.” (Fadel Muhammad, Jakarta Post 23 April 2009)

The utterance (11) also violates the maxim of quality due to an adequate evidence of the utterance.

3.2.3 Violations of the Maxim of Relation

Exploitations of the maxim were expressed with utterances, which were not germane with topics under discussion. The maxim of relevance is exploited by making a response or observation which is very obviously irrelevant to the topic in hand (e.g. by abruptly changing
the subject, or by overtly failing to address the other person’s goal in asking a question) (Thomas, 1995).

(12). "The cake has not even been put in the oven, so why are we discussing how to cut it. We don't even have the eggs to bake the cake yet," (Faisal quoted Megawati, Kompas 30 April 2009).

(13) "We can not just decide to bond together and go forward. It looks like selecting a husband or wife, you need to consider many factors," (Tjahjo Kumolo, Kompas 25 April 2009)

(14) “Golkar has been providing high quality entertainment in every general election since the reform era,” (Jeffri Winter, The Jakarta Post 29 April 2009).

The utterance (12), (13) and (14) violet the maxim of relevance because the addresser didn’t give the relevant information. The utterance also failed to address the goal of the utterances. The readers were confused in analysing it because it didn’t have any relation with the topic discussed.

4. Conclusion

In the political language, politicians often exploit conversational maxim regularly. Politicians exploit quantity maxim by giving information less or more than is required. Less information is given to hide information that is not considered for mass consumption. More information is intended to show speaker’s strong commitment and be polite – exploiting irony principle does some of them. The maxim of quality is exploited by giving untrue information. The exploitations are done to mislead the hearers or to get good political bargaining position and to obey the quantity maxim and politeness principle. The exploitations are also done by giving weak information or information that was not supported by enough data or facts. Statements whose clauses oppose each other do the other exploitations. The last exploitations are aimed to obey agreement maxim of politeness principle, to minimize disagreement between self and other. The relevance maxim is exploited by giving information that is not germane with the topic under discussion. To understand the meaning and implicational relationship require implicature. Meanwhile, the maxim of manner is exploited by giving utterances which has good coherent.

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CODE MIXING ON GROUND HANDLING STUDENTS

Arum Perwitasari, S.S., M.A.

Introduction

Code mixing is a phenomenon found in sociolinguistics which shows a language dependency in a multilingual society. It is to say that it is impossible for a society to use a language purely, or in other word, without any use of other language. Suwito (1983:75) stated that code mixing has a reciprocal relationship between the roles and functions of language. Roles is pointed to the user of a language, and functions is pointed to what are intended by the speakers. Another feature of the code mixing is that the elements of the language or its variations inserted in another language has no longer own a function. This paper is made in order to see how code mixing is reflected in English Language Teaching.

Research questions in this paper, are:

1. How does the forms of code mixing of Ground Handling Students?
2. How does the functions of code mixing of Ground Handling Students?
3. What are factors contributed to code mixing phenomenon of Ground Handling Students?

Research Methods

Descriptive method is used on this study by briefly described forms and functions of code mixing on Ground Handling Students. The data of this research is in the form of statements, role plays and dialogues in English teaching and learning process. It could be words, phrases, or sentences that contains code mixing on Ground Handling Students. The data taken is held for four weeks on March to April 2011.

a. Data collection
   - Documentation technique: collect and record data in the form of code mixing on Ground Handling Students. After the data is collected language, the researchers then analyzed the data.
   - Classification or separation techniques: complete the variations of code mixing appear in the data collection, in accordance with the objectives of the study.

b. Data processing

In the data processing phase, the data were analyzed based on the form and function of code mixing. After being analyzed, the data are presented or explained in descriptive research report.

c. Report writing
   - Linguistic data decriptively described with reference and existing theories, while the data obtained correctly are displayed using tables.
Code Mixing

Kridalaksana (1982; 32) explain code mixing as the use of language units from one language to another to extend the language or variety of language styles; including the use of words, clauses, idioms, greetings, etc. Correspondingly, Nababan (1984:32) asserts that a state where language is into another language is when people mix the two (or more) language or variety of language in speaking situations. Based on the linguistic elements involved, Suwito (1985:78) distinguishes code mixing into several forms, namely:

- a. Insertion of words
  Word is the smallest independent unit. The word can be divided into four sections that are noun, verb, adjective.
- b. Insertion of phrases
  Phrase is a grammatical unit consisting of two or more words that do not exceed the limit clause of element function. Based on the type, phrases are divided into nominal phrase, verbal phrases, adjectival phrases, prepositional phrases.
- c. Insertion of baster
  Insertion of baster means mixture of word form into fragments of words entered.
- d. Insertion of reduplication
  This type of insertion involves the reduplication in the core language.
- e. Insertion of idioms
  It means the insertion elements of figurative idiom into fragments of the core language.
- f. Insertion of clauses
  Harimurti (2001:110) defines clause as a unit in the form of a group of words that consists of at least a subject and prediket and has the potential to be a sentence.

In terms of its use, there are several reasons the use of code mixing as described by Hoffman (1991:116):

- a. Talking about specific topics
  Sometimes people like to talk about certain topics in a language compared to language. Speakers feel more comfortable and free to express their feelings in a language which is not their day-to-day language.
- b. Quoting someone else
  People are usually glad to quote the expression of several famous personalities. In Indonesia, some figures are mostly from English-speaking countries. Because many people of Indonesia now are proficient in English, popular phrases are quoted in its original form.
- c. Assertion
  In general, when someone speaks in a language that is not his/ her native language and he/ she suddenly really want to assert something, he/ she would intentionally or unintentionally switch the language from the second language into their mother tongue.
- d. Interjection
  The transfer or mixture of languages in bilingual or multilingual societies sometimes mark
the invocation or connecting sentences. This can happen intentionally or unintentionally.

e. Repetition to clarify
When a bilingual wants to clarify his words to be understood by the other person, sometimes he uses both languages held to express the same thing (it is revealed over and over).

f. Clarification
When a bilingual speaks to other bilingual speakers, it will emerge the code switching and code mixing. It aims to make the content of the conversation went well, and can be understood by the listener or speaker.

g. Revealing the identity of the group
Code switching and code mixing is also used to express group identity. The way scholars communicate in their groups will clearly different from the other groups. In other words, how to communicate from a different from people outside the community.

The function of code mixing is to provide information, give explanations, express exacerbation, ridicule, show curiosity, show confusion, give reasons, give advice, flirt and express disbelief.

Results

Of the 30 (thirty) data obtained in the stud, it is found some form of code mixing on Ground Handling Students, namely the insertion of an element in the form of words (16 findings), phrases (9 findings) and baster (5 findings). However, another form of code mixing, in the form of insertion of reduplication, phrase or idiom and clause were not found..

<table>
<thead>
<tr>
<th>No.</th>
<th>Forms of Code mixing</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>Insertion of words</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Insertion of phrases</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Insertion of baster</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Insertion of reduplication</td>
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<tr>
<td>5</td>
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</tr>
<tr>
<td>6</td>
<td>Insertion of clauses</td>
<td>0</td>
</tr>
</tbody>
</table>

Tabel 1. Findings of the study

Forms of Code Mixing on Ground Handling Students

In this discussion, it will also be discussed form of code mixing in accordance with the opinion expressed by Suwito (1985:78). However, the insertion of word repetition, phrase or idiom, and clauses will not be addressed in this discussion, in the absence of the research data.

a. Insertion of words
   ‘Grooming harus dipelihara.’
   ‘Penampilan harus dipelihara.’
‘Kalau ga *enjoy* pasti ga nyaman.’ 
‘Kalau ga *menikmati* pasti ga nyaman.’ 

In the sentence above, there is a code mixing of English into Indonesian. The insertion of words such as *grooming, and enjoy*, shows insertion of words.

b. Insertion of phrases
The data show that the form of code mixing that occurred on Ground Handling students by inserting phrases.

‘*Team work* memang penting.’
‘*Kerjasama tim* memang penting.’

‘Bagaimana cara anda menangani *passenger complaint*?’
‘Bagaimana cara anda menangan *keluhan penumpang*?’

Phrases in English such as *team work*, and *passenger complaint*, used by Ground Handling students shows code mixing.

c. Insertion of baster
Code mixing found on insertion of baster found in the data is in the form of prefix and suffix, as follows:

‘Pesawat menuju Jakarta di *delay* selama dua jam lebih.’
‘Pesawat menuju Jakarta di *tunda* selama dua jam lebih.’

‘Semua *travelling bag*nya harus diberi nomor.’
‘Semua *tas sandang*nya harus diberi nomor.’

**Functions of code mixing on Ground Handling Students**

Function of code mixing can be analyzed by examining the data in order to see the influence and the meaning behind the speakers’ understanding. Function of code mixing in the study are as follows:

a. To give explanation
One of the functions performed by language speakers is to provide information, for example:

‘Maaf penerbangan bapak *cancel* 2 jam karena ada masalah operasional.’
‘Maaf penerbangan bapak *ditunda* 2 jam karena ada masalah operasional.’

‘Bisa ditanyakan di bagian *check-in counter*.’
‘Bisa ditanyakan di bagian *penerimaan tiket*.’
b. To get familiar with another speaker

The main characteristic of code mixing in the form of informal language can also be seen in a state of familiarizing speakers and opponents. There are some function of code mixing that means of bring people closer to one another, such as:

‘Kalau ga enjoy pasti ga nyaman.’
‘Kalau ga menikmati pasti ga nyaman.’

‘Penerbangannya ga connect ke Denpasar.’
‘Penerbangannya ga connect ke Denpasar.’

The use of English language in the speech, coupled with the findings in the form of negation word forms such as ‘ga’ as informal expression, can be an evidence that the use of code mixing of English and the Indonesian language is to familiarize.

Causal factors of Code Mixing on Ground Handling Students

The factors contributing causes of code mixing on Ground Handling students are because of the topic selection, the identification of role, habitual action, place and time.

a. The topic selection

By using a particular topic, an interaction can proceed smoothly. Code mixing can occur because of the selection of the topic. Scientific topics are presented with a variety of formal language, whereas the non-scientific topics are delivered freely and relaxed according to the informal language.

The data show the event of code mixing on Ground Handling students can be seen in the following discussion.

‘Kalau ga enjoy pasti ga nyaman.’
‘Kalau ga menikmati pasti ga nyaman.’

When viewed from the choice of words in this statement, it can be seen that the use of code mixing used was informal. Code mixing in the statement is used in order to familiarize with the other speakers. Topics for discussion contained in this statement is clearly not a formal variety, judging from the response of the speakers to the conversation.

‘Selalu ikuti safety regulation selama penerbangan.’
‘Selalu ikuti peraturan keamanan selama penerbangan.’
This statement is in contrast to previous statements. The statement above shows the use of formal speech. The use of code mixing phrases such as *safety regulation* indicates that the subject focuses on aviation. Variety formal sentence shows the situation of scientific issue.

b. The identification of role

The identification of role is caused by an indication of social status, education level, power or authority of speakers. In the subject of the study, the role of a senior or elder level effect on the use of code mixing. The study found the use of code mixing is mostly done by his senior to junior. It is because senior gains more knowledge of the aviation than the junior. The data is as follows:

‘Tolong *check* keperluan sebelum bekerja.’
‘Tolong *periksa* keperluan sebelum bekerja.’

It can be seen that the speaker tells opponent to do something or in this case, the needs before working. This indicates that the speaker has a higher social level than the opponent.

‘Bagaimana cara anda menangani *passanger complaint*?’
‘Bagaimana cara anda menangani *keluhan penumpang*?’

The statement above suggests that the speakers are trying to find the knowledge that is known by opponents on how to deal with passenger complaints. The sentence above is also seen to have formal impression with the arrangement and selection of language that tends official. From the above reasons, it is certain that the speakers on this statement have different social status and higher than the opponent.

‘Maaf penerbangan bapak *dicancel* 2 jam karena ada masalah operasional.’
‘Maaf penerbangan bapak *ditunda* 2 jam karena ada masalah operasional.’

The use of the word *maaf* in the statement shows respect for an act that can not be performed or complied with. In addition, the word *bapak* also shows the difference in social status between the speakers and opponent.

c. The habitual action

The use of code mixing that is caused by habitual action takes places in the relation between opponents and speakers of a particular field, without having a specific purpose, such as the intent to raise the prestige.

Data of code mixing caused by habitual action are as follows:

‘Semua petugas harus selalu *on time*.’
‘Semua petugas harus selalu *tepat waktu*.’

Aviation learning which becomes the focus of Ground Handling students applies the use of English more than any subjects.

‘Ucapkan *thank you* pada penumpang.’
‘Ucapkan *terima kasih* pada penumpang.’
The word *terima kasih* shows code mixing. The word is becoming the vocabulary that does not have a specific intent when spoken, both social status and education level of the speakers. The word is pronounced because of habit and speakers are not tend to be awkward saying the word.

‘Pesawat dari Jakarta sudah *landing*.’
‘Pesawat dari Jakarta sudah *mendarat*.’

Code mixing in the statement above on the word *landing* clearly shows that the speakers are accustomed to use the word. In the aviation world, the word *landing* is often used instead of the word *mendarat*. It is found also in the choice of words of Ground handling students.

d. The time and place where the conversation takes place

Communication through speech is produced in accordance with the place and time of the conversation. It will become the factor affecting the existence of code mixing. The events that occurred in Ground Handling students will not be the same as speech events that occur in the field of health.

Data that show speech events affected by time and place are as follows:
‘Saya mau *booking* tiket untuk Yogya-Jakarta.’
‘Saya mau *pesan* tiket untuk Yogya-Jakarta.’

A specific speech utterances commonly found when a person wants to book tickets, either through online or through an agency officer. This statement demonstrates the use of code mixing in accordance with a form of words that are being visited, that is the purchase of tickets.

‘Silahkan duduk sesuai *seat* yang tertera di tiket pak.’
‘Silahkan duduk sesuai tempat duduk yang tertera di tiket pak.’

The statement shows the presence of code mixing where speakers said in a specific event. Speakers invited to sit in a passenger seat according listed on the ticket. The code mixing uses the terminologies in aviation and are applied to the opponents who would get flight services.

‘*Airport*.ramai sekali hari ini.’
‘*Bandar udara*.ramai sekali hari ini.’

Code mixing above is clearly produced in accordance with the time and place the speakers are, which is at the airport. Speakers choose to use code mixing in the form of word, not only because of the habit, but also because of particular place they are in.

Conclusion

The study concludes that the forms of code mixing in Ground Handling students are in the insertion of words. Overall, a form of code mixing are in words, phrases and baster. The functions of code mixing for them is first, to provide an explanation, to familiarize with the opposite speakers, and to give advice. Factors contributing to code mixing on Ground Handling students are selection of the topic, the identification of role, habit, place and time factors where the conversation took place.
References


**Appendix 1. Data collection of code mixing on Ground Handling students**

<table>
<thead>
<tr>
<th>No.</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Grooming</em> harus dipelihara.</td>
</tr>
<tr>
<td>2.</td>
<td><em>Team work</em> memang penting.</td>
</tr>
<tr>
<td>4.</td>
<td>Pakai <em>trolley</em> aja biar gampang.</td>
</tr>
<tr>
<td>5.</td>
<td>Tolong <em>check</em> keperluan sebelum bekerja.</td>
</tr>
<tr>
<td>6.</td>
<td>Bagaimana cara anda menangani <em>passanger complaint</em>?</td>
</tr>
<tr>
<td>7.</td>
<td>Maaf penerbangan bapak di <em>cancel</em> 2 jam karena ada masalah operasional.</td>
</tr>
<tr>
<td>8.</td>
<td>Harga tiket sudah termasuk <em>tax</em>.</td>
</tr>
<tr>
<td>10.</td>
<td>Bisa ditanyakan di bagian <em>check-in counter</em>.</td>
</tr>
<tr>
<td>11.</td>
<td>Nanti setelah <em>break</em> kita langsung praktek.</td>
</tr>
<tr>
<td>12.</td>
<td>Lima belas menit lagi pesawat <em>take off</em>.</td>
</tr>
<tr>
<td>13.</td>
<td>Semua petugas harus selalu <em>on time</em>.</td>
</tr>
<tr>
<td>14.</td>
<td>Tolong perhatikan <em>attitude</em> kamu.</td>
</tr>
<tr>
<td>15.</td>
<td>Pesawat menuju Jakarta di <em>delay</em> selama dua jam lebih.</td>
</tr>
</tbody>
</table>
17. Persiapannya jangan last minute, biar terkejar jam operasional.
20. Anda bisa mencoba tour package yang kami buat.
21. Ucapkan thank you pada penumpang.
22. Semua travelling bag nya harus diberi nomor.
23. Tiket saya tolong diissued hari ini.
25. Pesawat dari Jakarta sudah landing.
27. Tiket ini tidak bisa di refund.
28. Airport ramai sekali hari ini.
29. Penerbangannya ga connect ke Denpasar.
30. Tanggal keberangkatannya sudah fix di tiket.

Appendix 2. Translated terminologies and forms of code mixing

<table>
<thead>
<tr>
<th>No.</th>
<th>Speech</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>grooming = penampilan</td>
<td>PK</td>
</tr>
<tr>
<td>2</td>
<td>team work = kerjasama tim</td>
<td>PF</td>
</tr>
<tr>
<td>3</td>
<td>enjoy = menikmati</td>
<td>PK</td>
</tr>
<tr>
<td>4</td>
<td>trolley = kereta dorong</td>
<td>PK</td>
</tr>
<tr>
<td>5</td>
<td>check = periksa</td>
<td>PK</td>
</tr>
<tr>
<td>6</td>
<td>passanger complaint = keluhan penumpang</td>
<td>PF</td>
</tr>
<tr>
<td>7</td>
<td>(di)cancel = tunda</td>
<td>PB</td>
</tr>
<tr>
<td>8</td>
<td>tax = pajak</td>
<td>PK</td>
</tr>
<tr>
<td>9</td>
<td>greeting = memberi salam</td>
<td>PK</td>
</tr>
<tr>
<td>10</td>
<td>check-in counter = bagian penerimaan tiket</td>
<td>PF</td>
</tr>
<tr>
<td>11</td>
<td>break = istirahat</td>
<td>PK</td>
</tr>
<tr>
<td>12</td>
<td>take off = lepas landas</td>
<td>PF</td>
</tr>
<tr>
<td>13</td>
<td>on time = tepat waktu</td>
<td>PF</td>
</tr>
<tr>
<td>14</td>
<td>attitude = sikap</td>
<td>PK</td>
</tr>
<tr>
<td>15</td>
<td>(di)delay = ditunda</td>
<td>PB</td>
</tr>
<tr>
<td>16</td>
<td>clear = jelas</td>
<td>PK</td>
</tr>
<tr>
<td>17</td>
<td>last minute= menit terakhir</td>
<td>PF</td>
</tr>
<tr>
<td>18</td>
<td>safety regulation = peraturan keamanan</td>
<td>PF</td>
</tr>
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Code Mixing on Ground Handling Students

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<th>No.</th>
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<tbody>
<tr>
<td>19.</td>
<td>seat = tempat duduk</td>
<td>PK</td>
</tr>
<tr>
<td>20.</td>
<td>tour package = paket tur</td>
<td>PF</td>
</tr>
<tr>
<td>21.</td>
<td>thank you – terima kasih</td>
<td>PF</td>
</tr>
<tr>
<td>22.</td>
<td>travelling bag(nya) = tas sandang</td>
<td>PB</td>
</tr>
<tr>
<td>23.</td>
<td>(di)issued - diterbitkan</td>
<td>PB</td>
</tr>
<tr>
<td>24.</td>
<td>booking = pesan</td>
<td>PK</td>
</tr>
<tr>
<td>25.</td>
<td>landing = mendarat</td>
<td>PK</td>
</tr>
<tr>
<td>26.</td>
<td>transit = singgah.</td>
<td>PK</td>
</tr>
<tr>
<td>27.</td>
<td>(di)refund = diuangkan kembali</td>
<td>PB</td>
</tr>
<tr>
<td>28.</td>
<td>airport = bandar udara</td>
<td>PK</td>
</tr>
<tr>
<td>29.</td>
<td>connect = terhubung</td>
<td>PK</td>
</tr>
<tr>
<td>30.</td>
<td>fix = pasti/ ditentukan</td>
<td>PK</td>
</tr>
</tbody>
</table>

Catatan:

Appendix 3. Classification of Code mixing
a. Penyisipan unsur yang berwujud kata

<table>
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<td>16.</td>
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</tbody>
</table>

b. Penyisipan unsur yang berwujud frasa

<table>
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</tr>
<tr>
<td>2.</td>
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<td>PF</td>
</tr>
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3. check-in counter = bagian penerimaan tiket  
4. take off = lepas landas  
5. on time = tepat waktu  
6. last minute = menit terakhir  
7. safety regulation = peraturan keamanan  
8. tour package = paket tur  
9. thank you – terima kasih

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<td>PB</td>
</tr>
<tr>
<td>4.</td>
<td>(di)issued - diterbitkan</td>
<td>PB</td>
</tr>
<tr>
<td>5.</td>
<td>(di)refund = diuangkan kembali</td>
<td>PB</td>
</tr>
</tbody>
</table>

c. Penyisipan unsur yang berwujud baster

Note:
Insertion of reduplication, idioms and clauses are not classified since they are not found in the data collection.
Henry Fleming’s Inner Conflicts in Stephen Crane’s The Red Badge of Courage

Bambang Purwanto
Fatma Hetami
Semarang State University

Abstract

Stephen Crane is a famous novelist who puts his characters into the situation of war. One of the famous novels is The Red Badge of Courage in telling about war and psychological effects inside of it. The purpose of this research is finding internal conflicts in Henry Fleming as the main character in the novel. It is also finding the important of victory for Henry Fleming. It is not only the real victory in war but also the victory inside Henry Fleming to all internal conflicts. The methodology of this research is external method in which all references are taken from books and internet sources. Besides that, extrinsic approach is also being used especially about psychology of Henry Fleming. The result shows that Henry Fleming is a young boy who enlists the army because his imagination toward Greek epics. The winning in the Greek battleship makes him for being a hero in Civil War. He gains many conflicts inside of him as a soldier. He feels desperate in the battleship but all activities make him believe that he wants to conquer all his burdens. Finally, Henry Fleming can handle all the problems and he becomes the hero, a dream he wants to achieve.

Introduction

A literary work can be analyzed from two aspects, intrinsic and extrinsic. It depends on the readers themselves and every reader will have his own opinions in interpreting a literary work. From those aspects, the reader will discover the theme, setting, character, characterization, and even some elements which have relationship with the literary itself such as history, psychological effect, history, etc.

War seems to be a good way to change the world and war also provides inspiration for future generations not only in United States but also in other countries. One of the leading revolutionaries, Thomas Paines, gave statement that war is contributed to enlighten the world and diffuse a spirit of liberality among mankind. One of the greatest authors, Stephen Crane, enlightened the world by war that he created in his novel. The truth is he never involves in a real war, his imagination of war makes him a person who has joined in the battlefield. One of professors in San Fransisco State College, Maurice Bassan, considers Crane as a soldier than a writer.

The Red Badge of Courage is one of Crane’s novels. The story inside of it tells about a dream of Henry Fleming to be a hero in American Civil War in 1860 – 1864. The novel also tells us the experience of young private in the civil war that happened in American in 19th century. The main character, Henry Fleming, who enlists in the army inspired by Greek epics, feels much experience in the war. Besides fighting against his enemies, he also undergoes “the real war” inside his heart. He faces many conflicts during the battle and
events in the battle have changed him from “a boy” to “a man”. *The Red Badge of Courage* is also one of the greatest novels about war and psychological effects.

**THEORY AND RESEARCH METHOD**

**Psychologically of Henry Fleming**

Stephen Crane, one of the famous American authors, was born in Newark, New Jersey on November 1st, 1871. He was the youngest of 14 children, a son of Methodist minister who died when he was nine. He moved three times in the New York area when he was a child and one of the reasons was his ill health. His moving to many areas makes him telling about war, which is usually a soldier who moved many times.

Psychology is not only the science that learns about the mind but also the behavior. Finally in recent time psychology is described most as the science which learns both, human and animal’s behavior. The application of psychology is to observe the behavior of characters, both protagonist and antagonist. This is one of goals of psychology in literature. By using this science we can find out the personality, motivation, goals and even the life of each character in a story. According to Freud, personality has 3 parts structure: id, ego, and superego. All of those three parts of the psychic structure above are always in conflicts. It is because behavior often does not fulfill someone’s moral values. In *The Red Badge of Courage*, by using psychological science we can find that Henry Fleming has to undergo his initiation into life and achieve a moral victory over himself.

**Inner Conflicts of Henry Fleming**

As a boy who enlists in the army because of being inspired by Greek epics, Henry Fleming faces many conflicts before and during the battle. Stephen Crane has made the journey of Henry Fleming full of conflicts, as the psychological effects on war. The internal conflicts that come from the character’s mind become the main contemplation behind the story in this novel. Below, the writer would like to discuss some inner conflicts, such as conflict with bravery, prestige, and self-confidence.

**DISCUSSION**

**Inner conflict with bravery**

One of Fleming’s reasons for enlisting the army is that he wants to be a hero. The tale of Greek epics evokes his bravery and inspires him to find glory. Henry Fleming dreams of battle in all his life and this dream give him enough courage to fight and to join the battle. He regards battle as something that he should join, something full of courage, power where he can be a hero. He knows that the only way to prove his courage is to go into the battle where he can find blaze, blood, and danger. He even does not care of the kind of enemies that he will face. The most important thing is that he tries to prove himself that he will face the battle and he will not run from it.

Although he has this kind of thinking, Henry still feels that he might run from the battle. He knows that he seldom thinks about certain things in his life, for example career,
success, and prestige. So far, he has taken them for granted. He never challenges his own belief in getting success in his life. This confrontation becomes the first inner conflicts that he faces since he knows nothing about the real war. Suddenly a little panic arouses and he can’t let this problem flow easily. He has to give serious attention to it. He imagines of much glory in his vision; on the other hand he also knows that it can be impossible pictures. Approach-avoidant conflicts has aroused in his mind. He wants to achieve bravery and get much glory as he dreams about. On the other side, he tries to avoid it by thinking that he might run and knowing that it is only his imagination. He realizes that his main reason to enlist in the army is an effort to seek adventure and personal achievement.

He still hopes that he can turn back the time and he will go back to the place where he should belong. He has an internal conflict by denying his conscience. He realizes that he is never created as a soldier but the spirit of Greek epics arouses his bravery that he can be a soldier though he is still fighting with his mind. His inner conflict continuous when he feels jealous of his friend’s bravery. He feels like a mental outcast, the one who is separated from his regiment. He sees his own fear inside his mind, the fear of facing the reality that he will run from the battlefield. Fleming also stated that war seems like monster and he admitted that he would not be able to cope with this monster (Crane 1895:28).

His fear comes up every time Henry and his regiments pass into a new region. He feels that his death is getting closer and closer. He lets his fears of stupidity and incompetence attacks him because he is occupied with his problem of bravery. In his desperation, he can conclude that his stupidity is not a matter. He has a big problem, bigger than his stupidity i.e., his bravery. This conflict makes him desperate for being a soldier. Fleming’s opinion comes when he joined the army; he gave his life to his region. He knows his bravery will be tested when the time to fight comes. A monster which he is waiting for then appears. At the moment, Henry does not know what to do and he only has one thing in his mind, which is, run from the battlefield. He does not think of anything but running away to save himself from the monster. In The Red Badge of Courage, Henry conflict includes in Double approach conflicts. He has to decide his action whether he runs or faces the battle. He chooses to save himself and runs from the battlefield. He is described as a man who has no power when he meets “the monster” but he runs finally when he is aware to find out hat it is a
danger from him to stay. He runs without looking back and he does not care when he knocks his shoulder against a tree. Henry knows that he must run as fast as he can.

In this run, Henry feels that he lives in despair. The spirit of bravery from the Greek warriors does not help him so much. The real war is far from the imagination of bravery. Henry feels that he is nothing at that time and nature has already become the witness of his cowardice. This fact is really in contrast to his imagination before. He feels like a fugitive. He has the feeling of a criminal who is guilty and ready to be punished but then he runs from all of those things. He knows that he is a coward in this situation and he is not as brave as he thinks. He is just a soldier who runs from his duty. He is nothing but a loser. However, he still thinks that it is not his own fault. It is a natural condition for a living creature to face the problems but it is also natural that a living creature runs from the problems if he cannot face it.

“He did not stand stolidly baring his furry belly to the missile, and die with an upward glance at the sympathetic heavens. On the contrary, he had fled as fast as his legs could carry him; and he was but an ordinary squirrel, too – doubtless no philosopher of his race” (Crane 1895:58)

Henry does not have a firm mind. When he thinks that a war is not a frightening thing, it is just a vague bravery. He fights because other soldiers do and it seems to be a natural response attack but he runs away when he sees other soldiers running. Fear has overcome and he wants nothing but escape and a desire to survive. He has forgotten about the spirit of bravery he learns from the Greek warriors. He wants nothing but to be alive.

**Inner Conflicts with Prestige**

Beside bravery Henry learns from the Greek warriors, another motivation that encourages Henry to join the army is prestige.

“He had long despaired of witnessing a Greek like struggle. Such would be no more, he had said. Men were better, or more timid. Secular and religious education had effaced the throat – grappling instinct, or else firm finance held in check the passions” (Crane 1895:12)

He has the opinion that he can get his prestige by enlisting in the army. His need for prestige causes a conflict in his mind after saying to his mother that he has enlisted in the army. He feels proud of his soldier’s clothes. On the other hand, he is also ashamed of his real purpose, that is to gain prestige. Henry’s friends have seen him with pride and admiration. At that time Henry feels that he has got what he wants, a prestige. On the other hand, he feels that he has made a big gap between him and them.

Henry believes in his success while he waits for the movement of the regiment. He knows that he will get his success together with his prestige when he fights bravely. Henry realizes he can get his prestige with the reality when he runs from the battle. Henry feels ashamed, angry, and pities for himself. Everything he wants to get including prestige is only his imagination.
“He turned away amazed and angry. He felt that he had been wronged…He began to pity himself acutely. He was ill used. He was trodden beneath the feet of an iron injustice. He had proceeded with wisdom and from the most righteous motives under heaven’s blue only to be frustrated by hateful circumstances” (Crane 1895:56-57)

He perceives a glory by having a wound, he can get his prestige as a brave soldier, who fights bravely and never runs from the battle, but the fact is he has ruined everything. He has fled from the battle, he has no self-confidence to face the battle. When he runs from the battlefield, he perceives that he has no chance to get his “red badge” Henry does not know what to do. He imagines that his friends in the regiment will keep watching him when they have the next battle.

A vindication is very important for Henry Fleming. He perceives that he has to do something to keep his prestige so that his regiment will not consider him as a coward who has run from the battle. Moreover, if his regiment has that opinion, he has to make sure that he has a brilliant reason what makes him flee. This internal conflict makes Henry think that it is better for him to die. He wants to die soon, just like the other soldiers who have been killed in the battle. He perceives that those soldiers have been killed by lucky chances that come before they have opportunities to flee or before they are really tested as a soldier. To get killed like this will not make him lose his prestige as a soldier. At least, the society will respect him as a soldier who dies in the battlefield after fighting bravely. Once again Henry pities himself that he is not one of the dead.

At the time when he is wounded and taken care of by Wilson, Henry’s friend in his regime, he feels that he still has his prestige. His wound has kept his prestige saved. No one knows that it is just a fake wound. He gets it because Henry is hit with a rifle by a running soldier. His friends applauded him to be soldier with a serious wound on the head. Wilson, who has taken care of him, flatters Henry for the fight he has done. He sees Henry as a soldier who has fought bravely, separated from his regiments but comes back again, although he is injured. Responding to everything Wilson says, Henry just keeps silent and saying nothing because he knows that he never does that.

“Yeh don’t holler ner say nothin’, ’remarked his friend approvingly. ‘I know I’m blacksmith at takin’ keer’a sick folks, an’yeh never squeaked. Yer a good un, Henry. Most’ a man would a’ been in th’ hospital long ago. A shot in th’ head ain’t foolin’ business”. (Crane 1895:96)

He seems happy because he does not lose his self-esteem after running from the battle. On the other hand, his superego has said that his action is wrong. That is why he feels ashamed for what he has done, something he should not do as soldier.

**Inner Conflict with self-confidence**

As it is said in the previous chapter that Henry enlists in the army because of tales of great movements in Greek epics. He has enough self-confidence when he finally decides to enlist in the army. Although his mother has discouraged him because she knows that the right
place for Henry is on the farm. When he finally enlists in army, his mother does not say anything. She just said:

“The Lord’s will be done Henry, ‘she had finally replied, and had the continued to milk the brindle cow’ (Crane 1895:12-13).

What seems to be self-confidence is gone when Henry thinks mathematically that he will run from the battle. It is natural for some persons to run away from the danger and Henry feels that he will be in danger when he is in the battle. This is what Henry and it arouses panic in his mind.

Henry sees many possibilities if the time for fighting comes. He will run or stay for the battle, but he feels that running from the battle will be the biggest possibility. In this case he loses his self-confidence. He realizes his self-confidence does not help him to overcome his panic for what will happen later in the battlefield. Henry runs to get closer when he hears the sound of the battle. His self-confidence comes up again at this time. It is ironical for him to get closer to something that he has avoided before. But, he tries to awaken his self-confidence again so that he can do the same as the other soldiers can, fight bravely.

Henry’s self-confidence seems important since it can influence him in deciding his action. When he hears voices of the battle, his self-confidence helps him to get closer to the battlefield although he has run from it before. Once again, Henry’s self-confidence awakes when he sees wounded soldiers and this is the condition that he really wants. His self-confidence helps him when he meets the tattered soldier and has conversation with him about the war which has just finished, although actually Henry feels ashamed of it.

In the next battle, Henry’s self-confidence rises again. He considers himself an experienced soldier. He has dealt with a frightening monster that he sees as a dragon and he can handle it. He has been through many obstacles and problems that he considers a burden. He regards his friends who have run from the battle as weak soldiers. Although he also runs from the battle he insists that he runs dignity. He feels that he is braver than the other soldiers. This time he feels big confident as he has ad his “red badge of courage”. Henry’s fight for the flag indicates his intention to show his confidence and bravery. He has won the inner conflict with his self-confidence that he feels at the first stage of his journey as a soldier, although he still focuses on his own pride and other individual achievements, not on the war itself as a greater phenomenon.

Conclusion

Henry Fleming is a protagonist in Stephen Crane’s The Red Badge of Courage. Here, he is a young boy who is influenced by the glory of Greek epics. He enlists in the army without considering many things but the tales of Greek warriors. He plunges into the battle by fantasies of adventure and heroism.

Henry as a picture of a man who lives in fantasy in the beginning. He never thinks about the fact that he is going to face. He only lives with his dreams and his imagination. However, he can overcome all of his obstacles and his problems. He has no fear and shame anymore. Despite his “red badge of courage”. Henry gets his own victory. He can gain his
Henry Fleming's Inner Conflicts in Stephen Crane's The Red Badge of Courage

spirit of glory; he has renewed his understanding of war and his place in it. Finally, luck might help people in changing his life but the best action is when we try to deal with every obstacle in our lives as best as we can.

References


DEVELOPING CULTURALLY-APPROPRIATE SPEAKING MATERIALS FOR BEGINNING MUSLIM STUDENTS

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Abstract

Current practice in teaching Muslim students who are beginners in English does not maximize effective participation. Beginners tend to be reluctant to speak if the materials and activities are incompatible with their level of ability. Moreover, teachers find it difficult to provide material which is suitable for beginning Muslim students. To address these problems, this article highlights the suggestions for appropriate extra class activities and how to integrate Muslim culture in the design of materials. What follows, the article discusses the implementation of incorporating Muslim cultures into classroom materials design. And lastly, it fleshes out step-by-step guidelines for Muslim culture oriented material. The presenter contends that culturally appropriate Muslim material will help beginners practice their speaking by means of extra class activity.

Keywords: Culturally Muslim material, beginning learners, extra class activity, developing material.

Introduction

Teaching target culture in English as Foreign Language (EFL) context can trigger the negative impact for the learners. This cultural consideration is extremely relevant in Islamic cultures. Frederics (2007) argued that English education can be viewed as contributing to influence of Western Christian or secular pedagogy. Furthermore, a community of educators views target language culture as an intellectual weapon and a means to impose west’s cultural beliefs (Argungu, 2002). This can be a gap from beginning Muslim students to learn a target language. Adapting target culture in material makes the students reluctant to talk about the material. They do not have a prior knowledge about the material as they encounter linguistic resources and social practices that are alien to them. Moreover, some of EFL problems in Indonesia are limited time allocated for teaching and students do not have enough time to actually learn to speak English in class because the teacher is more concerned to teach the grammar (Musthafa, 2001). The limited time for the students in learning English class makes students less practice to speak fluently. Research shows that students who have intensive communication activity will be better in speaking skill than students less practice their conversation.

Based on those problems, it is needed for beginning Muslim students giving opportunity in practicing their English language in extra class activity. Choosing the suitable activities in extra class for beginning learners is also important to maximize their active participation in speaking. Therefore schools need to make an activity outside class hours to make the students practice their conversation. In this paper, the presenter discuss the
Developing Culturally Appropriate Speaking Materials for Beginning Muslim Students

suggestions for appropriate extra class activities and how to integrate Muslim culture in the design of materials and then discuss the implementation of step-by-step guidelines for developing Muslim-oriented material for extra class activity. The presenter contends that culturally appropriate Muslim material will help beginners practice their speaking by means of extra class activity.

The appropriate activity for beginning students

Choosing suitable activity for extra class is very important for beginning students. In extra class activity teacher should be creative in designing a syllabus and planning the materials that promote speaking skills. For beginning students, it can be difficult for them to speak as they have limited vocabularies and expressions. In this situation, the activities in extra class are extraordinarily important in providing input and practice opportunities for the students. In this section there are some activities that can be used as extra class activity to beginning students. The following activities are: 1) scripted dialogues, 2) drilling formulaic expressions, 3) a guided conversation, 4) role play, and 5) game.

1) Scripted dialogues

Dialogues usually present spoken language within a context and are thus typically longer than drills. By using scripts beginning students encounter words and grammar structures in an entertaining and meaningful context (Bailey, 2005). Dialogues are primarily used to provide speaking practice but can also develop listening. They are also useful for introducing common expressions to beginners. Of course, the beginning students will encounter with some unfamiliar vocabulary. They can look up the new words in the dictionary or guess them from context. They can also explain new words to each other or ask the teacher about them as well.

2) Drilling formulaic expressions

Nunan as cited in Bailey (2005) defines a formula as “a piece of language that learners memorize as a single functional ‘chunk’ without….breaking it down into its different grammatical elements. Learning formulaic expressions can be very helpful for the beginning students. By giving formulaic expression may provide input for the language acquisition process. Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out the formulaic expressions that they have learned fluently. Drills also help students to develop quick, automatic responses using a specific formulaic expression. This helps to build beginning students’ confidence in practicing their speaking.

3) A guided conversation

The goal of the beginning students in learning English is not to repeat after others or read aloud from prepared text. They must be able to carry on conversations, express their feelings, explain their own ideas, and get things done using English. For these reason, it is crucial for teachers to provide opportunities for students to practice creative uses of the language. After the beginning students are provided with the input from the dialogue and drills formulaic expression, they should try what they have learned into a guided
conversation. A guided conversation is an old technique that can be useful for beginning students. In a guided conversation, the beginning learners are given framework to build their sentences.

4) Role play
According to Doff (1990) Role play is a way of bringing situations from real life into the classroom. Role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the beginning students to encourage thinking and creativity, develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

5) Game activity
Mc Cabe (1992) defines a language games as a spoken routine for two or more players, meant to be repeated many times. This implies that such repetition will enable the beginning students to communicate effectively since playing language games will help them to develop language and thought. It can be seen clearly that language games do not only provide supportive activities and practices that can motivate the beginning students to interact and communicate, but games can also create opportunities for them to acquire the language in a meaningful way. In short, it can be said that language games are able to help beginning students use and practice the target language in a relaxed way.

Integrating Muslim culture in the design of materials
The easiest way to design Muslim culturally appropriate ELT materials is to compile a list of topics that are thought to be important for or of interest to students. Although lists of topics may be the easiest way to design the materials, this may lead to an unsystematic provision of information. Therefore, chosen topics can be grouped into areas or categories. I suggest a list of categories that I adapted from Hasselgreen (2003) these are Muslim daily life activities, traditions and living conditions (e.g., in home, in school, and at festivals), Muslim social conventions (e.g., ‘good manners’, dressing, and meeting people); Muslim values, beliefs and attitudes (e.g., what they are proud of, worry about and find funny), Muslim verbal communication means (e.g., greeting, apologizing, expressing gratitude, embarrassment and love), and the Muslim non-verbal language (e.g., body language and facial expressions). These cultural categories serve as the basis for selecting Muslim culturally appropriate topics. Detailed information on these categories can be fully seen in Appendix 1. Teachers need to discuss these topics with students so that they deserve the right to opt for which local cultures they would prefer. After teachers and students agree to pick culturally appropriate topics, teachers can starts to design the material based on the topics chosen.
Step-by-step guidelines for developing Muslim-oriented material for extra class activity

As earlier pointed out, designing materials for beginning Muslim students with the adoption of Muslim cultures is badly needed. Teachers can design the materials on the topics given in appendix 1. Here are sample materials for situating Muslim cultures in the materials design for extra class activity. In this respect, I would like to focus on target language Muslim Beginning students at senior high school level, particularly for the first year students. For this reason, the chosen topic is a Muslim festival celebration. The Celebration chosen is “Maulid Muhammad SAW- Prophet.

Let me begin the sample Muslim culture material with a dialogue.

a. Dialogue activity

Read the dialogue and discus these questions with your partner.

Gofur : When will we celebrate Maulid Muhammad SAW Prophet festival?
Teacher : Ehhm, we will celebrate on 12 Beginning Rabiul.
Gofur : Why should we celebrate it?
Teacher : It is to celebrate our Prophet Muhammad’s birth
Gofur : What are some of the most important things that are done at this celebration?
Teacher : The most important thing is we read Barzanji which contains words of praise for SAW Prophet, Tahlil, and pray together.
Gofur : What other activities besides these normally take place at the festival?
Teacher : We will have a parade and student competitions like: Qiroah, speech, and Hadrah competition.
Gofur : That will be nice. Thank you Ustad for your explanation.
Teacher : You’re welcome.

Discussion
1. What are they discussing?
2. What is Maulid SAW Prophet celebration?
3. What are the most important activities in celebrating Maulid SAW Prophet celebration?
4. What activities normally take place at the festival?

The activity is an input-based task which aims to for introducing common expressions to the Muslim beginners. It helps them to develop a bank of authentic expressions and vocabulary that they can use immediately. The assumption is they would eventually have opportunities to use this dialogue in conversation, making appropriate substitutions for the various nouns, adjectives, and verbs in the memorized text. By asking and answering from the discussion task, it can help them to comprehend the dialogue and activate their prior knowledge or experience. After teachers giving a dialogue, they need to consider with the focus of ‘specific formulaic expression’ input. This task will supply vocabularies and particularly key terms that used by students to perform or express in language learning. The choice of ‘specific formulaic expression’ is on the basis of learner’s prior knowledge in their daily life.
By drilling of specific formulaic expression they have opportunity to accurately try out the formulaic expressions that they have learned in dialogue. It also helps to build their confidence and automatic use of structures and expressions that have been drilled. The sample of drilling formulaic expression as shown below:

b. Drilling the formulaic expressions activity

Directions: Listen to the following questions and responses on teacher’s dictation as you read along here. Then practice saying them with your partner.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some of the most popular Muslim festivals or celebrations?</td>
<td>Some of the most popular Muslim celebrations are: Eid al-Adha, Maulid SAW Prophet, Isra Mi’raj, New Hijri Year, Nuzulul Qur’an, Idul Fitri.</td>
</tr>
<tr>
<td>Why should we celebrate it?</td>
<td>We celebrate it because…….</td>
</tr>
<tr>
<td>When are they celebrated?</td>
<td>They are celebrated on…….</td>
</tr>
<tr>
<td>Are there special foods connected with the celebrations?</td>
<td>Yes there are. They are…….</td>
</tr>
<tr>
<td></td>
<td>No there are not.</td>
</tr>
<tr>
<td>What are some of the things that are done at this festival or celebration?</td>
<td>Those things that done in this celebration/ festival are….</td>
</tr>
<tr>
<td>Do you enjoy the festival?</td>
<td>Yes, I enjoy it very much.</td>
</tr>
<tr>
<td></td>
<td>No, I don’t.</td>
</tr>
<tr>
<td>What activities normally take place at festivals?</td>
<td>The activities are….</td>
</tr>
<tr>
<td>Are there special songs associated with the celebration?</td>
<td>Yes, there are special songs. The songs are….</td>
</tr>
<tr>
<td>Do you enjoy going to festivals? Why/ Why not?</td>
<td>Yes, I enjoy those festivals, because…..</td>
</tr>
<tr>
<td></td>
<td>No I don’t enjoy those festivals, because…….</td>
</tr>
</tbody>
</table>

c. A guided conversation activity

The beginning students should practice formulaic expression that they have learned into a guided conversation activity. The aim of a guided conversation activity is to provide opportunities for beginning students to practice creative uses of the language. The example of a guided conversation as follow:

**Situation 1**

A: What is a festival that we will celebrate this month?
B: Oh…we will celebrate………………………………
A: What are some of the things that are done at this festival?
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Situation 2
What is a festival that we will celebrate this month?
B: Oh…we will celebrate

A: Why we should celebrate it?
B: 

d. Role play activity
   In this activity the beginning students try to practice in a role play activity. By a role activity they have gained some valuable speaking practice in the process. Teacher can use the scripted dialogue in the first activity for role play activity or the students can be challenged to make a dialogue by themselves. Guided sentences should be given in order to help them to make a dialogue.
   The samples of a guided role play as shown below:
   Directions: After looking at each situation carefully, practice using any words or expressions appropriate to express the function given. Finally, perform the dialogue for in a group.

A and B discuss about the celebration of Isra Mi’raj.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Greets B.</td>
<td>Greets A.</td>
</tr>
<tr>
<td></td>
<td>Asks B When is the day of Isra Mi’raj.</td>
<td>Answers the date of Isra Mi’raj.</td>
</tr>
<tr>
<td></td>
<td>Aks why we should celebrate Isra Mi’raj.</td>
<td>Gives the explanation.</td>
</tr>
</tbody>
</table>
Asks the activities. & Answers the activities. \\
Says thanks to B. & Replies to A's thanks.

e. Game activity

According to Hadfield (1990) a game is an activity with rules, a goal and an element of fun. A game can be used to reinforce what they have learned in the previous activity with challenging, motivating, and interesting activity. Carrier (1980) asserts it provides an opportunity for students to use their language in a less formal situation, without the pressure of doing it absolutely rightly or not, but with the enthusiasm for winning the game, as well as practicing the language. The example of the games that having nature like what have been explained are “Snakes and ladders and Race game board”.

The instruction of Snake and ladders is each player throws a coin and moves his/her button along a line, counting aloud. If he/she gets head, he/she move one space and he/she get tail he/she moves two spaces. Whenever a player’s throw brings him to a snake’s head he is ‘swallowed’ and has to go back, whereas whenever it brings him to the foot of a ladder, he goes up. If he/she lands on a question mark (?), student’s partner will read to him/her a question from question cards. Say if it is her/his answer is right, go forward one space. If it is wrong, go back one space. The winner is the person who finishes first. In the race game board the instruction is the same but the board is different from with a snakes and ladders. On race game board students only move her/his button along line. When he or she lands on “Pit Stop”, student’s partner will read to him/her a question from question cards. If he/she are wrong in answering the question he/she moves back three spaces. First to “Finish” wins!. The game boards can be seen on appendix 2. Teachers can make the question cards based on the formulaic expressions that have been learned by the students in the previous activities.

**Conclusion**

Designing Muslim culturally based material and choosing the right activity is badly needed for the beginning Muslim students. Integrating Muslim cultures in material can support the linguistic resources and social practice which suitable with the students’ prior knowledge. An extra class activity gives the students opportunity to practice their speaking.
In this paper suggests the activities which support the beginning Muslim students in speaking process. The activities are; dialogue, drilling formulaic expressions, guided conversation, role play and games. This paper, also has attempted to provide practical suggestions of integrating Muslim culture in material design along with sample teaching materials. This example of material design in this paper can be as a guideline for teachers to design a material for beginning Muslim students. They can situate the design according to the level of students, time allocation, teaching and learning goals, etc. By integrating Muslim culture in material design and suitable activities lead beginning students to practice their speaking in extra class activities, thereby making their language learning more meaningful.

References


Appendix 1

Categories of Muslim culturally topics adapted from Hasselgreen (2003)

1. **Muslim daily life activities, traditions and living conditions**
   *(e.g., in home, school, at festivals etc.)*
   - Everyday family life: Meals, variety of food, Daily routine, housing, family size, housework, Pets and other animals, TV, internet.
   - School: System, class size, grades, routines, meals, breaks, uniform, social needs.
   - Leisure time: Going out with friends, sport, keeping fit, Holidays
   - Festivities (focus on food and rituals, occasionally costume): festivals and feast days, other international feast days,
   - Generally-living conditions: Locations, demography, occupations, farming activities, nature, geography, climate, language, urban-rural communities, regional differences, social classes

2. **Muslim social conventions (e.g., ‘good manners’, dressing and meeting people)**
   - Roles and relationships: boys-girls, men-women, younger-older generation, family-society, family circle and cohesion, women’s working situation, helping each other
   - Visiting-hospitality: Punctuality, introductions, sharing, gifts, washing hands, taking off shoes, sitting down, leaving early
   - Social occasions: Funerals, Weddings, Expressing emotions
   - Etiquette and habits, table manners
   - Clothes: Dress code-general-formal for going out

3. **Muslim values, beliefs, and attitudes**
   - Concerned with: Family, life, friends, school success, Economy, prices, unemployment, Sport, keeping fit, diseases, pollution, housing problems, gossip
   - Characterization: Friendly, simple, polite, Sincere, caring, open-minded, tolerant, Rude, bad-tempered, hypocritical, Conservative
   - Beliefs: Superstitions, Physical appearance, skin-hair color
   - Cultural heritage: National history and, nature, population, National heroes, athletes, sportsmen, singers
   - National stereotypes and reality:; Ethnic identities and conflicts, War, terrorism, emigration
   - Sense of humor: Direct humor, irony, Telling jokes about other people and nations, Own and others’ misfortune
4. **Muslim verbal communication means (e.g., greeting, apologizing, expressing gratitude, embarrassment and love)**
   - Addressing people: Degrees of politeness and distance, Greetings, Apologizing
   - Striking up conversation: Talking to friends and strangers, Being noisy, quiet, turn-taking, interrupting, Talking to small children-adults, Using thank you, please
   - Saying proverbs.
   - Emotions-feelings: Expressing love, impulsiveness, shyness, embarrassment, taboos.

5. **Muslim non-verbal language (e.g., body language and facial expressions)**
   - Body language: Shaking hands, Kissing, Hugging, Nodding, Gesticulating-hand signals
   - Body contact: Touching, Standing too close, too far
   - Facial expression: Eye contact, Winking, Smiling, Crying, Showing anger

**Appendix 2**
Snakes and ladders game board
WORLD LITERATURE AND ITS EFFECTS ON CULTURAL ASPECTS

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Abstract

This paper aims to explore the cultural effects, both positive and negative, when a literary work enters the circle of world literature (through translation). Penetrating a world literature can be said as one of the goals of a literary piece. A work of art is made to be acknowledged by people across nations, that is through world literature. To enter the circle, a work should be written in English as the international language. If a work is written in other languages than English, it should undergo a process called translation. In the translation process, there are things that cannot be transferred successfully into the target language, and one of it is cultural aspect. The effect on culture due to the translation process done for the sake of world literature can be positive when the cultural aspect is transferred successfully. It will make the cultural aspect from a certain nation acknowledged by people across nations to promote understanding. While the negative effect is inevitable when the transfer of the cultural aspect is failed, which may influence and shape one’s perception. Some examples taken from several Indonesian literary works and their English translations are provided to give an insight of how the cultural things can be affected.

Keywords: world literature, translation, cultural aspects

Introduction

A work of art is written to be widely known and appreciated, by many people, across nations, different social and cultural background. Some works although written by different writers from different cultural backgrounds share similar theme and message, although they are written in different languages. This idea underlies the issue of world literature. Goethe says that there is an idea of universality; that works of art from different countries may share similarity. This statement has also been stated by Aristotle in his Poetics long before (about 330 B.C). The word ‘imitator’ is the key word. Aristotle argues that Epic poetry, Tragedy, and also Comedy (which represent literary works all over the world) are the same in terms of their modes of imitation. They are different only in their means, objects, and manner. Literary works, according to Aristotle, are imitation because their origin has been a part of human nature, which differentiates human with other creatures and they learn first by imitation. Thus, human is the most imitative creature.

The issue of world literature has been oriented on western culture. Although the idea is on globalization, still the standard used is based on the western standard. A literary work can earn a ticket to enter the world literature if it has been translated into English. But there is...
another problem that might arise in the process of translating; there might be certain things that cannot be transferred successfully into English. Things that have something to do with cultural background sometimes cannot be found their equivalent in English culture. It cannot be avoided since literary work is a product of society; it carries the culture in which the society believed in.

The idea of the requirements of world literature varies from one theorist to another. Although Goethe is the first person who coins the world literature (Weltliteratur), Damrosch says that that Goethe is no multiculturalists; he still believes in the prominence and privilege of the Western as his modern world reference and he might always return to Greece and Rome. Moreover, according to Goethe there are three concepts of world literature: as classic, as canon of masterpieces, or multiple windows on the world. But for David Damrosch, the world literature depends on the mode of circulation and of reading. Thus what is considered of world literature differs from one person to another. A bulk of literary pieces might in and out of the circle of world literature at a certain period. It depends on the readers; whether or not the work functions as world literature for some readers.

Moreover Damrosch reveals that world literature is writing than gains in translation. It means that any literary works can be world literature only if being translated into the language of world wide. Thus, the relation between world literature and translation is undoubtedly tight.

This paper would like to see the effects of translation process to some cultural aspects. Some literary works are chosen to give clear examples. The selected literary works are the original works and their translation versions, such as Maxim Gorky’s Mother and Ibunda, and Ahmad Tohari’s Ronggeng Dukuh Paruk and The Dancer.

Discussion

Being an important tool to help literary works to achieve their goals makes translation close to some sensitive issues. According to Mona Baker in her book In Other Words, translating cultural aspect is one of the problems emerged in translation. Since a literary work is a product of society, cultural aspects are embedded in it; thus, making no room for translator to avoid translating the cultural aspect along with translating the work.

When the translator thinks that her job is done after translating a work, the effect starts to grow. There are two possibilities that might happen to the cultural aspects in the work translated. On one hand, when it is successfully transferred into the target language, the cultural aspects find their way to the international awareness. On the other hand, when the translator fails to transferred the cultural aspects into the target language, it may create a hole in the work itself.

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4 Damrosch 12.
5 Damrosch 12.
6 Damrosch 5.
7 Damrosch 281.
An example of the positive effects of the translation to the cultural aspects is taken from the English version of *Mother*. Margaret Wettlin who translated the work from Russian into English, preserved several words or terms. There are three specific words maintained: ‘nenko’, ‘Tatar’, ‘khokhol’. Each of them is explained in the following paragraphs.

The term ‘nenko’ is found on page 27 of the English version “Whoever gave you such a blow on the head, nenko??” The word then is explained in the foot note: “*Nenko – affectionate term of ‘mother’ used in the Ukraine – Trans.” This makes people who read the novel understand that there is a specific term for “mother” used in Ukraine. The footnote helps the readers to understand that although the figure of mother called ‘nenko’ by her son’s friend, is considered as his own mother. There are further clues about the choice of word. His son’s friend states the reason of calling her ‘nenko’ ...

... “I only asked you because my foster mother had the same kind of scar as yours. She got it from the man she lived with...”

The existence of the term ‘nenko’ gives an emphasis how the man respects his friend’s mother, that even he called her with a specific term of mother from the culture of his origin. ‘Nenko’ cannot be translated into ‘mommy’ because the sense is different. Thus there is no equal English word to replace ‘nenko’.

The second term ‘tatar’ on page 28: “... Are you Tatar?” is also defined in the footnote; ‘tatar’ is defined as “Old-clothes men were commonly called Tatars”. Being kept as in the original version, it gives additional information about Ukrainian traditional culture. Moreover, the definition gives clearer depiction of Mother’s knowledge about traditional culture in Ukraine. This line can be used in analyzing Mother’s characteristics. It shows that Mother is not an ignorant person; she has knowledge about other society in her neighborhood.

The word ‘khokhol’ is also preserved and explained in the footnote. According to the explanation in the footnote, ‘khokhol’ means Russian nickname for a Ukrainian. It also offers additional information about the multicultural life in Russia, so that the people give nickname to the other society.

Pramoedya in translating *Mother* into bahasa Indonesia also preserved the three terms maintained by Wettlin. He also used footnote to explain the meaning of the three terms: for the term ‘nenko’ he explained as “panggilan kekeluargaan sebagai pengganti ‘ibu’ digunakan di daerah Ukraina”, ‘tatar’ means “orang-orang yang berpakaian lama biasa dinamai Tatar”, while ‘khokhol’ is defined as “julukan bagi orang Ukraina”. Thus, he helped the Ukrainian and Russian terms to be acknowledged by Indonesian readers, especially the readers of *Ibunda*.

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10 Gorky 28.
11 Gorky 28.
13 Gorky, 28.
14 Gorky, 28.
The preservation of the original terms not only helps in understanding the culture, but also enriches the analysis of the novel. For example, the word *nenko* gives clue to the readers how loveable the Mother is. Since *nenko* suggests the idea of affectionate term to call mother, when it is said by other people than her own children, it shows that the mother has a certain value so that other people consider her as their own mother. The word also implies that Ukrainian culture put mother in a special position so that the society creates a loving term to address mother.

The example of the negative effects of the translation is taken from *Ronggeng Dukuh Paruk* and its English version, *The Dancer*. This is one of Tohari’s novels which has been translated into several languages including English. In the Indonesian version there is a part when Tohari wrote a Javanese belief saying that

“Bila pulang ke Dukuh Paruk jangan khawatir soal makan. Sudah ada yang siap *olah-olah*, *ngumbah-ngumbah*, dan *mlumah*. He... he ... Ah, maafkan aku. Ini ada kiriman dari Srintil. Hanya dia yang sampai saat ini mampu menanak nasi. Dan jangan takut, karena tak ada apa-apaanya. Aku tidak menaruh pekasih di situ.”

The sentence was stated by Nyai Kartareja as a clue for Rasus that Srintil was ready and waiting for him to marry. René T. A. Lysloff, the translator, omits the part of “Sudah ada yang siap *olah-olah*, *ngumbah-ngumbah*, dan *mlumah*” in the English version, as we can see in

“While you are home here in Paruk, you needn’t worry about eating. This is from Srintil. She is the only person in the village who is able to serve cooked rice. Now don’t be afraid, there’s nothing to be worried about. I didn’t add any love potions.”

Compared to the original Indonesian version, the English version, especially in this part is lacking of the clues that help the readers to understand the real condition and culture of Dukuh Paruk as a part of Javanese society. It is the tradition of Javanese people to say things indirectly. Nyai Kartareja would like to give clues to say to Rasus that Srintil had changed; that she was not a *ronggeng* anymore, thus making her illegible to be Rasus’ wife.

Hence the omission might result on the different interpretation. Another misinterpretation that is possible to happen is when a researcher would like to analyze the English version from the point of view of feminism. Not knowing the specific part, the researcher might lose the information on the patriarchal value in the novel. As in Javanese culture, the idea of a good wife is the one who can perform domestic tasks, that is *olah-olah* (cooking), *ngumbah-ngumbah* (washing), and *mlumah* (‘serving’ husband in bed). When a girl is able to cook and wash, she is ready to be married.

The illustration taken from *Ronggeng Dukuh Paruk* and *The Dancer* shows that there is something missing if a culture specific term is not successfully transferred into the target language. The cultural meaning that is carried by the term(s) or the sentence(s) will not be able to bear the same popularity as the novel has after being translated into other languages.

Conclusion
Translation serves as a crucial means for literary works to obtain their goals in entering the world literature. However, translating literary works is not an easy task to do due to the cultural aspects embedded within the literary works, as Anica Glodjović has stated in her paper entitled “Translation as a Means of Cross-Cultural Communication: Some Problems in Literary Text”. The success and failure of the cultural translation in the literary works will result on the continuation of the cultural aspects associated.

Knowing the importance of cultural translation, translators should be wise in transferring the cultural aspects. The existence of strategies which help translators in translating literary text, gives variation for them in doing their job. These variations hopefully will not create various versions, since the border between translating and recreating is very thin.

References
WOMEN’S SUBJECTIVE IDENTITIES’ CONSTRUCTION
REVEALING THEIR POWER IN SUSAN GLASPELL’S WORKS

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Abstract

Susan Glaspell’s works entitled ‘Trifles’ and ‘Jury of her Peers’ describe that patriarchy society constructed women subjective identities. Women were regarded as inferior, weak and obedient species. Being inferior put women to always keep in touch with domestic stuffs which advantage them since they trigger the big events. In addition, women were constructed to be weak, so that they would always be considered as the dependent species. Being obedient, as one of women’s constructed identities, created men’s safe feeling. All of the subjective identities of women were attached by men as to preserve men’s position as the first citizen in patriarchy society. As the first citizen, men tend to be superior. It means that men have undebatable instructions towards women. This situation prompted men to force their wishes because they underestimate anything related to women. All of these happenings seemingly portray men’s power, so they can rule women. On the contrary, men’s behaviours and attitudes ‘attack’ their actualization. All of these subjective identities attached to women, at the end, turned out to be women’s powerful strengths. Women, finally, were able to prove themselves to be the strongest citizen under men’s power. Women were able to create huge events at the same time they were overruled by men simply by secretly doing things which were considered by men as trifles.

Key words: patriarchy, subjective identities, women’s power

Introduction

Discussion about women is always interesting to be done simply because one talk will always invite another one. The emergence of various questions about women have not found their answer yet. Moreover, women’s problems are continuously growing bigger just like never ending chain.

As a matter of fact, patriarchy society put women all over the world to the less advantageous place for their development and betterment. In fact, various roles and negative label are attached to women. As the result, women will be considered impolite or even rude if they avoid to do so. Ironically, those negative label or identities are legitimized during women’s childhood when their mothers introduce roles or toys especially designed for girls only, like cooking set or dolls.

It is true that women and men are physically different. On the contrary, it is absolutely gender bias when women have variety of obligations due to their physical differences. Obligations set by patriarchy society automatically create women’s subjective identities.

Some women still cannot find the solution for their problems which are created by patriarchy society, but literature like Susan Glaspell’s plays offer the brilliant one. That is why literature plays the important role for women or the oppressed party to live their life to the
fullest. Women can always turn to literature, when reality seems to ignore women’s problems just because there is no easy way out when it comes to patriarchy stuffs. In fact, we cannot depend on the way out of patriarchy’s oppression (Darma, 1999: 4).

Many women wrote about patriarchy as the only medium to set them free from patriarchal problems. Their writings, then, become the hope for others, though they do not really cover all problems yet. At least they have got the chance to best they can be, even on the writing level only.

**Women’ Subjective Identities in Glaspell’s Works**

a. Inferior

“... it’s down in a hollow ... but it’s a lonesome place and always was” (Glaspell, 485)

The location of Wrights’ house was in such a remote area which indicating the negative characteristics of Mr. Wright. As a matter of fact Mr. Wright loved to live all by himself in his house rather than hanging around with his neighbours. Having closed personality triggered Mr. Wright to take away his wife’s freedom even to have a small talk with her neighbours. It indicated the success of male to be number one citizen. This condition is in line with one of patriarchy ways to dominate others by locking up women inside the house, so women would shut their mouth up, and finally they would accept their identity as being inferior.

“Well, can you bet the women! Held for a murder and worrying about her preserves” (Glaspell, 481)

Men, as the first citizen in patriarchy society, thought that women were unable to do or to think everything which they were supposed to. Being inferior occurred simply because women did not have any courage to defend themselvess at the time one of them was accused as a murder. Mrs. Wright, as the representative of women, was considered ‘funny’ simply because she thought about trifle things instead of defending herself. According to men’s pint of view women tend to worry about the small things like preserved fruits when they faced the important life phase. Preserved fruits was classified into trifles because it was closely related to domestic sphere which was determined as simple things by men.

All of those events above show that men constructed women to be inferior in order to maintain men’s first position in patriarchy society. Men would automatically sit at the first position after they placed women to the second one. On the other hand, the subjective identity of being inferior advantage women. It gives women the chance to ‘stay in touch’ with all things which trigger the huge events as the reflection of women’s carefulness.
b. Weak

At the beginning of the play entitled ‘Trifles’ all women characters are described stood near the door of Wrights’ house and refused to came closer to the room heater. This condition talks loudly about women’s alliance which separate themselves from men’s. The alliance, at the same time, declares that women were considered as weak creatures from men’s point of view. Women cannot do or even think individually, so women need to live as close as possible with others.

“The women ... stand close together near the door ... come up to the fire, ladies. I’m not cold (after taking a step forward)” (Glaspell, 479)

Men negatively labelled women as weak creatures for preserving their power to dominate women. When women think that they themselves are weak, then they will automatically depend on men. Men can only be considered as the strongest at the time women depend their lives on men completely.

On the contrary, women’s alliance is the sign of women’s strength since they prove that they can work together. Working in group will definitely strengthen one another. At last, women proved their ability to reveal the murder case at the end of the play, while men were still confused to figure out why the murder took away Mr. Wright’s live. At this stage, the constructed women’s identity was obviously dissolved.

c. Obedient

Men set rules as to declare their authority and they will definitely force women to follow every single thing of their instructions. Men, who are represented by Mr. Wright in Glaspell’s play, had his own social rule like staying away from people. Though Minnie was such an active and cheerful lady, but her life and personality changed dramatically after she got marry to Mr. Wright. He successfully changed his wife’s life by restricting the air for her to move and to get in touch with other people.

She used to sing real pretty herself .... She used to wear pretty clutches and be lively, when she was Minnie Foster, one of the town girls singing in the choir ... How-she-did-change” (Glaspell, 483-485)

At the time men force women to do their rules, unconsciously men also automatically tell to the whole world that they are threatened by the existence of women. In other word, basically men search for the safety feeling to be the first forever. Thus, men overrule women by set rules to be done. Men will be satisfied and secured when women are obedient, just because men think that women are truly powerless.
As a matter of men forget that being obedient is not the same with doing nothing. On the contrary, obedience is the proof that women actually so powerful to do anything they want even if they have to harm men. The same thing also happened to Mrs’ Wright’s life. Mrs. Wright deliberately took away her husband’s live just because he also ‘took away’ her right to be happy.

Conclusion
Patriarchy society constructed women’ subjective identities as inferior, weak and obedience, all of which turn out to be women’s power to end men’s oppression against women’s existence. Being inferior prompted women to always dealt with domestic sphere which was considered as trifeles thing, but women proved it as the important aspect in revealing the murder case. Women tend to live in group, and this condition were viewed as weak by men. Women’s alliance, on the contrary, gave women the chance to work together to understand the reason of murdering which at the same time was considered to the hardest case for men. The last subjective identity of obedience was attached to women simply to make men felt safe which declares men’s weakness. Being obedient was fully doing something, but men thought that women were powerless. At the beginning of the play men were lost already since women proved themselves to be stronger when Mrs. Wright took away her husband life because he ended Mrs. Wright’s right to be happy.

Susan Glaspell’s plays are also the reminder that any oppressions against anybody will never be last forever.

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Dwi Anggara Asianti


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THE PREFERENCE STRUCTURE
FOUND IN TELEPHONE CONVERSATION
BETWEEN BROADCASTER AND CALLER

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Abstract

Preference structure is a part of conversational structure that manages people's communication. Preference structure divides second parts into preferred and dispreferred (Levinson, 1983:336). This research was intended to analyze how the preference structure was applied in telephone conversation between broadcaster and caller. This research was qualitative. The data consisted of a transcribed telephone conversation and it was collected through the following steps: recording, transcribing, selecting, and reporting. It was revealed that the broadcaster and the caller produced preference structure from opening to closing. However, they performed dispreferred second pair parts in greeting, question, offer, and thanking. This implies that they had not known the appropriate expressions. It was concluded that the conversation in this study was less structured and patterned. It is important to pay attention not only to the linguistic components, but also the pragmatics in which the conversation takes place, including the participant, the context, and the topic.

Keywords: preference structure, preferred and dispreferred, telephone conversation, broadcaster and caller

INTRODUCTION

Some media are needed to help the English learners in learning and using spoken English conversation in good structure. One of the media is a radio program called “English Corner” on Suara Kudus 88 FM, a private commercial radio station in Kudus. It is an interactive English conversation program between broadcaster and caller by telephone. In this program, the broadcaster invites listeners to be the callers in order to give their opinions based on a topic. The broadcasters usually give a long explanation and make small conversation about the topic before inviting listeners to join with.

Radio as one of the news media has played an important role in transmitting messages (Effendy, 1978:57). Radio is very easy to be used and accessed so that is why many people are interested in listening radio. Moreover, there are some persons who pay attention in broadcasting. Radio is used to motivate people to think about and to act on something. Radio broadcast has its own purposes similar to other mass media as a part of the communication media and process. Deeply concern, radio is a medium of information and education. Many educators use radio as a media in getting information relates with their fields because it is one of the means of communication helping people to understand the spoken language.

Problem in oral communication especially for those learning a foreign language can be resulted by the insufficient knowledge in this language. The lack of ordinary vocabulary,
ordinary background, and different attitudes are the problems faced by people in communication so that they do not understand others easily.

Based on the above explanation, I was interested in analyzing a radio telephone conversation in English Corner Program. This program is a media where broadcaster and listener as caller can participate in speaking English. However it is not an easy thing to do. Consequently, the broadcaster should improve his method and technique in developing speaking skill, mainly in using preference structure as a significant part of the communication competence. So, I presented the preference structure found in the telephone conversation between the broadcaster and the caller.

LITERATURE REVIEW
Turn and Turn Taking

We may start with the obvious observation that conversation is characterized by turn taking: one participant, A, talks, stops; another, B, starts, talks, stops, and so we obtain an A-B-A-B-A-B distribution of talk across to participants. Sacks, Schegloff and Jefferson (1974) state that one of the basic problems in conversation is the coordination of turn taking. They specify two facets of this thing. The first is how turns are exchanged with minimal gap and minimal overlap. And the second is how conversational turn exchange is locally achieved. So in this case, an ordered set of rules operated locally and recursively at each turn transition place to resolve recurrent problems of turn transition. Based on other analyses the content and social meaning of turn transitions are important in achieving orderly transition and thus these factors should figure in accounts of the production and interpretation of turns of talk.

A conversation is a string of at least two turns (Francis, 1992:151). Some turns are more closely related than others and he isolates a class of sequences of turns called adjacency pair which has the following features. They are two utterances long, the utterances are produced successively by different speakers, and the utterances are ordered. The first must belong to the class of first pair parts and the second to the class of second pair parts. The utterances are related and not any second part can follow any first part except an appropriate one. The first pair part often selects next speaker and always selects next action. It sets up transition relevance, an expectation which the next speaker fulfils. In other words the first part of a pair predicts the occurrence of the second.

Adjacency Pairs

An adjacency pair is a term used in conversational analysis refers to a pair of conversational turns by two different speakers. The production of the first turn (called a first pair part) makes a response (a second pair part) of a particular kind. For example, a question "What's your name?" requires the addressee to provide an answer in the next conversational turn. A failure to give an immediate response is noticeable and accountable.

Adjacency pairs are utterances produced successively by two speakers. The second utterance is identified as related to the first as an expected follow up. From the two pairs, the first utterance constitutes a first pair part and the next utterance constitutes a second pair part.
Now we need to point out that adjacency pairs consist of two utterances each spoken by a different speaker. In standard British conversation examples might be a greeting-greetings pair "Hi"-"Hi", “How are you doing?”-"Fine, thanks", or a thanking exchange "Thanks"-"My pleasure", "Thanks a lot"-"Not at all" (Hughes, 2002:180).

Adjacency pair seems to be a fundamental unit of conversation organization. Canale (1983: 18) describes adjacency pair as the basic structural unit in conversation. So when a speaker delivers a pair part functions as the first pair part the interlocutor should deliver the appropriate second pair part. Some examples of adjacency pairs are:

1. Request – acceptance
   A: Can I have some more coffee?
   B: Sure. Help yourself

2. Question – answer
   A: Do you have the time?
   B: It's five o'clock

**Preference Structure**

There is a rule governing the use of adjacency pair. In having production of first part of some pairs, a current speaker must stop speaking and next speaker must produce the point of a second part to the same pair Levinson (1983:304). The criterion for adjacency pair which is termed as a conditional relevance given a first part of pair, second part is immediately relevant and expectable. For example if the first part is an offer, the second part is acceptance or a refusal, the first is a question, the second is an answer, etc Levinson (1983:308).

There are two categories of responses or the second parts other pair, namely preferred and dispreferred. These categories are the alternatives of the second parts of the adjacency pair. These are included in preference organization (Levinson, 1983:307).

The preferred second refers to the second parts which are relevant to the first part and they have an equal rank or standing like in the first parts for example: request-acceptance, blame-denial, question – answer, greeting-greeting, etc. While the dispreferred seconds are not relevant and acceptable of the first parts for example request-refusal, assessment-disagreement, etc. Levinson (1983:336) describes adjacency pairs simply as the table below:

<table>
<thead>
<tr>
<th>FIRST PART</th>
<th>PREFERRED SECOND PARTS</th>
<th>DISPREFERRED SECOND PARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>request</td>
<td>acceptance / compliance</td>
<td>refusal</td>
</tr>
<tr>
<td>offer / invite</td>
<td>acceptance</td>
<td>refusal / rejection</td>
</tr>
<tr>
<td>assessment</td>
<td>agreement</td>
<td>disagreement</td>
</tr>
<tr>
<td>question</td>
<td>expected answer</td>
<td>unexpected answer or non answer</td>
</tr>
<tr>
<td>blame</td>
<td>denial</td>
<td>admission</td>
</tr>
</tbody>
</table>

Table 1: Correlations of content and format in adjacency pair seconds
The most frequently used adjacency pair is question-answer. Other examples of expected pairings are greeting-greeting, information-acknowledgement, etc. Adjacency pairs are pairs of utterances that usually occur together. The most often used adjacency pair is question–answer but there are others such as:

1. Greeting-greeting
2. Congratulations – thanks
3. Apology – acceptance
4. Inform – acknowledge
5. Leave taking – leave taking (www.urg.es/~inped/module10/m105.htm)

METHODS

Research Design

To design the study, I used conversational analysis. The methodological preference of the conversational analysis is derived from ethnomethodology (Levinson, 1983:295). Conversational analysis is a kind of qualitative research. The research is based on observations in the media where I got the data. In doing this study I used descriptive analysis and research result in the qualitative data. In this research I observed the preference structure found in telephone conversation between broadcaster and caller in English Corner program on Suara Kudus 88 FM.

Source of Data

The data of this research consist of the recorded conversation. The research was taken from English Corner Program on Suara Kudus 88 FM. The English Corner Program is an interactive English program broadcasting every Sunday starts from 7:00 a.m. to 8:00 a.m. It presents a topic weekly.

Subjects

The subjects in this study were the caller and the broadcaster having a phone conversation and delivering the preference inside it.

Procedures of Data Collection

The first step in collecting data was recording. I recorded to get the data in the form of spoken language. I listened and transcribed the conversation. And then I played the records repeatedly to ensure that there were no words skipped. I identified the sentences and categorized them into the preference structure. The procedures of collecting data are divided into several steps: recording, transcribing, selecting, and reporting.

Data Analysis

In the core of analysis I applied the correlations of content and format in adjacency pair by Levinson (1983). They consist of first part and second part. Moreover, the second part is categorized as preferred and dispreferred.
I described the recorded data of the conversations between the broadcaster and caller. Here, I analyzed the data by describing how the preference structure occurred. After describing and interpreting all the data, I discussed the problems in this study.

FINDINGS
Preference Structure in the Phone Conversation

I choose the related data which is in line with the preference structure from the telephone conversation. Here they are the preferred and the dispreferred second pair parts.

1) T1 B : Hello, good morning. Who’s speaking please?
   T2 C : Diana.

   The broadcaster (B) greeted in this opening which is realized in T1 by the ritual of the greeting "Hello, good morning". The caller (C) responded it by delivering dispreferred second pair part when C did not respond the greeting and directly told her name. This opening part was indicated by greeting expression. B greeted C but C did not respond the greeting. B continued asking about C’s identity in T1 also. And C could take her turn in giving a response of answer.

2) T5 B : Diana, Lady Di?
   T6 C : Oh. No ((laughing))

   The assessment delivered by B in T5 was to ensure that he did not misspell C's name. In this context B was humorous person so B made a joke by guessing another name for C. And C’s response in T6 was disagreement and regarded as a dispreferred second.

3) T7 B : // Where are you? OK, Diana. Where are you?
   T8 C : I’m in Muria Indah.

   The structure of opening in this part was not relevant. The utterance "How’s your life today?" should have preceded the question-answer about the C's identity in T7. The utterance should be delivered by B directly after the initial response greeting "Hello, good morning" in T1.

4) T9 B : Sorry, Muria Indah?
   T10 C : Yes.

   B ensured to get the C’s address by expressing “Sorry” in T10. The second pair part indicates the preferred. We can know it by the agreement produced as the assessment delivered in the first pair part.

5) T11 B : Yeah how about your life today Diana?
   T12 C : I think mm…today is very busy day. I have a lot of activity and e… I'm confused just to…. So OK?

   Greeting delivered by B in T11 was reopening. B asked C about her condition and C answered indirectly that she was not fine. C shared what was going on today. Unconsciously, C led the conversation into the topic.

6) T14 C : OK. By the way may I ask you a question?
   T15 B : Yes, please.
 Interruption in T14 indicated that C attracted B to pay attention with something which C wanted to ask. The second preferred pair part "Yes, please" indicated B gave permission to C to continue the speech. The expression aimed to interrupt in this conversation was "By the way may I ask you a question" and was not preceded by "I'm sorry" which could be more polite as interruption gambit. B gave C a chance to continue her idea about the topic in T15. So the word "Yes please" aims as permission. When C took the next turn, C made an interruption to deliver a question to B.

(7) T16 C : OK. How long have what's that…this program e…. been running? I mean English Corner for in the Suara Kudus. OK?
T17 B : OK. Maybe for two years.
T18 C : OK

C made a small talk indicating that topic establishment started. The small talk was about the program because it was the first time for C called to the program. Question-answer pair part was started in T16 and was ended by C in T18. It showed that C was satisfied with the answer delivered by B.

(8) T19 B : // Well yeah. Oh. You just listen e… this program for today.
T20 C : // Yes. This is the first time for me to what's listen the program. So I was surprised I was surprised to know that

T20 showed comment delivered by C in order to explain about the program. C did not fail to explain it completely from the first time C listened to it until C explained about a hope for the program.

(9) T24 C : Like the what? The program in Suara Kudus I think. It's a good program for everybody who wants to speak English or who wants to practice English.
T25 B : OK

T24 symbolizes assessment when C gives an opinion about the English program. B produces backchannel signing that B agrees with C. Furthermore, B gives the floor or the turn to C in explaining the opinion.

(10) T28 C : Mm.. OK today perhaps I want to
T29 B : Mm..Yeah

B produced backchannel in T29 which delivered feedback to C during the interaction and also allowed C to continue talking.

