Welcome from the Dean of Languages and Arts Faculty

3rd English Language Teaching, Literature, and Translation

International Conference 2014

Unnes in collaboration with AWEJ & RELO

Conference Proceedings

“The Global Trends in English Language Teaching, Literature, and Translation”

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Semarang State University
3rd ELTLT CONFERENCE PROCEEDINGS
Faculty of Languages and Arts, Unnes

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Preface

Last year, we discussed about issues and challenges in English Language Teaching, Literature, and Translation but at present, we discuss The Global Trends in English Language Teaching, Literature, and Translation. We also expect that there are many lecturers, researchers, teachers, students and those interested who would like to contribute to the better relation among nations.

Re-Elected again as the chair of ELTLT, in this 3rd English Language Teaching, Literature, and Translation International Conference 2014, I would like to extend our sincere gratitude to all presenters, especially for Assoc. Prof. Pam Allen and Prof. Richard Kiely, MA., P.hD for accepting the invitation to speak as the keynote speakers.

We would like to do best for the smooth of the programs. The committee would also like to thank the Rector of Semarang State University, Prof. Fathur Rokhman and the Dean of Languages and Arts Faculty, Prof. Agus Nuryatin for their full support. The deepest thank also goes to Dr. Issy Yuliasri, M.Pd as the Head of English Department. The last, we expect all presenters and participants to have wonderful conference at present and we hope all of you would like to join 4th ELTLT next year.

Bambang Purwanto, S.S., M.Hum

Chair of ELTLT Committee
Faculty of Languages and Arts
Semarang State University
Welcome Note from the Dean of Languages and Arts Faculty

As the Dean of Languages and Arts Faculty, we are proud to have an annual international conference such as ELTLT 2014.

To be chosen as presenters for the parallel presentation in this conference is a considerable honor and achievement. I would like to congratulate the presenters who have been selected, as well as the reviewers who have chosen the successful presenters. Obviously not everyone interested in the chosen topic could attend this conference, so the post-conference proceeding will present to a much wider audience issues related to the topic. The proceeding is also a proof that the contributions of presenters are valued.

I also would like to offer my congratulations and appreciation to the organising committee who have been working hard to prepare the conference, and to all keynote speakers, presenters, and participants for such an impressive conference.

We hope that through this annual ELTLT conference, there will be a stronger bond amongst academics, especially those with the expertise of English language teaching, literature, and translation. I wish you a wonderful conference.

Semarang, September 2014

Prof. Dr. Agus Nuryatin, M. Hum
The Dean of Languages and Arts Faculty
Semarang State University
Welcome Note from the Dean of Languages and Arts
Welcome Note from the Head of English Department

We are privileged to organize this annual conference. This year ELTLT is actually the third conference; the first, namely ELTL (English Language Teaching and Literature) Conference, was last 2 year. We have received quite a lot of abstracts and most were accepted for presentation. Surprisingly, the number was doubled as compared to last year and last 2 years. This means that more academics are interested in our conference and trust us as organizer of the conference.

Therefore, I would like to congratulate the organizing committee who has been working hard to prepare the conference. I also would like to extend my deepest gratitude to all keynote speakers, presenters, and participants for their contribution to our conference.

I do hope that this annual ELTLT conference could serve as a bridge that channels bond amongst academics, especially those with the expertise of English language teaching, literature, and translation.

With best wishes for a rewarding and successful conference!

Dr. Issy Yuliasri, M.Pd
Head of English Department
Faculty of Languages and Arts
Semarang State University (UNNES)
Welcome Note from the Head of English Department
Content

Preface
Welcome Note from the Dean of Languages and Arts Faculty
Welcome Note from the Head of English Department
Content

REVITALIZATION OF ENGLISH TEACHER EDUCATION: AN EFFORT TO IMPROVE THE QUALITY OF STUDENTS’ LEARNING IN ENGLISH
Abdul Muth’im .......................................................................................................................... 1

‘NDONGENG’ FOR CHILDREN CHARACTER BUILDING
(A COMPARATIVE STUDY BETWEEN NDONGENG AND SUGGESTOPEDIA)
Abdurrachman Faridi ............................................................................................................. 12

FRENCH BORROWINGS IN THE JAKARTA POST’ ARTICLES – LACK OF VOCABULARY OR A FORM OF SOPHISTICATION
Ahmad Yulianto .......................................................................................................................... 28

IMPROVING STUDENTS’ ABILITY IN WRITING RECOUNT TEXTS BY USING AUTHENTIC TASK
Ahmad Yusri ............................................................................................................................. 45

CONSERVATION STARTERS IN ENGLISH TEACHING
Amir Sisbiyanto and Rahayu Puji Haryanti ............................................................................... 61

AFRICAN-AMERICAN STRUGGLE FOR EQUALITY IN “I, TOO, SING AMERICA” AND “BALLAD OF THE LANDLORD” BY LANGSTON HUGHES
Anddy Steven ........................................................................................................................... 74
INCREASING STUDENTS’ INTERCULTURAL AWARENESS IN MULTICULTURAL CLASSES
Andreas Winardi .......................................................... 89

A PICTURE OF MODERN FEMINISM THROUGH SOUNDTRACKS LYRICS IN FROZEN
Anna Sriastuti .......................................................... 98

BILINGUALISM AMONG STUDENTS OF THE FACULTY OF LANGUAGE AND LITERATURE, SALATIGA, INDONESIA: A DESCRIPTIVE ANALYSIS
Anne Indrayanti Timotius and Maria Christina Eko Setyarini .......................... 109

RESPONDING TO MULTICULTURAL ENGLISH CLASSROOMS: TEACHERS’ POLICY TOWARDS INTERCULTURAL COMPETENCE DEVELOPMENT
Athriyana Pattiwael ...................................................... 125

THE STRATEGIES TO COPE WITH EFL STUDENTS’ SPEAKING ANXIETY IN CLASSROOM CONVERSATION: STUDENTS AND TEACHER PERSPECTIVE
Atikah Wati .......................................................... 135

KWantLeD GaWa: A TEACHING TECHNIQUE TO IMPROVE STUDENTS’ INTEREST IN READING CLASS (A CASE OF ENGLISH LESSON AT SMAN 2 DEMAK)
Atiya Mahmud Hana ...................................................... 145

GENERATING A MODEL FOR OFFICIAL LETTER TRANSLATION
Bayu Budiharjo and Fenty Kusumastuti ...................................................... 153
TEACHING BUSINESS CORRESPONDENCE FOR TOURISM AND HOSPITALITY THROUGH COLLABORATIVE WRITING APPROACH
Budi Purnomo .......................................................................................................................... 166

DESIGNING ENGLISH LEARNING MATERIALS TO FOSTER CHILDREN’S CREATIVITY
C. Murni Wahyanti.................................................................................................................. 174

CURRENT, POTENTIAL AND FUTURE ISSUES: SEMESTA SENIOR HIGH SCHOOL AS MODEL SCHOOL OF EMERGING ICT TO ANSWER 2013 CURRICULUM IMPLEMENTATION
Candradewi Wahyu A., Wasi’ah Kurniaty and Windhariyati Dyah K. ........................................... 185

USING PEER FEEDBACK FOR LIFELONG LANGUAGE LEARNING
C. I Wayan Eka Budiartha........................................................................................................ 197

MOTHER PORTRAIT IN GORKY’S MOTHER AND JOESOEF’S EMAK: A COMPARATIVE STUDY
Deta Maria Sri Darta ................................................................................................................ 204

KINDERGARTEN KID AND HER INTERLANGUAGE
Djoko Sutopo .......................................................................................................................... 214

MOVIE CLIP, A MEDIA TO CONDUCT INTERACTIVE TEACHING FOR A THEORITICAL SUBJECT
Dyah Mukaromah .................................................................................................................... 228

A GRAMMATICAL ADJUSTMENT ANALYSIS OF STATISTICAL MACHINE TRANSLATION METHOD USED BY GOOGLE TRANSLATE COMPARED TO HUMAN TRANSLATION IN TRANSLATING ENGLISH TEXT TO INDONESIAN
Eko Pujianto ............................................................................................................................ 234
THE NATURE OF LEARNER LANGUAGE: A CASE STUDY OF INDONESIAN LEARNERS LEARNING ENGLISH AS A FOREIGN LANGUAGE
Endang Fauziati .................................................................................................................. 244

THE MEANING OF LOVE IN THE NOVEL THE BRIDGE OF SAN LUIS REY BY THORTON WILDER
Endang Susilowati ............................................................................................................. 260

THE USE OF FACEBOOK GROUP DISCUSSION TO IMPROVE READING STRATEGIES, AN ACTION RESEARCH
Endang Yuliani .................................................................................................................. 267

TRANSLATION PROCESS AND THE USE OF COMPUTER A REPORT ON PROBLEM-SOLVING BEHAVIOUR DURING TRANSLATING
Engliana ................................................................................................................................. 279

STUDENTS’ STRATEGIES IN TRANSLATING THE LYRICS OF “AMBILKAN BULAN” SOUNDTRACK FOR ENGLISH SUBTITLE
Esriaty S. Kendenan ........................................................................................................... 297

THEMATIC PROGRESSION PATTERNS OF THE DISCUSSION TEXTS WRITTEN BY THE FOURTH SEMESTER STUDENTS OF TIDAR UNIVERSITY (UNTIDAR) IN 2013/2014 ACADEMIC YEAR
Farikah ................................................................................................................................ 309

BETWEEN SACRED AND PROFANE: WOMAN’S SEARCH FOR EXISTENCE IN ELIZABETH GILBERT’S EAT, PRAY, LOVE
Fatma Hetami ...................................................................................................................... 318
ENHANCING STUDENTS’ CONTENT AND ORGANIZATION IN WRITING REPORT AND NARRATIVE TEXTS THROUGH COOPERATIVE LEARNING (THE CASE OF GRADE XI OF NASIMA SENIOR HIGH SCHOOL IN THE ACADEMIC YEAR OF 2012/2013)
Fatona Suraya ........................................................................................................................................ 333

LEXICAL AND CONTEXTUAL VARIABILITY OF IDIOMATIC PHRASAL VERBS IN HARRY POTTER AND THE DEATHLY HALLOWS MOVIES
Ghofar Romli ...................................................................................................................................... 351

USING LITERATURE TO TEACH ENGLISH ACADEMIC WRITING IN BUSINESS SCHOOL OF MANAGEMENT
Gracia Sudargo and Dandy Sudjono Widjojo ....................................................................................... 361

DESIGNING ENGLISH TRAINING MATERIALS FOR CULINARY SERVICES (A DEVELOPMENTAL RESEARCH CONDUCTED AT YOGYAKARTA PALACE SOUTH SQUARE)
Hermayawati ..................................................................................................................................... 373

ICEBREAKER: A STRATEGY TO ACTIVE INVOLVEMENT FOR YOUNG ADOLESCENT LEARNERS
Iin Indrayanti ...................................................................................................................................... 385

CROSS CULTURAL PRAGMATICS FOR NON-NATIVE SPEAKERS OF ENGLISH IN THE CONTEXT OF INDONESIAN UNIVERSITY STUDENTS
Indrawati ............................................................................................................................................... 393

GENDER CONSTRUCTION OF PROTAGONSTS ON TWILIGHT BY STEPHANIE MEYER: CRITICAL DISCOURSE IN PROSE SUBJECT IN ENGLISH EDUCATION DEPARTMENT OF UUNIVERSITY OF PGRI SEMARANG
Indri Kustantinah, M. Wahyu Widiyanto, and Pipit Mugi H ............................................................... 406
EXPLORING MOTIVATION OF LEARNING ENGLISH  
(A STUDY OF A JAPANESE TEACHER)  
Indriyati Hadiningrum and Asrofin Nur Kholifah ............................................................ 420

EXPLORING STUDENTS’ DIFFICULTIES IN READING ACADEMIC TEXTS  
Ira Ernawati and Priyatno Ardi ............................................................................................ 428

THE EFFECTIVENESS OF METACOGNITIVE STRATEGIES TRAINING IN  
THE TEACHING OF WRITING SKILL IN AN EFL CONTEXT  
Junaidi Mistar, Alfan Zuhairi and Anjar Nuryatin.............................................................. 445

RECORDED-ROLE PLAY IN EFL CLASSROOM: A WAY OF  
MAXIMIZING STUDENTS’ POTENTIAL IN SPEAKING  
Krismiyati ............................................................................................................................. 458

USING QTM AS AN INSTRUCTIONAL MODEL FOR TEACHING READING  
COMPREHENSION  
Koeswandi ............................................................................................................................ 468

MIND MAPPING AS A SUPPORTING STRATEGY TO DEVELOP A MORE  
ORGANIZED WRITING PRODUCT  
Kurniawan Yudhi Nugroho .................................................................................................... 474

IRONY IN Xi Xi’s “A WOMAN LIKE ME”:  
A SEMIOTICS PERSPECTIVE  
Lany Kristono ......................................................................................................................... 487

THE ROLE OF NON-NATIVE ENGLISH SPEAKER TEACHERS IN  
ENGLISH LANGUAGE LEARNING  
Lutfi Ashar Mauludin ............................................................................................................. 495
DIALECTIC READING OF FREEDOM AND IMPRISONMENT IN MAYA ANGELOU’S POEM I KNOW WHY THE CAGED BIRD SINGS
Mohamad Ikhwan Rosyidi ........................................................................................................................................... 503

ENHANCING STUDENTS’ SOFT SKILLS THROUGH PWP (PRESSURE WRITING PRACTICE) A REFLECTION IN A WRITING CLASS
Muh Syafei .............................................................................................................................................................. 517

THE TEACHERS I LIKE: THE DEFINING CHARACTERISTICS OF GOOD TEACHERS (A SURVEY STUDY)
Muhamad Ahsanu ...................................................................................................................................................... 535

CULTURAL DIVERSITY AS REPRESENTED IN INDONESIAN FOLKLORES: CASE STUDY IN MATHEMATICS DEPARTMENT
Muhammad Arief Budiman ......................................................................................................................................... 549

SUBTITLING… GIVING A GREAT EXPERIENCE FOR THE STUDENTS
Muhammad Rifqi .......................................................................................................................................................... 562

TEACHING ENGLISH BY USING PODCAST
Nadiah Ma’mun............................................................................................................................................................ 572

WOMAN’S EMPOWERMENT OF A VICTIM OF DOMESTIC VIOLENCE IN THE NOVEL “DON’T TELL” BY KAREN ROSE: FEMINISM STUDY
Nenin Astiti Ayunda .................................................................................................................................................... 580

TRANSLATION QUALITY ASSESSMENT: EXTRA-LINGUISTIC FACTORS IN THE TRANSLATION OF JOURNALISTIC TEXT
Ninuk Sholikhah Akhiroh .............................................................................................................................................. 597

THE RELEVANCE OF TEACHING MATERIALS OF VOCATIONAL SCHOOL AND THEIR UTILIZATION IN KRETEK INDUSTRY IN KUDUS
Nuraeningsih and Fajar Kartika .................................................................................................................................... 605
THE LINGUISTICS OF SPEECH PRINCIPLES TO BE IMPLEMENTED IN
THE LISTENING COMPREHENSION CLASS TO ENHANCE LEARNERS’
SPEAKING SKILLS
Oktavia Tri Sanggala Dewi and Nukmatus Syahria................................. 613

STYLISTIC VALUE OF DEIXIS IN SOME SELECTED POEMS
OF EDGAR ALLAN POE
R. Agus Budiharto .................................................................................. 629

JEREMY ALAN’S THE JAKARTA JIVE: TRAVEL LITERATURE
AND NEW-IMPERIAL AMBIVALENCE
Rahayu Puji Haryanti ............................................................................. 637

VICTORIAN FEMME FATALE IN MARY ELIZABETH BRADDON’S
NOVEL ENTITLED LADY AUDLEY’S SECRET
Ratna Asmarani ..................................................................................... 647

KRASHEN’S LANGUAGE ACQUISITION HYPOTHESES:
A CRITICAL REVIEW
Rohani ..................................................................................................... 660

APPLICATION OF GRAMMAR TRANSLATION METHOD (GTM) IN
TRANSLATING NARRATIVE TEXTS FROM ENGLISH INTO INDONESIAN
LANGUAGE
Rudi Hartono ............................................................................................ 666

THE MESSAGES IN THE SONG OF YUSUF “CAT STEVENS” ISLAM’S
BISMILLAH TO ENRICH STUDENTS’ INTEREST IN LEARNING ENGLISH
A Classroom Action Research in the 7B Students of SMPN 6 Bantarkawung
in The Academic Year 2013-2014
Sapuroh .................................................................................................. 681
SELF-REGULATED LEARNING: AN APPROACH TO IMPROVE STUDENTS’ CRITICAL THINKING IN READING
Siti Aimah and Muhimatullfadah ................................................................. 701

PARAGRAPH DEVELOPMENT THROUGH MASS AND MISS OF THE TEACHER CANDIDATE STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF THE UNIVERSITY OF PGRI SEMARANG
Siti Musarokah and Ngasbun Egar ................................................................. 707

THE LEVEL OF DISCUSSION AND COMPREHENSION ABILITIES WITH PACA (PREDICTING AND CONFIRMING ACTIVITY) AMONG POST-RSBI JUNIOR HIGH SCHOOL STUDENTS IN MAPEL CIVICS IN SEMARANG
Subur Laksmono Wardoyo, Ririn Ambarini and Sri Suneki ................................ 717

THE UNDERPINNING ASPECTS OF THE SUCCESSFUL PARTICIPANT IN THE NATIONAL STORY TELLING COMPETITION OF JUNIOR HIGH LEVEL IN 2014
Sukma Nur Ardini and Nicolas Lodawik Ouwpoly ........................................ 729

USING COLLABORATIVE OUTPUT TASKS TO TEACH GRAMMAR IN THE CONTEXT OF COMMUNICATIVE LANGUAGE TEACHING
Sulistyani ........................................................................................................ 739

SPORT SCIENCE STUDENTS’ BELIEFS ABOUT LANGUAGE LEARNING
Suvi Akhiriyah and Wiwiet Eva Savitri ............................................................ 752

THE SWINGS OF SELENDANGIN RONGGENG DUKUH PARUK AND THE DANCER SCRUTINIZED THROUGH DECONSTRUCTION
Suzana Maria L.A. Fajarini ............................................................................. 766
“A Ba Ta Tsa” MUSIC ALBUM BY NENNO WARISMAN FOR CREATING A MUSICAL DRAMA SCRIPT AND PLAY IN TEACHING SPEAKING SKILL OF ISLAMIC PRESCHOOL EDUCATION STUDENTS OF STAIN KUDUS
Taranindya Zulhi Amalia ................................................................. 776

NOTE TAKING PAIRS TO IMPROVE STUDENTS’ SENTENCE BASED WRITING ACHIEVEMENT
Testiana Deni Wijayatiningsih and Yulia Mutmainah ......................... 786

LECTURERS’ EXPLANATION: THE METAFUNCTIONS AND THE CONTRIBUTIONS OF ITS COMPONENTS ON STUDENTS’ ACHIEVEMENT IN BUSINESS ENGLISH CLASSES (THE CASE AT THE ECONOMICS FACULTY OF SEMARANG STATE UNIVERSITY)
Tusyanah .......................................................................................... 793

BLOG-BASED LEARNING WITH PEER FEEDBACK TO IMPROVE STUDENTS’ MASTERY IN WRITING RECOUNT TEXTS
Wasi’ah Kurniaty ................................................................................ 806

THE IMPLEMENTATION OF ENGLISH LANGUAGE TEACHING MODEL “DETAILED READING” AT A VOCATIONAL HIGHER INSTITUTION IN BANDUNG
Widia Resdiana, Dewi Selviani Y and Agung Adiono ............................ 818

THE USE OF BACK TRANSLATION TO RETAIN THE STUDENTS’ AWARENESS OF LITERARY STYLISTIC FEATURES
Yan Mujiyanto ..................................................................................... 832

ASSESSING ENGLISH TRANSLATION OF CULTURAL WORDS IN AYU UTAMI’S SAMAN
Yasinta Deka Widiatmi ........................................................................ 846
REVITALIZATION OF ENGLISH TEACHER EDUCATION: 
AN EFFORT TO IMPROVE THE QUALITY OF STUDENTS’ 
LEARNING IN ENGLISH

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Abstract

It is commonly believed that the quality of teachers correlates with the quality of students’ learning. This implies that if the quality of teachers is good the quality of students’ learning will be good too. On the contrary, if the quality of teachers is bad the quality of students’ learning will be bad too. The following data may justify this belief.

First, the results of UKA (Uji Kompetensi Awal) and UKG (Uji Kompetensi Guru) held by the Ministry of Education and Culture in 2012 indicate that the mean score of the first was 42.25 whereas the mean score of the second was 45.82 – lower than the passing grade of UN (Ujian Nasional). When they are correlated with the results of study carried out by PISA on mathematics, natural sciences and language in 2009 and the study conducted by TIMSS on mathematics and natural sciences in 2007 and 2011 the belief may have its justification. PISA’s study uncovered that Indonesian students were only in level 3 (out of 6 levels). Whereas, TIMSS’ study revealed that around 95% of Indonesian junior high school students could only reach intermediate level (among five levels).

Based on the above data, there must some efforts that must be done to improve the quality of teachers so that the quality of students’ learning can be made better too. Revitalization of language teacher education is suggested to be one of the solutions.

Keywords: UKA, UKG, UN, quality of teachers, students’ learning

Introduction

The quality of Indonesian education is in question. Some people claim that the quality of Indonesian education now is better than the quality of Indonesian education some years ago. They indicate the result of UN as reference, though UN itself is still in controversies. They argue that the percentage of the students of all level of education who pass UN increases every year. This year the percentage of students who passed UN reaches more than 95%.
Some others say that the quality of Indonesian education is not satisfying yet. This is especially true when it is compared with the quality of education in other countries. The result of study conducted by PISA on mathematics, natural sciences and language in 2009 and the study conducted by TIMSS on mathematics and natural sciences in 2007 and 2011 are quoted as reference to justify their belief. PISA’s study uncovered that Indonesian students were only in level 3 - out of 6 levels. Whereas, TIMSS’ study revealed that around 95% of Indonesian junior high school students could only reach intermediate level - among five levels (Minister of National Education, 2013).

I myself have the same opinion with the second group of people who say that the quality of Indonesian education is still not satisfying yet. In my mind, the increasing number of students who pass UN cannot become a valid argument to claim that the quality of Indonesian education is already good since UN itself is still under hard criticism. The result of two assessments: UKA and UKG held by the Ministry of Education and Culture in 2012 become basis of my argument. The results of both UKA and UKG indicate that the quality of Indonesian teachers is worrying. The mean score obtained in UKA was 42.25, while the mean score attained in UKG was 45.82. The mean scores of the two assessments indicate that both are lower than the bench mark of passing grade of UN. With this condition they fulfill their professional work: teaching. The question is, “Can such kind of teachers improve students’ learning?”

**Professional teachers**

It must be born in mind that teaching is not just a job, but it is a profession. As a profession, it cannot and may not be done by anyone whose bases are just spirit and readiness to be teacher, let alone if the reason is because of there is no other job vacancy available. Teaching profession should be done by someone who has special training or a particular skill, often one which is respected because it involves a high level of education (Cambridge Advanced Learner’s Dictionary, 2008). It is no wonder then that this kind of person is called a professional (see UU No. 20 – 2003 on National Education System, *Sistim Pendidikan Nasional*) and teachers’ professionalism is acknowledged by our Government, the Republic of Indonesia (see PP. 4, 2009 on Professional Financial Incentive for Teachers and Lecturers, *Tunjangan Profesi Guru dan Dosen*).
Professional teacher, in accordance with Hamalik (2004), is a teacher who masters the principles of education, is able to plan teaching and learning program, is able to manage classroom interaction, masters various kinds of teaching method, is able to assess students’ achievement objectively, is familiar with the function and program of counseling service at school, is familiar with school administration management, and is able to comprehend and translate the results of research in the field of education for the purpose of teaching improvement.

This might be in line with the required competences stipulated by the Ministry of Education and Culture: pedagogical competence, personal competence, social competence, and professional competence (Kementerian Pendidikan dan Kebudayaan, 2012). Further, the four competences are elaborated as the following.

Pedagogical competence covers the familiarity of the teacher on student’s characteristics: physically, morally, socially, culturally, emotionally, and intellectually; the familiarity of teacher toward the theories and principles of teaching and learning; the ability to develop curriculum related to the subject matter taught; the carrying out of educative activities; making use of information technology for the sake of educative activities; facilitating the development of students’ potential; communicating effectively, emphatically, and politely with learners; assessing and evaluating the process and learning outcome; making use of the result of assessment and evaluation for the sake of teaching and learning and doing reflective measures for the purpose of improving the quality of teaching and learning.

Personal competence includes taking action based on religious, law, social, and cultural norms of Indonesians; performing himself/herself as an honest, respectful, and good model of personality for his/her students and community; performing himself/herself as a tough, stable, mature, wise, and influencing personality; demonstrating work ethic, high responsibility, being proud of becoming teacher, and self-confident; and appreciating the code of conduct of teaching profession highly.

Social competence are indicated by objective and indiscriminative in taking action whatever the student’s sex, religion, race, physical condition, family background, and the status of
economy and social; effective, emphatic, and polite in communicating with colleagues, students’ parents, and community at large; adapting himself/herself with the work place of different social and cultural backgrounds wherever he/she is assigned all over Indonesia; communicating with people of the same profession and people of different profession orally, written, or in other form of communication.

Professional competence can be identified by the mastery of subject matter, structure, concepts and patterns of the knowledge supporting the subject matter taught; competence standard and basic competence of the subject matter/field of study taught; the development of the subject matter taught effectively; the continuous development of his/her profession by doing reflective actions, and making use of information and communication technology for the purpose of communication and self-development (Kementerian Pendidikan dan Kebudayaan, 2012).

For English teachers, in addition to the above requirements, they should also be good in four areas, namely: technical knowledge, pedagogical skills, interpersonal skills, and personal qualities (Brown, 2007).

Technical knowledge is related with the understanding of the linguistic systems of English phonology, grammar, and discourse; comprehensive grasp of the basic principles of language teaching and learning; the fluent competence of speaking, writing, listening to, and reading English; knowing what it is like to learn a foreign language; understanding the close connection between language and culture, and keeping up with the field through regular reading and conference/workshop attendance.

Pedagogical skills are connected with having a well-thought-out, informed approach to language teaching; understanding and using a wide variety of techniques; designing and executing lesson plans efficiently; monitoring lessons as they unfold and makes effective mid-lesson alterations, perceiving students’ linguistic needs effectively; giving optimal feedback to students; stimulating interaction, cooperation, and teamwork in the classroom, using appropriate principles of classroom management; using effective, clear presentation skills; adapting textbook material and other audio, visual, and mechanical aids creatively; creating
brand-new materials when needed innovatively; and using interactive, intrinsically motivating
techniques to create effective tests.

Interpersonal skills are correlated with the awareness of cross-cultural differences and is
sensitive to students’ cultural traditions; enjoying people; showing enthusiasm, warmth,
rapport, and appropriate humor; valuing the opinions and abilities of students, the patience in
working with students of lesser ability; offering challenges to students of exceptionally high
ability; cooperating harmoniously and candidly with colleagues (fellow teachers); and seeking
opportunities to share thoughts, ideas, and techniques with colleagues.

Personal qualities have something to do with being well-organized, conscientious in meeting
commitments, and dependable; being flexible when things go awry; maintaining an
inquisitive mind in trying out new ways of teaching; setting short-term and long-term goals
for continued professional growth; and maintaining and exemplifying high ethical and moral
standards (Brown, 2007).

**Teacher education**

To meet the aforementioned requirements, the students should undergo certain training and
education in the teacher training institutes. According to a report released by UNESCO in
2006 it is stated that “this initial teacher preparation remains the function of universities and
teacher training institutes that are accredited by the MoNE’s Directorate General of Higher
Education” (p. 28). Some institutes like IKIP, STKIP, or Faculty of Teacher Training and
Education (FKIP) are assigned by GOI as pre-service education. The main role of teacher
training education is to provide the first step in the professional development of teachers.