(11) T30 C : Request a song. The title is……………. from Bryan Adams
T31 B : Bryan Adams? What’s the title?
T32 C : What’s that? I can't...what's that? The title OK is I forget

When C requested a song in T30 actually C did not find what the title was. So C just mentioned the singer. B tried to confirm what actually the title of a song C wanted to request in T31. However C did not give appropriate response.

(12) T37 B : OK
T38 C : // OK. I want also to say hello to what's that? Mr. Banu. I just want to say hello. And I hope that I will know what's that more about another people who join this program and so I will have new friends in English Corner. OK.
B tried to make the flow of C's utterance was not being interrupted for a while. It made C could finish in giving regards.

(13) T41      B : Or do you want to tell about story e...do you have experience about go to the other country? Who speak with English?

T42      C : No

In T41, B offered C to tell the story about an experience of life but C simply said “No” as the refusal. C did not give further reason or even prolonged the utterance to indicate the refusal.

(14) T56     C : Thank you.

T57     B : ((laughing)) OK. That’s all? Thank you very much for Diana.

The response in this preclosing was dispreferred. The second pair part should have been "You're welcome". In fact B repeated thanking expression to C in T57 after gave a question indicating preclosing. So there was an inappropriate response of thanking before they closed the conversation

(15) T58     C : Bye

T59     B : Bye

The first and second pair parts in this closing were relevant indicated that "Bye" delivered by C was responded in the preferred second. The closing expression was very simple because both of the speakers said "Bye" as the final farewell. The closing section was common that was farewell-farewell (T58-T59).

Preferred and Dispreferred Second Pair Parts

All turns are constructed by adjacency pairs. The turns are related to each other. The kinds of the responses of the pairs are preferred and dispreferred. The preferred pairs in this conversation are:

(a) Request-acceptance

T14     C : OK. By the way may I ask you a question?

T15     B : Yes, please.

(b) Question-answer

T16     C : OK. How long have what's that...this program e.... been running? I mean English Corner for in the Suara Kudus. OK?

T17     B : OK. Maybe for two years

(c) Assessment-agreement

T24     C : Like the what? The program in Suara Kudus I think. It's a good program for everybody who wants to speak English or who wants to practice English.

T25     B : // OK

(d) Farewell-farewell

T58     C : Bye

T59     B : Bye

While the dispreferred second pair parts in this conversation are:
(a) Greeting-no response
T1 B : Hello, good morning. Who’s speaking please?
T2 C : (0.0) Diana.

(b) Question-unexpected answer
T31 B : Bryan Adams? What’s the title?
T32 C : What’s that? I can't...what's that? The title OK is I forget

(c) Offer-refusal
T41 B : Or do you want to tell about story e...do you have experience about go to the other country? Who speak with English?
T42 C : No

(d) Thanking-question
T56 C : Thank you.
T57 B : ((laughing)) OK. That’s all? Thank you very much for Diana.

| Preferred and Dispreferred Response |
|-------------------------------|----------------------------------|
| First                         | Preferred Second | Dispreferred Second |
| greeting                      |                  | no response         |
| question                      | answer           | unexpected answer   |
| request                       | acceptance       |                   |
| offer                         |                   | refusal             |
| assessment                    | agreement        |                   |
| thanking                      |                   | question            |
| farewell                      |                   | farewell            |

CONCLUSION

In conclusion, the conversations between the broadcaster and the caller constituted natural conversation and they applied the patterns of preference structure. The features of preference structure happened from opening to closing. The caller was more frequently produced the dispreferred second pair parts than the broadcaster. The dispreferred occurred in greeting, question, offer, and thanking. The occurrences of overlaps and gaps did not have effect to transition on turn taking in general.

REFERENCES


‘FRIES’ TO DEVELOP PROCEDURE PARAGRAPHS

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Abstract

Writing is a process that helps the students develop their ideas and logical thinking. Principally, to write means to try to produce a written message. Because of these facts, it is necessary for teachers and students to master it well as writing plays a very important role in many processes including teaching and learning processes. However, in the real teaching and learning process, writing is considered a boring activity especially by junior high students who have been accustomed to LKS (Student Worksheet). They have to just fill in the blanks, answer the questions, and rearrange jumbled paragraphs in spite of writing their own ideas based on certain topics. This becomes the drawbacks for them to actively get involved in writing activities. To overcome that, FRIES standing for Fact, Reason, Ingredient, and ElaborationS is considered helpful to improve learners’ ability to develop procedure paragraphs. FRIES helps learners to write well developed procedure paragraphs since it provides systematic ways to do so. Besides, FRIES actually gives learners an easy way to think, express, and write their ideas into a good paragraph.

Keywords: procedure paragraph, paragraph writing, FRIES

Introduction

Writing is said to be the fourth competence in learning language. Although many students said that writing is a difficult competence, writing is actually an easy and enjoyable activity if there is appropriate methods, interesting teaching techniques, and actual materials.

Writing is an activity in which learners form graphic symbols, arrange them to form words, and put the words in order and link them together in a certain way to produce a logical sequence of sentence (Hernowo, 2004: 43). Writing is a complex activity since it requires students’ comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form, as writing is a means of communication.

Writing is an act of communication. It means that the writer needs to communicate the feeling, expression, opinion, agreement, and many others. The purpose of this is to help readers understand something about the writer (personality, expression, and the way the writer sees something). At the same time, to write is to provide something for people. It means that a writer needs to give information and explain it clearly to his or her readers. This focuses on the material discussed which includes observation reports, ideas, facts, magazines, newspapers, business reports, statistical data, and many others.

Writing competence is a form of language competence that should be mastered by English learners besides reading, listening, and speaking. Writing is also a form of verbal communication in order to deliver thoughts, ideas, and messages to others indirectly. Having
a good writing competence, one is not only able to express his ideas but also able to make others understand what he means in his writing.

Writing is a process that helps the students develop their ideas and logical thinking. Principally, to write means to try to produce a written message. Because of these facts, it is necessary for teachers and students to master it well as writing plays a very important role in many processes including teaching and learning processes.

However, in the real teaching and learning process, writing is considered a boring activity especially by junior high students who have been accustomed to LKS (Student Worksheet). They have to just fill in the blanks, answer the questions, and rearrange jumbled paragraphs in spite of writing their own ideas based on certain topics. This becomes the drawbacks for them to actively get involved in writing activities.

To encourage students to write and express their ideas in a written form, FRIES standing for Fact, Reason, Ingredient, and ElaborationS is considered helpful to improve learners’ ability especially to develop procedure paragraphs. FRIES helps learners to write well developed procedure paragraphs since it provides systematic ways to do so. Besides, FRIES actually gives learners an easy way to think, express, and write their ideas into a well-organized paragraph so the readers will understand what a student writes.

Redman in Hernowo (1986: 43-48) mentions that to make sure others understand what it is meant by one’s writing, there are some aspects to consider having a good writing: language, clarity, and effectiveness. The first aspect, language, deals with correct and consistent spelling, (e.g. British vs. American spelling), accurate and appropriate use of grammar and syntax, and appropriate range of vocabulary.

Another important aspect of a good writing is clarity. In a narrative (e.g. story), the reader needs to be clear regarding the sequence or events in time, the characters and their relationship. In argumentative texts, the writer’s ideas should be stated clearly and supported by arguments and examples. The link between events and/or arguments should be clear.

The last aspect is effectiveness that is focused on the topic and does not contain extraneous or loosely related information. Effectiveness has an organizational pattern that enables the reader to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices. It contains supporting ideas that are developed through the use of details, examples, vivid language, and mature word choice; and follow the conventions of standard written English (i.e., punctuation, capitalization, and spelling) and have variations in sentence structure.

Review of Related Literature

Writing

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sequence of sentence (Hernowo, 2004: 43). Writing is a complex activity since it requires students’ comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form, as writing is a means of communication.

However, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome. The fact is that the students find it difficult to do so since they have limited ability and mastery of English.

Writing is an act of communication; it is an act of making marks on certain surface in a form of graphic presentation, to make meaning. Writing, according to Halliday (1989: 14), is a part of language and more specifically, it is one kind of expression in language. Its meaning is created by particular set of symbol, having conventional values for representing the wordings of a particular language, which is drawn up visually.

Writing competence is a form of language competence that should be mastered by English learners besides reading, listening, and speaking. Writing is also a form of verbal communication in order to deliver thoughts, ideas, and messages to others indirectly. Having a good writing competence, one is not only able to express his ideas but also able to make others understand what he means in his writing.

The Purpose of Writing

The purposes of writing have to do with goals or aims of writing. Thinking about purposes of writing, a writer should think as follows:

a. to express ideas
   A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

b. to provide information
   It means to give information and explain it. This purpose is to focus on the materials being discussed.

c. to persuade readers
   It means to convince readers about a matter of an opinion. This also focuses on the readers’ point of view.

d. to create literary work
   It means that a work which is based on one’s point of view (opinion, attitude, and observation) of other matters occurring in one’s environment.

Teaching Writing Skill

Writing is a real-life reality. It is in social, work or study situations. Teaching writing on EFL is to get things done and to form and maintain social relationships. In reality, the teacher can teach the students such as letter, journals, notes, instructions, essays, reports, menus.
Teaching writing is a way of conveying messages or just to keep a record of what is in our mind.

Adamson (2006: 208) states that in a recent research study, teaching writing in English language teaching classroom is considered as a means to consolidate language. Students very often write from someone else’s ideas. It is “writing as language learning”. In this stage, students are given a topic for building up their writing. Moreover, in the English language-teaching classroom, especially in traditional pedagogy, the teacher gives a topic or selection of topics, a set of requirements, and a time limit. The students finish the task within the time limit and hand in the product. The students’ work is evaluated based on the accuracy of the final product.

To achieve the goal of teaching writing, of course, practices will make them perfect. The more the students practice writing with a systematic and graded way, the better the results will be in that the students will sharpen their sensitivity in choosing the diction, using the appropriate grammar as well as the writing styles and genres. In this process, a student-centered activity will give the students more chances to improve their writing by the guidance of the lecturers functioning themselves as the facilitators and guides.

In order to gain the goal of teaching writing skill, there are some systematic techniques applied in the classroom.

a. Controlled Writing

It has several advantages and is possible to use in all levels of competence. Controlled writing makes it possible to teach one of things at one time while a teacher focuses on students’ conscious attention on the critical features of the language pattern. Controlled writing also gives students maximum practice in writing correct forms of the language; therefore, consequently, correcting is easy to do.

b. Directed Composition

A number of activities could be listed under this heading. However, in most case, it will not be necessary to give a specific example of each type of exercises. Many of these exercises could be done as group activities.

c. Guided Composition

Azis (1998: 130-138) mentions that the steps in teaching guided composition are:

1) selecting a topic within vocabulary and structural range of students or a teacher can select one to work together,
2) discussing orally the ideas to be included in the composition,
3) determining vocabulary items and grammatical patterns needed to develop the ideas,
4) preparing a brief outline organizing the decided ideas. for the best result, work out the outline in class with students. write the final outline on the board,
5) having each student write the first sentence of his composition in class and checking as many as possible and have one or two student read or write on the board,
6) having students write their composition that follow the outline and utilize the vocabulary and grammatical patterns and the writing could be completed in class or at
home, it is recommended that the students write in class so a teacher can give his individual help needed.
7) collecting the composition,
8) returning the composition to the students and have them revise their mistakes.

d. Free Writing
Free writing allows a student to develop his own idea and create his own writing style as he chooses. It is also possible that the teacher supplies and provides the topic or subject of the composition.

Writing Genres
Troyka in Harmer (2006: 53) divides writing genres into five types, namely:

a. Procedure
The communicative purpose of procedure is to describe how something is accomplished through a sequence of actions or steps. The generic structures of procedure are goal, materials and steps. The language features of this text are as follows:
1) the focus on generalized human agents,
2) the use of imperative sentence,
3) the use of action verbs,
4) the use of mainly temporal conjunctions or numbering to indicate sequence, and
5) the use of mainly of material processes.

b. Recount
Recount text is designed to retell events for the purpose of informing or entertaining. The generic structures of recount are orientation, events, and reorientation. The language features of this text are as follows:
1) the focus on specific participants,
2) the use of material process,
3) the circumstances of time and place,
4) the use of past tense, and
5) the focus on temporal sequence.

c. Descriptive
Description is designed to describe a particular person, place, or thing. The generic structures of description are identification and description. The language features of this text are as follows:
1) the focus on specific participants,
2) the use of attributive and identifying processes,
3) the use of figurative language, and
4) the use of simple present tense.

d. Argumentation
Argumentation is often called persuasive writing because it aims at persuading and convincing the readers towards the writer’s point of view in a particular issue. Argumentative is a kind of writing of which purpose is to influence the readers to agree,
support, or approve the writers’ opinions and at last act according to what the writers or the speakers want. The argumentative essay is a genre of writing that requires the student to investigate a topic, collect, generate, evaluate evidence, and establish a position on the topic in a concise manner.

Argumentative or persuasive writing can be found in editorials, letter to editors, reviews, sermons, business or research proposal, opinion essays in magazines and books arguing a point of view. The language features of this text are:
1) the focus on generic human and non-human participant, except for speaker or writer referring to himself/herself,
2) the use of mental process: to state what the writer thinks or feels about issue,
3) the use of abstract nouns, technical verbs, action verbs and relating verbs, and

Assessing Paragraph

Generally, there are three types of rating scales used in scoring writing. They are holistic scoring, primary trait, and analytic scoring. In this occasion, the hoistic scoring will be employed.

Holistic scoring uses a variety of criteria to produce a single score. Brown (2004: 242) states that each point on a holistic scale is given a systematic set of descriptors and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. Descriptors usually follow a prescribed pattern. O’Malley (1996: 142) also states that the rationale for using a holistic scoring system is that the total quality of written text is more than the sum of its components. Writing is viewed as an integrated whole. The elements of the holistic scoring involved four dimensions as follows:

a. Idea development/organization: focuses on central idea with appropriate elaboration and conclusion;
b. Fluency/structure: appropriate verb tense used with a variety of grammatical and syntactic structures;
c. Word choice: uses varied and precise vocabulary appropriate for purpose; and

Teaching Procedure Paragraph through ‘FRIES’

This paper will focus only on procedure paragraph; and, FRIES standing for Fact, Reason, Incident, and Elaboration of events, is a technique to develop and organize a procedure paragraph. It is adapted and modified from FREON (Fact, Reason, and Conclusion) which was firstly introduced by Ms. Eva Latifah in LBPP LIA Surabaya in 2007 to teach an introductory paragraph of an argumentative essay. Based on her research, it was proven that this technique was able to improve the students’ introductory paragraph writing.

Similar technique of using acronym was used by Andrew Finch of Kyungpook National University when he taught poem to the students. In his teaching, he introduced some acronyms to encourage his students to learn poems and write their own ones. An example was FRIEND. He put this word as an acronym:
Procedure text to describe how something is accomplished through a sequence of actions or steps. The generic structures of procedure are goal, materials and steps. Here are the steps of applying FRIES standing for Fact Reason, Ingredient, and Elaboration of Step to teach procedure text.

The features of procedure paragraph are as follows:

a. The use of imperative sentence
   1) V1 + Object, for instance “Heat some oil”.
   2) Be + Adjective, such as “Be careful when frying”.
   3) Don’t + V1 + Object, for example”Don’t spill the mixture”.
   4) Don’t be + Adjective, like “Don’t be careless”,

b. The use of adverb of manner
   For example: slowly, carefully, carelessly, beautifully, soon.

c. The Use of sequence / transitions conjunction
   1) Words : First, then, next, second, finally
   2) Phrases : after that, before that, and then, the first step, the next step, the final step + Predicate

Teaching procedures in the class:

a. Teacher leads the class to the subject matter (Procedure Text) by showing pictures of beverages (optional) and ask the students when and why to drink and how to make it.

b. Teacher conveys the lesson objective that is how to organize and write a procedure paragraph.

c. Teacher groups the students (each has three to four students) and explain how to organize a procedure text through FRIES.

1) For Fact
   Lead the students to certain matter dealing with procedure and ask them what kind of fact could be related to it. Let’s say the students are about to make their favorite beverage. Think of what, when, where, and why it is nice to drink such beverage. After they find certain fact or even opinion, ask them to write it as the topic sentence. For example:
   “In a cold and rainy day, it is very nice to enjoy a cup of hot coffee cream.”
   After that, T asks Ss to make their own fact (make sure they don’t write the same sentence).
2) For Reason
   After the students find certain fact or opinion, ask them why it is easy or nice to eat, do, or make it.
   For example:
   “It will not only loose our thirst but also warm up our body.”
   Then, the teacher asks them to write their reasons.
3) For Ingredient Preparation
   Lead the students to think of the materials and ingredients needed to make something.
   For example:
   To make it, you need two main steps: the preparation of the ingredient and materials and the procedure. For the ingredient preparation, you just need some boiling water, a spoonful of blended coffee, some cream, and of course a set of cup.
4) For Elaboration of Steps
   The next step is to find the elaboration, which should be related to the matters we are going to explain. It is necessary to control the elaboration by writing the specific steps or sequence of doing something in the reason part. By doing so, it will be easier to develop the paragraph.
   For example:
   To make it, just follow this procedure. First, boil some water and put a spoonful of blended coffee in the cup. Then, pour the boiling water into it. Stir them gently. Finally, add some cream into the cup. Serve it while it is hot.

After Ss are finished writing a complete procedure paragraph, the teacher may have a peer correction to check or he checks the work together.

For the assessment, the teacher asks each student to write his/her procedure paragraph.

Conclusion
FRIE S standing for Fact, Reason, Incident, Elaboration of Step, is believed to be able to help the students to improve their ability to develop and organize procedure paragraphs. This technique is also expected to help teachers in teaching paragraph writing and in guiding the students to write a well-organized paragraph especially a procedure one.

References


**Bio-data**

Faisal was born in Cirebon, on May 17, 1973. He got his undergraduate degree from Faculty of Letters and graduate degree on English Education from Graduate School, Sebelas Maret University in Surakarta. Since then, his professional activities have dealt with English teaching by working for LBPP LIA in Surakarta and Purwokerto. Now, he is a lecturer of the English Department of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto and a language instructor and supervisor in LBPP LIA Purwokerto.
Using stories in teaching foreign language, it forces the teacher to be creative and innovative to encourage the young learners to enjoy reading stories. The teacher has to be smart to select which one approaches or methods which can enhance learning foreign language and character building in the teaching foreign language process. The storyline approach was specifically designed for the use at primary schools. The storyline method (Storyline) for teaching children at primary schools was mainly developed in 1967 by a team of teachers from Jordanhill College of Education (now known as University of Strathclyde) in Glasgow, Scotland. The primary schools in Scotland use a curriculum that involves integration of new topics, such as environmental studies and expressive arts, in their teaching foreign language process. This method could be one of alternative method that be applied in teaching foreign language to Elementary School or English Courses for Children in Indonesia.

Using Stories in Teaching Foreign Language to Young learners

Teaching a foreign language to young learners is different from teaching adults; it is definitely not easier but it is more challenging and interesting. The Critical Period Hypothesis suggests that early exposure of the target language is different from later stages that young learners learn a foreign language better than adults (Cameron, 2001). He differentiates young learners from adults as follow:
1. "Children are often more enthusiastic and lively as learners",
2. "they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult",
3. "they do not have the same access as older learners to meta-language that teachers can use to explain about grammar or discourse",
4. and "seem less embarrassed than adults at talking in a new language".

Stories has specific characteristics that are optimum choice for learning a foreign language. According to Cameron (2001:161). It evolves certain language structure that can be read by children. Some features of stories are 1) Opening, 2) Introduction of characters, 3) Description of the setting, 4) Introduction of a problem, 5) A series of events, 6) The resolution of the problem, 8) A closing, dan 9) A moral. Moreover, stories has language components, such as 1) parallelism, 2) Rich vocabulary, 3) Alliteration, 4) Contrast, 5) Metaphor, 6) Intertextuality, 7) Narrative/dialogue, dan 8) Quality in Stories. It is supported by Slattery dan Willis (2003:96); firstly, stories can be told with pictures and gestures to help children understand: Secondly, stories help children enjoy learning English; Thirdly, stories introduce new language in context; Forth, stories help children revise language they are familiar with; Fifth, stories help children become aware of the structures of the language; Sixth, stories help children acquire intonation and pronunciation by listening; Seventh, stories can help bring English into other subjects; Eighth, stories can lead on to lots of activities using listening, speaking, reading and writing.

Moreover, stories can help young learners develop those language skills necessary for success. But implementing an effective approach depends, to a large extent, on children having access to reading materials that are relevant to their own needs and interests, being encouraged to participate in carefully structured activities, and being given incentives to promote reading. The teacher has to be smart to select which one approaches or methods which can enhance learning foreign language and character building in the teaching foreign language process. One of them is storyline approach. This article delivers about what storyline is and how storyline process to enhance learning foreign language and character building to young learners.

The Storyline Method

The storyline approach is specifically designed for the use at primary schools. An innovative approach to curriculum integration is the Storyline Method. This method creates a context for curriculum linkage through a topic study called the Storyline. The essential elements of the Storyline topic are setting, characters and events. The unfolding narrative provides a structure and logic to curricula connections. The difference between themantic studies (or Topic Web) and the Storyline Method is the presentation of key questions. It is random in a topic web whereas the sequence of the investigations is all important in the Storyline Method. Each Storyline episode is dependent on the preceding one. It is random in a topic web whereas the sequence of the investigation is all important in
the Storyline Method. Each Storyline episode is dependent on the preceding one. The following diagram adapted from an illustration created by Mr. Ian Barr, provides a graphic explanation of the Space Abduction Topic Study using the Storying Method.

![Storyline Method Diagram](http://www.storyline.org/history/index.html)

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**Principles of the Storyline Method in Enhancement of Learning Foreign Language**

In the teaching process, there are some principles that teachers need to keep in mind. It is necessary to demonstrate that principles of storyline method are not fulfilled only by using a course book, but also by using the storyline methodology. Below is an outline of these principles:

**The Principle of Story**

Story is a central part of human experience. Our history, our religion, our heritage have all been passed from generation to generation through stories for thousands of years. When we seek to understand the world around us or the culture of a people, we look to stories to enlighten us. Stories provide children with a predictable, linear structure and a meaningful context for learning what we are trying to teach.

**The Principle of Anticipation**

A good story draws us into its spell as we predict what is coming and we anticipate its unfolding with joy and excitement. All children want to know, “What’s going to happen next?” They follow the story from episode to episode, eager to see where it will go. Anticipation is also present at the end of a story when children ask, “What is the next story going to be about?” Anticipation ensures that learning goes on all the time whether in school
or at home because children are involved in a process that they feel a part of. They are thinking about the story all the time and bringing their thoughts and ideas with them to each class session eager to contribute to the growing story unfolding around them.

The Principle of the Teacher’s Rope

This principle refers to the critical partnership between teacher and student in a Storyline topic. The Storyline method is also referred to as collaborative storymaking because of the balance between teacher control and student control. The teacher at all times holds the rope which is the actual “storyline” planned to include specific curricular goals. The magic of a rope is that it is flexible and allows for numerous bends and twists and knots while moving from one end to the other. This gives children their control. Still, the rope is the road that is being traveled and, in spite of the unexpected detours and diversions, the children still follow the path the teacher designed and learn the curriculum the teacher had planned.

The Principle of Ownership

This is surely the most powerful motivator for children. Children feel responsibility, pride and enthusiasm for projects in which they play a substantive role. Storyline honors children by beginning with the key question “What is a........?‖ or “What do you think a......... is like?‖ This idea of starting by building the children’s conceptual model first says that children are not empty vessels waiting to be filled.

The Principle of Context

This principle is closely linked to the principle of story. New learning must be linked to previous knowledge. Children build their understanding by going from the known to the unknown. Context provides children the reason for learning what we want them to learn. Since a Storyline topic mirrors real life, the context is familiar and children see its relationship to their own lives. The linear, predictable structure of the story is also a context they understand. Children research, practice skills, and assimilate new knowledge because the story demands it and because they care about it.

The Structure Before Activity Principle

Before asking children to build their conceptual model we want to make sure that we have given them the chance to push their prior knowledge to its edges. When they have reached this point we know that they will frame their own questions and go about trying to find the answers. Children need to discover what they don’t know by articulating what they do know and seeing the gaps. Once this has been done, children need to be given structures which will enable them to find out what they want to know and to present what they discover. The teacher provides an appropriate structure for creating a frieze, doing some research, writing a report, doing a representation or creating a person so that all children have a point of reference or starting point. This structure equals freedom for those children who don’t have the skills to accomplish the task on their own. Those who do possess the skills have
freedom to use the structure if they choose, or to diverge from it. This principle supports the belief that all children can accomplish what is being asked of them, provided they are given the necessary structure first.

This list of six principles provides a framework to keep in mind as you plan a topic implement it in your classroom. Use them as filters to focus your planning, your assessment and your work with children. In the next issue of the connection we will look at one or two of these principles in more details and share some examples of how they shape what we do with children in the classroom.

(Jeff Creswell in http://www.storyline.org/history/index.html)

**Storyline and Story Selection Criteria**

The most important part of a teacher’s job is the appropriate selection of a story. Here is a list of the most important story selection criteria as suggested by Cameron (2001: 167-169):

1) **Real books or specially written ones?**
   Real books were those written by ‘real’ authors for parents to buy for children, and there was a so-called “golden age” of young children’s literature in English in the 1970s and 1980s, as writers exploited the use of colour and pictures alongside simple story lines.

2) **Will the content engage the learners?**
   A good story for language learning will have interesting characters that children can empathise with, who take part in activities that the learners can make sense of it.

3) **Are the values and attitudes embodied in the story acceptable?**
   Stories can help children feel positive about other countries and cultures, and can broaden their knowledge of the world.

4) **How is the discourse organized?**
   Stories with a structure close to the prototypical format set above to be most accessible to children.

5) **What is the balance of dialogue and narrative?**
   The balance of dialogue and narrative in a story may influence choice, and will certainly affect the way a story is used.

6) **How is language used?**
   The built-in repetition of words and phrases is one of the features of stories that is most helpful for language learning.

7) **What new language is used?**
   A story can include some new language in a story, but no so much that the story becomes incomprehensible.

It is also essential to remember in selecting a story that since children can identify with the characters and through the use of their imagination they become a part of the story, the teacher should try to choose a story that fits the children’s interests.
Many authors, who deal with using stories in teaching to young learners, find stories to be useful for teaching a new language. It can be summarized as follows:

- Language in stories is meaningful in context
- Stories give natural context for repetition of language
- They help to build a language system
- They give the opportunity to use all 4 language skills
- Children can be aware of sounds, rhythms and structures

The Storyline methodology may be used as an additional approach to the development of course books. Assessment of most course books reveals that different approaches may be used in presenting either new grammar or vocabulary. What happens if some of them do not work? According to Gardner’s theory of multiple intelligences “learners acquire information using a range of ‘channels’, which are collectively referred to as ‘Intelligences’” (Bundaberg Curriculum Exchange). There are eight different ways how to teach anything. As mentioned above, when the traditional linguistic teaching approach fails, this theory suggests several other ways in which the material might be presented to facilitate effective learning. According to Armstrong theory, it does not matter whether you are a kindergarten teacher, a school instructor or an adult learner, better ways for learning or teaching must be explored. The same basic guidelines apply to all of them. Gardner says: “All of us have varying degrees of each intelligence. Remember that instructional practices should involve all intelligences, so that everyone has the opportunity to learn” (Gardner, Encyclopedia of Educational Technology).

**It means that whatever is being taught or learned must connect with:**

- Words
- Numbers or logic
- Pictures
- Music
- Self-reflection
- A physical experience
- A social experience

Each of these areas represents a different knowledge base. Words are part of linguistics, numbers or logic is based on logical-mathematical sense, pictures represent spatial aptitude, music is musical intelligence, self-reflection is intra-personal intelligence, a social experience is interpersonal intelligence and an experience in the natural world is naturalist intelligence. It is not necessary to teach or learn in all seven ways, but those that are relevant to the students must be appropriately selected (Armstrong, based on Gardner).
Discussion

After observing the using the Storyline method in SDIT H. Isriati Semarang and Tradkids Course English for children. There are some conclusions related to Storyline method:

Learner-centred

Always ask the pupils first when you are teaching. This is not only true for topic work but for almost everything. When they find out their knowledge is valuable they become positive and interested and therefore they learn. When we ask first we also know what the pupils know, and can in that way decide where to start to add or as would be done using the Storyline method decide what key question should be asked next.

Interest

This tells us that the first and probably the main challenge for teachers at school is to awaken their pupils interest.

Basic skills, integration

In topic work using Storyline the pupils have to:
- Write their own text (that includes spelling, making sentences and writing)
- Read text to get information (that includes reading and finding main points)
- Describe in text and orally
- Tell others both parents and pupils (that includes being able to stand in front of people and talk and being organised).
- Listen to each other
- Make poems about peoples feelings
- Read poems and stories from other authors and so on.

Co-operation

Group work is an important factor in the Storyline method and therefore if the pupils have not got practice in group work Storyline gives many opportunities to practise working in different group sizes. The evidence from this study strongly recommends not to have the groups too big except when the teacher is the leader. Three or four in a group is good and children also work very well in pairs.

Storyline in Enhancement of Character Building to Young Learners

It is important to note that children are the most important part in the process of storytelling. They identify with the main characters and they often imagine that they are a part of the story. There are numerous lessons for children to enhance character building through the use of a storytelling in the teaching process. Below is a summary of the lessons that are derived from my own experiences as an observer in SDIT Isriati Semarang and Trackids English Course Semarang:
- each child is involved in the learning process actively (be active)
everybody has a chance to express themselves (be self-confident)
children are not stressed (be happy)
they learn about team work (be tolerant)
they learn how to communicate (be communicative)
they learn how to listen to others (be polite)
their emotional and social development grows (be responsible)
they are able to make sense of the world (be responsible and aware)
stimulus to the imagination is on a high level (be intelligent)
they try to find the right solution in a group, where everybody does not have to agree (be tolerant and creative)
they learn about real life through fairy tales and the use of fictional creatures (be responsible)
they learn from their own experience (be intelligent and aware)
they have to use their knowledge from other subjects (be creative and intelligent)
they learn to be responsible for their work (be responsible)
they learn to present their work and justify their ideas (be creative and self-confident)

Conclusion
Teaching English as foreign language to young learners is not easy. It forces teacher to be creative, enjoyable and rewarding if teachers feel that they have a creative part to play as designers of education. Finding interesting method which is suitable with curriculum needs creativity. Storyline is one of methods to all creative teachers who want something more for their pupils rather than follow course books. Storyline is able to offer main strengths:
• genuine student -centered learning promoting excitement and ownership
• an opportunity to develop not only the 4 language skills (particularly speaking) but also skills of enquiry, communication and character building which are key aims of the National Curriculum

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THE EDITING AND REVISING COMPETENCE
OF ENGLISH DEPARTMENT STUDENTS
BY USING COLLABORATIVE METHOD OF SWELL
(Social interactive Writing for English Language Learners)

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Abstract

This study focuses on the competence of English Department students, especially those who took a class of Genre-based Writing, to work collaboratively in pairs in writing their Analytical Exposition texts. There are two research questions addressed in the study: 1) Can students apply the collaborative method in their Writing class?; 2) How effective is the collaborative method used in students’ Writing class to improve their competence in editing and revising their texts?

The object of the study is the Analytical Exposition essays of Genre-based Writing class, English Educational study program, semester 4 in academic year 2010-2011. There were 26 essays to be analyzed. The procedure of collecting the data was carried out by conducting the instrument of the study, which is based on SWELL (Social-interactive Writing for English Language Learners) procedure, in the form of classroom assignment. The data were analyzed by using the Azar theory (1989) for the students’ competence in editing and revising the use of tense and word order, and the Boardman-Frydenberg theory (2002) for the students’ competence in editing and revising the use of coherence-cohesion and unity-completeness.

Based on the data analysis, it was found out that basically students had already been able to apply collaborative learning method in their classes, especially in their Writing classes. This can be seen from the Helpers’ editing on their peers’ grammatical mistakes and discourse mistakes. The Helpers could either edit and revise the Writers’ mistakes or at least give symbols in editing the Writers’ mistakes so that they could revise them more easily. The Helpers edited 24 grammatical errors and 14 discourse errors.

Finally, the pedagogical implication of the study is lecturers and students are supposed to fully motivated to use collaborative teaching-learning method in their classes, especially in their Writing classes. This method, hopefully, can improve students’ awareness of their grammatical and discourse mistakes so that they can improve their competence, both the grammatical and the discourse competence, in writing essays.

Keywords: collaborative method, grammatical competence, discourse competence, tense, word order, coherence, cohesion, unity, completeness
INTRODUCTION

In learning English, there are four language skills to master, i.e. reading, listening, speaking, and writing. Those skills are divided into receptive skills and productive skills. Reading and listening belong to receptive skills, whereas speaking and writing are included in productive skills. As one of productive skills, speaking can be considered as a two-way communication because in a speaking interaction there must be at least one speaker and one listener. On the other hand, writing is not the same as speaking in such a way that the writer cannot directly get responses of his/her writing directly from the readers, so it can be said that writing is a one-way communication. Consequently, a writer must be able to use language elements, e.g. language structure, language style, vocabulary, punctuation, correctly so that there won’t be any misunderstanding from the readers who read his/her writing. This makes writing be the most difficult skill to learn.

In Semarang State University (Unnes), writing classes are some classes that must be taken by English Department students beside other language skill classes, i.e. speaking classes, reading classes, and listening classes. There are four writing classes to take starting from semester 2, namely Sentence-based Writing, Paragraph-based Writing, Genre-based Writing, and Academic Writing. In Sentence-based Writing classes, students learn to make English sentences based on correct grammatical and semantic structures. For classes of Paragraph-based Writing, students are supposed to make texts coherently and cohesively in forms of paragraph. Genre-based Writing is a writing class taken by semester four students so that they will be able to write essays of various text types. The last level of writing classes is Academic writing in which students are taught to make academic texts (e.g. their final project) well and correctly, both in grammatical and semantic structures. In this study, I was interested to take a class of Genre-based writing because in this class students are supposed to elaborate their ideas in forms of essay, so their texts will be easier to analyze.

In writing classes, students often underestimate some important factors in developing their ideas into texts, so their readers often find difficulties in understanding their writing texts. Because students frequently take for granted such factors like language structure, language style, vocabulary, punctuation, spelling, and writing organization when they write texts, their readers occasionally get confused in reading them. This is in line with Harmer’s opinion (1998:84) who states that a lecturer, as an editor of students’ writings, often feel frustrated because s/he can not understand what is meant by his/her students in their writing texts. Moreover, the lecturer will feel more frustrated if the students do not pay attention to his/her editing notes since they keep doing the same mistakes when they are asked to write different texts. Therefore, a lecturer must make sure that his/her students have really understood about their mistakes and been able to revise their texts well and completely.

Considering those two factors, a writing lecturer needs to develop some effective teaching methods to be applied in his/her writing class. Hopefully, by doing this, s/he can improve the writing competence of his/her students so that s/he will be able to read and edit their writing texts more easily. One of the methods that can be used is collaborative learning method. Based on Ferris and Hedgcock (1998), a collaborative learning method can improve
the social interaction among the students because they are supposed to work together, either in groups or in pairs. Further, Harmer (2004) explains about some advantages of collaborative learning method in writing class as follows: “Successful collaborative writing allows students to learn from each other. It gives each member of the collaboration access to others’ minds and knowledge, and it imbues the task with a sense of shared goals which can be very motivating.”

Referring to those opinions, I was interested in using a collaborative learning method in my writing class. Hopefully, with this method the students will be motivated not only in writing texts, but also in discussing and revising their writing mistakes with their classmates, either in groups or in pairs. The collaborative learning method which will be used in this study is SWELL (Social-interactive Writing for English Language Learners) proposed by Adeline Teo (2007). In this method, there are six steps to follow. The first step is Ideas, in which the Writer tries to brainstorm his/her ideas with the Helper’s help. In the second step, Draft, the Writer tries to write his/her writing draft. In the third step, Read, the Writer reads his/her writing draft to the Helper who will try to edit it whenever s/he finds any mistake. The fourth step is Edit, in which both the Writer and the Helper are given some questions to guide them in editing and revising the Writer’s draft. In the next step, Best Copy, the Writer tries to rewrite his/her draft based on the Helper’s editing and submits it to the lecturer. Finally, in the sixth step, Teacher Evaluate, the lecturer gives some feedback to be read and discussed by both the Writer and Helper.

In order to limit the discussion, there are two problems of the study as follows:
1) Can students apply the collaborative method in their Writing class?
2) How effective is the collaborative method used in students’ Writing class to improve their competence in editing and revising their texts?

REVIEW OF RELATED LITERATURE
1) Collaborative Method
There are many definitions of this method, but basically it gives priority to students’ interaction, either in pairs or in groups, so that there will be social interaction among them. Coleman (1973) states that a collaborative learning method is an effective tool for adult students to do academic culture. Another definition is stated by Slavin (1990:3) as follows:

All cooperative learning methods share the idea that students work together to learn and are responsible for their teammates’ learning as well as their own. In addition to the idea of cooperative work, Student Team Learning Method (the overall name used for those methods developed by Slavin and his colleagues) emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. That is, in Student Team Learning the students’ tasks are not to do something as a team, but to learn something as a team.

This leaning method has a lot of advantages, one of which is to give students opportunities to interact to one another, to tell and to be told, so that the goal of learning can
be reached. This method can also improve students’ self confidence because they can exchange their ideas freely. The success of this method lies not only on the individual success but also on the team success. This method can be applied for all levels of students, starting from pre-school students to graduate school students.

Some other advantages of collaborative learning method are explained in (http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub3.html) as follows:

a) Celebration of diversity
   Students will learn to work together with their classmates who have different educational and cultural background. In discussing a problem, they must discuss and solve the problem by using different points of view. As a result, students can learn to understand and give respect to the differences of background and point of view.

b) Acknowledgment of individual differences.
   In collaborative groups, students will get more complete and comprehensive solution when they have to discuss a problem because they have different perspectives.

c) Interpersonal development.
   Collaborative learning can improve students’ interpersonal and social competence because they have to work together with their classmates, either in groups or in pairs.

d) Actively involving students in learning.
   Every student must be active and think critically when they have to work collaboratively, either in groups or in pairs.

e) More opportunities for personal feedback.
   With collaborative learning methods, either in groups or in pairs, students have more opportunities to get feedback from their peers or their team members. This will be difficult to do in a very big group because there are only a few students who are active while other students only listen to them.

2) Social-interactive Writing for English Language Learners (SWELL)
   Collaborative learning method can be applied in any level of students, starting from pre-school students to graduate school students. Besides, this method can be applied in any skill of language classes, e.g. Reading, Listening, Speaking, or Writing classes. One of collaborative methods in writing class is SWELL. This method was proposed by Adeline Teo (1997). She is a professor assistant and teaches Writing and Research Methodology at Chung Shan Medical University, Taiwan. As a matter of fact, SWELL is a modification method of Paired Writing Method by Topping (2001). Teo felt that she needed to make some modification in Topping’s method because his method is not appropriate to be applied in non-English speaking countries. Topping used six procedures in his method, i.e. (1) Idea generation, (2) Drafting, (3) Reading, (4) Editing, (5) Best Copy, (6) Evaluate. Teo only modified the last step; she changed the last procedure to be Teacher Evaluate. She thought that if she let students to evaluate their writing by themselves, it would only make their writing competence worse.
Basically, Teo (2007:24-25) states the procedures of collaborative learning method in writing classes in the following diagram:

H = Helper       W = Writer

**Step 1: IDEAS**

H asks W questions:
- Who did what?
- Who did what to whom?
- What happened?
- Where did it happen?
- When did it happen?
- Who are the important people (main characters) in the story?
- Why did he/she/they do that?
- What was the problem?
- How did he/she/they solve the problem?
- What happened next?
- Then what?
- Did anyone learn anything at the end? What was it?
  (Ask any questions you can think of)

W answers and takes notes. W can add things that are not in H’s questions.

Then both H&W read the notes. Are ideas in proper place? Make changes if needed.

**Step 2: DRAFT**

Teacher will give and explain to you ONE of the following jobs.

STAGE 1
H writes it all
W writes it all

STAGE 2
H writes hard words for W

STAGE 3
H writes hard words in rough. W copies in

STAGE 4
H says how to spell hard words

STAGE 5
W writes it all

Use your notes. Begin writing. DON’T WORRY about spelling.

**Step 3: READ**

W reads drafts out loud and makes it sound good! H corrects words read wrong if he/she can.
Step 4: EDIT

W asks himself/herself:
1. Does H understand what I want to say in my writing? (meaning)
2. Does my writing have a clear beginning, middle, and end? (order)
3. Do I use all the words and write all the sentences correctly? (style)
4. Do I spell all the words correctly?
5. Do I put all the punctuation in the right places?

H asks himself/herself:
1. Do I understand what W wants to say in his/her writing? (meaning)
2. Does the writing have a clear beginning, middle, and end? (order)
3. Does W use all the words and write all the sentences correctly? (style)
4. Does W spell all the words correctly?
5. Does W put all the punctuation in the right places?

W makes changes ⇔ H suggests changes.

Use dictionary when necessary.

Step 5: BEST COPY

W copies “best” writing from step 4. H may help if necessary. Write both H and W’s names on paper. Turn in the completed copy to teacher.

Step 6: TEACHER EVALUATE

Teacher comments on meaning, order, style, spelling, and punctuation. H and W read teacher’s comments together, then discuss and make corrections.

In this method, there are six steps to follow. The first step is Ideas, in which the Writer tries to brainstorm his/her ideas with the Helper’s help. In the second step, Draft, the Writer tries to write his/her writing draft. In the third step, Read, the Writer reads his/her writing draft to the Helper who will try to edit it whenever s/he finds any mistake. The fourth step is Edit, in which both the Writer and the helper are given some questions to guide them in editing and revising the Writer’s draft. In the next step, Best Copy, the Writer tries to rewrite his/her draft based on the Helper’s editing and submits it to the lecturer. Finally, in the sixth step, Teacher Evaluate, the lecturer gives some feedback to be read and discussed by both the Writer and the Helper.
METHOD OF ANALYSIS

I used students’ analytical exposition texts as the objects of my study. There were 26 texts written by 26 students. These texts were made collaboratively by students of a Genre-based Writing class. In the writing process, one student (as the Writer) was helped by one other student (as the Helper). In the collaborative process, the Helper gave guidance to the Writer starting from the first step, Ideas, until the fourth step, Edit. In the fifth step, Best Copy, the Writer had to write his/her best copy based on his/her Helper’s editing. In the last step, Teacher Evaluate, I gave some feedback to the students writing and did the analysis process of this study.

I analyzed the data qualitatively. There were some steps in analyzing the data. First of all, I observed the collaborative process in the class and made some necessary notes related to the students’ behavior in doing the collaborative process. After that, I focused on the students’ texts to analyze their editing and revising competence. To analyze students’ editing competence, I analyzed the Writers’ drafts that had been read and edited by the Helpers. The data were analyzed by using the Azar theory (1989) for the Helpers’ competence in editing the use of tense and word order, and the Boardman-Frydenberg theory (2002) for the Helpers’ competence in editing the use of coherence-cohesion and unity-completeness. Finally, I compared the Writer’s drafts and best copies in order to analyze students’ revising competence. I also used the Azar theory (1989) to analyze the Writers’ competence in revising the use of tense and word order, and the Boardman-Frydenberg theory (2002) to analyze the Writers’ competence in revising the use of coherence-cohesion and unity-completeness.

FINDINGS AND DISCUSSION

Findings

To answer the research questions, the data collection was done in two weeks before the students had their mid semester test. I conducted this study in a Genre based Writing class in academic year 2010-2011. There were 26 students in that class and they were asked to make analytical exposition texts by using the collaborative learning process SWELL. The students were paired to be Writers and Helpers. The Writers were guided by the Helpers starting from the first step, Ideas, until the fourth step, Edit. Next, in the fifth step, Best Copy, the Writers were supposed to revise their drafts and made them into their best copies based on the Helpers’ editing. In the last step, the Writers submitted their best copies to the lecturer.

From all of the analytical exposition texts which I analyzed, I tried to compare the students’ drafts and best copies. Based on the comparison, I found that students (as Helpers) have appropriate competence in editing the Writers’ drafts, especially in editing their grammatical mistakes. I also found that there were 38 mistakes of the Writers that could be edited by the Helpers. Those mistakes consisted of 24 grammatical mistakes and 14 discourse mistakes.
In detail, for grammatical mistakes, it can be said that there were 22 mistakes (57.9\%) of English tenses and 2 mistakes (5.3\%) of English word order that were edited by the Helpers. In addition, for discourse mistakes, there were 1 mistake (2.6\%) of coherence, 10 mistakes (26.3\%) of cohesion, 2 mistakes (5.3\%) of unity, and 1 mistake (2.6\%) of completeness that could be edited by the Helpers. The example(s) of each analysis will be presented below.

**Discussion**

In this section, I will try to elaborate the Helpers competence in editing the Writers’ analytical exposition texts. This learning technique was done collaboratively with a purpose that the Writers could make their best copies well before they submitted them to the lecturer. The Helpers’ competence in editing the Writers’ drafts was compared to the Writers’ competence in revising their drafts. Some of the examples are shown as follows:

1) Competence in Editing and Revising Grammatical Mistakes

In general, the sentences used by the Writers in their analytical exposition texts were simple sentences; therefore, it would be easier for the Helpers to edit them. Most of the Writers had already used correct tenses, i.e. simple present tense or present perfect tense, in writing their analytical exposition texts. Only one of them who wrote by using wrong tense, i.e. past tense.

As I have explained before, there were 24 grammatical mistakes that could be edited by the Helpers. Those mistakes consisted of 22 mistakes (57.9\%) of English tenses and 2 mistakes (5.3\%) of word order. For the mistakes of English tenses, the Writers often used incorrect verbs, inappropriate auxiliaries, inappropriate nouns, or incorrect active/passive sentences. One example of each mistake will be discussed below.

(a) Draft : As we know English *is exist* in the tourism world. (text 1)

Best copy : As we know English *exists* in the tourism world.

In the example above, the Helper edited that the Writer used incorrect verb. The incorrect verb ‘is exist’ then was revised by the Writer to be ‘exists’. The use of inappropriate auxiliaries can be seen in the following example:

(b) Draft : … they *not to be* master of language in the world. (text 1)

Best copy : … they *do not have to* master every language in the world.

From the example (b), the Helper edited the Writer’s mistake in using auxiliary. The wrong use of ‘not to be master of language’ then was revised by the Writer to be ‘do not have to master every language’. The next example is to show the incorrect use of determiner:

(c) Draft : There *are many pollution* surrounding us that can threat human health and environment system. (text 2)

Best copy : There *is much pollution* surrounding us that can threat human health and environment system.

We can see from the example above that the Helper edited the Writer’s mistake in using verb and determiner for an uncountable noun ‘pollution’. Therefore, in his/her best
copy, the Writer revised his/her mistake to be ‘there is much pollution.’ In the next example, I tried to show the Helper competence in editing a passive sentence.

(d) Draft : The technology has to be develop from now on, especially the internet. (text 6)

Best copy : The technology has to be developed from now on, especially the internet.

From the example above, the Writer made a mistake in making a passive sentence. After being edited by the Helper, the Writer could revise his/her sentence in correct form of passive voice. The Writer’s mistakes in applying word order can be seen in the following examples:

(e) Draft : One of the requirements in getting the job is fluently in speaking English. (text 1)

Best copy : One of the requirements in getting a job is speaking English fluently.

(f) Draft : … because they not to be master of language in the world. (text 1)

Best copy : In addition, they do not have to master every language in the world.

2) Competence in Editing and Revising Discourse Mistakes

Beside grammatical mistakes, the Helpers had appropriate competence in editing contextual mistakes. I found 14 data (26.3 %0 which consisted of the incorrect use of coherence, cohesion, unity, and completeness. The example of each mistake will be shown in the following examples:

(g) An example of incorrect cohesion

Draft : Of these 2.4 million children in the UK are overweight and obesity is currently the most serious childcare health issue—it’s a huge, huge problem. (text 5)

Best copy : From those, 2.4 million children in the UK are overweight and obesity is currently the most serious childcare health issue—it’s a huge, huge problem.

(h) An example of incorrect coherence and cohesion

Draft : The damage of ozone also causes the temperature higher and b higher. Moreover, it is difficult for us to get fresh air, especially in town. (text 2)

Best copy : Moreover, it is difficult for us to get fresh air, especially in town because the temperature becomes higher and higher.
(i) An example of incorrect unity
Draft : For example, they are to search some study, get some important information for the knowledge. (text 6)
Best copy : For example, they search some study to get some important information.

(j) An example of incorrect completeness
Draft : The first dangerous pollution is air pollution. (text 2)
Best copy : The first dangerous pollution is air pollution. It comes from the smog of transportation devices, industry, illegal logging, and many more.

CONCLUSIONS AND SUGGESTION
Conclusions
Based on the result of the analysis, it can be concluded that basically the 4th semester students of English Department of Unnes could apply the collaborative learning method well in their Genre-based Writing class. This can be seen that the Helpers could edit the Writers’ drafts and then the Writers could revise their mistakes based on the Helpers’ editing. The mistakes made by the Writers consisted of grammatical mistakes and discourse mistakes.

There were 38 mistakes that could be used as the data of this analysis. Those mistakes consisted of 24 grammatical mistakes and 14 discourse mistakes. The Helpers could edit 22 mistakes (57.9 %) of English tenses, 2 mistakes (5.3 %) of word order, 1 mistake (2.6 %) of cohesion, 10 mistakes (26.3 %) of coherence, 2 mistakes (5.3 %) of unity, and 1 mistake (2.6 %) of completeness.

Suggestion
For students, it is suggested that they can often use collaborative learning method. By using this method, actually they learn to be independent persons because they are supposed to think critically about a problem and discuss it in groups or in pairs. In collaborative learning, they can share their opinions and knowledge so that they can get win-win solution. By using collaborative method SWELL in writing classes, hopefully students can become more aware of their mistakes and will not do the same mistakes when they have to write different texts.

For lecturers, especially those who teach writing classes, it is suggested that they can use innovative teaching methods, e.g. collaborative teaching method, so they can motivate their students to write texts, in forms of paragraph or essay, without doing the same mistakes repeatedly. Besides that, by using this collaborative teaching method of SWELL, they are helped by the Helpers in editing their students’ writing texts.
The Editing and Revising Competence of English Department Students by Using Collaborative Method of Swell (Social Interactive Writing for English Language Learners)

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ACQUIRING NEW PHRASAL VERBS

Hari Supriono

Abstract

The acquisition of English demands natural settings in which learners engage with linguistic resources and attempt trial and errors method to express their ideas. These natural settings, for some, traditionally still require the presence of native speakerteachers (NST). However as the growing numbers of non-native speaker teachers (NNST) of English in the developing countries makes way to the need for more occupation, the presence of NST on the contrary is lacking in relevance. However, can the NNST fulfill the necessitated language skills as if the classes were to be managed by NST? How much does the competence of NNST level NST’s? Or, should we see the realm from the other end of the continuum?—that whatever norms and levels of competence our students should have should as well be determined by the availability of the resources at hand and the need for English as means of global communication? This paper questions the conventional paradigm in seeing the needs for learners’ competence in English skills and challenges new generation of English teachers to be creative and realistic in meeting the needs of language acquisition and/or learning of EFL through the teaching and acquisition of phrasal verbs.

Keywords: Non-Native speaker teachers (NNST), Native speaker teachers (NST), phrasal verbs, communication, World Englishes

Introduction

Second language acquisition (SLA) has been termed ideal to conclude language learning processes experienced by adults, regardless of the number of language systems underlying the same process. Such is an excellent choice despite its being over simplifying (Klein, 1986; Yule, 2001; Gass and Selinker, 2009). The dichotomy however agrees on several areas including the presence of native speaker and the role of the learners themselves (Ellis, 1987; Dörnyei, 2005). The acquisition process guarantees more result than learning for the optimal input one encounters and how these inputs correlate with the goal of the process, suffice it to say, competence. The components of competence that include lexicon, a phonological component, a syntactic component, a semantic component, and a sociopragmatic component may interact at various levels of comprehension and speech production (VanPatten in VanPatten, Williams, Rott and Overstreet, 2004: 29).

Native speakers (NS) or more competent interlocutors’ presence within the interaction during language acquisition process yields benefits for learners. This interaction is crucial. Long (1996) cited in Mackey and Abbuhl (in Sanz, 2005: 207) states that “negotiation work that triggers interactional adjustments by the NS [native speaker] or more competent interlocutor facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways” (451-452). This should indicate that the creation of contact between learners and their interlocutors bears more significance than the salient composure of the facilitators. Gassin her chapter (in VanPatten,
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Williams, Rott and Overstreet, 2004) reminds us that no matter how rich the contextual information is such interaction does not determine that an acquisition process takes place (also Gass and Selinker, 2009).

However, more specifically in looking at how much interaction contribute to morphosyntactic elements of acquisition, interaction merely provide convincingly evidence in the acquisition of vocabulary items. In the context of learners of Japanese as a second language studied by Loschky (1994) reported by Mackey and Abbuhl (in Sanz, 2005: 209) interaction facilitates comprehension only in the level of the vocabulary items while the acquisition of grammatical structure may not be supported as much. More specifically, Milton (2009: 218) summarizes Ellis’ (1994) report that “most L2 vocabulary is learned incidentally, much of it from oral input”. This emphasizes that much part of acquisition process takes place from verbal-communication within meaningful interactional contexts between the learners and their interlocutors, i.e. teachers. It also highlights the necessity to consider the scope of the interactions in relation with the needs for instructed or natural communication in L2.

All in all, the unquestionable benefit of the interaction in second language context is the provision of sufficient exposure to language use in social context. And this has long been the focus of studies on language acquisition and SLA (see Langacker, 1973; Ellis, 2008; McKay, 2008; GassandSelinker, 2009; Taronein Han andOdlin, 2006).The preconditioned contexts for acquisition needless to say hamper the action of the tutors or teachers in working with the studentsmostlyincountrieswhereEnglishis not spoken as thefirstlanguage, for instanceherein Indonesia (seeLowenberg,1991; Lauder, 2008).

In the same vein, there are also questions whether the inclusion of teaching culture to learners of English as foreign language (EFL) are necessary. This paper follows the paradigm that views the target language culture should not be a part of the content of the English Language Teaching (ELT).

World Englishes: Issues of Native-Speakerism

Within the framework of language acquisition theories, NNS and NS’s roles have always been unequal. NSs always become the norm-carriers from which every moves made while tutoring must accord with theirs. The role models for facilitating learning or acquisition are NSTs. The outputs of the acquisition process must also be predetermined by the native-like competence. In this regard, teacher’s competence is a matter of dispute. The growing numbers of Education and Teachers Training faculties (FKIP) in direct respond to the needs of fresh teachers have not answered the questions about the quality of the graduates. People seem to be very difficult to satisfy when it comes to English proficiency. People’s criteria of proficiency have so far been strongly influenced by exonormative parameters. Such will only benefit NSTs of English and put NNSTs into a problematic position that in the same time they have to provide a framework for learners’ knowledge and endure the fact that the degrees of appreciation on their competence is being questioned.

The situation, however, has invited a new paradigm in viewing the new reality of how English should best be positioned also how globalization play major role. Considering the
outcomes of globalization, NNSTs should engineer their own language learning. Modiano (2000: 342) believes that with globalization, “the English language is making inroads into the consciousness of non-native English speakers in a manner which is securely cut off from the influences of education authorities.” And the language itself should not be treated as a homogenous system with singular norms and grammatical system (Canagarajah 2006: 231). This paper will follow the World Englishes (WE) paradigm to suggest a point of view that both supportive toward the development of English teaching in Indonesia and tolerant to the ecology of local culture and therefore local languages. Within WE paradigm, English as both a subject and linguistic study is seen not to be an independent and homogeneous system instead it develops along with the development of its speakers and their cultures (see Kachru, 1997; Brutt-Griffler, 2002; Kachru, Kachru and Nelson, 2006; Kachru and Smith 2008).

One of the issues that closely relates to the practice of ELT in Indonesia is native speakerism. Succinctly, it is not a view that is against NS. It is a line of thought that invites revaluation of the role of NS in teaching English to speakers of other languages and promotes relevant appreciations to NNS in relation with the profession. Forwarding the supremacy of NS according to Anchimbe (2006) “clearly disregards other determinant factors in ELT such as professional training, educational qualification, experience, language proficiency, and sociocultural implications.”

Discussion: factors in the acquisition of new English phrasal verbs

Phrasal verbs are one of the objects of study in English language within the vocabulary competence. In teaching vocabulary teachers motivate learners to project their vocabulary mastery to communicative competence. Hence, the early design of a vocabulary class is to develop a set of ability in communication. Based on the personal experience of the writer, in vocabulary class learners may analogize that vocabulary mastery is analogously the fuel in one’s motorcycle/vehicle. Without enough fuel the distance that the learners can cover surely far less than expected. The distance in this analogy refers to fluency in using English for communication.

The discussion that follows contains some notes from Vocabulary 01 and 02 classes tutored by the writer for freshmen of English Department of Jember University.

Problems with Phrasal Verbs

The overview of phrasal verbs construction in English sentences has never been a part of introductory part of the syllabus. Teachers may not be accustomed to giving limitations or scope of phrasal verbs. Such may be assumed of as being the result of the teachers’ absence of knowledge about the phrasal verbs themselves. Perhaps for the teachers, phrasal verbs are only doable by means of memorization, that is to say, that due to the less systematized samples (compare with verb tense study) learning phrasal verb needs only memorizing. The core definition of phrasal verbs itself may be confusing for some teachers, not to mention the learners, as there are at least two different versions. One definition of phrasal verbs loosely involves the incorporation of a preposition or adverbs after the base verb (Thompson and
Martinet, 1986: 315) while the second limits phrasal verbs as “a verb that is made up of two parts: a ‘base’ verb followed by an adverb particle” (Swan 1996: xxvi; also Cambridge International Dictionary of Phrasal Verbs) or verbal phrase construction with a verb followed by a preposition (McCarthy and O’Dell 1999: 26).

Below are types of phrasal verbs of English grouped based on learners’ perception. The grouping does not represent any school of thought in any grammar studies, syntax, or any other. It is based solely on personal point of view of the writer of this paper to as closely as possible aspire novice anticipation.

1. **Contrastive Sense**

   These phrasal verbs is the most problematic as they appear to be the closest relative to the Indonesian verbs. This closeness unfortunately creates confusion, or even, contrastively, reluctance of learners to directly translate them into the corresponding Indonesian verbs. In one way, the components of the English phrasal verbs are ambiguous with the other phrasal verbs. Take for instance in the case of “turn off”. “turn” is a case in point while “off” is well identified with another particle “of”. Learners might have learnt that “of” is not so different with “off”. In a sentence like “I turned off the light” or “I turn the light off”, it may be a case in point that “off” indicates something negative as opposite to positive, zero in binary system as opposite to one, dark as compared with light. The adverb particle “off” means causing to stop operating. The particle is synonymous with “cut, switch off, turn out”. It is therefore quite possible that learners, mostly inexperienced ones, would mistakenly translate phrasal verbs having the same particle.

2. **Alien Pair**

   This group of phrasal verbs concerns with idiomatic phrasal verbs. Phrasal verbs the likes of run out, look up, black out, make out, take off may be amongst the most difficult to predict and, therefore, to produce in L2 system. More strangely examples that refer to particular varieties of English like “square of” which is identical only for American variety of English will be much more confusing. In an utterance “I run out of gasoline”, learners may come to a conclusion that the activity being expressed involves movement from a particular place to another which may require the works of both legs. Similarly, “It’s black out” cannot guarantee that it has more relevance with the absence of electric power rather than white component in a color spectrum.

3. **Ambiguous Pair**

   Some other phrasal verbs are those with two different meanings. As one meaning is troublesome at times, the case with two or more different meanings can give more difficulties. When teaching the phrasal verbs like turn down, do up, take off, teachers must be aware of the potential conflicts between the first meaning and the second. Introducing the different meanings for the same set of phrasal verbs may not be as simple as it may seem. Take for instance turn down.
Table 1. Ambiguous phrasal verbs

<table>
<thead>
<tr>
<th>Meaning 1</th>
<th>Meaning 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>She <em>turned down</em> the stereo. (= made it not so loud)</td>
<td>She <em>turned down</em> the invitation. (= refused it)</td>
</tr>
</tbody>
</table>

Taken from: McCarthy and O’Dell (1999: 26)

When asked about the meaning for each phrasal verb, most learners would find that the first is clear while the second is not as clear, if not unknown to them. The L2 production that employs the second is of course not as convincing.

4. Redundant Pair

Redundancy becomes another point in phrasal verb study that we need to look at. Let’s observe an example of phrasal verb “look for” in a sentence “I am looking for my glasses”. The case with this example given in Thomson and Martinet (1986: 315) may mislead students to thinking that the design of the print implies certain emphasis. The italicized NP (*I*) and VP (*am looking for*) clearly indicate difference in the probable intended message by the authors compared to the last NP (my glasses).

Coping Strategies

It is also the concern of this paper to see how learners employ the strategies to recuperate such obstacles. When asked about what would they do to escape from the troubles of determining the relevant phrasal verbs, most would say that they do not know any specific strategies. Suffice it to say that learners would tend to consider principles in their first language system. This of course, invites them to generalize the system onto the English production (selection) of the problematic phrasal verbs.

One example would be that phrasal verb “go off” like in “My alarm clock went off” or “Police made precautionary acts to anticipate that the bomb may go off anytime.” In the first example, the possible translation by learners may be that the alarm clock is broken. Therefore the consequences of such sentence might be that the person whose alarm clock went off did not wake up as planned, or that he needs to get a new alarm clock. Certainly, in communication the learners’ incompetence is not due to any problems of learning that he encounters, yet the problem is more on the quality of the phrasal verb.

The second example amplifies the potential failure of any learners to comprehend effectively this type of phrasal verb. The use of particle “off” may not lead learners to anticipate positive connotation of the phrasal verb “go off”. More immature learners may simply guess that the bomb may not explode at all. But the other information provided by the interlocution betrays his belief. “Why would the police make any precautionary act if the bomb is not active?” In contrast, the use of adverbial “anytime” suggests that the police is in desperate anticipation that something bad may happen at any point in time with potential damage. Perhaps, informing the learners that “go off” means “explode” may not help solving the puzzle. The nature of “off” that connotes negative, inactive, stop, or zero may hinder them from believing the prescribed meaning of the phrasal verb itself.
The significance of considering error-analysis in methodical language acquisition process owes to the original hypothesis proposed by Corder (1982: 8) who believes that “some at least of the strategies adopted by the learner of a second language are substantially the same as those by which a first language is acquired”. Generally speaking, leaving aside the controversies of sequence of learning, in the context of multilingual learners, the strategies of learning language $n+1$ may be deduced from the ones employed during the acquisition or learning of language $n$.

From the perspective of interlanguage, the L1 system becomes the sole resource from which learners base their construction of L2. Under socio-cultural-specific situation of communication, i.e. monocultural communication, between speakers of English as foreign language in the context of expanding circle countries (see Kachru in Kachru, Kachru and Nelson, 2006; Kachru and Smith, 2008) both learners and their interlocutors would tend to use the same L1 system. The mediation of such communication should best be performed by teachers with sufficient understanding of the L1 system, i.e. NNSTs, for feedback to be given constructively.

### Table 2. Interlanguage of phrasal verbs

<table>
<thead>
<tr>
<th>L1 System</th>
<th>Interlanguage</th>
<th>L2 System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saya mencari alasan yang baik.</td>
<td>I’m looking an excuse.</td>
<td>I’m looking for an excuse.</td>
</tr>
</tbody>
</table>

In the case of “setuju” (agree with), the problems are more complex as the L1 and L2 systems have different depth.

### Table 3. Problems with Diction

<table>
<thead>
<tr>
<th>L1 System</th>
<th>Interlanguage</th>
<th>L2 System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saya setuju dengannya.</td>
<td>I agree you.</td>
<td>I agree with you.</td>
</tr>
<tr>
<td>Saya setuju dengengan pendapatmu.</td>
<td>I agree with your opinion.</td>
<td>I agree with your opinion.</td>
</tr>
</tbody>
</table>

While the synonyms of the lemme “setuju” in L1 system carries different lexemes (menyetujui, sepakat, bersepakat, sepaham, more colloquially klop) the English version of the base “agree (with)” may give a totally different lexemes (approve, settle) or even more complex phrasal constructions (come to an agreement, reach an agreement, reach a decision) which to multilingual minds would be considered as having different co-ordinate organization, thus, carrying different lemme.

Are NNSTs capable of bridging this gap between lemme and lexeme? (see–De Bot, Lowie and Verspoor, 2005) Are NSTs capable of doing the same? Are there any benefits of being NS to mitigate the gap between conceptually universal feature of particle “off” (and
many others) and the denotative meaning of the lexeme? Having the same cognitive and linguistic background with the learners, should NNS be benefitted? When someone is lost in his own backyard, who will provide him better assistance, a stranger or a neighbor who is also lost in the very same backyard?

Dealing with learners in our schools or university, we should always account for the systems of languages that they already acquired. These systems would eventually hamper our attempt at finding the best formulae, if such exists, to succeed second language acquisition. Bearing in mind that an acquisition depends on the cognitive processes undergone by the students, the side to be taken should be the students’. We should therefore consider how the mental lexicon is organized in multilingual minds. One of the earliest models of the possibilities of storage in the multilingual brain is Weinreich (1953 in de Bot, Lowie and Verspoor, 2005). De Bot, Lowie and Verspoor (2005: 39) report that according to Weinreich’s approach the brain would keep concepts and words in different areas. In this line of thought, there are three ways of the organization of multilingual lexicon: as a compound, as a co-ordinate organization and as a subordinate. They summarize Weinrich model as the following.

In a compound organisation, it is assumed that there is one common concept with a different word in each language. In a co-ordinate organisation, there is a complete separation between the different languages: each word in each language has its own concept. In a subordinate organisation, there is just one set of concepts, but the items in the second language can only be reached via the items in the first language: there are no direct connections between the concepts and the words in the second language. (emphasis original)

It indicates the necessity to further concern with the L1 system as inseparable motive or underlying process for L2 production or, generally, communication. It is in this scope that NSTs are clearly disadvantaged.

Reverting to the readily available reference for vocabulary learning Cambridge University Press as one authority in the publication highly regarded by most NNSTs envisions learners competence to be as closely as possible to NS’s competence by providing reasoning a fatalistic aim of learning phrasal verb that is to make the English “sounds natural” (Redman, 1997). However, the inquisition of the term natural would betray the reality that English is simply used within the contexts of communication between NNSs and the trend is escalating (Graddol, Leith and Swann, 1996; Graddol, 2000, 2007; Crystal, 2003). It, therefore, impingeshow it is taught (Llurda, 2004), should be taught (McKay, 2003), ownership (Norton, 1997), identity (Norton 1997). The aims of TEFL should therefore be aimed at seeing the language as a means of cross-cultural communication (Seidlhofer, 2002: 8; McKay, 2003: 2). If English has to be natural in this regard and costs learners’ proficiency as they become more and more “focus on form” and disregard “the context in which the forms occur” (GassandSelinker, 2009: 81) then the function of English as means of communication may be paradoxical.
Conclusion

The modern realm of communication envisaged by the more and more use of English between NNSs and more prominent role of the internet invite us to open a whole new perspective in emphasizing more on the message rather than the form; intelligibility over grammaticality. Consequently, any party involved in the teaching of English as a foreign language in Indonesia should be aware of issues related to intelligibility and the needs for more emphasize on the context of English as a means of local and, the more rationalized, global communication must be borne in the minds of new generation of English learners, thus, of NNSTs.

Respectfully, the education system that produces these mediators should systematically equip the curriculum design of English with the provision of sufficient materials that tolerate the distinct characteristics of multilinguals’ mind. Exonormative principle in teaching English should be challenged by allowing more “learners’-friendly” vocabularies to ensure successful acquisition. Phrasal verbs may have to wait until the learners are ready with reasonable mastery of vocabularies. Also, the practice of speaking should foster extensive use of non-idiomatic phrasal verbs in the light of better communication in which the exploration should not be aimed at producing native-like expressions, rather on the more successful message-sending.

References


POETIC ANIMALS IN E-CONTEMPORARY AMERICAN POEMS: BUILDING AND FORGING INDIVIDUAL ECOLOGICAL CONCERN

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Abstract

Poetry not only illustrates the beauty of plants and trees in human’s nature and environment but it also needs to delineate other non-human creatures such as animals in their relationship with humans in their ecosystem. Poetic animals then serve as such kind of aesthetic representation to build individual’s awareness of the importance of conserving their environment, particularly his care and concern for the preservation of diverse flora and fauna in one’s respective nature. In view of ecocriticism principles that highlight environmental issues in literary works, animal imageries used in e-contemporary American poems not only redefine the indispensable presence of animals for humans but also negotiate the more harmonious relationship between human and non-human for a better and more sustainable nature life.

Key words: poetic animals, ecocriticism, e-contemporary American poems, human-non-human

INTRODUCTION

Animals have co-existed with humans throughout the years. In pre-historic times, ancient people hunted animals for food or used certain animals for hunting other animals. Then, in modern times, people used animals for various purposes. People consume certain animals for food, such as chicken, cows, pigs, goats, buffaloes, and the like. They no longer have to hunt them in any forest or jungle, but they even already breed them in their farms for a living. In many rural areas especially in south-east Asean countries such as Thailand, Sumatra, Borneo, Sulawesi, many villagers use bigger animals such as elephants for helping them in their work or for transportation. In a word, it is known that the relationship between humans and animals is a kind of mutually dependent symbiosis. However, animals do not really need humans to survive but humans do as long as they merely rely on animals for their food.

In today’s world, the relationship between humans and animals has been changing. People tend to exploit animals in many ways for satiating their purposes. People no longer really consider the privilege of animals, even they often do torturing and violent acts towards animals. In some areas in Indonesia or some south-east Asean countries, animal fighting such as cock fighting, cows race, and the like are some common human’s acts that seem to disdain the animals’ rights for freedom and security from any hazards. Meanwhile, the more increased number of humans’ exploitation over forests such as land clearing, deforestation, illegal logging for business purposes has also intensified the decreasing population of various endangered animals in the wildlife. Among the endangered animals include orang utan,
Sumatran tigers, elephants, rhinoceroses, giraffes, and others from their natural habitats in the wild. In marine life, human’s overfishing or sea mammal hunting and waste disposal also become another hazardous threat towards marine ecosystem ([www.greenpeace.or.id](http://www.greenpeace.or.id)). Several months ago, there were some whales and spotted sharks which were stranded dead in two different seashores in Indonesia. It is still unknown why the marine mammals were stranded to the shores. Yet, it might be possible that the mammals were poisoned by plastic waste and the like or the sea water got shallowing because of human’s clearing practices of mangroves and coral reef.

In works of arts including literature, animals have important roles in their relationship with humans. Joseph Campbell, an American expert in mythology in his interview with Bill Moyers asserts that hunting animals of the Bushmen of Africa was a kind of ritual act, which means to recognize human’s dependency on the voluntary giving of the hunted food to the humans by the animal who has given its life (Flowers, 1988: 73). Campbell further says that people should maintain a religious attitude, a form of reverence and respect toward animals since animals often help humans in some works in their life (1988: 74-75). In line with Campbell’s notion, Randy Malamud, a professor of English at Georgia State University in his article “The Culture of Using Animals in Literature and the Case of Jose Emilio Pacheco” published in an e-journal CLCWeb Volume 2 Issue 2 (June 2000) ([http://docs.lib.purdue.edu/CLCWeb/vol. 2/iss2/5](http://docs.lib.purdue.edu/CLCWeb/vol. 2/iss2/5)) says that “a person’s soul is explicitly connected with an external animal counterpart, or co-essence,” referring to the Mesoamerican spiritual idea of “animal souls” (2000: 2). In another article entitled “How People and Animals Co-exist”, professor Malamud named the study of human-animal relations as Anthrozoology (the study of human-animal relations) that human’s relationship with animals is dealt with ([http://chronicle.com.section: The Chronicle Review Volume 49, Issue 20, Page B7](http://chronicle.com.section: The Chronicle Review Volume 49, Issue 20, Page B7)). The study examines what our relationship with animals illustrate about us since it found out that the status of animals in scholarly work was regarded by the dominant group (human) as subordinate and defined in generic and reductive terms.

This paper discusses poetic animals in four e-contemporary American poems entitled “The Cricket in the Sump” by Catherine Tufariello, “Cicadas at the End of Summer” by Martin Walls, “The Animals are Leaving” by Charles Harper Webb, “Great Blue Heron” by T. Alan Broughton of Vermont ([www.poetryfoundation.org](http://www.poetryfoundation.org)). The discussion focuses on two questions: first, What does the representation of poetic animals in these poems signify in regard to human and non-human relations?; second, How does the portrayal of poetic animals in these poems evoke individual’s concern for the significance of animal souls for harmonizing human’s relation with his nature and similarly build up his awareness of ecological conservation? In analyzing these poems, I refer to some principles of Ecocriticism especially those notions about poetic animals and animal souls conveyed by Professor Randy Malamud as well as some other sources related to animals representation in literary works.
REVIEW OF RELATED LITERATURE

a. Poetry and Contemporary Poetry

Poetry is one literary genre which uses more concise words compared to other genres. Yet, the briefness in its language can mean to say more than ordinary language does. Perrine and Arp define poetry as “a kind of language that says more and says it more intensely than does ordinary language. It is because language is employed on different occasions to say quite different kinds of things” (1992: 3). Furthermore, they explain that poetry is language used to communicate experience and it has at least four dimensions. First, it must be directed at the whole person, not just at one’s understanding; second, it must involve not only one’s intelligence but also his senses, emotions, and imagination; third, it adds a sensuous dimension, an emotional dimension, and an imaginative dimension; fourth, it achieves its greater pressure per word by drawing more fully than does ordinary language on a number of language resources (1992: 9-10). The elements of poetry include denotation and connotation, imagery, figures of speech, symbol, rhythm and pattern, tone, and theme (1992: 10).

McClatchy in an introduction of his book *The Vintage Book of Contemporary American Poetry*, says that by the word ‘contemporary’, he means, poets of this period (2003: xxx). He further says that contemporary poets sought an ‘impersonal’ manner “that could brood over spiritual conditions rather than emotional instants”. Besides, contemporary poets also felt the force of plain speaking – “of the colloquial, the commonplace, a naturalistic aesthetic that was free from design or pretense” (2003: xxvii). In contemporary American poetic tradition, one previous literary era will influence the former era – “Beneath the landscape of trends and schools and movements run underground streams of sympathy and influence” (2003: xxiv). By quoting Alexis de Tocqueville’s notion, he says that the subject of American poetry is mostly on the self (2003: xxiv).

b. Ecocriticism

Ecocriticism is the study of the relationship between literature and the physical environment. It takes an earth-centered approach to literary studies (Glotfelty, 1996: xix). William Howarth, an ecocritic in his article “Ecocriticism in Context”, explains that the word ‘ecocriticism’, ‘eco’ and ‘critic’ are derived from Greek, ‘oikos’ and ‘kritis’. In tandem, they mean ‘house judge’. An ecocritic then means “a person who judges the merits and faults of writings that depict the effects of culture upon nature, with a view toward celebrating nature, berating its despoilers, and reversing their harm through political action” (Coupe, 2008: 163). Yet, ecocriticism is not the same with other literary criticisms as it does not forward certain theoretical assumptions as new criticism or new historicism do. Slovic says that “ecocriticism has no central, dominant doctrine or theoretical apparatus – rather, it is being re-defined daily by the actual practice of thousands of literary scholars around the world” (Coupe, 2008: 161). Nevertheless, what differentiates ecocriticism from other criticisms is that the former considers non-human and human contexts in a literary work as Glen A. Love an ecocritic argues that ecocriticism “encompasses non-human as well as human contexts and it is
necessary to consider the interconnections between the text and the environmental surroundings” (2003: 16).

Meanwhile, Karla Armbruster & Kathleen R. Wallace explain that ‘environment’ in ecocriticism does not only refer to ‘natural’ or ‘wilderness’ areas but it also includes cultivated and built landscapes, the natural elements and aspects of those landscapes, and cultural interactions with those natural elements (2001: 4). Ecocriticism principles as influenced by deconstructive assumptions, hold on dismantling the former relation that privileged humans and subordinated non-human as suggested by an ecocritic, Patrick Murphy. He says that “the human self needs to be related to the natural ‘other’, that relationship being one of ‘heterarchy’ rather than ‘hierarchy’. It means that humans must replace the former opposition of humanity as ‘one-for-oneself’ and nature as ‘things-for-us’ with the principle of ‘anotherness’, by which culture opens itself up to ‘interanimation’ with nature (Coupe, 2008: 159). Hochman calls ecocriticism as green cultural studies and suggests that “plants and animals are granted separateness, independence, and liberation” (Coupe, 2008: 192).

Kate Soper in her article “The Idea of Nature” sums up the multiple roles which nature can play in ecological discourses – ‘metaphysical’, ‘realistic’, and the ‘lay’ (or ‘surface’ ideas of nature:

1. Employed as a metaphysical concept, which it mainly is in the argument of philosophy, ‘nature’ is the concept through which humanity thinks its difference and specificity. It is the concept of the non-human, even if, as we have seen, the absoluteness of the humanity-nature demarcation has been disputed, and our ideas about what falls to the side of ‘nature’ have been continuously revised in the light of changing perceptions of what counts as ‘human.’

2. Employed as a realist concept, ‘nature’ refers to the structures, processes and causal powers that are constantly operative within the physical world, that provide the objects of study of the natural sciences and condition the possible forms of human intervention in biology or interaction with the environment.

3. Employed as a ‘lay’ or ‘surface’ concept, as it is in much every day, literary and theoretical discourse, ‘nature’ is used in reference to ordinarily observable features of the world: the ‘natural’ as opposed to the urban or industrial environment (‘landscape’, ‘wilderness’, ‘countryside’, ‘rurality’), animals, domestic and wild, the physical body in space and raw materials. This is the nature of immediate experience and aesthetic appreciation; the nature we have destroyed and polluted are asked to conserve and preserve (Coupe, 2008: 125).

In sum, all ecological criticism shares the fundamental premise that human culture is connected to the physical world, affecting it and affected by it. In practice, ecocriticism takes as its subject the interconnections between nature and culture, specifically the cultural artifacts of language and literature (1996: xix).
POETIC ANIMALS AND ANIMAL SOULS

In his e-article entitled “Poetic Animals and Animal Souls”, Professor Randy Malamud from Georgia State University, asserts that “animal poetry may facilitate an enlightened, perhaps even a spiritually transcendent, outlook towards animals” (downloaded from e-journal Society and Animals vol. 6 no. 3, October 1998: 264 on www.english.gsu.edu). In his study, Professor Malamud especially refers to Mesoamericans’ rich spiritual beliefs about the importance of animals and the relationship with human beings. The Mesoamericans believe in the concept of animal souls or “the idea that a person’s soul is explicitly connected with an external animal counterpart or co-essence” (1998: 263).

The Mesoamerican philosophies toward animals have been bringing a significant role since western industrial culture in common tends to disdain the integrity of animals and disregard their importance in the ecosystem (1998: 264). Accordingly, Professor Malamud continues, animal poetry serves to counter human’s speciesist chauvinism, setting out a righter path, and resisting the damage done on so many other fronts (1998: 264). Animal poetry is then aimed to facilitate a better understanding and appreciation of animals and certainly of nature and the world around us – better than human’s performance record in most of their political, economic, and cultural practices (1998: 264). In a word, a representation of animals in literary works does not only show human’s care for the animals but signify more about privilege of animals as living creatures that co-exist with humans in their nature.

Still referring to the Mesoamerican beliefs about non-human animals, Professor Malamud identifies the idea called “animal souls.” In his article entitled “The Culture of Using Animals in Literature and the Case of Jose Emilio Pacheco” (published in CLCWeb Volume 2 Issue 2, June 2000 Article 5 downloaded on http://docs.lib.purdue.edu/CLCWeb/vol_2/iss2/), Professor Malamud situates his reading of Pacheco’s poems against the Mesoamerican spiritual idea of “animal souls.” By quoting Gary H. Gossen’s writings who studies on animal souls, he says that “Mesoamerican souls are fragile essences that link individuals to the forces of the earth, the cosmos, and the divine, in which the link originates outside the body of their human counterparts, the bodies of animals” (2000: 2). He further reports that Gossen especially studies on the culture of the Chamula Tzotzil Community of Southern Mexico (descendants of the ancient Maya). The community has a pan-Mesoamerican indigenous belief in what is known as nagualismo or tonalismo. The terms respectively signify the transformation of a person into an animal and a person’s companion animal or destiny, which everyone is believed to possess” (2000: 2) (1998: 266). Professor Malamud also refers to Menchu’s writing of her Guatemalan Quiche culture, in which it resembles the Chamula’s in affirming animals’ importance to people and interdependence with people. He quotes Menchu’s idea on nagualismo or tonalismo as quoted as follows:

Every child is born with a nahual. The nahual is like a shadow, his protective spirit who will go through life with him. The nahual is the representative of the earth, the animal world, the sun and water, and in this way the child communicates with nature. The nahual is our double,
something very important to us…..The child is taught that if he kills an animal, that animal’s human double will be very angry with him because he is killing his nahual. Every animal has its human counterpart and if you hurt him, you hurt the animal, too (1998: 266).

The Mesoamerican animal beliefs through the idea of nagualismo or tonalismo then functions to redefine and re-assert human’s relationship to animals. What should or might the relationship be? They believe that human existence is directly linked to, and dependent upon, the fortunes of other creatures (1998: 267).

As the manifestation of the Mesoamerican animal beliefs, animal poetry is assumed to embody a displaced realm of contemporary Western intellectual/aesthetic spirituality, which emanates from the natural world that exceeds the merely human realm (1998: 267). The idea suggests a defense and privilege humans give towards animals. It is also asserted by Patrick Murphy that the relationship between human and non-human (animals) should be one of ‘heterarchy’ rather than ‘hierarchy’. Humans should no longer perceive them as ‘one-for-oneself’ and nature as ‘things-for-us’ but consider the principle of ‘anotherness’ or ‘interanimation’ with nature (Coupe, 2008: 159).

Furthermore, in his e-article “Poetic Animals and Animal Souls”, Professor Malamud asserts that animal poetry not only helps humans to discover an incipient sensibility within their culture, but it also embodies a sound relationship with animals and an appreciation of their importance to the earth (1998: 270). He refers to Kowalski’s writing about animal spirits, in which one of the ideas says that “animals are humans’ spiritual colleagues and emotional companions” (1998: 270). Kowalski explains the reason why humans need to open their hearts to other creatures and sympathize with their joys, which is because “there is an inwardness in other creatures that awakens what is innermost in ourselves” (1998: 270). This idea discloses the importance of animal souls for evoking the essential things in humans’ lives.

**DISCUSSION**

The four poems selected as the objects of analysis in this paper represent animals both individually and in groups. The first poem “The Cricket in the Sump” by Catherine Tufariello describes a cricket with its shrill sound yet melodious and marvelous tune staying in a sump or a hole. The second poem “Cicadas in the End of Summer” by Martin Walls talks about another insect ‘cicadas’, a kind of cricket described in one season. The third poem, “Great Blue Heron” by T. Alan Broughton of Vermont describes the poet’s experience in encountering a rare bird, blue heron. The fourth poem, “The Animals are Leaving” by Charles Harper Webb, tells about the steady extinction of animal species (www.poetryfoundation.org). These four poems are published by *Poetry* magazine and edited by Poet Laureate Consultant, Ted Kooser.
<table>
<thead>
<tr>
<th><strong>The Cricket in the Sump</strong></th>
<th><strong>Cicadas at the End of Summer</strong></th>
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<tbody>
<tr>
<td><strong>By:</strong> Catherine Tufariello</td>
<td><strong>By:</strong> Martin Walls</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>He falls abruptly silent when we fling</td>
<td>Whine as though a pine tree is bowing a broken violin,</td>
</tr>
<tr>
<td>A basket down or bang the dryer shut,</td>
<td>As though a bandsaw cleaves a thousand thin sheets of titanium;</td>
</tr>
<tr>
<td>But soon takes up again where he left off.</td>
<td>They chime like freight wheels on a Norfolk Southern slowing into town.</td>
</tr>
<tr>
<td>Swept by a rainstorm through a narrow trough</td>
<td>But all you ever see is the silence.</td>
</tr>
<tr>
<td>Clotted with cobwebs into Lord knows what</td>
<td>Husks, glued to the underside of maple leaves.</td>
</tr>
<tr>
<td>Impenetrable murk, he’s undeterred-</td>
<td>With their nineteen fifties Bakelite lines they’d do</td>
</tr>
<tr>
<td>You’d think his dauntless solo was a chorus,</td>
<td>Just as well hanging from the ceiling of a space museum –</td>
</tr>
<tr>
<td>This rusty sump, a field or forest spring.</td>
<td>What cicadas leave behind is a kind of crystallized memory;</td>
</tr>
<tr>
<td>And there is something wondrous and absurd</td>
<td>The stubborn detail of, the shape around a life turned</td>
</tr>
<tr>
<td>About the way he does as he is hidden</td>
<td>The color of forgotten things: a cold broth of tea &amp; milk in the bottom of a mug.</td>
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<tr>
<td>By instinct, with his gift for staying hidden</td>
<td>Or skin on an old tin of varnish you have to lift with lineman’s pliers.</td>
</tr>
<tr>
<td>While making sure unseen is plainly heard.</td>
<td>A fly paper that hung thirty years in Bird Cooper’s pantry in Brighton.</td>
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<tr>
<td>All afternoon his tremolo ascends</td>
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<tr>
<td>Clear to the second story, where a girl</td>
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<tr>
<td>Who also has learned blithely to ignore us</td>
<td></td>
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<tr>
<td>Sings to herself behind her bedroom door.</td>
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<tr>
<td>Maybe she moves to her invented score</td>
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<tr>
<td>With a conductor’s flourish, or pretends</td>
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<tr>
<td>She’s a Spanish dancer, lost in stamp and whirl</td>
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<tr>
<td>And waving fan – notes floating, as she plays,</td>
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<tr>
<td>Through the open window where the willow sways</td>
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<tr>
<td>And shimmers, humming to another string.</td>
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<tr>
<td>There is no story where the story ends.</td>
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<tr>
<td>What does a singer live for but to sing?</td>
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<table>
<thead>
<tr>
<th><strong>Great Blue Heron</strong></th>
<th><strong>The Animals are Leaving</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By:</strong> T. Alan Broughton of Vermont</td>
<td><strong>By:</strong> Charles Harper Webb</td>
</tr>
<tr>
<td>I drive past him each day to the swamp where he stands</td>
<td>One by one, like guests at a late party</td>
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<tr>
<td>on one leg, hunched as if dreaming of his own form</td>
<td>They shake their hands and step into the dark:</td>
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<tr>
<td>the surface reflects. Often I nearly forget to turn left,</td>
<td><em>Arabian ostrich; Long-eared kit fox; Mysterious starling.</em></td>
</tr>
<tr>
<td></td>
<td>One by one, like sheep counted to close our</td>
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</table>
buy fish and wine, be home in time to cook
and chill.
Today the bird stays with me, as if I am
moving through
the heron’s dream to share his sky or water –
where
his long bill darts to catch unwary frogs. I’ve
seen
his slate blue feathers lift him as dangling
legs
fold back, I’ve seen him fly through the
dying sun
and out again, entering night, entering my
own sleep.
I only know this bird by a name we’ve
wrapped him in,
and when I stand on my porch, fish in the
broiler,
and wine glass sweating against my palm, glint of
sailboats
tacking home on dusky water, I try to
imagine him
slowly descending to his nest, wise as he was
or ever will be, filling each moment with that
moment’s
act or silence, and the evening folds itself
around me.

<table>
<thead>
<tr>
<th>Representation of Poetic Animals and Its Relevance to Human – Non-Human Relationship</th>
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<tbody>
<tr>
<td>a. The Cricket in the Sump</td>
</tr>
<tr>
<td>This poem has two stanzas. Each stanza consists of 12 lines. In the first stanza, Tufariello describes the cricket and its behavior while hiding in a sump. While in the second stanza, she still recounts the cricket with his typical behavior and qualities but she also describes a girl who likes to sing just like the cricket does. The girl might be a singer. In stanza 1, she</td>
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<tr>
<td>eyes,</td>
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<tr>
<td>They leap the fence and disappear into the woods:</td>
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<tr>
<td>Atlas bear; Ppassanger pigeon; North Island laughing owl; Great auk; Dodo; Eastern wapiti; Badlands bighorn sheep.</td>
</tr>
<tr>
<td>One by one, like grade school friends; They move away and fade out of memory: Portuguese ibex; Blue buck; Auroch; Oregon bison; Spanish imperial eagle; Japanese wolf; Hawksbill Seat turtle; Cape lion; Heath hen; Raiatea thrush.</td>
</tr>
<tr>
<td>One by one, like children at a fire drill, they march outside, And keep marching, though teachers cry, “Come back!”</td>
</tr>
<tr>
<td>Waved albatross; White-bearded spider monkey; Pygmy chimpanzee; Australian night parrot; Turquoise parakeet; Indian cheetah; Korean tiger; Eastern harbor seal; Ceylon elephant; Great Indian rhinoceros.</td>
</tr>
<tr>
<td>One by one, like actors in a play that ran for years And wowed the world, they link their hands and bow Before the curtain falls.</td>
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</tbody>
</table>

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represents the cricket to have a somewhat unique way of living, which is by hiding in a hole but giving his shrill yet melodious sound to the surroundings, as stated in lines 8-12:

And there is something wondrous and absurd
About the way he does as he is hidden
By instinct, with his gift for staying hidden
While making sure unseen is plainly heard.

The way the poet describes the cricket’s behavior in the lines above shows her interest in the insect. Her interest reveals a good relationship between human and animal. In stanza 2, she again euphemizes the cricket’s sound as ‘tremolo’ appealing to auditory imagery; it means ‘a tremulous effect produced on musical instruments or in singing (Pearsall & Trumble, 1996: 1535). Yet, from lines 2 to 12, she portrays a girl, as appealing to visual imagery, and be juxtaposed with the cricket. She describes the girl’s behavior as the cricket’s. The girl likes to sing while staying indoors in her bedroom – “where a girl who also has learned blithely to ignore us, sing to herself behind her bedroom door.” In stanza 2 line 12, the poet asserts that the girl whom is supposed to be a singer, might keep singing as she was born to sing –

There is no story where the story ends
What does a singer live for but to sing?

In stanza 1, the poet personifies the cricket’s sound as dauntless solo in a chorus (line 7). The poet’s representation of the cricket signifies her respect for the insect as one kind of animals in which its presence and existence through his shrill chirping sound has evoked human’s curiosity as well as admiration; it encourages humans to just give place for crickets to stay and unnoticed and chirp shrilly. Furthermore, her inquisitive and astonished observation towards the cricket shows her goodwill to maintain a good relationship with the cricket.

Figuratively, the representation of the cricket might unfold a metaphor to stand for something or someone. But looking at stanza 2 that tells about a girl who likes singing just as the cricket, I assume that ‘the cricket’ while representing animal literally, it also metaphorically represents the singer (human). A singer is described to have several traits as the cricket – “where a girl who also has learned blithely to ignore us” (stanza 2 line 2-3). The word ‘also’ suggests a similarity between the girl as the singer (stanza 2) and the cricket with his shrill sound (stanza 1) – “his dauntless solo was a chorus.” Therefore, the Cricket in the Sump figuratively serves a double meaning. First, literally it refers to the cricket itself, while the girl as the singer figuratively might represent the cricket himself; second, the imagery ‘cricket’ might signify people who have the characteristics of a cricket, being fond of singing while staying unnoticed.
b. Cicadas at the End of Summer

In this poem written by Martin Walls, representation of animals appears in the title 'cicadas'; it is a large homopterous bug or another kind of cricket in which the males make a loud shrill chirping sound at night (Pearsall & Trumble, 1996: 263). The poem has four stanzas in which each has different number of lines, for instance – stanza 1 has four lines, stanza 2 five lines, stanza 3 two lines (couplet), stanza 4 six lines. Different from “the Cricket” which is more literal and narrative in describing the cricket, the poem “Cicadas” uses more figurative language such as simile and metaphor in communicating the poet’s visual, auditory, tactile, and organic imagery about the cicadas. In stanza 1 for instance, the poet uses simile as well as auditory imagery in describing ‘cicadas’ as the insects which have shrill sound as if a pine tree, a cleaving bandsaw, and rolling freight wheels –

Whine as though a pine tree is bowing a broken violin,  
As though a bandsaw cleaves a thousand thin sheets of  
titanium;  
They chime like freight wheels on a Norfolk Southern  
slowing into town

The comparison of the cicadas by the above imageries also contains hyperbole, a figure of speech which exaggerates a sensory description of any object. From stanza 2 to 4, the poet uses metaphor through a series of visual, auditory, tactile, and organic imagery in describing the cicadas. Different from stanza 1, the poet then describes ‘cicadas’ as the insects, which are exhausted by the summer so that they remain mute, and as dry as husks or the dry outer covering of some fruits or seeds (1996: 692), which are glued to the underside of maple leaves (stanza 2 lines 1-2). From lines 3-5, the poet compares the parts of cicadas’ bodies with ‘1950s Bakelite lines’, which enable them to hang from the ceiling of a space museum. ‘Bakelite’ is a thermosetting resin or plastic made from formaldehyde & phenol used for cables, buttons (1996: 104).

In stanza 3 and 4, the poet uses conceit or an extended, far-fetched comparison/metaphor (1996: 298) to describe cicadas. In stanza 3, the poet illustrates what cicadas leave behind are ‘a kind of crystallized memory’; the stubborn detail of’, and ‘the shape around a life turned’. Then in stanza 4, he extends the comparison (conceit) by picturing a series of imageries that portray cicadas as ‘the color of forgotten things’, ‘a cold broth of tea and milk in the bottom of a mug’, ‘skin on an old tin of varnish’, and ‘a fly paper hanging thirty years in Bird Cooper’s pantry in Brighton’. The representation of cicadas in this poem is somewhat dismal and melancholic in tone, which illustrates how the sizzling heat of summer might influence on causing the drab appearance and lethargic motion of the cicadas. The cycle of season itself is commonly ordered into spring, summer, autumn, and winter (1996: 1307). ‘At the End of Summer’ in the title suggests the beginning of autumn. During this season that lasts from September to November in the northern hemisphere and from March to May in the southern hemisphere, crops and fruits are gathered and leaves fall.
It is also a time of maturity and developing decay (1996: 93). Since the leaves begin to fall and the crops and fruits are harvested during the season, the cicadas will get difficulty in sustaining their flourishing lives. Consequently, they will suffer from the season decays and inexpedient habitat. The representation of cicadas in the poem then expresses the poet’s appreciation of the insects though the ways he describes them are dreary, especially in comparing the cicadas with several imageries that are despondent in tone. Yet, at least the poet wants to describe such a kind of inconvenient situation that the cicadas experience only at the end of summer. Probably during the other seasons, such as spring, summer, or winter the atmosphere and situation will change and so the description about the cicadas will be more sprightly and sparkling accordingly.

c. Great Blue Heron

In this poem written by T. Alan Broughton of Vermont, the representation of animals emerges in the visual imagery, great blue heron. It is a tall wading bird of the family *Ardeidae*, with long legs and a long S-shaped neck (Pearsall & Trumble, 1996: 661). The poem has only one stanza written in blank verse with unrhymed sound pattern. The poet expresses his experience of encountering the blue heron and even his closer interaction with the bird through a series of imageries and figure of speech. The poem begins with the poet’s visual capture of the bird –

I drive past him each day in the swamp where he stands
on one leg, hunched as if dreaming of his own form
the surface reflects (lines 1-3).

Then it continues with the poet’s closer interaction with the bird as he lets the bird stay with him – “Today the bird stays with me,”. At face value, the line suggests the bird’s physical presence in the poet’s home. However, when looking at the next line –“as if I am moving through the heron’s dream to share his sky or water – places, I assume that the bird’s stay does not literally mean to linger physically in the poet’s home but more figuratively it represents the image of the bird, which lingers in the poet’s fancy – the image to be a freely flying blue heron. In the lines, the poet expresses his experience by visual imagery through the images such as heron, long bill darts, unwary frogs; organic imagery in the line *moving through the heron’s dream to share his sky or water*; kinesthetic imagery in *slow flapping wings*. In the next lines, the poet illustrates his further visual experience of the heron when he saw the bird flying through the night

The poet uses visual imagery in *slate blue feathers* and kinesthetic imagery in *fly through the dying sun*. The imagery of ‘fly through the dying sun’ can be literal but also figurative in ‘entering night, entering my own sleep’, in which the poet pictures the heron as a vision in his dream. The poet’s fancy of the heron also appears in the last lines –

I try to imagine him slowly descending to his nest,
wise as he was or ever will be, filling each moment
with that moment’s act or silence, and the evening folds itself around me.

The image ‘descending to his nest’ appeals to kinesthetic imagery though it is only the poet’s daydream; whereas, ‘filling each moment with that moment’s act or silence’ appeals to organic imagery. The representation of blue heron in the poem especially as it is expressed in lines 5-8 signifies the human’s good relationship with animals, especially with the blue heron.

Today the bird stays with me, as if I am moving through
the heron’s dream to share his sky or water – places
he will rise into on slow flapping wings or where
his long bill darts to catch unwary frogs.

Then from lines 10-11, the poet says that the blue heron has come to his dream. This shows his respect for and preoccupation with the blue heron so that the heron often haunts the poet through his dreams. In the last lines, the poet also expresses his feeling for the blue heron to fill each moment with that moment’s act or silence. The line also reveals human’s expectation of the blue heron to fill each moment with that moment’s act or silence. The image ‘act’ and ‘silence’ appeal to kinesthetic and organic imagery. Figuratively, the image ‘act’ signifies ‘human’s physical activities’ while the image ‘silence’ represents ‘human’s spiritual reflection’.

d. The Animals are Leaving

This poem written by Charles Harper Webb, like the title, suggests the number of animals which has been disappearing because of some factors. The poem consists of four stanzas, in which each has a different number of lines. In stanza 1, the poet uses simile to compare ‘animals’ with ‘guests at a late party.’ He compares several vanishing endangered animals with ‘children at a free drill who march outside’. He uses visual imagery in describing the endangered animals which are decreasing every single day. In the first stanza, he mentions the animals such as the Arabian ostrich, long-eared kit fox, mysterious starling. In stanza 2, he mentions other endangered animals such as atlas bear, passenger pigeon, North Island laughing owl, great auk, dodo, eastern wapiti and Badlands bighorn sheep. In stanza 3, he compares the other disappearing exotic and rare animals with moving grade school friends; this includes Portuguese ibex, blue buck, auroch, Oregon bison, Spanish imperial eagle, Japanese wolf, Hawshill Sea turtle, Cape lion, Heath hen, Raiatea thrush. Among these last animals include waved albatross, white-bearded spider monkey, pygmy chimpanzee, Australian night parrot, turquoise parakeet, Indian cheetah, Korean tiger, Eastern harbor seal, Ceylon elephant, Great Indian rhinoceros. Then in stanza 5, the poet uses simile in comparing the vanishing animals with ‘actors in a play that ran for years’. The poet also describes the animals’ behavior as if they were actors that link their heads and bow before the curtain falls.

The representation of animals in the poem through the illustration of the steady disappearance of the endangered animals, signifies the poet’s concern for the threatened
environment. Though the poem does not explicitly tell the reason what and why the animals disappear, it is certain that the animals go for a more secure habitat since their former habitats have probably been devastated by humans’ practices. It is obvious that animals co-exist with humans on nature ecosystem. So when they move away, it is certain that their living habitats are no longer convenient to live and humans are the primary agents that contribute to the loss of their secure habitat. At least this assumption can be inferred in stanza 2 line 2 – “They leap the fence and disappear into the woods”, in which the first sentence suggests the animals’ breaking through the fence that restrain them to go to the woods as the unrestrained place.

The representation of the animals in the poem then is to exemplify what and how many animals there might be endangered if people do not soon realize the urgency to preserve the forests and their wildlife from any excessive deforestation and land clearing so that the diverse flora and fauna will remain sustainable.

Relevance of Poetic Animals and Animal Souls and Its Significance on Building One’s Ecological Awareness

In regard to the Mesoamerican spiritual beliefs in “animal souls” especially those related to the terms ‘nagualismo’ or ‘tonalismo’, the representation of animals in these four poems signifies human’s close relationship with animals living in the nature. According to their beliefs, human existence is directly connected to and dependent upon the fortunes of other creatures (Malamud, 1998: 267). Specifically, the terms nagualismo and tonalismo respectively signify “the transformation of a person into an animal and a person’s companion animal or destiny, which everyone is believed to possess” (Malamud, 1998: 266).

The four poems discussed in this paper portray animals in different ways. In “the Cricket in the Sump”, the poet cherishes the cricket as a marvelous insect with his chirping and musical sound. Besides, he also compares the cricket with a girl who also likes singing. He describes the girl’s behavior in staying in her bedroom as similarly as the cricket makes himself unseen in the sump. The comparison between the cricket and the girl shows the transformation of a person into an animal or nagualismo. At the same time, the cricket serves as a companion for humans since the cricket behaves and lives in the humans’ habitat. Through these poetic animals, the poets as humans want to redefine their relationship with animals in sharing the life on the nature. Through these poetic animals, the poets want to illustrate the animals as nahual (the Mesoamerican belief) or the protective spirit who go through life with humans (Malamud, 1998: 266). They recognize this nahual by identifying the specific and unique characteristics both in appearance and in behavior of these animals.

In “the Cricket” poem, the poet expresses his admiration of the cricket by firstly flattering his chirping and shrill sound – “you’d think his dauntless solo was a chorus” (stanza 1 line 7); and then, by inquisitively and excitedly telling the cricket’s unique living, which hides himself in the sump but keeps chirping from inside – “with his gift for staying hidden while making sure unseen is plainly heard” (stanza 1 lines 9-12). In stanza 2, the poet again reveals the nahual aspect of the cricket by personifying the cricket’s sound as ‘tremolo’
(line 1) and ‘a girl’ (line 2). Literally, the image ‘girl’ appeals to visual imagery; yet, at the same time, it figuratively suggests a metaphor. ‘She’ and ‘a girl’ represent a female cricket to be a counterpart of the male cricket. The representation of a person into an animal or a person into an image of animal is relevant to the idea of nagualismo. Figuratively, “the Cricket in the Sump” can represent humans themselves. What the crickets do in their living is analogous with what humans do in their nature. In a word, the poetic animal through the cricket signifies the poet’s idea about how humans and animals could relate and share the world; how human species is connected in some ways with the crickets and with all of their behavior.

In “Cicadas” poem, the poet expresses the nahual through his recognition of what cicadas have done to his surroundings. The cicadas have left behind a kind of crystallized memory and turned the shape around a life (stanza 3). Similar to ‘the Cricket’ poem, ‘Cicadas’ poem also has two sides. First, the cicadas represent a visual imagery of one kind of animals; second, they represent a metaphorical image of things related to humans’ lives. I assume that these things might be days and moments that people experience at the end of summer or at the onset of autumn. The comparison the poet gives in the poem between ‘cicadas’ and other objects that are first noisy and shrill but then drab and dreary conveys the poet’s sensory experience of days throughout the season. Yet, literally the representation of cicadas as poetic animal in this poem shows his respect for the animals. In describing the cicadas by some metaphors, the poet wants to assert how cicadas can be humans’ companions to awake what are innermost in themselves – “what cicadas leave behind is a kind of crystallized memory” (stanza 3). Accordingly, cicadas are the nahual or protective spirit for human’s souls. Cicadas’ reaction towards the inconvenient season might be comparable to humans’ reaction.

In “Great Blue Heron” poem, the poetic animal represented by the blue heron signifies human’s relationship with animals especially the blue heron. The poem begins with the lines in which the poet seems to be preoccupied with the blue heron’s presence in the swamp so that he often forgets to shop and cook his food –

I drive past him each day in the swamp where he stands
on one leg, hunched as if dreaming of his own form
the surface reflects. Often I nearly forget to turn left,
buy fish and wine, be home in time to cook and chill (lines 1-4).

The image ‘blue heron’ becomes a companion or nahual for the poet when he illustrates the bird’s stay in his place and how the bird’s sojourn gives him a sense of sharing the sky or water with the heron (lines 5-6). Here, the poet describes this experience by visual, organic, and kinesthetic imagery. Next, the representation of the blue heron again unfolds the nahual through the blue heron’s image in the poet’s vision of dream – “I’ve seen him fly through the dying sun and out again, entering night, entering my own sleep” (lines 10-11). The ways the poet describes the blue heron are caring and respectable. He does not do any threatening acts towards the bird, but instead he lets him fly and live candidly in his habitat – “I try to imagine
him slowly descending to his nest, wise as he was or ever will be” (lines 15-17). Through the blue heron, the poet wants to redefine his connection with his living and animals in the natural environment. The blue heron becomes his nahual or counterpart in his soul, through which he situates, perceives, and establishes his role and action in nature –

I try to imagine him
slowly descending to his nest, wise as he was
or ever will be, filling each moment with that moment’s act or silence (lines 15-18).

The poet’s fancy of this heron as expressed in the lines above clears up how the poet as human perceives and privileges the heron as the creature that has its freedom, unconstrained by any human’s touch or disturbance. The line “filling each moment with that moment’s act or silence” suggests the poet’s shared moment with the heron in every motion and step he takes in his living. The poetic animal of the blue heron then shows his respect for the bird and his desire to make a good relationship with him.

In “The Animals are Leaving” poem, the poetic animals appear in a series of endangered rare and exotic animals that disappear gradually because of human’s misdemeanor. Arabian ostrich, long-eared kit fox, mysterious starling, Atlas bear are among many other vanishing animals that the poet describes. They move away to search for more convenient and flourishing habitats. The poet describes these animals as human’s partner or companion. He uses several human images to address these animals. For instance, he compares the animals with guests at a late party (stanza 1), grade school friends (stanza 3), children at a fire drill (stanza 4), actors in a play (stanza 5). The use of this comparison signifies the poet’s recognition of nahual of the animals as the shadow and protective spirit that are inherent in human’s soul. The poet explicitly personifies the animals by giving them humans’ attributes and behavior, such as shaking our hands, step into the dark (stanza 1); move away and fade out of memory (stanza 3); march outside (stanza 4), link their hands and bow (stanza 5). While re-asserting the significance of the animals as parts of nagualismo and tonalismo in regard to their relationship with humans in the ecosystem, the representation of the poetic animals is also meant to criticize humans’ practices towards the environment such as deforestation and land clearing that significantly contribute to the deterioration of many forests and so the devastation of their diverse wildlife.

CONCLUSION
In accordance with today’s life with its changing ecosystem, poetic animals in literary works will always be indispensable poetics in sharing the ideas about human-animals relationship living in the nature. Representation of animals in the works such as poetry will make a bridge over the discrepancy in the former hierarchy of humanity as the center or privileged and animals the unprivileged, into the latter heterarchy, by which humans and animals have an equal interaction and relationship. By referring to the Mesoamerican
Poetic Animals in E-Contemporary American Poems: Building and Forging Individual Ecological Concern

spiritual beliefs in animal souls, people are supposed to respect and appreciate animals as their companions and partners in sharing the living in the nature. In view of ecocriticism principles, the representation of poetic animals in poetry can evoke people’s care and love for animals as the living creatures in the nature, no matter what animals are since the animals existence in many ways help humans to maintain and sustain their life in the natural environment. However, since both humans and animals are contending the global ecological changes due to several detrimental practices, it is a task and duty for each individual to take some role and action in accomplishing a flourishing habitat and ecosystem for every living creature by preserving the forests and their diverse wildlife secure and undamaged. Animal poetry can help people in evoking their awareness of environment and the living harmony that people can have by co-existing with animals and respecting their existence.

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ICT IN ENGLISH LANGUAGE TEACHING: 
A CONSIDERATION BEFORE IMPLEMENTING E-LEARNING IN 
ENGLISH CLASS

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Abstract

The growth of Information and Communication Technology (ICT) is unstoppable. It brings many changes toward the teaching and learning practice of English Language Teaching (ELT). E-learning is one of the products of current ICT that is presently used by some institutions to deliver learning material. Before deciding to employ e-learning system, there are at least two questions should be answered. Those two questions are: Do you need it? And Are you ready to use it? To answer those questions, prior knowledge about the problems and the benefits of using e-learning should be possessed. In accordance to those two issues, this article aims at providing empirical proofs about: (1) the problems in applying e-learning in ELT, (2) the benefits of applying e-learning in ELT, and (3) the students’ attitude toward the application of e-learning in ELT. By knowing that information, it was expected that the English teachers have sufficient knowledge that can help them to decide whether or not they are going to apply e-learning for conducting their teaching and learning process.

Keywords: ELT, e-learning, problems, and benefits

Introduction

The growth of information and communication technology (ICT) brings great influence toward the teaching and learning process. In this digitalization era, face to face instruction is not the only way to conduct teaching and learning process. In addition, school building is also no longer considered as the only place to gain knowledge. Nowadays, teachers may teach their students without presenting the material to the students in person. Using the product of ICT, teachers may conduct teaching and learning process anytime and anywhere. The ICT product that is commonly used for that kind of teaching and learning process is website. Through website, teachers may develop self-assisted learning materials for their students. Then, the students may access those materials and learn those materials themselves.

Teaching and learning process that is conducted through the product of ICT is known as E-learning. Some definitions have been formulated by the experts to describe what e-learning or electric learning is. Urdan and Weggen (2000) define e-learning as the use of electronic media, including the internet, intranets, extranets, satellite broadcast, audio/video tape, interactive TV, and CD-ROM to deliver the teaching material. They state that e-learning involves a number of applications and processes, including computer-based learning, web-
based learning, virtual classrooms, and digital collaboration. The other definition is given by Godio and Terrasse (2003), they state that e-learning refers to the use of electronic device or information to facilitate learning process. According to Groenendijk and Markus (2010), there are two aspects of e-learning, they are: (1) e-learning as computer assisted learning, and (2) e-learning as pedagogy for student-centered and collaborative learning. In this article, the e-learning that will be discussed is web-based instruction that is developed using moodle, an open source course management system.

The writer was interested to study the implementation of e-learning website that was developed using moodle in English language teaching (ELT) context because the number of its users is increasing from year to year (moodle.org). It means that more and more education institutions apply this system to support their teaching and learning process. The existence of e-learning as a media for supporting teaching and learning process brings many benefits and problems. Therefore, before applying e-learning, especially e-learning that is developed in the form of a website, English teachers should know about the benefits and the problems that they may face in developing and implementing e-learning from the ELT point of view. The information about the benefits and the problems in developing and applying e-learning can be guidance for the English teachers to decide whether or not they will use e-learning to support their teaching and learning process. In addition, by knowing the benefits and the problems, English teachers may find the alternative ways to maximize the benefits and minimize the problems that may occur. Therefore, to collect empirical proofs about the benefits and the problems in developing and implementing e-learning, a small scale study has been conducted to find out that kind of information.

Research Method

This study is a qualitative study which aims at finding out the benefits and the problems in developing and implementing e-learning for ELT process and the students’ attitude toward the application of E-Learning. The writer conducted the study in SMK N 3, a vocational senior high school in Singaraja, Bali-Indonesia. The subjects of the study were the tenth year students of Multimedia Department and the English teacher who teach English to those students, while the object of the study was an e-learning website which was developed using moodle. The data to find out the benefits and the problems in developing and implementing e-learning for ELT were collected through observational sheets and the data to find out the students’ attitude toward the application of the e-learning were collected through questionnaire. The data from the observation sheets were analyzed qualitatively using interactive the data analysis model by Miles and Huberman (1987). On the other hand, the data from the questionnaire were analyzed using ideal theoretic reference by Nurkencana and Sunartana (as cited in Winasari, 2011).

The Problems in Applying E-Learning in ELT

As what has been explained previously, e-learning in this article refers to the e-learning website that is developed using moodle for teaching English to the tenth year
students of Multimedia Department of SMK N 3 Singaraja. Before specifically discussed about the problems in applying e-learning in ELT, it is also important to know about the possible problems that occurred during the development process of the e-learning website. Based on the observation that was done by the researcher during the development of the e-learning website for teaching English to the tenth year students of Multimedia Department of SMK N 3 Singaraja, several problems were found.

a. Technical problem

During the development process, the researcher had to develop the e-learning website three times. The first website was finished in May 2012. However, this e-learning website was down in June because the hosting provider of the website moved his server to another server. This condition made the website was unstable. The data that had been uploaded to the e-learning website were lost. The researcher tried to re-input the data, but every time the researcher uploaded the data, the website was error. The researcher consulted it to the hosting provider but he could not help. Therefore, the researcher bought a new domain and hosting. The researcher rebuilt the e-learning website from the beginning. By hiring four workers who were responsible for helping the researcher to upload the data, the new e-learning website could be finished in one week.

Another problem occurred to the second e-learning website. When the second website had been finished, the researcher found that there was an improper picture was uploaded by the worker, and he asked the worker to replace it. Then, the worker replaced it, but since the picture that the worker used to change the existing picture was to large, it was 16 Mb, the website was suddenly down. There was an instruction which explained that the website was in fatal error. The researcher tried to fix it and asked some helps from some webmasters that he knew, however, none of them could fix it. The researcher deleted the second website and started to rebuild it for the third time. With the same workers the researcher than finished the new website in four days.

From the result of the observation during the development process, it can be concluded that in developing an e-learning website using Moodle, the developer should be careful in selecting the hosting provider and uploading the data. Large data such as audio or video that is usually used for teaching listening will be very difficult to be uploaded to the website since it requires large space. Audio or video needs around 500 Mb, and it is impossible to be uploaded if the hosting is less than 1 Gb. Even a picture can be a big trouble if it is not compressed into smaller pixel. Both the developer and the hosting provider should be the one who understands about developing an e-learning website. In uploading the data, the developer should make sure that the data does not exceed the limit. Developing e-learning website requires sufficient understanding about technical things, such as domain, hosting, hosting space, uploading data limit. Considering those problems, English teachers who are generally do not have sufficient knowledge about those technical problems will find it very confusing. In other words, the English teachers who want to develop e-learning website should take a course about how to develop it or find an IT assistant to help.
b. Financial problem

Developing an e-learning website using moodle needs relatively large hosting memory and bandwidth. Since moodle requires large hosting memory and large bandwidth, it means that the cost that has to be spent in developing a website using moodle will be higher than the cost that is needed to develop a website that requires a smaller hosting memory and bandwidth. A hosting that is appropriate for developing a website using moodle will cost at least IDR 5,000,000. - or around USD 500/year. With that amount of money, teacher only gets around 1 Gb hosting space. If it is used for developing e-learning that store audio and video for teaching listening or speaking, that amount of space will not enough, unless the teacher store that video in other websites. Therefore, if teachers want to develop an e-learning material using moodle, they have to prepare extra money for it. Since the researcher bought two different hosting and domains, the researcher had to spend relatively large amount of money just to develop an e-learning website. In addition, in developing the e-learning website, if the developer hires some workers to help him in developing it, another extra cost should also be spent to pay the workers. In other words, it can be said that developing an e-learning website for ELT is costly.

c. Time management problem

Developing an e-learning website needs a long process. Therefore, it requires quite long time to finish it. As what was done in this study, to develop the e-learning based English reading material for the tenth year multimedia students in SMK N 3 Singaraja, with some helps from four workers, it took one week to be finished. It means that, if the developer works alone, at least the developer needs around one and a half months. In addition, if the developer is an English teacher who does not any experience in developing e-learning website, the time that is needed must be longer.

From the result of the observation during the application of e-learning in English class also shows that there were some problems that need to be taken into consideration, they are:

a. Technical problem

Moodle is a heavy program that needs relatively large hosting memory and bandwidth to make it run properly. Since Moodle is heavy software, the website that is developed using Moodle will be slower if it is compared to the website that is developed by using other software that requires smaller hosting and bandwidth. Moodle needs larger space than Wordpress and Blogger because it comes with various functions that cannot be found in those two software, for instance, the ability of Moodle in providing interactive quiz, chatting, forum, e-book, automatic scoring system, and automatic score recorder.

Therefore, during the application in SMK N 3 Singaraja the e-learning website was a bit slower if it is compared to other websites. In addition, the user’s password is case sensitive and very complex. It should consist of at least 8 characters, in which in those 8 characters there must be at least one upper case, one lower case, numeric, and non numeric
character. Since the password was case sensitive, if the user mistype the password he/she cannot log in to the developed e-learning material. In addition, since the English teacher who teach the tenth year students of Multimedia Department did not have any training to operate the e-learning website. The English teachers also looked so confused when they had to teach English using the e-learning website.

b. Financial problem

Applying an e-learning website in teaching and learning process needs extra money. It is because it requires some facilities, such as computers and internet connection. The use of those facilities require more cost if it is compared to the use of the existing handbook. It is obvious since using those facilities means spending some money for electricity, maintenance and internet connection. Considering that reality, it can be said that the implementation of e-learning is costly.

c. Students’ Discipline

Since the use of e-learning website requires internet connection, students often did not focus on the task that they had to finish. They opened their social networks and started to chat with their friend every time they studied using the e-learning website. This situation actually can be a problem both a benefit. If the teacher is creative enough then social networks may also be integrated to support the English teaching and learning process.

The Benefits of Implementing the Developed E-Learning for Teaching English as Foreign Language

Besides the problems that may be faced during the development and the implementation of e-learning in English class, e-learning also brings some benefits. According to Urdan and Weggen (2000) list the benefits of using e-learning are: (1) it enables learning activity becomes continual process, (2) it enables learning activity to be done anytime and anywhere, (3) it enables the teacher to update the material easily, (4) it improves students’ self assisted learning, (5) it improves students’ interaction, (6) and it decreases teachers’ intimidation. From the result of the observation, it was found that most of those benefits were confirmed but those benefits are not completely achieved, some weaknesses remained in those benefits. From the result of the observation during the implementation of the e-learning website to teach English to the tenth year Multimedia Students of SMK N 3 Singaraja the benefits of implementing the developed e-learning are:

a. For the students

E-learning website can be accessed 24 hours/day. It means that students can do the exercises that available in the material every time and everywhere as long as there are computers and internet connection. Thus they can train themselves in order to achieve the learning objectives repeatedly. However, from the result of the observation that was done during the implementation of the e-learning website for teaching English to the tenth year Multimedia Student, only few students opened the website when they were at home.
The students can see their development from the result of the exercises since the results are recorded by the e-learning system and can be seen by the students. In addition, they also can see in which point they have problems, because the system will show in which part of the exercise they make mistake. This information may be used by the teacher to conduct a better teaching and learning process for the next meeting.

With the chat facilities that available in the e-learning website the students may send message to the teacher if they have problems. Seeing from the ELT point of view, this activity will be very important to develop the students’ competency in English especially in reading and writing. The system provides a facility that enables the students to discuss their problems with the teacher by sending a message to the teacher’s account. However, only few students used this facility.

Since these developed materials are available online, the students may use online dictionary if they have problem with the meaning of the words on the material. Yet, the students sometime overused the dictionary. The students translated the whole English text into Indonesia using the online dictionary.

b. For the Teacher

The system of the developed e-learning material provides a facility that can help the teacher to score the exercise, especially for the objective test type, matching, and short answer. In other words the system makes the teacher’s job becomes easier because teacher does not need to score the students exercise manually. However, the process of inputting the data as the teaching material needs a long process.

The teacher can monitor the students’ development through the result of their study. The result of the students’ exercise will be recorded by the system and could be seen by the teacher. Since, the result of the students’ exercises also shows the mistakes that are made by the students, teacher may identify the students’ problems and find the solution.

The teacher may randomize the answers and the number of the questions that available in the exercise. It is very important to minimize the chance for the students to cheat from their friends.

The Students’ Attitude toward the Application of E-Learning in ELT

Attitude can be defined as expressions of positive or negative feelings towards something (Richard, et.al, 2002). In addition, according to Hoffman (1991) ‘attitude” is self identification. It means that attitude is how the students identify themselves toward something. While for Olson and Hergenhahn (2009) attitude has something to do with what the learner brings to the learning situation. It deals with their way of thinking and behavior. Furthermore, attitudes may also be defined as evaluated beliefs which predispose the individual to respond in a preferential way (Burns, 1997 as cited in Paris, 2004).

In this study, the researcher was investigated the students’ attitude toward the e-learning that had been developed. Therefore, in this study, the researcher defines students’ attitude as the students’ response or they way of thinking toward the existence of the
developed e-learning in relation to the teaching and learning process. The instrument that was used to collect the data about the students’ attitude toward e-learning was adapted from the questionnaire that was developed by Paris (2004), who conducted a study about students’ attitude toward online web assisted learning.

Based on the result of the questionnaire, it was found that the students have strongly positive attitude toward the implementation of the e-learning. The detail result can be seen on table 1.

Table 1 The Students’ Attitude toward the Developed E-Learning based Reading Material during the Second Cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am more interested to study from the e-learning material than the handbook</td>
<td>26</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(92.9%)</td>
<td>(7.1%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learning from the e-learning material is easier than learning from the handbook.</td>
<td>7</td>
<td>18</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(25%)</td>
<td>(64.3%)</td>
<td>(10.7%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I learn more from the e-learning material than from the handbook.</td>
<td>3</td>
<td>23</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(10.7%)</td>
<td>(82.1%)</td>
<td>(7.1%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>If I may choose, I prefer to study from the e-learning material than from the handbook.</td>
<td>27</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(96.4%)</td>
<td>(3.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The appearance of the e-learning material is more interesting than the handbook</td>
<td>2</td>
<td>18</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(7.1%)</td>
<td>(64.3%)</td>
<td>(28.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I feel more comfortable studying from the e-learning material than from the handbook.</td>
<td>20</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(71.4%)</td>
<td>(28.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The existence of e-learning will dominate in the future</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(35.7%)</td>
<td>(32.2%)</td>
<td>(25%)</td>
<td>(7.1%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Learning from the e-learning material is fun</td>
<td>24</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(85.7%)</td>
<td>(14.3%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note:
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree
The result of the questionnaire above shows that the students had a better attitude toward the developed material compared to the result of the questionnaire on the first cycle. For the first statement, the number of the students who strongly agreed that they were more interested to study from the developed e-learning material was 26 students (92.9%), and the other 2 students (7.1%) said that they agreed with that they were more interested to study from the developed e-learning material than studying from the existing material. For the second statement, there were 7 students (25%) who really agreed that they learn the material easier from the developed e-learning material compared to the handbook, 18 (63.4%) students agreed that they learn the material easier from the developed e-learning material compared to the handbook, while only 3 students (10.7%) did not state their position.

The students’ responses for the third statement show that the students who strongly agreed that they could learn more from the developed e-learning material were 3 students (10.7%), 23 students (82.2%) claimed that they agreed that could learn more from the developed e-learning material compared to learning from the existing material, there were only 2 students (7.1%) who did not state their position.

The fourth statement of the questionnaire asked about the students’ opinion about whether they choose to study from the developed material of the existing material. The result shows that there were 27 students (96.4%) who strongly agreed that they will choose the developed material and 1 student who agreed to choose the developed material. The fifth statement was collected the information from the students’ opinion about the appearance of developed material. The result shows that 2 students (7.1%) strongly agreed that the appearance of the developed material is more interesting than the existing material, 18 students (64.3%) agreed that the appearance of the developed material is more interesting than the existing material, 8 students (28.6%) did not state their position.

For the sixth statement there were 20 students (71.4%) who strongly agreed that they felt more comfortable to study from the developed material than to study from the existing material, and 8 students agreed that (28.6%) they felt more comfortable to study from the developed material than to study from the existing material.

For the seventh statement, there were 10 students (35.7%) who strongly agreed that the existence of e-learning material will dominate the learning material in the future, 9 students (32.2%) who agreed that the existence of e-learning material will dominate the learning material in the future, 7 students (25%) who did not state their position, while 2 students (7.1%) who did not agree with that statement. For the eighth or the last statement, 24 students (85.7%) who strongly agreed that learning from the developed material is fun and 4 students (14.3%) agreed that they felt that learning from the developed e-learning is fun.

If the result of the questionnaire is seen holistically, the result of the questionnaire will be:
### Table 2: The Quantification of the Result of the Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Item Number</th>
<th>Total Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 5 4 5 4 5 5 5</td>
<td>38</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>2</td>
<td>5 4 4 5 4 5 5 5</td>
<td>37</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>3</td>
<td>5 5 4 5 4 5 4 4</td>
<td>36</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>4</td>
<td>5 4 4 5 3 5 3 5</td>
<td>34</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>5</td>
<td>5 4 4 5 4 4 3 5</td>
<td>34</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>6</td>
<td>5 5 5 5 4 5 5 4</td>
<td>38</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>7</td>
<td>5 4 4 5 4 5 2 5</td>
<td>34</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>8</td>
<td>5 4 4 5 4 5 5 5</td>
<td>37</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>9</td>
<td>5 4 4 5 3 5 5 5</td>
<td>36</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>10</td>
<td>5 4 4 5 4 4 3 5</td>
<td>34</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>11</td>
<td>5 4 4 5 4 4 4 5</td>
<td>35</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>12</td>
<td>5 5 4 5 4 5 5 4</td>
<td>37</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>13</td>
<td>5 3 4 5 4 5 5 5</td>
<td>36</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>14</td>
<td>5 3 4 5 4 5 4 5</td>
<td>35</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>15</td>
<td>5 4 4 5 4 5 4 5</td>
<td>36</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>16</td>
<td>4 3 4 4 3 5 4 5</td>
<td>32</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>17</td>
<td>5 4 4 5 4 4 4 4</td>
<td>34</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>18</td>
<td>5 5 5 5 4 5 5 5</td>
<td>39</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>19</td>
<td>5 4 4 5 3 4 4 5</td>
<td>34</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>20</td>
<td>5 4 4 5 4 5 4 5</td>
<td>36</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>21</td>
<td>4 4 3 5 3 4 4 5</td>
<td>32</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>22</td>
<td>5 5 4 5 3 5 2 5</td>
<td>34</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>23</td>
<td>5 4 4 5 4 4 3 5</td>
<td>34</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>24</td>
<td>5 4 4 5 3 5 3 5</td>
<td>34</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>25</td>
<td>5 5 5 5 5 5 5 5</td>
<td>40</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>26</td>
<td>5 4 4 5 4 5 5 5</td>
<td>37</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>27</td>
<td>5 4 3 5 3 5 3 5</td>
<td>33</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>28</td>
<td>5 4 4 5 4 5 3 5</td>
<td>35</td>
<td>Strongly Positive</td>
</tr>
</tbody>
</table>

**Mean Score**: 35.4, **Category**: Strongly Positive

**Note:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Interval</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>MI + 1.5 SDI ≤ (\bar{X})</td>
<td>32 ≤ (\bar{X}) ≤ 40</td>
<td>Strongly Positive</td>
</tr>
<tr>
<td>MI + 0.5 SDI ≤ (\bar{X}) &lt; MI + 1.5 SDI</td>
<td>28 ≤ (\bar{X}) &lt; 32</td>
<td>Positive</td>
</tr>
<tr>
<td>MI – 0.5 SDI ≤ (\bar{X}) &lt; MI + 0.5 SDI</td>
<td>21 ≤ (\bar{X}) &lt; 28</td>
<td>Neutral</td>
</tr>
<tr>
<td>MI – 1.5 SDI ≤ (\bar{X}) &lt; MI – 0.5 SDI</td>
<td>16 ≤ (\bar{X}) &lt; 21</td>
<td>Negative</td>
</tr>
<tr>
<td>(\bar{X}) &lt; MI – 1.5 SDI</td>
<td>8 ≤ (\bar{X}) &lt; 16</td>
<td>Strongly Negative</td>
</tr>
</tbody>
</table>
Conclusion
The application of ICT to support teaching and learning process is important to be done, since the growth of technology cannot be separated from our life. To support the process of ELT, e-learning website may become an option. However, before deciding to teach English using e-learning website the problems and the benefits that may be faced during the application of the e-learning website should be understood first. After knowing the problems and the benefits, then it is the time for the English teachers to decide whether or not use e-learning in their English class.

References


THE APPLICATION OF MODELING AND REFLECTIONS TO IMPROVE STUDENTS’ COMPETENCY IN SPEECH COURSE

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Abstract

This classroom action-based research aimed at improving the semester 4 students’ competency in presenting English speech tasks through modeling and reflections. The instruments of the research were performance assessment rubrics (PAR), and a video recorder. PAR was used to measure the subjects’ competency in presenting English speech tasks and the recorder was used to videotape the subjects’ speech performance. After three cycles were accomplished, the results of the PAR were varied but improved gradually. In cycle 1; 14.8% subjects obtained score 4 (A), 11.11% obtained score 3 (B), 74.07% obtained score 2 (C), and 0% obtained score 1 (D). In cycle 2; 14.8% subjects obtained score 4 (A), 55.55% obtained score 3 (B), 29.62% obtained score 2 (C), and 0% obtained score 1 (D). And in cycle 3, 18.51% subjects obtained score 4 (A), 81.48% obtained score 3 (B), and 0% obtained score 2 (C) or 1 (D). It is concluded that the application of modeling and reflections technique results in the improvement of the students’ competency in presenting English speeches. They achieved clearer understanding on how to present a speech since the models presented in downloaded youtube videos were delivered by native speakers of English. In addition, their competency improvement was also supported by the reflection activities which were conducted after their presentations.

Keywords: modeling and reflections, competency, speech

Introduction

English Department Diploma 3, Faculty of Language and Art, Universitas Pendidikan Ganesha in Singaraja, Bali, prepares students to be proficient in English especially English for tourism. Speech course is one of the subjects in the curriculum in which it is a 2-credit semester subject that requires 16 meetings in one semester. The purpose of this course is to prepare the students to be able to write English speeches and present them before public. It includes preparation step and speech presentation. The preparation step includes a) the understanding of the kinds of speech for certain occasions, b) the purposes of making a speech, c) audience’ expectation, and d) the ability to present relevant ideas in speeches. And for the speech presentation, the students are expected to be able to present their speeches well in terms of language aspects and presentation techniques.

Based on the result of a prior observation, after finishing the course, some students still had less satisfying performance in presenting a speech. They still made mistakes on grammar, pronunciation, and diction. Their voice was somewhat less audible for all audience
in the classroom as a result of the lack of self confidence, the inappropriate speed of speaking, unawareness of giving emphasis to important ideas or interesting parts in a speech, less eye contact with the audience, unnatural gestures, fidgeting; scratching head, rubbing nose, or other unclear movements that showed the feeling of nervousness. The problems occurred due to some reasons namely, first, lack of practicing; the classroom meetings were still dominated by lecturing activity which gave them less opportunity to get practice. Second, the students were assigned to write a speech to be presented before the class without being given any models which could guide them to present their speeches in a proper way. Third, after each presentation, the lecturer gave comments on the students’ presentation in which the lecturer tended to dominate the classroom activity. The students listened to the lecturer’s comments which were somewhat less clear since there was no video of the students’ presentations which could be paused or rewound; so the evaluation focused more on language aspects and rarely touched presentation aspects. It also became more difficult to improve the students’ competency because there was limited time available in one semester. This situation made the students difficult to achieve improvement on their competency in speech course.

To support the result of the observation above, a pre-test was conducted to know the students performance, and the result showed that none of the students obtained score 4(A), 2 students obtained score 3 (B), 24 students obtained score 2 (C), and 1 student obtained 1 (D). After being identified, the students’ low scores above were caused by; first, the absence of a model that can be a real example for the students to present good English speeches in natural ways. Second, the reflection activity after the students’ presentation was not so detailed because there was no video or performance recording which might be used in evaluating the students’ performance.

Therefore, an innovative solution had to be applied to solve the problem. The lecturer should be creative with the support of information technology. One of the possible solutions to be applied is by combining modeling activity with reflection activities in the course. Modeling and reflection are two out of seven components of contextual teaching and learning (CTL) approach. The modeling activity was intended to give real example to the students of how English native speakers made a speech in their natural ways. It is undeniable that the ways Indonesian and English speakers in giving a speech are different in terms of speech structure, language expressions, facial expressions, and gestures, so that through the modeling activity the students were expected to see the difference themselves. To apply this modeling activity, it was rather difficult to invite English native speakers especially those who were public speakers into the classroom for many times, and the presence of constructive videos on English speech presentation in youtube might solve the problem. The videos were varied from tutorial videos to real speeches given by famous speakers. Then for the reflection activity, the students’ presentations were videotaped using a handycam, and would be a media of discussion after the presentation sessions.

Empirically, modeling and repetition technique was applied by Packirisamy (2005) in improving English grammar proficiency of a group of Singaporean ESL primary school
students. This research was conducted as a response to problems faced by the class of low ability students in English. They were previously exposed to traditional “book style” teaching approaches which might result in their failure in English language examination. The implementation of the technique showed significant improvement of the students’ proficiency. The students also enjoyed the classroom activity as it was shown by their active participation in the classroom discussion which was rarely found in the traditional teaching style.

Based on the above description, a classroom-based action research was conducted by which modeling and reflection techniques were implemented to improve the students’ competency in speech course. Conceptually, Riyandari (2003) stated that speaking in which speech is also included is a process that includes speakers and listeners. The speaker transfers his ideas in the forms of accurate utterances or employing other possible strategies which make the message is easy to be understood by the listeners. Canale and Swain (1980) in Padmadewi (2004) refer to those strategies by using the terms ‘communicative strategies’ or ‘strategic competence’. In communication, the ability to choose appropriate utterances is important in order to convey the message to the listeners. The message is not only transferred through words, but also through physical contacts, posture, gestures head nodding, facial expressions, eye contact, speech rate, voice audibility, and even through physical appearance.

There are some terms that refer to modeling technique, such as, action, exemplification, or demonstration (Oka, in Sitinjak, 2003:5). The teacher should be able to supply the learning process with those modeling. The modeling themselves are not merely from the teacher but is from anybody who has the competency in the subject. By observing the authentic examples there will be a process of experience transfer, so that the students will gain better understanding on a subject being learnt (Walqui, 2000).

Similar to modeling, reflection can also enhance the process of learning a language. It supports the teacher to direct the learning process to the intended goal. Sitinjak (2003:5) stated that reflection activity may change blind, impulsive behavior into a smart one. The teacher can motivate the students in the reflection activity which relates to their activity in the classroom, or any information that they learn in the learning. The reflection activity in the modern era can be supported by the existence of various electronic appliances. One of them is video recorder, which is easy to operate and is able to play the recording before the students without taking so much time to prepare. Tegeh (2005: 30) stated that audio-video is getting more and more popular in supporting the recent classroom instructional process. It presents both factual and fictional moving images which are informative, educative, and instructional. He also lists some positive things that support a learning process namely; 1) it is more interesting than non-moving images, 2) experts or rare objects can be presented in the classroom without bringing in the real person or things, 3) difficult demonstration may be prepared and recorded previously, 4) efficient, and the record can be rewound repeatedly, 5) camera can videotape an object in detailed; moving objects or aggressive ones, 6) the recorded sound may be adjusted when any explanation need to be inserted, 7) the moving image can be paused, moving fast forward, or slow motions, so it can be observed deeply.
Method

This research was a classroom based action research in which it was reflective and cyclical. Every cycle consists of planning, action, observation, and reflection (McNiff, 1995). The result of the reflection of each cycle determines the following cycle. The subjects of this research were 27 semester four students of English department diploma 3 Universitas Pendidikan Ganesha in the academic year 2011/2012. Before the cycles started, the students were given a performance pretest to measure their ability in presenting a speech. Then when the cycles started, posttest was also given to measure the improvement after treatment. The classroom activities in every cycle can be described as the following.

1. Modeling stage
   a. The students watched videos on speech presentation downloaded from youtube. The videos were selected based on some criteria namely; first, the speaker should be English native speaker, second, the speaker should have high competency in giving speeches before public, and third, the quality of the video should be good in terms of its sound and images. This stage was intended to give real example to the students on how to present a speech in English language and culture. They should make a list on the language and presentation aspects which they should learn from the speakers.
   b. After watching videos, a discussion activity was conducted. They may present their list on how to give a speech before public. In this activity the role of the lecturer was just as a facilitator who guided the discussion; he was not anymore the main source in the classroom. In this stage, the theory of speech writing and presentation was also emphasized.

2. Application stage
   a. Every student was given a home assignment to write a short speech on free topics. The students should also prepare themselves for presentation.
   b. In the following meeting, in turn, the students presented their speech, and their presentations were recorded.

3. Reflections stage
   a. The students watched videos on their presentations, noticing the problems that they encountered when doing the presentation.
   b. The problems that they faced were listed and discussed to find out the solutions with reference to the models watched previously.

The instruments used for data gathering were a) performance assessment rubrics, and b) a video recorder. The performance assessment rubrics were used to measure the students’ competency in speech presentations; the language competency and presentation competency. And the video recorder was used to videotape the students’ presentation for supporting the data gathered from performance assessment rubrics and as a main media in the reflection activities. The students scores in pretest and post test obtained from performance assessment rubrics were populated in tables and then compared to the criteria of success. Scores were
analyzed whether or not had reached the criteria, that was score 3 which was equivalent with score B.

**Result**

With the support of videos from youtube and classroom recordings, 3 cycles were accomplished in order to improve the students’ competency in presenting English speeches. Before the first cycle was initiated, a performance pretest was given to the students. The result of this pretest was very important to measure any change on the students’ performance after the cycles started. The scores obtained by the students in the pretest are presented in table 1.

**Table 1.**

**The result of pretest**

<table>
<thead>
<tr>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/C</td>
<td>7</td>
<td>2/C</td>
<td>13</td>
<td>2/C</td>
<td>19</td>
<td>2/C</td>
<td>25</td>
<td>2/C</td>
</tr>
<tr>
<td>2</td>
<td>2/C</td>
<td>8</td>
<td>2/C</td>
<td>14</td>
<td>2/C</td>
<td>20</td>
<td>2/C</td>
<td>26</td>
<td>2/C</td>
</tr>
<tr>
<td>3</td>
<td>3/B</td>
<td>9</td>
<td>2/C</td>
<td>15</td>
<td>2/C</td>
<td>21</td>
<td>2/C</td>
<td>27</td>
<td>2/C</td>
</tr>
<tr>
<td>4</td>
<td>3/B</td>
<td>10</td>
<td>2/C</td>
<td>16</td>
<td>2/C</td>
<td>22</td>
<td>2/C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/C</td>
<td>11</td>
<td>2/C</td>
<td>17</td>
<td>2/C</td>
<td>23</td>
<td>2/C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/C</td>
<td>12</td>
<td>2/C</td>
<td>18</td>
<td>2/C</td>
<td>24</td>
<td>1/D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Remark:** score 4/A : 0 subject, 3/B: 2 subjects, 2/C: 24 subjects, 1/D: 1 subject

The scores in pretest show that there were 25 subjects who still have low competency in speech course. One of them (subject number 24) was still in serious problem because the score was 1 (D). Meanwhile, there were two subjects who already gain score 3 (B), which means that they have already had sufficient competency in presenting an English speech, but since the cycle was just started, they have big chance to improve their score to become 4 (A). Based on the scores in table 1, the first cycle was conducted, and the scores obtained by the subjects are presented in table 2.

**Table 2.**

**The result of post test 1**

<table>
<thead>
<tr>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/C</td>
<td>7</td>
<td>2/C</td>
<td>13</td>
<td>2/C</td>
<td>19</td>
<td>2/C</td>
<td>25</td>
<td>2/C</td>
</tr>
<tr>
<td>2</td>
<td>3/B</td>
<td>8</td>
<td>4/A</td>
<td>14</td>
<td>2/C</td>
<td>20</td>
<td>3/B</td>
<td>26</td>
<td>2/C</td>
</tr>
<tr>
<td>3</td>
<td>4/A</td>
<td>9</td>
<td>2/C</td>
<td>15</td>
<td>2/C</td>
<td>21</td>
<td>2/C</td>
<td>27</td>
<td>2/C</td>
</tr>
<tr>
<td>4</td>
<td>4/A</td>
<td>10</td>
<td>2/C</td>
<td>16</td>
<td>2/C</td>
<td>22</td>
<td>2/C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/C</td>
<td>11</td>
<td>3/B</td>
<td>17</td>
<td>2/C</td>
<td>23</td>
<td>2/C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/C</td>
<td>12</td>
<td>4/A</td>
<td>18</td>
<td>2/C</td>
<td>24</td>
<td>2/C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Remark:** score 4/A : 4 subjects, 3/B: 3 subjects, 2/C: 20 subjects, 1/D: 0 subject

In cycle 2 improvements has been achieved by some subjects. There are four subjects who gained score 4 (A) (subjects number 3, 4, 8, and 12), three subjects obtained score 3 (B) (subjects number 2, 11, and 20), and the rest gained score 2 (C). The data presented in cycle 1
show that 20 subjects still obtained scores lower than the criteria of success. Cycle 2 was conducted in response to the low scores in cycle 1. One possible weakness of cycle 1 was that the cycle was conducted in three weeks, in which for slow learners the time was relatively too short to get sufficient improvement; one meeting was for modeling, one meeting was for presentation, and the last meeting was for post test. They should be given longer time to practice with a combination of peer reflections. Most of the subjects informed that their major problem in the presentation was the feeling of nervousness that made their presentation was not optimal. For achieving better result, then cycle 2 was conducted and the scores are presented in table 3.

**Table 3.**

The result of post test 2

<table>
<thead>
<tr>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3/B</td>
<td>8</td>
<td>4/A</td>
<td>14</td>
<td>2/C</td>
<td>20</td>
<td>3/B</td>
<td>26</td>
<td>2/C</td>
</tr>
<tr>
<td>4</td>
<td>4/A</td>
<td>10</td>
<td>3/B</td>
<td>16</td>
<td>3/B</td>
<td>22</td>
<td>3/B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3/B</td>
<td>11</td>
<td>3/B</td>
<td>17</td>
<td>2/C</td>
<td>23</td>
<td>2/C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3/B</td>
<td>12</td>
<td>4/A</td>
<td>18</td>
<td>2/C</td>
<td>24</td>
<td>2/C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remark: score 4/A : 4 subjects, 3/B: 15 subjects, 2/C: 8 subjects, 1/D: 0 subject

In cycle 1 there were six meetings; the first one was for modeling activity, the second until the sixth ones were for presentations and reflections, and the last meeting was for post test. The result of the post test is presented in table 3. There were four subjects who obtained score 4 (A), 15 subjects obtained score 3 (B), 8 subjects obtained score 2 (C), and no subject obtained score 1 (D). There was a significant improvement achieved by the subjects in this cycle compared to the scores in cycle 1; the number of the subjects gaining score 3 (B) raised from 3 subjects to 15 subjects. The number of the subjects who gained score 4 (A) was still the same that was 4 subjects. Yet, there were still 8 subjects who gained score 2 (C) which indicated that they need more treatment for better achievement. Due to the availability of time, the next cycle was conducted in order to gain pass the criteria of success, so that cycle 3 was then conducted. In cycle 3 the steps of the classroom activities were still the same as those in cycle 2. It was assumed that the 8 subjects who still gained score 2 (C) only needed more chance to learn from the models, having more practice with its reflections, so their competency could improve. Their low achievement tended to be caused by nervousness. In cycle 3, they were supported to get rid of it by having more chance to present their speeches. Cycle 3 was conducted in six weeks or six meetings which were the same as in cycle 2; the first week was for modeling activity, the second until the fifth weeks were for presentation activities combined with reflections activities, and the last meeting was for post test. And the scores gained by the subjects are presented in table 4.
Table 4.
The result of post test 3

<table>
<thead>
<tr>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
<th>subject</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4/A</td>
<td>7</td>
<td>3/B</td>
<td>13</td>
<td>3/B</td>
<td>19</td>
<td>3/B</td>
</tr>
<tr>
<td>2</td>
<td>3/B</td>
<td>8</td>
<td>4/A</td>
<td>14</td>
<td>3/B</td>
<td>20</td>
<td>3/B</td>
</tr>
<tr>
<td>3</td>
<td>4/A</td>
<td>9</td>
<td>3/B</td>
<td>15</td>
<td>3/B</td>
<td>21</td>
<td>3/B</td>
</tr>
<tr>
<td>4</td>
<td>4/A</td>
<td>10</td>
<td>3/B</td>
<td>16</td>
<td>3/B</td>
<td>22</td>
<td>3/B</td>
</tr>
<tr>
<td>6</td>
<td>3/B</td>
<td>12</td>
<td>4/A</td>
<td>18</td>
<td>3/B</td>
<td>24</td>
<td>3/B</td>
</tr>
</tbody>
</table>

Remark: score 4/A : 5 subjects, 3/B: 22 subjects, 2/C: 0 subject, 1/D: 0 subject

In table 4, there are 5 subjects who gained score 4 (A), 22 subjects gained score 3 (B), and no one gained score 2 (C) and 1 (D). Compared to cycle 2, there were some improvements, namely; the number of subjects who gained score 4 (A) improve from 4 subjects to five subjects, the number of subjects who gained score 3 (B) raised from 15 subjects to 22 subjects, and the number of the subjects who gained score 2 (C) decreased from 8 subjects to 0. Evaluating the subjects’ scores in cycle 3, all of them had reached the criteria of success that was score 3 (B), so that the cycles could be finalized.

In order to have clearer presentation on the improvement of the subjects’ scores, table 5 presents the tabulation of those scores from pretest until posttest 3.

Table 5.
The tabulation of the subjects’ scores in pretest, posttest 1, post test 2, post test 3

<table>
<thead>
<tr>
<th>subject</th>
<th>pretest</th>
<th>Posttest 1</th>
<th>Posttest 2</th>
<th>Posttest 3</th>
<th>subject</th>
<th>pretest</th>
<th>Posttest 1</th>
<th>Posttest 2</th>
<th>Posttest 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>
Table 5 presents the scores obtained by the subjects from pretest until cycle 3. It can be seen that all of the subjects finally achieved improvement on their scores. The scores of subjects number 2, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, and 27 improved from score 2 (C) to 3 (B). The score of the subjects number 1, 8, 12 improved from 2 (C) to 4 (A), and subjects number 3 and 4 achieved an improvement from obtaining score 3 (B) to 4 (A). Subject number 24 obtained great improvement that is from score 1 (D) to 3 (B). Initially, the subject encountered a serious problem with self confidence due to her minimal experience in speaking before public. Her English was understandable with minor grammatical, pronunciation, and word choice problems. But she got stuck and could not present her speech completely in the pretest. Facing this kind of student, positive comments were given to motivate her inside and outside the classroom to make sure that she was not stressful of the situation. Fortunately, the other subjects also support her to get her confidence along with the practice. On the other hand, subject number 3 and 4 showed better performance than their friends since the pretest. They were confident in presenting their speeches, without being disrupted by the feeling of nervousness as most of their friends were facing. They also showed above average performance in other courses, so it was not so difficult for them to obtain score 4 (A) since post test 1. Then, different condition was shown by most subjects who scored 2 (C) in pretest to posttest 2, they depended on their memorization of the speech that they had written. They did not try to understand the plan of their speech so that their presentation would become more natural. By memorization, they often trapped by absence of ideas in the middle of their presentations eventhough it could be continued after relatively long pauses. In the last cycle, they were directed to understand the plan of their speech and avoid memorization. The experience in cycle 1 and 2 made them understand that memorization was just for initial process of learning and resulted in their unnatural presentation.

Through the one semester process, the students’ competency in presenting English speeches had improved gradually. It is in line with the purpose of the research that was to improve the students’ competency in presenting English speeches through the application of modeling and reflections technique. Before the cycles were initiated, most students faced various problems in speech presentations. Their problems could be classified into language problems and presentation problems. Language problem was mostly about grammar, pronunciation, and word choice. Their Indonesian and Balinese Language influence their English so that they often put Indonesian or Balinese sentence construction, pronunciation, and word choice in their English sentence. But it was realized that it was not a major problem since the problems were commonly found in most of students in the department. It usually faded away along with their exposure to English. On the other hand their presentation problem was mostly caused by their dependence on memorization and having less experience of speaking before public so that they felt nervous most of the time of presentation.

Beside the improvement on the subjects’ competency in presenting a speech, the subjects were observed less reluctant to speak in English. It was the result of the reflection activities conducted that all subjects in the classroom were free to speak and were given
equally wide chance for it. They gave comments on their friends’ presentation without relying on their mother tongue. They were also eager to share their own experience, problems, and the way to solve them in speech presentations.

Conclusion

The application of modeling and reflections technique was able to improve the students’ competency in speech presentations. Through the modeling activity, they listen and see the natural way of the experienced native speakers give speeches before public. The presences of good videos on youtube which can be downloaded for free were really beneficial for it. It was relatively difficult and expensive to invite real models into the classroom. Then the students’ competency was also improved through the reflection activities; they could share opinions, comments, and experience to others with the utilization of videos on their own presentations. This activity could also improve their self confidence and participation in the classroom interaction.

References


APPRECIATING AMERICAN CONTEMPORARY’S POEMS THROUGH BINARY OPPOSITION

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Abstract

From all of literature genre, mostly poem is the most difficult literary work to appreciate. It is caused by the ambiguity, imagery, metaphor, and symbolic words inside it. Even, in contemporary poems, the problems will be raised due to the history of their creative process and cultural background. Like, in Adrienne Rich’s poems, it is almost impossible for the reader to appreciate and understand her poems without understanding her cultural and historical background. Thus, this paper will observe how to appreciate American contemporary poems, such as Rich’s poems through the easiest way by using binary opposition and link it with Rich’s historical and cultural background. It is very important to carry out the writer’s historical and cultural background, because it will be determined the whole content of the poems. Contemporary poems usually has weird form that make it differ from the traditional poems. Sometimes, the form is prosaic, the combination between poetry and prose, and sometimes it likes long dialogs. Therefore, the method by using the binary opposition and link it with writer’s background is one of the effective way to appreciate American contemporary’s poems.

Keywords: American contemporary poems, binary opposition, writer’s background

Introduction

Appreciating contemporary poems is not simple way to do. The complexity in the diction, form, and writer’s intension will contribute the difficulties to interpret the deep meaning that is hidden inside of the poem. Such as the diction, it really needs cross culture understanding to comprehend some of the dictions in the contemporary poems because some of the words used are quite unfamiliar especially for the “eastern person”, like Indonesia. While the form in contemporary poem usually do not follow the traditional form of the poem, there is no rules in the contemporary poem. It means that the writers are free to make the poem according their way of expression. In Contemporary poems, there do not follow the rules of rhyme, style, symbolic, and meter like in traditional poems, but the most interesting notion in contemporary poems are “interesting”. Therefore, the poems are not always beautiful, but “interesting”.

The concept of “interesting” in contemporary poems refer to the theme, diction, ambiguity, and the form of the poems. There is no appropriate and fixed form in contemporary poems. Symbolic, poetic words, and style are not important elements in contemporary poems. The strenght of these poems that make them “interesting” are the form and the meaning inside of these poems. Sometimes, the form is prosaic, it is the combination
form of poem and prose, such as in Jeffrey Skinner’s poems. This type of poem is long like narrative poem and sometimes without the title. Contemporary poems are tried not to tie with the several forms of traditional poems, because contemporary poems are the reflection of the contemporary art, such as free in its style, not beautiful but interesting, no rules, and free in its form. Although the contemporary poems are free in the way of expression and style, but most of the writers/poets are influenced by the previous poets in their creative process. W.H Audens, John Donne, T.S. Elliot gives much influence to contemporary poets. For example, Adrienne Rich’s works are much influenced by Tennyson, Keats, Arnold, Blake, and Rossetti because such poets are Rich’s favorite poets.

Due to their weird forms and dictions, the contemporary poems are hard to interpret and appreciate. Thus, one of the simplest way to overcome such problem is using binary opposition in the poem to search the deep meaning of the poem. Usually this concept is used by the deconstructionist as a method to analyze the text. Searle in Madison (1993) tells that primarily, a deconstructionist should identify the binary oppositions that have been established as a construct in Western intellectual history. Binary opposition takes an important role to appreciate the poem because by searching the opposition of words inside the poems, the elements and meaning will be uncovered. Shafieyan (2011) defines Binary Opposition, as the third kind, contains two absolute oppositions; that is to say, the existence of one means the non-existence of the other.

The next, Searle in Madison (1993) defines binary oppositions as pairs of opposites (e.g. light/darkness) in which the left-hand term is considered superior to the right-hand term. After identifying the binary opposition, the deconstructionist reverses the hierarchy inherent in the binary opposition by proving that the right-hand term is superior and prior to the left-hand term. According to the definition above, the binary opposition can be happened on its symbol, metaphor, entity, two different beings, and two different matters.

Furthermore, by listing the opposite words it will make the understanding much easier, because the people can compare such as positive and the negative, the male and female, and categorized them based on its binary. In relation with the binary opposition, Fromkin (2003) states that people understand a word only because they can understand the opposite of that word. It means that it is too hard too know the meaning of the poem directly. Or, sometimes it is too difficult to interpret and comprehend the symbolic words in the poem directly. Therefore, it uses binary opposition to make it simple to appreciate and understand the poem. In addition, Berthens (2001) states that a very basic mental operation consists in the creation of opposites: some things are edible, others are not, some creatures are dangerous, others are not. For the structuralist, the binary opposition is universal and it is sourced from the primitive thinking in the human’s mind (Levi – Strauss in Berthens, 2001).

Rich’s as one of an outstanding American Contemporary poet also uses binary opposition in her poems. Such binary opposition in Rich’s poems uses to strengthen the characters in her poem. In addition, many of the words that are used as binary opposition in her poems are a kind of contrasted words between man and woman characteristics. It is not surprised on account of her poems telling about the feminism. Adrienne Rich is the feminist
writer, thus her works such as her poems use the feminism themes, like motherhood, woman’s oppression, and sexuality. Rich’s poems like *Of Woman Born’s* (1976) tells about the feminism movement and her notion in line with her experiences as the mother and the woman’s experiences in motherhood. Most of her poem illustrates the woman who struggle to be independece and describes woman as the strong figure.

**Discussion**

To understand and appreciate the poem is not the simple things, mostly the contemporary poems that have the different characteristics. To interpret it, absolutely it needs not only to comprehend the poems but also it is very important to search the history of writer’s background and the social condition and situation at that time. Such as Ginsberg poems have close relation with his life and belief as the jewish and also much influenced by the trancendalism movement, especially Walt Whitman. Thus, American contemporary poems are not interested materials in literature class, because such the reasons above. Moreover, for the learners from non English Speaking Countries, this poems are hard to understand. Therefore, before these poems are given as the material in the classroom, it is better to give the general understanding about American culture and art including the historical background of the writer.

The understanding of American culture and art and the historical background of the writer will enable the learners to have the better poem’s appreciation. They will be able to get the deep meaning by learning such elements above. This is also happened while trying to appreciate Rich’s poems. Adrienne Rich is one of the outstanding American contemporary poet. All of her poems show her real accomplishment and thought. Her poems are described and shown her journey of life and her evolution in her life since she began the creative process in 1955 while she was giving birth her first baby, David Conrad. Her life process is much affected to her poems, like before and after the death of her husband Alfred Conrad. Before the death of her husband, her poems are not too much telling about feminism, but after the death of her husband in 1970, she has changed her poems’ themes into feminism. Because in 1971, she kept in touch with the Women’s Liberation Movement. She indentifies herself as a part of this movement. Consequently, her ideology of her poems will be changed. This changing is symbolized by her work, *The Will to Change*. Clearly, from the title of her poem, it is reflected her life orientation changing.

**The Binary Opposition Leading to the finding of meaning in Aunt Jennifer’s Tigers**

Aunt Jennifer’s Tigers

Aunt Jennifer’s tigers prance across a screen,
Bright topaz denizens of a world of green,
They do not fear the men beneath the tree,
They pace in the sleek chivalric certainty.

Aunt Jennifer’s tigers fingers fluttering through her wool
Find even the ivory needle hard to pull
The massive weight of uncle wedding band
Sit heavily upon Aunt Jennifer’s hand

When Aunt is dead, her terrified hand will lie
Still ringed with ordeals she was mastered by
The tigers in the panel that she made
Will go on prancing, proud and unafraid

*Aunt Jennifer’s Tigers* is one of earlier Rich’s poems that telling about the woman’s life. The form of this poem is couplet, it will be different with other Rich’s poems that have the free form. It means that this poem follows the traditional form like sonnet in Shakespeare era. It is weird, because mostly the contemporary poems form is free form. This poem also uses Iambic pentameter as its consequences of the couplet. Because the form is couplet, thus *Aunt Jennifer’s Tigers* is easily to analyze using binary opposition to search the deep meaning of the poem. The way that can be used firstly, it must be identified the opposition or contrast. Then, listing the contrasting things inside the poem. As it has been discussed before, the binary opposition can use as the way to understand and appreciate the contemporary poems. The binary opposition is also to show the level of relationship between the left and the right hand of binary opposition, it means that the binary opposition will show the superiority and inferiority of power.

After identifying the poem, it can be found several of binary opposition inside of this poem. Here the list of binary opposition inside of the poem, *Aunt Jennifer’s Tigers*

- Aunt/Uncle
- Not fear/ terrified
- Tigers/aunt fingers
- Tigers/men
- Mortal/immortal
- Death/created
- Creator/created
- Dominator/dominated

From the list of binary opposition above it shows the opposition between the left and the right hand, the next it can be searched the deep meaning inside of the poem, like the opposition between aunt and uncle. The word aunt is put in the left side to show the superiority of the character, Aunt to uncle. Aunt is represented as “the woman” thus it will describe the spirit of feminism inside of this poem. The left side of binary opposition such as not fear, tigers, mortal, creator, and dominator are used to show the strength of the main character, Aunt Jennifer as the woman who struggle for her life and try to survive around the man domination. Aunt Jennifer is analogized as the tiger, the wild animal that can survive in the jungle and combine it with the word not fear.
In the right hand, the aunt is opposite with uncle. It means that the woman character is in binary opposition with the man/uncle. It indicates the dichotomy that will be created by the poet between male and female and surely the poet focuses to the woman as the heroine in this poem. Then in the right hand, it is also mentioned the word “terrified”. This word is to describe the condition and the condition of man who is afraid of the tiger (woman strength). The uncle is seen as the inferior creature who is just giving the burden to the aunt Jennifer’s life. Thus, in her death, Aunt Jennifer still holds her burden of life in her hand, the diction “ordeal” show the heavy burden, it means she has experienced bad things in her life which is caused by the man/uncle. While the binary opposition tiger/aunt fingers is used to show the woman’s side of aunt Jennifer. It indicates that, although in one time she has strong characteristics to face her hard and heavy life, but in another side she is still a woman who has many weaknesses. The word aunt fingers can be contrasted with tiger. The word fingers for aunt shows her side as woman, her softness too. On the other hand, the tiger shows her strength to struggle, to reach her life’s aim.