Wetson (2008) argues that the areas needing attention in pre-service education cover
preparation of courses which have a more practical element and introduce student teachers to
the best educational practices including working alongside good practising teachers and
support for developing the practical knowledge and skills of lecturers to deliver such courses.
In my college, FKIP Lambung Mangkurat University, for instance, the students of future-
teacher should study a number of courses that are supposed to be able to equip and guide
them to be good teachers. They should study general basic courses, such as: religion,
Indonesian language, and Pancasila (Indonesian ideology). They also study courses which provide the students with basic knowledge and skills of the subject matter, such as: linguistics, literature, language components, and language skills. Additionally, they also should study the courses which equip them to be able to handle their work well such as methods and strategies of teaching English. Besides, they have to study the courses that teach students how to live together in society.

The length of time spent for preparing students before they are officially acknowledged to have qualification of being good teacher ranges from 8 to 14 semesters. Eight semesters to fourteen semesters of education are assumed to be adequate in preparing students to be professional teachers. However, the hope does not always run hand in hand with reality. The data of UKA and UKG as presented earlier and a report released by Wetson (2008) in *Decentralized Basic Education Three (DBE3)* which revealed that “pre-service training is largely theoretical, lacks a practical elements and fails to prepare teachers to teach effectively” (p.4), may become the reasons why GOI do not merely depend on pre-service education.

GOI (Government of Indonesia) in their policy of developing teacher professionalism (Kementerian Pendidikan dan Kebudayaan, 2012) offer various in-service trainings and educations that may be followed by teachers, such as: in-house training (IHT), program magang (internship program) kemitraan sekolah (school partnership), belajar jarak jauh (distance learning), pelatihan berjenjang dan pelatihan khusus (graded and special training), kursus singkat (short course) in other LPTK (Teaching and Learning Institutes), and pendidikan lanjut (advanced education).

In-house training is carried out internally by KKG (Working Group of Teachers) or MGMP (Subject Matter Teachers’ Forum), school or other venue determined to run the program. IHT is carried out based on the assumption that most efforts to improve teachers’ competences need not to be carried out externally, but it can be done by the teacher who have the competence to other teachers who have no competence yet. With this strategy time and money spent may be economical.
Internship program is carried out in relevant institutes/industries. This program is mainly intended to improve vocational teachers’ competence. This program is chosen as an alternative based on the belief that vocational teachers’ competence need real experience.

School partnership program can be carried out in cooperation with governmental or private institutions. The program can be executed in the school or in the school-partner. The development of teachers’ competence through school partnership program is needed because the uniquenesses or strengths possessed by the school-partner can be made use of by the teachers in improving their professionalism.

Distance learning is carried out without the presence of instructor and the participants in a certain determined venue, but it is carried out through internet and the like. This program is carried out with the assumption that not all teachers especially those in remote areas can participate trainings and education in places situated in the capital city of regency/municipality.

Graded and special training is carried out in P4TK, LPMP, or other institute given the authority to run the program. The program is designed gradually starting from basic to advanced level. The grade of training is designed based on the level of difficulty and kinds of competence. Special training is prepared based on specific needs or based on new development of certain knowledge.

Short course in other LPTK is intended to train teachers to improve their competence in carrying out certain skill such as classroom action research, scientific writing, planning, executing and evaluating teaching and learning, and so on.

School-internal development is carried out by headmaster and other teachers who have the right to do the development through official meeting, rotating teaching assignment, giving additional internal assignment, having discussion with colleagues and the like.

Advanced education is carried out by assigning teachers, especially the teachers who have good achievement, to continue their study to a more advanced level of education domestically.
or abroad. By sending them to advanced education it is expected that they can help other teachers develop their professionalism (Kementerian Pendidikan dan Kebudayaan, 2012).

In addition to the above trainings and education, GOI also encourage the teachers to get involved in various kinds of related-educational activities, for examples, discussion on educational issues, seminars, workshops, research, writing book/book-course, making media of learning, and creating technology/art. Moreover, supported by the spirit of developing their professionalism lots of teachers involve and take part in KKG/MGMP. The main objectives of KKG/MGMP are: (1) to widen the horizon and teachers’ knowledge in various fields, especially in: mastering the substance of teaching materials, planning syllabus, planning teaching materials, implementing strategies of teaching, applying methods of teaching, maximizing the use of facilities and infra-structure of learning, making use of learning sources, etc., (2) to give members of KKG or MGMP chance to share experience, help each other, and give feedback, (3) to improve teachers’ knowledge and skills members of KKG/MGMP to adopt new more professional approach (4) to empower and help the members of KKG/MGMP to accomplish their teaching assignment at school, (5) to change the culture of working of KKG/MGMP members (in improving knowledge, competence and performance) and to develop teachers’ professionalism through professional developmental activities in KKG/MGMP level, (6) to improve the quality of teaching and learning which is reflected in the improvement of students’ learning, and (7) to improve teachers’ competence through some activities in KKG/MGMP level (Direktorat Profesi Pendidik, 2008).

By the availability of so many instruments of developing teacher professionalisms, the level of teacher competence in the area of pedagogy and the area of professional as shown at the beginning of this paper should not have been low, as previously shown. It must be remembered that assessments administered by Kemendikbud just assessed two among four competences the teachers should have, namely: pedagogical competence and professional competence – their personal competence and social competence were excluded. The mean scores of UKA and UKG should have been higher. Hendayana in his study on in-service teacher training (INSET) found that teachers tend to be more creative to apply various methods of teaching, were confident enough in facilitating students to learn and participating...
in scientific forum, students were motivated to learn as indicated by participating and
discussing asking, questions, sharing ideas, and arguing” (Hendayana, 2007).

The low level of teachers’ competence on pedagogical and professional areas might be,
firstly, based on teachers’ perception regarding their teaching profession. Chong et al., (no
date) quoted some results of research on teachers’ belief. For instance, it is uncovered that
teaching is easy and that learning merely involves transmitting information (Fielman-Nemer
et al., 1989); that good teaching is related to content knowledge and the ability to convey that
knowledge to others (Powell, 1992, Hollingsworth, 1989); that they would be good teachers
without any preparation (Mertz, 1991). It might be these perceptions that, in their study, Haris
and Sass claim that there is no evidence that pre-service (undergraduate) training or the
scholastic aptitude of teachers influences their ability to increase student achievement (Haris
and Sass, 2008).

Secondly, the low level of teachers’ competence on pedagogical and professional areas might
be based on the inconvenient situation of teaching in which teachers experience uneducative
interventions from “external power”. Batch by batch, almost all of the teachers taking part in
PLPG in my hometown confess that they have a kind of stressful experience from “external
power”. They are “asked” by any effort and by any cost to make their students pass in UN, if
it is possible 100%. If they are reluctant or unwilling to do so, a number of risks are waiting.
It is this situation that may make most teachers apatistic. For them, whatever new curriculum,
whatever new method of teaching and learning and whatever new strategy of education is
introduced, is of no difference. They pessimistically believe that whatever and however they
do in class, the last decision will be determined by the “external power”. What a shame.

**Conclusion**

From the whole discussion we have this paper finally comes to the following conclusions:

1. Though most of Indonesian teachers hold S1 or DIV diploma and some of them have even
undertaken in-service trainings and education, their competences on pedagogical and
professional aspects are still low.
2. The low level of teachers’ competence might be based on their wrong perception regarding teaching profession, or it might be based on the stressful experience they have from “external power”, or, it might come from both.

3. Since one of the indicators of professional teachers is the ability to plan, implement and evaluate learning, it is quite hard to correlate between teachers’ competence and the high percentage of students who pass UN.

4. Practical aspects of teaching and learning should be experienced by the students studying in pre-service education more than theoretical ones.

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‘NDONGENG’ FOR CHILDREN CHARACTER BUILDING
(A COMPARATIVE STUDY BETWEEN NDONGENG AND SUGGESTOPEDIA )

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Abstract

Juvenile delinquency in Indonesia raised prominently from year to year, like drugs abuse, sexual harassment, and lately traffic accident killing 6 people in Jakarta. Who is to blame? Children, parents, community or even the government? From the government side, more proportion for character building which is expected to be inserted in all subjects starting from the lowest level of study has been accommodated. Although in reality, because of their different education backgrounds and lack of knowledge some of elementary school teachers do not know how to apply the curriculum or to use the appropriate teaching methods for their classes. (Faridi, 2013:3). From the children, parents and the community, the existence of local wisdom like ndongeng is very potential to be used for shaping children characters, even to be formalized through education especially for early ages. Seeing the similarities between Suggestopedia (Goeorgi Lozanov) and the way Indonesian mothers inherited values in the past through dongeng, it is quite possible to combine narrative stories of dongeng which are full of moral values and the wonderful suggestopedia method to be an interesting media to shape the students’ characters. There are several character values revealed in the process, such as hard-working, creativity, curiosity, patriotism, reading habit, responsibility etc. It will be good if the narrative stories are originated from Indonesia in which both the teacher and the students have been familiar with the culture.

Keywords: ndongeng, character building, suggestopedia, narrative stories.

Introduction

The idea of this writing was triggered by the latest popular issue of juvenile delinquency in Indonesia; that was a car accident killing 6 people in Jakarta. Unluckily, a 13 year old boy who drove the car did not possess any driving liscense. Since then, the police through out the country did a kind of road inspection to underage drivers, namely motor cycles and cars. Who is responsible for the accident, the father of the boy or the boy himself? It is not fair if we do not see the community background of children, whether or not they have harmonic
families in which parents do their roles to educate the children, not only sending them to schools but also patiently control their behaviors adjusted with their physical and psychological development. It is advisable that parents should know the children classmates, playmates, their preferences and activities out of school. From the view of education, we’ll have to appreciate the Indonesian education existing curriculum 2013 where the government puts more attention to the character education or character building, although it is difficult to apply it due to the teachers knowledge and experiences.

It is undeniable fact that young generation behaves differently from their elders, moreover their attitude crosses the sensitive area of traditional behavior which is to blame to be a kind or moral degradation. Indeed, most young people in Indonesia nowadays spend their preferences to science and technology which sometimes lead them to ignore moral value inheritted by their ancestors. This writing is not to judge whether this is correct or wrong, but to put forward the idea of making comparison between suggestopedia, which is also called super-learning a process of learning English involving the use of modern equipments with ndongeng a very traditional way of parents inheritting value to children, their next generation. After making comparison, we can draw a conclusion whether we can conserve the good things of these two methods to be applied in our daily life. Moreover, it will contribute to the betterment of our next generation.

Talking about children, biologically, a child (plural: children) is a human between the stages of birth and puberty around the age of 16. The legal definition of child generally refers to a minor, otherwise known as a person younger than the age of majority. Further, Child may also describe a relationship with a parent (such as sons and daughters of any age) or, metaphorically, an authority figure, or signify group membership in a clan, tribe, or religion; it can also signify being strongly affected by a specific time, place, or circumstance, as in "a child of nature" or "a child of the Sixties".

In this context, the author views children under the age of 16 in Indonesia like students attending either elementary or junior high schools, inclusive of their social lives outside. According to competence based curriculum (KBK) 2004, in Subiyantoro (2013;5) ndongeng, or in a wider sense story telling activity, for junior high school children (students) ( bercerita...
in Indonesian, and ndongeng in Javanese) can develop: (a) moral value of religion by means of improving the belief towards Allah, Almighty, laying the basic characters to be good citizens (b) social and emotional (c) self-help or self-support. Based on social and emotional aspects plus self-help, children can naturally control their emotion, interact with their ages and elders and able to do self-help as a part of life-skills. This valuable side of teaching is, however, ignored by some English teachers of elementary and junior high schools because of their different background of studies and their lack of knowledge.

Methods of Research

A descriptive comparative method is used within this research, by means of giving questionnaires to 200 English teachers at elementary schools in central Java. The following is the handicaps of English teaching in elementary schools in central Java, taken from 200 respondents represented 200 elementary schools. (Faridi 2013; 3). Some activities of teaching learning process cannot run naturally or as it is expected by curriculum because of some reasons. Among others are from the teachers’ side, inclusive of their qualifications and education backgrounds.

Table 1. Obstacles in English Teaching and Learning

<table>
<thead>
<tr>
<th>No</th>
<th>Component</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| 1  | English teachers           | - Mostly are classroom teachers  
|    |                            | - Most of the teachers’ educational background are not English; there are some teachers who take private lessons and learn on their own (autodidact)  
|    |                            | - Only few of the teachers who their educational background is English                                                                      |
| 2  | Curriculum/learning        | - 60% of teachers have guidelines / curriculum of teaching English  
|    | guidelines                | - Curriculum materials are varied / diverse, especially the material being taught                                                             |
| 3  | Teaching material          | - The majority (50%) of books or teaching materials are incomplete  
|    |                            | - 20% are published books  
|    |                            | - 15% are books published by publisher and have got recommendation from department of education  
|    |                            | - 5% teaching materials are books published by department of education                                                                     |
| 4  | Availability of books      | - Mostly (85%) are insufficient  
|    | appropriate books          | - 15% are never existed                                                                                                                      |
| 5  | The knowledge of teaching  | - Ranged from good (7%), enough (60%) and not good (33%).                                                                                   |
|    | methodology                |                                                                                                                                 |

Faridi (2013;3)
Based on previously mentioned reasons, the writer is interested in highlighting the potential aspects of *ndongeng* compared with suggestopedia method in teaching English, while the objectives are stated as follows:

a. To find out the similarities between *nDongeng* in Javanese culture and Suggestopedia.

b. To apply the similar aspects found in *nDongeng* and Suggestopedia in transferring value to shape characters.

A.2. A Description of *nDongeng*.

According to Kamisa (1997;144) in [www.kajianteori.com](http://www.kajianteori.com) *dongeng* means unreal or fictive stories inherited orally or written, intended to entertain. Dongeng is a literary work for entertainment, it does not really happen, it has moral value to be transferred. The word *ndongeng* (Javanese, in Indonesian is *mendongeng*) means the process of delivering dongeng. To have a clear picture of ndongeng, the following can be taken as a reference.

_In a rustic house of a village in central Java, a mother was waiting her little son and daughter to sleep on the bed. Before she took them to bed, she smeared *wedhak adem*, (a kind powder made of rice mixed with turmuric), to the children bodies thoroughly to repel mosquito bites. The lighting in the room was dim and there were occasional breeze blowing into the children body, the wind came from a traditional fan (*kipas*) moved manually by the mother. The atmosphere was very calm and quiet, it caused the children feel relaxed, peaceful and easily fall to sleep. In a soft and a gentle tone, the mother soothed a traditional song containing value like *Tak Lela Ledhung*, followed by telling *Timun Mas* a dongeng that had been told dozen times. Often the mother's voice fluctuated with the storyline. Sometimes fast, sometimes slow, hard and weakened. When the story was almost finished and at the same time the children were on the threshold of sleep the mother repeated the words containing advice or value as to shape the character of the children. Example: The mother repeatedly say : If you want to be successful in your life, you’ll have to listen to your parents, “Do not be naughty otherwise you’ll have no friends” or “Don’t ever tell a lie,” or “Don’t steal someone’s belonging,” etc, which were quoting from the narrative story given._
**Clues:** Dim light, breeze, relaxed, soothing song, dongeng, fluctuated voice and threshold of Sleep.

A 2 A Description of Suggestopedia Methods.

In a comfortable classroom of an elementary school in Bulgary, an English lesson was going on. The atmosphere was not as regular classes, students leaned back on their chairs, they closed their eyes, put their hands on their laps and their feet freely under the table. With regular breathing and no noise they seemed sleeping very relaxedly. The class was quiet, cool, and dim. The teacher closed the window, pulled down the curtain and switched on the air conditioner. In front of the class there was a tape recorder playing a soothing classic music of Mozart. Sometimes the music sounds loud, fast, even cressendo, forte, and fortissimo, sometimes slow and gentle, piano and even pianissimo. The English teacher read a narrative story with a narrative tone that is tailored to the dynamics of the music, sometimes loud fast excited, sometimes soft, very softly almost whispering. By the end of the lesson, when the students are 'awake' the teacher asked them questions related to the story. Surprisingly, almost all the questions were answered correctly.

**Clues:** No light, air conditioner, soothing classic music, narrative story, narrative tone voice, Sleep.

A.3. Comparison between nDongeng and Suggestopedia Method.

<table>
<thead>
<tr>
<th>Suggestopedia</th>
<th>nDongeng</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The class was comfortable, students were very relaxed leaned their head on the back (chair).</td>
<td>1. The children laid comfortably on the bed, free from mosquito bite, relaxed.</td>
</tr>
<tr>
<td>2. The teacher pulled down the curtain so that no light in (dim).</td>
<td>2. The light was dim.</td>
</tr>
<tr>
<td>3. The teacher switched on the air conditioner – made the students more relaxed and felt comfortable.</td>
<td>3. The breeze of manual fan made the children more relaxed and comfortable.</td>
</tr>
<tr>
<td>4. A soothing music of Mozart made the students felt peaceful and more relaxed caused the students fall a sleep.</td>
<td>4. A traditional Javanese song sung by mother made the children felt peaceful and more relaxed.</td>
</tr>
<tr>
<td>5. Mother started <em>ndongeng</em> with fluctuated voice, added with words of</td>
<td>5. Mother started <em>ndongeng</em> with fluctuated voice, added with words of</td>
</tr>
</tbody>
</table>
Discussion

B.1). What does the Government Expect Children to do?

The goal of elementary school in Indonesia is to give the basic ability for the students in the form of knowledge, skill, and attitude which bring about advantages suited with their development levels and also to prepare them to pursue higher level education to the junior high school (Suharjo, 2006:1). The government’s rule no. 17 of 2010 on the elementary school establishment claims to lay the basic for the students potential development to become citizens having good belief to God, the Almighty, knowledgable, smart, critical, creative, innovative, healthy, self supportive, self confident, tolerant, socially sensitive, democratic and responsible. (Kurikulum SD,MI 2013). Accordingly, *children in Indonesia are demanded to learn how to behave in implementing the value, norm, and good moral.* This is the reason why the government prioritizes character education for elementary school. As the educators, elementary school teachers are expected to be able to develop, shape, or build the students’ characters. Related to this issue, the teachers can utilize any method or media to implement character building inclusive of the use of narrative stories combined with suggestopedia.

B.2). What is the Role of Parents?

It is not fair if we rely the children character development to the teacher only. Let us see from the meeting frequency, children are usually at school between 6 to 8 hours per day, 6 days per week and 24 days in a month. How often are they at home? They are usually at home between 16 to 18 hours minus the sleeping time between 8 to 10 hours remains 8 to 10 hours awake. The question is whether the parents are very busy so that they do not have time to be with the children while asking their experience at school or outside. This is important since the children can ask or tell their difficulties, how to solve the problems etc. Sending the children to attend extra lesson or private lesson centers do not solve the problem of character building. In the centers, children are only mechanically trained to finish and solve academic problems without regarding to psychological development. The target is how
to finish the lesson as soon as possible. If the parents switch the responsibility to the housemaids it is even worse. The problem is that they are not trained or have enough knowledge to respond to the children questions. They just use their instant views without considering the impacts towards the children psychological development either.

As the media of character building for children, parents or teachers may choose any subject, inclusive of English. Parents can use the language skills for example by providing some story books to read as the tool to build the reading culture character. Through reading the children can access information and get ideas. In order to reach the goal, the parents should be able to select the reading material well. The intention is to lead them conducting appropriate approach to be implemented on the children intellectual development level. If it is done well, there will be a learning, that is the two ways communication process between the parents and the children (Sagala, 2005: 61)

B.3). The Experience of Using Suggestopedia for Children.

Based on Basset, Jacka, and Logan in Sumantri and Permana (2001), the characteristics of elementary school children are: (1) naturally have strong curiosity and are interested in the world around them; (2) enjoy playing and prefer to be happy; (3) enjoy managing themselves to handle various things, explore situations, and attempt some new works; (4) usually feel thrilled and motivated by achievement as much as they do not like to experience the dissatisfaction and reject the failure; (5) they learn effectively when they are being satisfied by the situation happens; (6) they learn by doing, observing, initiating, and teaching other children.

A research conducted for the students of SDN Bulak Rukem 2 Surabaya states that suggestopedia is very good to be applied to develop the students’ activities. It is proved by the development of vocabulary comprehension of the grade 5A students effectively (Huda, 2011). Another research supporting the use of suggestopedia for English learning is a research toward the eighth graders students of SMP Negeri 4 Widodaren, Ngawi, in the academic year 2010/2011 which shows that suggestopedia develops the students’ vocabulary mastery. Suggestopedia is a method that gives good effect in increasing the vocabulary mastery and gives stimulation to create various activities. Furthermore, teachers can use suggestopedia to
overcome the students’ problem in learning English, especially in mastering the vocabulary (Setiawati, 2011).

Based on the research, it will be good if suggestopedia is utilized to teach narrative story to elementary school students who will indirectly implement the character education. A research conducted by Piaget. Kohlberg in Musfiroh (2008: 66) also shows that stories play a role in moral development. The similar statement says that students also get the moral messages while reading the narrative story, beside to sharpen their cognitive skill in identifying narrative text with very simple illustration as the learning indicator.

B.4). The Definition Of Suggestopedia Method
Suggestopedia method was forwarded by Georgi Lazanov, a physicist and psychotherapist from Bulgaria. Therefore, suggestopedia is also known as Lazanov method or Suggestive-Accelerative Learning and Teaching. In the beginning of its development, suggestopedia was tested only in the Eastern European countries, such as Soviet Union, East Germany, and Hungary (Dardjowidjojo, 1996:62) This method is developed to help students eliminate the feeling that they cannot be successful and help them overcome the barriers in learning (Diane & Freeman, 1986: 72). According to Richards and Rogers (1999: 142), suggestopedia is derived from the word suggestology, which is the knowledge of human rational influences. Fahrurrozi and Mahyudin (2011: 149-150) state that suggestopedia is a knowledge about irrational and subconscious influence toward human behavior. While Xue (2005) conveys that suggestopedia is a teaching method that focused on the relationship between mental potential and learning activity. In other words, suggestopedia is a learning method that activates students’ irrational influence to develop their ability and their positive feeling while learning.

B.5). The Characteristics Of Suggestopedia
Suggestopedia is conducted in a classroom which can make the students feel comfortable. Ideally, there should be comfortable seats, unobtrusive light, and relaxing music to accompany the learning environment. The characteristics of suggestopedia encompasses suggestive atmosphere of the location with soft light, slow music, enjoyable seats, and dramatic techniques used by the teacher to deliver the learning material. The goal of these
characteristics is to make the students relaxed; therefore, it is possible for them opening their heart to learn language in a way that does not give pressure or burden to them. (Richards & Rodgers, 1993: 142)

According to Richards & Rodgers (1999), there are six main components of suggestopedia, namely:

a). Authority
People will remember more and are influenced by the information from the sources which have authority. Therefore, in suggestopedia the teacher should give large authority in order to convince the students and encourage them to have self-confidence.

b). Infantilization
Infantilization is the relationship between teacher and students as the relationship between parents and children. The students are supposed to be kids who receive the authority from the teacher. Learning as kids relieves them from the restraint of rational learning into more intuitive learning. For instance, the use of drama and song in the method will decrease the pressure feeling so that the students can learn naturally. They get the knowledge subconsciously as experienced by the kids.

c). Dual-communication
Students not only learn from the instructions given by the teacher, but also from the environment in which the instructions given, verbal and nonverbal communication in the form of spirit stimulation from the classroom condition, and the teacher’s personality.

d). Intonation
Intonation in delivering the material is used to avoid boredom, dramatize, give influence emotionally, and give meaning to the linguistic material. The teacher presents the learning material using three different intonations. From the whispered intonation with soft voice, the normal intonation, to the dramatic loud intonation.

e). Rhythm
The function of rhythm is the same with the function of intonation. Reading lesson is conducted by using rhyme, pausing between the words matched with the rhythm. Here, the students are requested to inhale for two seconds, keep it up for four seconds then exhale it for two seconds.
f). Pseudo-passive condition
Intonation and rhythm matched with the music background in order to help students feeling relax. The condition is important in learning process because the students relax and their concentration increase. In this stage, the students’ condition is totally relaxed by listening to 18th century music.

B.6). The Advantages Of Using Suggestopedia For Children
There are a number of advantages from the use of suggestopedia for children:

a. The children become relax; therefore, it is easy for them to learn comfortably and enjoyably.
b. The children will be more confident because of the natural learning process.
c. The children are able to give response using non-verbal or minimum target language for the beginning.
d. The children are able to control the target language and respond more appropriately or even initiate the interaction among them.
e. The children are happy while learning which can create motivation.
f. The children are able to increase the mental and emotion stability.

B.8). The Definition Of Narrative Story
It is important to notify that narrative story live in our culture. Long time ago, when there is no printed material, our ancestors used it for entertainment or for shaping children character before sleep. It has been used from generation to generation to implant the moral value either orally or written. Narrative story is the narrative literature which explains the chronology of an event, as reality or fiction (Rusyana, 1984:2). While based on Semi (2003:29), narrative is the form of conversation or literature with the aim to deliver or tell chronology of the events or people experiences based on the time by time development. The purpose of communicative narrative is to entertain the listeners or the readers through the story of real experiences, imaginary experiences, or complicated events that concern to a crisis and end up with a solution. (Jaya, Siswanto, and Rohmadi, 2008: 8). As the result, it can be concluded that narrative is an amusing story containing some events from the beginning until finding the solution.
B.9).The Characteristics Of Narrative Story

The characteristics of narrative story can be observed based on the linguistic structure and the linguistic feature (Jaya, Siswanto, and Rohmadi, 2008: 8). The structure of narrative story comprises three parts, namely:

a). Orientation

Orientation or introduction contains the introduction of the characters, time, and place of the story.

b). Complication

This part contains the picture of crisis or problems appearance which experienced by the characters of the story that should be accomplished because of the conflict expansion.

c). Resolution

Resolution or completion contains the characters’ way to overcome the problem.

The Combination Between Narrative Story And Suggestopedia For Character Building

Narrative story is amusing, it consists of a view or attitude toward the life problem by telling a story containing moral values. Those characteristics causing the narrative story become appropriate to be taught to elementary school students for the character building. Folklore as the part of narrative story is a cultural property or local wisdom. The story is a spoken or written tradition which not only needs to be preserved but also needs to be developed. It is necessary to conduct multicultural approach in order to get the comprehensive understanding, thus the result can be used as learning source for the development of Indonesian unity, which in the end will become the source of national character building (Sularto: 2011). That is why the narrative story material at the elementary school should be derived from the origin Indonesian folklore with the property of local culture in it, as the reference of character building for the students.

If it is being directed in a good way, the narrative story learning will give contribution on the children characters, to be able to imagine and try to appreciate other people’s experiences as the basic of moral learning. Moral messages will be delivered through narrative stories in two ways implicitly and explicitly. Furthermore, the religious, honest, tolerant, discipline, hard-working, creative, independent, democratic, curious, nationalistic, patriotic, appreciate the
achievement, peaceable, reading culture, environmental care, social care, and responsible can be applied through narrative stories learning. The selection of the characters to be transferred by the parents towards the children can be matched with the narrative story which has been selected, because not all of the character values conveyed in one narrative story. Moreover, if the method used in the learning process can strengthen the characters to be built, such as suggestopedia which directly teach the children the importance of listening and reading culture, suggestopedia can also create an enjoyable learning process so that the children will feel no strain to learn and build the characters.

The integration of character education and the learning process need to be applied in the daily life with narrative story as an appropriate material. The integration can cover the feeling, spiritual, and mind processing intensively, thus it has indirectly, a positive habit and behavior. Shortly, the character values lesson does not only take place in the cognitive level, but also touch the internality and the children real life experiences in society. Definitely, such visionary step will not be really meaningful if there is no intensive support from others to internalize the character-based education in the family and society environment (Purwanto, 2011).

One of the narrative stories that can be chosen as the learning material is Rawa Pening, in order to raise up the local culture in the learning process. The narrative story can be given to the children under six, or if it is given in English, it can be given to five or six graders. The standard competence is understanding a very simple short functional text and illustrated descriptive text in the context of students surrounding. The basic competence is understanding a very simple illustrated narrative text. The main learning material is a very simple illustrated narrative text. The learning activity is identifying a very simple narrative text and question-and-answer related to the material. The indicator of competence performance is identifying a very simple illustrated narrative text.