Describing Life Condition through the Contrasting Words in Darklight

This is another Rich’s poem, that is written in the end of 1980’s era. Like other Rich’s poems that are written after 1970’s, Darklight does not follow the certain rule of poetic forms like in Aunt Jennifer’s Tigers. In this poem, it can not find the meter, well arranged rhyme, and couplet, because this poem follows the free form like most of American contemporary poems. Although Rich does not use the traditional poetic elements, but she uses another poetic device, such as binary opposition. In this poem below, the binary opposition uses as the strength to deliver the idea and the aim of this poem. Two contrasting words are used to give the strong effects to lead the reader searching the inside meaning of this poem. Here the full version of Rich’s poem, Darklight

Darklight

When heat leaves the walls at last
And the breeze comes
Or seems to come, off water
Or off the half – finished moon
Her silver roughened by a darkblue rag
This is the ancient hour
Between light and dark, work and rest
Earthly tracks and star – trails
The last willed act of the day
And the night first dream

If you could have this hour
For the last hour of your life

1988 – 1990
Since the beginning, this poem has shown its binary opposition, it shows through the title of this poem *Darklight*. This title clearly is a kind of binary opposition. The elements of binary opposition are dominant in this poem, one word will be contrasted with another in order to compare the condition of life, like the comparison between dark and light. Here all of the list of binary opposition that can be found inside of this poem,

- Light/dark
- Leaves/ comes
- Heat/breeze
- Silver/darkblue rag
- Work/rest
- Earthly track/star trail
- Day/night

According to the poem above, at least there are seven pairs of binary opposition. The usage of the binary opposition in *Darklight* has several aims. First, it is to describe the transformation of the situation and condition of life. The using of the word “heat” symbolizes the oppression, hard life, miserable condition, tortured situation, and burdened life. On contrary, this word opposites with “breeze”. This word connotates as the comfortable situation, calm condition, something fresh, easy life, and happy situation. The two contrast words”heat” and “breeze” are followed by two opposite verbs, leave and come. Thus, the transformation of the situation from the hard condition to the comfortable and easy situation is described from the beginning of the poem. Clearly, This poem wants to tell about the moving of situation from bad into good, from dark into light, from hard into easy. The using of the binary opposition really will help to catch the message that will be delivered by the writer through her opposing words.

Furthermore, “silver” and “darkblue rag” are in the different position too. “silver” here to describe the color of moonlight, it is soft and beautiful. Then, this word is contrasted with “darkblue rag” which is indicated with rough things, something bad, and ugly, “darkblue rag” is to describe the sky, the color of the sky. The line “her silver roughened by a darkblue rag” represents the beauty that is contaminated with the ugliness. Or, it can be said that in the past, the happiness is covered by the sadness. But, it is not happened in this time anymore, because it has been left and the “breeze” has come. The next line, “this is the ancient hour” indicates that the sadness, something bad, hard life, and the bad situation are happened in the past time, it is represented by the word “ancient”.

While the other binary opposition such as light/dark, work/rest, earthly tracks/star-trails, day/night are supported to illustrate the transformation of time, situation, and condition that is described in this poem. The binary opposition light, work, day, and star – trails are in the right hand. It indicates that such positive elements are emerged to replace the negative elements, like dark, rest, night, and earthly tracks. Such binary opposition above also illustrates the best chance, the best time in life. The word “work”, and “day” describes the
time when the person has activity, the time when the people involve with many people to do something useful and meaningful. Because at night the people will take a “rest”, it means that there is no activity, or at least the mobility of the people will be slower than in the day. In addition, the contrast situation between earthly tracks and star-tails is also to show the different situation between to things. It uses to strengthen the time transformation and the changing of the situation, condition, and time.

Conclusion

From the two of Rich’s poem above, it can be concluded that the use of binary opposition takes an important role in analyzing the contemporary poems. Due to contemporary poems have free form, it is hard for the readers to appreciate using all of poetic’s devices such as meter, rhyme, couplet, and etc. Not all of contemporary poems have such devices, they use their own form which are made them differ from the traditional poems. Therefore, the binary opposition can be used as one of the way to understand and appreciate contemporary poems. Because by contrasting two different words in the poems, it will lead to the deep meaning and the content of the poems. Like Understanding Rich’s background of life is also important to get the deeper illustration such as in Aunt Jennifer’s Tigers. This poem is much influenced by Rich’s involvement in feminism, thus this poem telling about feminism or woman’s struggle. While in the second poem, The Darklight, the form of this poem differs from the frist one. It does not follow the traditional rules of traditional poems. It has free form, because it is created in 1988 – 1990. This poem uses many binary opposition to illustrate the content inside the poem.

References


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ONE STAY THREE STRAY:
A STRATEGY TO IMPROVE STUDENTS’ WRITING SKILL

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Abstract

This is a classroom action research within the context of cooperative learning, which is conducted to investigate how exposition texts are developed through one stay three stray strategy, and how one stay three stray strategy can change students’ positive attitude in writing exposition texts. The study was done towards a class of Genre-based Writing in English Department of Semarang State University. The main goal of this study is to help students improve the way how to communicate their ideas through texts they develop. The problems which the writer deals with to uncover the above phenomena are: (1) How can one stay three stray strategy help students in solving problems dealing with writing and developing their ideas in writing exposition texts? And (2) how does one stay three stray strategy change students’ positive attitude to achieve the goals of the Genre-based Writing Subject, especially in achieving the goal of writing exposition texts? Based on the result of the research, it is found that there is a positive impact on the use of one stay three stray strategy on the teaching and learning process of exposition texts. This can be seen on the result of the evaluation of the process and of the composition produced by students during the research. The students’ writings from the four cycles improve significantly.

Key words: one stay three stray, cooperative learning, exposition text, genre-based writing

INTRODUCTION

In the field of education, it seems that teachers sometimes have to overcome some obstacles dealing with teaching writing. The obstacles vary from circumstance to circumstance. Moreover, students also seem to be troubled when they cannot create communication via writing. In line with the statements, in my writing class most of my students complain that it is very difficult to get, explore, and organize ideas on what they are supposed to write in a text. They say they know the topic or the subject matter of what they are going to write, but they often get stuck and stop writing because of lack ideas. Then, their question arises “How can we always have something to write down?” So far the suggestions that have been often offered are they should do one of these strategies before writing the final product: brainstorming, making tree diagram or topic outline, and free writing. However, the question remains “But how can we make a draft if we do not know how to develop ideas?”

From those standpoints, I realized that my students need more guideline in writing which connects their ideas with the words or sentences that they want to write on their worksheet. It seems like a trivial and a very common problem in the teaching - learning
world, but to my mind, it is imperative to figure out something to solve it. It is so because the truth when the students cannot do their writing well is they will think skeptically that they are not good in writing. This negative frame of mind leads them to a reluctant attitude to engage in writing activities with enthusiasm.

Thinking of this ‘challenge’ and reflecting to the process of teaching and learning writing in my Genre-Based Writing class, I have stated to seek for an alternative technique to improve my students’ writing, that is, how to develop ideas so that the texts the students produce will run smoothly. Therefore, cooperative learning technique One Stay Three Stray (adapted from One Stray, Three Stay in Kagan (1992)) has been tried to be applied in teaching writing to English as a Foreign Language (EFL) learners.

PURPOSE OF WRITING

Writing is a useful, essential, integral, and enjoyable part of the foreign language lesson, which in this case is English. Those characteristics are reflected in the purpose of learning writing. Scott and Ytreberg (1990: 94) observe that the purposes of writing are:

1. To add another physical dimension to the learning process. Hands will work together with eyes and ears.

2. To let the students express their personalities. Even guided activities can include choices for the students.

3. To help pupils consolidate learning in the other skill areas. Balanced activities train the language and help aid memory. Practice in speaking freely helps when doing free writing activities. Reading helps pupils to see the ‘rules’ of writing, and helps build up their language choices.

4. Particularly allow for conscious development of language as pupils progress in the language.

Writing enhances individual and community relationships. Moreover, writing enables us to reach our goals efficiently, whether we want to indicate our wish, inform, entertain, persuade, or even amuse other people. In other words, we can express our feeling, indicate our wish, inform, persuade, and entertain other people through our paper.

Therefore, writing can be said as a valuable learning process because of the purpose itself.

WHAT IS COOPERATIVE LEARNING?

According to the Johnson & Johnson model in Felder and Brent at www.ncsu.edu/felderpublic/Papers/CLChapter.pdf, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

1. **Positive interdependence.** Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
2. **Individual accountability.** All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3. **Face-to face promotive interaction.** Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

4. **Appropriate use of collaborative skills.** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. **Group processing.** Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Cooperative learning is not simply a synonym for students working in groups. All earning exercise only qualifies as cooperative learning to the extent that the five listed elements are present.

**ONE STAY THREE STRAY TECHNIQUE**

According to Jacobs et.al (1997:65-66) teaching using the cooperative learning technique One Stay, Two Stray has two objectives for teachers. They are as follows:

(1) To introduce a procedure for teaching collaborative skills.

(2) To provide course members with an opportunity to select a collaborative skill which seems important for their students and to consider how to teach that skill.

In this study I tried to modify the technique becoming One Stay Three Stray in teaching writing to my students without ignoring the suggested procedure. This technique can be changed from the original One Stay, Three Stay as proposed by Kagan (1992). Such changes, to fit circumstances and styles of teaching and learning are to be encouraged.

In this One Stay Three Stray strategy, I asked the course members form groups of four. Each group discussed about the topic of writing that they had to write in a class which means that each member of the group shared their ideas with their friends at group about the given topic. To give course members an opportunity to find out what the other groups have done and discussed, the cooperative learning technique One Stay Three Stray is used. In each group one member Stays, while the other three Stray i.e. they leave their group individually, not as a pair, to find out what other groups have. The Stayers explain their group’s plan or the result of their group discussion to the Stayers who sat down next to them. The Stayers ask questions and make suggestions. Then, the Stayers return to their original groups and tell about what the observed. A new Stayer is chosen, and the process is repeated. Everyone gets a chance to be the Stayer.
RESEARCH METHODS

I conducted an action research to carry out this study. According to Burns (2010:1) “Action research can be a very valuable way to extend our teaching skill and gain more understanding of ourselves as teachers, our classrooms, and our students.”

“The major focus of action research is on concrete and practical issue of immediate concern to particular social groups or communities” (Burns 1999:24). She (2010:2) also adds that “the central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring out changes and, even better, improvement in practice.”

According to Kemmis and McTaggart (1988) as cited by Burns in Doing Action Research in English Language Teaching (2010: 7-10), “action research typically involves four board phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycle which recurs until the action researcher has achieved a satisfactory outcome and feels it is time to stop. Those four phases are: planning, action, observation, reflection.”

(1) Planning
In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.

(2) Action
The plan is carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new alternative ways of doing things.

(3) Observation
This phase involves you observing systematically the effects of the action and documenting the context, actions, and opinions of those involved. It is data collection where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening

(4) Reflection
At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.

(Adapted from Kemis and McTaggart, 1988, cited in Burns 2010: 8)
This model of action research has often been illustrated through the diagram as follows:

![Cyclical Action Research Model Based on Kemmis and McTaggart (1988)](image)

**Figure 1 Cyclical Action Research Model Based on Kemmis and McTaggart (1988)**

Therefore, in order to conduct the research, I carried out the process of teaching writing of exposition text using One Stay Three Stray strategy through two cycles of research. During the observation, I delivered the material about exposition text to the students using One Stay Three Stray strategy, observed the process of teaching and learning, monitored the activities and the works of the students, and also observed the students’ attitude during the activities in accordance with writing exposition text and the application of One Stay Three Stray strategy.

One class of Genre-Based Writing was taken as the sample of this study. The class consisted of 26 students of the fourth semester of English Department. In the class they were asked to write an exposition text with the topic “Press Freedom” by using One Stay Three Stray strategy.

1. **Cycle 1**

   (1) **Planning**

   It was the first essential stage of the research that was needed to be done in order to make the research well prepared and to get the best result. I prepared lesson plans needed for the research. I also prepared the medium of the research, One Stay Three Stray strategy that would be used in teaching writing of exposition text. Furthermore, I prepared the other instruments to measure the students’ mastery of exposition text.
(2) Acting

Firstly, I divided the class into groups of four randomly. Then, I introduced One Stay Three Stray strategy to the students. It was about the description of One Stay Three Stray strategy, its functions and objectives, and steps in using it. Furthermore, I provided a topic of an exposition text to discuss using One Stay Three Stray strategy. Then, I encouraged the students to explore their ideas related to the topic “Press Freedom” with their friends by using One Stay Three Stray strategy. Also I led the students to compile their ideas they got from discussion using One Stay Three Stray strategy for an essay of exposition text. Finishing the modeling activity, finally I asked each student to compile his/ her own exposition text based on the ideas he/ she had discussed with his/ her group.

(3) Observing

In this phase, I recorded the activity in the class using a video recorder. I observed the students’ reaction during the activities and recorded it on the observation note. The observation result and the recording of the activity helped me to complete the data that I needed from the action.

(4) Reflecting

In this section, I reflected on the effect of the action I had done in order to understand what had happened and to analyze some problems that had not been solved yet. In short, the purpose of reflecting was to revise the plan for the next cycle.

2. Cycle 2

(1) Planning

After I analyzed the result of cycle 1, I proceeded with the cycle 2. Started with designing its lesson plan, I continued with preparing One Stay Three Stray strategy. Then, I made the instruments for cycle 2 ready.

(2) Acting

In this phase, I started with explaining more about exposition texts. Then I proceeded with giving the students some exercises. First, I provided the topic of exposition text, and then I asked the students to create the thesis, arguments, and conclusion for each topic using One Stay Three Stray strategy. Finally, I asked the students to arrange it into their best exposition text.

(3) Observing

The observation of cycle 2 was similar to the one in cycle 1. Recording and observing were applied as well. In this phase, I intended to analyze the result of some actions in cycle 2 such as explaining more about exposition texts, giving some exercises to the students, and asking the students to arrange their best exposition text based on the given topic.

(4) Reflecting

In this phase, I described the effects of cycle 1 and cycle 2 in order to make sense of what happened and to understand the issue I have explored more clearly.
Procedure of Collecting the Data

In conducting the observation, I held some writing tests to get some overviews of the progress of the students’ mastery in writing exposition texts. The tests included pretest, cycle 1 test, cycle 2 test, and posttest.

First, I conducted a pretest to know students’ mastery in writing an exposition text before the treatment was given.

In cycle 1, I divided the class into several groups of students. One group consisted of four students. Then I gained the students’ interest in exposition texts using One Stay Three Stray strategy. I made a start by introducing One Stay Three Stray strategy. In conducting the observation, I held some writing tests to get some overviews of the progress of the students’ mastery in writing an exposition text. The tests included pretest, cycle 1 test, cycle 2 test, and posttest.

First, I conducted a pretest to know students’ mastery in writing exposition texts before the treatment was given.

In cycle 1, I divided the class into several groups of students. Then I gained the students’ interest in writing exposition texts using One Stay Three Stray strategy. I made a start by introducing One Stay Three Stray strategy, which was continued by explaining how it works, and in what other projects it can be applied as well. At the end of this stage, I held a test in which the students were asked to write an exposition text based on the topic given.

In cycle 2, group work by using One Stay Three Stray strategy was still used. Then I continued my explanation on some parts of the lesson which needed further explanation. I explained more about the main concept of each element of the generic structure of exposition text (analytical and hortatory expositions). I also discussed about coherence and cohesion of a text. Cycle 2 test was given at the end of the explanation in order to check students’ progress. The topic of the test was given by me.

In the last meeting, posttest was given. Posttest was used to measure the students’ ability in writing exposition text after the implementation of One Stay Three Stray strategy in cycle 1 and cycle 2.

During the activities, I observed and recorded the activities in order to capture any additional information about gestures, facial expressions, body movements, and the general look and atmosphere of the classroom. After all the stages, I distributed the questionnaire to collect the students’ responses related to teaching learning process using One Stay Three Stray strategy.

Procedure of Data Analysis

In order to analyze the data, I took some steps, they are:

1. collecting the result of pretest,
2. collecting the results of formative test from cycle 1 and 2,
3. collecting the result of posttest,
4. collecting the result of the questionnaires, and
(5) comparing and analyzing the results of the tests, questionnaires, and the observations during the classes, in order to make a conclusion of the research.

I analyzed the observation notes and the recording of the teaching learning process in order to describe the progress of the students’ attitude towards writing especially writing exposition texts.

RESEARCH FINDINGS

After investigating the students’ exposition texts and the development of their positive attitude in writing exposition texts, it was found:

(1) The students used to face problems in writing, in this study problems in writing exposition texts, such as generating their ideas and organizing a text. This condition leads them to a skeptical thinking that their writing skill is poor. Nevertheless, after they get a treatment using One Stay Three Stray, they show an improvement in their writing skill and in their attitude towards writing especially in writing exposition texts. The improvement of the students’ writing skill can be seen in the score of students’ writing test that is increasing from the pretest, cycle 1 test, cycle 2 test to posttest.

(2) Improvement also happened in the students’ attitude towards writing of an exposition text. Starting from cycle 1 to cycle 2, I observed that their attitude gradually developed into a positive direction. In the beginning of the research, the students had some difficulties in writing an exposition text. For instance, they had problems in starting writing, getting ideas, connecting the ideas, and arranging their ideas into good exposition texts. After One Stay Three Stray strategy used in process of writing, the students said that this strategy made their writing process easier, especially writing exposition texts. Moreover, they told me that after they used One Stay Three Stray strategy they found out that their writings were better than before.

Based on the observation notes and video recordings, I can conclude that the application of One Stay Three Stray strategy gives a significant contribution to the development of the students’ positive attitude in writing exposition texts.

The activity of introducing One Stay Three Stray strategy to the students made them gradually paid attention to the new medium that was being introduced. They listened carefully to my explanation about the use of One Stay Three Strategy and steps of using this medium in order to ease them get, explore, and organize ideas in writing a text. The video recording also captured a student who had already told her friend about her ideas before she spoke up, which meant that she already had the idea of One Stay Three Stray before I finished my explanation. The video also showed that the students discussed the given topics enthusiastically. The students who mastered the material very well helped their group members to solve the problem. They also led their group discussion very well.

Therefore it can be concluded that One Stay Three Stray strategy can be applied as a medium to assist students in developing their ability in writing exposition text. In addition, it can develop the students’ positive attitude in writing exposition texts as well.
CONCLUSIONS
The conclusions that can be drawn from this study are:

(1) One Stay Three Stray strategy contributes to the development of students’ ability in writing exposition texts. The analysis of pretest, cycle one, cycle two, and posttest results show that there is a significant improvement in students’ ability in writing exposition texts after being treated by using One Stay Three Stray strategy. In other words, One Stay Three Stray strategy develops the students’ ability in writing exposition texts.

(2) One Stay Three Stray strategy contributes to the development of students’ positive attitude in writing exposition texts. The students become more attracted and enthusiastic to write their exposition texts. They positively respond to the lesson and enjoy it very well. The results of non-test instruments prove that the application of One Stay Three Stray strategy can assist the students in writing exposition texts and thus develops their attitude towards writing of exposition texts.

REFERENCES


THE STRATEGY OF SQ3R TO ENHANCE STUDENTS’ READING SKILL

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Abstract

Reading is a hobby. By reading, we can increase our knowledge. Unfortunately, many students dislike reading especially English version. They think that reading English version is difficult because there are a lot of difficult vocabularies. To enhance reading skill among students, the researcher applied SQ3R strategy in her Elementary Reading Comprehension class. The aims were: (1). To give an explanation how the SQ3R application could improve students’ reading skill, (2) to know how far SQ3R application could change students’ behavior in reading. The subject was the students of English Department semester 2. The sample was one class with the total number were 23 students (8 men and 15 women). The collecting data were written through the result of analysis and summary of students which done three (3) times. In Cycle 1: only 5 students (23%) who could understand, analyze, and write a summary by applying SQ3R. 18 students (67%) could not understand how to apply SQ3R. In cycle 2, 15 people could understand, analyze, and write a summary by applying KWL chart. 35% (8 students) could not understand how to KWL chart. In cycle 3, 20 students (90%) could apply SQ3R and KWL chart by understanding, analyzing, and writing a summary. 3 students (10%) could not apply SQ3R and KWL chart. The observation result, the interview, and the questionnaire presented the motivation of students in analyzing and writing a summary of English version was high. It could be said there was a change in writing a summary by applying SQ3R among students.

Keywords: SQ3R, Reading Comprehension

Introduction

Human and reading are two components that cannot be separated from our life. Reading plays an important role in our life that can give many benefits such as giving information, transferring knowledge, sharing ideas and others. By reading, we can develop our knowledge, reducing the boredom, and make our life be colorful.

Reading is a compulsory subject in our department and the purpose of reading course is students can understand and analyze many texts from many sources. In teaching reading, students are introduced some techniques and strategies. One of the strategies is SQ3R (Survey, Question, Read, Recite, and Review) which play an important role in understanding texts. Robinson, 1983 citied by Taschow, 1985: 167 as quoted from (http://quazen.com/kids-and-teens/school-time/sq3r-technique-to-improve-reading-comprehension/) says survey is a fast reading from the whole book or one chapter where readers can read the title and subtitle and to inspect the introduction, summary, question, graphs, pictures, and diagrams. It is a way to organize parts of the material by previewing it. Question is taking notes for some questions that appear while we are reading the text. Read is reading deeply and understand what we are reading or what we have read. Recite is retelling what we have
read, and review is writing a summary about the text. Therefore, SQ3R is useful for students to comprehend reading a text.

Problem Statements

1. How SQ3R in Elementary Reading Comprehension subject can improve students’ reading ability?
2. How SQ3R in Elementary Reading Comprehension subject can change students’ reading behavior?

Theoretical Review

1. Definition of Reading

Concerning to Assistant Masters Association (1973: 118) reading is a sharing experience. The writer shares his experiences privately when we read silently. On the other hand, the writer and audiences share the experiences when we read loudly. Nunan (2003: 68) says reading is an eloquent process for readers in combining some information from the text itself and our background knowledge to develop meaning. When we read kinds of texts, we not only understand words, but also strategies and skills in the texts. Nunan adds reading is a cognitive process to understand symbols in deciding meanings. Pang (2003: 6) states that reading is an understanding process that involves perceptions, ideas, and thoughts to relate the words introduction and comprehending. The introduction word is a process how the written symbols can be communicated by the spoken language. Meanwhile comprehending is a process in creating words and sentences that has a meaning and relates to the text. From those definitions above, we can say that reading is a totally complex process that involves symbols to create a written meaning.

2. Definition of Survey, Question, Read, Recite, and Review (SQ3R) is a reading strategy

Sholes (http://www.ehow.com/how_5071176_improve-reading-comprehension-using-sqr.html) explains that SQ3R method helps us to understand what we read for a long time. SQ3R is an effective way to improve students’ understanding in reading. She says that:

a) Survey

Survey is a previewing from the whole books or one chapter. It will help us to know the contents of the book or chapter by reading the title. By reading the introduction or summary, we can find the important points in that book or chapter and the writer’s thoughts. By seeing the graphics, maps, diagrams, italic/underline words, we can get the writer’s ideas.
b) Question
Question helps us to keep concentration in what we are reading. We should pay attention to the bold and italicized headings and subheadings to get answers. We should take some questions while we are reading the text. When we read carefully, we will get a good understanding and we can answer our questions.

c) Read
Reading slowly and carefully and keeping our concentration will help us to understand what we are reading. We don’t think how many hours to read the text because we want to get the ideas and important points from the text itself. We should not skip difficult words. We should note the writer’s idea and write a summary.

d) Recite
Retelling in our own words is an important idea to remember and understand the text. If there are some difficult parts and we don’t understand them, we should not move to another part. We should read it carefully and try to understand it and finally we can retell it well.

e) Review
Review one chapter as soon as we complete reading. Mary Paliescheskey (http://www.helium.com/items/358116-sq3r-reading-method-explained) says we should identify the main points by looking for the most important idea in each section. We should recite or write a brief summary of the assignment. If we haven’t the answers yet, we should refresh our thoughts then we continue the reading. In writing the review, sometime we need a chart to ease our comprehending. It is as one part in SQ3R strategy.

3. The Application of SQ3R in Reading Class
Elementary Reading Comprehension is a compulsory subject for English Department’s students. The purpose of this subject is giving reading skill to students in understand what they read, finding the main idea and supporting ideas from the text. Survey, Question, Read, Recite, Review (SQ3R) is one of reading method to improve students’ reading ability and to develop students’ skill in remember what they are reading or what they have read. We can say that SQ3R is important strategy in reading class.

Benefit of Research
1. Students
The researcher hopes students can improve their skill in reading, understanding, and analyzing text by applied SQ3R.

2. Teacher
a. The researcher hopes teacher can develop the effective, efficient, and fun learning model that involves students actively in the learning process.
b. The researcher hopes by applied *SQ3R*, teacher can apply good learning process as a teaching feedback so students can understand and analyze text well.

3. Researcher
   The researcher hopes she gets knowledge and experience in learning SQ3R strategy.

4. Institution
   The result can be used to develop the learning in English Department, Faculty of Languages and Arts, Semarang State University.

Research Design

1. Research Subject

The subject is second semester of English Education students with the total number is 23 students (8 men and 15 women) in Elementary Reading Comprehension course. The researcher chooses English Education students because most students feel lazy and bored when they are asked to read English Newspaper (*The Jakarta Post*). They get difficulties in understanding the text because of many difficult words and difficult terms. If they read English newspaper, they read it but they don’t understand the content. As we know that reading is important for students to enrich vocabularies and knowledge. These reasons support the researcher to do a research by applying SQ3R. The location is English Department, Faculty of languages and Arts, Semarang State University and the research needs 6 months.

2. Method of Research

This is an action research which is based on the researcher motivation to increase Elementary Reading Comprehension teaching in English Department, Faculty of languages and Arts, Semarang State University and to improve students’ reading and understanding skill. This is a collaborative research which is done by the researcher and the observer.

There are three cycles with four steps: planning, action, observation, and evaluation/reflection.

Pic 1. Action Research Cycle (Sudjana, 2003)

| Planning | → | Action | → | Observation | → | Evaluation/Reflection | → |
| Planning (revision) | → | Action | → | Observation | → | Evaluation/Reflection |

(the steps are done continuously to gain the satisfy result)
4. **Collecting Data**
   The method in collecting data in this research is:
   a. Observation sheets are used to observe and take some notes during the process and action in the classroom.
   b. Field notes include the researcher and teacher notes relating to the information points during the process.
   c. Interview is an interview activity that is addressed to the students and discuss about the research itself.
   d. Questionnaire is some questions relating to the students’ comprehending about the subject and the application of SQ3R in reading class.

5. **Technique in Analyzing Data**
   The data is analyzed by using descriptive with some criteria:
   Range 1 – 4 is used to decide students’ reading skill in SQ3R application:
   a. Students’ comprehending skill about *SQ3R*.
   b. Students’ comprehending skill about *KWL chart*.
   c. Students’ skill in writing a summary by applied *SQ3R*.
   d. Students’ skill in writing a summary by applied *KWL chart*.
   If the observer gives (√) at:
     - No 1 means students’ aspects are totally incomplete.
     - No 2 means students’ aspects are complete enough.
     - No 3 means students’ aspects are complete.
     - No 4 means students’ aspects are very complete.
   Data are collected through observation, interview, and questionnaire then the data are presented descriptively in words and sentences. The conclusion is completed by observation, interview, and notes.

**Results and Analysis**

**V. 1. The Application of SQ3R to improve students’ reading skill**

In cycle 1, researcher and observer prepare some instruments such as the observation sheet, lesson plan, and learning steps by applying SQ3R strategy, and the material (reading text). Next, the researcher explains how to apply SQ3R in the first reading text. After explaining the SQ3R, the researcher gives the first test to the students and the result of the first test is to know how far students can identify the main and supporting ideas, how far students can understand, analyze, and write a summary by using *SQ3R*.

The results are:
   a. Students do not get the main and supporting ideas. They get difficulties in finding the ideas from the reading text by applying SQ3R. The text is taken from The Jakarta Post Newspaper.
   b. Students get difficulties in understanding, analyzing, and writing a summary by applying *SQ3R*.
Based on the results above, the researcher needs a revision in cycle 2.

In cycle 2, the researcher and observer prepare instruments such as the observation sheet, lesson plan, learning steps by applying KWL chart, and the text. Next, the researcher explains the material by applying KWL chart. The description of KWL chart is what we Know, What we want to know, and what we Learnt. The result of test II is done to know how far students can understand and analyze the text by applying KWL chart.

The results of this cycle are:

a. Most students can understand and analyze a text by using KWL chart. The text is taken from the Jakarta Post Newspaper.

b. Some students cannot understand and analyze a text by using KWL chart.

The minus of cycle 2 will be revised in cycle 3.

In cycle 3, the researcher and observer prepare instruments such as the observation sheet, lesson plan, learning steps by applying KWL chart and SQ3R. The researcher explains and asks students to understand, analyze, and write a summary by applying KWL chart and SQ3R. The text is longer than before which is taken from the Jakarta Post. Test III is used to know how far students can understand, analyze, and write a summary by applying KWL chart and SQ3R.

The results of this cycle are:

a. All students can get the main and supporting ideas from the text ((The Jakarta Post Newspaper).

b. All students can understand, analyze, and write a summary by applying KWL chart.

c. All students can understand, analyze, and write a summary by applying SQ3R.

As the first step during the research, the observer does some activities, such as observing the class situation and taking some notes. The aim of this activity is to observe and take some notes all the process and activities in the classroom. The second step is field notes which writes all activities during the learning process. The third step is interview which is done among students. Through the interview, the researcher wants to know how far students understand about the research topic. The next step is questionnaire which aimed to know how far students understand about the research topic. If students get difficulties relating to the topic, the researcher should give the solutions.

As a descriptive research, data are taken from observation, interview, and questionnaire which are presented in words and sentences. Below is the improvement of students ability in understanding, analysing, and writing a summary of an english text from cycle 1 to cycle 3.

Cycle 1 was done on May 25, 2011. The results were only 5 students (23%) who understood, analyzed, wrote a summary of text entitle Buddhists Hope Religion Enlightens People by applying SQ3R. They also got the main and supporting ideas. On the other hand, 18 students (67%) did not understand, analyze, and write a summary by applying SQ3. They did not find the main and supporting ideas from the text.
Cycle 2 was done on June 15, 2011. Students were asked to read text which the title was *Students Stay on the Streets to Watch over the Nation*. The results were more than half students (15 students or around 65%) had understood, analyzed, written a summary by applying KWL chart. But 35% (8 students) did not understand, analyze, and write a summary by applying KWL chart.

Cycle 3 was done on July 6, 2011. Students were asked to read the text which the title was *China Business: New Wave*. The results were 20 students (90%) had combined and applied the SQ3R and KWL chart in their analyzing and writing a summary. On the other hand, 3 students (10%) could not apply SQ3R and KWL chart in their analyzing and writing a summary. Based on the results on cycle 1, 2, and 3, it can be said there is an increasing in students’ ability in understanding and analyzing text which is taken from English Newspaper (The Jakarta Post). Below is the diagram that shows the increasing of students’ ability in understanding and analyzing reading English texts.

V. 2. The Application of SQ3R can change students’ reading behavior

There are 10 questions in the questionnaire sheet. The result showed at no 1. Do you like reading newspaper? 21 students answered yes and 2 students said no. No 2. Do you like reading English newspaper? 12 answered yes, 11 answered no. No 3. Do you like reading novel? 20 students said yes, 3 students said no. No 4. Do you like reading English novel? 9 students stated yes, 14 students stated no. No 5. Do you think that reading is an enjoy activity? 18 students stated yes, 5 students stated no. No 6. Do you think that reading is a bored activity? 5 students answered yes, 18 students answered no. No 7. Do you know the meaning of skimming, scanning, and previewing before you sit in Elementary Reading Comprehension class? 18 students said yes, 5 students said no. No 8. Do you know SQ3R (survey, question, read, recite, dan review) before you sit in
Elementary Reading Comprehension class? 6 students stated yes, 17 students stated no.
No 9. Do you understand what SQ3R (survey, question, read, recite, dan review) when you read a text? All students (23) said yes. No 10. Do you think reading is easier by understanding SQ3R? All students (23) answered yes. Based on the questionnaire result above, we can say that students’ motivation is very good. There is a changing behavior in students’ ability, especially in reading and analyzing text which is taken from English newspaper.

Conclusion and Suggestion
Conclusion

Students who take reading comprehension course must have a skill in understanding and analyzing texts. It plays an important role in enrichment vocabularies. In cycle 1, most students cannot get the main and supporting ideas from the text entitle Buddhists Hope Religion Enlightens People (The Jakarta Post Newspaper). They cannot understand, analyze, and write a summary by applying SQ3R (survey, question, read, recite, and review). Only 5 students (23%) who understand, analyzed, and write a summary by applying SQ3R. 18 students (67%) did not apply SQ3R. In cycle 2, students are explained how they can apply KWL chart, then they are asked to read, understand, analyze, and write a summary the text Students Stay on the Streets to Watch over the Nation. The results are more than a half students (65%) understand, analyze, and write a summary by applied KWL chart. 35% (8 students) did not apply KWL chart. In cycle 3, students are asked to read a long English text with the title China Business: New Wave. The results are 20 students (90%) have applied SQ3R and KWL chart in their works. Only 3 students (10%) did not apply SQ3R and KWL chart in their works. From the results, we can say there are an improvement in students’ reading ability and students’ motivation in reading English text. Further, there is a changing behavior in reading skill among students.

Suggestion
1. For teacher
Teacher should create an interesting strategy and media to improve students’ motivation in reading texts so that students don’t get boredom when they do the reading activity.

2. For students:
Students should read kinds of texts which can be taken from newspaper, article, novel, etc. They should enrich their vocabularies and knowledge by reading many kinds of texts.
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USING MAGAZINES AS AUTHENTIC MATERIALS
ON TEACHING MORPHOLOGY

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Abstract

As one of authentic materials, magazines can facilitate English language teaching and learning. Teachers and students can use magazines as the authentic materials since they can afford to buy it, it is easy to find, and its content is in accordance with the changing of time. It is inevitable that learning from authentic materials has strong appeal for students. In teaching Morphology, magazine can be used as a tool to demonstrate how new words are formed and in this kind of mass media, most new words first appeared. In morphological process, there are some types of how new words are created. In this research, four types are described, e.g. compounding which forms a word out of two or more root morphemes, blending which creates words from parts of two other words, clipping which is the word formation process consisting in the reduction of a word to one of its parts and acronyms by taking the initial letters of a phrase and making a word out of it. The paper aims to show an effort to enrich students’ vocabulary by using magazine articles on technology as authentic materials. The result shows that authentic materials related to articles on technology can be a tool for teachers to introduce how new words are formed, and the students can feel the way of word forming because they use the words in their daily-life communication. The research also shows that most of data are relatively new words because the words are not found in the dictionary.

Keywords: authentic materials, compounding, blending, clipping, acronyms

Introduction

Magazine can facilitate English language teaching and learning. Teachers and students can use magazines as the authentic materials since they can afford to buy it, it is easy to find, and its content is in accordance with the changing of time. It is inevitable that learning from authentic materials has strong appeal for students. Peacock (1997) cited that many authors had asserted that authentic materials had a positive effect on learners motivation in the foreign language classroom. That is one reason why the magazine as one of authentic materials is a good teaching tool to encourage a positive attitude toward learning. Thus, it can be said that magazine can be used to enhance students’ language skills. In teaching Morphology, magazine can be used as a tool to demonstrate how the new words are formed and in this kind of mass media, most new words first appeared. In line with the development of technology, the terms of technology develop as well. In recent years, a lot of terms have appeared related to technology such as bluetooth and tab. The word bluetooth doesn’t mean “tooth that is blue” but the word refers to an open wireless technology standard for exchanging data over short distances. In morphological process, this word
forming is called compounding, i.e. the word formation process in which two or more lexemes combine into a single new word. The second word, tab which is shortened from the word tablet, is nothing to do with a medicine or a drug. As a new word, tab means a kind of personal computer and it is supposed to be the combination of a smartphone and a laptop. The morphological process used is called clipping in which a word is reduced or shortened without changing the meaning of the word. Based on the explanation above, the paper aims to show an effort to enrich students’ vocabulary by using magazine articles on technology as authentic materials.

Authentic Materials Usage in Teaching and Learning Process

The use of authentic materials can be more interesting for and motivate students in language teaching and learning process. What are authentic materials? The definitions of authentic materials are defined differently by different linguists. Bacon and Finneman (1990) state that authentic materials are texts produced by native speakers for non-pedagogical purpose. Similarly, Hammer (1991) defines authentic materials text as materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language. On the other hand, Sanderson (1999) defines that authentic materials are materials that we can use in the classroom and that have not been changed in any way for ESL students. He also said that authentic materials keep students informed about what is happening in the world. So they have an intrinsic educational value. However, Tamo (2009) in her article writes that there are the disadvantages of the use of the text, one of them is that authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community. For the definitions above it can be said that authentic materials can be used in the classroom as teaching and learning materials.

Morphological Process

MacManis at all (1987) describes Morphology as the study of how words are structured and how they are put together from smaller parts. It does not simply record and list the usage of words one by one but tries to uncover the underlying principles in creating words. In the process of creating words, so-called morphological process, words can be formed by several ways. In English, the following processes have been used to form new word, e.g. affixation, compounding, blending, acronyms, conversion, reduplication, back-formation, and clipping. In this study, only four morphological process - compounding, blending, clipping and acronyms - are used to analyze data. The following is the explanation of the four process.

Firstly, compounding is creating a word (a compound) by combining two words. Katamba (1993) defines that a compound word contains at least two bases which are both words, or at any rate, root morphemes. In English have the following characteristics, as Zapata (2007) states: 1, compound words behave grammatically and semantically as single words, and 2. Since compound words behave as units, between their component elements no affixes can usually occur; inflectional suffixes can appear only after compound words. The
constructions of compound words can be (a) n + n = n; e.g., sunset, tablecloth, (b) v + n = n; e.g., dance-hall, callgirl, (c) adj + n = n; e.g., bluetooth, White House, or (d) prep. + n = n; e.g., inbox, offday.

Secondly, blending is a combination of the parts of two words, usually the beginning of one word the end of another, for example smog from smoke and brunch from breakfast and lunch. Beside that, there are other common blendings with different combination, for examples: newscast from new and broadcast or telex from teleprinter and exchange. The third types of the process is clipping which is the process whereby new words are formed by shortening other words. The four types of clipping are back clipping, fore-clipping, middle clipping, and complex clipping. Back clipping is removing the end of a word as in gas from gasoline. Fore-clipping is removing the beginning of a word as in gator from alligator. Middle clipping is retaining only the middle of a word as in flu from influenza. Complex clipping is removing multiple parts from multiple words as in sitcom from situation comedy as described by Heather Marie Kosur at http://www.brighthubeducation.com.

The last process is acronyms which forms words by taking the initial sounds or letters of the words of a phrase and uniting them into a combination which is itself pronounceable as a separate word. Quirk et al. (1985) divides acronyms into two types, namely: acronyms which are pronounced as a word; e.g. NASA and radar.; and acronyms which are pronounced as sequences of letter (also called alphabetisms); e.g. FBI and VIP.

**Procedures**

In this activity, there were 18 students involved, and they were taking morphology class and a week before the activity, they had learned how new words were formed based on morphological process. Data, which were only related to technology, were taken from a magazine ‘Technology Review’ published by MIT Cambridge, August 2012. The dictionary used to find the meanings of words was Cambridge Learner’s Dictionary - 2nd edition 2004, so-called the dictionary and from the internet The Tech Terms Computer Dictionary in http://www.techterms.com/ and http://whatis.techtarget.com were used, so-called the internet. The procedures of the activity were as follows:

a. The students were divided into 3 groups: each got some pages of the magazine
b. They were asked to find new words which were formed by morphological process: compounding, blending, clipping and acronyms.

c. They analyzed the words and found their meanings in the dictionary

d. The three groups compiled the list and discussed the findings

e. At the end, they gave responses to the activity they had done
Discussion

After being classified and compiled, data were analyzed based on the morphological process. The results are as follows:

A. Compounding

As shown in table 1, there are 34 compoundings consisting of 3 types: noun + noun (22 data), adjective + noun (8 data), and preposition + noun (4 data). In the first type, the words are formed by combining two single nouns having different meaning into one new different word with a different meaning. The examples of this construction are facebook, wallpaper, and homepage. The three words have different kinds of meaning found in the dictionary and/or in the internet. The word facebook comes from “face” (n) meaning the front part of your head, where your eyes, nose, and mouth and “book” (n) meaning set of printed pages that are held together in a cover so that you can read them; while the compounding facebook- which is found only in the internet- means a hugely popular social networking site that allows you to make connections, share interests, and join groups. The word wallpaper is formed by combining “wall” (n) meaning one of the vertical sides of a room or building and “paper” (n) meaning thin, flat material used for writing on, covering things in, etc. in the dictionary wallpaper means paper, usually with a pattern, that you decorate walls with. Furthermore, compared to the meaning found in internet, there is a shift meaning on it, that is the background pattern or picture against which desktop menus, icons, and other elements are displayed and moved around. The last word homepage comes from the word "home" meaning the place where you live or feel you belong and "page" meaning a piece of paper in a book, magazine, etc, or one side of a piece of paper. When these two words are combined into a new word or compounding -homepage-, it has a new meaning, e.g. the first page of a website which gives an introduction to the business or organization it belongs to and links to more detailed information on other pages. Its meaning can be found both in the dictionary and in the internet.

The second type of compounding – 8 data- is formed by combining adjective + noun. The examples of this construction are socialweb and software. The first one means – only found in the internet- a set of social relations that link people through the World Wide Web. This new word comes from “social” (adj) meaning relating to society and the way people live and “web” meaning part of the Internet that consists of all the connected websites (= pages of text and pictures). The other example is software which means programs that you use to make a computer do different things. This meaning is quite different from the meanings of the original words “soft” (adj) meaning not hard, and easy to press and “ware” (n) meaning objects of the same material or type, especially things used in cooking and serving food. The third type of compounding is formed from preposition + noun. The total number of this construction is only 4 data and all could be found both in the dictionary and in the internet. An example of this construction is online meaning connected to a system of computers, especially the Internet. The word comes from “on” a preposition and “line” (n) meaning a long, thin mark.
Table 1

<table>
<thead>
<tr>
<th>Types of Compounding</th>
<th>total</th>
<th>Meanings in the dictionary and internet</th>
<th>In the internet only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun + noun</td>
<td>22</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Adjective + noun</td>
<td>8</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Preposition + noun</td>
<td>4</td>
<td>4</td>
<td>-</td>
</tr>
</tbody>
</table>

B. Blending

This kind of morphological process forms new words by combining parts of two words. In this research there are 8 data collected and the combinations consist of (1) the beginning of a word and a single word, e.g. email and cellphone; (2) the beginnings of two words, e.g. wi-fi and hi-tech; and (3) a single word and a part of word, e.g. webinar and webcam. The data shows that only one data can be found in the dictionary and others must be sought in the internet. It means that most of the data are new words.

Table 2

<table>
<thead>
<tr>
<th>Terms</th>
<th>Original terms</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>webinar</td>
<td>Web seminar</td>
<td>an online event that is hosted by an organization and broadcast to a select group of individuals through their computers via the Internet.</td>
</tr>
<tr>
<td>Webcam</td>
<td>Web video camera</td>
<td>a camera which records moving picture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>typically small cameras that either attach to a user’s monitor or sit on a desk.</td>
</tr>
<tr>
<td>Wi-fi</td>
<td>Wireless fidelity</td>
<td>Wireless networking technology that allows computers and other devices to communicate over a wireless signal.</td>
</tr>
<tr>
<td>Modem</td>
<td>Modulator/demodulator</td>
<td>a communications device that can be either internal or external to your computer.</td>
</tr>
<tr>
<td>Iphone</td>
<td>Internet phone</td>
<td>a smartphone developed by Apple.</td>
</tr>
<tr>
<td>Email</td>
<td>Electronic mail</td>
<td>a system sending messages electronically</td>
</tr>
<tr>
<td>hi-tech</td>
<td>High technology</td>
<td>to technology that is at the cutting edge: the most advanced technology currently available</td>
</tr>
</tbody>
</table>
C. Clipping

The third morphological process is forming new words by shortening other words. There are 8 data found in the magazine and all are formed by eliminating the initial parts of those words. The meaning of the words are quite different from the meaning found in the dictionary. Take the word *tab* as the example. *Tab* is a shortened form of the word *tablet*. In the dictionary, as shown in table 3, *tablet* means a small, round object containing medicine that you swallow. On the other hand, *tablet* as a technology term, is a portable computer that uses a touchscreen as its primary input devices.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Original terms</th>
<th>Meanings In the dictionary</th>
<th>Meanings In the internet (related to technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>specs</td>
<td>specification</td>
<td>an explicit set of requirements to be satisfied by a material, product, or service</td>
<td>the same thing as a software program. While an app may refer to a program for any hardware platform it is most often used to describe programs for mobile devices.</td>
</tr>
<tr>
<td>tech</td>
<td>technology</td>
<td>knowledge, equipment, and methods that are used in science and industry</td>
<td>the application of scientific knowledge for practical purposes, especially in industry: <em>advances in computer technology</em></td>
</tr>
<tr>
<td>tab</td>
<td>tablet</td>
<td>a small, round object containing medicine that you swallow</td>
<td>a portable computer that uses a touchscreen as its primary input device</td>
</tr>
<tr>
<td>app</td>
<td>application</td>
<td>an official request for something, usually in writing</td>
<td>a software program that runs on your computer</td>
</tr>
<tr>
<td>frag</td>
<td>fragmentatio  n</td>
<td>to break something into small parts, or to be broken in this way</td>
<td>a phenomenon in which storage space is used inefficiently, reducing capacity and often performance.</td>
</tr>
<tr>
<td>defrag</td>
<td>defragmentatio n</td>
<td>-</td>
<td>a process that reduces the amount of fragmentation</td>
</tr>
</tbody>
</table>
D. Acronyms

In this morphological process, there are 11 data found in the magazine and only three data IT, SMS and WWW can be found in the dictionary. As Quirk at al (1985) stated about the two main types of acronyms, the data shows that most of them are pronounced as sequences of letter, e.g. IT /aiti:/ and ICT /aisiti:/, whereas the data which are pronounced as words are iPod /aipod/ and MPEG /empeg/.

Table 4

<table>
<thead>
<tr>
<th>Terms</th>
<th>Original terms</th>
<th>Meanings found</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>in the dictionary</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
<td>√</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>GPS</td>
<td>Global Positioning System</td>
<td>-</td>
</tr>
<tr>
<td>3G</td>
<td>Third Generation</td>
<td>-</td>
</tr>
<tr>
<td>CRT</td>
<td>Cathode Ray Tube</td>
<td>-</td>
</tr>
<tr>
<td>SMS</td>
<td>Short Message Service</td>
<td>√</td>
</tr>
<tr>
<td>MMS</td>
<td>Multimedia Messaging Service</td>
<td>-</td>
</tr>
<tr>
<td>MPEG</td>
<td>Moving Picture Experts Group</td>
<td>-</td>
</tr>
<tr>
<td>iPod</td>
<td>Interactive Portable Open Database</td>
<td>-</td>
</tr>
<tr>
<td>WWW</td>
<td>World Wide Web</td>
<td>√</td>
</tr>
<tr>
<td>USB</td>
<td>Universal Service Bis</td>
<td>-</td>
</tr>
</tbody>
</table>

As explained above, at the end of the activity, the students were asked their opinion of they did that day. Most of them were interested in the activity although some comments tended to be negative. The following is a selection of representative responses from the students about the use of magazine as authentic materials in learning how new word were formed:

- very interesting
- funny but a challenge for me
- very good,……. the activity makes me more creative
- I know how a new word created
- increasing my knowledge about word forming
- my vocabulary increases because of this activity
- can improve my vocabulary
- very surprised to know the process of new words
- reading technology article will enrich my vocabulary
- so I have ideas to make new words
I know the original meaning of a new word
understanding that the development of technology can enrich vocabulary
very tired and boring
like finding a needle in a haystack
hurt my eyes
exciting but my eyes work hard

Conclusion
The use of authentic materials in the English language teaching and learning can be an
alternative tool to motivate and activate the students and the way to bring the students in the
development of language use. Articles on technology seem to be a place to form new words
in line with technology development. On the other hands, the students are exposed to real
situation how new words are created.

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TEACHER’S QUESTION MODIFICATION AGILITY: A PORTRAIT OF TEACHER QUESTIONING BEHAVIOR IN A MIXED-ABILITY CLASS

Marwito Wihadi, M.Pd

Abstract

As a part of teacher talk paradigm, Modification of Teacher’s Questions plays a pivotal role in language teaching in the classroom. Substantially, teachers’ agility to vary its typology enhances students’ understanding so as to facilitate their comprehensible inputs. Hence, students are spurred to produce intelligible language outputs at full. This paper aims to portray the existent Question Modification Techniques conducted in a mixed-ability class at a well-established private university. Two sessions were video-taped, then teacher-student interaction was transcribed and analyzed so that the practiced techniques were profoundly revealed. Upon the presented findings, a partial part of presenter’s Master’s Degree Thesis, the question modification essence is discussed, regarding the elaboration of what, when, why and how posed question modification techniques should be imparted. Furthermore, it relates to the identity of the teacher subject, concerning her beliefs: Cultural and Pedagogic ones. Seemingly mundane question modification, as recommended, shall be better insightfully comprehended.

Keywords: Teacher Talk, Interaction, Question Modification, Teacher Beliefs

Introduction

There has been a large amount of research on the teacher talk in recent years. This interest reflects the essence of such talk in language teaching in that teachers questioning, one of its issues, plays a pivotal role in language learning. Teachers mundanely pose questions in the classroom for a number of reasons. They may impart them students so as to get them involved in learning, bail out weaker students participate, help elicit certain structures and vocabulary (Richards and Lockhart, 1994). Indeed, teachers pursue to modify questions they have uttered so as to create a highly quality interactive process (Ellis, 1985; Richard and Lockhart, 1994). In other words, it is argued that successful language learning is found to rely on as much on the type of interaction triggered by teachers’ intelligible questions occurring in the classroom as on the method used (ibid). Subsequently, encouraging students to be more actively engaged in learning is pedagogically valuable on the grounds that their active involvements will promote substantial learning regardless of well-designed method that the teacher implement (Nystrand and Gamoran, 1991). If teachers manage to produce intelligible ones, prolonged interactions are initiated to trigger. Thus, enhanced students’ comprehension as well as more production of outputs by them are existent (Pica et.al, 1987). Yet, it is common for the teacher going through a moment of bewildering: the questions are still puzzling. Unexpectedly, they are confusing students, then forcing him to modify them. His
decision to implement a preponderantly particular technique is substantially imposed by his pedagogic belief held dear.

This paper aims to depict how the teacher as a research participant to work on modifying the questions produced and seek reasons for such existence culturally embedded. Such portrait and teacher’s reflection hopefully enable us to comprehend the intricacy of question modification to the practical betterment in language learning in the classroom.

**Teachers’ beliefs**

It is asserted that beliefs as one of cultural elements pivots to teachers’ ways to anticipate questions they have imparted. Then, what is the concept(s) of belief in general and that of teachers’ beliefs in particular? A belief is summarized To sum up, a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior (Pajares, 1992). Furthermore, teachers’ beliefs is a term usually used to refer to teachers’ pedagogic beliefs, or those beliefs of relevance to an individual’s teaching (ibid). It is proposed that, “All teachers hold beliefs, however defined and labeled, about their work, their students, their subject matter, and their roles and responsibilities”, (ibid) As recommended the teachers’ beliefs are specifically narrowed down and focused on teachers’ educational beliefs about teaching and learning and teachers’ roles. (pedagogical beliefs). The role and importance of beliefs have been studied in several key areas of interest to ELT professionals: the influence of teachers’ pedagogical beliefs on their classroom behaviours, Teachers own numerous metaphors to describe what they do during classroom instructions, shifting from one role to another depending on lesson stages they are engaged. Their roles constitute “teachers as a controller, organizer, assessor, prompter, participant, resource, tutor and observer (Wright, 1987). Specifically, teachers as a controller take the role, tell the students things, organize drills, read aloud topic-leading question poses and other various classroom activities, exemplifying the qualities of a teacher-fronted classroom (Harmer, 2001). In addition, teachers frequently self-describe as “actors” (ibid). In particular, teachers often take a role as teaching aid: they manipulate mime and gestures, facilitate students with language models, and provide comprehensible inputs (ibid). Krashen (1985) defines comprehensible inputs as language that students understand the meaning of, but which nevertheless slightly above their own production level. Facilitating students with comprehensible inputs is pedagogically valuable, for it promotes language acquisition. Even, a good teacher is characterized as the one being able to make learners understand the inputs (Krashen,1982):The requirement that inputs must be comprehensible has implied that in talking to students, among other things via questioning, the teacher needs to be concerned primarily with whether the students understand the message (Krashen & Terrel, 1988)

Thus, teachers acting as a provider of comprehensible inputs denote their awareness of the effective teacher-talking time (TTT). In fact, this requires them, among other things, to have a pedagogical ability in posing variously intelligible questions as language inputs and
employing speech – particularly question-modification techniques. Such abilities are very vital to anticipate students’ communication breakdowns when teacher-student interaction occur during classroom instructions.

**Teacher’s question modification**

It is pedagogically valuable for students to be exposed teacher questions that they understand. In fact, teachers modify their speech - among other things, questions- so as to turn them into comprehensible input (Krashen, 1982). The teacher-student interactions (Long, 1991) occur during question-answer exchanges, then, promote language acquisition.

The taxonomy for teacher’s modification of questions based on the framework of Chaudron under the domain of discourse is, first of all, self-repetition (Chaudron 1988). Repetition of an utterance (either unchanged or rephrased) is assumed to give learners more chances to process the input by providing another opportunity to comprehend words they didn’t catch the first time. It is found to aid immediate recall (Cervantes 1983; Chaudron 1988 cited by Moritoshi (2001) though immediate recall may not equate to comprehension.

Subsequently, giving the learner more time – a pause - to process the input may aid students’ comprehension as well as avail the teacher planning time on how to modify their speech to the competence and needs of their students termed as Receptive Pauses and Productive pauses function to assist learners in the production of the TL and are most commonly encountered after the teacher has asked a question (Chaudron, 1988).

Furthermore, wait time is a type of pause in the teacher’s discourse and research has found that increased wait time can be beneficial. Firstly that learners have more time to process the question and to formulate a response (ibid). Secondly, it results more learners in attempting to respond (Richard and Lockhard, 1994). In addition, Nunan (1991) citing Holley and King (1971) claims that the length and complexity of the responses increases. Similarly, Richards, J.C., Platt. & Platt, H (1992) argues its essence to get students involved in learning. White and Lightbown (1984) cited by Chen (2001) advocate the importance of longer wait time from five to ten seconds in this respect.

This does not mean that that lengthening wait time necessarily improves students’ responsiveness. In a study of teachers’ action research, it was found that excessive lengthening of wait-time exacerbated anxiety amongst students (Carter 2001).

Eventually, one technique, which is not classified, is to translate the questions into L1. Such modification technique, as Chaudron (1988) citing Bruck and Schultz (1977) notes a gradual tendency for a teacher to use her dominant language for instructional tasks (whether the L1 or L2) will result in a similar shift in the learners’ preferences for language use.

Teacher’s preferences for using L1 influence students to tend use L1 in English language classroom, leading to students’ wrong habits of word-to-word translation. Such students’ drawbacks hinder their autonomy in TL communication. Hence, it undeniable that the benefits of TL exposure and practice are prevalent.

However, L1 use in English language classes, in terms of translating the questions into mother tongue, is still advantageous, provided that the teacher uses it judiciously.
The teacher is responsibly and sensibly aware about using L1 questions for the sake of affective and practical reasons. Pertaining to affective reasons, it denotes an imposition for socio-political issues. L1 use, in such cases, causes students conscious that their mother tongue and their own cultural values are as equally important as FL ones (Schweers, 1999). Among the practical issues the most essential is the teaching of grammar, spelling and phonology, vocabulary, language similarities/differences and cultural issues (ibid).

Therefore, the prospective teachers’ question modification techniques in this study relative to the discourse are self-repetition, rephrasing, question addition, pausing and code-switching.

Research Methodology

Classroom observations were conducted in one language classroom: an EFL class of freshmen in Speaking English 2 facilitating them to practice and exercise their speaking ability. The class consisted of 20 students having no oral tests to determine their current speaking proficiency. Even, they did not any institutional or even international TOEFL tests so as to reveal their current English Proficiency. A few of them had got an English course, though. Six males and fourteen females, aged 18 – 19 years took up the second semester of their academic year of English Department, Language Faculty at well-established private university in Bandung. They attending a 90 minute session per week had a mix-ability in which the majority was considered weak by the teacher.

One female, an Indonesian English teacher of English as a foreign language is a research participant. She’s a master’s degree in English Pedagogy with 10 years teaching experience in diverse academic settings, some of which 5 years have been at her present university. The materials employed during the class were exercises 1 and 4 of unit. The subject-compiled hand out is “Spoken English 2” whose materials are referred to “Speaking 3” by Collie and Stephen (1993) and “Speak for Yourself Book 1” by Fein (1984). The hand-out is prescribed for first year students majoring English in the second semester. There were no prior assignments for students to study the materials before they had the class.

An adapted FLINT System together with Ethnographic approach was deliberately employed. Despite availability of classroom data such as teachers’ questions, the number of distinctive students’ responses, and students’ language production, its system does not cater the data of question modification techniques. The textual analysis of the transcript attained from a recorded classroom was opted (Nunan, 1989). Data were collected in two stages: observation of the class (two sessions) and a semi-structured interview with the teacher. The researcher as a non-participant observer employed a program of observing, recording/video-taping and transcribing (Van Lier, 1988). An observer’s presence observing and involving video equipment to record any classroom emerging utterances would not yield unnatural and distorted data as no such thing as natural speech in any absolute sense. In other words, in all situations, people are aware of being monitored to some extent by others present (Wolfson, 1976). Subsequently, two video-tape sessions were transcribed employing the adapted
transcript conventions from Van Lier (1988) and Wells (2003). Also, a semi structured-interview was conducted to find out the deep reasons for the teacher’s existent implementation of question modification techniques.

**Research Findings and Discussion**

Employing the framework of Chaudron, Bruck and Schultz, it is found out that the teacher applies a few techniques: *simply repeated, rephrased, additional questions, and pauses*. The subject teacher employs these as she is familiarizing students with the topic *Perfume* as well as eliciting *the characteristics of quality perfume advertisements* by assigning students to work on the exercises. Let’s take a look at the grid showing the distribution of teacher-employed techniques attained from the two sessions that the teachers undertook below:

<table>
<thead>
<tr>
<th>Question Modification Techniques</th>
<th>Simply repeated</th>
<th>Rephrased</th>
<th>Additional question</th>
<th>(Pauses) Wait-time</th>
<th>Code-switching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>1.4 %</td>
<td>6.1 %</td>
<td>13.0 %</td>
<td>79.5 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>

The most frequent question modification technique is pauses (79.5). Mostly, the subject teacher simply waits for students’ spontaneous answers just after the questions are posed. The time allotment in seconds is spent by the hope that students are able to comprehend the questions. Otherwise, the subject teacher employs other three other techniques: *Simply repeated, rephrased (the questions) and additional question*. The subject teacher prefers adding the questions (13.0%) to just repeating ones (1.4%). Occasionally, the subject teacher attempts to shift particular words in order to aid student comprehension (6.1%). One thing for sure is that the subject teacher blindly avoid translating the questions into L1 (0%) as they are not comprehended at all.

Unlike the findings of Moritoshi’s research (2001), the teachers does not self-avail with *Code-switching*. Moreover, while in Moritoshi’s study (2001), the teacher was probed to repeat the questions (*simply repeat*) as a technique more dominantly than any others (82%), the present study reveals the predominant teacher’s modification technique is *pauses* (79.5%) the teacher said,

“I have to be patient...their competence in English, mostly, is not so good...Only of few students are excellent. So, I give some time to think...trying to understand my questions patiently...”

The number of frequent techniques is 146 in which the teacher never utilizes the one proposed by Bruck and Schultz, that is *Code-switching* (0%). Dissimilar to Moritoshi’s study (2001), the teacher absolutely avoid translating incomprehensible questions to students’
mother tongue. The teacher expects all students to plunge into the extensive practices of TL so that the restrictions of using *bahasa* are fully implemented as stated:

“*I have to push them to speak in English. Studying in my class subject means practicing it...using it!*”

Students’ are inevitably exerted to care for using TL as the teacher prefers communicating in TL to mother tongue (Chaudron, 1998; Bruck and Schultz, 1977) due to a number of reasons uttered by the teacher:

“I am worried if I let them speak in *bahasa*, they get addicted...get lethargic to speak English. I feel it is useless for them to attend my class. Besides, to keep asking them speak in English is a good way for them to master it. If I don’t do it, they will not speak fluently!”

The occurrence of rephrased questioned also emerged from the analysis of the discourse. The teacher confessed that according to her experiences it was easy to rephrase unintelligible questions easily and quickly. Besides, the teacher believed it would humiliate them if frequently phrased questions were not comprehended yet in front of their classmates. Thus, if once unsuccessfully understood, the same question was directed to the floor or other students as explained:

“If they don’t understand my question, I’ll ask the same question again....well, it is confusing her...I try to make a simpler one spontaneously.... I know it is not easy to make it....but, if they are still confused...I think I have to stop asking...I’ll try asking to everyone...let one of them answer.....or I just ask the smart one to answer...for me, it will make students embarrassed if they can’t answer my questions in the classroom even though I have made it simpler...”

It is pretty frequent for the teacher to repeat the same question appended with another for clarity (13.0%). It is possible that the first question is too ambiguous for students at their current proficiency so that the teacher adds a second question to enhance students’ comprehension. Regarding this, the teacher uttered,

“It is good to repeat (the same) questions....many confusing words, probably...I avoid doing this too often, though because I am afraid they are regarded dull...I prefer waiting...waiting for their answer...even only yes or no. No problem!”

In summary, the teacher soundly relied on a certain question modification techniques, namely wait time. She was of patience to elicit students’ response as it was believed to be in with the learners’ interests calling for authentic world-contexts. She controlled the students’ active engagement in learning by deliberately posing an easy question requiring yes and no answer, while the same time she was in charge of saving students face: Students were avoidably saved from being humiliated by the fact that she couldn’t answer the posed questions, then singled out the smart one to take over (Wright, 1987). Even, it seemed that the teacher played a pivotal role as a language input controller in that she attempted to ascertain the intelligible questions by repeating, adding questions, and rephrasing (Hammer,
Teacher’s Question Modification Agility: 
A portrait of Teacher Questioning Behavior in a Mixed-ability Class

2001). To rephrase poses questions as a way to provide comprehensible inputs was not easy at all, though as she confessed. Equally important, the teacher seemed to embrace the perspectives of Communicative Language Teaching (CLT) framework on the grounds that she exerted students to produce language for authentic, meaningful communication (Brown, 2000). Such interactive learning as taping authentic topic was confronted by the fact that most of them were not able to respond spontaneously and adequately, requiring the teacher to self-capitalize with diverse skills to modify unintelligible questions. The last was concerning the total avoidance of L1 use in the classroom. As an legitimate controller, she made sure English was the only medium of communication. English Only (EO) concepts were seemingly attractive although the values of code switching situations were not worth overlooking (Stern, 1992).

Conclusion

Teachers’ belief as a controller and the concepts of teaching and learning influenced the plausible choices of question modification techniques implemented in the classroom. The teacher’s aware pedagogic decisions lead to unforeseen impacts on the contextual situations in which she was expected to be tactfully agility to make use of available ways to evoke students understand the posed questions. Even, it was possible to attend a particular technique to be reinforced as to anticipate the actual challenges taking place in mixed-ability students in the classroom. Despite the study limitation (in one teacher and one class only), the depiction of the real question modification techniques geared by the teachers’ beliefs has convinced us that what is called a teacher’s common practice is no longer pedagogically considered mundane.

References


TEACHING PSYCHOLOGY OF LITERATURE, TEACHING FREUD

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Abstract

There are many kinds of psychology branch in the world. In medical sector, psychology is used to cure real people. Psychiatrists use psychology to analyze the self of the people who suffer mental breakdown. In literature, psychology is used to analyze imaginary people who exist in literary works. All characters in literary works (whether it is in drama, prose or poetry) can be analyzed using psychology. Psychology is not only for analyzing literary works which is categorized as masterpiece, but it is also being used to analyze characters in pop literature. By analyzing pop literature, we will grasp the trend or culture in it. Pop literature is blooming in the market because publishers want to get maximum profit. The market proves that pop literature is more sellable compare to classic literature.

Keywords: psychology of literature, popular literature

INTRODUCTION

Literature is individual human instinct to express idea, experience, feeling, belief, and spirit in a concrete illustration form. Some forms of literary works which is created from artistic and creative elements are novel, drama, short story, prose, poem etc. And some of them are fictions but occasionally they may non-fiction. Example short story contains people character and their problem in life, and maybe it is hard to find for the reader.

Literature presents life and most of life consists of social reality, although work of literature also imitates subjective world and nature of human. Author is a citizen who has special status, thus he get society’s acknowledgment and recognition and has mass – although only theoretically. Discussion on relationship between literature and society usually based on De Bonald’s statement “literature is an expression of society.”

Literary works is interesting for many people to entertain themselves. It makes us curious to find what is behind the literary works. Regarding this question, there are many researches in literary work. The writer can classify into two groups. The first is the mono discipline research on the literary work itself, and the second is multi discipline research. Mono discipline research is research which only use one field of study, for example literature. Multi discipline research is research which uses other studies to analyze the literary works. One of the studies that can help in analyzing literary work is psychology.
RELATION BETWEEN LITERATURE AND PSYCHOLOGY

Literature is one of the branches of art which has beauty aspect. Aesthetic aspect in literature can be seen in the language being used, the character being chosen, the problem being presented, the philosophy in the story etc. With its language, the writer wants to show the beauty aspect in his work. Beside aesthetic, there are other aspects in literary work such as: sociology, culture, anthropology, etc. One of the aspects in literature is psychology. Psychology is an academic and applied discipline that involves the scientific study of mental functions and behaviors. In literature, psychology can be used to analyze the character in the story.

Psychology aspect in literature can be seen from three angles, they are: psychology of the writer, psychology of the reader, and psychology of the literary work itself. "The critic may ignore any correspondence between the author’s life and his creation but adapt the psychoanalytic method to the study of the characters in the literary work itself, treating them as self-complete entities wholly within the context of the work." (Greibeinstein, 1968:239). If we want to analyze the psychology of the writer, we treat the literary work the same as historical artifact. we should study the life history of the writer behind the literary work because literary work is reflection and projection of the writer. In psychology of the writer, we also study the creative process of the writer in creating a literary work. In psychology of the literary work, we can apply psychoanalysis to analyze the characters in the story. The researcher should treat the characters in the story as a complete entity in a world which is present in the story. In psychology of the reader, the analysis can be focused on the influence of the literary work to the reader, analyze the personal experience of the reader which is reflected in the story. The reader often feels that what is in the story is like his own life. This is because there is no single experience that one hundred percent unique.

The work of art in general and literary work can expose reality through its characters in the story and through its techniques which is being used in creating those characters. Fictional characters in the story are almost the same as real people which have physical appearances and psychological traits. Thus it is not wrong if we analyze those characters using psychology as the psychologist analyze his patient.

Jacqueline Reiter’s Scapegoat can be categorized into popular story. A modern popular work of art can achieve certain position like myth in the past, which is the position of a myth as modern religion. In the modern industrial society nowadays most people have evolving thoughts. Some of them consider religion as law that limits their moves. They try to find another guidance which able to give freedom. Some of them find literature as their guidance in life.

SYNOPSIS

The two girls waited for the coast to clear. Sarah sat on the closed toilet seat and cuddled her stockinged knees to her chest. Through the dark hair that fell about her face she could see Kay propped against the cubicle door, arms crossed and head slightly inclined. 'What if we get caught?' 'We won't,' Kay replied. She nibbled the nail on her right index finger, a sure sign that she was deep in thought. When the time comes just keep close. You'll
be fine. Her school uniform was impeccable, her blonde hair pulled up into a neat ponytail. Kay was always so self-possessed: she seemed to know everything, and always made even the riskiest of pranks appealing. Sarah, small, dark and slightly plump, had never been part of the popular crowd, so it was flattering when Kay asked her to be involved in her schemes. She had let Kay copy her homework, raided the store cupboard for her, even graffitied one of the school climbing frames in return for an approving smile. Disloyal as it seemed, Sarah couldn't help having her doubts this time. Yes, assemblies were dull; and yes, it was true few teachers bothered to check that all their pupils came in and out of the great hall. Sarah wriggled her toes in her scuffed black shoes and stared up at the cracks in the white ceiling. School bathrooms were always the same: bleak and characterless, they reeked of disinfectant and cheap toilet paper. 'Maybe this isn't such a good idea...' 'I think it's time. Are you ready?' "Yes,' Sarah lied. 'Then follow me. Remember: keep close.' They slipped out of the bathroom into the broad, high-ceilinged corridor. Kay moved with sinuous grace; her rubber-soled shoes hardly made a sound. Sarah felt clumsy in comparison, but followed as surreptitiously as she could manage. 'What are you doing?' Mrs. Davis repeated, her fury echoing in every long vowel of her Welsh accent. The relief flooded Sarah's body. Of course: how could she have been so stupid? She had forgotten that she and Kay were in this together. Kay had such a wonderful way with words. She could explain away anything. Surely once she had apologised to Mrs Davis everything would be all right. They would not get away without punishment, but with any luck coming clean would ensure it would be mild. Sarah lost sight of Kay at the corner of the corridor as Mrs Davis marched her to the headmistress's office, like a tall grey-haired prison guard. Kay still stood with her hands gripped together in her skirts, the expression of terrified pity firmly soldered to her face, playing her part to the last.

**FREUD’S PSYCHOANALYSIS**

In analyzing Jacqueline Reiter’s Scapegoat, the writer uses Freud’s psychoanalysis. If the research of literary work only focuses on the autonomy of the work itself, there will be many weaknesses. This is because literary work cannot be separated from the supporting elements which shape the work. Thus here the writer also uses another discipline to analyze Jacqueline Reiter’s Scapegoat. The other discipline is psychology as psychology aspect also exists in the literary work. Here the writer uses Freud’s psychoanalysis.

In Freud’s psychoanalysis, the personality structure is divided into three: id, ego, and superego. “The most well known of Freud’s accounts of the structure and operation of the mind is the model of the id, the ego, and the superego.” (Green:1996:148). In Freud’s psychoanalysis, unconsciousness is divided into three: id, ego, and superego. Those three parts are connected each other and cannot be separated.

Beside personality structure, Freud also discusses ego defense mechanism. Beside using personality structure, for analysing Jacqueline Reiter’s Scapegoat the writer also uses Freud’s ego defense mechanisms. Ego defense mechanisms are extreme methods to erase pressure which sometimes must be performed by ego. There are nine ego defense...
mechanisms mentioned by Freud. They are repression, projection, reaction forming, fixation, regression, introjections, displacement, sublimation, and rationalization. Those nine mechanisms have different techniques in facing the pressure. Between one mechanism and the other is not the same.

All human’s behaviors can be classified into two groups: prosper behaviors and malign behaviors. Those two behaviors are motivated by two instincts which are contrast to each other (libido and destrudo). Libido is the energy which makes people behaves to benefit themselves. libido is the combination of death and born instinct. (Chaplin, 2004:32). “Libido is a quantitatively variable force related to sexual excitation. The totality of mental energy at the disposal of eros, the instinct of live.” (William, 1973:42). Destrudo is destroying energy. Most people do not realize that what they do is ruining themselves. self destroying is always be seen from other’s point of view. Destrudo is energy which relate to death. (Chaplin, 2004:14). “Destrudo is the emotional energy of ares, a primitive, archaic, destructive energy which is normally fused with libido. When libido fails in a state of regression, the destructive energy takes over.” (Wolman, 1973:24).

From the analysis which has been done, the writer finds that most of human’s behaviors is based on the purpose for getting fun. This is in accordance with the concept of hedonism. Some of the people in this world live only for acquiring fun. They do not want to be burdened in their live. Hedonism is psychology term which says that individuals behave in certain way to always getting fun and avoiding sadness and painfulness. (Chaplin, 2004:28).

Beside motif for searching fun, there are other motives which background all human’s behavior in this world. The writer uses theory of motif to find supporting elements on behaviors which are done by the main character in Jacqueline Reiter’s Scapegoat. The word motif comes from Latin ‘movere’ which becomes ‘motion’ which means move or impulse to move. Every action done by a person is based on the impulse inside him. This impulse is called motif. “Motive is a state within an organism which energizes and directs him toward a particular goal.” (Wolman, 1973:243). Motif in a person is the base of all the actions he performs in this world.

PERSONALITY STRUCTURE

The most-well known of Freud’s accounts of the structure and operation of the mind is the model of the id, the ego, and the superego. The ID applies to the instinctual drives that relate to the needs of the body, the id is primitive and needy, incapable of denying itself. Sarah’s wish is to be accepted by Kay. She will do everything in order to be liked by Kay. This is the basic of human need which implies that people cannot live alone. People need other human to live with.

The EGO develops out of the id and it pacifies the drives, by offering itself as a substitute for what must be denied the id (a kind of psychic equivalent of a baby’s soother). Sarah asks to Kay what will happen if they caught on their conduct. Sarah realizes that what they do is wrong. But she cannot control herself to be associated with Kay. For Sarah, Kay is symbol of popularity. If she is accepted by Kay, she will have a wonderful school life.
The SUPEREGO is representative of external, social influences upon the drives, and is formed in the image of the earliest identifications of the ego with the father. The contrast between two instinct mentioned above (instinct of afraid to be caught doing something wrong and instinct to be accepted socially) is in Sarah’s mind. The id is against the ego. But Sarah’s ego wins the battle. Sarah does not care about the voice within her that tells her about her wrongdoing. What is important at the moment is that to be associated with Kay thus she can climb the ladder of popularity.

EGO DEFENSE MECHANISMS

Ego defense mechanism is a tactic developed by the ego to protect against anxiety. Ego defense mechanisms are thought to safeguard the mind against feelings and thoughts that are too difficult for the conscious mind to cope with. In some instances, defense mechanisms are thought to keep inappropriate or unwanted thoughts and impulses from entering the conscious mind.

For example, if you are faced with a particularly unpleasant task, your mind may choose to forget your responsibility in order to avoid the dreaded assignment. In addition to forgetting, other defense mechanisms include denial, rationalization, repression, projection, reaction formation, Intellectualization, regression, displacement, sublimation

Repression is another well-known defense mechanism. Repression acts to keep information out of conscious awareness. However, these memories don’t just disappear; they continue to influence our behavior. For example, a person who has repressed memories of abuse suffered as a child may later have difficulty forming relationships.

Sometimes we do this consciously by forcing the unwanted information out of our awareness, which is known as suppression. In most cases, however, this removal of anxiety-provoking memories from our awareness is believed to occur unconsciously.

In the story Sarah represses her thought about her guilty feeling. She feels guilty to abandon the class. But she represses this thought and ignores the warning from the voice within her. She just wants to do what is right for the moment.

Projection is taking your own unacceptable impulses and attributing them to someone else. The impulses are still judged unacceptable but they belong to someone else, not you. At that point you are free to criticize that person for having such terrible impulses. The final result is that you no longer feel threatened and you can maintain your self-esteem by ignoring an objectionable aspect of yourself.

Sarah’s projection can be seen when she admires Kay. She considers Kay as a perfect student. Kay is popular, while she is a nerd. She wants to change her own character to be the same with Kay’s.

Reaction Formation is the defense which goes a step further than projection to the point of not even acknowledging unwanted impulses or thoughts and convincing yourself you are not one of “them” who do engage in those patterns. For instance, because a person totally rejects the idea of war, he may become a pacifist. Because he is afraid of war, he is changing his hatred of war into exactly the opposite – a love for peace. Freud called this “going
overboard.” One example might be of a man who is secretly gay, but engages in many heterosexual affairs in an attempt to disguise his homosexuality. He feels his secret is safe, cloaked in his outrageous promiscuous behavior.

Sarah’s reaction formation can be seen when she is staring the ceiling of the bathroom. When her mind is full of storm, she tries to soothe herself by looking at the plain object surround her. She hopes the plainness of the object will make her mind calm.

**Fixation** is when the personality development stops at early stage because the next stage is full of anxiety. A person unconsciously stops his development because he thinks that the next stage is full of difficult challenges which hard to solve. By stopping his development, he expects not to meet heavy challenges.

Sarah’s fixation can be seen when she acts as if she is a child who cannot decide what is good for herself. When Kay asks her to follow every steps she makes, Sarah does it willingly without hesitation. Sarah’s thought approves every decision Kay makes as if Kay is her mother and will give a very good decision for her life.

**Introjection** is mechanism which is in contrast with projection. The other name of introjection is identification. Here the person insert into himself the aspects of object and person outside himself. As an adult we often introject the aspects of our environment thus they become integral part of our life.

Sarah’s introjection can be seen when she is very calm when the teacher catch her. She introjects Kay’s character into herself. She wants to be as tough as Kay in facing the problem. She does not want to be seen as a nerd and a weak person.

**Regression** is when people having traumatic experience and he goes back to the early stage of his life. When people goes back to early stage, he expects to find comfort. He wants to avoid all the problem which appear in the next stage.

Sarah’s regression can be seen when she is dependence toward Kay. Sarah does not say anything when the teacher catches her. She hopes Kay will give explanation that will save her. She puts all the solution into Kay’s hand without thinking anything.

**Displacement** is mechanism of directing the feeling from the source into the substitution. Displacement has two main functions. The first to replace the depression feeling into other object. The second is to satisfy the feeling which cannot be expressed due to the circumstances.

Sarah’s displacement is when she is stupified after hearing what Kay said. Kay blames her for what happen. And the teacher believes what Kay said. Thus Sarah feels extremely uncomfortable. She cannot express the storm in her mind, thus she stay silent when the teacher drags her to the headmaster’s office.

**CONCLUSION**

The motif of the main character (Sarah) in her wrongdoing is to get a certain position in the school. Implicitly the writer describes that Sarah is a nerd that does not belong to the popular group (Kay’s group). To beautify her school life, Sarah does what the other will do.
She is willingly following Kay’s suggestion to skip the class in order to be considered as a cool person. She does not want to think that Kay bullies her as Kay is copying Sarah’s work. Sarah ignores the voice within her that tells her that what she does is wrong. By ignoring this voice, Sarah is ruining herself. For the sake of popularity, Sarah is willing to do everything although it will damage her school life.

References


SLAM POETRY: A SIMPLE WAY TO GET CLOSER WITH LITERATURE

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Abstract

Teaching literature in teacher training faculty in which the students are prepared for being English teachers is always challenging as the students think that they have nothing to do with any kinds of literary work. It takes times to prepare them learn literature. Most students think that they have no talent in literature. Thus, it will certainly affect the teaching and learning process. While the lecturer is teaching, the students tend to listen and think of another else but literature. It therefore needs the lecturer’s effort to deal with this challenge. One part of literary works taught which creates problem for most of students is poetry. One way to encourage students in learning poetry is slam poetry. Slam poetry is a kind of poetry competition which was firstly popularized in America in 1990s. A rumor that only beautiful and rhythmic poetry which is highly appreciated vanishes since the poet will only write what he or she understands. In slam poetry, the students themselves create their own poetry and present it in front of their classmates whereas other students will be the judges and decide who the winner of this slam poetry is. This method will encourage the students to learn poetry as well as appreciate it.