The character building using narrative story through suggestopedia method can be conducted in at home by a mother who substitutes teacher with the following conditions.
Before starting the story, make sure that the children are ready to go to sleep (not in a very sleepy condition), switch the dim light, sleeping light, switch on air conditioner if any, or fan to make them relaxed and start to play soothing music (music which support the children to sleep) not loudly but slowly. The mother may start the story by telling the setting time, setting place and characters of the story, or we can call it orientation. Then continued with the story. Make sure that the children are very relaxed, because the combination of melody and rhythm in the music will send them into a “hyper aesthetic feeling” a stadium which is very sensitive and receptive. While enjoying the music, the children organize their breath, thus they feel comfortable to learn (listen). After several minutes, the mother starts to read the story of Rawa Pening in English version slowly and dramatically, matching it with the music intonation. The mother’s voice is whispering but rise and fall following the music and matching the voice with the rhythm of the music. The children pay attention to the story read by the mother. In this phase, both left and right brain of the children become activated.

Make sure the children are in the threshold of sleep, not in a heavy sleep. This is the time to plant the moral value. Do not read to fast, it is suggested to read slower or even to repeat it. For example: ‘if you want to be successful in your life, you’ll have to work very hard’ or ‘don’t be naughty, other wise you will have no friends’ etc.

The characters which can be transferred from this learning process are hard-working, creative, curious, patriotic, reading culture, and responsible. Children attempt to have the hard-working character. It is appeared when their mother asks them to do some help with housework, they do it quickly without saying.

The children will be interested in reading since the mother provides the texts containing narrative story of Rawa Pening which attract their interest. They are being encouraged to know about the content of the story. Moreover, the text given to the children is divided into two versions, English and Indonesian version. It can become a real strategy to develop the reading culture character of the children. The children responsibilities appear when they are conditioning the bedroom before sleep as previously mentioned. They switch the dim light on, air conditioner or fan and cleared up try to find songs for accompanying the story.
Conclusion

The English learning of narrative story for children using suggestopedia is really fun. Children enjoy the learning process without any pressure. Moreover, the mother can also conduct the character building to the children, such as hard-working, creativity, curiosity, patriotism, reading culture, and responsibility.

Applying the habit of ndongeng done by our mothers in the past, it requires conditions like children are very relaxed, dim light, breeze, soothing music tak lelatedung, fluctuated voice of mother in telling dongeng etc. These conditions resembles the ones in suggestopedia like students sit on reclining seats (relaxed), switch off the lights or pull the curtain down, switch on the air conditioner, play soothing music of Mozart or Bethoven and fluctuated voice in reading narrative stories. We can have this kind of conditions in the class while reading narrative stories, like the way our mothe way of ndongeng, which is manipulated in a modern manner. However, the objectives remain the same: transferring values to shape children characters. Elementary and early junior high school students are still children, they can be treated similarly.

Suggestion

The parents, either father or mother should try to apply suggestopedia method, because it can make the children relaxed, comfortable before sleep. In addition, the parents can conduct the character building towards the children by matching various choices of the local narrative story. It is expected that mothers should pay more attention to their children by means of telling them story (ndongeng) before sleep. The setting of story-telling or ndongeng is suggested like the ones in suggestopedia. The children feel relaxed, dim light, airconditioned or fan, classic songs or gamelan or other soothing music, and fluctuated voice of mothers in ndongeng, adjusted with storyline. Last but not least, the valuable stadium of threshold of sleep can be used to convey moral value to shape the children characters.
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FRENCH BORROWINGS IN THE JAKARTA POST’
ARTICLES – LACK OF VOCABULARY OR A FORM OF
SOPHISTICATION

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Abstract

That many English words are derived from French is an undeniable fact. For decades have these French words gone through a gradual process of conventionalization and assimilation into English so that even most of its users nowadays are unaware that these lexicon are of French origin.

Yet, there are a handful of direct loanwords from French still commonly used in today’s English but spelled as they are in French. To mention but a few, words like laissez-faire, coup d’état, RSVP (Répondez s’il vous plaît), chic, raison d’être and fait accompli decorate English newspapers and books. A question that arises is whether or not this phenomenon is due to lack of English vocabulary or it is done for the sake of sophistication.

This study attempts to discover French borrowings in the Indonesia’s prominent English newspaper i.e. The Jakarta Post in order to find out to what extent the vocabulary of this newspaper has been affected by French. The JP online editions from January - August 2014 were used as data source. The analysis focused on the French loanwords found in the corpus (the Jakarta Post’s articles). Twenty eight loanwords were collected and further classified into more detailed groups. Each borrowing is explained in terms of its occurrences, word class, origin and subject in which it is used.

Result shows that use of French vocabulary is mostly limited to politics, fashion & art, and fine dining. This confirms Groom’s remark that the tendency to mix French words in English is an effort to look more cultured and refined. The result also shows that French words are mostly used to define an idea to which no suitable English synonym is known.

Keyword: loanword, borrowing, sophistication

Introduction

Although it is outnumbered in terms of users to Mandarin (Chinese), English is undeniably the first official language in international affairs. It is one of the six languages used in the United Nations. Totaling about 1.5 billion or 1.8 billion speakers, English is the primary
language of the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand, and various Caribbean and Pacific island nations. It is also an official language of Pakistan, India, the Philippines, Singapore and many sub-Saharan African countries. It is the most widely-spoken language in the world, and the most widely-taught foreign language (Britannica Online Encyclopedia).

Being so, English has come into contact with various languages and cultures around the globe and it has absorbed many influences from them. To mention examples are bamboo and sarong which are Indonesian/Malay, siesta and tango which are Spanish, blitzkrieg which is German, and glasnost and perestroika which are Russian.

Among foreign languages penetrating into English, French is the most influential one in regard to the number of vocabulary borrowed and historical contact. There are numerous words derived from French that even most English speakers are not aware of. For so long have regime, debris, garage, revue and sabotage been used in English. These ‘foreign’ words are easily found in many forms of publication ranging from scientific papers, books, tourism brochures to newspaper’s articles.

The Jakarta Post is an English newspaper published in Indonesia. It presents daily occurrences and issues from Indonesian perspectives. However, it does not only accommodate local news, it also caters international reporting, reviews, and editorials. As a quality publication, the JP uses a high-standard English language. For that reason the articles in this newspaper at times appear with specific terms from other languages mostly French. It is understandable since this paper is also read by expatriates living in Indonesia.

A question that entices many, though, if there are no English words which describe the ideas the way these foreign words do. Is it truly done on purpose? Why do the writers use loanwords instead of English?
Review of Literature

French Invasion To English Language

In English there are thousands of French words – some studies say that as much as 40% of English comes from French sources - although English is really part of the Germanic branch of the Indo-European language family. How did this happen? Strangely enough, it was not the descendants of those early Celts who transmitted the French language to England, but the Normans. After the Vikings had raided and plundered Northern France, they settled in what is now called Normandy and quickly adopted French culture and the language so that by the mid 1050s, they were completely “Frenchified”.

The Norman Conquest was a vital catalyst to the development of the French language in England. When the duke of Normandy, William the Conqueror subjugated England, considerable changes were made in the administration of the country. Englishmen who held high posts in state and church were replaced by Frenchmen and accordingly, French was made the official language in official proceedings of the courts of law, government and the church (Knowles, 1997: 46).

Many French loanwords came from the use of French by the aristocracy, while English words in the same domain derived from ordinary people. Thus home and house are of English origin while manor and palace are French loan words; man and woman, son and daughter are English while butler, nurse, and servant are French. By 1400 English had again become the dominant language and every administrative document in England was written in English.

Even though the majority of England citizens still spoke English, French was the mother tongue of the ruling class, or as Millward elucidated, “a minority with influence out of all proportion to their numbers because they controlled the political, ecclesiastical, economic and cultural life of the nation” (Millward, 1996 : 143). Bilingualism predictably became a rising trend in England as early as the twelfth century, more or less a century after the Norman Conquest. Considering “English had no prestige whatsoever” (Millward, 1996: 143), and although Latin was still the language for written documents of the church and secular materials, as well as spoken in various churches and universities, it was inevitable that the people of England learn the language of their conquerors in an attempt to bring about progress.
to their social and economic status. “At first those who spoke French were those of Norman origin, but soon through intermarriage and association with the ruling class numerous people of English extraction must have found it to their advantage to learn the new language, and before long the distinction between those who spoke French and those who spoke English was not ethnic but largely social.” (Baugh & Cable, 1996 : 111) Moreover, it became fashionable then to interlace English speech with French words, “in every respect to imitate their betters.” (Jespersen, 1967 : 85)

The Norman domination in areas such as government, law, the church and the arts contributed expressions like: court, crown, council, govern, justice, judge, crime, pray, costume, art, etc. Many words of Anglo-Saxon origins have since replaced these ‘loan’ words, but some of the latter have survived, and consequently modern English now contains numerous pairs of words of French and Anglo-Saxon origins with a similar meaning.

The flood of loanwords from French that transformed incredibly the face of English lexicon transpired for reasons of practicality and sophistication. Jespersen stated “In some cases the chief difference between the native word and the French synonym is that the former is more colloquial and the latter more literary” (Jespersen, 1967:93). Groom (1957) attested to that. “French expressions were sometimes introduced to avoid the plain-speaking of native words. Thus retroussé sounds more considerate than ‘snub’; décolleté is more refined than ‘low-necked’. The fashion to mix French words in one’s English speech was an emulation of people in a class ‘superior’ to the imitator in an effort to be more cultured and refined. Most French borrowings add a shade of sophistication, even in words that usually do not connote refinement. This perspective might explain why the trend of sprinkling French words by English speakers in the Middle English period continued to the Modern English period.

**French Later Borrowings In English**

French influence on the English language is not restricted to the two or three centuries after the Norman Conquest. English has always borrowed from French but the number of the loanwords has not been so great as in the Middle English period.
About the year 1500, the intellectual awakening of Europe (Renaissance), reached England. At this time, the French influence, although still strong was not predominant. The words portmanteau, fricassée, cache, moustache, machine are examples of the words borrowed at this time. In the middle of the seventeenth century, during the commonwealth period there was a civil war in England, and the court resided in France. Therefore, with the Restoration, a large number of French words and phrases came into English. Examples are parole, rendezvous, envelope, critique, memoir, tableau, routine and many others.

The French Revolution which occurred in the closing years of the eighteenth century also resulted in the importation of many French words relating to revolution into England. Examples are régime, guillotine, aristocrat, democrat, royalism, liberal, conservative, etc.

After the Middle English period, the greatest influx of the French loan was during the nineteenth century. At this time, it was the period of English liberalism; therefore, it was quite natural that a new interest in a country which was the home of the idea of liberty, equality and fraternity arouse in English people. There was also increasing travel facilities which led to more and more people going to France both for business and pleasure. In this way numerous words related to art, food and drink, fashion, adornment of home, social graces and social pastimes entered the English language. Examples of these are ballet, souvenir, cuisine, liqueur, route, bureau, baroque, cliché, résumé, blouse, chef, fiancée, prestige, and the phrases like coup d'état, savoir-faire, hors d'œuvre, etc.

More than a century ago, French was still widely considered a prestigious language; it was the diplomatic language of the world and it had considerable popularity in literary and scientific circles. During the late nineteenth century its prestige, though still great, gradually declined. Therefore, the number of the loans in the twentieth century had been fewer. Examples are as follows: revue, garage, limousine, camouflage, enfant terrible, etc.

English has also borrowed some French idioms. Some of these idioms are used in their French forms such as au contraire, force majeure, à la mode, vis à vis, RSVP (Répondez s'il vous plait).
Borrowing

Loanwords are words adopted by the speakers of one language from a different language (the source language). A loanword can also be called a borrowing. The abstract noun borrowing refers to the process of speakers adopting words from a source language into their native language. "Loan" and "borrowing" are of course metaphors, because there is no literal lending process. There is no transfer from one language to another, and no "returning" words to the source language. They simply come to be used by a speech community that speaks a different language from the one they originated in.

Borrowing is a consequence of cultural contact between two language communities. Borrowing of words can go in both directions between the two languages in contact, but often there is an asymmetry, such that more words go from one side to the other. In this case the source language community has some advantage of power, prestige and/or wealth that makes the objects and ideas it brings desirable and useful to the borrowing language community. For example, the Germanic tribes in the first few centuries A.D. adopted numerous loanwords from Latin as they adopted new products via trade with the Romans. Few Germanic words, on the other hand, passed into Latin.

The actual process of borrowing is complex and involves many usage events (i.e. instances of use of the new word). Generally, some speakers of the borrowing language know the source language too, or at least enough of it to utilize the relevant words. They adopt them when speaking the borrowing language. If they are bilingual in the source language, which is often the case, they might pronounce the words the same or similar to the way they are pronounced in the source language. For example, English speakers adopted the word garage from French, at first with a pronunciation nearer to the French pronunciation than is now usually found. Presumably the very first speakers who used the word in English knew at least some French and heard the word used by French speakers.

Those who first use the new word might use it at first only with speakers of the source language who know the word, but at some point they come to use the word with those to whom the word was not previously known. To these speakers the word may sound 'foreign'. At this stage, when most speakers do not know the word and if they hear it think it is from
another language, the word can be called a foreign word. There are many foreign words and phrases used in English such as *bon vivant* (French), *mutatis mutandis* (Latin), and *Schadenfreude* (German).

However, in time more speakers can become familiar with a new foreign word. The community of users can grow to the point where even people who know little or nothing of the source language understand, and even use the novel word themselves. The new word becomes conventionalized. At this point we call it a borrowing or loanword. Nevertheless, not all foreign words do become loanwords; if they fall out of use before they become widespread, they do not reach the loanword stage.

Conventionalization is a gradual process in which a word progressively permeates a larger and larger speech community. As part of its becoming more familiar to more people, with conventionalization a newly borrowed word gradually adopts sound and other characteristics of the borrowing language. In time, people in the borrowing community do not perceive the word as a loanword at all. Generally, the longer a borrowed word has been in the language, and the more frequently it is used, the more it resembles the native words of the language.

**Function Of Borrowing**

Loanword is an expression indicating either a foreign word or a lexical item that the recipient language borrows from the donor language. The definition of the loanword by Görlach is:

> A foreign lexical item is borrowed at word level or above (loan phrase); both form and content are affected in the process of borrowing and in later integration, namely by adaptation to the formal categories of the receiving language, and by the selection of a meaning (which has to coexist with indigenous equivalents) (Görlach, 145).