Key words: slam poetry, encourage, literature

INTRODUCTION

Teaching English literature to English department students is quite challenging. The students feel they have problems both in understanding the material and enjoying the subject. It therefore makes most of them skeptical toward the subject. The reason is because they think they have no talent in literature. Another reason is that they think that they have nothing to do with literature in preparing themselves as future English teachers. Those two reasons then bring them to have less motivation in learning literature.

One genre of literature which creates most problems is poetry. Creating or even appreciating poetry is the students’ burden. It relates with the difficulties the students find to understand the meanings of poetry they read. The students fail to recognize the components which form the poetry. As the result, they find it difficult to write even analyze it.

As a class organizer (Harmer: 2001), teachers really need to work very hard to cope with those problems above. Several techniques should be well prepared to grow the students’ motivation. Teachers still become the motivator for students to learn in spite of teachers’ style which is sometimes demotivating students to learn (Qashoa, 2006).
One of the techniques in introducing poetry that can be used is by bringing slam poetry to the literature class. Slam poetry was firstly introduced in Chicago in 1986. It is then very popular among youngsters since it is believed that the poetry is more interactive rather than poetry taught in the class. This is why it might be a good idea to take slam poetry into classroom to make the students get closer to literature, especially poetry itself.

**DISCUSSION**

A. What is Slam Poetry?

Before discussing about slam poetry, it is worth talking about the definition of poetry itself. Poetry based on Hibbard and Thrall (1960: 364) is a term applied to the many forms in which man has given a rhythmic expression to his most imaginative and intense perceptions of his worlds, himself, and the interrelationship of the two. In their book, it is also quoted several definitions from other experts on literature:

I would define the poetry of words as the rhythmical creation of beauty. Its sole arbiter is taste. With the intellect or with the conscience it has only collateral relations. Unless incidentally, it has no concern whatever either with the duty or with truth. (Edgar Allan Poe)

Poetry is the imaginative expression of strong feeling; usually rhythmical…the spontaneous overflow of powerful feelings recollected in tranquility. (William Wordsworth)

Slam poetry, of course does not go too far from poetry in general. It is the story-to-idea connection poems with voice, humor, rhythm, exaggeration, wordplay, usually long and meant for performance to an audience (Doherty, 2012). What makes it a bit different from poetry in general is that slam poetry is designed for a performance which pleases the audience that leads to the more preparation on the stage. While poetry itself is usually read, slam poetry is spoken or memorized and written by the poet. The slam poet rarely speaks others’ poetry. Slam poetry was firstly introduced by Marc Smith in Chicago in 1980s at the Get Me High Lounge, a Chicago jazz club. He was a construction worker who tried to bring poetry into an ordinary audience. He was successful in introducing poetry in such a way so that people in the club got closer towards poetry which was formerly beyond their imagination. Slam poetry then developed into several poetry competitions in all over America, even other countries like Germany, Austria, UK, Netherlands and as far as New Zealand and Singapore (http://www.wordiq.com/definition/Slam_poetry).

Usually, slam poetry is prepared for three minutes performance. It will therefore affect the length of the poetry. Here is the example of poetry written by Lisa Martinovic prepared for slam poetry.
The Edge is where I want to be
by Lisa Martinovic (www.slaminatrix.com)
So you just want to take the edge off
one beer
one joint
one teeny weeny Prozac
get rid of the edge????
the edge is what Columbus sailed straight into
it's the launching pad for every space shuttle
the edge is Eve contemplating the apple
and what's life without an edge?
guess what, it's DULL
the edge is the cliff you've dangled from in a hundred nightmares
you never know what's over that edge
and there's only one way to find out
Brothers and sisters
where are we-
who are we-
if we take the edge off?
Lose the edge
and all you've got is middle
middle aged
middle class
middle of the road
middle management
you're dribbling along in the uncooked vanilla pudding of life
all fat
no lean, hard edge to drive you
sharpen your skills
your wit
your senses
the edge holds the answer to your questions
the question to your answers
it's the trailhead to the road not taken
the edge is everywhere
you've never dared to be
baby, if you're not on the edge
you're sleepwalking through been there done that
you're stuck watching reruns of somebody else's life
in the great mushy middle
where all the droning, moaning masses live
and eat and act and dress and think alike
and see the same movies
so they can have the same conversations and then
dream the same dreams
if they dream at all
on the edge you don't know
what anybody is going to do or say or think
the edge is not available on your cell phone, iPod, satellite dish
or anywhere in the googleable universe
and there are no disguises here
on the edge, everyone is naked
all bets are off
and the game's not rigged
the air is clear and brisk
your heart's pounding
you're shaking
you're lightheaded and queasy
you're scared
because everything is initiation
on that sharp unforgiving edge
damn right it's uncomfortable
the edge is change!

it's what you don't see coming
so get out of your comfort zone and
deal with it!
sure, the middle's safe
it's safe like hot cocoa, life jackets and training wheels
if that's how you want to live
if you don't ever want to break the rules
take risks
grow up
past your precious fears and life-strangling limitations
if you want to spend your life
drinking lite beer
smoking another joint
eating what's put in front of you
and home entertaining yourself
till you suffocate on the vacuous paucity of your miserably crippled existence
then go ahead-have a virtual life
but if you're tired and weary and battered
if you can't take one more asshole
riding herd on your wild and precious life
if you're mad or sad or bored enough
to wake up and do something
if you're ready to feel the pain of the great
gaping wound your life has become
then goddamnit, friend!
quit your job
quit smoking
quit whining
leave that jerk
write that poem
go dancing
get sober
take a road trip-a dare-a spin-a lover-a chance
honey, break down and cry if that's what it takes
then pick your ass up
and for all you're worth run
don't walk
to the edge

**B. How to Use Slam Poetry in Classroom**
Without leaving the nature of poetry, slam poetry can be brought into literature class. It is now the time for the teachers to manage the classroom using this technique so that the students feel motivated to learn literature, especially poetry.
Slamming the poetry in the classroom may be divided into two sessions; they are how to create the poetry and how to perform it.

**Session 1 How to Create Slam Poetry**
1. Students are introduced what slam poetry is
2. They learn the components of poetry itself
3. They are given videos on slam poetry to get the best atmosphere in writing the poetry
4. Students may work in group to discuss about the slam poetry shown in video
5. Students start writing the poetry themselves
6. Remember, there is no use to jeer each other, societies, or even certain communities.
7. They write based on their experience, feelings, or attitudes toward something
8. The writing should cover three minutes performance

**Session 2 How to Perform Slam Poetry**
1. After writing the poetry, students try to discuss with their partners
2. The partners may give any inputs for the poetry improvements
3. Do rehearsal of performing the poetry
4. Remember, the poetry is memorized, so the poet shold do rehearsal well
5. Do not do rehearsal so many times that throw the naturalness, let the performance as natural as possible
6. When one student performs, the rest of the class take the role as an assessor. They will give comments as well as the scores
7. the winner is the one who gets the highest score.

Slam poetry is brought to the class since its spirit is for pleasing the audience with the words that are easy to understand. That is why; the students should write what he or she really understands. They may use metaphor, symbolism, and so on in creating the poetry. They, however may leave those things if they do not understand at all about those components in poetry. They may play with the rhymes instead.

Since slam poetry is combining the voice, exaggeration, humor, it needs extra time to practice those things. Students may practice in front of the smaller groups before performing in front of the class. They, therefore might have comments from their peers to for self improvement.

At last, to get more enthusiasm from the students, the winner from one class will compete with the winners from other classes. It then becomes the competitions among all English Department students.

It is believed that competition may encourage students to learn as stated by Stocker and Daisy (2011), the competition is the most successful ways to motivate ESL students. However, the requirements of the competition should be fair and friendly so that the students may enjoy it. It therefore will create enjoyable situation as the nature of literature is enjoyable and fun (Durya, 2000).

Besides having enthusiasm in learning poetry in the class, the students will finally know that they may use poetry in teaching English in the future. As future English teachers, they can create fun and enjoyable learning situation by using poetry. It of course needs the best design suitable with the students they will face in later.

CONCLUSION

Since it is a challenge to teach literature to English Department students, the teacher should work very hard to grow students’ motivation. Poetry might be the most cause for the students to feel reluctant in learning literature However, slam poetry, as one technique for teaching poetry can be tried out in enjoyable way so that the students will get closer with poetry and literature in general.

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VIEW FROM THE TOP: ENJOYABLE AND EFFECTIVE APPROACHES TO ELT FOR FLIGHT ATTENDANT

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Abstract

Young people today are more exposed to popular culture than any other age group. Television, movies, music, magazines, fashion, and internet form a major psychological part of the lives and life styles of youngsters. Since there has been increasing interest in the use of popular culture as aids in learning English. This research will investigate the ways in which popular culture might be used in teaching English. Learning language through pop culture, which comes from the West. Music, songs, and movies are highly popular with youngsters. The movie 'View From The Top', in particular, was a popular movie, where it entered the fantasy world of most young girl who want to be a flight attendant class of 2011. Many of flight attendant watch this movie for several times, remembering the lines spoken by the actress, and reciting the lyrics of the theme songs. All of which seems to suggest that flight attendant student can learn English through their encounters with popular culture. A movie is one interesting way to learn English. Movie is one of popular culture which is part of oral literature which enhances ELT through elements such as authentic material, language in use and aesthetic representation of the spoken language, as well as language and cultural enrichment. Literature appeals to flight attendant students, it motivates them to become responsive and active learners.

Keywords: Movies, English Language Teaching, Enjoyable, Effective

INTRODUCTION

English language teaching in Aviation College has a quite long time followed the traditional path-teaching vocabulary and grammar textbooks, cramming college students with a considerable amount of exercises and then evaluating their accomplishments through examination. No wonder that English learners view English language learning as an obstacle which is vapid and difficult to conquer. Learning through media (movies, music, etc) is one of the best ways to learn a new language. Now days, ELT especially for aviation college student can be implemented in a relaxed and enjoyable way by watching aviation movies in class learning. Many teachers consider the use of literature in language teaching as an interesting and worthy concern (Sage 1987:1). In this paper, why a language teacher should use literary texts in the language classroom, what sort of literature language teachers should use with language learners, literature and the teaching of language skills, and benefits of different genres of literature to language teaching will be taken into account. Thus, the place of movie as a tool rather than an end in teaching English as a second or foreign language will be unearthed.

Movies have been an amusing companion for human being, as an integral part of our language experience, it can be a great value to English Language Teaching. From the many-
facetted merits movies possess may enrich and activate our English class. As progressive professionals in our continual search for additional resources, approaches, techniques and methods for expanding our repertoire of English language teaching tools, often, we need not look far beyond our immediate surroundings for inspiration. A commonly available resource of authentic English is movies.

Using View from the top in teaching English, it is stimulated Flight Attendant students to know flight attendant’s activity, works environment and to do exercise. In the movie provides picture and sound. It is efficient because teacher can held a big group of student. In general, the foremost function of movies is to provide relaxation and recreation. It is quite common that when people are tired with their daily activities, they will sit back listen to music or find other entertainment, hang out with friends to the cinema. Movie has the power to soothe people’s emotions, refresh their minds and to unlock their creativity. Benson (1997:141) has pointed out, the poet Simonides has described how “words are the images of things” and the great philosopher Aristotle long ago held that “with out image, thinking is impossible”. Yet the importance and usefulness of using visual leaning aids in the classrooms is only once again becoming general understood and commonplace in education.

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STATEMENT OF PROBLEM

On the basis of the discussion previously, there are some problem statements formulated as follow:
1. Does literature especially through aviation movie help teacher in English Language Learning for flight attendant students?
2. How can an aviation movie facilitate English Language Learning for Flight Attendant students?

RESEARCH METHOD

Subjects of research were 20 Flight Attendant students class of with ages ranging from 18 to 2011. They were students of the first semester in STTKD.

Material. Movie, this research used View From The Top to teach speaking for Flight Attendant students. This movie tells about the journey of girl who has a big motivation to get succes. She was motivated when she read a motivation book which written by a famous flight attendant. It builds her confidence up and encourages her to attend open interviews for Royalty Airlines (first class airlines). In this movie was shown how the main character reached her dreams, and told the life of flight attendant. The way they dress, the way they serve passangers.

Analyzing Data. This data analysis is divided in two sessions of one hour and a half. The classroom where these sessions are meant to be developed should be properly equipped.
with a video projector, a computer/laptop, and a whiteboard. In the first session the topic lesson and the movie are introduced to students; analysis and critical reflection will be restricted to the written and audio-visual text, whereas in the second session the aspect of performance will be taken into account.

There are list of conversation, flight attendant student should write it down the blank words of conversation which they got it from the movie. Knowing word’s meaning and also being able to use the sentence for practicing their english ability which relate to flight attendant’s conversation in the field work.

THEORETICAL APPROACH

“Language teaching can be defined as the activity which are intended to bring about language learning” (Stern, 1983: 21). Hence, whatever theory of language teaching should starts from the learning process or the learner’s perspective.

The Theory of Multiple Intelligence, proposed and elaborated by Gardner (1993), points out that there are a number of distinct types of intelligence possessed by each individual in varying degrees. In accordance with Multiple Intelligence, human intelligence is categorized into at least nine primary types: verbal/linguistic intelligence, mathematic/al/logical intelligence, visual/spatial intelligence, body/kinesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existential intelligence, all of which are not isolated and irrelevant, but interdependent on and complementary with each other. Therefore, it is inappropriate to explore only one type of intelligence in learning English. Verbal/linguistic intelligence, visual/spatial intelligence, interpersonal intelligence, body/kinesthetic intelligence and even more may contribute to developing and complementing a learner’s linguistic competence and enhance their ability of learning English. Watching movies is a great value to tap learner’s linguistic potentials through enchanting act, varying intonation, body language, great visual, which appeal to multidimensional development of human intelligence.

Using movies in learning English can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students’ anxiety, fostering their interests and motivating them to learn the target language. Students will regard movies as part of entertainment rather than work and thus find learning English through movies amusing and relaxed.

“Dulay et all, suggested that the use of filter depends upon affective factors such as the learner’s motivation, attitude and emotions” (Ellis, 1985:297). Krashen developed the Affective.

Being a combination of language and visual, movies have innumerable virtues that deserve our attention. Their richness in culture and themes, their idiomatic expressions, their wide variety whom English learner enjoy watching movies. It is one resource from which English Teaching can extract considerable mileage on a wide range of themes and topics and it is an impeccable tool for language teaching.
Language expresses, embodies and symbolizes cultural reality (Kramsch, 2000:3). Language and visual are interwoven in movie to communicate cultural reality in a very unique way. Aviation movie endow native speakers with an opportunity to put across their own culture. Movie are highly expressive. Some convey love and emotions; some tell a memorable and story; some embody one’s dreams and ideals. Movies 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” (Balitho et all, 2003: 253).

ANALYSIS

“Language teaching can be defined as the activity which are intended to bring about language learning” (Stern, 1983: 21). Hence, whatever theory of language teaching should starts from the learning process or the learner’s perspective.

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A. Enjoyable and effective approaches in English Language Teaching

Paivio’s dual coding theory (1986) has been of interest to many teachers as it is a theory with many implications for learning. In general it suggests that an effective use of visual aids and tools should have a positive enhancement of learning. In this way the concept of the visual literacy of learners has emerged as an influential concept (e.g. Galda, 1993). For language teachers, the use of different visual-verbal aids will hopefully help teachers seeking to improve student motivation and interaction in class as well as learning of particular language skills and knowledge (Danan, 1992). The use of different types of visual aids can help teachers to reflect on the educational importance of visual literacy (Horn, 1998a). ‘Visual aids’ can provide practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than a verbal textbook.

In this research, the researcher choose View From The Top movie. This is really an interesting movie which relate to Flight Attendant field work. This movie tells about a girl from a small town from Nevada who wishes to see the world in order to get away from her unhappy life of living in a trailer with her alcoholic mother, a former Las Vegas showgirl, and her abusive, alcoholic boyfriend. After graduating from high school, Donna (the main character) tries to make ends meet by working as a clerk in a Big Lots. One day, she reads a book by Sally Weston, My Life in the Sky and decides to follow her destiny by becoming a flight attendant.

Besides teach the way the language present for flight attendant aboard, this movie gives motivation to Flight attendant student, teaches how to become a flight attendant, and shows the life of a flight attendant. Through the movie, flight attendant students learn how
they have to behave as a flight attendant. While learning the language, all the student really enjoy the movie. They are motivated by the movie so they eager to learn more English.

B. Movie facilitate English Language Learning

According to Collie and Slater (1990:3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

First, Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles) are included within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life / real life like settings.

Second, Cultural Enrichment. For many language learners, the ideal way to increase their understanding of verbal/nonverbal aspects of communication in the country within which that language is spoken a visit or an extended stay is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social/regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings.

Third, Language Enrichment. Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves.

Fourth, Personal Involvement. Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, she begins to inhabit the text. She is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; she feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process.
Watching to English movie will prepare EFL learners to the genuine English language they are to be faced with. Teachers can devise special exercises to assist students in improving their listening and speaking skills. A task as follows can be used to help Flight Attendant students notice and absorb the phonetic reality in native English speakers’ speech.

Here are the following text of the View From The Top movie:

1. Donna Jensen ________ commercial break of a famous flight attendant which ________ her to be a flight attendant. The ________ of "My Life in the Sky." Can we get a shot of that?
   I’m ________. Why’d you pick flying?
   No matter how much I love that sleepy little town, none of my ________ were waiting down there. They were ________ up there.
   (author, watched, dreams, motivated, waiting, curious)

   And frankly, people, no matter where you’re from, no matter who people ________ you are, you can be whatever you ________. But you got to ________ right now. Right this second, in fact. But how? You should start by ________ my book. I agree. But you can’t have my ________."My Life in the Sky."
   (buying, start, copy, think, want)

2. First Time Donna Jensen Applied in an Airline
   Sure, Sierra Airlines wasn’t the ________ and the ________. It was the ________ and the absolute _________. But everybody has to start somewhere.
   (smallest, best, worst, biggest)

   Interviewer: Donna, why do you want to be a stewardess?
   Donna: Well, for all the travel ________. And for the _________.
   Interviewer: We’re a budget airline. We fly from Laughlin to Fresno. ________ a week to Bakersfield. We got five planes. We fly ________ and drunks.
   Donna: Right. I want to ________ those gamblers and ________ with the best service in the sky.
   Interviewer: You’re gonna love the ________. Our motto is "Big hair, short skirts, and service with a smile."
   (Once, uniform, gamblers, excitement, provide, drunks, opportunities)

   Motivation
   John Withney: Tell me, why do you want to work for Royalty Airlines?
   Donna: Because I’m ________ and ________. It has ________ been my dream to work for the best.
   (efficient, always, organized)

3. Airlines _____ kit is ________ airport codes and ________ manuals, your registration ________, campus ________, and information about our ________ program.
   (rules, containing, regulation, packet, mentor, trainee)
4. Skill for flight attendant
   And even then, you have to speak several languages and serve _______.
   poise and grace: _____ in a professional manner and to handle setbacks with _____.
   We learn to always keep _____
   (smiling, behave, integrity, impeccably)

5. Flight Attendant Schedule
   This is Joan with Royalty. You're ____ to Stockholm via London.____ with Capt Hanson.
   (Flight, flying)

6. Statement on Board
   Welcome aboard!
   Welcome to Sierra. As much as you can today, sweetie, just stick by me.
   Okay, the overhead bins are closed and the cabin is secure.
   Welcome aboard Sierra Airlines flight to Fresno.
   There are three emergency exits.
   There's an oxygen mask up above you...
   I want my hand towels.
   I want my little booties.
   And I want my warm nuts!
   Here you go.
   Thank you. Fly with us again
   Sir, please fasten your seat belt.

   Welcome to Cleveland
   Hopkins International Airport
   Remain seated until the aircraft has come to a complete stop and the captain has turned off
   the "fasten seat belt" sign.

   We know you have a choice when you travel. We thank you for choosing. Royalty
   Express. Good afternoon. If this is just a stopover for you, we wish you a safe, pleasant
   continuation of your journey. If Cleveland is your final destination...welcome home.

   Welcome aboard. Royalty Express flight. Two in the rear and two in the front
   Would you care for some champagne or caviar?
   No, thank you. I would like a vodka straight up, though.
   Champagne and caviar.
   Extra-wide seats.
Learners are likely to be attracted by these easy sentences, which will be easily recited and long remembered. The texts are first presented to students certain parts removed. After enjoying the movie, Flight Attendant students are asked to fill in the blanks with the words they catch. The words in the blanks are taken based on the flight attendant conversation. Most of them have undergone slight changes in sound, so it is not easy for Flight Attendant students to recognize them in listening and speaking. The changes obey the phonological rules which are subconsciously employed by native speakers in ordinary speeches but are often neglected by EFL learners. For example, the word “author” in the first blank has lost its final consonant /ʤ/ because the succeeding word “that” begins with /ð/. The word “they” in the second blank of the sixth line is mistaken by many students for “dey”.

Movie can be used to teach natural pronunciation efficiently. Native speakers’ pronunciation provides a model for EFL learners. We can easily find words by either American, British, Canadian or Australian singers and let learners choose which pronunciation they would like to imitate. By repeatedly listening to and learning these words, flight attendant students will gradually correct their errors and achieve a more native-like pronunciation. Moreover, to make an English dialogue well also demands familiarity with a number of above-mentioned phonological rules. The experimental class the researcher taught reveals that students who always listen and watch to English movie pay more deliberate attention to pronunciation, phonological rules, stress and intonation than the others and thus pronounce more correctly and speak English more fluently.

The specific teaching practices of utilizing English movie in reinforcing different aspects of the flight attendant students’ language skills are based on the researcher’s own experiment in college English classes. After finishing the text analysis of each unit, which usually takes two weeks, about sixty minutes are spent on different classroom activities concerning English movie described above. Therefore, in 36 teaching hours of the whole semester for each class, 4 teaching hours in all are spared for immersing the students in English vocabularies. Flight Attendant students’ total score for the English class, which is mainly comprised of self-listening and speaking tests, final oral test and final written exam, as is prescribed by the teacher’s teaching agenda for English class. The researcher is teaching two different classes of the same year in the same College, one is Flight Attendant and the other is Air Transport Management, whose average academic performance in First Entrance Exam is at a similar level. The table suggests that using English movie in English classes will not weaken but reinforce the effect of teaching. It is shown from their score in Table 1.

Table 1
The Scores Comparison between Air Transportation Management and Flight Attendant Class toward ELT’s Movie Approach

<table>
<thead>
<tr>
<th>Test</th>
<th>N</th>
<th>Flight Attendant</th>
<th>Air Transport Management</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written (Mean)</td>
<td>20</td>
<td>78</td>
<td>67,5</td>
<td>10,5</td>
</tr>
<tr>
<td>Oral (Mean)</td>
<td>20</td>
<td>82,5</td>
<td>71,25</td>
<td>11,25</td>
</tr>
</tbody>
</table>

Source: Midterm and Final exam 2011
As can be seen in Table 1, there are a significant difference score between Flight Attendant whom used Movie as an approach in learning English and Air Transport Management whom did not used it. Table 1 shows how aviation movie really help the flight attendant student in learning English skill, especially listening and speaking.

**Conclusion**

Literature plays an important role in the English programs of many non-English speaking countries, especially in aviation college which all of the text book material from aviation subject are English. However, there are some problems encountered by language teachers within the area of teaching English through literature. First, there are few literature especially aviation movie which help teacher in English Language Learning. Second, there is a lack of aviation movie which facilitate English Language Learning in Aviation College.

The teacher has an important role in teaching English through literature. First, researcher determines the aim of language teaching in relation to the needs and expectations of the students. Researcher sets up the aim and the objectives of the language teaching. Second, researcher selects the appropriate language teaching method, teaching techniques, and classroom activities. Then, the researcher selects the aviation movie relevant to the aim and the objectives of the teaching. The result of giving aviation movie as material for flight attendant student, it gives differences result to other class because flight attendant students with verbal/linguistic intelligence, the language teacher’s using literature in a foreign language class serves for creating a highly motivating, amusing and lively lesson. Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.

**References**


INTERVIEWING EXPATRIATES AS A SOURCE FOR STUDENTS IN UNDERSTANDING DIFFERENCES IN CULTURAL BACKGROUNDS

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Abstract

Interviewing expatriates whom live in Bali was one of the projects that have been done in Cross Cultural Understanding class in the academic year of 2011/2012. The aims of the project was 1) students have direct communication with foreigners living in Bali, 2) students obtain information related to cultural differences experienced by expatriates and 3) students find out how the expatriates overcome cultural differences. The project was done by the students in six weeks. Each student had to contact an expatriate who can easily be found in Bali. They had to prepare an interview guide and put the result of their interview on paper. Each student had to present the result of their project to the class continued with classroom discussion. At the end of the presentation, the students conclude differences in cultural aspects experienced by the expatriates and how they handled those differences to be able to live in Bali. By interviewing expatriates, students had direct information about differences in cultural backgrounds and made Cross Cultural Understanding subject becomes a more realistic issue.

Key words: interviewing, expatriates

Introduction

Last year, a foreign student who joined Darmasiswa programme at Universitas Pendidikan Ganesha asked me, “Why, in Bali, people always ask me where I am going?”. She described that anytime she was walking down the street, almost everybody she met would ask her where she was going to. It did not matter whether or not those people personally knew her. She said that she was not quite sure what to answer. Whether she had to tell them the truth or would it probably okay to lie because where she was going to was actually none of the people’s business.

As a teacher who has handled Cross Cultural Understanding Class for the last years at the English Department Diploma III, such question caused me to think. How should foreigners answer questions that made them feel uncomfortable? On the contrary, the local people who have asked such questions have probably not the slightest clue that their questions are not expected. I brought the case to class, asked my students to discuss how they would explain if a foreigner came to them with a similar problem. The discussion reveals several other questions. Do the people really want to know where the foreigner is going? Do they really expect a true answer? What does the question really mean? For some people, such question probably is a way to have a small talk. Or it is just used ‘just to say something’. We
may compare such question to the question “How are you doing?” in English. Sometimes, the question is uttered not that the people really want to know how you are doing. It is very likely that the question expects “fine” as an answer. Regardless whether or not you feel fine. It is like saying “hello” or as an expression of politeness.

In order to understand people from different cultural backgrounds which are one of the main topics in the CCU class, in 2007, a project entitled “Introducing Target Language Culture through Movie Watching and Discussion” was conducted. It was a classroom action research. During the classroom activities, the students were asked to watch a movie and while watching, they had to take notes about cultural aspects which were shown in the movie. During the following meeting, the students had to form small groups to discuss the cultural aspects they have identified from the movie (Adnyani, 2011). Last semester, in the academic year of 2011/2012, a new project had been designed. This time, the students had to contact expatriates and had a direct interview with them. This project is seen as more authentic. Getting information of cultural differences and how people handle the situation from those who directly experience the life in another culture.

Having the chance to meet foreigners and communicate with them is an advantage to us the teachers of Cross Cultural Understanding as well as for the students. The fact that Bali is one of the most visited tourism objects gives us broad opportunities to have direct contact with international people. Besides, there are many foreigners deciding to live in Bali for various purposes that they finally become expatriates. Many expatriates also live in north Bali, the area where our university is located. This fact alone gives me the idea to have the project with the students for our CCU class. The project has three main aims. These are 1) students have direct communication with foreigners living in Bali, 2) students obtain information related to cultural differences experienced by expatriates and 3) students find out how the expatriates overcome cultural differences.

Method

This paper is a description of teaching experience on Cross Cultural Understanding which includes (1) direct contact with expatriates, (2) interviewing the expatriates to gather information related to their experience in cross cultural communication, and (3) describing how the expatriates handle cultural differences. The project was done by the students in six weeks. It started on the third week of April until end of May 2012. There were 44 students joining the project. Each student had to contact an expatriate who can easily be found in Bali. Expatriate is someone who does not live in their own country. The students had to prepare an interview guide and put the result of their interview on paper of maximum 10 pages. Each student had to present the result of their project to the class continued with classroom discussion. At the end of the presentation, the students conclude differences in cultural aspects experienced by the expatriates and how they handled those differences to be able to live in Bali.
Within the six weeks, the students were welcomed to consult the teacher, if they faced any difficulties or problems.

Finding and Discussion

The project was started on April 17, 2012. The students prepared an interview guide which consists of information which they wish to get from the expatriates. The interview guide mainly consist information related to some cultural aspects such as introduction including small talk, verbal communication, nonverbal communication, personal relationship, family values, time and space patterns, cultural conflict, and cultural adjustment, different politeness, and cleanliness.

The expatriates interviewed by the students come from various countries and live in different areas in Bali. The information related to the countries of origin, the areas where they live can be seen in Table 01.

Table 01. Names, Countries of Origin, and Address

<table>
<thead>
<tr>
<th>No</th>
<th>Names</th>
<th>Countries of Origin</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Helena Hood</td>
<td>Australia</td>
<td>Lovina, Buleleng</td>
</tr>
<tr>
<td>2</td>
<td>David</td>
<td>Australia</td>
<td>Denpasar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Candidasa,</td>
</tr>
<tr>
<td>3</td>
<td>Lisa Stadler</td>
<td>Australia</td>
<td>Karangasem</td>
</tr>
<tr>
<td>4</td>
<td>Sonika Crawford</td>
<td>Australia</td>
<td>Karangasem</td>
</tr>
<tr>
<td>5</td>
<td>Warren Scot Collins</td>
<td>Australia</td>
<td>Buleleng</td>
</tr>
<tr>
<td>6</td>
<td>Stuart Collins</td>
<td>Australia</td>
<td>Kuta, Badung</td>
</tr>
<tr>
<td>7</td>
<td>Jim</td>
<td>Australia</td>
<td>Lovina, Buleleng</td>
</tr>
<tr>
<td>8</td>
<td>Richard</td>
<td>Australia</td>
<td>Lovina, Buleleng</td>
</tr>
<tr>
<td>9</td>
<td>David</td>
<td>Australia</td>
<td>Kuta, Badung</td>
</tr>
<tr>
<td>10</td>
<td>Therry</td>
<td>Australia</td>
<td>Lovina, Buleleng</td>
</tr>
<tr>
<td>11</td>
<td>Frich</td>
<td>Australia</td>
<td>Tanah Lot, Tabanan</td>
</tr>
<tr>
<td>12</td>
<td>Cherry Carlson</td>
<td>Australia</td>
<td>Kuta, Badung</td>
</tr>
<tr>
<td>13</td>
<td>Jim McKay</td>
<td>Australia</td>
<td>Ubud, Gianyar</td>
</tr>
<tr>
<td>14</td>
<td>Stephen</td>
<td>Australia</td>
<td>Kuta, Badung</td>
</tr>
<tr>
<td>15</td>
<td>Peter Walker</td>
<td>Australia</td>
<td>Karangasem</td>
</tr>
<tr>
<td>16</td>
<td>Jane catharine</td>
<td>Australia</td>
<td>Kuta, Badung</td>
</tr>
<tr>
<td>17</td>
<td>Martin Anderson</td>
<td>Australia</td>
<td>Kuta, Badung</td>
</tr>
<tr>
<td>18</td>
<td>Guy Vandevijvere</td>
<td>Belgium</td>
<td>Lovina, Buleleng</td>
</tr>
<tr>
<td>19</td>
<td>Deng Tongbiao</td>
<td>China</td>
<td>Denpasar</td>
</tr>
<tr>
<td>20</td>
<td>Sherlyn Tan</td>
<td>China</td>
<td>Nusa Dua, Denpasar</td>
</tr>
<tr>
<td>21</td>
<td>Nigel Broman</td>
<td>England</td>
<td>Buleleng</td>
</tr>
<tr>
<td>22</td>
<td>Marco</td>
<td>Finland</td>
<td>Ubud, Gianyar</td>
</tr>
</tbody>
</table>
Table 01 shows that most of the expatriates contacted by the students were from Australia, some of them came from Europe, The United States, and Asia. Those expatriates have lived in Bali for at least six months. Many Australians live in Bali may be related to the fact that Australia and Indonesia geographically are neighbouring countries. Many Expatriates decide to live in Bali for marriage or job opportunities.

In this project, culture would be referred to the definition given by Brown (in O’Sullivan, 1994), culture refers to all the accepted and patterned behaviour of a given people. It is a body of common understanding. It is the sum total and the organization or arrangement of the group’s ways of thinking, feeling, and acting. In this sense, of course, every people has a culture and no individual can live without culture. It is our culture that enables us to get through the day because we and the other people we encounter attach somewhat the same meanings to the same things.

Mean while, O’Sullivan (1994) defines culture as, ‘they ways people agree to be’. Over periods of time, groups of people (societies) reach agreement about how they see the world, how they will behave, interact with each other, judge each other, organize themselves, manage themselves, and so on- in other words, how they will exist and how they will be.

The result of the interview conducted by the students reveals several differences in the cultural aspects that the expatriates experienced in Bali. According to the expatriates,
Balinese show togetherness. People live in a collective family while in their own countries especially for those who come from Australia, The United States and Europe describe that people are more for themselves or individual. For some expatriates, they still find it hard to handle the collective way of life, and very often, they still need their own space. Not being too close with other people. They need their privacy.

In Bali, greeting is done with smile. In Europe, people greet each other with a firm handshake, direct eye contact, a smile and appropriate greeting. People do not call each other by their first names upon introduction unless they are invited to. When visiting a friend very often, they bring a small gift and many westerners like to invite friends for dinner or barbeque. For many expatriates, Balinese are very curious people. They want to know a lot of things particularly personal matters even during their first meetings. In Balinese culture, it is considered polite to ask personal questions; “what is your name?”, “Where are you from?”, “Where are you going?”, “Are you married?”, “Do you have children?” And “What is your job?” People may ask those questions to strangers that they have just met for the very first time. Many Balinese start small talk using similar questions. On the contrary, for many Westerners, asking personal questions are seen as impolite and even rude. Many expatriates, no matter how long they have lived in Bali are still asked the same questions wherever they go. Asking personal questions may also be considered as mixing into somebody’s personal matters. Natsha Marek feels uncomfortable being asked lots of questions from people who are staggers for her, from people who she does not really know. Another expatriate, David Davinny said Balinese people like to gossip, people ask and talk about everything including age in Bali, which for Scottish is not polite.

The next cultural aspect that expatriates find a big different to their own is the religion. Mr. Walker and other expatriates still find all the ceremonies in Bali are fascinating. The weddings in Bali are celebrated in many days, while in Australia it is a one day event and celebration. In some parts of Bali, the whole village come or invited to a wedding, while Mr Cornor explained that in his country it is an even for friends and families and not to be exposed to public. In Bali, Ngaben (cremation), many expatriates see as a time of joy and great celebration, but in Australia a cremation is a time of great sadness and usually occurs within a few days of a person’s death, cremation is not practiced. Other interesting cultural activities are metatah (tooth filing ceremony), the Ogoh-ogoh festival, Nyepi day and megibung. Megibung, where a maximum of eight people sit together to share a meal at ceremonies. Megibung is usually practiced in East Bali.

People do offerings, ngejot (intended to give offering to the God and Butakala). Natasha Marek is impressed by the Balinese tradition called mebanten. Mebanten is to appreciate things that they get from the God. People are aware of things that cannot be seen like ghost, elements, and elevations. They believe in reincarnation. They believe in good days and bad days.

Another aspect commented by the expatriates is table manner. Westerners have the so called table manner. They like to eat together. They maintain equality and they have certain rules. However, the Balinese do not have table manner. People eat with their own way. Very
often people eat by themselves. In Bali, mothers usually cook in the early morning. Put the food on a table or cupboard and then the member of the family can eat whenever they like or when they are hungry. They must not wait for other family member to start eating.

Many expatriates experience the rubber time in Balinese culture. When they have an appointment at 7 with a Balinese, it is almost impossible that they come on time. Being late is pretty much acceptable. While in Europe most people are punctual. Being late for a meeting or for an appointment is shameful.

Barbara after being married to a Balinese man face several difficulties especially in dealing with personal relationship. Barbara does not appreciate when she has a problem with her husband; the family come to solve the problem. To her, they can solve the problem by themselves. When she has a date with her husband, the whole family comes along. For her, that is impolite. It is very often her husband is laughing in front of her among his friends. It makes her think that they are laughing about her. Also what shocks her is when people are whispering in front of her. Because she believes, they are talking about her. Barbara also thinks that Balinese food is not hygienic and almost dangerous because once she saw how the people made *lawar* (mixed vegetables with coconut sauce and sometimes mixed with fresh blood). So, Barbara has faced several cultural conflicts.

Many expatriates contacted by the students said that the cost of life is cheaper. However, for many expatriates, they find it difficult to adjust themselves to the different prices. They get annoyed that local pay cheaper and they have to pay more expensive. People have to bargain and very often they have no clue or have a doubt if the sellers tell them the correct price. Sometimes, expatriate feel uncomfortable because some sellers in the market are so persistent. In Western countries, they have fix price.

For many expatriates, cleanliness becomes a serious problem in Bali. The Balinese are careless about their environment and people throw rubbish recklessly. Many people throw rubbish in the river or any side of the road. In Europe, it is forbidden to burn plastics and rubbish should be collected in a rubbish bin. The government does not allow people to burn rubbish especially plastics because it is really dangerous for both human and the earth. It also causes cancer and global warming. Yet, in Bali, people are burning plastics everywhere. On top of that, people throw trash anywhere they want. Many foreigners observe that the river and sea in Bali are very dirty and full with rubbish. Kat (2002) mentioned that about 10 to 20 million plastic bags a day being burned, buried, tossed over the nearest river bank or ending up in dumpsites.

European is very discipline. They are taught that way since they are born. Mr Vandevijvere said that there is always a consequence of what people do. For, Mr Vandevijvere, he finds it hard to understand why parents let their children drive a motorbike under 17 year old. He has seen many children driving on the street with no helmet and certainly holding no driving licence. They very often drive on the road like crazy like Valentino Rossi. Besides, he cannot understand why the police allow them to drive. These children often break traffic rules and are dangerous for pedestrian. The craziest things that he has seen are people driving while playing with their mobile phone. They put their life and
Interviewing Expatriates as a Source for Students
In Understanding Differences in Cultural Backgrounds

others in great danger. Mr vandevijvere explains that in Europe children under 15 years old are forbidden to drive. When they drive without a driving licence, the police will put them to jail and they should pay a lot of money to pay the fine. That shows that to compare Balinese is less discipline than European.

Last but not least, expatriates see dogs everywhere, in western countries dogs are pet. They are taken care by the people. Some expatriates experience that some Balinese hit animals particularly dogs. They even use stick to hit the animals. For the expatriates, that attitude is cruel because in Europe they do not hit animal. They love their pets, keep them in the house and take a good care of them. Barbara and many other expatriates find it cruel that People in Bali kick or hurt an animal because in Western country, a pet is part of the family.

In handling cultural differences that often causes cultural conflict, some of the foreigners try to learn Bahasa Indonesia or Bahasa Bali. These people try to adapt to the Balinese culture but very often they are still confuse about many things that cannot be accepted by their logic. Yet, other foreigners are not interested in learning Bahasa Indonesia because for them, the less they know, the less conflict they would have.

Conclusion
By interviewing the expatriates whom live in many areas in Bali, students of Cross cultural Understanding class are aware about cultural differences, cultural aspects that are appreciated by foreigners and cultural aspects that can never be accepted by those who do not come from the Balinese cultural background. It is then the students’ task, our task to build a bridge that people can communicate with one another regardless in their cultural differences.

References


CREATING AUDIO VISUAL DIALOGUE TASK AS STUDENTS’ SELF ASSESSMENT TO ENHANCE THEIR SPEAKING ABILITY

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Abstract

The study is about giving overview of employing audio visual dialogue task as students creativity task and self assessment in EFL speaking class of tertiary education to enhance the students speaking ability. The qualitative research was done in one of the speaking classes at English Department, Semarang State University, Central Java, Indonesia. The results that can be seen from the rubric of self assessment show that the oral performance through audio visual recorded tasks done by the students as their self assessment gave positive evidences. The audio visual dialogue task can be very beneficial since it can motivate the students learning and increase their learning experiences. The self-assessment can be a valuable additional means to improve their speaking ability since it is one of the motives that drive self-evaluation along with self-verification and self-enhancement.

Key words: audio visual dialogue, task, self-assessment

BACKGROUND OF THE STUDY

Speaking happens in real time. It is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning. It is used to express ideas, opinions and feelings. One of the trends is focusing on basic competencies needed for everyday life context. Also, in speaking, the choice of vocabulary is different from that written language. Spoken vocabulary tends to be familiar and everyday. Talking of speaking skill, this study views the teaching speaking which means that teachers need to get the students to speak in the classroom. That is not an easy job. According to Harmer (2007: 123), there are three main reasons for getting students to speak in the classroom. First, speaking activity provides rehearsal opportunities to practice real life speaking in the safety of the classroom. Second, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Third, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of the elements become.

From Harmer statements above, this study tends to focus on giving the students more opportunities to use English inside and outside the class with the hope that they become more accustomed to be automatic in using the elements of the language. Importantly, to provide the opportunities for students in using English in their speaking, the need of implementing
effective technique or strategy will be more demanding in teaching speaking. There are many methods, techniques and strategies that can be employed by teachers of speaking in their class. This study asserts the task as the students activity outside the class of speaking in which the task is about creating audio visual dialogues that they recorded in compact disc (CD). Not only concerning on the task itself but the study also emphasizes on the self assessment as one of many alternative assessment to provide students with rewarding activity.

This study is based on qualitative research which was conducted to get information during the semester of teaching Interpersonal and Transactional Conversation. Interpersonal and Transactional conversation itself has goals of communicative competence in real life context. Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relation between people. Related to the function, some materials to be taught in that speaking class are, for example, asking for and giving information, thanking and replying to thank, asking for direction, giving compliment, etc. The majority of students who join the Interpersonal and Transactional conversation, when they first come to class, are unable to speak fluently as they said that they have difficulties in producing good English sentences and expression of everyday purposes. Their burdens are more about sentence structure rules in their mind and vocabularies difficulties. This study then tries to view the impact of giving students task, creating audio visual dialogue and make it as their self assessment, during one semester so that they have automatic way in using the elements of language appropriately.

The problem to be posed in this study is how audio visual dialogue created as students’ task and as students’ self assessment can be implemented in teaching speaking class so that their speaking ability of transactional and interpersonal purposes improve. Thus, the objective of the study is to give overview of creating audio visual dialogues task as students’ self assessment in Interpersonal and Transactional conversation class, to enhance the speaking ability of second semester students at English Department, State University of Semarang in 2012.

THEORETICAL FRAMEWORK

The word task has been used as labels for various activities including grammar exercises, practice activities and role plays. Every task has goal oriented. While learners are doing tasks, they are using language in a meaningful way (Willis, 2004: 24). Thus, the task should have an outcome. It is a challenge that of achieving the outcome that makes the task a motivating procedure in the classroom. Task can be individual or in pairs or groups. From the learner’s position, doing a task in pairs or groups has a number of advantages, as stated by Willis (2004), they are (1) giving learners confidence to try out whatever language they know, or think they know, in relative privacy of a pair or small group, without fear of being wrong or of being corrected in front of the class, (2) giving learners experiences of spontaneous interaction, which involves composing what they want to say in real time,
formulating phrases and units of meaning, while listening to what is being said, (3) giving learners chances to practice negotiating turns to speak, initiating as well as responding to questions, and reacting to other’s contributions, (4) engaging learners in using language purposefully and co-operatively, concentrating on building meaning, not just using language for display purposes, and (5) helping learners gradually gain confidence as they find they can rely on co-operation with their fellow students to achieve the goals of the tasks mainly through use of the target language.

This study implemented the audio visual dialogue as students task which they did in pairs or in groups of three. Audio visual means something that can be seen and can be heard. The term audio visual aids refer to anything that a teacher uses to help facilitate communication of the learning material when he interacted with the students. The brand new innovation of audio visual aid is video. Harmer (2002: 282) mentions many reasons why audio visual aids can add special dimension to the learning experiences, they are (1) by audio visual aid, students do not just hear language but they can see it too, (2) it allows students to look at situations beyond their classroom, (3) the power of creation, when students are given the potential to create something memorable and enjoyable. The camera operators and directors have considerable power, and (5) motivation can be shown by most students as they show an increase level of interest when they have a chance to see language in use as well as hear it, and this is led with interesting tasks.

From all the statements above, thus, it can be said that when the teacher gives task of video making, it can provoke genuinely creative and communication uses of language, with students finding them “doing new things in English”. The task that is instructed to the students can be divided into three frameworks (Willis, 2002). The first is “Pre- task”, introduction to topic and task, the second is “Task cycle”, about the task- planning- report which students hear task recording, and the third is “practice and production”, students practice dialogue and do role play to encourage them ‘free’ use of language.

The audio visual dialogue task that is created by the students will be used as their self assessment. Self assessment derives its theoretical justification from a number of well-established principles of second language acquisition. The principle of autonomy stands out as one of the primary foundation stones of successful learning. The ability to set one’s own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit are all keys to success. Developing intrinsic motivation that comes from a self- propelled desire to excel is at the top of the list of successful acquisition of any set of skills (Brown: 2004, 270). It is also stated by Brown (2004) that there are five strategic options to create five categories of self assessment, (1) direct assessment of performance, (2) indirect assessment of performance, (3) metacognitive assessment, (4) assessment of socioaffective factors, and (5) student self-generate tests. The following is the taxonomy of self- assessment task for speaking skill based on Brown (2004:277)
Table 1. Taxonomy of student self assessment task

<table>
<thead>
<tr>
<th>Speaking Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filling out student self-checklists and questionnaires</td>
</tr>
<tr>
<td>Using peer checklists and questionnaires</td>
</tr>
<tr>
<td>Rating someone’s oral presentation (holistically)</td>
</tr>
<tr>
<td>Detecting pronunciation or grammar errors on a self-recording</td>
</tr>
<tr>
<td>Asking others for confirmation checks in conversational settings</td>
</tr>
<tr>
<td>Setting goals for creating/increasing opportunities for speaking</td>
</tr>
</tbody>
</table>

The above taxonomy can lead the instructor or teacher to consider a variety of tasks within speaking skill. Looking back to creating audio visual dialogue task, the tasks of using checklist and questionnaires, detecting pronunciation or grammar errors on self recording, and so on will be very beneficial to students in enhancing their self motive so that their speaking ability improves as well.

In the category of assessment of a specific performance, student typically monitors him or herself in either oral or written production, and renders some kind of evaluation of performance. The evaluation takes place immediately or very soon after the performance. In social psychology, self assessment is the process of looking at oneself in order to assess aspects that are important to one’s identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement. Sedikides (1993) suggests that the self-assessment motive will prompt people to seek information to confirm their uncertain self-concept rather than their certain self-concept and at the same time people use self-assessment to enhance their certainty of their own self-knowledge.

Fulcher (2003:23) asserts that speaking is the verbal use of language to communicate with other. In teaching speaking teacher has to realize that students need the ability of speaking English in their future. As cited from Nunan (2003: 32), teaching speaking means to teach learners to produce the English speech sounds and sounds patterns, to use word and sentence stress, intonation pattern and the rhythm of second language, to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, to organize their thought in a meaningful and logical sequence, and to use language as means of expressing values and judgements.

RESEARCH METHODOLOGY

The subject of the study was the second semester students of EFL learners of tertiary level who joined in Interpersonal and Transactional Conversation class in English Department, Faculty of Languages and Arts, Semarang State University (UNNES), Central Java, Indonesia. This was a qualitative study in which the writer wanted to find the phenomena happened in the class for one semester.

The procedural steps that were applied in conducting the study were:
(1) Designing the instruments to get the data (rubrics of self assessment, informal questions)
(2) Field research in the class
(3) Explaining the objective to the students
(4) Students completed the task, recorded audio visual dialogue task.
   Teacher can provide students with making recordings of their speaking. Again as stated by Harmer (2007), the activities of making recordings suggest ways in which the camera (and/or the microphone) can become a central learning aid, as a result of which students work cooperatively together using a wide variety of language both in the process and the product of making a video or audio recording.
(5) Students did self assessment by completing the scoring rubrics of self assessment.

Table 2. Rubrics for the student to do self or peer assessment from O’Malley and Pierce (1996) using Holistic Oral Language Scoring Rubric

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>- Speaks fluently</td>
</tr>
<tr>
<td></td>
<td>- Communicates competently</td>
</tr>
<tr>
<td></td>
<td>- Master variety grammatical structures</td>
</tr>
<tr>
<td></td>
<td>- Uses extensive vocabulary</td>
</tr>
<tr>
<td></td>
<td>- Understand classroom discussion</td>
</tr>
<tr>
<td>5</td>
<td>- Speaks in social and classroom settings with sustained; any errors do not interfere with meaning</td>
</tr>
<tr>
<td></td>
<td>- Speaks near native fluency</td>
</tr>
<tr>
<td></td>
<td>- Uses variety of structures with occasional grammar errors</td>
</tr>
<tr>
<td></td>
<td>- Uses varied vocabulary</td>
</tr>
<tr>
<td></td>
<td>- Understand simple sentences in sustained conversation</td>
</tr>
<tr>
<td>4</td>
<td>- Initiates and sustains a conversation with descriptors and details</td>
</tr>
<tr>
<td></td>
<td>- Speaks with occasional hesitation</td>
</tr>
<tr>
<td></td>
<td>- Uses some complex vocabulary; applies rules of grammar but lacks control of irregular forms</td>
</tr>
<tr>
<td></td>
<td>- Uses adequate vocabulary; some word usage irregularities</td>
</tr>
<tr>
<td></td>
<td>- Understands classroom discussions with repetition, rephrasing, and clarification</td>
</tr>
<tr>
<td>3</td>
<td>- Begins to initiates conversation, asks responds to simple questions</td>
</tr>
<tr>
<td></td>
<td>- Speaks hesitantly because of rephrasing and searching for words</td>
</tr>
<tr>
<td></td>
<td>- Uses predominantly present tense verb; demonstrates errors of omission (leaves words out, words ending off)</td>
</tr>
<tr>
<td></td>
<td>- Uses limited vocabulary</td>
</tr>
<tr>
<td></td>
<td>- Understands simple sentences in sustained conversation</td>
</tr>
</tbody>
</table>
Creating Audio Visual Dialogue Task as Students’ Self Assessment to Enhance Their Speaking Ability

| 2 | - Begins to communicate personal and survival needs  
  - Speaks in single-word utterances and short patterns  
  - Uses functional vocabulary  
  - Understands words and phrases; requires repetitions |
|---|---|
| 1 | - Begins to name concrete objects  
  - Repeats words and phrases  
  - Understands little or no English |

(6) Analysing the data  
(7) Students did Reflection  
(8) Drawing conclusion

The results of students’ reflection will be beneficial for students themselves as their speaking ability improvement realization.

RESULTS AND DISCUSSION

The results are discussed from two sides. First, it is about the steps of implementing the task of making audio visual dialogue recording and students’ self assessment. Second, it is about the results of self assessment and reflection from students.

First, the description of the steps applied in the class:

1. The lecturer stated the objective of the speaking class activity by asking the students to work in pairs or group of three to create recorded audio visual dialogue simulation task as their self assessment.
2. The lecturer then explained the overview and phases of the task given.
3. The instruction of the task started from the component of task based learning framework.

| Table 3. Task based framework explained by the lecturer |
|---|---|
| **Pre-task** |
| Introduction to topic and task | lecturer explores the topic with the class, highlights useful words, phrases, and gambits used in speaking of Interpersonal and Transactional conversation, helps students understand task instructions and prepare. |
| **Task Cycle** |
| 1. Task | students discuss the task in pairs or groups |
| 2. Planning | students prepare the task, how they do the task, decide and discover |
| 3. Report |
| **Language Focus** |
| 1. Analysis | students examine and discuss of the text of transcript being recorded |
| 2. Practice |
The students chose the topic of audio visual dialogue task by considering the instruction from their lecturer. The topics that they chose were “thanking and replying to thank”, “asking for and giving information”, and “giving and replying to compliments”. The students chose those three topics based on the materials given by the lecturer in one semester. Actually, there were many topics taught to them, but their choosing was considering to the time to practice the dialogue simulation in the class. Those three topics were not frequently practiced in the class since the time was very limited at that time. So, finally there was agreement between participants (students and lecturer) to practice the topics by employing the recorded audio visual dialogue task.

After the students created the recorded audio visual dialogue, they were given framework of self assessment and the rubrics for their assessment of their own product (recording of audio visual dialogue).

All the students tasks, recorded audio visual dialogue task and the results of students scoring on their self assessment rubrics, were collected.

The last step was students’ reflection using the guided questions given by their lecturer as their progress of learning in Speaking class.

Table 4. Guided Informal Questions after the Students completed the audio visual dialogue task and self assessment rubric

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are your big problems dealing with your speaking ability?</td>
</tr>
<tr>
<td>2. Do you like involving in self assessment when you do role playing and dialog simulation recorded in audio visual way?</td>
</tr>
<tr>
<td>3. How did you face your problems if you made mistakes?</td>
</tr>
<tr>
<td>4. How did you maintain the conversation when your partner had difficulties in expressing the utterances of dialog?</td>
</tr>
<tr>
<td>5. Now, do you think you get better after involving in self assessment in your tasks?</td>
</tr>
</tbody>
</table>

Second, all the results of self assessment and reflection are as follows:
From the three topics chosen by the participants in completing the recorded audio visual dialogue task, then the students completed the rubrics of self assessment on their task. There are three results of self assessment rubrics.
Table 5. Results of Students’ Self Assessment Rubric Scoring (in percentage)

<table>
<thead>
<tr>
<th>No of topics of recorded audio visual dialogue simulation task</th>
<th>Frequency of Scoring appears in rubric of self assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>First: Thanking and Replying to thanks</td>
<td>10%</td>
</tr>
<tr>
<td>Second: Asking for and giving information</td>
<td>0</td>
</tr>
<tr>
<td>Third: Giving and replying to compliments</td>
<td>0</td>
</tr>
</tbody>
</table>

It can be seen from the table above that the students self assessment is a kind of process since the scoring which they give is increasing in percentage. From the first topic of audio visual dialogue task, the students were asked to give score on self performance. At the first topic, the students felt they lack of grammar, vocabulary, and did not have self confidence to speak. So, many student gave score 3 for their performance. While, in second topic of audio visual dialogue task, the student’s ability increased in their self assessment. That was because the lecturer also gave feedback on their attitude of oral performance. Many students gave score 4 for their self assessment. Then, in third topic of audio visual dialogue task, the students were more enthusiastic in giving score of their self assessment rubric. Many student students gave score 5.

CONCLUSION

The conclusion that can be drawn from the results of the study: First, by giving the students task of creating audio visual dialogue task, students will get more learning experiences because they do not just hear but they can see their simulation too. Indeed, it allows students to the power of creation since they are given opportunity to be more potential in creating something memorable and enjoyable. The audio visual dialogue task can be motivating as they show their increasing level of interest. Second, the result of self or peer assessment done by the students was obvious as good strategy in enhancing the teaching quality of Speaking class. Speaking class which is considered oral performance situated class has characteristic of helping the student to gain awareness or to practice some aspects of linguistics knowledge (whether grammatical rule, vocabulary mastery, or application of phonemic regularity to which they have been introduced), to develop production skills, or to raise awareness of some socio-linguistic or pragmatic point (as Hughes stated, 2002). From the reason above, self reflection is also
necessary as one of the strategy to raise students’ awareness due to their speaking ability in community and surroundings.

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UNIVERSITY STUDENTS’ RESPONSES ON THE USE OF MOBILE PHONE FOR EFL LEARNING ACTIVITIES

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Abstract

This present study was conducted to explore the possibility of using mobile phone for learners to use for learning purposes. The aim of the study was to find out the students’ responses on the use of mobile phones for off-class listening activities. Method of the study utilised was descriptive and questionnaires were used as instruments to collect data both on the ownership of mobile phones and students’ responses. The responses were based on the joy, motivation, challenge, independence, and flexible learning schedule. The findings show that 100% of the students own mobile phones while the means of students’ responses for each of the above variables are 3.49, 3.29, 3.00, 3.59, and 3.51 respectively.

Keywords: flexible learning, mobile learning, responses

Introduction

The use of technology for foreign learning learning has been widely experimented to improve the learners’ achievements and direct them to the goal of education. Communication technology, more specifically, has been revolving very fast, trying to catch the users’ demand for a smaller product with more sophisticated features for mobiling purposes. Moreover, the technology also enables learning to be more engaging and more ubiquitous. Ubiquitous learning can be enhanced by the support of technology. When learning becomes part of daily activities, part of the learners’ dress accessories, it is where the ubiquitous learning has already taken place.

When ubiquitous learning can take place, learning will be a daily activity. It takes place without being intentionally controlled. Learning will be self automated as it happens without being realised by learners that they are learning. They will be addicted as game players are mad about playing game everyday. This is the role of the technology where it can support learning to be more engaging, individualised, and creative (Zheng & Dahl, 2010).

Most of mobile technologies have been designed to suit the user’s daily activity. Mobile phone is one of the example. It is realised or not that mobile phone has become part of its users’ life. In terms of learning, mobile technology can be used as a tool to provide learners with authentic learning activities after classroom hours (Morales, 2010).
The initial survey found that 100% of the university students own a mobile phone. This shows that mobile phone is a gadget that becomes not merely for fulfilling its main function: communication. It, however, is also part of their life style.

Today, as the features of the mobile phone becomes more and more sophisticated, the idea that activating a mobile phone in a classroom bring disadvantages should soon be reconsidered as it is considered to distract the class concentration. Besides, ethically, it is considered impolite to ignore the instructor while being busy with receiving phone calls or text messages.

A standard mobile phone now is equipped with an mp3 player, a dictionary, and a browser with wireless connectivity tool, and a camera. A high end mobile phone is planted with an endless list of features useful for learning tool, such as pdf Reader, office documents reader, browser with HSDP connectivity, and messenger. Those features, when used wisely, can support learning both during and after classroom instruction. The use of mobile computer, on the other hand, is not as frequently as mobile phones that it is not so ubiquitous to be part of learner's daily life (Barbosa, Barbosa, & Wagner, 2012).

Empirically, A study found that using text messaging through mobile phone for learning English vocabulary in an English as a Foreign Language (EFL) class could increase the learners vocabulary mastery (Goojari & Tabatabei, 2012). Further, the study also found that there was significant difference between group with and without mobile phones in terms of vocabulary mastery improvement. Despite those studies above, a study on Android-based mobile learning, however, warned that there are possibilities of weaknesses in using mobile phones for online learning. One of the weaknesses is the issue of compliant between the web server and mobile devices used (Chao, 2012). Another study also asserted that there are difficulties in developing applications for mobile phone devices (Daniels, 2012). Besides, the study also revealed that the size of common mobile phone screens are too small to read texts.

Based on the two different pools of findings above, the current study was conducted to use mobile phones for “homebytes” listening assignments. The study was conducted for the purpose of improving learning to be more engaging and more ubiquitous, especially in EFL listening class. The supporting learning activities are in forms of additional listening materials accomplished at home using mobile phones.

**Method of Study**

The present study was conducted on the basis of descriptive study. Subject of the study were 41 university students taking Listening 2 in their semester 4. Data were collected using questionnaires distributed at the end of the semester to find out their experiences in learning with mobile phones.

There are two different questionnaires used. The first questionnaire is about ownership of mobile phones which consists of only two choices: yes and no. The other questionnaire is about the learners’ perception in using mobile phone for learning listening skill exercises. This questionnaire uses Likert scale: Totally disagree, disagree, don’t know, agree, totally agree, each of which is scored 1, 2, 3, 4, and 5, respectively. In this type of
questionnaire, there is a blank space where subjects can write their further specific comments about their experiences during working out listening skill exercises using mobile phones. Data collected were analysed and interpreted descriptively.

Findings and Discussion

The study was conducted as the previous web-based listening exercises were considered ineffective in terms of learners’ access to internet connection and technical constraints. The web-based exercises link is available at www.bhsinggrispekerti.org. During the two-semester implementation of the listening learning model, it was learned that the web-based learning was not considered to be very handy in that learners had to rely on the internet rentals to work out the exercises. The learning process was not anymore taking place anywhere and anytime because of the internet connection constraints.

Furthermore, problems even got worse when technical failure took place during the learning session. Four learners fail to access the web-based exercises while their student registration numbers had already been input to database. It was a minor problem but still very frustrating for both the learners and the instructor. Until the semester was over, the learners’ scores could not be retrieved from the site’s database and hence they did not have score for the listening 1 mid term test. Additionally, an issue of learners integrity also appeared (Suarcaya, 2011). One learner wrote in his questionnaire that few of his friends were cheating the assignments. This issue was unfortunately beyond the control of the instructor. It was also reported in major Asian countries (Latchem & Jung, 2010; Sangi, 2007).

Using the problems above as the starting point, the current study was conducted to explore the possibilities for the learners to experience a more ubiquitous and pervasive learning, especially on listening exercises for freshmen college students. The method was made even more simple by distributing digital audio files and student worksheets. They then could listen to the audio materials using their mobile phones to understand the content of the recording before working out the given worksheets. The exercises were take-home assignments, familiarly termed homebytes assignments, which should be accomplished in a week-time.

Findings

Data collected consist of two different categories, namely: data about ownership of mobile phones which are in a form of “yes/no” question and learners perception about using mobile phones for listening skill exercises. The following table depicts data about ownership of mobile phone and features available in the learners mobile phones. There were 41 students from Listening skill 1 class at the Department of English D-3 participating in the study.
Table 1

*Mobile phone ownership and features*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Valid</th>
<th>Missing</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Have a mobile phone</td>
<td>41</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Operating system for mobile phone</td>
<td>40</td>
<td>1</td>
<td>0.75</td>
</tr>
<tr>
<td>Able to read pdf files</td>
<td>40</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Text message application</td>
<td>41</td>
<td>0</td>
<td>0.3</td>
</tr>
<tr>
<td>Phone call application</td>
<td>41</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Internet Information searching</td>
<td>41</td>
<td>0</td>
<td>0.67</td>
</tr>
<tr>
<td>Internet browsing</td>
<td>41</td>
<td>0</td>
<td>0.78</td>
</tr>
<tr>
<td>Social network applications</td>
<td>41</td>
<td>0</td>
<td>0.33</td>
</tr>
<tr>
<td>Messenger chats</td>
<td>41</td>
<td>0</td>
<td>0.22</td>
</tr>
<tr>
<td>Music player application</td>
<td>41</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Listening skill exercises</td>
<td>41</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Reading skill exercises</td>
<td>40</td>
<td>1</td>
<td>0.13</td>
</tr>
</tbody>
</table>

The table above shows that 100% of the subjects have a mobile phone. What makes a difference between one mobile phone to the other is the features/applications available in each of the mobile phones the subjects have. Most of the subjects’ mobile phones have standard features for making phone calls, text messaging, playing music, as well as organiser.

In terms of functions served by the mobile phone, most subjects use their mobile phones for searching information and internet browsing. However, only 33% and 22% of the subjects activate social network and messenger apps.

Furthermore, the table above also shows that subjects almost never read learning materials from their mobile phones. It is only 13% of the subject reading learning materials from their mobile phone. In contrary to reading activity, all subjects use their mobile phones for accomplishing their listening skill exercises.
Table 2
Mean Learners’ perception on the use of mobile phone for learning

<table>
<thead>
<tr>
<th>Items</th>
<th>Valid</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using mobile phone to accomplish Listening exercise is fun</td>
<td>41</td>
<td>3.49</td>
<td>109.822</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Using mobile phone to accomplish Listening exercise is motivating</td>
<td>41</td>
<td>3.29</td>
<td>.98092</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Using mobile phone to accomplish Listening exercise is challenging</td>
<td>40</td>
<td>3.00</td>
<td>119.829</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Using mobile phone to accomplish Listening exercise makes me to be</td>
<td>41</td>
<td>3.59</td>
<td>.94804</td>
<td>2.00</td>
<td>5.00</td>
</tr>
<tr>
<td>independent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using mobile phone to accomplish Listening exercise can be done in my</td>
<td>41</td>
<td>3.51</td>
<td>102.767</td>
<td>2.00</td>
<td>5.00</td>
</tr>
<tr>
<td>free schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shows that the means for the five items of the questionnaire: motivating, being fun, challenging, being independent, and being free to schedule the listening activities are not so convincing in that each mean ranges from 3.00, being the lowest, up to 3.56, being the highest. Item 1-3 fall closely within the third category, don’t know. On the other hand, item 4-5 are slightly closer to the fourth category: agree.

The result of the learners’ perception above are confirmed by the learners’ comments they wrote in the last section of this second questionnaire. The comments are grouped into three different ones. The first group of comments, dominating most of the comments, addresses the learners’ lack of collaborative discussion in working out listening skill exercises as it is shown by the following figure.

**Figure 1. Learner’s preference on learning**

- Working alone at home is no good.
- Better at campus with friends.
The other complained about the preference of using language lab rather than mobile phone as it can be seen in Figure 2 below.

**Figure 2. Learner’s preference on where to learn best**

And the last group of comments of which number is the fewest mostly agree with the homebytes activities as they think the exercises help them improve their listening skill. Figure 3 in the following shows one of the comments.

**Figure 3. Learner’s agreement on the take-home listening tasks using mobile phone**

**Discussion**

Judging from the result of the first questionnaire about ownership of mobile phones, the second questionnaire should show corresponding positif result. The result, however, is disappointingly low as it is tabulated in the previous Table 2. The following is discussion of the findings.
Learners’ perception on mobile learning: The questionnaire

One of the goals of mobile learning is to implement the idea of ubiquitous and pervasive learning that is to make learning as part of the learners’ daily habit (Kukulska-Hulme & Traxler, 2005). To be ubiquitous means that learning is available everywhere and everytime. The learning activities can be initiated wherever and whenever the learner wants to start learning (Ng, Nicholas, Loke, & Torabi, 2010). Additionally, to be pervasive means that learning activities are embedded in the learner’s daily activities that he is unaware that the learning is taking place. The goal then directs the use of mobile phones for working out additional exercises using mobile phones.

The findings of the present study, however, are not promising so much in that the learners’ perception about mobile learning using mobile phones as the tool for learning is not yet considered a learning need by the learners. The learners perceive that working out listening skill exercises through a mobile phone is neither fun, motivating, nor challenging. It seems this is due to the learners’ learning experiences which mostly involve learner to learner interactions and learner to instructor interactions in a conventional classroom during instructional processes. During the classroom interactions, learners can physically interact with the rest of the class in various different ways. This learning mediated by physical interaction is much easier to do than doing independent-type of learning. In other words, the absence of a teacher and friends in an online learning demotivated online learners (Alberth, 2011).

Furthermore, from the perspective of the learners, learning styles influence the success of learners in learning. Learners who are extrovert tend to prefer group learning through discussion and an introvert learner, on the other side, prefer learning individually (Pritchard, 2009). These two different types of learning styles, to mention a few, will have different preferences to certain modes of learning delivery (Alberth, 2011).

Additionally, it is not guaranteed that learners who are ICT literate can be successful in an online learning programme (Jenkin, 2006). Internet for social activities requires only limited specific skills. Online social activities do not demand complex cognitif processes such as deducing and concluding, analysing and synthesising, linking complex web of meanings, as well as skills to manage and locate apropiately useful information to support learning. Online independent learning requires all those cognitive processes and skills above, much more complex activities than a traditional learning requires. In a traditional learning, a confused learner may ask a friend next to him quickly. Yet a lost learner on the Internet will have no one to ask but keep trying or giving up the learning. This is one of the reasons why learners easily gave up the online learning (Suarcaya, 2008). Therefore, in relation to the constraints in online/mobile independent learning, it is suggested to provide learners with both technical and content supports (Collis & Moonen, 2004). In the context of the present study, however, no technical support is required because of the nature of the exercises. Learners need only to save the mp3 files in the learner’s own mobile phone and play it with the phone default audio player. What seems to be needed is the existence of friends or an
instructor support when the learner comes to a dead end as they frequently experience in the classroom.

**Technological perspective**

Technologically, mobile phone was originally created for serving mobile communication purposes. As the technology develops, mobile phones are equipped with built-in applications such as: text messaging, dictionary, audio and video player, camera, picture viewer, organiser, and other latest applications useful to support various activities. So, with only one mobile phone, a user can do many activities; world is in his hand.

Despite those features, mobile phones are lack of specific learning tools for users to support learning. It is because the reason behind the emergence of mobile phones is to overcome the limitation of fixed house phone that is to provide mobile communication solution for its users. So, naturally the reason people buy mobile phones is for the purpose of doing mobile communication not for learning purposes. The case is very much different from buying a notebook or a tablet pc from which the owner can learn to use office applications, check spellings and grammatical errors, consult a dictionary, learn how to edit pictures, and many other useful applications to support learning.

The kind of mind set above seems also influence the learners about what a mobile phone is for. So, when they were introduced with learning using a mobile phone, socioculturally they were not yet ready. It still takes sometime before learning with mobile phone can widely accepted by learners.

**Conclusion**

In conclusion, the results show that using mobile phones for learning activities need further preparation on both the learners and instructor as this shown by the learners perception about using mobile phones for learning. They perceive that using mobile phones for learning stay them away from others though most of them admitted that they could be an independent and flexible learner.

**References**


THE NEW TRANSLATION OF THE EAST
IN GILBERT’S EAT, PRAY, LOVE

Rahayu Puji Haryanti

Abstract

The relation between East and West seems to be a never ending story. The impacts of colonialism which relates (or separates?) the two worlds thus become a lust field of observation. Eat Pray Love, a novel which depicts the travel of a western woman presents alternative meanings of this “other” hemisphere. This novel seems to be the next milestone in the continuum of west-east history. Through the propositions of Edward Said in Orientalism and Iser’s implied Readers, this paper tries to explain how the Eastern perspective in the modern era is translated in the western language. Through the intrinsic elements of the story it is found out that besides the geographical exploration, the story reveals the nooks and crannies of the eastern spiritual hollows. The east, represented by the people of India and Bali (Indonesia) with their unique ways of seeing the world is said as being sprinkled with the colonial identification. Meanwhile, through the perspective of an implied reader, the paper reports three points addressed in the translation. They are: spiritual vagabonds, the exotic tourist spots, and the accidental master. It is expected that the findings give better understanding in human relation in the modern context and bring forth new strategies in promoting world peace.

Keywords: postcolonial, orientalism, vagabond, accidental tourist, translation

Introduction

West and east has been extremely described as two, both physically and ideologically, separate (confronting?) hemispheres. In a poem entitled the Ballad of East and West, Kipling in Stedman (2003) states:

OH, East is East, and West is West, and never the twain shall meet
Till Earth and Sky stand presently at God’s great Judgment Seat

The modern terminologies which bear the similar contexts as the above verse are local vs global or Asia / Africa / Middle East vs Europe / America. In some postcolonial articles, the relations (conflicts?) of the two sides are still selected for discussions. In Roy’s novel, the God of Small Things, the colonial representation has made young generation desperate. The inability of the two kids, the main characters, to understand their own ancestors who speak a different language has created emptiness in their identity chamber (1997). For a long time, representations and translations of some native cultures have made the natives fail at identifying their own noble values worth revisiting.

Another postcolonial author is Jessica Hagedorn (1990) who wrote about the postcolonial Philippines. In her novel “Dog Eaters”, she has “sent” a native young girl to “the airport” or to “the junction” to feel at home. This is a metaphor of diaspora, as local cultures nowadays are manifested as merely temporary hideaways of modernity. In this story, young
people, represented by the character of Rio, have been brought up within the translated versions of their own culture so that they are unable to read the local texts. This makes the study of postcolonial issues in the ex-colonized country always relevant to today’s affairs.

Underlying theories.

This paper is a report of an analysis based on library observation using postcolonial approach. The data were collected based on a close reading of the texts under the analysis and related references. The following are the underlying theories supporting the analysis

Post-colonialism and Translation.

Postcolonialism is a discourse relating today and European and American dominating imperialism. Adam and Tiffin in Williams and Chrisman (1993) say that regardless of the various definitions offered, post-colonialism can be most beneficial when related to questions of representation and translation. This can also be a kind of mark on the self awareness of people about the long historical background influencing their life now and in the future. Post-colonialism study itself leads people to the figures who have big shares in this paradigm. They are, among others, Edward Said, Homi Bhabha, dan Gayatri C. Spivak. Edward Said has contributed to the post-colonial discussions by explaining the influence of the imperialists in the formation of knowledge and culture of the east in his book Orientalism, Gayatri Spivak with her article the politics of Translation, notes how a translator has the power over the texts, so that the west translator is creating the eastern people’s representation. Meanwhile, Hommi Bhabha is outstanding through one of his essays the location of Culture and of Mimicry and Man introducing the term “mimicry”.

Underlying Theories

“Translation” in this paper is a metaphor. It suggests an idea of two sides, speaking in different languages, with a mediator who has a skill to decode a message from the first side and encodes it to the second side. Thus, it can be taken as a model on how the reality of the east is described though the works of western travel writers.

The term “Orientalism” has interesting positions within west-east representation and translation. Under the subchapter Natives under Control, Said (1993 :pp 162-168) argues that culture is part of imperialism and that imperialists who focus their study on the east (the orient) have an obligation to represent the natives and to translate their needs in their report. Military officials, through various functions such as geographer, geologist and administrator to the royal, work to find out the problems within the local people and translate their ideas to be understood by the imperialist society. However, besides the imperialists, the indigenous people are also conditioned to read the reports. Said even reveals that the imperialists’ fictional codes are still used to produce the literature of the orients. In Reader Response Criticism, Iser reminds that a text has multi-purposes. A children story, for example, can sometimes be intended for a child but at the same time contains messages for the parents. In fact, Iser distinguishes two kinds of readers, implied reader and actual reader. An actual
Finding

Eat, Pray, Love and Post-Colonialism

Eat, Pray, Love tells a story about an American woman, Elizabeth Gilbert, who makes a travel to the east to look for a relief from household conflicts and solution to her spiritual inquiry. Through the think-aloud monologs scattered in the story, it is shown that the love story is only one of the intertwining themes offered. Another theme is western spiritual and cultural exposure over the east, especially related to the label of the east as a religious land. The west itself is labeled as a modern society with very ambivalent stance of religiosity as shown in the orientation of the story in the following narration:

Culturally, though not theologically, I am a Christian. I was born a Protestant of the white Anglo Saxon persuasion….. Strictly speaking then I cannot call myself a Christian. (Gilbert, p. 2010 : p 14)

A tug of war happens within the character’s psyche between believing and not believing, between embracing a religion or following her own way of worshipping. Her confusion and life conflicts suggest her to make a “pilgrimage” to the two religious-labeled resorts of the east, India and Bali (Indonesia).

How the story can be related to postcolonial presumptions is the presentation of the narrator’s perspectives towards the eastern world which recurs west-east dichotomy as follows:

I have only a week left here. I am planning to go back to America on Christmas before flying to India. Not only because I can’t stand the thought of spending Christmas without my family but also because the next eight months of my journey - India and Indonesia – require a complete repacking of gear. Very little of the stuff you need when you are living in Rome is the same stuff you need when you are wandering around India. (Gilbert, 2010 : p 117)

The quote above shows the “othering” proposition, which marks the postcolonial period. In the quote, Elizabeth signals the western people’s worries about being in contact with people who are regarded as strangers, who are much different from the European culture she found in Italy.
Now see another quote below:

And maybe it’s in preparation for my trip to India that I decide to spend this last week travelling through Sicily – the most third world section of Italy and therefore not a bad place to go if you need to prepare yourself to experience extreme poverty- … (Gilbert, 2010. p.117).

In the quote, the term the “third world section” is the key to relate this novel to colonial contexts. The image of a jungle world with mosquitoes and poor people on the street becomes a distinguishing line of east and west, of modernity and tradition (and of secularism and religiosity).

The relation of the story and post-colonialism is created through Elizabeth’s activity of “gazing” at the east and the act of “giving meaning” to it, and of “translating” it. So, the novel, by revealing the main character’s report on her interaction with people who have opposing colonial background and opposing position in the social and cultural representation, contributes to the discussion on postcolonial phenomena.

**Translation of the East in the Story**

The postcolonial bond within the story has given ways to an analysis related to representation and translation. As the theme of the story is a woman finding the meaning of life through travelling, the translation, during which the narrator is powerful in redefining the local people and their culture, is done by the traveler. It is just like Mr. Gulliver, who translates and represents Lilliput island including its dwellers and conflicts.

**Spiritual Vagabond**

The term vagabond is not found in the novel. In the dictionary, vagabond means a person who does not have a home. In fact there are some points that can be talked about with this term.

First, in the novel, which is a work of translation, the eastern people have been described as the ones who care for local traditions. However, the story reports the counter representation of the indigenous people (through an Indian girl called Tulsi) who are supposed to be religious as she lives in a big Ashram in India. Read the following quote:

“I think it’s most commendable that you ended up your marriage. You seem splendidly happy. But as for me how did I get here? Why was I born an Indian girl, It’s outrageous! Why did I come into this family. Why must I attend so many weddings?” Then Tulsi ran around in a frustrated circle, shouting quite loudly for Ashram standards? “I want to live in Hawaiiiiiii!”

(Gilber. 210 :p.191)

The people in India and Ashram, as told in the story, seem to be all peacefully, culturally, or spiritually committed. However, It is quite shocking that young generation
representation has a conflict with the tradition. The character, Tulsi, in this case, practices the rituals but deep in her heart she has an ambition to leave her country. It is not reported in details how she gains such an ambition but this just shows that there is no strong root in the spiritual practices of the youths or, probably, she is the product of colonialism, who is identifying herself with the bright western culture. In other words she is suffering from post-colonial syndrome with cultural ambivalence. She represents spiritual vagabonds who are disoriented and uprooted.

In another setting, Bali, the same things happen. Ketut Liyer, a character who is regarded as the representation of Balinese spirituality is revealed as a complex personality. There is a mixture of needs and ambitions behind his being a medicine man. On one side, Ketut Liyer thinks about economic motivation, on the other side he complains of having no western companions anymore, which probably gives prestige, and economic support. Read the following excerpt:

He goes on to say that he’s been very busy with his Balinese patients, always a lot to do: has to give much magic for new babies, for ceremonies, for marriages. …The only thing is he doesn’t have very many westerners visiting him anymore ……This makes him “feel very confusing in my head”. This also makes him feel “very empty in my bank” .... (Gilbert, 210 :p. 234)

The quote ironically shows the economic reason of a sage who is regarded as spiritually high. Ketut Liyer feels he has a family / ancestor’s push for his becoming a medicine man. However, he realizes that spirituality is his area of making money. Further, Elizabeth’s other translation over Ketut is based more on logical inferences, which is a question towards the quality of Balinese religiosity. She wonders if Bali turns to be an island with religious ceremonies because the people are scared with the presence of the volcanoes in the island (p 236).

This representation of Balinese spirituality in Ketut Liyer’s characters in the story reveals some facts about the complex bases of the spiritual practices in the east. The well-known religious rituals of the local people, in this case, have been translated as not only having lost the pure traditional grounds, but also having been mixed with the commercial and logical excuses which is more of the global (western?) demand.

Both, the Indian girl, Tulsi, and the Balinese, Ketut Liyer, are the representation of the east in the perspective of the west (Elizabeth). The covert western’s call through the mass media and international contacts have influenced the roots of local activities, including religious activities. The lack of roots or bases of the rituals make the ritual practitioners nothing but spiritual vagabonds, people conducting rituals but with no settled stance.
Exotic” Tourist Spots

Edward Said noted that western travelers to the east are mostly accompanied with the attempt to conquer rather than just a mere visit. He cited Robert Stafford’s comments on Murchison’s achievement by writing:

The equally striking Roderick Murchison was a soldier turned geologist, geographer, and administrator of the Royal Geographical Society. As Robert Staffort points out in gripping account of Murchison’s life and career, given the man’s military background his peremptory conservativism, his inordinate self confidence and will, his tremendous scientific and acquisitive zeal, it was inevitable that he approached his work as a geologist like an all conquering army whose campaign is added power and global reach to the British empire ….“travelling and colonizing are still as much the ruling passions of Englishman as they were in the days of Raleigh and Drake” he one said (Said, 1993: 164).

Supported by the idea above, within the postcolonial era, western travelers are believed as having power to put some influence on the eastern areas, likewise Eat pray love, has a power to mould the areas mentioned.

Elizabeth’s visits to India and Indonesia (Bali) can be regarded as a promoting travel writing. The implied readers of this novel are those who want to visit Bali and need information about the two places. This is another translation borne in the novel, an image of Bali (Indonesia) as tourist objects with a blurred orientation. India, for example is reported in the novel, with an opening image formation, as a place with exotic but ghostly appearance. The narrator writes her impression of getting into a village through the night with a journey to a rural village with haunted looking thin women with firewood on their heads (125). The main character’s exclamation “At this hour?” indicates the narrator’s shock on seeing how local people treat women.

The first description above is made more horrible with the comments of another character, an American traveler coming after Elizabeth to the area: He sits down across from me and drawls, “Man, they got mosquitoes round this place big enough to rape a chicken”.

These comments both by Elizabeth and Richard are examples on how Eat Pray Love bears power and authority to translate the texts about India. In terms of Indonesia (in this case Bali), the story has given a bit different translation. Read the following excerpt:

I’ve never had less of a plan in my life than I do upon arrival in Bali. In all my history of careless travels, this is the most carelessly I’ve ever landed any place. I don’t know where I’m going to live, I don’t know what I am going to do, I don’t know what the exchange rate is, I don’t know how to get a taxi at the airport. - or even where to ask that taxi to take me. Nobody is expecting my arrival I have no friends in Indonesia or even fiends-of-friends. And here’s the problem about
travelling with an out-of-date guidebook, and then not reading it anyway. I didn’t realize that I’m actually not allowed to stay in Indonesia for four months, even if I want to … (Gilbert. 210 :p.225)

The opening remarks of the narrator’s coming to Indonesia, especially in Bali opens a discussion of what kind of tourist resort Indonesia is and how important it is, compared with other tourist areas in other countries. Will this subjective observation have the same effect when done by an Indonesian over a western object? In fact, the power of the comment proves to be a bitter residue of colonialism, the stamp of western comments over the east. In this case the indigenous people seem to have no authority to speak. Anyway, can the subaltern speak? (Spivak : 1990)

Accidental Master

Westerners like Elizabeth Gilbert might not know everything about the impact of her gaze or utterances. What is happening now is beyond the control of both the western travelers and the eastern hosts. However the functional paradigms are well internalized by all the concerning actors.

In terms of appointing someone like Elizabeth, with the inherited power, as master and Ketut Liyer, as servant, for example, one can wonder whether this is well designed or just accidental. To say in a disinterested area, no one will blame Elizabeth for an attempt of a western conquer for the umpteenth time. However it is undeniable that Said’s presumption of repeated patterns of western control over the east through their writing happens in the story. (Said talks about the codes of European fictions, that is, no imperialist can have a solitary withdrawal. An imperialist must take parts in controlling the world and are not allowed to immerse him/herself into the indigenous life. In most fictions, if a western character is involved in the local people’s life, there will be another western character who will take her / him back).

Eat Pray Love, as a matter of fact shows the elements of postcolonial patterns. First Elizabeth Gilbert as one of the imperialist tries to withdraw herself into a private reality by going to the east and assimilate with the local people. There is an air of expectation that she will finally drop the western attributes that have put her in despair and fully embrace the peaceful spiritual life of the east. However, the narration has sent an interrupter, an imperialist agent, to get her back to the “normal world pattern”. In India, there is Richard from Texas who becomes her companion and keeps her in making a distance from the Indian culture. In Bali, coincidently, there is Felipe, who pulls her back from drowning too deep in the Hindus culture. It is Felipe, and not the Balinese Hindu rituals that finally comforts Elizabeth and brings her to “normal” life.

Interestingly, there is a sign that reveals Elizabeth’s final determination to leave the Indian’s yoga and Balinese rituals to cope will all her life conflicts. This sign creates a
compromise that soothes both sides, the west and east, in accepting the resolution. Look at the following quote:

So after a while, I stopped thinking about all this and just held him while he slept. I am falling in love with this man. Then I fell asleep beside him and had two memorable dreams.

Both were about my Guru. In the first dream, my guru informed me that she was close down her Ashrams and that she would no longer be speaking, teaching or publishing books. She gave her students one final speech, in which she said, “You’ve had more than enough teachings. You have been given everything you need to know in order to be free. It’s time for you to go out in the world and live a happy life.

The second dream was even more confirming. I was eating in a terrific restaurant in New York City with Felipe. We were having a wonderful meal of lamb chops and artichokes and fine wine and we were talking and laughing happily. I looked across the room and Swamiji, my Guru’s master, deceased since 1982. But he was alive that night, right there in a snazzy New York restaurant. He was eating dinner with a group of his friends and they seemed to be having a merry time of it. Our eyes met across the room and Swamiji smiled at me and raised his wineglass in a toast.

And then – quite distinctly- this small Indian Guru who had spoken precious little English during his lifetime mouthed this one word to me across a distance:

Enjoy (Gilbert, 2010)

Translation done, mission accomplished! Cheerio!!

Closing

Eat Pray Love is a novel as well as a travel writing, a genre that has an important role in postcolonial contexts. It is regarded as the main agent in maintaining the imperial authority. This genre, with the powerful label of “based on true stories”, continually represent and translate the native/indigenous needs to be accepted or recognized by the master.

From the point of view of the implied reader, to whom the implied massage is addressed, it can be concluded that the story has translated the natives/local people as spiritual vagabond, meaning that the spiritual activities of the eastern world has actually lost its ground and has been mixed with western demand, such as in terms of commercialism and postcolonial identity besides what is always tried to conserve, traditional values. However, the well-known spiritual rituals which signalizes eastern authenticity are questioned and the practice has lost clear direction or live only as vagabonds.

Furthermore, the story has also translated the effort of the local people’s attempt in tourism by all the representations of the east in the elements of the story which is actually a
travel writing. The depiction will be very influential towards the tourism industry in the two areas.

This novel, as a postcolonial work has posted the western paradigm as the accidental master. Meaning that, realized or not, they have resumed the tradition of form and ordering the eastern paradigm with the inherited power. Their assimilation into the eastern culture is just to contemporarily enjoy the exoticness of the tradition but still keep the distance so as not to embrace it as a final sojourn.

Finally, it is expected that the analysis of this work based on postcolonial approach will result in better cross cultural understanding and wiser attempts in creating world peace.

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EFFECTS OF POP CULTURE AS AUTHENTIC MATERIALS TOWARD STUDENTS’ WRITING SKILL

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Abstract
Writing, one of the four skills which has to be taught by educators in language learning. Starting from classroom observation implied that students confronted the difficulties in writing involving generating ideas, organizing words, and making compositions. This study supposes to explore some effects of pop culture as authentic materials for English language teaching in improving students’ writing skill. Due to pop culture relates to students’ life and experience, it is considered to be a stimulus for gaining students’ ideas, information, motivation, and interest in teaching writing. The students of secondary school were involved in this study and descriptive case study was employed to observe the importance of pop culture in writing class. Also, questionnaires and students’ works are the instruments to measure its effects. Both students’ works and result of the questionnaires pointed out that significantly improvement obtained after applying pop culture. In line with findings, it can be said that pop cultures have significant effects toward students’ writing skill. So, educators need to apply pop culture as their choices in future planning lesson.

Keywords: Pop culture, Authentic materials, Motivation, Writing skill

INTRODUCTION
Teaching writing is very useful for learners in composing good text. In contrast, it is considered to be the most difficult skill has to be taught and learnt. Writing is a productive skill that has to be learnt by students, but it is generally as the most difficult of the four skills (Paul, 2003). Many facts found that secondary students in Indonesia faced difficulties in writing: generating ideas, improving the ideas into good sentences, and composing sentences into good texts (Novitarini, 2009). Then, Niu and Sternberg (2001) cited in Cheung (2009) found that in a study comparing creativity of Chinese and American undergraduate students, found that Chinese students were less creative in writing. Turkish students’ writing indicates there is no critical thinking and individual voices on their writings (Alagozlu, 2010).

In writing class, educators need high efforts to create interesting classroom settings, authentic materials, and selecting straightforward strategies or techniques in order to invent students’ motivation. Classroom setting can influence teachers and students’ interactions which bring class alive. (Harmer, 1998). More, selecting materials were chosen by educators punctiliously because it is the main elements of influencing students’ motivation. Peacock (1997) asserted authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials (by which I mean materials produced specifically for language learners, e.g. exercises found in course books and
supplementary materials). (Based on the Biggs (2000) cited in Cheung (2001) claimed that students are only motivated to learn things that are important and meaningful to them. It is indicated that students generally possess high motivation when they perceive teaching and learning process is related to their life, useful for their daily needs, and beneficial for their future. Those situations can be reached after resorting materials, conditions, and strategies or techniques for teaching, in this case is teaching writing.

From previous exploration confirmed those difficulties and significances influence students in teaching and learning writing. Thoughtfully, those difficulties need to be eliminated by taking decision is building on the above consideration. This paper emphasizes to describe the effect of authentic materials of popular culture used in teaching writing for the secondary students’ level.

**Pop Culture, Authentic Materials, and Teaching Writing**

Pop culture is renowned as popular culture. Many linguists declare some perceptions toward this term. It is about ideas, perspectives, attitudes, and other phenomena in a particular society that is well known and popular to most ordinary people in that society and it can influence a society and civilization without improving it (Assemi, Zadeh, Assayesh, Janfaza, and Abbasi, 2012). It is effective for materials in teaching and learning process because they connect to students’ life and beneficial for life and education. As it is asserted by Cheung (2001) found that popular culture create an environment in learning. Dolby (2003) cited in Jamison (2007) stated that popular culture is embedded in daily living, reaching into neighborhood, homes, cars, and classroom; and influencing what is purchased, worn, listened to, watched, talked, thought about.

Also, applying popular culture as the examples of the lesson will be easy for students in learning process. Due to students enhance popular culture from some resources, so, teachers or educators have to bring it in the classroom. The few previous studies expressed that any teacher who has supplemented his or her curriculum with music, film, or other popular culture texts can surely attest great effect for teaching (William, 2009). Further, teacher prefers current popular ones, because they are superior in relevance to learners' lives here and now as well as in display of easy but realistic, ready-to-use language. These materials include best-selling essays/stories, TV news-magazines, talk shows, etc. (Hwang, 2005). This study decided to take music for the authentic materials for teaching students.

Further, many writers assumed that popular culture can be used as authentic materials because of meanings for students themselves. It is reflect students’ backgrounds, interests, and experiences, teachers are attempting to contextualize their instruction within the students’ lives and provide literacy instruction using the very materials their students will engage with as they live those lives. (Jacobson, Degener, Gates, 2003). In addition, authentic materials in the classroom therefore are stretches of real language, produced by real speakers or writers for real audiences and designed to convey real messages of some sort. Authentic materials are not invented pieces for instructional purposes but rather texts produced for communication purposes in real-life situations. (Maroko, 2010). Authentic materials are usually defined as
those which have been produced for purposes other than to teach language. They can be culled from many different sources: video clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules.” Nunan (1988) cited in Ngai (2007). Use of authentic materials to encourage writing: newspaper articles, research reports, web-based documents, or public service publications relevant to students’ lives (Stearn and Reid, 2004)

Oshima and Hogue (2006) said that writing is a progressive activity; it means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. Then, after we have finished writing, we read over what we have written and make changes and corrections.” Writing is an effortful and complex activity. In order to manage the many constraints, writers need to organize the cognitive activities involved in writing (Keift, Rijlaarsam, Bergh, 2006). Writing is integral to the student experience of learning in higher education. (Ellis, taylor, drury, 2005). Based on the definition above, it can be said that writing is progressive activities that expressing ideas into written form; it is not a natural skill; it needs to be learnt and practiced in order to achieve good writing. Avoiding disambiguates in deciding good text in writing class, teachers have to learn about it. Boardman and Frydenberg (2004) write that good aspects are mechanics, coherence, cohesion, unity, and completeness. Teaching writing cannot be apart from writing process for achieving expected text. It involves generating ideas, developing and organizing the ideas, and revising and editing them (Cross curricular approaches, 2009). Another paradigm also clarified that writing process have to pass several steps; pre writing, planning (outlining), writing the first draft, writing the second draft, revising the second draft, and writing the final draft. (Oshima and Hongue, 2006). Since writing is an important aspect in a language teaching and learning, teacher should continue developing some techniques in teaching writing that can help students to improve and master their writing ability (Maulana, 2008). Mandal (2009) proposed that some techniques can be applied in teaching writing such as; writing strategy, summarization, collaborative writing, specific product goals, word processing, sentence combining, and buzz groups. All of those techniques/strategies and others can be applied in writing class depend on the class and students condition.

**METHODOLOGY AND RESULT**

Descriptive case study was employed in this study. Merriem (1988) expressed that it presents a detailed account of the phenomenon under study usually focus on innovative program and practices in education. From this definition, it can be said that this design was applied by researchers for describing a case related to education. The preliminary observation was done before applying treatment to students. Students perceived writing in English is very complicated. Then, students also did not get idea, students face difficulties in connecting between one sentences and others and they do not make sense between one sentence and others.
Starting from this point, doing changes is the bracing action for saving teaching and learning setting. Planning lesson as the first step, I changed the materials with Pop culture: music as authentic materials. Second, treatment for this study is changing materials by using popular culture. In this case, I applied K-Pop music as the authentic materials. As we know, K-Pop is the popular nowadays and it is guarantee that all of the participants know it well. In Indonesia, K-Pop music become current issues within two years. Almost this ideology is dominated by boy and girl bands such as; Smash, Cherrybelle, 7 Icon, Princess, Coboy Junior, and others. Besides that, I also explain the steps of writing by using theory of writing process proposed by Oshima and Hongue (2006). Avoiding students’ misperception, I also showed them how to write well through prewriting to writing the final draft. At the end of the lesson, project was delivered for students.

Third, participants were divided in pair. Around five boy and group band which is popular in Indonesia is used as the theme for the project. From those topics, the pair group selected one of the most favorite people in his group. So, each group has one person to be described. Because of descriptive text has been learnt in the previous, so, it is a kind of review materials and teachers did not explain about this text more. After getting one of the favorable people, students collect idea as much as possible. Next, outlining process develops ideas into sentences and they are developed into paragraph. Revising is done together in group. Teachers’ role and other participants in this step is giving suggestions, comments, and feedback by checking each group. Further, writing again by adding some information, completing punctuation, connecting conjunctions are the duty of each group. Also, editing together with teacher and other participants were employed. Finally, the final draft compiled by participants and the presentation of each group had. In this session, teacher can be asses students’ performance through pronunciation, unity, clarity, coherence, and cohesive. There is significant improvement happens in students’ writing. Based on their writings, it seems more informative than previous writing. The vocabularies used also varieties. In my assumption, due to they are interested in the topic that had to be written, so they have big eager for searching what is fix words for their writing. Punctuation, coherence, and cohesive also improved well because there are revising steps so that they can revise together and learn together.

Teaching and learning process has been accomplished, questionnaires gave to participants. The questionnaires is closed questionnaires and there is three options; a, b, and c. Based on the Cohen, Manion, and Morrison (2007) writes that closed questions prescribe the range of responses from which the respondent may choose. Highly structured, close questions are useful in that they can generate frequencies amenable to statistical treatment and analysis. It can be assumed that closed questionnaire is one of the instruments of collecting data in research by choosing the answers available. This questionnaire is used to obtain some information about their interest and opinion of using popular culture, especially music as the authentic material for teaching writing. It consist of eight questions that had to be answered by crossing the choices a, b, or c. The result shown most participants gave
positive perspectives toward changes which indicated interest, enjoyment, comfortable, and fun.

DISCUSSION

All of the students’ writings were found that they were better than the previous research. The writings from students achieved good aspects of writing. The writings hang together between one sentence to others and there is no sentence which jump from the topic. Also, mechanic, grammar, and conjunctions seemed to be not problematic of students’ writings. I assumed that the process of revision and students’ motivation influence this result.

The revision process stimulated students to learn and share together about the appropriate use of those aspects. The motivation is influential for students in learning process. In the preliminary study, researcher also applied the same process, but students were reluctant to share, gave comments, and revised others. In contrast, the second parts dealt with students with high motivation so that they can be active, participate totally, and gave comment as they had in the revising process. The latter case happens because authentic materials applied in this process. They feel familiar, close to their life, have more information about topic, and want to know more about topic that was being learnt.

CONCLUSION

Writing is important skill to be learnt by students. The purpose of teaching writing is encouraging students to creating good text. In contrast, writing is the most difficult skill to be developed in order to create good text. Considering the fact, teacher need to apply some strategies, ways, authentic materials, or innovative program in teaching writing so that students are interested and make them easily in constructing text. The result of the students’ writings improve significantly after applying authentic materials of popular culture and the result of questionnaire also expressed that students’ interest, comfortable, and motivation develop apparently. It can be said that popular culture as the authentic materials have effect for students writing skill.

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VIOLATIONS OF THE GENDER EQUALITY PRINCIPLES
REVEALED IN CARMEN BIN LADIN’S INSIDE THE KINGDOM

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Abstrak

This paper analyzed the theme of violations of the gender equality principles in Carmen’s Bin Ladin’s Inside the Kingdom. The best seller novel was based on the true story of the author’s life in Saudi Arabia under the gender prohibitions of Wahhabi custom. The analytical perspective adopted in this study is shaped by the idea of Islamic feminism. The analysis resulted in the finding that gender problem revealed in the novel was due to the violations of the gender equality principles. The violations of the gender equality principles included the practice of honor killing, women’s face covering, the construction of women’s inferiority, the prohibition of entering mosque for women, segregation of sexes, divorced women’s getting no child custody rights, no obligation of educating women, forced marriage, temporary marriage, female genital mutilation and improper polygamy practice. In conclusion, the women depicted in the novel are not truly treated according to the gender equality principles.

Key words: gender equality principles, Islamic feminism, Inside the Kingdom

INTRODUCTION

Today more women are involved in the discussion and reformation of identity than any other time in the human history. Therefore, people might think of feminism as a recent phenomenon. However, Weiner (1994) argues that feminism has a very long history and every era has had its women movement. Moreover Fadl (1991) asserted that gender and gender related issues have attended the conception of the earliest human society.

While gender and gender related issue should be viewed as far from new, what is modern, as Fadl points out, is the emergence of the gender debate and the interest of academia in “gender studies”. Further he suggests that learning about Muslim society and about gender relation in particular is part of the modern encounter of the west with Islam.

The issue of women in Islam is highly controversial. It is commonly assumed that women are particularly oppressed in Muslim societies and the oppression has something to do with Islam (Fadl, 1991). However, Ragab quoted in Wahab (1997) warns that this is not due to Islamic ideology but misapplication of the ideology in the societies. She also argues that much of the practices and laws of Muslim countries have, to some degree, based on the cultural and traditional customs. Further, Wahab (1997) says that Islam claims to value gender equality and equity because The Quran and Sunna clearly reveal women’s role and responsibilities as well as their rights and opportunities.
Warhol and Herndl quoted in Green and Lebihan (1996), argue that gender leaves its traces in literary texts including novel. In this study, the novel entitled Inside the Kingdom by Carmen Bin Ladin is the topic under discussion. Inside the Kingdom, The International Best Seller Novel in 2004 is based on the true story of the author. In the story, the gender issues are highlighted. It tells us about how the women live in Saudi Arabia. The objective of this study was to describe the violation of the gender equality principles revealed in Inside the Kingdom. Since this study is constructed within the Islamic perspective which has not been adequately explored, it would give the readers some new viewpoints on the topic under discussion which might be different from the mainstream.

Fadl (1991) states that to truly understand the gender in Muslim societies, Muslim cultures and tradition against Islamic standards need to be referred, instead of the standard assumptions and theoretical practices which have been established in other traditions, especially in the West.

Abou Bakr (1999) emphasizes on the need to use The Qur’an and the authenticated Sunna as referential framework in looking at the gender in Muslim Societies. She makes us aware that the concepts and notions of gender in the societies have developed historically as a result of a very complicated process of acculturation or, sometimes, as a result of pre-Islamic ideas that considerably influenced religious thought.

METHOD OF INVESTIGATION

Several issues related to the method are presented as follow:

Object of the Study

The object of the study is the text of the international best seller novel entitled Inside the Kingdom by Carmen Bin Laden. This 206-page novel was published in 2004 by Warner Book. The novel is divided into 19 chapters. The novel tells us about the author’s life in Saudi Arabia.

Data of the Study

The data available in this novel text is in form dialogue, phrases, sentences and the explicit or implicit utterances found in the novel.

Procedure of Collecting the Data

The procedure of collecting the data includes reading, identifying, classifying and inventorying. They are elaborated as follows.

Procedure of Data Analysis

The data are analyzed to gain the objective of the study. Since it is qualitative study, the data are analyzed using several techniques. The topic under discussion is attributed to the gender issue in Muslim society setting, therefore the analytical perspective adopted for this study principally shaped by the ideas within Islamic feminism.

There are also several techniques used in analyzing the data to solve the problems. Firstly, the data are exposed to reveal the context. Secondly, in order to find the violations of the gender equality principles, the data were compared to the gender equality principles. Since the principles are derived from the Islamic standards, it is necessary to refer to the
verses of The Qur’an and the Sunna. After comparing, the next step is making conclusion. The description and explanations of the data are presented in the analysis. Based on analysis, some conclusions can be drawn in order to answer the statement of the problem.

RESULT
The gender problem was caused by the absence of equal condition between men and women in the setting or in other words there are violations of the gender equality principles. The violations revealed in the novel are described in the following analysis.

Honor Killing
The datum below reveals how women who are considered to bring dishonor to their families are forced to pay a terrible price at the hand of the family members. The Datum is given as follows:

Nonetheless, Mish’al had been caught. I don’t know how. And her Grandfather, Prince Mohamed, the brother of the king Khaled, had ordered her killed, for bringing shame on her family. King Khaled apparently resisted his brother’s order, but prince Mohamed had insisted that she be killed, and he was the patriarch of his clan. There was no trial, I was told. Mish’al was shot six times in a parking lot downtown (Datum number 110).

In the above datum, the author recounts the tragic story of a girl named Mis’al. Mis’al was one of the King’s great nieces. Although she was still young, her family had arranged to marry her off to a much older man. She had tried to flee the country with her lover. Unfortunately she had been captured in the airport and then killed.

The author puts the matter in the novel as the following datum illustrates:

In Bedouin culture, clan loyalty is all you can count on. As nomads, Bedouins travel light; the family is the anchor of the tribe. Women and camels are Bedouin’s tribe’s only possession. Ruthless is a positive value in the desert. And honor, for reason I cannot even begin to fathom, does not come from compassion, or good works—it is focused on the absolute possession of women. Women are not free to have emotion, such as love and longing. A disobedient woman dishonors her clan and is eliminated (Datum number 113).

We can see that “honor killings” reflects the men domination toward women who are regarded as nothing more than possession, both physically and symbolically.

The Requirement to Cover Almost All of the Women’s Body (Women’s Face Covering)
Women in Saudi Arabia are required to dress in what so-called Abaya. From the following datum, we may assume that the Abaya is a kind of dress for women that almost completely cover the whole body including the face. The datum reads: “This time, as we..."
circled the airport, I had a proper thin silk Saudi Abaya to put over my head, my eyes, my hands, and every inch of my body (Datum number 65)

To analyze the data related to the modesty, the Brochure Series published by The Institute of Islamic Information and Education (...) provides us with the information on the matter. It reads that Islam has no fixed standard as to the style of dress or type of clothing that Muslim must wear. However, some requirements must be met. The first of these requirements deals with part of the body which must be properly covered. As quoted in the brochure, the following is the Sunna related to the requirements:

Ayesha (R) reported that Asmaa the daughter of Abu Bakr (R) came to messenger of Allah (pbuh) while wearing a thin clothing. He approached her and said: ‘O Asamaa! When a girl reaches menstrual age, it is not proper that anything should remain exposed except this and this. He pointed to the face and hands (Abu Dawood).

The Construction of Women’s Inferior Status
From the following datum, we learn that women in the setting are subjected to the inferior status. The datum reads:

The certainty of women’s inferior status and subservience is bred into their bones as they grew. In the car, Haifa’s older son – who was only ten or twelve- would instruct her sharply to veil if saw men coming. Little girl knew they must walk, dress, and talk unobtrusively. They had to be submissive, docile, and obedient: it was common to see a young boy walk into a room and motion his older sister off her chair (Datum number 124).

Through the datum above, it was depicted that the society values women as inferior gender and women are not worth respects.

The extreme attitude showing such value is visible when the author as the employer ordered her Sudanese workers. She asked him to do something for her but he refused to do it just because the employer was a woman as the following datum shows: ‘I repeated my self. I raised my voice. Finally he turned his head slightly, still not facing me. ‘I do not take order from women,” he growled (Datum number 101).

As it is narrated in the story, the Sudanese kept on ignoring the Author’s order until the secretary of the author had insisted that he should do the order.

The similar assumption was also held by the society in general. The author experienced the turmoil when she was expecting a baby. Living in the society in which having male baby was such an issue, she expected that her baby would be a boy. She illustrates that longing for a boy was just a whim that occupied her in those last weeks of pregnancy as shown in the following datum:

I knew now that in Saudi Arabia it was vital that I have a son (Datum number 93.

For Saudi women, having male heirs has something to do with her status in the society as the following datum illustrates:”For Saudis women, it is essential to
produce male heirs. It is not just a question of your personal status in society (Datum number 91)

In the above datum we learn that male gender is somehow preferable than female. Further, she said that in the society of the setting since producing male heir is essential, married women feel their personal status when they are called by the name of their son. Even the author herself never called her mother in law by her name but by the name of her oldest son as shown in the datum given below:

I always called my mother in law Om Yeslam. She had a name of her own, of course, but it was never used. Like most women in the kingdom, she took the name of her eldest son,( if she has only daughters, a Saudi woman carries the name of her first born- until a son comes, and his name supersedes his sister’s) (Datum number 31).

The value of women inferiority is also implied in the attitude of the male workers who seemed to regard that women’s jobs were low in quality, as the author perceived from the attitude of her male workers living in her compound. The workers scorned what they consider women’s work as exemplified by the following datum: “The man who lived there went home to see their wives and families perhaps once every two years. They scorned what they considered women’s work (Datum number 99)”. Since inferiority is constructed in the society of the setting, the women’s dependency to men is prescribed. Women have no right to decide or to choose. Without the husband’s permission, a wife in Saudi Arabia can not do anything as illustrated in the following datum:

A wife in Saudi Arabia cannot do anything without her husband’s permission. She cannot go out, cannot study, often cannot eat at his table. Women in Saudi Arabia must live in obedience, in isolation, and in the fear that they might be cast out and summarily divorced (Datum number 78).

The attitudes described above surely violate the gender equality principles that women are also entitled to the same dignity as men. The Qur’an is explicit in its emphasis on the equality of women and men before God: “Never will I suffer to be lost the work of any of you, be he/she male or female: you are members one of another..(The Qur’an 3:195)

**The Prohibition of Entering Mosque for Women**

We learn from the novel that in Saudi Arabia, women were not allowed to enter the mosque. The prohibition is illustrated in the following datum: “We were not permitted to pray in public space- we were women. In Saudi Arabia women are not permitted to step into a mosque (Datum number 46)”. To analyze the datum related to the women’s right on the access of mosque, we may refer to the Sunna that Prophet (pbuh) granting the permission to women to attend the mosque and pray behind the row of men. The Prophet, (pbuh) is reported to have said: "Don't
stop women from going to mosques at night”. It is also reported that He even advised the companions: “Do not prevent the female servant of Allah from going to the mosque”. And husbands were specifically told by him: “When your womenfolk asked you for permission to attend the mosque do not prevent them”.

**Segregation**

It is revealed in the novel that women in Saudi Arabia are not allowed to go to the public space as they please because of the segregation of the sexes. The segregation leads to many other prohibitions and prescriptions. One of the consequences is that the society prescribes that women of quality could not shop as the following datum shows: “But Bin Laden women could not shop—men might see her (Datum number 43)”.

Another prohibition related to the segregation is that women are not allowed to drive a car. The following datum exemplifies the prohibition: “There was no reason to go out, and in any case we could not go out: and legally could not drive (Datum number 74)”

Relating this to the gender equality principles, the prohibitions are considered as violations of the principles that women have the right to participate in public affair as the following verse of The Qur’an quoted in Badawi (1995) reveals:

> The believers, men and women, are protectors, one of another: they enjoin what is just and forbid what is evil: they observe regular prayers, practice regular charity, and obey Allah and His apostle. On them will Allah pour His mercy: for Allah is Exalted in power, Wise (Qur’an 9:71).

The following verse of The Qur’an quoted in Badawi (1995) also clearly bears out that woman can go out of their houses:

> "O Prophet! tell your wives and daughters and the women of the believers to lower their outer garments on their persons. That is likely to allow them to be recognised and by consequence, not be molested, and God is most Forgiving and most kind" (Al Ahzab, 59).

Islam does not call for segregation between men and women. Al Turabi’s article *Women in Islam and Muslim Society* ([http://www.jannah.org/sisters/turabi.html](http://www.jannah.org/sisters/turabi.html)) shows us that there is no segregation of sexes in public area. He exemplifies one of the evidence that women can engage in business and commerce in the tradition of the Prophet (pbuh) as follows:

Take the case of Qailah Umm-Bani Atmar, one of the merchant ladies. She said, "I am a woman who buys and sells". (Al Isabah). Umar Ibn Al Khattab delegate the supervision of administrative market affairs to Shaff'a bint Abdullah bin Abd Shams. Umar used to seek her advice and respect her (Al-Isabah). Islam does not call for segregation between men and women (Turabi, ....).
Divorced Women’s Getting No child Custody Right

From the novel we are assured that it was the custom that when a women is divorced, the child custody will automatically go to the father. It is illustrated in the following datum: “If I had been in Saudi Arabia, the divorce could have been so simple. It would have been over in less than half day, and I would lose my children forever (Datum number 141)”.

If we relate this to the gender equality principles, we can assume this is another kind of violation. In ideal marriage men and women are equal. They have right and responsibility and child custody is among those rights that also go to women. In the following hadith quoted in Ideals and role models for women in Qur'an, Hadith and Sirah (published by Islamic.org), we note how Propet (pbuh) solves the case related to child custody dispute by asking the child: “This is your father and this is your mother, so take whichever of them you wish by the hand (Abu Dawud, Nasa’i, Darimi)”.

No Obligation of Educating Women

Having awareness on the custom of the society where they were living, the author thinks that there is great possibility that her two daughters may not get education because they are women as the following datum: “Unless I had a son, I would need a brother in law’s approval to leave the country, or even Jeddah. Wafah and Najia could be denied an education, or married to a person of their guardian’s choosing, without any input of me (Datum number 95)”.

“To this day, there is no legal obligation to educate girls in Saudi Arabia. Many Saudi men do not send their daughters to school, and very few of them feel it is important (Datum number 122)”.

Relating this to the gender equality principle, women’s right is denied in the case presented in the above datum because education and knowledge is more than just a right. Seeking knowledge is a mandate upon men and women in Islam. The concept is clearly stated in one of the Prophet’ (pbuh) sayings quoted in Badawi (1995): “To seek knowledge is duty for every Muslim”.

Forced Marriage

As described in the novel, women in the setting also have to accept the fact that their guardian could also decide whom they would marry. From the novel, we can see that the author worried about her daughter’s future. She was scared of thinking that this would happen to her daughters as shown in the following datum: “Unless I had a son, I would need a brother in law’s approval to leave the country, or even Jeddah. Wafah and Najia could be denied an education, or married to a person of their guardian’s choosing, without any input of me (Datum number 95)”.

Relating this to the gender equality principle, we may assume that women’s right is violated. One of recorded sayings of the Prophet (pbuh) quoted in Badawi (1997) told us that to consult the marital proposal is a must in Islamic marriage as illustrated below: Ibn Abbas reported that a girl came to the Messenger of Allah, and she reported that her father had
forced her to marry without her consent. The Messenger of God gave her the choice (Between accepting the marriage or invalidating it) (Ahmad). Another version of the report states that "the girl said: 'Actually, I accept this marriage, but I wanted to let women know that parents have no right to force a husband on them.'" (Ibn-Majah).

Temporary Marriage

From the novel we learn that in Saudi Arabia men can set a marriage contract for a period of time. In addition, this concept of marriage is considered legal as the following datum illustrates:

After many years of living in Saudi Arabia I learned that, in addition to maintaining wives and divorced wives, Sheikh Mohamed sometimes chose to establish contact with semi wives. The practice of serah-what we would call concubines, though the word is not perfect one- is not well regarded in Saudi Arabia, and it is something you encounter rather rarely, but it has always been legal. Probably because in Islam no child illegitimate, it was long ago established that man could set up a contract with a girl, or her father, for a kind of limited marital arrangement. The marriage last an hour or a lifetime, according to the contract. Whatever the relationship, the semi-wife does not inherit wealth on man’s death (Datum number 81).

In the above datum, the temporary marriage is called “serah”. The practice has another term among the Islamic law school called mut’a. To describe how the practice leads the injustice for women, I found the explanation from one of the Islamic law school arguments (http://www.al-islam.org/al-serat/muta/5.htm). One of the arguments is as follows:

……..because it excludes such things as inheritance, divorce, sworn allegation, forswearing, and zihar. Since these necessary concomitants of marriage do not apply to mut’a, it cannot be considered marriage, so the woman cannot be considered a legitimate wife. If she is neither a wife nor property, sexual intercourse with her is illegitimate: 'Prosperous are the believers, who. ..guard their private parts, save from their wives and what their right hands own. ..; but whosoever seeks after more than that, those are the transgressors' (23:1-7). Hence, persons who engage in mut’a transgress God's law.

Female Genital Mutilation

Women issue presented in the novel also includes the practice of female circumcision (Female Genital Mutilation). The practice is revealed in the datum: “One time I read a magazine article about female circumcision- the horrible practice of mutilating girls’ genital, which is still common in Egypt and parts of West Africa (Datum number 105).

Islam refers the the sexual relationship in marriage as one of “mutual satisfaction” that is considered a mercy from Allah (swt). The verse is given as follows: “It is lawful for you to go in unto your wives during the night preceding the (day's) fast: they are as a garment
for you and you are as a garment for them (2:187)...and He has put love and mercy between you (The Qur’an, 30:21)“.

Polygamy

Monogamy—one husband, one wife— is the norm for marriage in Islam. However, as it is revealed in the novel, we can see that in the society of the setting, it is common for men to practice polygamy as the following datum exemplifies:

Some of the Saudi princess, whom I met then, and later, lived lives of such decadence and inertia that it was hard not to feel disgust. They were brought up in complete obedience and absolute foolishness. Some were married to men who had several wives, and they had little to do with their husbands. A few had been divorced. Their children were cared for by battalions of maids and household personnel, and tough those princes lacked for nothing in terms of material possession, they also had nothing to do (Datum number 135).

To describe how the practice of polygamy violates the gender equality principles, we can refer to the following verse of The Qur’an quoted in the article published by the Coalition on women’s right in Islam (2003). The verse related to the polygamy is as follows:

And if you fear that you shall not be able to deal justly (with your wives) then marry only one”. The Qur'an imposes limitations upon the then-existing practice of polygamy and is the only scripture to contain the phrase "marry only one" (The Qur’an, 4: 3).

Further, it argues that monogamy is the norm of Islamic marriage. The argument is as follows:

The Qur'an imposes limitations upon the then-existing practice of polygamy and is the only scripture to contain the phrase "marry only one". The norm is also supported by the fact that: the Prophet (pbul) was monogamous for more than 25 years, i.e. throughout the lifetime of his first wife Siti Khadija (r.a.) and that his polygamous marriages after her death were to widowed or divorced women for political and tribal reasons. The only virgin he married was his second wife, Aishah (r.a.).

There is also an authentic Tradition that the Prophet (Pbul) forbade his son-in-law, Ali ibn Abi Talib (r.a.) from marrying another woman unless Ali first divorced the Prophet's daughter, Fatimah (r.a.), A great-granddaughter of the Prophet (pbul), Sakinah binti Hussein, a granddaughter of Ali and Fatimah, put various conditions in her marriage contract, including the condition that her husband would have no right to take another wife during their marriage.
However, we note that the exercise of polygamy is utilized by the society in the setting to facilitate sexual desire rather than under extraordinary circumstances as the datum given below:

Islam permits a man to marry four wives, and most Saudis are content to marry one or two or most. But like a few of the royal princess, Sheikh Muhammad swelled the rank of is wives by divorcing older omen and marrying new ones as the whim took him (Datum number 76).

CONCLUSION

The violations were the results of the practices and laws of the society of the setting summarized as follows: honor killing, the requirement to cover almost all of women’s body (women’s face covering), the women inferiority constructed in the society, segregatio, denying women’s access into mosque, denying divorced women’s right for child custody, women are denied from their right for educatio, forced marriage, temporary marriages, female genital mutilation, and polygamy.

The findings lead us to the conclusion that in the society setting of the novel in which Islam is used to legitimize its government, women are not truly treated according to the gender equality principles revealed in the Islamic standards.

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Many of the early studies in the field of language and gender explored the relation between language and gender in binary oppositions framework and essentialist perspective, which resulted in an oversimplification of gender roles, linguistic phenomena, and its relation with second/foreign language learning (Gordon, 2008). Although all of those approaches had indeed succeeded in identifying the gender inequalities as the result of male’s control over various resources, it failed to acknowledge the social, economic, and political contexts which influence the construction of gender identity, especially in foreign learning contexts. The emergence of new perspective, which is largely influenced by the post-structuralist tradition, contributes to the new and more complex understanding of the relation between gender identity and foreign language learning. It implies that in the process of foreign language learning learners are not merely acquiring the linguistic knowledge (grammar, lexicon, etc.), but also acquiring the social and cultural aspects of the target language, including gender identities, ideologies and norms.

Hence, in this proposed paper I would like to explore the relation between gender identities and ideologies, and foreign language learning. The discussion will revolve around how the learners’ L1 gender ideologies influence their motivation or resistance to foreign language learning which eventually affect their success as well as failure. I also expect to explore what particular factors that might contribute to the transformation of gender ideologies and identities in foreign language learning.

Introduction

Many of the early studies of language and gender explored the relation between language and gender in binary oppositions framework and essentialist perspective, which resulted in an oversimplification of genders role in linguistics phenomena (Gordon, 2008). The early work in this field which mostly used the deficit approach as their research framework viewed the language spoken by women as inferior. Scholars, like Robin Lakoff, claimed that women speak a powerless uncertain, weak, excessively polite, language, characterized by some distinguishable linguistics features, such as relying on hedges, emphatic stress, and hypercorrect grammar (Pavlenko & Piller, 2001). In its later development, the deficit approach received a lot of severe criticisms, since it views men’s language as the norm and tended to make an overgeneralization claims seeing women as a homogenous, undifferentiated group. Moreover, the critics argued that many of the claims regarding the
male female differentiated speech were overgeneralized to all men and women based on limited research sample (white, North American, and middle class).

As a result, another approach emerged in response to those criticisms called the dominance approach. This new approach were intended to interpret Lakoff’s work within a new paradigm which were trying to see the women’s and men’s language differences is the result of one gender dominance over another and the imbalance distribution of power between these two different genders.. The speech differences are caused by a powerful control that male has over various material and symbolic resources, including language. Like its predecessor, this approach was not immune from the criticisms. Scholars, like Penelope Eckert & McConnell-Ginet who later came up with the concept of community of practice (COP), argued that although the dominance approach had indeed succeeded in identifying the gender inequalities as the result of male’s control over various resources, it failed to acknowledge “the social, economic, and political contexts which influence the construction of gender identity” (Gordon 2008, p. 233).

Drawing upon the sociolinguistic variationist perspective, the difference approach gained its currency in response to the critics of the dominance approach. The proponents of this approach believe that the differences in language use between male and female merely reflect sex based division that do not involve any power relation concerns. In this approach, gender was seen as one of many other attributes such as class age or race, determining individual’s relation to linguistics variation (Pavlenko & Piller, 2001). All three approaches mentioned above seem to draw a similar assumption in regard to gender issue. They view gender as categorical and fixed notion which is innate and stable overtime.

How then those were used to explain the role of gender in second language acquisition in general, and second language learning (L2 learning hereafter) in particular? Since they view gender as an individual variable in language learning, monolithic, and not as a complex system of social relations, it was argued that there seems to be different trajectories of L2 learning that the both male and female L2 learners take. Those trajectories are similar within, but different between the genders. If we assumed gender to be fixed and binary in the contexts of L2 learning, then we can draw generalized claims that a homogeneous gender group are affected by uniform cognitive and affective factors in regards to L2 learning outcomes. One of the most widely cited examples is the myths of female superiority in L2 learning deriving from the difference approach. It generalized that female learners would do better than males. It was believed that female actually have a better learning strategy implying gender plays a significant role in the way that learners approach the task in L2 classroom. For example, Burstall’s study in 1975 (as cited from Ehrlich, 1997) reported that the female learners achieved a significantly higher score in all tests measuring French proficiency compared to male learners. Ehrlich also points out many other similar studies that reflected a relatively similar tendency at that time.

However, these universalized claims were seen as counter productive by many. Therefore, the recent research work in the field of language and gender research has rejected the essentialist’s approach which views social identities, like gender, as fixed and unitary.
Most of the scholars, who are largely influenced by the post structuralist tradition, come into one agreement that social identities are dynamic and multidimensional. They are constructed through the interaction of linguistic forms with other social variables, such as social status, ethnicity, gender, age, etc within specific physical situations. Based on this perspective, each person projects different identities, whether s/he realizes it or not, in different social contexts with different people. Therefore, an individual may have completely different social identities from one interaction to another depending on the goal of this interaction and his/her interlocutors, and language use is inevitably among the most salient factor in projecting those identities.

Moreover, the studies of scholars like Eckert and McConnell-Ginnet’s, although not specifically in L2 learning context, has helped us to understand that gender is embedded “within the construction of other socially significant categories, which are constituted through language” (Gordon 2008, p. 233). Another important point emphasized by the proponents of this view is that they never assume that the superiority of one gender category in L2 learning as the result of biological inheritance. Instead, they acknowledge that “gender, as one of many important facets of social identity, interacts with race, ethnicity, class, sexuality, (dis)ability, age, and social status in framing students’ language learning experiences, trajectories, and outcomes” (Norton & Pavlenko 2004, p. 504).

This fresh paradigm contributes to the new and more complex understanding of the relation between gender identity and L2 learning. It implies that in the process of second language learning the learners are not merely acquiring the linguistic knowledge (grammar, lexicon, etc), but to particular also acquiring the social and cultural aspects of the target language, including gender norms. As a result, the L2 learners may construct different gender identities and ideologies when speaking in target language from those when speaking in their native language. According to Willet (1995), this relates to the claim that language learning is the process of becoming the member of a socio cultural group.

Hence, in this paper I would like to explore the relation between gender ideologies and identities, and L2 learning and socialization. The discussion will revolve around how the learners’ L1 gender ideologies influence their motivation or resistance to L2 learning which eventually affect their success as well as failure. I also expect to explore what particular factors that might contribute to the transformation of gender ideologies and identities in L2 learning.

**Gender Ideologies and Identities in L2 Learning**

As many people concurred, like other social activities, L2 learning does not operate in a vacuum. It is influenced by many factors, including sociohistorical as well as political context, interactional context, and individual agency. Moreover, it seems inevitable that gender ideologies and identities in a local speech community can fundamentally affect the students’ access and opportunities for classroom learning. The effects can be two folds. L1 gender ideologies can be supportive as well as unhelpful for the learners.
What sort of roles gender ideologies and identities play in L2 learning has become the interest many L2 researchers. Norton & Pavlenko (2004) identifies three areas in which gender influences the opportunities for language socialization. First, gender identities and ideologies play a significant role in enhancing or limiting access to linguistics resources. In this sense, women and men may have different levels of exposure, attitudes, motivation, and incentives in learning L2 as the result of gender differences. For example, in a community where second language skills are related to the access to economic and social benefits, women are not allowed to learn or speak the language, since this kind of privilege belongs to male member of society. Those are done by the enforcement of many kinds of gatekeeping practices in order to restrict women’s mobility, access to mainstream language education, and the workplace (Pavlenko & Piller, 2001). Hill’s (as cited from Ehrlich, 1997) study of women’s speech reveals that most Mexican men are bilingual (speak Spanish and indigenous language “Mexicano”) while women tend to be monolingual (only speak “Mexicano”) as the result of gender labor divisions restricting them to participate in regular wage labor in which in turn, she argued, also prevents the women from having access to linguistic resource, i.e. Spanish. In most studies, researchers have shown that women’s access to L2 classroom is also “constrained by many factors, such as their domestic responsibilities as wives, mothers, housewives, and caretakers, by transportation and safety concerns” (Pavlenko & Norton 2004, p. 305). To my experience, those kinds of gender ideologies are well maintained in some parts of the world where males dominate all walks of life.

Second, gender identities and ideologies influence the interactional opportunities for male and female learners in classroom. Willet (1995) using ethnographic approach concludes that the students of “room 17” do not merely learn discrete language skills by participating in phonics seatwork, but also construct their own social relations, identities, and ideologies. There is a process of identity negotiation and production among the participants in which sometimes affected by the larger society. For example, she points out that the practice of seating boys next to girls as an attempt to control their behavior is the result of ideologies about gender held by the wider society. No wonder, the students’ gender identities and ideologies formed in that local interaction are representation of the picture of gender identities and ideologies within the society itself. Further, Willet also argues that the various constructions of social relations, identities, and ideologies will in turn affect the learner’s access to L2 learning. She contrasts the different experiences between the female learners and the only male students have in room 17. I have to agree with Gordon (2008) that by doing so, she actually wants to demonstrate how the construction of gender portrays the girl as a successful learner and the boy as problematic learner.

Third, Norton & Pavlenko state that the intersection of language ideologies and gender ideologies influence the learners’ investment in or resistance to learning. This important point was also already explored by many researchers. There seems to be open possibility that L2 learning and socialization may lead to the transformation of learners’ gender identities and ideologies. Gordon (2004) shows that Lao man and woman have to redefine their identities as they deal with a new linguistic and cultural environments, in which
she argues that language socialization is one of the main contributors to the process of redefining identities. Although Gordon does not focus her discussions on the contexts of formal language classroom, she provides us with significant insights regarding the possibility of the learners’ gender identities and ideologies shifting. A more interesting finding comes from Kobayashi’s (2002) study of Japanese female English-language learners. Here, she argues that female students tend to have a more positive attitude compared to male students toward English learning, since it relates to the opportunity to expand broader gender identities for women. Therefore, the female learners have more chances to go through a process of reconstructing their gender ideologies and identities by learning English. They can use English as language of empowerment, a possibility that is not available when they speak Japanese.

However, the process of transformation does not always run smoothly. The learners at some point may reject the new gender ideologies and identities ‘imposed’ through language use, especially when there are many contradictions between L1 gender ideologies and target language ideologies. Siegal (1996) investigates the role of language learner subjectivity in the acquisition of sociolinguistic competency a second language by choosing an American female Japanese learners as the subject. Mary (the subject of her research) resisted to use some Japanese linguistic forms, since she perceived it as problematic, putting herself in a lower position in terms of power relations. Whether she is aware or not with her choice, her resistance implies that using language involves making choices where each speech act becomes an ‘act of identity’ (Bourne as cited from Siegal, 1996). It seems to me that Mary’s ways of understanding the world and her sense of herself when speaking in target language will directly affect the degree of her success in acquiring Japanese sociolinguistic competency.

Conclusion

Considering the possible transformation on gender ideologies and identities, we can actually use L2 learning as a vehicle to create social change, particularly creating a friendlier and just world for female member of the society. As shown by research works I cited above, gender ideologies develop and change overtime in the L2 learning settings. L2 Teachers can start by using strategies discussed in Norton & Pavlenko (2004). They suggest some important steps in order to address the issue of gender in L2 classrooms. Those can be done in four ways: “curricular innovation, …; feminist teaching practices, materials and activities; topic managements…; classroom management and decision-making practices” (p. 504-5). For example, some concrete strategies that L2 teacher can take is incorporating topics like sexual harassment, domestic violence, and sexism in L2 classroom settings or using grammar teaching by exploring gay and lesbian issues.
References:


This research reports the problems and solutions of novel translation particularly translation of idioms, metaphors, similes, personifications, and alliterations from English into Indonesian. Those problems are taken from three main factors that consist of objective factor, generic factor, and affective factor. The objective factor covers translation of idiom, metaphor, simile, personification, and alliteration from English into Indonesian in the novel entitled “To Kill a Mockingbird” (TKM) written by Harper Lee. The generic factor consists of the novel translator’s education background and experiences on translating the novel. The affective factor is readers’ responses on the novel translation quality. Through this evaluative qualitative research that is based on the holistic criticism approach, it is found that idioms were translated by using idiomatic translation method while metaphors, similes, personifications, and alliterations were translated by using literal translation method. Idioms were translated accurately, while metaphors, similes, personifications, alliterations were not accurate yet. Based on the naturalness level, the translation of idioms is natural, while metaphors, similes, personifications, and alliterations are not natural yet. Then, it is suggested that the novel translator has to use the Tripartire Cycle Model when she translates a novel from English into Indonesian.

Keywords: novel translation, idioms, metaphors, similes, personifications, alliterations, objective factor, genetic factor, affective factor, Tripartire Cycle Mode

INTRODUCTION

Novel as a broad and complete literary work is translated into many languages. Translating a novel seems difficult to do. It is not as easy as translating academic texts, such as texts of mathematics, biology, chemistry, etc. Translators usually have problems in translating this literary work. They have difficulties, for examples, in translating figurative languages and idiomatic expressions. The figurative languages and idiomatic expressions from the source language must be translated socio-culturally into the acceptable target language. This is what they face in translating a novel. Newmark (1988) says that the translators of literary works mainly have difficulties in translating the linguistic aspects, socio-cultural aspects, and moral aspects implicitly stated in the literary works (e.g. novels).

The main problems of the research are (1) How are idioms, metaphors, similes, personification, and alliterations in the novel entitled To Kill a Mockingbird (TKM) translated from English into Indonesian?, (2) How do the novel translator’s background and experiences contribute to the translation?, (3) What are the readers’ responses on the novel translation?
quality?, and (4) What are the principles of translating idioms, metaphors, similes, personifications, and alliterations from English into Indonesian?

The objectives of the research are firstly, describing the translation products of idioms, metaphors, similes, personifications, and alliterations from English into Indonesian language in the novel TKM. Secondly, finding out how the novel translator’s education background and translation theory mastery, experiences contribute to the novel translation. Thirdly, describing the readers’ responses on the novel translation quality. Fourthly, formulating a set of solutions for translating idioms, metaphors, similes, personification, and alliterations in a novel from English into Indonesian.

Here are some difficulties that novel translators usually face every time on which they translate English novels into Indonesian. Firstly, linguistically they usually do not understand some long complex sentences with complicated structures. They also find so many very long paragraphs that are difficult to understand with complicated grammatical patterns. Secondly, culturally they are difficult to find out the closest natural equivalence of the socio-cultural terms exist in the novel because the author always uses unique words based on his or her cultural background. Thirdly, literarily they are difficult to translate figurative languages and idiomatic expressions are stated in the novel. Those difficulties always come to their mind and always make them hard to think about.

Hardjoprawiro (2006:35) argues that translating a novel is different from translating an ordinary text. The difference is on the usage of idiomatic expressions and figurative languages. The figurative languages and idiomatic expressions contain connotative meanings because they are categorized into literary words that are different from technical words or terms that have denotative meanings. He also adds that novel translators have problems in translating local proper nouns or names and very long paragraphs.

Bassnett-McGuire (1991:115) states that translating is not just rendering the explicit notion in the sentences but understanding the implicit purpose beyond the sentences or statements, so translators should do translating process carefully. Many novel translators do carelessness when they translate novels, for examples, they do mistakes in transferring information; add their own interpretation that is out of the original text; do narrow interpretation toward worth messages stated in the novel and finally they produce a bias translation that is not matched between the source text and the target one.

Those phenomena are very interesting to search, so it is important for us to conduct a research about problems of translating a novel and find out the solutions that will be useful for translators in particular and publishers in general. There are many problems of translating a novel, such as problems of translating metaphors, similes and idiomatic expressions, and else.

Translating a metaphor is different from translating an ordinary expression. A metaphoric expression is a statement that consists of metaphor. The metaphor itself is a literary form that is difficult to translate because it has complex contextual meanings. A metaphoric expression has two domains: target domain and source domain. The target domain is the concept that is described, whereas the source domain is the concept of analogy.
Saeed (1997), the former is **TENOR** and the later is **VEHICLE**, for example, in the sentence ‘Computer is a human being’, the word ‘computer’ is **TENOR**, whereas ‘a human being’ is **VEHICLE**. The sentence above is not an ordinary statement but is a metaphoric expression. How can a computer be analogized as a human being? A translator needs to understand and appreciate the statement deeply because the metaphoric expression is very tied to speaker’s empirical domain, so the translator should be able to translate it according with the domain that is understood by translation text readers or listeners.

The metaphoric expression, for example, ‘Life is a journey’ has various meanings (Saeed, 1997). The meanings of that metaphoric expression can be as follows: 1) The person leading a life is a traveller; 2) His purposes are destinations; 3) The means for achieving purposes are routes; 4) Difficulties in life are impediments to travel; 5) Counsellors are guides; 6) Progress is the distance travelled; 7) Things you gauge your progress by are landmarks; 8) Material resources and talents are provisions. Those various meaning can be translated into Indonesian language as follows: 1) *Hidup itu kembara*; 2) *Hidup itu kelana*; 3) *Hidup adalah sebuah pengembaraan yang panjang*; 4) *Pengalaman adalah guru yang paling baik*; 5) *Hidup adalah safari tiada henti*.

Holman and Harmon (1992:287) state that metaphor is an analogy that compares one object to the other directly, for example, ‘She is my heart’. The pronoun ‘she’ is directly compared to ‘heart’. It is an analogy that directly compares a lady to a heart. How can we treat the same a lady as a heart? That is a metaphor. In translating a metaphor, for instance, a translator should have an extraordinary skill in order to produce an accurate meaning in the target language and it is good for a the translator not just to translate the metaphor but to find a similar metaphor in the target language accurately based on its socio-culture and context. The metaphoric expression ‘She is my heart’ can be translated into *Dia belahan jantung hatiku*. See other examples of metaphoric expressions. ‘She is a book worm’ translated into *Dia seorang kutu buku*; ‘That man is a regular ass’ translated into *Orang itu bodoh sekali*, etc.

Holman and Harmon (1995:44) state that simile is a figurative language that expresses indirectly the comparison of two objects. It is different from metaphor. The simile usually uses the linking words **LIKE, AS, SUCH AS, AS IF,** and **SEEM,** whereas the metaphor uses the auxiliary **BE,** for examples, ‘He is like a frog’ is a simile, whereas ‘He is a frog’ is a metaphor. Moentaha (2006:190) stresses that simile compares two different objects that have different categories or classes, so the expression like ‘The boy seems to be as clever as his mother’ (*Anak lelaki itu sepandai ibunya*) is not a simile but an ordinary comparison because the words ‘boy’ and ‘mother’ are from the same category. According to him, the example of a simile is ‘He is as brave as a lion’ (*Dis seberani banteng* or *Dia seberani pendekar*) because the words ‘he’ and ‘lion’ are from the different category. The pronoun ‘he’ refers to the man, whereas the noun ‘lion’ refers to ‘the animal’. But why is the word ‘lion’ translated into ‘banteng’ or ‘pendekar’ not ‘singa’? Contextually the word ‘banteng’ or ‘pendekar’ is more acceptable in the socio-culture of Indonesia. Thus the English similes
and also metaphors should be transferred and reproduced into the accepted language and culture.

See other example of simile translation. The expression ‘He is a sly as a fox’ is translated into ‘Dia secerdik kancil’ not ‘Dia secerdik rubah’. The word ‘fox’ is not natural in Indonesian context, so it is translated into ‘kancil’ not ‘rubah’ because the former is more natural than the later.

Crystal (1985:152) states that an idiom or idiomatic expression is the term that is used in grammar and lexicography that refers to a set of words limited semantically and syntactically and has a function as single unit. For example, the idiomatic expression ‘It’s raining cat and dogs’ cannot be translated word-for-word because that expression is an idiomatic expression. It must be translated into the target language idiomatically, so its accurate translation can be ‘Hujan lebat’.

Frye et al (1985:234) argue that idiom is a specific expression that is difficult to translate. For example, the expressions ‘Please, don’t mention it’; ‘Not at all’; ‘It was a pleasure’; or ‘Forget it’ as the response of ‘Thank you’ cannot be translated word-for-word but the translator should search the similar idiomatic expressions in Indonesian language accurately. For instance, those expressions can be transferred into Terima kasih kembali, not Jangan dipikirkan; Nggak apa-apa; Ini suatu hal yang menyenangkan; or Lupakan saja.

Richards (1992:172) adds that idiomatic expression is a single unit of which meaning cannot be separated, for example, ‘She washed her hands of the matter’ = ‘She refused to have anything more to do with the matter’, or other example, the idiomatic expression ‘May I wash my hands?’ does not mean that someone asks permission to wash both of his hands, however, it is just an idiom that is usually expressed by a student who asks permission to his teacher to go to the toilet room. Thus, that idiomatic expression can be translated into ‘Bolehkan saya ke belakang?’

Translating an idiomatic expression is the same as translating a metaphoric expression. It means that the translator should have a perspicacity and deep experience of target language and culture in order to be able to translate the idiomatic expressions accurately. Compare the following two sentences that use the word ‘hands’: ‘Bill has two hands, a right hand and a left hand’ and ‘Bill is an old hand in the store’ (http://www.andeanwinds.com). The first sentence is a literal sentence that contains denotative or lexical meaning, whereas the second sentence is idiomatic sentence. The phrase ‘two hands’ in the first sentence is two real hands of Bill, however the phrase ‘an old hand’ in the second sentence means the man who has long experience in his job or ‘orang berpengalaman’ not ‘sebuah tangan tua’.

There are some alternative solutions of translating a novel. The followings are what some experts and researchers propose. Bassnett-McGuire (1991:116) says that there are six rules of translating a prose (novel) that translators should refer to:

1. The translator should not PLOD ON, word by word or sentence by sentence, but should ‘always BLOCK OUT his work’. By BLOCK OUT, the translator should
consider the work as an integral unit and translate in section, asking himself ‘before each what the whole sense is he has to render’.

(2) The translator should render **IDIOM BY IDIOM** and idioms of their nature demand translation into another form from that of the original’.

(3) The translator must render **INTENTION BY INTENTION**, bearing in mind that ‘the intention of a phrase in one language may be less emphatic than the form of the phrase, or it may be more emphatic’.

(4) The translator warns against **LES FAUX AMIS**, those words or structures that may appear to correspond in both SL and TL but actually do not, eg. ‘demander – to ask’, translated wrongly as ‘to demand’.

(5) The translator is advised to ‘transmute boldly’ and it is suggested that the essence of translating is ‘the resurrection of an alien thing in a native body’.

(6) The translator should never embellish.

Taryadi (2000) suggests that translator should follow the following rules in order to produce good translation products. The rules that the translators should keep are: 1) Translators ought to depend on their language feeling in translating novels; 2) They must have a good mastery of source language; 3) They should be able to master the target language and culture; 4) They should be familiar with the culture of source language; 5) They also should be familiar with the culture of target language; and 6) They must have a broad knowledge and science of literary works.

On the other hand, though in different object of translating an Arabic novel into Indonesian one, El Shirazy (2008:1-3) proposes six basic skills that can anticipate the problems of translating a novel that will be useful for translator if they do translating process. A translator of a novel should: 1) master the vocabulary of source language well; 2) master the grammar of source language completely; 3) should have a deep sense of language, particularly source language or understand the author’s will and purpose; 4) understand the socio-cultural of both source and target language; 5) have sense of literature well.

**RESEARCH METHOD**

The research method used in this study is Qualitative Evaluative Research Based on Holistic Criticism Approach (Sutopo, 2006). The types of data used are only primary data that consist of idiomatic expressions and figurative languages (metaphor, simile, personification, and alliteration) taken from the original and translated novel *TKM*, interview records with the novel translator, and questionnaire results from target readers. The data were gathered by using documentation, interview, and questionnaire techniques. The data were analyzed by using domain, taxonomy, componential, theme analysis (Spradley, 1980), contrastive analysis (James, 1998), and interactive analysis (Miles & Huberman, 1994). Objective factor was categorized and analyzed contrastively. Genetic and affective factors were categorized and each category was compared componentially. All data were analyzed in the cycle of interactive analysis: data reduction, analysis and discussion of data (display), and verification.
FINDINGS

1) Objective factor

The followings are the findings taken from the objective factor that describes how idioms, metaphors, similes, personifications, and alliteration are translated from English into Indonesian based on the methods and techniques of translation and also ideology used by the novel translator.

<table>
<thead>
<tr>
<th>Objective Factor (Idiom and Figurative Language Translation)</th>
<th>Translation Technique</th>
<th>Translation Method</th>
<th>Translation Ideology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idiom Translation</td>
<td>Indirect (98%)</td>
<td>Idiomatic (46.8%)</td>
<td>Domestication (66.8%)</td>
</tr>
<tr>
<td>Metaphor Translation</td>
<td>Direct (76%)</td>
<td>Literal (70%)</td>
<td>Foreignization (84%)</td>
</tr>
<tr>
<td>Simile Translation</td>
<td>Direct (57.5%)</td>
<td>Literal (87.5%)</td>
<td>Foreignization (95%)</td>
</tr>
<tr>
<td>Personification Translation</td>
<td>Direct (71%)</td>
<td>Literal (88%)</td>
<td>Foreignization (97.6%)</td>
</tr>
<tr>
<td>Alliteration Translation</td>
<td>Direct (59.3%)</td>
<td>Literal (84.3%)</td>
<td>Foreignization (90.6%)</td>
</tr>
</tbody>
</table>

2) Genetic factor

Findings that describe the novel translator’s background, experience, competency, and strategy along the translation process can be seen in the table 2. These data are based on the interview result with the novel translation. The findings support and have significant correlation with the objective factor. It is the fact that the translator’s background and else determine the translation product.

<table>
<thead>
<tr>
<th>Genetic Factor (The Novel Translation of TKM)</th>
<th>Background</th>
<th>Experience</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-formal education background of translation</td>
<td>Part time translator at book publishers</td>
<td>Lack of attention to literary senses</td>
</tr>
<tr>
<td></td>
<td>Having no English education background</td>
<td>Novel translator of book publishers</td>
<td>Relying on her basic English</td>
</tr>
<tr>
<td></td>
<td>Chemical Engineering graduate</td>
<td>Translated more than 30 novels</td>
<td>Good at grammar</td>
</tr>
<tr>
<td></td>
<td>Self-study</td>
<td>To Kill a Mockingbird is the first novel</td>
<td></td>
</tr>
</tbody>
</table>
3) Affective factor

The following table describes about the research finding taken from the affective factor.

<table>
<thead>
<tr>
<th>Affective Factor (Target Readers of Translated Novel)</th>
<th>Idiom</th>
<th>Metaphor</th>
<th>Simile</th>
<th>Personification</th>
<th>Alliteration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy Level</td>
<td>Accurate (59.5%)</td>
<td>Inaccurate (36%)</td>
<td>Less accurate (75%)</td>
<td>Less accurate (54.7%)</td>
<td>Less accurate (65.6%)</td>
</tr>
<tr>
<td>Naturalness Level</td>
<td>Natural (61.7%)</td>
<td>Less natural (80%)</td>
<td>Less natural (55.5%)</td>
<td>Less natural (66.7%)</td>
<td>Less natural (56.3%)</td>
</tr>
<tr>
<td>Readability Level</td>
<td>High (48.9%)</td>
<td>Middle (52%)</td>
<td>Middl (47.5 %)</td>
<td>Middle (59.5%)</td>
<td>Middle (56.3%)</td>
</tr>
</tbody>
</table>

Based on the tables above the research findings state that 1) idioms were translated generally by using idiomatic translation method, 2) metaphors, similes, personifications, and alliterations were translated by using literal translation method. Then, idioms were translated by using indirect translation techniques, while metaphors, similes, personifications, and alliterations were translated by using direct translation techniques. So, it indicates that the novel translator oriented to the source text (ST) and kept the domestication ideology for translating idioms, oriented to the source text (ST) and kept the foreignization ideology for translating metaphors, similes, personifications, and alliterations. Based on interview with the novel translator, it is found that the translator used idiomatic translation method and
transposition technique for translating idioms and used word-for-word, literal, and faithful translation methods for translating figurative languages. Then, based on the target readers’ responses, it is found that idioms were translated accurately, while metaphors, similes, personifications, alliterations were not accurate yet. Based on the naturalness level, the translation quality of idioms is natural, while metaphors, similes, personifications, and alliterations are not natural yet. The translation quality of readability level indicates that idioms get high level of readability, while metaphors, similes, personifications, and alliteration are on the middle level of readability.

DISCUSSION

Translation of idioms and figurative languages in the novel *To Kill a Mockingbird* have different characteristics. This is proved with holistic analysis on the objective factor, genetic factor and affective factor. In this case, the novel translator translated idiom by using indirect translation techniques, such as transposition, modulation, adaptation, and established equivalent techniques (Bosco, 2008). Then, the translator used idiomatic translation method for translating idioms. This strategy is very precise because it is based on the rules of translating idioms (Hoed, 2009; Wang, 2009). According to what the translator did above, it can be stated that the novel translator tends to the domestication ideology. It means that she refers more to the target language. Then based on the target readers’ responses, it is known that the idiom translation is accurate, natural, and high on readability level.

On the contrary, most of metaphors, similes, personifications, and alliterations are not translated accurately, naturally, and low on readability level. The novel translator translated metaphors, similes, personifications, and alliterations by using direct translation techniques, such as literal and borrowing techniques (Bosco, 2008). These techniques are not appropriate for translating metaphors, similes, personifications, and alliterations; whereas, metaphors should be translated into metaphors (Newmark, 1988), similes into similes (Larson, 1994), personifications into personification (Xiaoshu and Dongming, 2003), and alliterations into alliterations (Retmono, 2009). Because of those idioms and figurative languages are not translated using appropriate methods and techniques, the translation products are not inaccurate, less natural, and difficult to read. It means that the novel translator tends to use foreignization ideology that refers to the source language.

To anticipate the problems of translating a novel in general, I try to introduce an alternative solution that is called *Tripartite Cycle Model of Novel Translation*. This model will be effective for all translators if they want to translate a novel from English into Indonesian or vice versa.
CONCLUSION

Based on the research, idioms translation products are accurate, natural, and reach the high level of readability because the translator translated them by using appropriate methods and techniques. It means that the translator tends to use domestication ideology that refers to the target language. On the contrary, most of metaphors, similes, personifications, and alliterations are inaccurate, less natural, and reach the middle level of readability, because the
translator translated them by using inappropriate methods and techniques. It means that the translator tends to use foreignization ideology that refers to the source language. As the solution of novel translation problems, there is a new model of translating a novel that is called Tripartite Cycle Model of Novel Translation (Figure 1).

SUGGESTION

From those research findings, I recommend that idioms should be translated into idioms, metaphors into metaphors, similes into similes, personifications into personifications, and alliterations into alliterations. On the other hand, the novel translator should have relevant education background, master both English and Indonesian languages, understand literary studies, know translation theories and have a broad concept of cultures, so that her translation products would be accurate, natural and readable. Then, it is suggested that the novel translator has to use the Tripartite Cycle Model of Novel Translation when she translates a novel from English into Indonesian. This cycle puts three parts: author, translator, and reader in a simultaneous cycle. The author of novel is the source of information that should be known well by a translator because the author of novel has a will and purpose as a message stated in the novel. The novel itself is the broad message explored by the author. The message can be in the form of words, phrases, sentences, paragraphs, and texts. The message itself has both connotative and denotative meanings. It is a must for the translator to understand, to know, and to recognize all well before she reproduces the message in the target language. So, there will be a collaboration among the novel writer, translator and target readers in the translation process.

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CRITICAL DISCOURSE ANALYSIS ON THE JAVANESE SONG LYRIC
‘ILIR-ILIR’

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Abstract

Song, in spite of being an amusement work, is often used to foreground a particular ideology. The study aims to find out whether the Javanese song lyric ‘Ilir-Ilir’, as the object of the study, has certain ideological commonsense and power relation between the participants involved in the lyric. It focuses on its textual surface of discourse or descriptive and interpretative stages, as well as its explanatory stage in terms of critical discourse analysis. The data were initially analyzed based on Martin’s theory of analyzing the discourse (2004), and then to move deeper into the power that exists in both situation and cultural contexts which create the discourse, the theory of Fairclough (1992) was adopted. The findings showed that the lyric consists of many metaphorical expressions and ‘dominate’ and ‘dominated’ power relation were obviously noticeable. The results of the study suggest a deep pedagogical implication that it is important for people to understand the Javanese philosophical thought about the purpose of life.

Keywords: lyric, critical discourse analysis, ideological commonsense, power relation

Introduction

This paper is an investigation of how lyric of a Javanese song is constructed and what the context of situation and context of culture are involved in creating the text. As we have already understood that the creation of a song is sometimes not merely for an entertaining purpose but farther as a band-wagon to carry particular ideological messages such as philosophical thought, children character education, criticism on the government, criticism on a certain social phenomenon, etc. In Indonesian modern music for example, the ideological perspective of the music composer especially the lyric creator has been very popular accepted by the youth community. Iwan Fals, one of the expressive music composers has launched some of his songs to criticize the Old-Regime conducted by President Soeharto. His song entitled ‘Tampo Mas’ has made him to be sentenced guilty in the Indonesian court as his effort to discredit the Indonesian Government at that time.

In the United States, Hip-Hop genre of music exists by carrying particular youth point of view towards what life they want to be. This kind of music invites some experts of anthropology and also linguistics to come for observing this phenomenon.

Some analyses on songs or particular genre of music have been done by several experts as Dan Stowel (2010), with the focus on discourse analysis evaluation method for expressive musical interfaces. The other study was conducted by Nhamdi O. Madichie
(2011), he studied paper seeks to highlight hip-hop's contribution to the entrepreneurship and place marketing literature. Some theories that have researched the domain of music, songs, or lyrics suggest that some studies on expressive musical interfaces will improve the vocal quality of the singers, the other studies suggest that lyrics of songs may bring people admire to what the singers say. This discursive condition is possible to advertise place to be the tourist destination or the place for business investments (Madichie: 2011). Previous studies have indicated that the study on song or lyric is only based on the surface textual construction

However, existing research does not explore on why such a song was constructed or - neither does it comment on how to construct typical of ideological lyric. Furthermore, the researches have been done, in the domain of song, do not deeply observe the power relation between the participants or explain the power behind the lyric discourse or how each type of discourse interconnects each other to create the new complex discourse.

The research undertaken for this paper seeks to explore the discourse of the Javanese folk song entitled ‘Ilir-ilir’ on: 1) How is the text formed? 2) What is the metaphorical discourse appeared in the text? 3) Who is the participant involved in the discourse? 4) What is the context of situation and culture? 5) What are the power relations in the discourse and what is power behind discourse? 6) What is the ideological commonsense carried out? It will be argued that this song’s lyric is in spite of very simple, it brings a lot of phenomena we have to take into account.

The objectives of the study are as stated in the following statements. This research focuses on the study of the discourse analysis of the lyric text of the Javanese folk song ‘Ilir-ilir’. It observes the metaphorical discourse, the participants involved in the text, and the two contexts which influence the discourse. This paper will also discuss further the power relation and the power behind the discourse, and finally it inquires the ideological commonsense brought.

Given the identified gap in this topic studies, this study has the potential to provide better theoretical and practical understanding of the discourse in the Javanese folk song of ‘Ilir-Ilir. It may support the theory of critical discourse analysis that first, particular discourse has very complicated interconnection of many discourse types that Norman Fairclough called it as dialectics (Fairclough & Wodak: 1997). In a very simple word, there is no single discourse created by single discourse type. Second, it supports the theory of critical discourse analysis that to analyze discourse must conduct two approaches, they are macro and micro discourse (Dijk : 1998). Practically, this study brings us the understanding of the actual content of the text, through the metaphorical linguistic expression that is unfolded by relating the text and the world.

Philosophically, this research gives us knowledge of what is ‘Islamic Ideological’ which has been thought from the Islamic Religious Leader to his followers. As always in our consideration, as teachers, that society need good ideological commonsense to be the right guide for reaching the life’s goals.
Javanese Song, ‘Ilir-Ilir’

The traditional children’s song entitled Ilir-ilir is predicted to come into existence in the 15th century. It was written in many manuscripts that the composer of this song was ‘Sunan Giri’, the Javanese Islamic Religious Leader. However, there are some experts in Javanese culture claim that the creator of this song was ‘Sunan Kalijaga’. It will be fruitful for us not to argue who the writer of this song was; for that reason, we will mention him as the ‘creator’ for the next discussion. The song, up to now, has undergone various developments in lyrics, meaning, and function. In case of the function, the song which was only sung by children in the past, has developed into, among other things, a means of midodareni ritual of Javanese wedding, entertainment, Islamic proselytism, dance accompaniment, consciousness recovery, war motivation, education and so on (Rabimin:2011)

In the book entitled ‘Wejangan Walisongo’ by G Surya Alam, the lyrics of this Javanese song ‘Ilir-Ilir’ carries Islamic philosophical thought from the old man to the younger or from the Islamic leaders to the followers as we can see at figure 1.

**LYRIC : ‘ILIR-ILIR’**

Ilir-ilir, ilir-ilir
Tandure wus sumilir
Tak ijo royo-royo
Tak sengguh penganten anyar

Cah angon, cah angon
Penekna blimbing kuwi
Lunyu-lunyu penekna
Kanggo masuh dodot ira

Dodot-ira, dodot-ira
Kumitiir bedhahing pinggir
Dom-ana, jlumatana
Kanggo seba mengko sora

Pumpung jembar kalangane
Pumping padhang rembulane
Dha surak-a
Surak, horee

**FREE TRANSLATION INTO ENGLISH**

(be awake), (move your hand to get fresh air)
(because) the plants have been growing
They’re green, green indeed
I’m feeling (joy) as a just married man

Hi kids, hi shepherds
Get that star fruit
(although) it’ll be hard, but get it
To wash your clothes

Your clothes, your cover
(because of) moving, it shall have little damage
Sew it, repair it
(to cover your body) for the later evening meeting

while you still have spare time
while the moon is still bright
Let’s celebrate
Let’s cheer, horray

Figure. 1
Discourse and Critical Discourse Analysis on Lyric

A discourse is a set of meanings through which a group of people communicate about a particular topic. Discourse can be defined in a narrow or a broad sense and a narrow definition of discourse might refer only to spoken or written language. However, discourse analysis more often draws on a broader definition to include the shared ways in which people make sense of things within a given culture or context, including both language and language-based practices (i.e. the ways in which things are accomplished).

Being the old works of a society, lyrics convey various meanings for public consumptions. One of the observers in the domain of song lyric was Bovan (2010) that studied about the history of Serbo-Croatia oral lyric of Christian prayers. Heriawati (2011) was also interested in observing the Javanese lyric song in terms of its metaphorical meaning. She found that in metaphor there is a distance between tenor and vehicle which is very interesting. The more distant the tenor and vehicle, the more expressive the meaning of metaphor is. Then she stated that there are four kinds of metaphors; they are anthropomorphic, animal, abstract to concrete and the opposite, and sinesthetic. Those kinds of metaphor are for knowing how the perception about static space predicted as human being, animal or other creatures and there is the change of concept causing the resemblance of the perceptual and physical meanings. Metaphor is interesting for the linguists because it is viewed as a process of transference between two conditions or experiences based on the association of each others. Several kinds of the metaphor are found in lyric of Java’s songs.

The research we would like to conduct is based on both discourse surface of the text as well as the deeper stages in terms of critical discourse analysis. It observes the description of how the text is constructed due to its lexico-grammatical level, the interpretation of the interpersonal meanings carried out the text as well as the process of text production, and also the explanation of ideological commonsense that effect the social relation between the participants. In order to make it clear, we provide the theoretical framework of this study as we see on figure 2 (Fairclough: 1992)
Methods

The research method used to study the discourse of the Javanese song lyric entitled ‘Ilir-Ilir’ is of three stages of discourse analyses: descriptively, interpretatively and explanatively. It observes firstly the text formations on the lyric, metaphorical linguistic expressions, the participants involved in the text, and the two contexts which influence the discourse. Secondly, this paper will also discuss further the power relation and the power behind the discourse, and finally it inquires the ideological commonsense brought. Discussing deeply farther this lyric, for the initial analysis, Halliday’s and J.R. Martin’s theoretical approaches of discourse analysis was applied to describe and interpret the content and contexts of the lyric. While for the later one, Fairclough’s and Van Dijk’s theoretical approach of critical discourse analysis was adopted to explain the social power relation, ideological common sense, and power behind the discourse.

It is believed that the combination of these methods of analysis is the most proper system to analyze such a philosophical lyric. Martin (2003:1) stated that discourse analysis is an invitation to grammarians to reconsider meaning in the clause from the perspective meanings on the text, and suggests social theorist to reconsider social activity as meanings we negotiate through text ‘For us this also means that we treat discourse as more than incidental manifestation of social activity: we want to focus on the social as it is constructed through text, on the constitutive role of meanings in social life.” This research approach furthermore is significant due to Van Dijk (1998), as he suggested that we have to conduct the research through micro level analysis of the social order as discourse, language use, etc., and through macro level analysis of the social order as power, dominance, inequality, etc.

Discourse and Critical Discourse Analysis in ‘Ilir-Ilir’

Ideational Metaphors

In our text analysis we saw different approach in the way the composer of this song construed reality. This song’s lyric is telling about the unknown speaker that transferring message to the hearer in order the hearer to do something that the speaker suggested. We found that all the ideational meaning as the participants, the processes, and the circumstances are drawn in un-common reference of the real world. This kind of discourse enables the composer deliver multi-layered meanings to avoid narrow interpretation. This kind of discourse has also composed an artistic lyric to admire. The key meaning making resource for this kind of discourse is known as ideational metaphor (Martin, 2004).

Metaphor in general involves a transference of meaning in which a lexical item that normally means one thing comes to mean another. There are many examples of ideational metaphors in ‘Ilir-Ilir’, even majority of lexical item chosen in constructing this song are metaphors. In the first couplet we found the word ‘Ilir-Ilir’ that means to be awake, relaxed by moving a traditional fan with our arm to get the fresh air. This is of course not the lexical meaning that the composer wanted to draw. Some Javanese linguists claimed that this word means that we have to be always conscious and aware of the situation, some argued that the meaning of this word is to relax, and enjoy the result of something that we have done. What
is that? Because: ‘tandure wus sumilir’ that stated in the second couplet. This clause means ‘the plant has already been growing’. The plants is as the representation of the moslem society that had already been growing at that time. The ideological color of moslem is green, the clause is emphasized by the next clause ‘tak ijo royo-royo’ means ‘it’s really green, indeed green’. The composer (Sunan Giri or Sunan Kalijaga?) has devoted all his life for the growth of moslem society, thus knowing the Islamic religion had begun popular in the Javanese society, he felt very happy as stated by the utterance: ‘tak senggih penganten anyar’ (I feel so joyful as a just married man).