The process of the lexical item becoming a loanword normally starts with occasional use in a native context and the integration progresses when the word appears in the speech community (Görlach, 145).
According to Görlach there are four reasons for borrowing loanwords. First, gaps in the indigenous lexis: the word is transferred with both new content and object, or there is no word for designation of a well-known content, or the existing word is not specific enough for certain nuances. Second, previous weakening of the indigenous lexis: there had been experimental attempts to find expressions for rendering the content but none of them succeeded, or the found expression had been weakened by homonymy, polysemy, or being part of an obsolescent word-formation, or the existing expression needs to be replaced by one that is more neutral. Third, associative relations: an adoption of one word is followed by borrowing another word of the same family, or the borrowing is supported by a native word of similar form (this was particularly important for adopting from Scandinavian), or an earlier loanword is replaced by a new one. And fourth, special extralinguistic conditions: the borrowed words are needed for purpose of rhymes and metre, or the adoptions happens because of fashion and prestige, or untranslated words need to be replaced. The author points out that there are more classifications for borrowings, most of them motivated not by necessity but fashion and prestige as was mentioned above and therefore are very difficult to define. He also mentions that sometimes borrowing happened without an obvious reason and that loanwords and the native expressions equivalent to them were often used as synonyms (Görlach, 149-150).

The reasons for borrowing loanwords imply their function in the recipient language. They describe new objects and concepts, which were previously designated by a paraphrase and fill the lexical gaps for those concepts that were not properly named. That helps to avoid ambiguity and get more accurate differentiation. Where there is a need for international communication, for example in terminology in the sciences, loanwords are facilitating the interaction (Görlach, 151).

**History of The Jakarta Post**

The year 1983 marked an important milestone in the history of media publishing in Indonesia when the first issue of *The Jakarta Post* appeared on April 25. The new English daily is unique, not only in its goal, which is to improve the standard of English language media in Indonesia, but also in bringing together four competing media publishers into producing a quality newspaper with an Indonesian perspective.
The objective of the new publication was to present to the public a newspaper of the highest quality that would provide its readers with all the news that was not only fit to print, but that would deepen their insight into the very workings of this vast archipelago, its people and its government, as members of the great family of nations.

The history of the newspaper dates back to a conversation in mid-1982, between then minister of information Ali Moertopo and Mr. Jusuf Wanandi, who represented the government-backed Golkar newspaper Suara Karya. Minister Moertopo mentioned the possibility of publishing an English-language newspaper of the highest editorial quality which would not only cater to the fast growing foreign community in the country - the result of more than a decade of opening up the economy to the global community - but more importantly one that would be able to provide an Indonesian perspective to counter the highly unbalanced Western-dominated global traffic of news and views.

To serve the purpose, several requirements had to be met. The paper would have to bring together some of the best Indonesian journalists and editors in order to be able to produce a quality newspaper of international standards. Simultaneously it should also represent the different factions of the broad, sociopolitical spectrum of the nation to be able to nurture a truly Indonesian perspective.

Of no less importance, the company should be managed professionally so that it could grow into an economically strong institution capable of consistently maintaining high-quality journalism. And last but not least, the ownership of the newspaper should also reflect the philosophy of the nation, hence the collectively owned shares of the employees, besides the no-single-majority equity participation of its founders.

Thus the company, PT Bina Media Tenggara, was founded in late 1982 as an independent newspaper institution privately owned by four competing media groups publishing some of the leading national publications: Suara Karya, Kompas, Sinar Harapan and Tempo. Ten percent of equity (later increased to 20 percent) was provided as a collective share of all employees.
Immediately afterward, a team of experienced journalists and editors was selected from the four founding companies, as well as from other news organizations. For the business side, a special team was set up within the Kompas-Gramedia group to help manage the marketing, distribution and other pertinent functions of the news organization based on a yearly management contract.

On the first day of publication, not more than 5,474 copies of the newspaper reached readers. The contents of its eight pages varied from news about Soviet espionage activities in the region, to an article written by Kompas' Jakob Oetama on the installation of H. Harmoko as the new minister of information, just a few months after he was personally involved in the preparatory stage of this newspaper in his capacity as chairman of the Indonesian Journalists Association (PWI), plus a few congratulatory advertisements.

**Methods**

Considering the magnitude of the corpus data, that is, the number of articles appearing in each edition of the Jakarta Post and also the daunting task of identifying French words in the JP articles, these three factors were taken into account in this study:

1. Corpus was taken from January to August 2014 JP editions.
2. Search engine provided in the Jakarta Post online edition were used to help locate which article contains French loanwords.
3. French borrowings were limited to the purely-spelled French words listed in Oxford Advanced Learner's Dictionary 7th edition. These words are not English words derived from French which have been fully absorbed and conventionalized in English. Instead, they are purely French words borrowed in English. Included here are avant-garde, camouflage, chef, chic, connoisseur, coup d’etat, critique, cul-de-sac, cuisine, débris, déjà vu, dossier, espionage, esprit de corps, fait accompli, faux, force majeure, haute-couture, hors d’œuvre, laissez-faire, lingerie, raison d’etre, régime, rendezvous, renaissance, résumé, sabotage, and savoir-faire.

**Data Analysis Procedures**

1. The French words listed above were inserted in the Search Menu one by one to locate which article contains them.
2. Every time a French word was discovered, its occurrences were noted (How many articles contain a particular French word; How many times this particular word appears in each article).

3. The French loanwords collected were then classified by their Word Class namely Adjective, Adverb, Noun and Verb.

4. The last step was to classify these loanwords based on their origin, meaning and equivalences in English.

Result and Discussion

Classification of the French Borrowings According to Their Occurrences

In this step of the study the French borrowed words were classified based on their occurrences or how often they were used in articles. This is deemed essential because the more often a certain loan is used, the more significant that word is in English regardless its reason of use. Detailed description is given in the table below.

Table 1: Classification of the French Borrowings According to Their Occurrences

<table>
<thead>
<tr>
<th>No</th>
<th>French Borrowings</th>
<th>Number of articles containing this word</th>
<th>Number of Occurrences in Each Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>avant-garde</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>camouflage</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>chef</td>
<td>11</td>
<td>67</td>
</tr>
<tr>
<td>4.</td>
<td>chic</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>connoisseur</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>coup d’etat</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>critique</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>cul-de-sac</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>cuisine</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10.</td>
<td>debris</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>deja vu</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>dossier</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>espionage</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>esprit de corps</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>fait accompli</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>16.</td>
<td>faux</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>17.</td>
<td>force majeure</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>18.</td>
<td>haute couture</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>19.</td>
<td>hors d’oeuvre</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>20.</td>
<td>laissez-faire</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>21.</td>
<td>lingerie</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>22.</td>
<td>raison d’etre</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
The table above shows that the word chef is the most frequently utilized in 11 articles totaling 67 occurrences. Rendezvous ranks second in terms of article number containing this word with its 7 occurrences. Coup d'état, critique and fait accompli are the next loans mostly preferred by the Jakarta Post’s writer appearing in 5, 6, 5 articles with 5, 6, 6 occurrences respectively. Camouflage, espionage, déjà vu, cul-de-sac, and savoir-faire did not appear many times while cuisine, régime, renaissance were not discovered at all. Some words underwent changes in spelling somehow like coup d’état which is written without accent é. Originally, it is coup d’état. Deja vu is also spelled without accenté et accent à. Actually it is déjà vu. It goes the same way with raison d’etre which is supposed to be raison d’être.

Classification of the Borrowings into Word Classes
To further explain French borrowings in English, the data collected were then put into groups of parts of speech. This is considerably important since we intend to see how each loan serves in the sentence. Does it function as it does in its original language? Are there any changes in function?

<table>
<thead>
<tr>
<th>No</th>
<th>French Borrowings</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>avant-garde</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>camouflage</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>chef</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>chic</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>connoisseur</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>coup d’état</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>critique</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>cul-de-sac</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>cuisine</td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10.</td>
<td>debris</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>déjà vu</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>dossier</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>espionage</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>esprit de corps</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>fait accompli</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>faux</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The table above illustrates how the French borrowings are classified in Word Classes. There are 4 parts of speech represented here namely Adjective, Adverb, Noun, and Verb. Of the 28 loanwords collected, 4 of them are adjective, none is adverb, 20 of them are noun, and 1 is verb. This classification is based on how these loans serve in the current sentences found in the articles not on what parts of speech these words originally belong to.

It’s worth further explaining that some words shifted from their original parts of speech. Avant-garde in French is Noun meaning pioneer but in the JP article it was used more as an Adjective modifying another word. “Sporty elements are more obvious in the interior of the C 250 BMW Avantgarde AMG Plus model.” In this sentence avant-garde serves as an Adjective modifying AMG Plus Model.

The word ‘connoisseur’ even experienced a change in spelling from its original French connaisseur which means expert or somebody who is knowledgeable. The French word ‘critique’ could be either Noun which means criticism, or Adjective which is critical in English or Verb – to criticize. In the JP articles this loan serves as Verb and Noun.

Phrase déjà vu is actually participle form which literally means already seen. Yet, in the JP articles it serves as Noun as stated in the sentences “It has been a long time since such talks have occurred, but last week a feeling of déjà vu overcame me,” So, a shift of function occurs here. It goes the same way with ‘fait accompli’ - a participle form which in the JP articles functions as Noun as indicated in the following sentence “There’s only the same stale old fit-up where an officers’ council acted to endorse a political fait accompli.”
Even *laissez-faire* and *fait accompli* in French are not used as often as they are in English, that is, *to modify* a noun and *to serve* as noun respectively.

### Classification of French Loans According to Their Equivalence, Meaning, Original Form and Subject

In order to find out the reason why these French loanwords were preferred in the JP articles, they are grouped according to 4 categories namely equivalence in English, meaning, original form and subject of the articles.

#### Table 3 Classification of French Loans According to Their Equivalence, Meaning, Original Form and Subject

<table>
<thead>
<tr>
<th>French Borrowings</th>
<th>Equivalence</th>
<th>Meaning</th>
<th>Original Form</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>avant-garde</td>
<td>pioneer</td>
<td>pioneer</td>
<td>avant (prep) + garder (v)</td>
<td>automotive</td>
</tr>
<tr>
<td>camouflage</td>
<td>disguise</td>
<td>disguise</td>
<td>camoufler (v)</td>
<td>politics</td>
</tr>
<tr>
<td>chef</td>
<td>cook, chief, master</td>
<td>chief, master</td>
<td>chef (n)</td>
<td>cooking; fine dining</td>
</tr>
<tr>
<td>chic</td>
<td>stylish, elegant</td>
<td>stylish, elegant</td>
<td>chic (adj)</td>
<td>fashion</td>
</tr>
<tr>
<td>connoisseur</td>
<td>expert; skilled</td>
<td>expert; skilled</td>
<td>connaisseur (adj)</td>
<td>fashion</td>
</tr>
<tr>
<td>coup d’état</td>
<td>-</td>
<td>overturn of government</td>
<td>couper (v) + état (n)</td>
<td>politics, history</td>
</tr>
<tr>
<td>critique</td>
<td>criticism</td>
<td>criticism</td>
<td>critiquer (v)</td>
<td>politics</td>
</tr>
<tr>
<td>cul-de-sac</td>
<td>blind alley; dead lock</td>
<td>blind alley; dead lock</td>
<td>cul-de-sac (n)</td>
<td>politics</td>
</tr>
<tr>
<td>cuisine</td>
<td>kitchen; cooking</td>
<td>kitchen; cooking</td>
<td>la cuisine : kitchen faire la cuisine : to cook</td>
<td>cooking</td>
</tr>
<tr>
<td>debris</td>
<td>remnant; remaining</td>
<td>remnant; remaining</td>
<td>débris</td>
<td>news on plane crash</td>
</tr>
<tr>
<td>déjà vu</td>
<td>-</td>
<td>to see before hand</td>
<td>déjà (already) + vu (see)</td>
<td>politics</td>
</tr>
<tr>
<td>dossier</td>
<td>document</td>
<td>document</td>
<td>dossier</td>
<td>politics</td>
</tr>
<tr>
<td>espionage</td>
<td>spy affairs</td>
<td>spy affairs</td>
<td>espionage</td>
<td>politics</td>
</tr>
<tr>
<td>French Word</td>
<td>English Translation</td>
<td>Meaning</td>
<td>Category</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
<td>---------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>esprit de corps</td>
<td>fanatic to his own group</td>
<td>esprit (spirit) + corps (body)</td>
<td>politics</td>
<td></td>
</tr>
<tr>
<td>fait accompli</td>
<td>a thing already done &amp; can’t be changes; therefore it’s not worth arguing</td>
<td>fait/faire (do) + accompli/accomplir (accomplished)</td>
<td>politics</td>
<td></td>
</tr>
<tr>
<td>faux</td>
<td>false</td>
<td>faux</td>
<td>politics</td>
<td></td>
</tr>
<tr>
<td>force</td>
<td>unexpected</td>
<td>force (strength) + majeure (major)</td>
<td>law, mining</td>
<td></td>
</tr>
<tr>
<td>haute couture</td>
<td>high fashion; fashionable clothes</td>
<td>haute (high) + couture (garment)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>hors d’œuvre</td>
<td>masterpiece</td>
<td>hors (outside/extraordinary) + œuvre (work/n)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>laissez-faire</td>
<td>policy of allowing business to run freely without government intervention</td>
<td>laissez/laisser (let) + faire (do)</td>
<td>politics</td>
<td></td>
</tr>
<tr>
<td>lingerie</td>
<td>women clothing</td>
<td>lingerie</td>
<td>politics</td>
<td></td>
</tr>
<tr>
<td>raison d’être</td>
<td>the most important reason of somebody/something’s existence</td>
<td>raison (reason) + d’être (to be)</td>
<td>politics</td>
<td></td>
</tr>
<tr>
<td>regime</td>
<td>government order</td>
<td>regime</td>
<td>politics</td>
<td></td>
</tr>
<tr>
<td>rendezvous</td>
<td>meeting; appointment</td>
<td>rendez-vous</td>
<td>politics</td>
<td></td>
</tr>
<tr>
<td>renaissance</td>
<td>re-birth</td>
<td>renaitre (reborn)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>résumé</td>
<td>abstract</td>
<td>résumer (summarize)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>sabotage</td>
<td>destroy secretly</td>
<td>Sabotage</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>savoir-faire</td>
<td>knowhow</td>
<td>savoir (know) + faire (do)</td>
<td>business</td>
<td></td>
</tr>
</tbody>
</table>
The table above shows how each loan is further explained to discover its equivalence, meaning, original form and subject. It is interesting to note that not all borrowed words have equivalence in English. Words like coup d’état, déjà vu, esprit de corps, fait accompli, force majeure, haute couture, hors d’œuvre, laissez-faire, raison d’être, régime, renaissance and sabotage have no corresponding words in English. This is presumably the reason why the ideas were replaced or represented by French words.