The first couplet describes the creator’s feeling and effort that he has done, the second one explains the creator’s suggestion to the hearer (the shepherds or ‘cah angon’). Here, the shepherds are little children indicated by the word ‘cah’. Shepherds is metaphorical terms of the human in general, as in Javanese culture human is a psychical soul which takes care of its physical body, and the word children draws that basically we are as the hearer are un-perfect human. In short, everyone is a shepherd of his own childish physical attributes that always needs improvement by doing certain effort to develop, as stated in next sentence ‘penekna blimbing kuwi’ (get the star-fruit!). The word ‘get’ carries meaning of ‘effort to improve’. While the question of what matter that we have to improve is answered by the next lexical item on the same clause that is ‘the star-fruit’. Star-fruit is an ideational metaphor of ‘5 basic tasks for moslem to do in order to gain happiness in his life. The next clause in the second couplet will be ‘lunyu-lunyu penekna’ (although it will be hard for you, but get it!). This metaphor (process) explains whether to do the 5 moslem basic task will be not so easy, however ‘you’ have to always try, always effort to establish Islamic religion which will brings you happiness. That is the objective of why human has to do the 5 basic tasks is as stated in the next sentence: ‘kanggo masuh dodot ira’ (to wash your clothes). Clothes in javanese culture as the metaphor of character or religion.

The next passage will be ‘dodot-ira, dodot-ira, kumitir bedhahing pinggir, dom-ana jlumatana, kanggo seba mengko sore’. All the lexical items above are metaphors. We have discussed before that the term ‘clothes’ in Javanese culture means religion, and to establish the 5 task on Islamic religion is not so easy that some time we failed to complete those task. However, we have to always effort to complete the un-complete ones. The function of developing human goodness (stated in the Islam religion) is to face and to be responsible to God, in later human’s life time (kanggo seba mengko sore: for the later evening meeting).

The last couplet contains the emphatic suggestion to moslem that we have to do something right away before the other things come (‘pumpe punjek jembrang kalangane, pumping padhang rembulane). The last sentence the creator invites all moslems to be happy.

Grammatical Structure

Javanese and English language have significant different on their tenses grammatically. The Javanese language, the difference of tenses in its sentences doesn’t change the lexical items, form. However, basically Javanese sentence proposition also has the
tenses although it will not be stated grammatically in the given sentence. The tenses are often analyzed to recognize the speaker’s point of view toward the ideational meanings in a text.

We found that in the first passage the creator applied past perfect continues tense, then present continues, and present tense. The lyrics of this passage narrate recount of the past moment that the effect has been taking. The second, the third, and the last passages generate the future tense. These tenses choice indicates the speaker’s command, suggestion, and hope. This characteristic of the messages commanded by the speaker is dealing with the Islamic philosophical thought or in the critical discourse analysis this term will be called ideological common sense that will be discussed further in the next chapter of Power behind Discourse.

**Interpersonal Meanings**

Interpersonal meanings are meanings which express a speaker’s attitudes and judgments. These are meanings for acting upon and with others. Meanings are realized in wording through what is called MOOD and modality. Meanings of this kind are most centrally influenced by tenor of discourse (Gerot and Wignell: 1995).

We have to analyze this interpersonal meanings initially, as this is worth for our next deeper discussion especially in the power relation between the participants involved in the story. If a speaker gives us the information, he is inherently inviting us to receive that information. Or, if he is offering us some goods or services, he is inherently inviting us to receive that goods or services. On the other hand, if the speaker demands some goods or information or services, we inherently invited to give the information, goods or services. There are four kinds of the information-exchange, they are statement, offer, command, and question. Those carry particular characteristics that draw the discourse type of the speaker, hearer, and the power relation. We found in the song lyric ‘Ilir-Ilir’ majority of the MOOD system is command. This explains to us that the speaker was asking the hearer to do something.

Be relax! (be awake!)  COMMAND
(because) the plants have been growing
They’re green, green indeed  STATEMENTS
I’m feeling (joy) as a just married man

Hi kids, hi shepherds
Get that star fruit  COMMAND
(although) it’ll be hard, but get it
To wash your clothes

Your clothes, your cover
(because of) moving, it shall have little damage
Sew it, repair it  COMMAND
(to cover your body) for the later evening meeting
while you still have spare time
As the moon is still bright
Let's celebrate
Let's cheer, horray.

This characteristics of the speaker that has power to command the hearer will be then discussed in the next analytical stage as dominated social representation of discourse in the Power Relation chapter.

**Periodicity in ‘Ilir-Ilir’**

Periodicity is concerned with information flow: with the way in which meanings are packages to make it easier for the readers to take them in. As we know that text usually has the topic sentence and the supporting topics that elaborate and describe the topic sentence. The topic sentence then is placed initially in the text and just after followed by the supporting sentences in an order way. This kind of idea is about information flow, to give readers some idea about what to expect, fulfilling those expectations, and then reviewing them.

The lyric of ‘Ilir-ilir’ implement repetition of the main idea to build the bridge to the next clause. It is understandable that the clauses constructed the text are ellipsis clauses as it was created for the aim of composing lyric of a song. The theme and new information of this text flowing should be creatively interpreted by placing the lost words.

(FIRST COUPLET)

*(we have to) be awake, (we have to) be awake*

THEME NEW (REPETITION)

*(because) the plants (we have planted) have been growing*

THEME NEW

*(the plants we planted) are green, (they have been growing to be) green indeed*

THEME NEW

*I feel (joy as) like a just married man*

THEME NEW

(SECOND COUPLET)

*Hi kids, hi shepherds*

THEME (REPETITION)

*(you have to) Get that star fruit*

THEME NEW

*(although) it’ll be hard, but get it*

THEME NEW

*(it is worth) To wash your clothes*

THEME NEW
(THIRD COUPLET)

Your clothes, your covers
THEME (REPETITION)
(because of your) moving, it shall have little damage
THEME NEW
(you have to) Sew it, repair it
THEME (REPETITION)
(it will be useful to cover your body) for the later evening meeting

(FORTH COUPLET)

While (you) still have spare time
THEME NEW REPETITION
While the moon is still bright
THEME NEW
Let us celebrate
THEME NEW REPETITION
(let us cheers), hurray
THEME NEW

The first couplet begins with the repetition of the ideational meaning. This is the bridge to link to the next clauses by providing the main idea for the first couplet. This main idea is about action that the hearers have to do and the next clause describes of why the hearers have to do such action. The second clause is then followed by the third and forth ones which elaborate the argument. The second and third couplets have also the same structure as the first one. In the forth couplet we found the different structure than the above others, in every half couplet consists of repetition of the previous clause. These systems of structure have constructed these lyrics to be flowing and easy to follow. That’s no wonder if most people in every level of age in Java master this song.

Connections in ‘Ilir-Ilir’

Connection here means the relationship between the text and the world (Fairclough:1989). The term connection will not be merely the conjunction or other cohesive ties, however to gain the deeper explanation about this song we go further to the coherence that unfold the actual-process, societal, and interactional discourse rather than the text discourse. The connection of the ideational meanings stated through ideational metaphors has been discussed initially, in this chapter we would like to explain the connection in the terms of register that contains field, tenor, and mode. Those context organization by metafunction types of register than are inter-correlate each other than will bring us to the discussion of
ideology carried by this song, the power relation involved in the interaction of the participants, and also explain what is the power behind the discourse.

**Register, Ideology, Power Relation, Power behind Discourse**

The main construct used by functional linguists to model context is known as register. In SFL, register analysis is organized by linguistic metafunction by Field, Tenor, and Mode. Field refers to what happening, to the nature of the social action that is taking place: what it is that the participants are engage in, in which language figures as some essential components. Tenor refers to who is taking part, to the nature of the participants, their statuses and their roles: what kind of relationship obtain, including permanent and temporary relationships of one kind or another, both the types of speech roles they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved. Mode refers to what part language to do for them in the situation: the symbolic organization of the text, the status that it has, and its function in the context. (Halliday and Hasan: 1985)

Field in the Javanese song ‘Ilir-ilir’ mostly consists of metaphorical ideations. We have discussed these metaphorical ideations in the previous chapter. Ideational meanings in the domain of field consist of firstly: things, matters, ideology, events, etc., secondly: the processes occur, and thirdly: the circumstances influenced in the discourse.

The thing available in the discourse is kids or shepherd as the metaphorical ideation of human generally. Human according to the creator of this song is one in the moslem society, thus this discourse brings Islamic ideological point of view. This assumption comes from the social context of who created this discourse, when this discourse constructed, and where it happened. As stated in the previous chapter related to the data, this song is created in the fifteenth century when the moslem society begun to spread popularly in Java. The creator was the Islamic religion leader named Sunan Giri (Sunan Kaliyaga?), so this was a kind of song used to naturalize the ideological thought to the Javanese people especially the kids. As we know that Javanese songs have many genres. The particular genre is only specific for particular kind of lyrics, it is determined by the certain topic carried. For example, the Javanese lyric of ‘love song’ will be classified as ‘Asmarandana genre’; the lyric of ‘sad feeling song’ will be generalized as ‘Megatruh genre’, the ‘Suluk genre’ for ‘ideological song’; and ‘Dolanan genre’ for ‘children song’; and there are still many other genres.

The question then rises in our mind of why the creator shot children as his target of naturalizing his ideological point of view? It is clear that the naturalization and generalization of such an ideological point of view is not a short time process. This process is also shown in the other ideational metaphor as the field domain as ‘planting’. Planting is kind of developmental process from the early age plants, taking care of them until they are growing. It is a metaphor for constructing a ‘moslem society’ in Java. In constructing ‘typical of ideological commonsense’ to construct new desirable society thus requires effortless naturalization of commonsense (Fairclough: 2004, pp. 91).

The target of this naturalization of ideological commonsense indeed is not only for children, however it is far more for human in general. Song is only one way to gain the
interactional routines (Fairclough: 2004, pp. 99) to make the mentioned ideology becomes popular and is accepted by Javanese society that was still has heterogeneous ideologies at the given era (Islam, Buddhist, Hindu, and Ancient Java Culture).

Moving to the second type of register, tenor, this song represents two kinds of participants which each of them have different positions. The creator of this song is nominated as the high power position participant or actor, while the readers (represented by the kids-shepherds) are the moslem follower of the low power participants. We are able to justify those participants’ positions by relating this discussion with the previous chapter of the interpersonal meanings. Majority of the couplets consist of ‘command’ of the linguistics function. It is argued that the speaker seems has authority to ask the hearers to do something based on his ideas. It is just like the communicative event between teacher and his students. Teacher is powerful and has an authority to shape the students and the worlds.

Moreover, Fairclough (2004, pp. 90) explains that this kind of positions can be categorized as dominant and dominated discourse type. The speaker or the leader of Islamic religion is the dominant discourse type, and the hearers as the dominated discourse type. The dominant discourse type has his role to run the rules in the society, and empowers to decide every social events and its regulations. The dominated discourse type is the follower that has to obey the rules that has been decided by the dominant one. The other aspect of this discourse type is that the creator, here, as the representation discourse type represents all the Islamic religion leaders in Java as social representation (Van Dijk: 1998). Thus the ideological commonsense which is proposed by this actor certainly be accepted by the other leaders as the representative ideological commonsense.

In the discourse genre of moslem social activity, the ideological common sense has to be a strong hegemony. The dominated representation of discourse type unconsciously accepted every dominant representation has argued. There is no single moslem as the leader’s followers criticized the rules given by the leader. They believed that the leader’s speech is the God’s speech. This position then was used by the creator of this song to deliver a worthful suggestions in order people to aware of their life (be awake), to plan their future (for the later evening meeting), to manage their mind (while the moon is bright), and not to give up when they face problems (it’ll be hard, but get it).

Conclusions and Suggestions

From the findings and discussion above, we found that song often brings ideological point of view from the creator manifested in the ideational, interpersonal, and its textual meanings of linguistic metafunction. The previous studies on song majority observed the lyrics on their surface of discourse and some of them deeply in terms of their metaphorical meanings. This research of Javanese song ‘Ilir-Ilir’ studied further the discourse of its ideational metaphors, the power relation, ideological commonsense, and also the power behind the discourse. We found that ‘Ilir-Ilir’ was constructed to be Javanese children song which carried Islamic Philosophical thought. The choice of to be children song is considered
to be basic naturalization and generalization in terms of interactional routines for foregrounding the desirable ideology.

This study of as the starting point of the Javanese song research that conducted with three dimensional of critical discourse analyses, of course may has quite a lot of limitations due to the lack of the sources, and my knowledge of Javanese culture as well as the knowledge of how to conduct Critical Discourse Analysis. There are still many gap that have to be fulfilled, as the dominant and the dominated position between the participants and their ideology.

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FACEBOOK AS A MEDIUM FOR TEACHING SHORT STORIES IN NARRATIVE TEXT

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Abstract

Internet has improved very quickly and has become a part of our life. It helps anyone in finding something that he/she needs. But it surely will give some impacts either positive or negative that must be faced wisely. The problem is if the lecturer must restrict his/her students in using it. One of ways that can be used is by utilizing it in teaching and learning process especially in teaching short stories. A Short story is a kind of narrative text that is mostly taught conventionally in the classroom. It could not be neglected if he/she want to teach it well as conventional teaching in the class only affirm the old paradigm on how to analyze a story based on the elements of the story i.e. character, setting, and plot. Meanwhile, a creative short story teaching basically can be enlightened by using facebook. It is expected that the students do not spend their time for only chatting or giving some comments to their friends’ status for hours, but also writing and giving some comments to the story given with fun. Besides that, a short story teaching method can be applied by applying reader response strategy in which the students are asked to respond the story containing the moral value with some indicators within. This paper finds out that the applying reader response strategy makes most students give their response to the story through some questions and some comments given by responding describing, engaging, connecting, and judging in the discussion done in the facebook.

Key Words: facebook, short story, narrative text, reader response, media

INTRODUCTION

It is inevitable that facebook has improved very quickly and very popular for students. It can be accessed actively to give some comments, make or search friends or families, and chat with the others wherever and whenever they are. As a lecturer, he / she could not restrict them in using it. Otherwise, the use of facebook should be utilized as a media of learning especially for teaching short stories in narrative text.

Short story is a kind of narrative text that is mostly taught conventionally in the classroom. Based on the observation done to the second semester students of Semarang Muhammadiyah University, it was found that their ability in analyzing the story was only restricted on the elements of the story. It was what they had ever learned when they were in senior high school. In line with that, the short story teaching basically could not be neglected if the lecturer wants to teach it well as conventional teaching in the class only affirms the old paradigm on how to analyze a story based on the elements of the story i.e. character, setting,
and plot. Meanwhile, a creative short story teaching basically can be enlightened by using facebook. It is expected that the students do not spend their time for only chatting or giving some comments to their friends’ status for hours, but also writing and giving some comments to the story given with fun. Besides that, a short story teaching method can be applied by applying reader response strategy in which the students are asked to respond the story containing the moral value with some indicators within by using facebook.

The use of facebook in short story teaching of narrative text is expected that the students will not spend their much time in front of the computer without doing something. Here, the students are asked to write any kinds of writing, responses, and give some comments to the text given with a joy activity by applying reader response strategy learned.

THEORY AND METHOD
FACEBOOK

Facebook is a social networking website that is operated and privately owned by Facebook, Inc. Mark Zuckerberg created facebook in spring 2004 (Kushner, 2006). Since September 2006, anyone over the age of 13 with a valid e-mail address can become a Facebook user. Users can add friends and send them messages, and update their personal profiles to notify friends about themselves. Additionally, users can join networks organized by city, workplace, and school or college.

Facebook can provide numerous advantages for both lecturers and students. It increases both lecturer-student and student-student interaction. Facebook helps lecturers connect with their students about assignments, upcoming events, useful links and samples of works outside the classroom without any restriction. Students can also use facebook to publish, share, criticize, and contact classmates about questions regarding class assignments or examinations as well as collaborate on assignments and group projects in an online environment.

NARRATIVE TEXT

Narrative, according to Anderson and Anderson (1997: 8) means “a piece of text which tells a story and, in doing so, entertains or informs the reader or listener”. The purpose of narrative text is to amuse, and to deal with actual or vicarious experience in different ways (Rukmini, 2010: 26). There are many kinds of narrative text i.e. short story, legend, folktale, fable, fantasy novels, bedtime stories, historical fiction, etc.

Rukmini (2010: 26) states that the generic structure of narrative text contains:

1) Orientation: sets the scene and introduces the participants.
2) Evaluation: a stepping back to evaluate the plight.
3) Complication: a crisis arises.
4) Resolution: the crisis is resolved, for better or for worse.
5) Reorientation: optional
While the lexicogrammatical features of narrative text are:

a. Focus on specific and usually individualized participants.
b. Use of material processes, behavioral and verbal processes.
c. Use of relational processes and mental processes.
d. Use of past tense.

(Rukmini, 2010: 26).

READER RESPONSE STRATEGY

Beach and Marshall cited in Inderawati (2010: 220) states that there are seven reader response strategies. They are describing, conceiving, explaining, interpreting, engaging, connecting, and judging. The following is the guiding questions constructed based on the responses.

<table>
<thead>
<tr>
<th>No.</th>
<th>Response</th>
<th>Indicators</th>
<th>Questions to Guide</th>
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</table>
| 1.  | Describing | Character, characterization, setting, theme, style. | • What do you think of the character of the story?
• Where does the story happen? Do you like the setting? Why?
• Does the story tell about good things?
• Is the story reasonable? Is the style of the story communicative of figurative? Explain it.
• What event in the story do you think is very important? Why? |
| 2.  | Engaging | Feeling, imagination, thought | • Can you feel what is felt by the character? What does he/she feel?
• Would you do the same thing if you were the character? Explain it.
• Can you imagine what happens? Explain it. |
| 3.  | Conceiving | Reason | • Why is the character forbidden to do something? |
| 4.  | Explaining | Character’s action, agreement | • A character is extremely hated by someone but he/she keeps patient and obeys. What do you think of the character’s action?
• Do you agree or disagree of the bad action done by anyone to the character? Why? |
| 5.  | Interpreting | Opinion | • In your point of view, what does the story talk about? |
### METHOD OF RESEARCH

The subject of the research is the second semester students of Elementary Reading Comprehension in the academic year of 2010/2011. The method of the research is descriptive qualitative. There are some steps conducted in this study:

a. The lecturer asked one of the students to create GROUP in the facebook in which the members of the group are all the second semester students in the academic year of 2010/2011.

b. The lecturer provided some short stories given to the students to be read and summarized.

c. The students chose, read, and summarized the selected story.

d. The lecturer chose the best student’s summary to be analyzed with the others based on the reader response strategy.

e. The lecturer asked one of the students to write the summary on the WALL.

f. The discussion between the lecturer and the students in analyzing the story in the facebook was started by applying the reader response strategy.

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| 6. | Connecting | Experience, other story, film, social life, culture, religion | - Do you have the same experience with the character? Your brother? Parents? Neighbor? Friend?
|    |            |                                                                  | - Have you ever read book or watched film which is similar to the story read? Tell the story and connect it.
|    |            |                                                                  | - You connect this story to social life? Culture? Religion? How do you connect it? |
| 7. | Judging    | Story line, moral values, the author | - Is the story interesting?
|    |            |                                                                  | - Is the story valuable? What values do you get from reading the story?
|    |            |                                                                  | - What do you think of the author? |

Source: Inderawati (2010)
DISCUSSION

THE DESCRIPTION OF INITIAL CONDITION

In the initial condition before applying the reader response strategy in the facebook, the students’ ability in analyzing the short story was restricted on the elements of the story i.e. character, setting, and plot. It was also supported by the result of the questionnaire showing that 77.7 % of students analyzed the story of the three elements. There were 81.8 % students convinced that there are many interesting features in the facebook so that they spent their much time to access it. Besides that, 86.4 % students considered that the social network of facebook could be utilized as media of English teaching and learning.

The questionnaire was given to the students in order to know what extent to which their use of facebook for spending their free time, the role of facebook in English teaching and learning, and their knowledge of analyzing the short story.

THE USE OF FACEBOOK IN A SHORT STORY TEACHING

The short story used and chosen by the students in this study is The Legend of Toba Lake. Below is one of the student’s summary of the story.

The Legend of Toba Lake
There was a fisherman who lived in Batak Land. His name was Batara Guru Sahala. When he was angling, he caught a fish. He was surprised to find that fish because the fish could talk and it begged to set it free. He did accordingly. After getting free, the fish changed into a beautiful woman and Sahala fell in love with her. Sahala asked her to marry him and the woman received him. However, she asked his promised not to tell anyone the secret that she was once a fish. They were very happily married, and got a son. It was a pity on Sahala. One day when he got very angry with his son, he forgot his promise and he broke it. He told his son he was the son of a fish. His wife could not forgive him. Suddenly, the earth began to shake and volcanoes started to erupt. The earth cracked and formed a big hole. People said that the hole became Lake Toba.

The following is the discussion done in the facebook:
1) Siti Aimah  Hi guys..... ! You know, Tirta has summarized the legend of north Sumatra, and Rita helped us posting it. It's time for us to discuss and appreciate it. Well, what do you think of the main character? Do you like him? Why? (5 hours ago. Like. Unsubscribe)
2) Purihatsumono Agusudesu Purasetiyo  Hmmm. . .I do Not really like d character. . . . Because he d0 2 mistakes. . . Firstly,he said rude sentences to his 0wn s0n ==> its really n0t appropriat e thing for a father when he was upset t0 his children. Sec0nd,he broke his pr0mise just bcause he was furious ==> cz I think the man must keep his imp0rtant pr0mise. . .Hahaha (5 hours ago via Facebook Mobile. Like)
3) Siti Aima  Well, if you were Sahala, would you do the same things? What's the reason? (5 hours ago. like)
4) Purihatsumono Agusudesu Purasetiyo If I were him, I'll be trying hard to keep my words when I talk to my kids. . . . Even though I'm furious. Cz we know that the rude words etc easily influence the kids' psycheology. . . . And it causes some bad effects on them. (5 hours ago via Facebook Mobile. Like)

5) Siti Aimah I agree with you, Tio. But I think not only to our kids we have to keep our statement, but also to the others. (5 hours ago. Like)

6) Purihatsumono Agusudesu Purasetiyo Its okay. But 4 kids it's a must. Then 4 d others it's a may. . . . Hehe (4 hours ago via Facebook Mobile. Like)

7) Iin Ihdara i think i don't like the main character of that legend ma'm., he can't do his promise, and say very bad words to his child. i agree with tyo statement that rude words causes many bad effects for children's psycheology. (2 hours ago · Like)

8) Siti Aimah That's right Iin Ihdara, the point is we have to keep our attitude whenever and wherever we are even when we have to say something to anyone else actually. Do you have the same experience with what happened in the story? (2 hours ago. Like)

9) Yan Yan Absiary I think, the main character of that legend can't control his emotion. (5 hours ago · Like)

10) Cha Prikiteuw I think it's fair as a human, because human and forget the wrong place, but I do not like the character because he's too vent his anger so he could not control his emotions ....(5 hours ago · Like)

11) Yan Yan Absiary I don't like it, because he said something that might not be said to his son. well, he was angry with his son but he had to control his emotion so, he didn't refuse his promise. (4 hours ago · Like)

12) Tirta Sari Murni miss, i think i have the same experience with this story cz i can't control my emotion.hehehe... (4 hours ago · Like)

13) Èl Niñho ehmz. . i think batara guru sahala is emotional men, because he was very angry when samo deliver his lunch late. he is not good father, he don't b patient. . (3 hours ago via Facebook Mobile · Like)

14) DyAh HaNan I don't like Sahala very much, because he is stubborn. And he can't forgive his son’s mistake. He can't control what has he said.. (2 hours ago via Facebook Mobile · Like)

15) Cemplon Ciecie I don't same with batara guru sahala cause I don't has position like him, maybe if I were him I can cal (....) "I wish I'm Lucky like batara who gets a beatiful girl" hahahahahaha (about an hour ago · Like · 1 person)

16) Gusstaman Ajj hohohoho, I like of the character sahala cz made this story more interesting... (35 minutes ago · Like)

17) Siti Aimah @ Èl Niñho: I think u've missed some parts of the legend. Samo played with his friends and ate his father's lunch. That's the why he was very angry to his son. (12 minutes ago · Like)

18) Siti Aimah @ Yan Yan Absiary: could you feel what was felt by the character? what did he feel? (5 minutes ago · Like)
19) Siti Aima @ Gusstaman Aji: Do you think that the story valuable? what values do you get from reading the story? (3 minutes ago · Like)

20) Syilviana Sukma I don't like the character„„but if happened with me..emmmmbbt I’m confused..hahaha..maybe I will same with Batara because I am difficult to control my emotion...(about a minute ago · Like)

21) Gusstaman Aji yes, I do .I think the story gave moral value, if we will speak we have to think first.or be careful if we are speaking.....(a few seconds ago · Like)

22) Siti Aima Yup, I agree with you, Gusstaman Aji, as words more means than a sword...(2 seconds ago · Like)

23) Paijo Compan Camping Guys, do u remember what Mr.Retmono said? "be patient if we want to be a patient” So we have to try n try to keep what we say :) (9 hours ago via Facebook Mobile · Like · 1 person)

24) Iin Ihdara yes ma'am, actually i have ever seen my neighbor did the same as sahala did. whereas she is mother, she could say the rude words to her son who still two years old. i think in that age, it will be so natural if child does so many activities or we can say he is "naughty", but i think, precisely kids who have a big anxious to their around, will be smart. it because they never satisfied with their own and always try to look for another new things in their live. (9 hours ago via Facebook Mobile · Like)

25) Ulma Ulfuu Miss...i don't like this story...because the main character didn't consist about his promised to his wife... (9 hours ago via Facebook Mobile · Like)

26) Iin Ihdara joko@ i'm so amazed u still remember that,, (9 hours ago via Facebook Mobile · Like)

27) Poetry Britnaey hmm, yes mom....... in this story i don't like the main character cz he haven't good character. he can't fulfill a promise to his wife...(9 hours ago · Like)

28) Ricci Kyu i think....i agree with all my friends,because d main character especially sahala can't keep their promises....so don't do like Batara Guru Sahala (8 hours ago · Like)

29) Gusstaman Aji Why? Just me whom like the character of sahala... Do you ever think that in every story, all of characters have good behavior actually, i think that story is interesting, right.? (7 hours ago via Facebook Mobile · Like)

30) Yan Yan Absiary Miss, I think he felt dejected cz he didn't have lunch. I understand him but If I were him, I wouldn't be angry but I would give the son advice. (6 hours ago via Facebook Mobile · Like)

31) Siti Aima @ Paijo Compan Camping, Iin Ihdara: That's so nice, guys.. @ Ulma Ulfuu, Poetry Britnaey, Ricci Kyu: Do you think that the story is valuable? What moral values do you get from reading the story? (July 21 at 5:40am · Like)

32) Ulma Ulfuu i got moral from this story that your mouth your lion.......he.he.he....(July 21 at 3:14pm · Like)

33) Poetry Britnaey moral of this story don't swallow spittle yourself...................... (July 21 at 3:25pm · Like)

34) Ricci Kyu i think the moral value from this story is don't ever promise if you can't fulfill it...... (July 21 at 3:32pm · Like)
35) Soli Love Aska hi...mrs.aima i think i like this story because it's very interesting to learn
(Friday at 11:51am · Like)

Based on the discussion done by the students in the facebook, it was shown that there were 9 students (40.9 %) gave a response of describing. It could be seen from the first response of describing posted by the student (2, 7, 9, 10, 11, 13, 14, 28, and 28).

Hmmm...I do Not really like d character. . . . Bcause he d0 2 mistakes. . . . Firstly, he said rude sentences to his own son ==> its really n0t appropriate thing for a father when he was upset t0 his children. Sec0nd, he broke his pr0mise just bcause he was furious ==> cz I think the man must keep his imp0rtant pr0mise.

(2)

The next response is engaging. There were 18.2 % of students giving the response of engaging (4, 15, 20, and 30). One of their responses is:

If I were him, I'll be trying hard t0 keep my w0rds when I talk t0 my kids. . . . Even though I'm furious. . Cz we kn0w that the rude words etc easily influence the kids phsycology. . . . And it causes s0me bad effects 4 them. (4)

Connecting is the other response posed by the students (12, and 24). It could be seen from the indicator of experience i.e. own experience (12) and other experience (24).

yes ma'm, actually i have ever seen my neighbor did the same as sahala did. Whereas she is mother, she could say the rude words to her son who still two years old. i think in that age, it will be so natural if child does so many activities or we can say he is "naughty", but i think, precisely kids who have a big anxious to their around, will be smart. it because they never satisfied with their own and always try to look for another new things in their live. (24)

The last response found in this discussion is judging (31.8 %). Here, there were some students gave some responses based on the indicator of story line (29 and 35) and moral values (21, 23, 32, 33, and 34).

Why? Just me whom like the character of sahala... Do you ever think that in every story, all of characters have good behavior actually, i think that story is interesting, right..? (29)

Guys, do u remember what Mr.Retmono said? "be patient if we want to be a patient" So we have to try n try to keep what we say (23).

Based on the discussion above, it is shown that there is improvement of the students’ ability in analyzing the story. They did not only analyze the story based on the character, setting, and plot, but also could imagine if they were the character. Their ability in connecting the event of the story with their own experience and the others is improved.
The benefits of students’ activity above could not be seen from the cognitive aspect but also the affective one. They are forced to think critically on how to analyze a story by giving some responses that they wrote in the facebook by applying reader response strategy. Besides that, the activity gives a positive impact to the students’ ability in writing skill. Their interest in using facebook as a medium in learning English is also improved. It could be seen from their enthusiastic in analyzing and giving some comments or responses to their friends’ status in the facebook by applying reader response strategy.

CONCLUSION

Based on the findings above, it can be concluded that facebook is applicable for students to analyze a short story. It is shown by the contribution of the use of reader response strategy in improving the students’ ability in analyzing the short story given.

There are 40.9 % of students give response of describing. The next response given by the students is engaging 18.2 %. Meanwhile only 9.09 % students give response of connecting, and the last response of students is judging 31.8 %.

REFERENCES


Attention is paid to the use of speech acts applied in primary school. This study is intended to identify the speech acts performed in primary school, to find the most dominant speech acts performed in elementary school, to give brief description of how speech acts applied in primary school, and to know how to apply the result of the study in English teaching learning to young learners. The speech acts performed in primary school is classified based on Searle’s theory of speech acts. The most dominant speech acts performed in primary school is Directive (41.17%), the second speech act mostly performed is Declarative (33.33%), the third speech act mostly performed is Representative and Expressive (each 11.76%), and the least speech act performed is Commisive (1.9%). The speech acts performed in elementary school is applied on the context of situation determined by the National Education Standards Agency (BSNP). The speech acts performed in fourth grade have to be applied in the context of classroom, and the speech acts performed in fifth grade have to be applied in the context of school, whereas the speech acts performed in sixth grade have to be applied in the context of the students’ surroundings. The result of this study is highly expected to give significant contribution to English teaching learning to young learners. By acknowledging the characteristics of young learners, the way they learn English as a foreign language, the teachers are expected to have inventive strategies and various techniques to create a fun and conducive atmosphere in English class.

**Keywords:** TEYL, Characteristics of Young Learner, Speech Acts

**I. INTRODUCTION**

Language holds a significance role in the development of intellectual, social, and emotional of the language learners. It also supports the language learners to gain success in their study. In language learning, the learners are expected to get to know themselves, their culture, and the culture of others better. In addition, the students are also expected to be able to express their ideas and feelings, participate in their society, and even find and use the analytical and imaginative skills that exist within theirs.

To communicate means to understand and to express feelings, thoughts, to gain information and to develop science, technology and culture. However, in communicating with others, people do not simply uttering words or sentences. S/he is doing certain things. This is what Austin (1962) said to be called speech acts.

Within the last few years, great deals of studies have been carried out in regard to different speech acts, such as: request, apology, compliment etc. People do not merely utter words or sentences, but s/he is doing something with the words or
sentences uttered. S/he is expecting something from the hearer. Being informed of the significance of speech acts, we should be cautious while communicating with others. Therefore, this paper intends to examine the speech act.

However, the speech act in this paper is limited to the speech act applied to primary school students. Prior to discussing the students’ ability in performing the speech act, this paper will describe the Teaching English to Young Learners (TEYL) in Indonesia particularly.

II. REVIEW OF RELATED LITERATURE
2.1 TEYL In Indonesia

Teaching English to Young Learners (TEYL) is a rapidly growing field around the world, and English education is increasingly found at the primary levels. A very fast growing of English teaching learning towards Indonesia young learners mostly happens in urban cities. Many parents send their children to play groups, kindergartens, schools or courses offering English especially designed for children.

A study on English teaching and learning at the primary school level commissioned by the Ministry of Education of Iceland and conducted in 2005 showed very positive attitudes towards learning English. A vast majority (94%) of the children in grade 5 who were surveyed felt that it was important to know English and 97% said that they enjoyed learning English at school. They also reported a number of advantages for knowing English. These included using it for communication abroad, understanding English language movies and TV programs, and for playing computer games (Lovísa Kristjánsdóttir, Laufey Bjarnadóttir, Samúel Lefever, 2006:27).

The decision to begin English at younger age is often based on enthusiasm rather than evidence that an early start does provide the expected benefits. Most people think that learning English is taught best at early age. This refers to the hypothesis “the longer the better” that by starting learning English in primary school will increase the overall time for English comprehension and in the long term will achieve a higher level of English proficiency than those starting later. Since English is viewed as one of the widely used lingua franca in the world, many parents in Indonesia, especially in urban cities, feel of privilege if their children are able to speak English.

English education in primary school in Indonesia is intended to develop language skills that are used to accompany the action or language accompanying action. English is used for interaction “here and now”. Topic of English conversation revolves around the things that exist in the context of the situation.

According to Content Standards developed by the National Education Standards Agency (BSNP) which established by Government Regulation No. 19 of 2005, English is taught affirmatively commencing from the fourth grade. The competency standard of English requires the students of fourth grade learn English in the context of classroom, the students of fifth grade need learn English in the context of
school, and the students of sixth grade have to learn English in the context of the students’ surroundings.

Nevertheless, teaching English for young learners, therefore, should be properly handled if it is to be successful. It needs highly skilled and dedicated teaching. Teachers of English for young learners have to be inventive in selecting interesting activities, and should use various techniques for short periods of time to maintain the interest level of the children in engaging the English lesson. In order to have a great success of teaching English to young learners, the teachers also need to have a full understanding on the characteristics of the young learners, the way of the young learners learn English as a foreign language.

2.2 Characteristics of Young Learner

The teaching of children has been profoundly affected by the work of Jean Piaget, who identified four stages of cognitive and affective development in childhood and adolescence. Two of the stages in developmental stage normally occur during the elementary school years (Piaget, 1963). They are as follows:

1. The stage of sensory-motor intelligence (age 0 to 2 years).
   During this stage, behavior is primarily motor. The child does not yet internally represent events and “think” conceptually, although “cognitive” development is seen as schemata are constructed.

2. The stage of preoperational thought (age 2 to 7 years).
   This stage is characterized by the development of language and other forms of representation and rapid conceptual development. Reasoning during this stage is pre-logical or semi-logical, and children tend to be very egocentric. Children often focus on a single feature of a situation at a time—for example, they may be able to sort by size or by color but not by both characteristics at once.

3. The stage of concrete operations (age 7 to 11 years)
   During these years, the child develops the ability to apply logical thought to concrete problems. Hands-on, concrete experiences help children understand new concepts and ideas. Using language to exchange information becomes much more important than in earlier stages, as children become more social and less egocentric.

4. The stage of formal operations (age 11 to 15 years or older)
   During this stage, the child’s cognitive structures reach their highest level of development. The child becomes able to apply logical reasoning to all classes of problems, including abstract problems either not coming from the child’s direct experience or having no concrete referents.

In the context of teaching learning, most people assume that children are potential in acquiring and learning a foreign language, and even they learn it more quickly than those who are learning the foreign language after puberty. Children would be acquiring language, while adults learners would be learning it. Adults learners are
usually busy learning vocabulary and grammar rules, and they attempt to apply them later to a setting in which they have something to say.

Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich context. In other words, teachers shouldn’t expect that a vocabulary word taught on Monday will be remembered on Wednesday. As part of teaching repertoire, remember that a new word should reappear many times and in different situations for the next several weeks of instruction (Linse, 2006:126). In addition, in teaching children English, there are some characteristics of whom presented by Scott and Lisbeth (1992).

1. Children aged 8-10 are mature enough
2. They have a particular point of view
3. They are able to describe the difference between facts and fictions
4. They are curious of asking questions
5. They believe in what is said and the 'real' world to express and comprehend meaningful message
6. They have distinct opinions about what they like and what they dislike
7. They are open to what happens in the classroom and begin asking a teacher’s decision
8. They can cooperate with each other and learn from others

This is a concise summary of current understanding of English young learner characteristics in Indonesia.

### 2.3 Speech Acts

Historically, speech act theory has been useful as an ‘eye-opener’, making us see that we can do things with our words – that our words work for us in speech acts (Mey, 1993:192). People do not simply uttering words but they are doing something with their words uttered. Hurford and Heasly (1983:239) argued that words and sentences when uttered are used to do things, to carry out socially significant acts, in addition to merely describing aspects of the world.

To perform speech acts appropriately, two types of knowledge are required: sociopragmatics and sociolinguistics (Leech, 1983; Thomas, 1983 as cited in Uso-Juan & Martinez-Flor, 2008). The former indicates when to perform a speech act and what is appropriate in a certain condition, whereas the latter is concerned with linguistic forms related to the speech act.

Searle’s (1977:34) solution to classifying speech acts was to group them in the following macro classes: *Declarations, Representatives, Commissives, Directives, Expressives*

#### a. Declarations

Actually, this is in a way the ‘original’ category of speech acts. These are words and expressions that change the world by their very utterance, such as ‘I bet’, ‘I declare’, ‘I resign’

Example:
I suggest you to come earlier
They promise to send me the postcards
We came here to help you clean the house

b. Representives (assertives)

These are acts in which the words state what the speaker believes to be the case, such as describing, claiming, hypothesizing, insisting, and predicting. The problem with assertions is that they often, perhaps even always, represent a subjective state of mind: the speaker who asserts a proposition as true, does so based on his or her belief – thus, the belief may have different degrees of ‘force’
Example:
You look prettier with your hair tied up
I think it’s going to rain today
The thief is someone who might bear a grudge against you

c. Directives

These speech acts embody an effort on the part of the speaker to get the hearer to do something, to ‘direct’ him or her towards some goal (of the speaker’s mostly) such as commanding, requesting, inviting, forbidding, suggesting, etc.
Example:
Don’t eat in the classroom!
Go wash the your hands!
Do you mind giving me a glass of water?

d. Commissives

This includes acts in which the words commit the speaker to the future action, such as promising, offering, threatening, refusing, vowing, and volunteering. Searle calls it ‘unexceptionable’. Like directives, commissives operate a change in the world by means of creating obligation; however, this obligation is created in the speaker, not in the hearer, as in the case of the directives.
Example:
I will not go shopping with you again
You better watch your mouth or else!
I promise to return your book tomorrow

e. Expressives

These speech acts express an inner state of the speaker which, insofar as it is essentially subjective, says nothing about the world. In other words, expressives include acts in which the words state what the speaker feels, such as apologising, praising, congratulating, deploring, and regreting
Example:
I’m sorry for being late
You made me proud just looking at you
Too bad, you weren’t at the birthday party yesterday

More careful distinctions need to be made between various different types of speech act, in order to begin to make sense of this area of meaning. Therefore, the technical distinction between locutionary act, illocutionary act, and perlocutionary act are now begun to define. Cutting (2008:14) defined locutionary act, illocutionary force, and perlocutionary effect as follows:

a. The Locutionary Act is ‘what is said’ the form of the words uttered; the act of saying something
b. The Illocutionary Force is ‘what is done in uttering the words’, the function of the words, the specific purpose that the speakers have in mind
c. The Perlocutionary Effect is ‘what is done by uttering the words’; it is the effect on the hearer, the hearer’s reaction

Example:
1) Nico is very hungry now
   Locution : The speaker merely says that there is someone named Nico was very hungry now
   Illocution : Asserting, giving information about the hungry Nico
   Perlocution : Causing the hearer to give meal to Nico soon
2) You look prettier in red
   Locution : The speaker merely says that the hearer looks prettier wearing only red clothes
   Illocution : Asserting, suggesting, recommending
   Perlocution : Causing the hearer to change clothes into none other colour but red
3) I prefer sugar free coke
   Locution : The speaker merely says that s/he likes coke with no sugar better
   Illocution : Asserting, requesting, ordering
   Perlocution : Causing the hearer to give the speaker sugar free coke

Consider the following dialogue – associated question - taken from a textbook for sixth grade students:

Michelle : What a lovely dress do you have?
          Would you please tell me where did you buy it?
Amanda : I found it at half price at a department store.

Why did Michelle ask Amanda where she bought the dress
a. She wanted to buy one just like it
b. She was showing that she liked the dress
c. She wanted to know where to find nice dresses.

The sixth grade students who was assigned this task chose (a) as the correct answer. Obviously, she could not have found the 'correct'-answer in the text.
choosing (a) she showed that she knows how to interpret the communicative functions of utterances in context, even when this function is merely one of ‘making conversation’. World knowledge, linguistic knowledge and awareness of conversational rules all play a part in the process of the interpretation here. The textbook, writer-assumed correctly that sixth graders, in their native language, of communicative competence necessary for communicative functions. The emphasis in second language teaching and learning theories has shifted in recent years from a ‘grammatical’ or ‘structural’ approach to a ‘communicative’ one.

2.4 Techniques

Cohen (1996:385) suggested that an important point in teaching a given speech act such as apologizing, requesting, complaining, etc. is “to arrive at a set of realization patterns typically used by native speakers of the target language, any of which would be recognized as the speech act in question, when uttered in the appropriate context”. This set of strategies is referred to as the speech act set of a specific speech act. Four main techniques suggested in teaching speech acts to young learners:

a. The Model Dialog

Through this useful technique, we can present students with examples of speech acts in use (Olshtain and Cohen, 1991). At first, students listen to a dialogue and then repeat the dialogue for several times. The students are informed the kind of speech acts they perform. Next, the students are given more dialogues without any information concerning the particular situation.

b. Role Play

This technique is very useful which can follow the model dialogue. After students have analyzed a number of dialogues in terms of their language functions, it is time to divide them in pairs and have them act out these dialogs.

c. Discourse Completion Task (DCT)

This is one of the most popular tools in interlanguage and cross-cultural pragmatics research in which students are required to do a completion exercise and provide appropriate responses to various scenarios (Cohen, 1996).

Example:

A : I feel thirsty. Do you mind giving me a glass of water?
B : ..........................................................

d. Discourse Rating Task

This type of task requires the learners to rate various responses on a continuum (e.g. unassertive to assertive, indirect to direct, or impolite to polite) based on a given scenario (Lee and McChesney, 2000).

III. METHODOLOGY

This particular study attempts to describe the students of primary school in delivering the speech act. This study relied on extant data, referring to English for young learners syllabus in the Content Standard developed by the National Education
Standards Agency (BSNP). This study will be a descriptive qualitative analysis of speech act applied in primary school level.

IV. FINDINGS AND INTERPRETATION

As mentioned above, English is taught commencing from fourth grade. Topic of English learning activities revolves around the things that exist in the context of the situation. Therefore, the speech act must have connection with the context of situation assigned. English learning activities for fourth graders are in the context of classroom, the students of fifth grade learn English in the context of school and the students of sixth grade have to learn English in the context of the students’ surroundings.

Table 1 Speech Acts to be taught

<table>
<thead>
<tr>
<th>No.</th>
<th>Grade</th>
<th>Context of Situation</th>
<th>Speech Acts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fourth</td>
<td>Classroom</td>
<td>Introducing, Greeting, Commanding, Requesting, Thanking, Apologizing, Complimenting, Forbidding, Inviting, Asserting, Permitting, Agreeing, Denying,</td>
</tr>
<tr>
<td>2.</td>
<td>Fifth</td>
<td>School</td>
<td>Asserting, Commanding, Directing, Requesting, Introducing, Inviting, Permitting, Agreeing, Forbidding, Asserting, Directing, Comforting, Informing, Clarifying, Premising</td>
</tr>
<tr>
<td>3.</td>
<td>Sixth</td>
<td>Surroundings</td>
<td>Asserting, Commanding, Directing, Requesting, Reminding, Complimenting, Asking, Comforting, Commenting, Suggesting, Responding</td>
</tr>
</tbody>
</table>

Table 2 Sentence patterns of request speech act to be taught

<table>
<thead>
<tr>
<th>No</th>
<th>Grade</th>
<th>Context of Situation</th>
<th>Addressing (with/without interjection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fourth</td>
<td>Classroom</td>
<td>Can you ….?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May I …. ?</td>
</tr>
<tr>
<td>2.</td>
<td>Fifth Grade</td>
<td>School</td>
<td>Do you mind ….?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Shall we …. ?</td>
</tr>
<tr>
<td>3.</td>
<td>Sixth Grade</td>
<td>Surroundings</td>
<td>Would you please ….?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May I …. ?</td>
</tr>
</tbody>
</table>

Table 3 Linguistic strategies observed
Lexical | Addressing [(interjection) + Vocative/Address terms]
---|---
**Fourth Grade:**
Can/ May, borrow, lend, listen, speak, read, write, clean,
Sweep, open, close, come, get, turn on, turn off, raise,
sit, stand, erase, draw, please

**Fifth Grade:**
Shall, mind, please, want, listen, speak, read, write, tell,
Introduce, describe, feel, park, borrow, clean, go, water,
Study, teach

**Sixth Grade:**
Please, may, help, want, feel, go, give, lend, open, close,
Want, come, buy, tell, swim, shop, send, save, watch,
Spend, listen, speak, read, write, wear, bath, wash, brush,
Eat, drink, do, jog

Grammatical | Interrogative
---|---
| V + S + O (Can you…? / May I …?)
| V + S + please + Ving + S + O (Would you please….?)
| Do + S + V + Ving + S + O (Do you mind ….?)

**Discourse/Politeness** | Mitigation / Hedge
---|---
| Give H options
| Ask for H’s permission

---

V. CONCLUSION AND SUGGESTION

Speech acts applied in teaching learning English to Indonesia young learners mostly realized in the context of situation. Each grade apply different context of situation. Students of fourth grade apply the speech acts in the context of classroom, and students of fifth grade apply the speech acts in the context of school, whereas students of sixth grade have to apply the speech acts in the context of their surroundings. The result of the data is analyzed based on Searle’s theory of speech acts.

The writer found that the speech acts applied in primary school is mostly performed in Directive (41.17%), the second speech act mostly performed is Declarative (33.33%), the third speech act mostly performed is Representative and Expressive (each 11.76%), and the least speech act performed is Commisive (1.9%) The result of this study hopefully will provide meaningful insight of how to teach English to Indonesia young learners better. The teachers are expected to have inventive strategies and various techniques to create a fun and conducive atmosphere in
English class, and to provide any means necessary to get a better result for the benefit of the Indonesia EFL young learners.

REFERENCES


CLAUSES AS AN EXCHANGE: NEGOTIATING CULTURE BETWEEN EFL STUDENTS AND AN ENGLISH NATIVE SPEAKER

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Abstract

To communicate effectively, we should organize the messages that we want to convey through conversation clearly. The organization of messages involves giving and demanding and this exchange might be more complicated than it seems. If we are demanding something, it means we are inviting to give, and if we are giving something, it means we are inviting to receive. That is the way exchanging something in communication. We are not only doing something ourselves, but we are also requiring something from our opponents. This interaction is called an exchange, in which giving implies receiving and demanding implies giving in response. The fourth semester students of the English Education Department of Muria Kudus University have experienced of conducting conversations with an English native speaker. The participants in this conversation obviously are having different background of language as their mother tongue and also coming from different culture. Therefore I assume that they will have different techniques in exchanging the information. The main purpose of the study is explaining how the participants are exchanging meaning realized in conversation between the students and the native speaker. The data source of this study is one transcription of the students and an English oral communication. The steps in analysing the data are; classifying the turns, clauses, moves produced by the participants, then analysing the speech functions classes base on Eggins and Slade “Analysing Casual Conversation”; explaining the commodities exchange in the conversation. From the result of this study I hope I can figure out whether the students and the native speaker have managed an acceptable and well structured casual conversation. It is very necessary in order to give some valuable suggestion for the teaching and learning English as a foreign language.

Keywords: clauses, exchange, speech function, culture

INTRODUCTION

Based on its orientations, Eggins & Slade (1997: 18-20) differentiate the nature of conversation in to pragmatically oriented and casual conversation. Pragmatic conversation refers to pragmatically oriented interaction, it is conducted in serious tone and companied by various expressions of politeness (e.g. would that be….? Thanks very much, just a moment). While casual conversation is not motivated by a clear pragmatic purpose, which display informality and humor. It also sometimes includes informal characteristics such as colloquial expressions of agreement (e.g. yeah, yep).

In the nature of conversation, simultaneously a message is organized and delivered among the speakers. This organization of message is carried out in the act of speaking conducted by the participants in the conversation. Messages in conversation, explained by
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Halliday (1994: 68) can be recognized as speech role. The messages are conveyed in just two terms; giving and demanding. Either the speaker is giving something to the listener or he is demanding something from him.

As foreign language learners, the students have limitation in speaking ability. Instead of understanding other aspects in studying foreign language, such as cultural differences, social interactions, and the politeness norms, they also find other difficulties on discourse, lexis and grammar, and phonology/pronunciation, and also vocabulary. Their English is influenced much by their mother tongue, Javanese and Indonesian. So how they make their English understandable in the international communication, probably will become the biggest problem in teaching and learning English as a foreign language in Indonesia.

One of aspects in conversational structure is realized through the speech function choices in the conversation moves used by both students and foreigners. Through this observation I expect that I can observe their capabilities in applying their grammar knowledge from their speaking class into real social roles, such as negotiating the relationship of solidarity and intimacy in participating in the oral communication. Take for example, when they are conducting a conversation with a foreigner and the student should take the first turn, to open the communication, what speech function they will use, and how they will react to such reaction or move from his opponent. Those steps will deliberately give some interesting aspects to analyze.

By observing the English Department students’ interaction in communicating with English speakers from the native countries, I expect that I can gain clear illustrations on their abilities in constructing conversational structure. The major problem I want to solve in this study is how the speech function is used in casual conversations between the English students of Muria Kudus University and the foreigners, which is elaborated in terms of speech function choices and the mood choices. The focus of the data interpretation is on the commodity exchange in the interaction.

REVIEW OF RELATED LITERATURE

Clauses as an Exchange

A chance of a person speaking in a conversation is called turn. There is probably more than one move in one turn. However speech functions can be analyzed through realization of moves. Eggins and Slade explain that a move is a unit after which the speaker change could occur without turn transfer being seen as an interruption. The end of a move indicates an idea that the speaker could stop at that point. Move and clause are distinct units, but moves are realized in clauses. (1997: 184-186)

Based on Eggins and Slade (1997: 186), there are two criteria in determining whether a clause is a move:

i) the grammatical dependence or independence of the clause (whether the clause has made independent selection of mood);

ii) prosodic factors (whether the end of a clause corresponds to the end of a rhythmic/intonation unit).
Eggins and Slade (1997: 74-82) also state that at the clause level, the major pattern which enact roles and roles relation are those of moods. Mood refers to the pattern of clause type, such imperative, interrogative and declarative. As a set of basic clause constituents, mood consists of a Subject and a Finite, a Predicator and some combination of Complements or Adjuncts. Subject is the participant (person or thing) in the clause. Predicator encodes the action or process involved in the clause. Compliment is a participant which is implicated in the proposition, but it is not the pivotal participant. Adjunct is the element which is additional and its function is to add extra information about the event express in the proposition.

Eggins and Slade (1997: 222) also add more information about the relation between the speech function and the exchange which occur naturally in conversation as the it is conducted. ‘The speech function analysis lead us to identify larger units than moves as in the flow of interaction. It is called as exchange. An exchange can be defined as sequence of moves concered with negotiating a proposition stated or implied in an initiating move. An exchange is started with an opening move and continuing until another opening occurs.

**Negotiation**

Eggins and Slade (1997: 169-170) explain that the achievements in interaction involve a functional interpretation of dialogue as the exchange of speech functions which then realize in turns and moves taken by both interactants. The pattern of confrontation and support express in conversational structure enable interactants to explore and adjust their alignment and intimacy with each other and in achieving their negotiated commodity. An opportunity to explore affective involvement, offers context for finding out who is closely aligned with whom, and what alignments could be negotiated.

In examining a dialogue, Eggins and Slade (1997: 179) suggest two ways; from the point of view grammar (mood clauses) and discourse (move in context). First tells us about social roles in culture; second tells about how participants negotiating relationship of solidarity and intimacy. Those two understandings according to Eggins and Slade’s opinion, explain how participants enact their interpersonal differences in casual conversation, and how power is negotiated through talk.

**Speech Function Classes**

Eggins and Slade (1997: 192) describe the speech functions and their sub classes in a speech function network. The speech functions are opening speech function and sustaining speech function. There are two kinds of opening speech functions; attending and initiating. Sustaining speech functions can be elaborated in to continuing speech function and reacting speech function. There are two kind of reacting speech functions, they are reacting speech function; responding and reacting speech function; rejoinder.

**Opening Speech Function**

There are two main opening moves; attending move and initiating move. Attending move intents to search attention from the other interactant in the conversation, while initiating move deals with giving and demanding, exchanging goods, services or information as the commodities of the conversation. Opening moves are not elliptically dependent on prior
moves, they are usually cohesive in other non structural ways, such as through lexical or referential cohesion. (Eggins and Slade, 1997: 192-193)

Table 1 Speech function labels for opening moves

<table>
<thead>
<tr>
<th>Speech function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending</td>
<td>Hey, David!</td>
</tr>
<tr>
<td>Offer</td>
<td>Would you like some more wind?</td>
</tr>
<tr>
<td>Command</td>
<td>Look</td>
</tr>
<tr>
<td>Statement: fact</td>
<td>You met his sister</td>
</tr>
<tr>
<td>Statement: opinion</td>
<td>This conversation needs Allenby.</td>
</tr>
<tr>
<td>Question: open: fact</td>
<td>What’s Allenby doing these days?</td>
</tr>
<tr>
<td>Question: closed: fact</td>
<td>Is Allenby living in London?</td>
</tr>
<tr>
<td>Question: open: opinion</td>
<td>What do we need here?</td>
</tr>
<tr>
<td>Question: closed: opinion</td>
<td>Do we need Allenby in this conversation?</td>
</tr>
</tbody>
</table>

Source: Eggins and Slade, 1997: 194

Sustaining Speech Function

Sustaining moves keep negotiating the same proposition. Sustaining talk maybe achieved by the speaker who has just been talking (continuing speech functions) or by other speakers taking a turn as he react to the first one (reacting speech function). (Eggins and Slade, 1997:195)

Sustaining: continuing speech functions

Continuing speech functions keep negotiating the same proposition produced by the same speaker who has just been talking. Continuing speech functions have two main options; to monitor, to prolong, and to append. (Eggins and Slade, 1997: 195)

Table2 Summary of Continuing Speech Function

<table>
<thead>
<tr>
<th>Speech Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue: monitor</td>
<td>You know? Right?</td>
</tr>
<tr>
<td>Prolog: elaborate</td>
<td>At least he’s doing well-at least he is doing well in London. <em>He’s cleaning them up</em></td>
</tr>
<tr>
<td>Prolog: extend</td>
<td>Well, we’ve got a whole lot of garbage tins that’s good. <em>But you have got to fill them up before everyone else does</em></td>
</tr>
<tr>
<td>Prolog: enhance</td>
<td>Maybe it’s easy. <em>Then if you have a story .... you can speak</em></td>
</tr>
<tr>
<td>Append: elaborate</td>
<td>St: What is the different between Yogya and others? t: what is the different between Yogya and the</td>
</tr>
</tbody>
</table>
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Append: extend

<table>
<thead>
<tr>
<th>others?</th>
<th>t: Prambanan Ramayana? Do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>St: Yogya with others ... Surabaya and umm ...</td>
<td>St: No, it’s new</td>
</tr>
<tr>
<td>t: maybe we are going to Kaliurang</td>
<td></td>
</tr>
</tbody>
</table>

Append: enhance

<table>
<thead>
<tr>
<th>t: For me this time is for business</th>
</tr>
</thead>
<tbody>
<tr>
<td>St: umm... business?</td>
</tr>
<tr>
<td>t: So, that’s why I’m going to different places of Java.</td>
</tr>
</tbody>
</table>

Source: Eggins and Slade, 1997:201

**Reacting speech functions: responding**

There are two types of reacting moves: responses and rejoinder. Responses are reactions which move the exchange toward completion, while rejoinders are reactions which in some way prolong the exchange.

Responding reactions negotiate a proposition or proposal set up by the previous speaker. There are two options of responding: supporting and confronting. Supporting moves require response while confronting moves are dispreferred or discretionary responses. Supporting moves are subdivided into developing, engaging, registering, and replying, while confronting are disengaging and replying.

Table 3 summary of sustaining responding speech function

<table>
<thead>
<tr>
<th>Speech function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>Hi-Hi</td>
</tr>
<tr>
<td></td>
<td>Nick- Yea</td>
</tr>
<tr>
<td>Register</td>
<td>That’s our claning lady</td>
</tr>
<tr>
<td></td>
<td>-Oh, the cleaning lady</td>
</tr>
<tr>
<td>Comply</td>
<td>Can you pass me the salt please?</td>
</tr>
<tr>
<td></td>
<td>-here [pass it]</td>
</tr>
<tr>
<td>Accept</td>
<td>Have another?</td>
</tr>
<tr>
<td></td>
<td>-thanks [take one]</td>
</tr>
<tr>
<td>Agree</td>
<td>Jill’s very bright actually.</td>
</tr>
<tr>
<td></td>
<td>- She is extremely bright.</td>
</tr>
<tr>
<td>Acknowledge</td>
<td>D’ you remember?</td>
</tr>
<tr>
<td></td>
<td>-Oh, yea</td>
</tr>
<tr>
<td>Answer</td>
<td>Where’s Allenby?</td>
</tr>
<tr>
<td></td>
<td>-In London</td>
</tr>
<tr>
<td>Affirm</td>
<td>Have you heard from him lately?</td>
</tr>
<tr>
<td></td>
<td>-Yes, I have</td>
</tr>
<tr>
<td>Disagree</td>
<td>Is he in London now?</td>
</tr>
<tr>
<td></td>
<td>-No</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Non-comply</th>
<th>Could you pass me the salt, please?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-No, sorry/can` reach.</td>
</tr>
<tr>
<td>Withhold</td>
<td>When is he due back?</td>
</tr>
<tr>
<td></td>
<td>-I`ve no idea</td>
</tr>
<tr>
<td>Disavow</td>
<td>Did he?</td>
</tr>
<tr>
<td></td>
<td>-I didn`t know that</td>
</tr>
<tr>
<td>Contradict</td>
<td>You know?</td>
</tr>
<tr>
<td></td>
<td>-No</td>
</tr>
</tbody>
</table>

**Source:** Eggins and Slade, 1997: 208

**Reacting speech functions: rejoinder**

Eggins and Slade (1997: 207) simply state that rejoinder moves are moves to set underway sequence of talk that interrupt, postpone, abort, or suspend the initial speech function sequence. The moves do not only negotiate what is already on the talk but also give further understanding and details. Rejoinder is not only negotiate what is already on the table but it query it (demanding further details) or reject it (offering alternative explanation)

Table 4 Summary or sustaining rejoinder speech function

<table>
<thead>
<tr>
<th>Speech function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check</td>
<td>… and straight into the mandies-</td>
</tr>
<tr>
<td></td>
<td>Straight into the what?</td>
</tr>
<tr>
<td>Confirm</td>
<td>Well he rang Roman-he rang Roman a week ago-did he?</td>
</tr>
<tr>
<td>Clarify</td>
<td>Well he rang Roman-he rang Roman a week ago – What he rang Denning Road, did he?</td>
</tr>
<tr>
<td>Probe</td>
<td>[nods]</td>
</tr>
<tr>
<td></td>
<td>Because Roman lives in Denning road also?</td>
</tr>
<tr>
<td>Resolve</td>
<td>What’s her name?</td>
</tr>
<tr>
<td></td>
<td>It’s Stefanie, I think.</td>
</tr>
<tr>
<td>Detach</td>
<td>What, before bridge?</td>
</tr>
<tr>
<td></td>
<td>-So huh [non verbal]</td>
</tr>
<tr>
<td>Rebound</td>
<td>This conversation needs Allenby- Oh he’s in London so what can we do?</td>
</tr>
<tr>
<td>Counter</td>
<td>You know?- No, you don’t understand Nick–you?</td>
</tr>
<tr>
<td>Refute</td>
<td>I-no no – I always put out the garbage.</td>
</tr>
<tr>
<td>Re-challenge</td>
<td>Well he rang Roman- he rang roman a week ago.</td>
</tr>
</tbody>
</table>

**Source:** Eggins and Slide, 1997: 213

**METHODOLOGY**

The subjects in this study were three students and one tourist from America. The students were the third semester students of the English Education department at Muria Kudus University, Central Java, Indonesia, while the tourist is a foreigner from America who
spent their vacations at Yogyakarta, Central Java, Indonesia. The data source of this study was transcription derived from the students and the tourist’ oral communication.

In this research, I classified the units of analysis into turns, moves and exchanges as the discourse analysis. One turn consisted of several moves. Moves were realized through clauses and an exchange consists of several moves. The data gathered were then analyzed through these following procedures:

1. Identifying the turn of each speaker.
2. Identifying the number of clause.
3. Identifying the moves.
4. Coding speech function.
5. Interpretation; (i) synoptically, by quantifying overall turns, moves and speech function choices of each speaker; (ii) dynamically, by tracing through the speech function choices as the conversation exchange unfolds (Eggins & Slade, 1997: 215).

**FINDING AND DISCUSSION**

**The speech function choices**

In this conversation there are also segments of talk which cannot be assignable because of overlapping and not recordable segment of talk. Not assignable segment of talk because of overlapping done by student can be seen in move 4, while not recordable segment of talk can be seen in nv1.

Table 1 Summary of Speech Function Choices of Conversation I

<table>
<thead>
<tr>
<th>Speech function</th>
<th>participant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ST 1</td>
</tr>
<tr>
<td>Opening:</td>
<td>7</td>
</tr>
<tr>
<td>Continuing:</td>
<td>4</td>
</tr>
<tr>
<td>Reacting: responding:</td>
<td>1</td>
</tr>
<tr>
<td>Reacting: rejoinder:</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 2 Summary of Turns of the Conversation

<table>
<thead>
<tr>
<th>Participant</th>
<th>Number of Turns</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>14</td>
<td>17.72%</td>
</tr>
<tr>
<td>Student 2</td>
<td>30</td>
<td>37.98%</td>
</tr>
<tr>
<td>foreigner</td>
<td>35</td>
<td>44.30%</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 3 summary or moves of the Conversation

<table>
<thead>
<tr>
<th>participant</th>
<th>Number of moves</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>16</td>
<td>14.68 %</td>
</tr>
<tr>
<td>Student 2</td>
<td>39</td>
<td>35.78%</td>
</tr>
<tr>
<td>foreigner</td>
<td>54</td>
<td>49.54%</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>100%</td>
</tr>
</tbody>
</table>

The opening moves are dominated by the students. First student produces 7 moves and the second student produces 5 moves while the foreigner, he does not produce any of the opening speech functions. It means that all openings (100%) are initiated by the students. The foreigner is dependent on the students’ moves. He produces his moves as the reaction toward the student initiation.

As the dominant initiators, the students produce more question of fact. The first student produces 3 questions of fact and the other student also produces 3 questions of fact. It seems that the students want to find out real information about the foreigner, like the country, business, the reason of coming to Yogyakarta and so on. These are the example of opening made by the students which are in form of question of fact:

O: I: question: fact 1  Student1  (i) Where do you come from sir?

The next initiation moves produced by the students are statements of fact. In this moves the students give the introductory information or opinion before they give some questions to invite further information or opinion from the foreigner. Here are the examples of the opening statement:

O: I: statement 33/a  Student1  (i) Mr. Ryan, you have visited many cities, for example Surabaya and Tulung Agung

In the above example, the student does not ask question directly. He starts by stating the fact that the foreigner (Mr Ryan) has visited many cities in Indonesia. From that fact then the student wants to find out whether the tourist figures out the different between Yogyakarta compare to different cities in Indonesia.

Continuing speech functions keep negotiating the same proposition produced by the same speaker who has just been talking. Continuing speech functions have two main options; to monitor, to prolong, and to append. (Eggins and Slade, 1997: 195)

In this conversation, first student produces 4 continuing speech function, the second student produces 7 moves, while the foreigner dominate the continuing speech function by producing 22 moves. It indicates that the foreigner as the dominant one produces 66.7% from total moves and the rest moves are produced by the student as much as 33.3%.

In this conversation, only a single monitoring move is produced by the student. In this move the student wants to check whether the foreigner is still engage and pay attention to what the student has said. In the example bellow, the student is intended to check whether the foreigner really understand about the factual information of the city of Yogyakarta.

C: monitor 43/a  Student  (i) You know that?
The next is about prolonging moves. Prolonging moves are when the previous speaker adds his/her contribution by giving more information. Here all of the participants produce prolonging moves. In prolonging move the participants try to elaborate, extend and enhance their moves. The first student produces only one prolonging of enhancement, the second student produce five extension, and the foreigner produces four elaboration, seven extensions, and one enhancement.

The next continuing moves produced by the participant are appending.Appending move is midway between a continuing: prolonging speech function and a reacting developing move. This move happens when a speaker continues his/her previous move after intervention by another speaker or when a speaker loses his turn, but then when he gets his turn again, he/she continues his/her prior statement. Like prolonging, in appending move the speaker also elaborate, extend or sometimes enhance. This is the example:

R: resp: answer 2  foreigner  (i) I come from America, California.
R: resp: register 3  Student2  (i) California.
R: resp: register 4  Student1  (i) California.
C: app: elaborate 5  Student2  (i) It’s well known with fried chicken.

In the example above, the second student continue her registering move, after the first student’s move. Here she elaborate by clarifying that California is well known with fried chicken. On the next example below, the foreigner elaborates his prior move after the student having registering move. He verify that importing also means bringing back the products to his country, US.

R: rej: resolve 27  foreigner  (i) ==Importing.
R: resp: register 28  Student2  (i) Importing.
C: append: elaborate 29  foreigner  (i) Bringing back product to the US.

The next appending is extending move. In this move the speaker offers additional or contrasting information to his/her prior move after the other speaker’s intervention. These are the example:

C: prolong: elaborate 15/b  foreigner  (ii) I’ve been in Indonesia several times (iii) but never in Yogya.==
R: resp: register 16  student2  (i) ==oh, Indonesia==
C: append: extend 17  foreigner  (iv) ==First time in Java actually.

The last of appending move is appending enhancement. Enhancing means that the speaker is qualifying or giving detail information about his previous move. Example:

R: resp: engage 23/a  foreigner  (i) Yah.
C: append: extend 23/b  foreigner  (ii) For me this time is for business.
R: resp: register 24  Student2  (i) Umm … business.
C: append: enhance 25  foreigner  (i) So, that’s why I’m going to different places of Java.
Responding is reactions which negotiate a proposition or proposal set up by the previous speaker. There are two options of responding; supporting and confronting. Supporting move require response while confronting moves are dispreferred or discretionary responses. Supporting moves are subdivided into developing, engaging, registering, and replying, while confronting are disengaging and replying.

In this Conversation, the first student only produces 1 registering move, and the second student produces 16. It means that the students produce 17 moves or 43.6% from the whole responses, while the foreigner produces higher number of responding moves. He produces 22 moves or 56.4%.

Developing move in this conversation is produced only by the second student. Developing moves are moves to respond to previous speaker by expanding what previous speaker has said. Just like continuing move, developing move can be produced by elaborating, extending and enhancing. This example bellow is the developing move produced by the student:

| O: I: question: fact 55 Student2 | (i)You can speak Indonesian? |
| R: resp: replay: answer 56 foreigner | (i)Umm … sedikit. |
| R: resp: register 57 Student2 | (i)Ok. |
| R: develop: elaborate 57/b | (ii)Sedikit dan terima kasih. |

The example above show how the students react to the foreigner move by expanding it. Here, the students tries to cooperate by restating what the foreigner has just said.

The next responding move is registering move. Registering is a move which encourage other speaker to take another turn. It indicates that the speaker display attention to the speaker and it doesn’t introduce new material. In this conversation, the second student produces higher number of registering move. He produces 12 registering move, while the foreigner he produces 5 registering move and the first student only produces 1 move.

| R: resp: replay: answer 52 foreigner | (i)Umm … I’m in Indonesia for six weeks. |
| R: resp: register 53 Student2 | (i)six weeks. |

Replying move is also belonged to responding move. When a speaker react other speaker’s move by replaying, the move can be either supporting or confronting. Supporting is then can be sub divided in to accepting, answering, affirming, complying, agreeing, and acknowledging, while confronting can be done in form of disagreeing, non-complying, withholding, disavowing, and contradicting.

Supporting replying moves are produced by the second student and the foreigner. the student produces 3 moves while the foreigner produces 13 moves.

| O: I: question: fact 12 Student2 | (i)it’s your first visit in Yogya? |
| R: resp: replay: answer 12 foreigner | (i)I’ve been in Yogya for three days. |

The next example is agreeing. in this example, the foreigner respond the student opinion by stating that Yogya is unique. On the other example, the second student give
reaction on the first student’s argument, whether the tourist has already know about Yogyakarta, then the second student react by supporting that he is sure that the foreigner know about it.

**R:** rej: probe 37  **Student2**  (i) Unique or …?
**R:** resp: replay: agree 38/a  **foreigner**  (i) Ya. Ya (ii) Yogya is definitely unique

Responding confronting replay is only produced by the foreigner. The foreigner produces four moves of confronting replay. The first excerpt bellow is an example of confronting replying. The foreigner in move 49/a indicates that he doesn’t know about the conflict between Malaysia and Indonesia. The next example show that the foreigner reacts to the student’s prior move, by contradicting as he never in Yogya before.

**R:** rej: clarify 14/b  **student**  (ii) And before in Yogya?
**R:** resp: replay: contradict 15/a  **foreigner**  (i) No, I’ve never been in Yogya before …

In this conversation, the participants only produce supporting rejoining moves. The first student produces 1 confirming move and 3 resolving moves. The next student produces 3 clarifying move, 4 probing, 3 resolving and 1 repairing. While the foreigner produces 5 checking moves, 2 confirming, and 3 resolving. So generally, the students produce 15 (58.3%) moves and the foreigner produces 10 moves (41.7%).

Checking moves are produced only by the foreigner. These following moves are the example of tracking:

**C:** app: elaborate 5  **Student2**  (i) it’s well known with fried chicken.
**R:** rej: check 6  **foreigner**  (i) Ya?
**R:** rej: resolve 7  **Student2**  (i) California Fried Chicken.
**R:** rej: check 8  **foreigner**  (i) Ya?
**R:** rej: resolve 9  **Student1**  (i) CFC in Indonesia.
**R:** resp: register 10  **foreigner**  (i) Oh.

In the example above in move 6, the foreigner checks the student’s opinion about California, and as the result the student produces resolving move (move 7) by providing further explanation about CFC (California Fried Chicken). Checking move usually produced by a speaker because he misheard some elements of prior move. Then the tourist produces checking move to get clear understanding about the student’s prior move, so the student restates his prior move in the next resolving move (move 10).

**Dynamic interpretation the of Exchanges**

**Exchange 1: move 1-10 (total: 10 moves)** In exchange 1, the students take his turn as the first initiator to open a conversation with the foreigner. The foreigner tries respond by providing the information demanded, and when he doesn’t catch or understand about the student’s move, he produce many checking moves. It indicates how he respects and attends to the students’ initiation.
Exchange 2: move 12-34 (total: 31 moves) In exchange 2, the student initiates the exchange by opening a chance for the foreigner to explain his journey in Indonesia. The students indicate their curiosity by producing many registering moves, clarifying move and sometimes probing moves. As the local community, the students show their interest by comparing them with the foreigner who has already traveled through many cities in Indonesia.

Exchange 3: move 35/a-42/b (total: 15 moves) The student open a new exchange by restating the previous exchange 2, and then he invite the foreigner’s opinion. The foreigner supports the initiation by providing agreeing moves. He supports the students’ opinion by continuing his prior moves and he indicates his interest toward traditional values of Indonesia, like batik. Here the foreigner enacts his role as a visitor by giving many supportive compliments toward local values.

Exchange 5: move 48-52/b (total: 6 moves) After conducting several negotiation toward local values, the students continues their initiation. In this exchange, rather than providing supportive argument, the foreigner produce disavowal move to deny acknowledgement of prior information. This move then responds by the student by changing the topic immediately.

Exchange 8: move 63-69 (total: 9 moves) In this occasion, the student initiates by giving command or merely just request. This request or command can either be supported or confronted by the foreigner depending on the commodity, since there is no pressure implied in the command that the foreigner should give supportive reaction.

Conclusion and suggestion

From the interaction between students and foreigners in the conversations, most of the openings are produced by the students. The students domination is proved by their production of opening moves, from the whole texts, they dominate the opening moves. It means that the students are good in initiating sequential of talk or they play as the initiators. As the result of the opening moves produced by the students, the foreigners produce many continuing moves and reacting: responding moves. From the whole conversation the foreigners dominate continuing moves by producing from the whole production and they also produce high number of responding moves. It indicates the foreigners respect and enthusiast in interacting with the students.

In communication people should not only concern about the achievement, but they should also concern about the flow of the exchanges. To initiate talks, people can use various mood choices, not only by using interrogative. We can also use statement, command, or offer to initiate talk. To keep the negotiation lasts longer, one could reacts to the prior speaker’s move by producing registering moves, or rejoining moves. If we want to get involved in an interaction, we cannot directly interrupt and create new initiation, but we have to wait to be selected by the current speaker or to find the perfect moment to self select without changing the topic being discussed.
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Clauses as an Exchange: Negotiating Culture Between EFL Students and an English Native Speaker


JUST FOR A LAUGH: HUMOR IN COMICS

Yayu Heryatun

Abstract

This paper is to describe how to understand humor in English comic strips based on the stage of humor and the incongruity theory. It is a descriptive qualitative study and the object of this study is comic strips 'Rose Is Rose'. This study finds that humor is there in comic strips. Rose is Rose fulfills the stages of humor, namely the setup, the paradox, the denouement and the release. In addition, Rose is Rose also satisfies the incongruity theory. It means one who reads this comic strips will find enjoyment, at least laughter, as a response to the perception of incongruity.

I. Introduction

Humor is a part of the human experience. As human beings, we have the ability to laugh at ourselves and others. In other words, directly or indirectly we are able to make jokes, to add humor to situations which are seemingly without humor, and to be absurd. Humor is a part of everyone’s experience, and those who have no sense of humor would probably not admit it.

Humor is also a component of culture. The humor of an individual or nation is an integral part of that such a person or nation’s culture. It means that understanding the sense of humor of a people is a key element of understanding the culture and language and perhaps even more importantly of developing relationships with people from that country.

Previous study conducted by Morain (1991) as quoted by Hadley (2001:383) describes a study in which the reactions of international students were sought to America comic strips appearing in the New Yorker in 1990. She discovered that international students found humor to be hard to understand and most said they experienced a sense of isolation and even alienation from the target culture group when humor passed them. In addition, she found there were five general areas of culture with which one must be familiar in order to understand the comic that were analyzed: The social world (including domestic interactions, popular cultural situation and scenes), the working world, the language world (including puns, word plays, body language), the intellectual world (art, music, science, social) and any other world (including visual gags and fantasy). Therefore, it is obvious that understanding humor is necessary for helping people understand the culture and language.

Based on the explanation above, this paper tries to describe how to understand humor in comic strips.
1.1. The Purpose

The purpose of this research is to describe how to understand humor in English comic strips based on the stage of humor and the incongruity theory.

1.2. The Object of Research

Rose Is Rose is a comic strip, written by Pat Brady since its creation in 1984, and drawn since March 2004 by Don Wimmer. The strip revolves around Rose and Jimbo Gumbo, their son Pasquale, and the family cat Peekaboo. Rose and Jimbo are deeply in love with each other, sometimes exchanging love notes or kissing under the stars, and doting fondly on Pasquale. Moreover, Rose is Rose is unusual, especially in modern comic strips, in that it has a generally positive and cheerful outlook on life and deals heavily with the emotional states of its characters, especially Rose and Pasquale.

1.3. Methodology

The method in this research is selected by considering its appropriateness with the research object. In this case, the object determines the method, not in the other hand. Therefore, I apply descriptive qualitative method since it provides a systematic, factual and accurate description of situation area. (Maxwell, 1996). In this research, I would describe how to understand humor in English comic strips based on the stage of humor and the incongruity theory.

II. Literature Review

What is humor? According to Beeman in Duranti (2001 : 98), it is a performative pragmatic accomplishment involving a wide range of communication skills including, but not exclusively, and management. Another definition is conveyed by Ross (1999 : 1), humor is something that makes a person laugh or smile. The aims of humor is creating a concrete feeling of enjoyment for an audience or reader.

The context for humor is crucial for determining whether an individual finds something amusing or not. Even so, it is possible to examine the features of language that have the potential to make people laugh. One of humor theory, according to Hutcheson as quoted by Ross (1999 : 7) the incongruity theory focuses on the element of surprise. It states that humor is created out a conflict between what is expected and what actually occurs in the joke.

Ross (1999 : 8), furthermore, elicits that humor has various effect whether these are intentional or not. It is simplistic to say that it’s just for a laugh. Humor will have the following elements:

- There is a conflict between what is expected and what actually occurs in the joke
- The conflict is caused by an ambiguity at some level of language
- The punchline is surprising as it no the expected interpretation, but it resolves the conflict
Meanwhile, Beeman (2001: 98) states that humor involves four stages, the setup, the paradox, the denouement and the release. The setup involves the presentation of the original content material and the first interpretive frame. The paradox involves the creation of the addition frame. The denouement is the point at which the initial and subsequent frames are shown to co-exist creating tension. The release is the enjoyment registered by the audience in the process of realization and the release resulting therefrom.

Where is humor found? Tannen (2005: 163) expressed that humor is anywhere, it is one of the distinctive aspects of any person’s style, directly or indirectly. Directly means in the conversation among groups, on the other hand, humor can be found in media. One of the mass media which illustrates the story is comic strips. A page in newspaper containing several of these comic strips is called, by most Americans, the “funny page” or simply the “funnies”. It is sometimes that first thing they turn to when they open their daily newspaper (Taska, 1976). The delightful thing about some of the comic strips is that while comic strips appeal to reader of all ages and background, they also furnish language material that is culturally based and pedagogically useful. Besides, many strips can be mined for their cultural value alone. The reader can find these individual characterizations as well as in the situations. In short, comic strips tell a lot about various attitudes, interpersonal relationships (those of parents and child, husband and wife, peer groups, and so on), and patterns of behavior (dating, work, school, family and so on).

Dealing with comic strip which is used in this research, Rose is Rose appears in the Jakarta Post.

III. Discussion and Findings

The following is Rose is Rose, a comic strips, that I will analyze based on stages of humor, namely the setup, the paradox, the denouement and the release. Thus, it would be obvious to describe humor in this English comic strips.

The set up begins when Rose and her husband, Jimbo is embracing each other for showing their love. ‘A loving embrace seems to make them extremely happy’. It is such a common phenomenon in western culture where this comic strips come from. It is quite different, in Indonesia culture, for a couple to show
their love directly although they are a family (husband and wife). These such behavior inspires a squirrel who observes them from the top of tree. He says ‘we can learn a thing or two from humans. This such utterance becomes the key points for successful creation of paradox. It is in line with what Beenman (2001 : 99) states that

the paradox requires the alternative interpretive frame or frames be presented adequately and be plausible and comprehensible to audience.

What a squirrel says it is really sufficient and appropriate to gain the adequate and comprehensible info for audience. Later on, when a squirrel turns back, he wants to practice what he has learnt from Rose and Jumbo. Thus, when he finds his friend who carries a lot of walnuts., he said “I am always wide open for hug” at this point, it is called denouement. It must successfully present juxtaposition or interpretive frames. The squirrel Why is denouement successfully in this comic strip? Because what the squirrel asks, he gets unexpected responses from his friend. Instead of getting the loving embrace from his friend, his friend makes the joke by saying ‘that’s because I’m always the one carrying walnuts”. In turn, the last stage, the release can be proven from the enjoyment that a reader engages, and I think one who reads this comic strip ‘Rose is Rose’ will find humor on it.

In terms of whether this comic strips is fulfilled the incongruity theory or not, let’s see what the incongruity theory says as quoted by Ross (1999 : 7). Humor is created out a conflict between what is expected and what actually occurs in the joke.

Learning from a couple Rose and Jimbo who show the loving embracing, a squirrel wants to practice it with his partner. However, in fact there is a conflict between them, namely. his partner feels he is the one who always carrying walnuts. Therefore, when a squirrel provides wide open for hug, the unexpected responses comes up from his partner, and it becomes the joke. In sum, this Rose is Rose fulfills is accordance with the incongruity theory.

### IV. Closing

It is undeniable that humor is there in comic strip. Rose is Rose is one of comic strips which fulfills the stages of humor, namely the setup, the paradox, the denouement and the release. In addition, Rose is Rose also satisfies the in incongruity theory. It means one who reads this comic strips will find enjoyment, at least laughter, as a response to the perception of incongruity.
Yayu Heryatun

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LABELING APPLICATION ON HOUSEHOLD AREAS 
TO INCREASE ENGLISH VOCABULARIES

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Abstract

Competence (ability) of a graduate is the primary capital to compete at the global level. In the implementation process of learning English as global language, writers often find the students at the school level where they have difficulty in achieving a basic competency. This is because the students’ mastery of English vocabulary is inadequate, making it very disturbing achievement of competencies as outlined in the curriculum. They often have difficulty understanding the meaning of a word because they are relatively less understanding of appropriate vocabulary. Consequently, the process of achieving a basic competency will run longer. Seeing these constraints, the writer tries to find a variety of techniques and strategies for enriched English vocabulary with the expectations of the students do not always rely on a dictionary or waiting for a response from teachers in understanding the meaning of a word. Thus it is expected to facilitate the achievement of a language competence while enhancing the understanding students to English vocabulary. One of which application is through the labeling method. This method is not only believed to be appropriate and effective for the simple but also diligence and consistency is needed.

Keywords: competence, inadequate, English vocabulary, labelling

INTRODUCTION

English is a tool to communicate both orally and in writing. Thus, the English language serves as a tool to communicate in order to access information other than as means to foster relationships, share information and enjoy the aesthetics of language in British culture. But how do we can enrich these requeriment instead? Which the subjects English aims are as follows: (1) Develop the ability to communicate in English, both in oral or written form, which includes the ability to listen (listening), to speak (speaking), to read (reading), and to write (writing), (2) Growing awareness of the nature of language and the importance of English as a foreign language to become a major tool of learning, (3) Develop an understanding of the interconnectedness and inter-language and culture so that students expand cultural horizons have cross-cultural insights and engage in cultural diversity. One component of language learning is the understanding of the vocabulary of the English language itself, in addition to other components.

Competence (ability) graduate is the main capital to compete on a global level, because of the competition that occurs is the human resource capacity. Therefore, the implementation of competency-based education is expected to produce graduates who can compete at the global level. Department of Education, which is preparing curriculum
standards of competence in 2004, determined that the ability to be owned by Indonesian students to understand and express information, thoughts, feelings, and develop science, technology, and culture in the English language.

PROBLEMS

The curriculum used today is competence-oriented, meaning that students are required to have certain competencies or skills as a result of the learning process in schools. Competency-based education emphasizes the skills that should be possessed by a graduate education. Competence is often referred to as the standard of competence which in general is the ability to master graduate. Competence according to Hall and Jones (1976: 29) is "a statement that describes the appearance of a certain ability unanimously that is a blend of knowledge and skills that can be observed and measured."

In the implementation process of learning the English language, there is often found the students at the school where they have difficulty in achieving a basic competence. This is because the students' mastery of English vocabulary is inadequate, so it is very disturbing achievement of competencies as outlined in the curriculum. They often have difficulty understanding the meaning of a word because they are relatively less understanding of appropriate vocabulary so that the process of achieving the basic competencies will run longer.

If the students have difficulty in understanding the meaning of a word during the learning process then was forced at last the author gives a shortcut on their way: (1) asked students to look in the dictionary meaning of the word, (2) directly inform the meaning of the word. Even if the way is too often used result in less good for the students because: (1) only a few students who have a dictionary, (2) students become dependent on a dictionary rather than an understanding of the context of the word, (3) students often wait on the meaning of the word comes from the teacher.

Looking at the above constraints, the writer tried to find a variety of techniques and strategies for understanding vocabulary English students increased with the expectations of the students did not always rely on the dictionary or waiting for a response from the teacher to understand the meaning of a word so that it is expected to facilitate the achievement a language competence while enhancing students' understanding of English vocabulary.

In this situation, the attempted to existing capabilities is to try some way to understanding the vocabulary of students can be increased at the same time can use the vocabulary in a variety of meanings and themes. One of the techniques and instructional media used is called the Labeling. This trial was applied onto a neighborhood of Gajahmungkur RW IV Semarang started from May to July 2012. This community was chosen because there were some readiness from them and further curiosity of its effectiveness.
PURPOSE AND BENEFITS OF DEDICATION TO THE COMMUNITY

The purpose to this community service are:

1) Convey the author's experience in applying one of the effective techniques and media in learning English vocabulary that is easily remembered and memorized by students and the general public and all members of the family in particular.

2) Can share their experiences with the housewives on vocabulary learning techniques that can be performed within the scope of residence. 

While the benefits of are:

1) Participate disciplining family members to presence objects should be placed, because the label is used to mark a clue where the object should be derived.

2) Finding flaws in the implementation of these techniques and instructional media.

LITERATURE REVIEW

a. Vocabulary

The definition of vocabulary is the set of words whose meaning is known and can be used by someone in a language. Vocabulary defined as the set of all words that are understood by the person or all the words which are likely to be used by the person to construct new sentences. The wealth of a person’s vocabulary is generally considered to be an illustration of intelligence or level of education.

As mentioned by Schmitt (2000:15-17) understanding vocabulary is generally regarded as an important part of the process of learning a language or developing one’s ability in a language that has been mastered. School students are taught new words as part of a particular subject and there are many adults who consider the formation of the vocabulary as an exciting and educational activities.

Vocabulary is the most fundamental thing that must be mastered in learning English person who is a foreign language for all students and the people of second language learners (L2s). This statement was supported by Meara (1992) in which can one express a language if he/she does not understand the vocabulary of the language. Especially if it is learned foreign languages, so that language vocabulary is something that is absolutely owned by language learners. If a student has a vocabulary of the English language would be more appropriate then automatically support the achievement of the four English language competency before. Moreover, vice versa without having adequate vocabulary, a student will have difficulty in achieving competence in the language (1992:19-21).

b. Understanding Labeling

In order to increase the ability to master vocabulary learning at home more meaningful and fun for the students and the whole family, then a team of educators trying to use vocabulary learning approaches with labeling media. Labeling is one of a media that we can realize or understand by its description, function, and purpose towards anything. Its appearances are such a piece of sticker on an object.
Labeling in this application is an identifying or descriptive marker that is attached to an object as brief description given for purposes of identification. The marker of the translated meaning of objects from a collection of vocabulary organized not only systematically displayed with the meaning of the noun in the English language but also include how to read (pronunciation). Since the principles of pronunciation British-English has a special symbol, there would be some difficulties to comprehend because of its complicating. Then for the sake of convenience with regard to pronunciation in Indonesian, of course, the determination even would be going-over.

As the display to be easily perceived by the senses of sight, in its application, Labeling is a media that should be used not only shown or seen. This media can be designed to enhance the activity of togetherness in the house. By using the labeling is expected of students and other family members also increased the understanding of the self-taught vocabulary of the English language, without having to always depend on the use of a dictionary or even the meaning of the word given by the teacher.

There are several ways to make labeling efficient, practical and easy to remember. More than that labeling is interactive media within the household to support the learning of listening, speaking, reading and writing. However, other ways are: (1) Make it easy to remember to use a favorite word on a particular theme. (2) Make it useful is to often use these words in a variety of activities of listening, speaking, reading or writing. (3) Make it easier to see, to write a script which was large and placed on each object depending on its belonged.

DISCUSSION

In accordance with the demands of English achievement of learning objectives, which is able to communicate both orally and in writing, that the family members are required to have an adequate understanding of the vocabulary so that they will be able to communicate well in a variety of contexts and themes.

Activity-based learning in basic language and will depend on understanding the family members will vocabulary. Family members should have access to the meaning of the words used on labels and placement. Limited understanding of the vocabulary of family members will lead to delays in achievement of language competence. However learning itself depends on the language.

Becker (1997) emphasized the importance of vocabulary development that connects how much vocabulary mastered by students with language learning academic material. He stated that a lack of understanding of the vocabulary is a major cause of academic failure experienced by students.

A research suggests that the understanding of a text also depends on the size of the vocabulary that is owned by someone. According to Graves (1986) ideal vocabulary that must be owned by the novice learner is between 2,500 to 5,000 words to support language learning. But it lacked the English language learners in our country, especially English is a foreign language so that the use of such language only in a few things and places.
There are two main approaches in the popular vocabulary learning, namely glossary approach is a list of words and their meaning directly to the respondents. This glossary may be something to do with the topics being studied by the students or maybe not. As http://www.cord.org/contextual-learning-definition defined, the other named is contextual approach to learning vocabulary which was based on a variety of activities related to search for the meaning of a word. In this case the team trainers provide guidance in implementation.

a. Practice

In making these media, the educators determine the color to use highlighter on the label customized by area in the household. For example, the color brown to name objects placed in the living room. Yellow color to name objects placed in the bedroom area. Blue to name objects placed in the bathroom. The color pink to name objects placed outer the house. Green color for objects placed in the dining area and kitchen. There are many reasons in choosing its color, due to the meaning as well. In general, green represents vegetables that used in the kitchen activity; blue represents the water in the bathroom; or brown represents the wood and warmness in the livingroom, and so on.

In writing, use the Indonesian speech in order to avoid mistakes real pronunciation (English) considering English pronunciation techniques have special symbols which is considered quite difficult to understand by these families. To the extent that, the size of the label may be seen clearly by all members of the family in the house. In addition, it should be in laminating or coated with clear duct tape to maintain durability.

Herewith the visualization of above description to catch its generalization.

<table>
<thead>
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<th>No</th>
<th>Area</th>
<th>Colour</th>
<th>No</th>
<th>Glossary</th>
<th>Indonesian</th>
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<td>Named</td>
<td></td>
<td>Pronunciation</td>
<td>Meaning</td>
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<td>Represented</td>
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<td>Guest room</td>
<td>Pink</td>
<td>1</td>
<td>Sideboard</td>
<td>[saibord] Buget</td>
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<td></td>
<td></td>
<td>- Fancy</td>
<td>2</td>
<td>Front door</td>
<td>[fron-dor] Pintu depan</td>
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<tr>
<td></td>
<td></td>
<td>- Nice looking</td>
<td>3</td>
<td>Door mat</td>
<td>[dor-met] Kestet pada pintu</td>
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<tr>
<td></td>
<td></td>
<td>- Merrier making</td>
<td>4</td>
<td>Stool</td>
<td>[stul] Kursi tanpa sandaran</td>
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<tr>
<td>2</td>
<td>Living Room</td>
<td>Brown</td>
<td>5</td>
<td>Bench</td>
<td>[bench] Bangku</td>
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</tbody>
</table>

ELTL Conference Proceedings | 425
| 4 | Bathroom | Blue | - Water - Coolness | 1 | Dipper | [dipr] | Gayung |
| 2 | Hanger | [hengr] | Gantungan baju |
| 3 | Towel | [towl] | Handuk |
| 4 | Bar soap | [bar-soup] | Sabun batangan |
| 5 | Liquid soap | [likuit-soup] | Sabun cair |
| 6 | Toothbrush | [tutbras] | Sikat gigi |
| 7 | Toothpaste | [tutpeiz] | Odol |
| 8 | Tap / Faucet | [tep] / [fost] | Kran air |
| 9 | Shower | [syowr] | Pancuran |
| 10 | Bathtub | [batuib] | Bak mandi |

| 5 | Bedroom | Yellow | - Sunshine - Efflorescence - Stretching | 1 | Pillow | [pilo] | Bantal |
| 2 | Bolster | [bolstr] | Guling |
| 3 | Mirror | [mire] | Cermin |
| 4 | Blanket | [blenkit] | Selimut |
| 5 | Bedsheet | [bedsit] | Sprei |

| 6 | Store room | Purple | - Wealth - Completeness | 1 | Box | [boks] | Kotak penyimpanan |
| 2 | Screwdriver | [skrudraivr] | Obeng |
| 3 | Pliers | [plaiyrs] | Tang |
| 4 | Drawer | [drawr] | Laci |
| 5 | Cupboard | [kapberd] | Lemari |
b. Strategy Use Labeling

The use of this media is intended to search for the meaning of certain words through the learning process interactive and communicative. There are several examples that educators are doing in finding the meaning of the word.

In fact, the students were lacking understanding the vocabulary of the students living in the village Gajahmungkur RW IV Semarang was far from ideal. This situation was under the understanding that should as the student minimum. This fact caused quite difficult to achieve a basic competency as in the curriculum. There are several factors that affect this situation are: (1) Methods and techniques of learning the vocabulary used by the teacher is not right or does not attract the attention of students. (2) Unavailability media vocabulary learning effective and engaging for the students. (3) Some students lack a great interest in learning English because they find difficult.

c. Results

Contextual approach was the most fun for the students who are in a household. This was because that all students can engage with a wide range of activities to seek and find the meanings of an object being guided by the teacher though of course not always use this approach to reviewing the instructor team at each home. Team trainers approach glossary when students ask questions about the meaning of vocabulary words that have been spoken author. The author has been practicing vocabulary learning using contextual approach is to use media objects as Labeling.

This dedication took a sample of 15 families within the neighborhood at primary school pupils between grade 3-5, so that the effectiveness of the method was found. Of each student was guided by the team trainers, these students actually demonstrated an increased capacity in which they were growing actively seeking additional noun. As a
result of the examples given as inducement only in 10 nouns, they were even able to increase to more than 25 different words in each part of space in their homes. These means that the both approaches were conducted well-done.

CONCLUSION
By using this method, learning the vocabulary in the classroom teaching the writer goes with communicative and fun so that the respondents and students' understanding of English vocabulary is increasing as they continue to exist in memory and are also easily seen. Moreover, there is a new pleasure to provide labels on all kinds of objects that belong to them even they also affect their friends to apply it at home.

REFERENCES


http://www.cord.org/contextual-learning-definition

THE IMPACT OF ENGLISH AS AN INTERNATIONAL LANGUAGE ON ENGLISH LANGUAGE TEACHING IN INDONESIA
(a paper)

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Devy Angga Gunantar
Akper Kesdam Iv Diponegoro Semarang

Abstract

This study aims to analyze the impact of English as an international language on English language teaching in Indonesia. In analyzing the impact of English as an international language, the writer described the curriculum of English in Indonesia, explained how cultural issues are presented in English textbooks, and revealed the teachers’ perspective about learning English in Indonesia. The data were collected from SMP N 1 Wiradesa, Pekalongan. The study revealed that the cultural content of English textbooks in SMP N 1 Wiradesa used the local cultural content. Teachers of SMP N 1 Wiradesa preferred content that deals with the life and culture of various countries around the world and some of them choose the content that deals with local culture. Local cultural content has been widely accepted as the aim of EFL teaching. Textbooks have played a very important role in the course of teaching and learning. Textbooks introduce students the cultures of regions and different countries. This study shows that, basically, local cultural content has become the purpose of EFL teaching but some teachers still believe that foreign cultures are the target of learning English.

Keywords: Cultural content, English Language Teaching, English as an International Language

Abstrak

**Ingris sebagai bahasa asing. Buku-buku teks mempunya peran penting di dalam proses pengajaran dan pembelajaran. Buku-buku teks memperkenalkan para siswa tentang budaya-budaya daerah dan budaya-budaya negara lain. Pada dasarnya, penelitian ini menunjukkan bahwa isi budaya lokal telah menjadi tujuan dari pengajaran bahasa Inggris sebagai bahasa asing, tapi sebagian guru masih percaya bahwa budaya-budaya bahasa asing merupakan sasaran dalam pembelajaran bahasa Inggris.**

*Kata kunci: Isi budaya, pengajaran bahasa Inggris, bahasa Inggris sebagai bahasa Internasional.*

1. **INTRODUCTION**

The spread of English in the world has changed the needs of learning English. People are learning English not only to communicate with native speakers but also with non-native speakers of English. Thus, the goal of learning English is no longer to imitate native performance but to communicate with English successfully. In countries with English as a foreign language like Indonesia, people seem to have less contact with native speakers of English and use English mostly to communicate with their fellows.

Based on the issues above, the research questions formulated in this study are the following: (1) How does the English curriculum in Indonesia adapt the growing issue of English as International language ?, (2) how do English text books in Indonesia cover the cultural content ?, (3) what cultural content is appropriate for English Language Teaching in Indonesia based on teachers’ perspective?

This study, therefore, aims to analyze the impact of English as an International language on English language teaching in Indonesia. Specifically it analyzes whether English teachers in Indonesia still teach the cultural content of native speakers (information about the culture of native speakers), or Indonesian culture in English (information about Indonesian culture).

2. **LITERARY REVIEW**

In this chapter, the spread of English in the world is described and followed by the development of English as Lingua Franca. This means that the major role of English is as a medium of communication among multilingual speakers who have learned English as their foreign or second languages (Kirkpatrick 2010: xi).

2.1 **English in the World**

Kachru (1992) divides the spread of English in the world into three categories; the Inner, Outer, and Expanding Circles. The countries which use English as their first language or mother tongue such as the United Kingdom, the United States of America, Canada, Australia, and New Zealand are considered to be members of the Inner Circle. The English speakers from these countries are commonly called monolingual English speakers or native
speakers of English. Some other countries that use English as a medium of interaction and communication in daily life but also have another language apart from English as their mother tongue, belong to the Outer Circle. They also use English as an official language for some official purposes. Some examples of countries which belong to the Outer Circle are South Africa, Singapore, Malaysia, Filipina, India, Pakistan, and Bangladesh. The last circle, the Expanding Circle, consists of countries which set English as their foreign language. They do not use English in their daily interaction or communication. The use of English is limited in certain places only such as in academic settings, foreign offices, and special events like seminars, conferences, and meetings. English is usually learned through instruction at schools or language institutions within the countries. China, Saudi Arabia, Egypt, Indonesia, Thailand, Germany, Poland, Italy, and Russia belong to this circle (Kachru 1992; Crystal 2003a; Kirkpatrick 2007; McKay & Bokhorst-Heng, 2008).

2.2 English as a Lingua Franca and an International Language

As time goes by, the progress of English speakers is rapidly evolving. Speakers of English are no longer just divided between different native English speakers (such as American English versus British English), or native English speakers and non-native speakers, but now also non-native English speakers and other non-native English speakers. For international communication, people tend to use English as the medium of communication among them commonly called English as Lingua Franca. This is the case when English is used by people from many background first languages other than English for various purposes of communication because it is the one language that the many different speakers have in common, despite it is not being the native language of any of those speakers (Jenkins 2000; 2009; Kirkpatrick 2007; 2010). This condition leads to a shift on the goals and needs of learning English, especially in pronunciation. There are no more urgent needs and goals to achieve a native speakers’ performance level (Jenkins 1998: 119).

Since English in Indonesia is a foreign language which is used by many Indonesians from different background of first language, and Indonesians seem to use English more to communicate with non-native speakers rather than with native speakers of English.

2.3 English in Indonesia

Indonesia won its independence from the Dutch on August 17, 1945, after around 350 years of colonization. However, the country was not able to officially establish its Republican Government until August 17, 1950, since war against the Dutch continued for some years after independence day and Indonesians had finally won Dutch recognition of independence on December 27, 1949. Thus, the government started to deal with social and cultural issues, including education, of the country in 1950. English was chosen to be the first foreign language rather than Dutch for two reasons: first, Indonesians did not want to adopt Dutch since it was the language of their previous oppressors, and second, Dutch does not have international status like English (Dardjowidjojo 2000: 67).

Different from some other countries in South East Asia such as Singapore, Filipina, and Malaysia, English in Indonesia is officially set as a foreign language. It is only used as
medium of communication in very limited fields such as foreign companies, educational settings, and some foreign offices. It is rarely used in daily communication by Indonesians. Since English is an international language which is used by people worldwide for many purposes, it has been declared a compulsory language to learn in all schools by secondary level, while some schools are offering English from elementary through tertiary level of education or higher education. Additionally, some private schools start introducing compulsory English to learners from elementary level and some others use English as the medium of instruction in all classes (Kirkpatrick 2010).

It is interesting that people are becoming more and more aware of the importance of English in their lives, not only related to its functions in knowledge, science, and technology but also in economic activities and career development. This increase in awareness is supported by the growing spread of schools which use English as a medium in transferring knowledge to students, job advertisements which are broadcast and written in English and news and television programs which are conducted in English. In addition, English is also required as a soft skill in some job positions (Alip 2007: 160-161). These lead to a greater need for the use and mastering of English by Indonesians.

2.4 Teaching English in Indonesian Context

Realizing the roles of English as an International language and language of science, English is one of the compulsory subjects from Elementary school to University. As a foreign language, English is rarely used outside the classroom context. Beyond the classroom, the Indonesian students speak Indonesia language or their local language instead. This condition affects the Indonesian students’ English mastery. After they are graduated from university, most of them do not acquire good command of English (Lie, 2004; Thalal, 2010).

To improve the English ability, the students must take an English course outside of the teaching learning English at their school, or they can take and join in special English training such as English for special purposes, English conversation, TOEFL, or IELTS, etc.

3. RESEARCH METHOD

3.1 Type of Research

This study is a descriptive-qualitative and simple quantitative. Qualitative, because it is connected with how well the phenomena are, rather than with how much of it there are. It concerns on how well the impact of English as an International language on English language teaching in Indonesia and it is verbal explanation rather than numerical one. This means it does not focus on the statistical data of the study but focus on the analysis of data in explaining the result.

Descriptive, because it describes what a phenomena is like. It shows the social, cultural and language phenomena due to the English language teaching as an International language in verbal description. And explanatory, because it gives the reasons of the analysis described (Sutopo, 2008). Simple quantitative, because this research includes percentage in analyzing and formulating the data.
In short, this study focus on more qualitative and simple quantitative data in analyzing the data and explaining the result. **Data and Data Source**

The data of this study were collected from:

1. **Questionnaire.** The writers collected the data from English teachers in SMPN 1 Wiradesa.
2. **The English textbooks,** English textbooks taken by the writers as a subject to be analyzed were the English textbooks from Department of National Education. They include:

**3.2 Technique of Data Analysis**

The technique of data analysis used in this study was descriptive qualitative and explanatory. In doing the analysis, the writer conducted the technique to analyze the data arrange into some particular steps as follows:

1. **Questionnaire**
   The writer collected the data from SMPN1 Wiradesa, Pekalongan Regency by giving questionnaire to all of the English teachers in that school. The questionnaire was in the form of multiple choice and explanation question which consist of 20 questions. The questions are related to English language teaching in Indonesia and the cultural content of English textbooks such as which type of cultural content would you prefer to use in your class?, Do you think that a class must use group work to be considered a communicative classroom?, etc.

2. **EFL Textbooks**
   The data concerning textbooks were based on the analysis of Junior High School English textbooks. This study adopted three books for Junior High School students published by *Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008.*

   In analyzing and evaluating the data of the cultural content in the English textbooks, the writer chose Byram’s criteria. Byram’s criteria are very comprehensive and practical. It covers almost every aspect of the culture. Byram (1993) examined the cultural content in textbooks that should include a focus on eight areas as shown in the following list:

   Criteria for English textbooks evaluation (focus on cultural content) are as follows:
   1. Social identity and social group (social class, regional identity, ethnic minorities).
   2. Social interaction (differing levels of formality; as outsider and insider)
   3. Belief and behavior (moral, religious beliefs, daily routines)
4. Social and political institutions (state institutions, health care, law and order, social security, local government)
5. Socialization and the life cycle (families, schools, employment, rites of passages)
6. National history (historical and contemporary events seen as markers of national identity)
7. National geography (geographical factors seen as being significant by members)
8. Stereotypes and national identity (what is ‘typical’ symbol of national stereotypes)

(Byram, 1993, P5-P10)

4. RESULTS AND DISCUSSION

The results of this study are discussed in two parts: questionnaire analysis results and textbooks analysis results. The writers collected the data from SMPN 1 Wiradesa, Pekalongan Regency by giving questionnaire to all of the English teachers in that school related to English language teaching. SMPN 1 Wiradesa is one of International Standardized School in Central Java, located in Wiradesa, Pekalongan Regency.

The writers see that the impact of English as an International language in Indonesia affects the development of English curriculum. This appears because of the role of English as an International language. So, the important goal of learning English in Indonesia is to communicate with other people around the world. In worldwide, English is now more commonly used as a language of communication between non-native speakers of English than between native speakers of English. This has two important implications for the teaching of English in Indonesia: the first concerns which cultures should be taught through English; and the second concerns which variety of English should be taught.

If English is used primarily for communication between non native speakers of English, then the cultures and backgrounds of those people becomes more important than any culture traditionally associated with native speakers. The English language teaching in Indonesia needs to give information about cultures of native speakers. It is also important that the students must be prepared to be able to use English to talk about their own cultures. If English in Indonesia and Asia is used primarily for communication between non native speakers of English, then the way those people speak English becomes more important than the way native speakers speak English (Kirkpatrick, 2010).

In this study, the writers analyzed the cultural content of English textbook used as an English module in English language teaching in Indonesia, especially English textbooks for Junior High School students at SMPN 1 Wiradesa. This book is one of English textbooks recommended by Department of National Education.

In collecting, analyzing and evaluating the cultural content of English textbooks, the writers chose Byram’s checklist criterion. It is more comprehensive and practical than any other checklist system. It covers almost every aspect of the culture from the spirit to the material infrastructure to the application in the real classroom.

Criteria for text book evaluation (focus on cultural content) shown in the following list:
The Impact of English as an International Language on English Language Teaching in Indonesia (a Paper)

Table 1. The Analysis of English text book (English in Focus for grade VII Junior High School)

<table>
<thead>
<tr>
<th>No</th>
<th>Byram’s Criteria</th>
<th>Details</th>
<th>Position</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social identity and social group</td>
<td>What is your name? What should I buy? What do you do? My hobby</td>
<td>Page 1 Page 57 Page 101 Page 139</td>
<td>4</td>
<td>33,33%</td>
</tr>
<tr>
<td>2</td>
<td>Social interaction</td>
<td>Greeting and introducing Asking and giving information Describing people Asking and responding clarification expression</td>
<td>Page 8 Page 27 Page 107 Page 143</td>
<td>4</td>
<td>33,33%</td>
</tr>
<tr>
<td>3</td>
<td>Belief and behavior</td>
<td>Work out</td>
<td>Page 123</td>
<td>1</td>
<td>7,69%</td>
</tr>
<tr>
<td>4</td>
<td>Social and political institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Socialization and life phrase</td>
<td>Let’s go to school Family life</td>
<td>Page 39 Page 83</td>
<td>2</td>
<td>16,67%</td>
</tr>
<tr>
<td>6</td>
<td>National history</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>National geography</td>
<td>Things around us</td>
<td>Page 19</td>
<td>1</td>
<td>7,69%</td>
</tr>
<tr>
<td>8</td>
<td>Stereo types and national identity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the Byram’s criteria the English text book entitled English in focus for grade VII Junior High School, the discussion about Indonesian cultures are discussed in the page 1, 57, 101, and 139, the focus of the discussion is about personal identification, the percentage of it is about 33,33%. Social interaction is also discussed, for example about greeting, introducing, asking and giving information, describing people, etc. this discussion reaches 33,33%

The next point is about belief and behavior which is also presented in this text book. There is around 7,69% of the total cultural points being discussed in the text book which focuses on belief and behavior.

The writer did not find any discussion about social and political issues in this text book. However, the discussion about socialization and life phrase reaches around 16,67%. The example of this discussion is about family life and going to school or school life.
National historical issues were also not available in this text book. However, there are around 7.69% portion for discussing National geographical issues, it is covered in the discussion about things around us. The other point which is not covered in this text book is stereo types and National identity.

**Table 2. The Analysis of English Text Book (Scaffolding, English for Junior High School Students Grade VIII)**

<table>
<thead>
<tr>
<th>No</th>
<th>Byram’s Criteria</th>
<th>Details</th>
<th>Position</th>
<th>Number</th>
<th>Percent age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Social identity and social group</td>
<td>Describing things and animals, My gorgeous idol, My unforgettable holiday, My first experience, Once upon a time, A friend in need is a friend indeed</td>
<td>Page 1</td>
<td>6</td>
<td>46.15%</td>
</tr>
<tr>
<td>2.</td>
<td>Social interaction</td>
<td>Asking for, giving and refusing goods and services, Agreeing and disagreeing something, Asking for and giving opinions, Starting, extending and ending a conversation on the telephone</td>
<td>Page 1-20</td>
<td>4</td>
<td>30.77%</td>
</tr>
<tr>
<td>3.</td>
<td>Belief and behavior</td>
<td>Life performances</td>
<td>Page 103</td>
<td>1</td>
<td>7.69%</td>
</tr>
<tr>
<td>4.</td>
<td>Social and political institutions</td>
<td>Celebration around the world</td>
<td>Page 123</td>
<td>1</td>
<td>7.69%</td>
</tr>
<tr>
<td>5.</td>
<td>Socialization and life phrase</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>National history</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>National geography</td>
<td>Wonderful places</td>
<td>Page 41</td>
<td>1</td>
<td>7.69%</td>
</tr>
<tr>
<td>8.</td>
<td>Stereo types and national identity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>
Based on the Byram’s criteria the English text book entitled Scaffolding English for Junior High School Students grade VIII, the discussion about Indonesian cultures are discussed in the page 1, 21, 61, 79, 141, and 161, the focus of the discussion is about describing something, the percentage of it is about 46.15%. Social interaction is also discussed, for example about asking for something, giving and refusing goods and services, agreeing and disagreeing something, asking for and giving opinions, etc. this discussion reaches 30.77%

The next point is about belief and behavior which is also presented in this text book. There is around 7.69% of the total cultural points being discussed in the text book which focuses on belief and behavior.

The writer found any discussion about social and political issues in this text book, there is around 7.69%. The example of this discussion is about celebration around the world. However, the discussion about socialization and life phrase did not find in this text book.

National historical issues were also not available in this text book. However, there are around 7.69% portion for discussing National geographical issues, it is covered in the discussion about wonderful places. The other point which is not covered in this text book is stereo types and National identity.

**Table 3. The Analysis of English text book (Contextual Teaching and Learning, Bahasa Inggris, SMP Kelas IX)**

<table>
<thead>
<tr>
<th>No</th>
<th>Byram’s Criteria</th>
<th>Details</th>
<th>Position</th>
<th>Number</th>
<th>Percent age</th>
</tr>
</thead>
</table>
| 1. | Social identity and social group       | Are you sure?  
How do you do it?  
What a pity?  
What are they?  
Really?  
What is it like?  
Could you?  
Long long time ago, there was | Page 1  
Page 24  
Page 41  
Page 55  
Page 71  
Page 90  
Page 107  
Page 121 | 8 | 72.73% |
| 2. | Social interaction                     | Expressing and responding to doubt, asking for repetition, showing concern, showing surprise or wonder.  
Expressing and responding to bad news.  
Responding to | Page 2  
Page 42  
Page 72 | 3 | 27.27% |
Based on the Byram’s criteria the English text book entitled *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama Kelas IX*, the discussion about Indonesian cultures are discussed in the page 1, 24, 41, 55, 71, 90, 107, and 121, the focus of the discussion is about personal identification, the percentage of it is about 72.73%. Social interaction is also discussed, for example about expressing and responding to doubt, asking for repetition, showing concern, showing surprise or wonder, expressing and responding to bad news, responding to good news and expressing opinions, etc. this discussion reaches 27.27%

The next point is about belief and behavior which is unavailable in this text book. The writer did not find any discussion about social and political issues in this text book and the discussion about socialization and life phrase also did not find in this textbook.

National historical issues and National geographical issues were also not available in this textbook. The other point which is not covered in this text book is stereo types and National identity.

The writers see that English textbooks in Indonesia, especially in SMPN 1 Wiradesa, has adapted the growing issue in the world. It can be seen from the way the English textbooks presented some reading texts and vocabulary. Some texts are about Indonesian culture, such as Borobudur, Batik, etc, the vocabulary used in the texts are also related to the content of texts being discussed.

It shows that the focus of learning English in Indonesia is to enable students to talk about their own culture in English as the target language. It is significantly different from the previous syllabus which drove students to focus more on performing or imitating native like performance by having English speaking countries culture.

It also that communicative ability is more important in learning English than performance like native. However, the syllabus still emphasizes the correctness of language such as pronunciation, even though it focuses more enabling students to be communicative in English.
With regard to the cultural content employed in the teaching process, the majority of the English teachers preferred cultural content that deals with the life and culture of various countries around the world and some of them chose the cultural content that deals with local culture.

The use of local cultural content gave reasons such as it is important to keep alive the local culture in young people and to reinforce the values of our culture. This who supported the use of content from native English-speaking countries cited the need to know the origin of the language. Finally, this preferred the use of various cultures with the reasons such as this may help students feel that they can use English everywhere and in any situation, and students have a global vision of the world in which they live.

Related to the students’ interest in learning English, most of teachers’ perspective answered that the students were interested in content that deals with local places and people in Indonesia, with the reason is the students can understand the culture and applicable in their daily life.

Talking about cultural information in English textbooks, all of the English teachers know all of the cultural information on the English textbooks well, because the cultural content of he English textbooks generally deal with local culture and local information.

5. CONCLUSION

The writer concludes that English has now become an International language used by both native and non native speakers. So, because of this fact, English is no longer related to native English-speaking cultures only. The impact of English as an International language in Indonesia has affected in the development of English curriculum, communicative learning or communicative method in English language teaching process is being developed in English syllabus in Indonesia. This appears because of the role of English as an International language. So, the important goal of learning English in Indonesia is to communicate with other people around the world. In some teachers’ perspective, the role of teacher is to create the communicative method in teaching and learning process through group work, discussion or role play. This is done as a way of increasing the students’ communication.

Related to the English language teaching in Indonesia, and English language teaching in SMPN 1 Wiradesa has adapted the growing issue in the world. It can be seen from the way the English textbooks presented some reading texts and vocabulary. Some texts are about Indonesian culture, such as Borobudur, Batik, etc. the vocabulary used in the texts are also related to the content of texts being discussed.

This result is the same as Kramsch and Sullivan (1996) that point out an appropriate pedagogy for the teaching of English as an International language depends upon local English language teaching professionals thinking globally but acting locally.
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COMPUTER-ASSISTED VOCABULARY LEARNING:
THE POWER OF GAMING ON STUDENTS’ ENGLISH VOCABULARY
ACHIEVEMENT

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Abstract

The main objective of this study was to find out whether the power of gaming contributed to vocabulary learning and gave significant upgrading in students’ vocabulary scores through its comparison to the dull and routine vocabulary learning. The subjects, two groups of Indonesian students, were tested in a pre-test before joining two different methods of vocabulary learning, and finally were tested in a post-test. Data were collected from the students’ pre-test and post-test scores. From the comparison of these two groups’ data, the output proved that the vocabulary class using “Little Shop of Treasure” online games was better in boosting students’ scores.

Keywords: online game, computer gaming, vocabulary learning, vocabulary achievement

INTRODUCTION

Many people are being familiar with computer gaming nowadays both online and offline. Most of those who have personal attachment with these graphical games would love to spend hours of their leisure even productive times only to play their favorite games. These games are also accessible through the internet connection or just simply by installing its program from quite cheap rented CD services near our neighborhood. They may play it from their own PC (personal computer) or from the public games centers.

Till now, more than thousands of mini games can be found in www.games.yahoo.com and divided into several different kinds of categories such as arcade, board, card, puzzle, word, downloads, multiplayer, skill, etc. These types of categories enable everyone to choose the most preferable and suitable games to himself. Further, for this gaming purpose, many CDs are produced legally and illegally only to support its user with offline service. Sometimes it is also supported by “cheats” only to fulfill the hunger of the gamers.

By considering that if this computer gaming phenomena could give such enthusiasm for its passionate fans, probably there would be a way to use it for something constructive and beneficial - especially in this case according to the researcher- to the world of English teaching. Thus, this research was conducted.

Among all of these mini games, the researcher was captivated with one of Yahoo mini games namely “Little Shop of Treasures”. This game is just perfect and accessible for learning English especially for vocabulary learning. It is easy to play with a range of levels
and provides high-qualified colorful graphic, hundreds of English wordlist, several different supporting themes and interesting sounds as usually provided by other games which are good enough to catch one’s attention for couple hours ahead after his first try.

As being studied by some experts in language teaching, it has been known that clear knowledge of vocabulary is essential to the development and demonstration of linguistic skills (Hughes 146). Further, Cross in his book A Practical Handbook of Language Teaching acknowledges that a good store of words is crucial for understanding and communication. In different ways, Harmer in The Practice of English Language Teaching describes in metaphor that if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.

Regardless its vital importance, vocabulary teaching and learning is not always enjoyable, motivating and driving interest. In fact, many learners find that understanding new vocabularies in order to employ a language for communication purpose can be so frustrating and less inspiring when this session is led using merely a list of words without being followed by other methods which can drill learners’ enthusiasm and excitement.

Many researches has been trying to develop continually more and more methods in order to help learners accomplish their vocabulary learning better, yet in more pleasing ways. Most vocabulary study was carried out through reading. Among the assessments of reading for vocabulary recognition, there are multiple-choice techniques, matching, picture-cued identification, cloze technique, guessing the meaning of a word in context, etc (Brown 229).

There are several ways of making clear the meaning of a word, according to Cross. These modes of presentation may be used alone or in combination. The first is ostensive, which is a mode of showing exact things related to the word by holding it up or pointing. Then, there is also the presentation of realia which means real objects which can often be brought to the classroom as the representation of words. Pictures are the other way to present words from the objects that are not easily carried or that are unavailable. The last mode of presentation is through the body gestures to show some words related with feeling, a range of meanings, verbs or adverbs.

In this research, the words’ presentation and recognition were in the form of picture-cued identification and matching, where the students were drilled to memorize wordlist by matching pictures with its English terms and definitions.

The idea of using the power of gaming in computer assisted vocabulary learning was based on Molnar in “Computer Literacy in the Classroom” who stated that “the power of the computer eliminates many manual skills that are prerequisite to mastery and provides a powerful, general problem-solving tool that permits students to cope with problems of complexity”. Moreover, the power of gaming format is that it enables the student to engage in the requisite practice in the context of a challenging and rewarding environment rather that in one that is dull and routine (Frederiksen 88).

The purpose of this research was to find out whether the gaming method would be successful in vocabulary learning and give significant upgrading in students’ scores through its comparison to the dull and routine vocabulary learning.
METHODOLOGY

In this research, there were two groups of students who studied a number of vocabularies with different methods. The first was the experimental group while the other was the control group. The samples for this research were the first year students from MTU (Air Transportation Management) department of STTKD (School of Aviation) Yogyakarta year 2009. These students consisted of 50 personnel with different background of high school. For student grouping, the researcher chose random sampling (Suharsimi 134).

The research materials were almost 360 words in English divided into 5 different themes including Diner, Garden, Farmer House, Sporting Goods and Music Store. These themes were taken from the computer games “Little Shop of Treasures” which could be played online through the internet connection.

Since this was a research which compared two different treatments of language learning on students’ achievement, scores were used as the data for further observation and discussion. For this particular research, two types of scoring data were needed. The first data was collected from the first group of students, which received the treatment of computer gaming assisted language learning. The data included the pre-test scores compared to the posttest score after the treatment. The second data was collected from the non-computer assisted language learning class which also included the pre-test scores and the posttest scores.

The test was designed appropriately with the research materials which were from “Little Shop of Treasures” wordlist in 5 selected themes. It consisted of 20 pictures (words matching), 20 descriptions (jumbled letters matching), 20 definitions (words matching), 20 pictures (theme categories matching) and 20 gap filling in 5 paragraphs of a story. The students should match and choose the best word from alternatives answer given accordingly to the pictures and the sentences.

For this research, the period of time used were 10 meetings and 2 meetings left out to use for the pre-test and post-test. Firstly, the researcher conducted a proficiency test as a pre-test designed to measure the students’ ability in a language, regardless of any language training they might have. Each meeting for the treatment consisted of 100 minutes. One theme was given in two meetings systematically – one theme before another – by considering there were approximately 71 words per theme. It meant that for every meeting, approximately 35 words were given.

The experimental group performed their study in a multimedia laboratory supported by the internet connection in order to be able to play the game “Little Shop of Treasures” and start memorizing the words given per meeting. They were given instruction by the teacher to open and run the program and initiate the vocabulary learning and practice. The basic idea of this game was to search things from each theme and match them with its term provided below the screen. These things were put scattered around the setting area to give challenge and time rush for the gamer to seek it. The word group which came randomly needed immediate click on the appropriate picture before the gamer might continue to the next word group. By the
time the students found the word and matched it with the correct picture, they did the vocabulary learning.

On the other hand, all students from the control group were only equipped with a module especially designed for this vocabulary class. This module consisted of a complete wordlist from each theme, some pictures and their terms, some descriptions and their words, and finally some words and their definitions. The class was conducted through presentation and skills practice.

By the end of each discussion per theme, all students from both groups were given a small quiz to encourage and highlight their study. After finishing the period of time needed for this research, all students were given a final achievement test as the post-test. From this test, the second data was collected for further discussion and observation.

RESULT AND DISCUSSION

Result
When all data needed were already collected, the next step was to put them into 2 categories of table. The first category of table was data entry from the controlled group and the second was from the experimental group. The data were analyzed using statistical procedures to calculate the average of those scores.

<table>
<thead>
<tr>
<th>No.</th>
<th>Student Numbers</th>
<th>Pre-Test</th>
<th>Post Test</th>
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<tbody>
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<td>1</td>
<td>0908001</td>
<td>64</td>
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<tr>
<td>2</td>
<td>0908002</td>
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<td>18</td>
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<td>79</td>
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</tbody>
</table>
From the controlled group, it can be seen that the total score of the pre-test on the third column was 1527 and the average value was 76.35. Meanwhile, the total score in the post-test displayed on the forth column was 1574 and the average value was 75.7. The average value for the students’ improvement was calculated as follows:

\[
\bar{X}_{\text{student improvement}} = \bar{X}_{\text{post-test}} - \bar{X}_{\text{pre-test}}
\]

\[
= 75.7 - 76.35
\]

\[
= -0.65
\]

<table>
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<th>No.</th>
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<tr>
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<tr>
<td>Average</td>
<td>58</td>
<td>65.45</td>
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Next, from the analysis of the second group, it can be seen that the total score of the pre-test on the third column was 1160 and the average value was 58. On the other hand, the total score of the post-test displayed on the forth column was 1309 and the average value was 65.45. The average value for the students’ improvement was 7.45.

The average diversity testing from the output between the first group and the second one can be described in table 3 below.

Table 3
Difference of scoring in average between controlled group and experimental group

| n1 (numbers of students in controlled group) | 20 |
| X1 (average value for improving test result of controlled group) | -0.65 |
| n2 (number of students in experimental group) | 20 |
| X2 (average value for improving test result experimental group) | 7.45 |

For further statistical testing of this data, this research required standard deviation. The standard deviation was needed to show how much variation occurred from the average. This was a measure of the spreading of data coming up from the students’ scores.

Table 4
Standard Deviation of controlled group and experimental group

| S1 (standard deviation for controlled group) | 12.15 |
| S2 (standard deviation for experimental group) | 13.71 |

Hypothesis of this research was described as follows:
Ho: μcontrolled = μtreatment or μcontrolled - μtreatment = 0
Ha: μcontrolled < μtreatment or μcontrolled - μtreatment < 0

The degree of freedom was calculated using the formula as follows:
\[ df = n-k-1 \]
df : degree of freedom
n : number of students
k : variable

This degree of freedom was important to have a number of independent pieces of information that go into the estimate of a parameter. From this formula, the degree of freedom was 38.

Further, if one-tailed test statistic was applied toward this data in order to test validity of hypothesis, to was needed.

\[ to = \frac{X1 - X2}{\sqrt{\frac{(n1-1)S1^2 + (n2-1)S2^2}{n1 + n2 - 2} \left( \frac{1}{n1} + \frac{1}{n2} \right)}} \]
The next step was to consult $t_0$-value of 38 which was -1.98 to the t-table. With $\alpha = 0.05$, and $t_0$ of 38 was placed within the range of t-table of 30 which was 1.684 and t-table of 40 which was 1.697, the interpolation was needed to have accuracy of t-table of 38.

$$
\Delta t - table = \frac{(38 - 30)}{(40 - 30)} (t_{030} - t_{040})
$$

$$
\Delta t - table = 0.8 - (0.013)
$$

From this $\Delta t - table$ value, t-table of 38 can be precisely calculated as follows:

$$
t_{038} = t_{030} + \Delta t - table
$$

$$
t_{038} = 1.697 + 0.8 (-0.013)
$$

$$
t_{038} = 1.687
$$

With t-table 1.687 and t-value -1.98, the graphic of one-tailed test statistic was figured in the following image.

With the output of t-value -1.98 and t-table -1.684, it can be seen that the t-value was less than the t-table. Therefore, it was placed on the left side of the t-table. According to the previous hypothesis, the procedure of this statistic one-tailed test supported the alternative hypothesis (Ha) while the Ho was rejected.

Discussion

As described on previous background, in order to increase student’s score, method of language learning may be designed in a more fun and interactive way, especially in vocabulary enrichment of EFL students because it functions as an essential foundation to develop and demonstrate their linguistic skill in English.

From the comparison between experimental class and controlled class above, there is a significant number of improvement equal with 7.45 in average for the experimental class. It shows that all students who attended the experimental class have been improving in their vocabulary score. The word’s presentation and recognition through the game of Little Shop of Treasure gives positive influence to students’ upgrading demonstrated in t-value equal with -1.98 which is lesser that t-table equals with 1. 687. This leads to the supporting of the alternative hypothesis (Ha) which means students’ improvement in controlled group is lessen than students’ improvement in experimental group. Again, the power of gaming in the Little Shop of Treasure as learning tool can give impact to the upgrading of students’ score.
CONCLUSION

The current study shows that employing the online game of “Little Shop of Treasure” was a more effective way to improve the students’ vocabulary scores. Discussion of this research shows a lesser number of the t-value compared to the t-table, which was visually shown by a figure where the t-value was on the left side of the t-table. This actually demonstrated that the treatment given toward the experimental class succeeded well. All students from this group scientifically showed a significant progress in their vocabulary achievement after a period of treatment of vocabulary learning through the online games. This method obviously functioned not only to make a more fun class of vocabulary learning and to drive interest, but also was successful to boost up students’ achievement in scores as well. As comparison to this substantial value of improvement, the students from the controlled class could not show the same progress in their scores.

Therefore, this type of method using the online games could be used as one of the alternatives for teachers to conduct their vocabulary teaching, either used in a whole package of class session or partly in warming up or drill activities.

REFERENCES


APPENDICES

DINER

GARDEN
Computer-Assisted Vocabulary Learning: The Power of Gaming on Students’ English Vocabulary Achievement

FARMER’S MARKET

SPORTING GOODS
REVISITING BILINGUAL EDUCATION TO TARGET GLOBAL CHALLENGES

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Abstract

Globalisation demands people to move across boundaries. Thus, socioculturally, there is a high urgency of improving cross-cultural understanding. Emerging racial riots elucidate the fact that cross-cultural understanding is relatively low. Responding to the problems, this paper proposes bilingual education as a catalyst to foster cross-cultural understanding. By re-contextualising bilingual education with globalisation, this paper attempts to model two distinctive frameworks of bilingual education for developing and developed countries. Developing countries should incorporate English in the framework, since it is the empowering tool to take part in globalisation. On the other hand, developed countries should endorse a language other than English (LOTE) policy in the bilingual education framework. Finally, this paper further scrutinizes the advantages of implementing bilingual education in both categories of countries.

Introduction

Globalisation presumably demands people to communicate and move across boundaries. Consequently, mutual understanding among different countries and cultures should be built. A global language, English, emerges to bridge the gap. The global or international language serves as a lingua franca so that those who speak different mother tongues could exchange information and get the transaction done. But then, language per se is not enough.

Communication, vis-à-vis cross-cultural communication, does not rely solely on language, but also cross-cultural understanding. Understanding a culture means understanding its beliefs, values and norms embedded in the society. In a more overt level, for example, opening a speech in Indonesia undergoes different procedure compared to speech structure in Australia. In Indonesia’s culture, audience are layered, and have to be addressed systematically. In Australia, however, general addressing system such as ‘ladies and gentlemen’ is enough and appropriate. There tends to be discrepancy of understanding between the two, as they belong to different cultures. Lack of this cross-cultural understanding might lead to communication breakdown, even conflict. For example, in Cronulla, New South Wales, in 2005, there was a series of huge riots. Youth and adults were involved in brutal brawls. News and analysts reported that the fundamental cause of this riot was due to lack of cross-cultural understanding. This may show that although those involved in the riots could communicate by using global language, they did not have any mutual cross-cultural understanding. The case advocates a proposition that the existence of global language should be balanced with cross-cultural understanding.
This paper is not going to provide a strategic solution towards both problems. Rather, it proposes an alternative response from education perspective as a starting point to prepare youth to actively participate in the globalisation with a more global and mutual understanding. Education is not an instant solution offered to solve an economic problem. Rather, it is a long term investment for a nation through its young generation. Therefore, the central issue of this paper is that bilingual education contextualised by globalisation would empower developing countries in playing its role in globalisation and help developed countries to manage cross-cultural understanding. Its conceptual framework is illustrated in figure 1.

![Diagram: Globalization has created a huge gap
- Developed countries
- Developing countries
- Bilingual Education contextualized by Globalization
  - LOTE: as a catalyst of cross-cultural understanding
  - English: as an empowering tool to join the global market]

Figure 1. Mapping out Bilingual Education in globalisation context

From the above figure, this paper is going to answer the following questions: 1) how are the developing countries advantaged by English in the bilingual education?, and 2) how are the developed countries advantaged by Languages Other Than English (LOTE) in their bilingual education?

The Conundrum of Globalisation

Globalisation, defined by Gibson-Graham (1996 in Stromquist and Monkman 2000: 4) is “a set of processes by which the world is rapidly being integrated into one economic space via increased international trade, the internalization of production and financial markets, the internalization of a commodity culture promoted by an increasingly networked global telecommunications system.” From the definition, it could be perceived that globalisation provides new patterns of trading and communication. In the sense that to sell a product, a company would have a wider market opportunity, the market does not stop only within the border of their own country. For example, McD, Starbucks, and ALDI can be found not only in New York or Frankfurt, but also in Australia and Asian countries. To that extent, globalisation is beneficial since it presents substantial opportunities for worldwide enhancement. Notwithstanding, such benefit is partial. Seemingly developed countries reap
most of the benefits. They are able to integrate at a faster pace than the developing ones. This shows that the more capacity of integration a country has, the faster it would join in the competitiveness of globalisation. Integrating capacity is supported by many elements, such as English communication skills, information technology, business management, and commercial know-how (Lin and Martin 2005). This different pace of integration contributes in building the wall between developed and developing countries.

There are certain descriptors of developed and developing countries. One of which is country’s income level. The following chart (chart 1) depicts the twentieth century of the world’s income level, adopted from *The World Economic Outlook* (IMF Working Paper, 2000). The chart represents countries which are ranked based on their level of income inequality, and they are separated into quartiles corresponding to low, middle-low, middle-high and high income quartiles.

According to the chart, it is obvious that the period of 1900 to 2000 has witnessed a marked income gap between the high income quartile, and the middle and low income quartiles. The study, with 42 countries as its data for the entire 20th century, concludes that output per capita has risen substantially, but its distribution among countries has become more and more unequal than those the at beginning of the century.

According to World Bank (www.worldbank.org), developed countries usually have high-income and large stock of physical capital in which most people have a high standard of living, good educational opportunities, as well as low birth-rate. These high-income countries approximately comprise 15 percent of the world’s population. Some of which are UK, US, Netherlands, Germany, Australia and Japan. In chart 1, developed countries are those belong to high-income quartile. On the other hand, some others are less integrating themselves into the global economy. As opposed to developed countries, developing and less-developed countries can be indicated as having middle or low levels of GNP per capita in which the people live in a moderately middle or low standard of living, middle or low literacy rate and high birth-rate. Brazil, Afghanistan, Malaysia, Indonesia and Sri Lanka are some of the examples. In chart 1, developing countries fall into the category of middle-high and middle-low income quartile, while less-developed countries presumably belong to low income quartile.
quartile. This paper, however, classifies the world into two categories, i.e. developed and developing countries, with a rudimentary assumption that less-developed and developing countries belong to the category of developing countries. This is aimed to categorize the implementation of the two distinctive frameworks of bilingual education with a consequence that less-developed and developing countries would generally adopt the same framework of bilingual education.

The inequality pattern of income level reflects two main interpretations. First, in a longitudinal sense, globalisation has witnessed an accelerated income growth of all income quartile. Second, the landslide gap between the low, middle, and high income quartile, however, becomes wider compared to those in the 1900. Although the low income quartile undergoes increase, its raise is nothing compared to the high income quartile. The income gap between the top and bottom has increased until 70 percent. This data means that the income of the top earning quartile grew much faster than that of the middle or low quartiles. This rising inequalities between the high and low quartiles remain until today.

Rising inequalities, on the one hand, might be perceived as a sign of robust economic growth, because some countries have moved forward and launched innovative products. On the other hand, inequalities may bring about detrimental effects on social and economic growth. Those countries who are left behind might find it difficult to struggle and adjust with the high-pace development. Low income households might response and adapt more slowly to the economic shocks. The slow response and adaptation might be due to the low integrating capacity a country has. Deficit importers and inflation phenomena in several African countries such as Kenya, Tanzania, and Malawi are some of macroeconomic instability. No altruism should prevail realizing that 1.4 billion people who live in poverty are all in developing countries. And, when economy goes out of control, crime rate rises higher and health service goes weaker.

Macroeconomic instability which might be resulted from income gap could lead to social instability. The complex conundrum between the two is, however, not clear-cut. Its complexity is, nevertheless, tried to be responded by other sector, which is education, particularly bilingual education. It is a response which does not belong to neither economic nor social sector.

**Bilingual Education Then and Now**

Bilingual Education could be defined as ‘educational programs that are designed to promote bilingual skills among students’ (Cummins and Corson 1997: xii). It is not a new concept. In fact, it has evolved since the beginning of the 20th century. Previous researches, 1920s to 1950s, indicate that bilingualism is detrimental to children’s cognitive development. This belief was strongly approved in London conference in 1931, announcing that bilingualism was a handicap to education. This paradigm shifted when 200,000 students in Mexico were tested to prove that bilingual children did not do any worse than the monolinguals. Since then, bilingual education has been widely implemented for many purposes.
According to Cummins and Corson (1997), by virtue of its purposes, bilingual education can be classified into four, i.e. (1) program which involves the use of indigenous or Native language as medium of instruction, such as Aboriginal languages in Australia, (2) program involving the use of national minority language to promote its official status, like those implemented in Ireland, Scotland, and Wales, (3) program which includes international minority languages which are the immigrants’ languages, such as the case of US and Netherland, and (4) program intended to develop bilingual and biliteracy skills among students, like those of Brunei, Canada, Hong Kong and Lebanon. The four bilingual programs are currently implemented. However, cognizant to the problems presented earlier, the pedagogical objectives of bilingual education should be updated with the new context, vis-à-vis globalisation.

Globalisation positions English as a global language. Discussion and researches on language so far have been focusing on English as an International Language. Eighty percent of the world’s information in the internet is in English. But then, the use of English only is not sufficient as an integrating tool. Its inadequacy does not lie on its practical level, but more into perceptual level. If the language advocated for bilingual education is only English, then the integration comes from only one side, in this case, developing country; whereas the developed countries stay in their comfort zone. They tend not to learn other languages as other language users learn English. This superior position in language use apparently also contributes in culture superiority. If a certain culture feels superior to others, it might devalue other cultures. To avoid this, there should be two ways of mutual language learning as an attempt to integrate. Bilingual education for those developed countries is Languages Other Than English (LOTE) which is aimed to raise cross-cultural understanding. Bilingual education for developing countries is English as an empowerment to participate in globalisation.

**English as an Empowering Tool**

To re-contextualise Bilingual Education within globalisation framework, the first outlook is focusing on English-national language bilingual program which is promoted for developing countries to accelerate the pace of integration. English is advocated because it is a global language. The global use is indicated by the fact that 80% of the sources in the internet are stored in English. There is no other way to access that knowledge than equipping them with English.

This linear relationship between English proficiency and integrating capacity is in line with Lin and Martin (2005), that some elements required to participate in global competition are English communication skills, information technology, business management, and commercial know-how. The importance of English is approved by the data that English is currently the most widely taught language in over 100 countries (Crystal 1997). As a consequence, only those with access to such knowledge and skills in educational context will be able to benefit from globalisation. Equipped with the global tool, one would gain a
transnational mobility as he has more opportunities in finding jobs anywhere across the globe and on top of that, access to new knowledge and skills. In other words, those who can use English would have a plus point in social, economic, political and cultural terms.

It is English which holds the critical role because it is widely used in many countries. The data in 1996 show that English native speaker in the world is approximately 375 million, those who use English as a second language reach up to 518 million, whereas those who use English as a foreign language reach 750 million (Graddol 1997). These statistics are portrayed by figure 2 below, adopting the three layering system of Kachru (1985 in Lynch 2000).

![Figure 2. English users in the world (combined from Graddol 1997 and Kachru 1985)](image)

Kachru (1985 in Lynch 2000), in terms of English ownership, has divided English users into three concentric circles. This means that the central zone is occupied by native speakers, the middle layer by those who use English as a second language (the collaries), and those in the third layer is the users of English as a foreign language. Although the central category has the lowest amount, it holds the control. The two outer layer categories might see the central as perfect model. This tiered hierarchy creates inequality in communication across layers. According to Foucault (2002), language and power is tightly related. He argues that those who have command of the dominant language drive the political vehicle and thus have significant power over those less fluent in the language. To him, ‘language is a significant system in the creation and distribution of power’.

This power relation is, somehow, unfair. Those who speak global language as a mother tongue would automatically be in a position of power compared to those who have to learn it as an official or foreign language. As far as the English power concerned, during the twentieth century, the position of English in the world is even maintained and strengthened by American’s economic supremacy. Accordingly, the use of English as a global language is a form of linguistic imperialism by witnessing its inevitable as well as unstoppable expansive reach.
Further scrutinizing this issue, the polemics engaging in every debate about English as a global language is whether this idea may be interpreted as an indication of the ongoing colonisation or simply a pragmatic reason driven by the world economy (Crystal 1997; Lynch 2000; Modiano 2001; Bruthiaux 2002). At least there are three major points to analyse the prominence of English. *First*, English is clearly a hegemonic language in the contemporary world, due both to the extensive impact of the British Empire during the colonial period (commonly called as English Diaspora). *Second*, the dominance of the American economy, culture, science, technology, politics, and thus media, has raised English in the contemporary world highlight. Although, the U.S. has recently experienced massive economic downturn, the media, however, still boosts up, for example, Barrack Obama inauguration, Bush policy, etc. Further, Crystal articulates the idea by saying ‘the language behind the US dollar was English’ (1997: 8). *Third*, English stands out from other languages because, in our increasingly interconnected world, it has become the *lingua franca* of interaction.

The contrast between the polemics and the stance of English as an empowering tool for youths diverges into two polarities: opportunities and threats. Globalisation, then, has given rise to the use of English at the crossroads. And, youths are caught at the crossroads. A sceptical look, by becoming more alert on the threats of English, might hold back youth from joining the global competition. A liberal stance could probably contribute to the erosion of one’s national identity. Framing English in pedagogical context, *vis-à-vis* bilingual education, might serve as a win-win solution. Opportunities offered by globalisation could be taken, and alert towards threats could be conquered.

Bilingual education is implemented in school and other institutional settings. Normally, it realizes in the form of either in International schools, Bilingual schools, or Immersion class which seemingly operate exclusively in some countries. They offer math, science and social studies with English as the medium of instruction. The following table is a comparison of bilingual education practiced in some developing countries.
Table 1. Comparison of Language Education Policy in several developing countries

<table>
<thead>
<tr>
<th>Countries</th>
<th>Language Education Policy</th>
<th>Colonial history</th>
<th>Position of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>Three Language Formula (mother tongue, national language, English)</td>
<td>British Empire</td>
<td>2nd Language</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Immersion program (core subjects in English started from Standard 1)</td>
<td>British Empire</td>
<td>2nd Language</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Immersion program (Math, science, and social studies in English from Year 7) started in 2004</td>
<td>Netherlands, Japan</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Thailand</td>
<td>alternative immersion (Math in English, social studies in Thai) and parallel immersion (core subjects in both languages) programs started in 1992</td>
<td>None</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Two-tier bilingual system (Arabic-French &amp; Arabic-English)</td>
<td>French</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>South Africa</td>
<td>Afrikaans and English (medium of instruction )</td>
<td>British Empire</td>
<td>2nd Language</td>
</tr>
<tr>
<td>Kenya</td>
<td>Kiswahili and English (medium of instruction from Standard 1)</td>
<td>British Empire</td>
<td>Foreign Language</td>
</tr>
</tbody>
</table>

Table 1 presents seven profiles of developing countries in terms of their language education policy, colonial history and the position of English. As indicated in Table 1, different countries have different form of bilingual education. For example, the neighbouring countries like Malaysia and Indonesia have entirely distinctive programs. Malaysia starts the bilingual program from Standard 1, whereas Indonesia begins from Year 7. The different starting point could also be caused by the position of English in both countries. English is considered as a second language in Malaysia. It means that people speak English not only at school or official setting, but also at home and public places. Yet, in Indonesia, English is acknowledged as a foreign language. It is mainly employed in particular domains, such as school and international company. Historically speaking, the position of English in a country can be traced back from its colonial history. As Malaysia was occupied by British Empire (the beginning of 18th century to 1941), English was once becoming the medium of
instruction. As compared to Indonesia which was colonized by the Dutch and Japan, then English wave has just emerged in 2004.

To reach the goal of bilingual education in developing countries – to empower youth to join the globalisation – a frame should be built. Many cases show that youth tend to misunderstand the notion of globalisation. It is not how one familiar with the trend in Hollywood or other humdrum of western properties. Youth should not be washed away by those ‘filterless global entertainment’ which could fade away one’s national identity. Going global does not mean leaving local values. Bilingual education should, then, be responsive with this issue. Aiming that goal, in a practical level, science and technology building related subjects could be taught in English, whereas social and national character building related subjects should be taught in national language. This would tie the local and global interconnectedness. Figure 3 maps out this framework.

![Diagram](image)

**Figure 3. Framing the model of bilingual education for developing countries**

**LOTE for Developed Countries as Cross Cultural Understanding Catalyst**

As mentioned earlier, a monolithic belief of a language leads to linguistic complacency implying that a monolingual may not be motivated to learn other languages. As language is bound up with culture, this viewpoint affects inter-cultural relations and understanding towards other cultures. Thus, English monolinguals may tend to devalue other languages with a corollary impact on cultural values and identity. This scepticism, however, does not mean that English should be discredited by simply neglecting the fact that it is used
for the purpose of wider communication and international movement. Unable to avoid the world-wide use of English, there should be an attempt made to reach the equilibrium point of mutual understanding.

Bilingual education is the alternative response offered. Bilingualism enables youth to operate in more than one cultural framework. It functions as a catalyst to understand that there is more than one of thinking and behaving. If this happens, devaluing and discriminating other cultures could probably be avoided. UNESCO Universal Declaration on Cultural Diversity and its action plan (2001) mention that ‘languages are indeed essential to the identity of groups and individuals and to their peaceful coexistence… cultural diversity is closely linked to linguistic diversity’. Language is like the door of a culture. Underlying values, beliefs, and norms of a culture could likely be learnt from its language. Thus, learning languages other than English (LOTE) would contribute to understanding the culture of that particular language.

There is no such guarantee that by learning other languages, racial conflict could completely be avoided. At least, by incorporating cultural learning tour in language learning, understanding other culture is not a utopia. Globalisation has created a more melting pot of diverse cultures. Cognizant to that notion, according to Encyclopaedia Britannica (2003), 48.5% of countries world wide are multicultural with various proportions across continents. Article 2 of Universal Declaration on Cultural Diversity (UNESCO 2001: 13) mentions that ‘in our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together’. Learning other languages here would catalyse understanding other cultures. Understanding is, however, not a business of ability, it is more into attitude or state of mind. It is a proof of acknowledgment and respect towards other languages, thus other cultures.

In policy level, such cross-cultural understanding idea could be realized by LOTE national program. This program could be started by identifying the cultural diversity of the state or territory, then only certain languages could be endorsed. USA has implemented Bilingual Education Act since 1968. The result has been, however, unsatisfactory. An evaluation study of the effects of bilingual education in the US conducted by Lam (1992) reveals that the improvement of bilingual education evaluation has been unsuccessful. He argues that the studies he reviews, some of which are lack of sound and practical guidelines, incompetent program evaluators, and inappropriate state and federal policies. That is why, to exemplify the issuance process of LOTE national program, Australia is taken into account as it has a well-structured LOTE national program. A study on students’ attitude to LOTE by Squires (2003 in Jung et al 2007) reveals that positive attitude is generally found on students and teachers of LOTE. This academic joy is catered by, one of which, the structure of the program. That is why, as a subject of overview, the following table is LOTE policy in three States in Australia.
Table 2 displays language policy in three states in Australia (New South Wales, Queensland, and Victoria), as well as its implementation in school setting. The table presents the document of the policy, priority languages empowered, other languages suggested, and its implementation at school level (school levelling and hours of instruction). It is shown that different State or Territory endorses different policy. The languages are not selected randomly, rather purposefully. The purpose is driven by who live(s) in certain state or territory and how many. For example, in Victoria, in terms of linguistic diversity, there are at least 122 languages (including English) spoken by the residents. In terms of demography, approximately 42% of Melbourne residents were born overseas. This high cultural as well as

<table>
<thead>
<tr>
<th>State/Terr.</th>
<th>Document</th>
<th>Priority Languages</th>
<th>Other Languages</th>
<th>Levels of schooling &amp; hours of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>Excellence and Equity (1989). LOTE Strategic Plan Consultation Document (1992)</td>
<td>Arabic, Chinese, French, German, Italian, Japanese, Modern Greek, Spanish</td>
<td>Indonesians, Korean, Russian, and Vietnamese as a result of the inclusion of Saturday School of Community Languages.</td>
<td>By 1996, 100 hours for Years 7-10; after that 200 hours Years 11 &amp; 12; 25% of Year 12 students to be studying a LOTE by 2000. By 2010, all K-12 students to be studying a LOTE</td>
</tr>
<tr>
<td>Vic</td>
<td>Languages Action Plan (1989)</td>
<td>Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek, and Vietnamese.</td>
<td>No restrictions, integrated use of Victorian School of Languages.</td>
<td>Compulsory LOTE in Year 7 in 1992 and in Year 8 in 1993, extending to Years 9 &amp; 10 in subsequent years (depending on funding); a language in every primary school, but no timetable – currently funded programs in 155 primary schools offering each student a minimum of 3 hours per week.</td>
</tr>
</tbody>
</table>
linguistic diversity urges language policy to be endorsed. Compulsory LOTE is issued in Year 7 in 1992, and in Year 8 in 1993. Each school offers different LOTE, such as Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek, and Vietnamese. These languages are selected purposefully from the community demographic profile and linguistic diversity data. Table 3 explains the linguistic diversity in Victoria.

Table 3. Language spoken at home in Victoria (ABS, 2006)

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>39,687</td>
<td>52.1%</td>
</tr>
<tr>
<td>Mandarin</td>
<td>5,851</td>
<td>7.7%</td>
</tr>
<tr>
<td>Cantonese</td>
<td>4,306</td>
<td>5.7%</td>
</tr>
<tr>
<td>Indonesian</td>
<td>2,237</td>
<td>2.9%</td>
</tr>
<tr>
<td>Italian</td>
<td>1,111</td>
<td>1.5%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1,022</td>
<td>1.3%</td>
</tr>
<tr>
<td>Korean</td>
<td>891</td>
<td>1.2%</td>
</tr>
<tr>
<td>Somali</td>
<td>833</td>
<td>1.1%</td>
</tr>
<tr>
<td>Arabic</td>
<td>814</td>
<td>1.1%</td>
</tr>
<tr>
<td>Thai</td>
<td>656</td>
<td>0.9%</td>
</tr>
<tr>
<td>Japanese</td>
<td>624</td>
<td>0.8%</td>
</tr>
<tr>
<td>Greek</td>
<td>552</td>
<td>0.7%</td>
</tr>
<tr>
<td>Spanish</td>
<td>526</td>
<td>0.7%</td>
</tr>
<tr>
<td>Hindi</td>
<td>522</td>
<td>0.7%</td>
</tr>
<tr>
<td>Malay</td>
<td>482</td>
<td>0.6%</td>
</tr>
<tr>
<td>French</td>
<td>407</td>
<td>0.5%</td>
</tr>
<tr>
<td>German</td>
<td>313</td>
<td>0.4%</td>
</tr>
<tr>
<td>Chinese, not further defined</td>
<td>280</td>
<td>0.4%</td>
</tr>
<tr>
<td>Turkish</td>
<td>238</td>
<td>0.3%</td>
</tr>
<tr>
<td>Hokkien</td>
<td>201</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other languages</td>
<td>3,450</td>
<td>4.5%</td>
</tr>
<tr>
<td>Inadequately described</td>
<td>45</td>
<td>0.1%</td>
</tr>
<tr>
<td>Not stated</td>
<td>11,099</td>
<td>14.6%</td>
</tr>
<tr>
<td>Total</td>
<td>76,147</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 3, taken from Australian Bureau of Statistics (2006), shows the statistics of languages spoken at home by Victoria residents. It is revealed that the languages advocated at school for LOTE program are the selected languages spoken by the majority of the residents. In the table, the languages endorsed in the policy are yellow highlighted.

In a more practical level, cultural awareness could be inserted from the curriculum design to teaching and learning process of LOTE. In curriculum level, designers could allocate some slots for cultural understanding. In material development, cross-cultural
comparison could be inserted in culture focus. In teaching and learning process, students might be given more space to explore other cultures.

The advantages of endorsing such policy, in the long run, does not contribute only to the increased cognitive skills and better academic achievement, but also improve understanding towards other culture. This socio-political attempt of integration through language learning would benefit a country’s unity, especially those multicultural ones, such as US and Australia. The minority groups would feel acknowledged by their existence, despite their small numbers. Furthermore, now the corporate world begins to realize that linguistic capabilities are significant to help conduct business negotiations in the global economy. It would be a hands-on tool to sell products or service abroad, as knowledge of the language and understanding of the culture of the client are already built-in (Abbott and Brown 2006). From the students’ point of view, research conducted by Parkes (2008) in South-West USA, reveals the main reasons of why bilingual education is necessary. Of all respondents, 93.6% said that they want to be able to speak, read and write in two languages, 63.1% succeed in global society, 61.3% to be more successful in school, and to be comfortable to different people (60.7%). This shows that youth in the research coverage are aware that bilingual education is necessary, as they take the program not only for pedagogical reason, but also for economic and social-political reasons going out of the boundaries of classroom walls.

Realizing the benefits, it is reasonable to propose LOTE program within bilingual education framework in developed countries. First, from inward perspective, developed countries are migration destinations which become the melting pot of many different countries. LOTE program would help secure the internal social security and unity of a multicultural country. Cross-cultural misunderstanding and interracial conflicts could be possibly mitigated. In other words, the more multicultural and multilingual a country is, the more urgency a LOTE program. Second, from an outward outlook, a developed country is in a superior position from developing countries whose income level is higher (chart 1). At least, learning other languages could lessen the country’s potential to proliferate monolingualism by economic power. As to some, globalisation is perceived as imperialism by superior countries.

Conclusion

All in all, bilingual education set for both developed and developing countries is a win-win solution to live in harmony. For developing countries, English functions as a medium of instruction for math, science and technology subject-related. These content-based English programs would equip youth to be more competitive in the global competition. Moral and social-related courses should maintain the use of national language or mother tongue. This is aimed to make them aware of their national identity, by not excessively overwhelmed with International matter, which could lead to identity loss. Bilingual education for developed countries, should consider languages other than English with a cultural awareness program to
catalyse cross-cultural understanding. This would benefit them pedagogically, socio-politically, and economically.

In modelling the framework of bilingual education, this paper provides a relatively general blueprint adopted from countries which have implemented the program as national, state or federal policy, such as US, Australia Indonesia and Malaysia. That is why, further mechanism of bilingual education implementation in each country or even state or territory should be contextualized by undertaking needs analysis regarding who live within the region, what kind of language policy endorsed in that particular region, and what to achieve by running bilingual education programs.

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The World Bank www.worldbank.org

Incorporating Culture through Authentic Materials

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Warm-Up: Materials Brainstorm

- Make list of materials/media for teaching English.
- ANYTHING you would use to teach English can be on the list
- Be creative!
What are authentic materials?

- “Real world” spoken or written language – so, not specifically for the purpose of teaching English (Nunan, 1989)

- Examples:
  - TV/Radio broadcasts
  - Taped conversations, meetings, talks, and announcements
  - Magazine & newspaper stories
  - Hotel brochures
  - Airport notices
  - Bank instructions
  - Advertisements

Cultural Load of Authentic Materials

- Authentic Materials teach a LOT about the culture they come from.

- For example, think how much foreigners could learn about Indonesia by examining and thinking about the following:
  - A rice cooker
  - A menu from a Warung
  - An Indonesian calendar or date book
  - A package of wedang jahe mix
  - An Indonesian movie schedule
  - An Indonesian wedding invitation

- Some Examples....
Why use authentic materials?

- They show the relationship between the language and the world (Brinton, 1991)
- They present language in context, so the student is focused on the information and meaning rather than the language (Gebhard, 1996)
- They increase student motivation (Meivin and Stout, 1987)
- They have real language rather than “classroom language” (Porter & Roberts, 1981)
- The illustrate the “target culture” in addition to the “target language”

4 main groups of Authentic Materials (Gebhard, 1996)

- Authentic Listening/Viewing Materials:
  - TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, radio ads, songs, etc...

- Authentic Visual Materials (no text):
  - photographs, paintings, children's artwork, street signs, pictures from magazines, postcards, stamps, wordless picture books, etc...

- Authentic Printed Materials:
  - Newspaper & magazine articles, movie ads, astrology columns, lyrics to songs, restaurant menus, cereal boxes, candy wrappers, tourist brochures, telephone books, comics, greeting cards...

- Realia (Real-world objects):
  - Coins and currency, phones, dolls, puppets, bells, balls, fruit, clothing, sporting equipment, holiday decorations, etc...
Where can you find Authentic Materials in Central Java?

- Ideas??

- Online
- DVD/CD stores
- Jakarta Post/Globe
- Grocery Stores
- Hotels
- Travel Agents
If you ever go to a foreign country...

- Like maybe the US with the International Leaders in Education Program (ILEP) for secondary school teachers (deadline Apr. 15) or with a Fulbright Masters/Ph.D program (deadline Apr. 15)? (Hint, hint)
- Bring back lots of stuff!!

Sources of Authentic Materials Online (Authentic Listening & Viewing)

- Youtube
  - Mama Lisa: http://www.mamalisa.com/ Lots of authentic songs
  - TEFL Tunes: http://teftunes.com/ More authentic Songs, including songs matched to grammar/vocabulary topics
  - Voice of America: http://learningenglish.voanews.com/ Simplified newscasts
  - One Stop English: http://www.onestopenenglish.com/ Lots of resources!
  - Story Corps: http://storycorps.org/listen/ Stories from America
Sources of Authentic Materials Online (Authentic Visuals)

- Google Image Search
- ELT Pics: http://www.flickr.com/photos/elpics sets High-Quality pictures of almost any vocabulary word you could ever teach!
- Royalty Free: http://www.123rf.com/

Sources of Authentic Materials Online (Authentic Texts)

- One Stop English: http://www.onestopenglish.com/ Lots of resources!
- eBooks: http://www.free-ebooks.net Check out the “youth” section
- Gutenberg Project: www.gutenberg.org - 32,000 free books!
Sources of Authentic Materials Online (Realia)

- Just Kidding! By definition, Realia can’t be online.
- But this was a good chance to remind you of the 4th type of Authentic Material: Stuff all around you!

Can you teach using only authentic materials?

- What do you think?
Can you teach using only authentic materials?

- Probably not...
- But you should add them in when possible because it helps students to learn more, and to learn more authentic English

Example Lesson: Snack Seneca!

Warm-Up What are some typical Indonesian Snack Foods?
New Vocabulary

- On-the-go = while away from home, for example going from school, to music lessons, to soccer practice, to the store, etc.
- Eating habits = the food we usually eat
- Tasty = delicious
- Health-conscious individuals = people who care about their health and take care of their bodies
- Granny Smith, Golden Delicious = Types of apples
- Cinnamon = a spice from the bark of a tree. Smell it!
- Seeds = the small black or brown items inside apples
- Stems = the sticks apples grow from

Reading

Read the text.

Snack healthier... Snack Seneca

Our apple chips are made with whole fresh apples are the perfect choice for on-the-go eating habits of today's busy families!

Seneca snack chips meet the quest for a tasty, yet healthier, snack alternative. Less fat, low sodium, no cholesterol, and great taste combine to make our snack chips the preferred choice among health-conscious individuals.

So go ahead, snack healthier with all Seneca brand Apple Chips in Original, Cinnamon, Caramel, Granny Smith, Golden Delicious, and Sour.

(Our apple chips are carefully sorted but may contain occasional fragments of seeds or stems.)

Any questions?
Comprehension Questions

1. What flavors do these chips come in?
2. What kind of person would probably like these chips?
3. Why are Seneca Apple Chips healthy?
4. What is a possible problem with these chips?

Synonyms

Find a Synonym for:
- Eat (but not at breakfast, lunch, or dinner)
- Search
- Better for your body
- Include
- Choice
Cultural Questions

- When American people snack, what types of food do they like to eat?
- What are some things Americans consider unhealthy?
- What might a typical day be like for an American family?
- How are American and Indonesian ideas about snacking different?

Application and Closure

Take Aways

- Many things can be called “authentic materials”
- Using authentic materials:
  - Makes students more interested
  - Shows them real language
  - Shows the culture
  - Connects the language to the real world
- You should include them when you can
- You should try to start keeping good sources of English NOW