Some other words like avant-garde, chef, chic, cul-de-sac, hors d’œuvre, rendezvous, and savoir-faire actually have equivalence in English as can be seen in the table. However, the difference in nuance seems to be the reason why the French words are preferred. It is true that avant-garde corresponds to pioneer but the first is richer in literary nuance as it has been used for so long.

**Conclusion**

From the analysis above it can be concluded that firstly, in term of appearance, chef, rendezvous, coup d’état and fait accompli are the most frequently used loanwords. These four words are used in different subjects. Chef is used in fine dining while rendezvous, coup d’état and fait accompli are used in politics.

Secondly, of the 28 loanwords 20 serve as noun, the rest are adjective and verb. It is worth noting somehow that some words assume different parts of speech unlike what they serve in French.

Thirdly, most loanwords are preferred despite the fact that their equivalences are found in English. This seems to confirm what Groom and Jespersen state that French expressions are sometimes used to avoid the plain-speaking of native (English) words.

**References**


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IMPROVING STUDENTS’ ABILITY IN WRITING RECOUNT TEXTS BY USING AUTHENTIC TASK

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Abstract

This study uncovers the improvement of the students’ ability through authentic task in writing recount text. It is used to look for and write down what they have seen in real world. This study is Classroom Action Research. It is planned as well as possible. Moreover, the subject of the study was a class of the tenth grade students of Islamic Boarding High School “Hikmatussyarief” MA NW Salut in the School Year 2010/2011. It was conducted in two cycles. Then, the instruments utilized were observation checklist, questionnaire, and students’ writing product. The result of this study indicates that authentic task as a technique has improved the students’ ability in writing recount text as well as plan. In the first cycle, there is 57% students’ who gained score higher than 60% and the students who gained score less than 60 are 52%, meanwhile the students score at the second cycle shown 81% of the students get higher than 60 (17 out of 21 students) and 19% of the students gained score less than 60 (4 out of 21 students). It is also to indicate that the students’ involvement in teaching and learning process was surely active, particularly when they worked in group. In short, this technique is believed to improve the students’ ability in writing recount text and their involvement in teaching and learning processes.

Keywords: students’ ability, recount text, authentic task technique

Introduction

As well-known that writing skill is one of crucial elements in four English language skills – listening, speaking, reading and writing – to master in communicational means. A great user of the language must master the skill. In order to realize it, the skill should be supported by clear explanation and instruction of writing process suggested by (Langan, 2011 and Blanchard, 1997) such as prewriting, editing, drafting, and revising in teaching of English language. However, in preliminary study the condition of teaching writing in senior high...
school especially at the tenth grade Islamic boarding school of “Hikmatusysyarief” MA NW Salut was not ideal, for example.

It is caused the students have limited time to study English by means of having many programs of the school start from early morning to lately evening to be run. Therefore, the teaching activity was not supported by those both clear explanation and instruction of writing process. Besides, it might also be caused by a monotone technique teaching and uncontextualized material offered by the teacher. Impact, the students seemed bored and got difficult to jot their though in the process of teaching writing. These conditions inspire the researcher to contribute by implementing authentic task in a research entitled, “Improving Students’ Ability in Writing Recount Texts by Using Authentic Task.” The aim was to improve the students’ writing especially in writing recount text. The research question was “To what extent was the authentic task could improve the ability of writing recount text of the tenth grade students of Islamic boarding school “Hikmatusysyarief” MA NW Salut in the school year 2010/201?”

Moreover, ‘Authentic Task’ is a technique applied in teaching and learning process in outdoor. The technique was chosen based on consideration that authentic task had real world relevance with students. This is also based on Brown, Herrington and Oliver, 2000 in Gulikers’ (2005) theory that learning authentically means that students should be stimulated to develop relevant competencies by being confronted with learning experiences that simulate their real life or future professional practices. This study was conducted previously by Susanti (2005) as well. Additionally, the benefits of authentic task can support students of the tenth grade of Islamic high school “Hikmatusysyarief” MA NW Salut to improve their writing ability, especially in writing recount text.

**Literature Review**

*Improving Students’ Writing Ability*

A good writing is presenting and explaining ideas for specific audience (reader) and specific purpose, (Luhulima, 1997: 211). He states some characteristics of good writing are:

“It must be significant i.e. it should tell the audiences/ reader something they want or need to know; it must be clear i.e. easy to fine/ understand the meaning; it must be
unified and well organized; it must be economical; not long-winding and wasting time when reading it; it must add quality development i.e. key points must be supported; and it must be grammatically accepted i.e. no mistakes in usage and mechanics.”

This can be said that teaching writing of English must be arranged as well as possible related to the insight a good writing procedure.

Likewise, teaching of the skill particularly recount text must consider everything on what level of teaching is undertaken. Besides, everything has symbol and character to identify and teach recount text at senior high school based on characteristics of the evaluation of writing. Here, there are some elements assessed in evaluation of the students writing skill such as thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinions, use of description, (Brown, 2001: 357). Therefore, teachers are able to teach their students by planning of materials based on the level of teaching and learning.

Moreover, in assessing students’ writing products, it is measured by using analytical scoring rubrics for writing which is applied in students’ writing products based on description of the criteria of success. Both of them are adopted from, (Cohen, 1994: 382). Besides, in getting the percentage qualification of the students’ writing skill, it is adopted by Djiwandono (2008: 168). It means that these are used to obtain qualified result of students’ writing products by means of improving the quality of students’ writing skill particularly recount text.

**Recount Texts**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative, (Djohari, 2007:44). And the purposes are to give the information and an event. It tell us that, recount text is a text that reform the condition of someone in the past time arte in sadness or in happiness. He (p.44) also says that recount text generally has structure, such as: 1) Orientation; the opening that introduces figures, time, and location; 2) Event the arranging of incidents or happening; 3) Reorientation; the closing of expression in the form of the event has done; 4) Comment; the individual comment has character as optional.
Recount text usually uses elements of a particular language, (p. 44). They are:

1. certain noun as a pronoun, example: Otong Setiawan, Seanu Prabu Ratu Kadita, Eha, and Djohari etc.,
2. individual participant, the major on the history of participant, particularly,
3. past tense, using past verb, for example: went, run, ate, etc.,
4. time connective and conjunction for short the event, for example, after, before, soon, then, after that, etc.,
5. action verbs, verb which show the event or activity. For example, stayed, climbed, killed, etc.,
6. adverbs and adverb phrases showing place, time, and manner, for example: yesterday, last week, at home, slowly, carefully, etc.

Therefore, this material is supporter in applying authentic task as a technique in teaching and learning process.

**Authentic Task**

To deal with authentic task and how far the technique, it is able to increase the students’ ability in writing recount text and this is as medium or supporter of applying the students writing skill. According to Brown, et al. (1989 in Herrington, 2006: 4), authentic tasks have real-world relevance: Activities match as nearly as possible the real-world tasks of professionals in practice rather than the contextualized or classroom-based tasks. This means that the students are able to make an understanding in classroom about real condition in the world in which they have to collaborate with the material in learning process.

**Methodology**

**Research Design**

Based on the background of the study, the researcher used authentic task as a technique in improving students’ ability. The design of the research is called classroom action research (CAR). Taken from Koshy (2007: 4), it describes the process of action research as in figure 1 follow.

![Figure 1 the process of action research](image-url)
Figure 1.1 above describes about the process of action research. In cycle one, the first phase is to range planning, and the purpose is able to do in an action as well as possible. The second is action and observe. These are the intention of planning in implementing the action and to know what happens in action. Then, the third one is reflecting, the aims of it are to know the result of implementing and to know what should be done when there find any kindness or useless in action of first cycle. And then, it leads to create conclusion and report or re-planning to the next cycle as an action.

CAR is not bounded of how many cycles to be run by means of improving the quality of education especially teaching of English language. This view is voted by Latif (2006: 110) that:

“Amount of cycle does not in boundary or determined in planning, because the researcher does not know how many the cycle that he will already has used to get the purpose as plan. After one cycle, if upon the target has found and all the indicator of success has looked, the action research can be finish and make a report. But on the contrary, if upon the learning not yet get the target as the planning, not all the indicator has got in English learning, so the action is not finish and the next cycle must be done again.”

Furthermore, Michael (2000: 16) also states that:

“Action research involves the collection and data analysis of data related to some aspect of our professional practice. This is done so that we can reflect on what we have discovered and apply it to our professional action. This is a loop process, in the sense that the process can be repeated (reframing the problem, collecting fresh data, rethinking our analysis etc.) until we find a solution that satisfies us.”

Regarding with the viewpoints above, it can be said that CAR is significant in improving the quality of education especially in teaching of English language which contains four language skills. In short, it is extremely convenient in order to improve students’ skills of English.
Participants
The subjects of the study were the students of tenth grade of Islamic boarding school “Hikmatusyariief” MA NW Salut. It is one of the private Islamic boarding schools that links with Nahdothul Wathon education foundation located in Narmada-West Lombok-West Nusa Tenggara Province. Its location is on Suranadi Street, Salut-Selat-Narmada. The students were 25 students consisted of 13 males and 12 females. They were from middle level of economy, categories of the students’ happiness and sealing to learn and the students had good relation with the society of the school.

Technique of Data Collection
The study was Classroom Action Research (CAR) so there were five main steps, those were: preliminary of the study; planning the action; implementing the action; observing the action; reflection of the action; and re-planning the action.

Findings
Based on the result of analysis the students’ activities in teaching and learning process and their writing product, it was found that the students’ ability in writing recount text was improved. It means that there were positive effects in applying authentic task as a technique in teaching and learning process of writing recount text. Besides the technique could improve the students’ ability in writing recount text, make the students’ motivation better than before. Phase can be seen the involvement of the students in teaching and learning process, and the last students response in learning process enhanced. Those were identified by using observation checklist and questionnaire, particularly in teaching writing skill of English language. And almost all of them gradually gained good score at the first cycle and the second cycle. These are illustrated on the table 1 and 2.
Table 1 the Students’ Respond on the Implementing of the Technique at the First Cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Jawaban</th>
<th>Persentase jawaban b dan e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apakah handasukape belajarannangka authentic task?</td>
<td>Sangat tidak suka</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tidak suka</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bisa saja</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suka</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sangat suka</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apakah anda terasa termotivasi dalam belajar bahasa inggris dengan</td>
<td>Sangat tidak termotivasi</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>menggunakan teknik authentic task?</td>
<td>Tidak termotivasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bisa saja</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Termotivasi</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Sangat termotivasi</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apakah anda senang menulis pengalaman anda dengan menggunakan authentic</td>
<td>Sangat tidak senang</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>task?</td>
<td>Tidak senang</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bisa saja</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senang</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sangat senang</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Dengan penerapan teknik authentic task ini, apakah anda merasa terbantu</td>
<td>Sangat tidak terbantu</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>dalam menulis</td>
<td>Tidak terbantu</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bisa saja</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Terbantu</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sangat terbantu</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>u</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dengan penerapan teknik authentic task ini anda merasa terbantu dalam</td>
<td>Sangat tidak terbantu</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>topic yang akan anda tulis?</td>
<td>Tidak terbantu</td>
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</tr>
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<td>Bisa saja</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Terbantu</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sangat terbantu</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Apakah kemampuan anda merasa meningkat setelah teknik authentic task ini</td>
<td>Sangat tidak meningkat</td>
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</tr>
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<td>di terapkan?</td>
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<td></td>
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<td>Bisa saja</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meningkat</td>
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</tr>
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<td></td>
<td></td>
<td>Sangat meningkat</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Apakah teknik</td>
<td>Sangat</td>
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</tr>
<tr>
<td></td>
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<td>Tidak</td>
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<td></td>
<td></td>
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<td>Baik</td>
<td></td>
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<tr>
<td>----</td>
<td>----------------------------------------------------------------------------</td>
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<td>----------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Apakah anda suka pembelajaran menggunakan teknik authentic task?</td>
<td>Sangat tidak</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>suka</td>
<td>Tidak suka</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a)</td>
<td>(b)</td>
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<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apakah anda terasa termotivasi dalam belajar bahasa inggris dengan</td>
<td>Sangat tidak</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>termotivasi menggunakan teknik authentic task?</td>
<td>Tidak termotiv-</td>
<td></td>
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<tr>
<td></td>
<td>vasi</td>
<td>saja</td>
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<td></td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apakah anda senang menulispengalamaan dengan menggunakan authentic</td>
<td>Sangat tidak</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>task?</td>
<td>Tidak senang</td>
<td></td>
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<tr>
<td></td>
<td>(a)</td>
<td>(b)</td>
<td></td>
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<tr>
<td></td>
<td>0%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Dengan penerapan teknik authentic task ini, apakah anda merasa terbantu</td>
<td>Sangat tidak</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>dalam menulis</td>
<td>Tidak terbantu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>u</td>
<td>saja</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a)</td>
<td>(b)</td>
<td></td>
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<tr>
<td></td>
<td>0%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dengan penerapan teknik authentic task ini anda merasa terbantu dalam</td>
<td>Sangat tidak</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>menemukan topic yang akan Anda tulis?</td>
<td>Tidak terbantu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>u</td>
<td>saja</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a)</td>
<td>(b)</td>
<td></td>
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<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Apakah kemampuan nandamerasamenin</td>
<td>Sangat tidakme</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>mening</td>
<td>Tidak mening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a)</td>
<td>(b)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
The result of all indicators in criteria of success had effect in the implementing of the technique and it based on the procedure of study; how to manage the classroom, how to deliver the material, and how to made students active in process of learning. They were understood the material talking about. And in first cycle gained score equal and more than 60 were 12 students, and the highest score of students’ writing products in implementing the technique in first cycle were 75 and 2 of the 21 students had got 75, and then the mean score of the students writing product were 56. So that 57% of the students were success in first cycle. Meanwhile, in the second cycle was obtained the students’ score that 81% of the students got score equal and more than 60 and the highest score were showed 75 (3 of 21 the students got 75), so that the result of the students writing product enhanced from 57% in the first cycle became 81% in the second cycle, and those were able called success and the table below described about the result of students’ writing product.

Table 3 the Result of Students Writing Product Started from Preliminary Study till the Second Cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Starting Point</th>
<th>Success</th>
<th>Score in First Cycle</th>
<th>Success</th>
<th>Score in Second Cycle</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. B.</td>
<td>50</td>
<td>No</td>
<td>55</td>
<td>No</td>
<td>65</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>A. K.</td>
<td>50</td>
<td>No</td>
<td>55</td>
<td>No</td>
<td>55</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>A.I.H.</td>
<td>40</td>
<td>No</td>
<td>60</td>
<td>Yes</td>
<td>60</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>A.W.</td>
<td>40</td>
<td>No</td>
<td>50</td>
<td>No</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>A.</td>
<td>40</td>
<td>No</td>
<td>60</td>
<td>Yes</td>
<td>55</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>F.</td>
<td>55</td>
<td>No</td>
<td>-</td>
<td>-</td>
<td>75</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>F.R.A.</td>
<td>45</td>
<td>No</td>
<td>70</td>
<td>Yes</td>
<td>75</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>I.Y.</td>
<td>40</td>
<td>No</td>
<td>75</td>
<td>Yes</td>
<td>65</td>
<td>Yes</td>
</tr>
<tr>
<td>9</td>
<td>J.A.</td>
<td>55</td>
<td>No</td>
<td>60</td>
<td>Yes</td>
<td>60</td>
<td>Yes</td>
</tr>
<tr>
<td>10</td>
<td>K.S.</td>
<td>40</td>
<td>No</td>
<td>60</td>
<td>Yes</td>
<td>65</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>K.K.A.</td>
<td>40</td>
<td>No</td>
<td>-</td>
<td>-</td>
<td>60</td>
<td>Yes</td>
</tr>
<tr>
<td>12</td>
<td>K.</td>
<td>40</td>
<td>No</td>
<td>65</td>
<td>Yes</td>
<td>65</td>
<td>Yes</td>
</tr>
</tbody>
</table>
The table above presents about the students writing product in preliminary study that 2 of the students got score equal and more than 60%; in first cycle that 12 of the students got score equal or more than 60 and 11 of the students got the score less than 60, so 57% of the students were success and 52.38% of the students were not success; and in the second cycle indicated 81% of the students’ score were got score equal and more than 60%. So that, in preliminary study the students’ score showed unsuccessful and the results of the first cycle was achieved and the score in the second cycle had completion for all of the students’ writing products.

**Discussion**

According to Ur (1996: 163), the purpose of writing, in principle, is to express of the ideas, to convey a message to the reader; so the ideas themselves should be arguably seen as the important aspect of writing. On the other hand, the writer needs to pay attention to formal aspect: neat handwriting, current spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.

Authentic task as a technique in teaching and learning process proved that in first cycle and in the second cycle gave more changes for the students’ ability in writing text. The students had no willing to write their ideas or English text. Besides, this technique proved that the students activity in teaching and learning process were active and creative to look for some things that they want to write contextually, and work in group of study.
The results were strengthened by using some instruments in getting the data of that, such as: observation checklist, questionnaire, and students writing product. In the first and the second cycle as follows:

a. In the preliminary study found the students’ ability in writing recount text were very low, because the students got result where there were 2 students got success criteria and was 8% and 23 of the students got less than 60%. It meant that they were called unsuccessful in writing recount text based on the minimum criteria of success (so called ‘KKM’) of Islamic Boarding School “Hikmatusysyarief” MA NW Salut.

b. In the first cycle, the students’ involvement first was analyzed by using observation checklist (see Appendix 4). The score was 80% the students (20 out of the 25 students) involved in teaching and learning process. The students fulfilled number 5 were 7 of students (28% of the students). It means that they were very active. While 52% out of the 25 students fulfilled the point number 4 were 13, so that they were categorized active enough and its percentage was 52%. Second, the students responded when implementing the technique, questionnaire while consisted of 7 elements that focused on the roman numeral of d and e. It means that the students chose d and e were more that 70%. It means that the students’ attitude of implementing the technique was success. While, the students chose d and e for number 1 were 68%, for number 2 were 55%, number 3 were 18%, number 4 were 73%, number 5 were 58%, number 6 were 56%, and number 7 were 73%. It means that not all of them got success but only point number 4 and 7 were success; and the last students writing product. The data that found the students writing product was success. It can be seen from the students’ performances of writing product, and it was analyzed by using analytic scoring rubrics for writing of Cohen (1994: 382) (see Appendix 5). The result got the criteria of success (KKM), and the score obtained that 57% of the students were successes (12 out of 21 students) and the result of the score obtained less than 60 where 9 of 21 students were unsuccessful and the percentage were 42% of the students. It means that the results showed that the obtained score of the third criteria was successful but unsatisfied.

The students’ result of writing product can be described as in figure 2 and 3 below.
c. In the second cycle, 1) the students involvement was analyzed by using observation checklist and the gained score showed that 84% of the students (21 out of the 25 students) involved in teaching and learning process or the students who fulfilled number 5 were
2 students (8% of the students) it means that they were very active. While, the students got 76% out of the 25 students and the students who fulfilled the point number 4 were 19 students, it means that they were categorized active enough; 2) the students response when implementing the technique was analyzed by using questionnaire. The students chose d and e for number 1 were 73%, for number 2 were 73%, number 3 were 77%, number 4 were 77%, number 5 were 77%, number 6 were 73%, and number 7 were 81%, it means that all of them got success; 3) and the last students writing product. The data were found from these instruments were realized that the students writing product was success. Where the score showed 81% of the students were success (17 out of 21 students) and the result of the score obtained that less than 60 where 4 of the 21 students its percentage were 19% of the students were unsuccessful. It means that the result showed that the score which were obtained in the third criteria was successful. The students’ results of writing product were described as in figure 4 and 5.

![Figure 4 the Process of Improving the Students’ Ability in Writing Recount Text at the Second Cycle](image-url)
Based on the describing above, it showed that the authentic task as technique in teaching and learning process was success to improve the students’ ability in writing recount text of the tenth grade students of Islamic boarding school “Hikmatusysyarief” MA MA Salut in the school year 2010/2011.

In short, the use of authentic tasks is the students involved to the learning process because the students’ opinion or feeling included to their experiences. Students have imagination to write their experiences because they faced the real condition in the past. So that the result of using this technique was the students had to write down their experience using journal, diary, and note book. And they were able to write their experiences by themselves in next time or in informal education. The function of this technique was to make teaching and learning process to be more effective as well as to make students’ activeness and creativeness in doing their work whether in formal or in informal education, too.

**Conclusion**

The implementation of the authentic task in teaching and learning process to improve the students’ ability in writing recount text for the tenth grade students of Islamic Boarding High School “Hikmatusysyarief” MA NW Salut in the school year 2010/2011 was able to be
applied or their writing skill was improved. Besides, this technique was able to change the condition of teaching and learning that the students were active in the whole teaching-learning process of writing and particularly in writing recount text.

By undertaking the present study, it is advisable or recommended to several steps in teaching and learning process, as follows:
1. to explain a recount text to the students,
2. to give an example of recount text,
3. to give the students opportunity to ask each student to clarify the information,
4. to divide students into several (seven) group for implementing the technique,
5. to give opportunities to discuss based on their group about their experiences when they are applying authentic task,
6. students compose writing product individually.

Indeed, the teaching writing by using authentic task has some toughness: first, the authentic task is able to give the students opportunities to interact or discuss one another; second, this technique is able to make the students’ active in teaching and learning process; and third, the technique is able to increase the students’ vocabulary in order to help the process of writing recount text.

References


CONSERVATION STARTERS IN ENGLISH TEACHING

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Abstract

The global issue of environment which needs specific attention has made all countries think about possible solution or creative responses. Indonesia, which is in the process of boosting its economy and people’s prosperity, is inevitably prone to industrial exposure that leads the country to environmental-deterioration. Consequently, environment should be prioritized in the national-development design. This issue has actually been positively responded by the Indonesian authority of national education program with one of the spirits of curriculum 2013, that is to integrate characters, including ‘caring for the environment’, in the teaching of discrete subjects including English. However, the theme concerning environmental awareness, though explicitly mentioned in the curriculum, seems to still be ignored by some English teachers due to their being badly preoccupied with the stage of understanding/interpreting the newly-implemented curriculum itself. To fill the gap, this paper tries to offer alternative techniques called ‘conservation starters’ to be used in English teaching & learning. The techniques are modified from some already familiar activities such as ‘find someone who’, ‘hunting’, and ‘word description’ games. It is expected that the techniques can help English teachers improve students’ motivation in getting engaged to the English teaching & learning programs, introduce students to environmental issues, and, finally, improve students’ achievement.

Keywords: conservation, starter, English teaching, curriculum

Introduction

Environmental issues have become very serious and thus certain attentions should be given. Indonesia as one of the countries which is now trying to increase its economic performance should not be ignorant about it nor be trapped in developing industries without considering the resulted pollutants. Moreover, nowadays there are many complaints addressed to such environmental deterioration everywhere such as the reduction of rain forests, environmental pollution caused by the mushrooming factories, and the extinction of some typical species of fauna. Even, in the latest years, there have been problems with the burning of Kalimantan forests that have resulted in heavy haze over a wide area.
The issue that the environmental program is indeed not just the concern of the government but also the whole nation; so, that all citizens should also be part of the solution. Regarding the issues, the governments of Indonesia has instructed all schools in the country to integrate environmental education in their program to make all citizens alert to environmental problems. On 5 July 2005, for example, the Ministry of Environment and the Ministry of Education coordinated to issue a decree called *Kep No 07/MenLH/06/2005* and *No05/VI/KB/2005* (Fadli, 2005) to guide schools to develop environmental education. Environmental education, as a matter of fact, has become a national program which involves all teaching practitioners in the country.

The problems of such integration, however, often been blames for disturbing or giving burden to the main program of the teaching itself. In English teaching, for example, some text books respond to it by stuffing complicated materials with technical vocabulary and high level activities or discussions to class. Some teachers have even altered their lesson plan with that of biological or chemistry laboratory programs which make English teaching more daunting than before. Consequently, some teachers often regard such themes, though stipulated in the curriculum, subjects to ignore while their supervisors usually take this as an acceptable excuse.

Integrating values to the teaching of English is actually the nature of language teaching itself as meaning plays a significant role here. Thus there should be programs for the environmental conservation in English classes which are modified or adjusted so that English mastery is still prioritized while the conservation values are absorbed. Concerning the problems, there should be designs for value-integrating English teaching techniques offered to the teaching practitioners. This paper aims at introducing an alternative technique to the teaching and learning of English in the form of some starters for conservation-based English classes. The technique is around the use of *Conservation Starters*, which is expected as a helping hand for teachers joining the conservation program that can be just implemented or modified in the English teaching and learning programs.
The 2013 curriculum and Environmental Issues

In the 2013 Curriculum of English education in Indonesia (Kementrian Pendidikan dan Kebudayaaan (2012), environmental issue is clearly stipulated as part of the character values to be transferred and generated among the students. The curriculum even promotes core competencies as the target of the education namely attitude (religious and social), knowledge, and skills. In attitude, English teaching is supposed to guard the spirit of recognizing God’s gift to humans so as to generate students’ motivation in learning. Social value is related to the target of students’ performing and nurturing socially acceptable behavior such as politeness, discipline, honesty etc, including having positive attitude in conducting interaction with their surroundings and the nature. Here caring for the environment is part of the message. This shows that promoting awareness towards environmental conservation is part of the responsibility of educators.

The teaching itself is supposed to be based on scientific approach emphasizing contextual teaching and learning. English teaching is not to be separated from the world issues including environment and conservation problems. In the peer-teaching evaluation sheet for teacher certification program, moreover, it is mentioned that the teaching of discrete subjects including English should be related to other subjects. This is an opportunity to integrate various values including the ones concerning conservation program.

Designing Teaching Activities and Materials

Integrating environmental values in English Teaching needs teachers’ walking extra miles. They need to be more creative so that the teaching will not result in a negative impact that, instead of giving more meaningful learning, will discourage both teachers and learners. That is why a well-prepared program with interesting materials or activities is needed. For this demand, teachers actually can just surf through the internet and find abundant sources by clicking English teaching or EFL and environment or natural conservation. Some organizations related to natural conservation will give teachers an air of confidence in the integration program. iteslj.org/questions/z.html, for instance, is a web address of the Internet TESL Journal which provides a list of questions for activities in a conservation-based English class; www.ecokids.ca/pub/index.cfm, the website address of EcoKid Earth Day Canada, even provides various activities for students and for teachers. Teachers can just register for
free and get access to interesting, colorful materials and activities for the teaching of environment ranging from beginner to advance levels and can be used in the teaching of English in Indonesia. http://www.greenschools.net/article.php?id=508 is the web address of Greenschool Initiative which can be one of the sources of materials, information, and activities to be developed for the teaching of English in Indonesia. So, while providing the values to be integrated in class, teachers can also collect authentic materials for the English teaching.

However, the ready materials or activities provided in textbooks or in the internet are not always compatible for the teaching-learning program planned by teachers. Those activities or materials will make a clumsy teaching presentation especially when teachers are too busy to learn the materials before using them. In this situation, some teachers prefer self-made designs of materials or activities. Howard and Jae Major (2005) even encourage teachers to believe that it is not only a native speaker who should create the materials or activities for English Teaching as a Foreign Language program. They argue that the concerning teachers including those who are not native speakers can be (should be) the designer for their own class for the sake of contextualization, appropriation, individualization and momentum. Contextualization means that ready-for-use materials do not consider the context around the concerning class as they are created for global usage. Thus the content of the materials are mostly centered around the native speakers’ culture so that they are problematic for the English classes beyond the areas. Appropriation means that ready materials sometimes require certain devices which are not always available around the users. Those materials finally will not be effective if applied in class unless the school can provide the facilities. Individualization means that some materials are created on the basis of homogeneous classes. As a matter of fact, such materials or activities cannot cater for the students’ need. It is class-teachers who know that their students have different background and interests so that when they prepare the materials and activities they will consider the differences among their students. Concerning momentum, Howard and Major state that some materials are in fact out of date that the students do not catch the contexts. Teachers sometimes do not check whether the situation in the text is understood by the students or not. Some songs, for instance, are not popular anymore so that students are reluctant to sing along during the program, actualization and factualization are two things which are significant to motivate and attract more students.
Before choosing or selecting material and activities teachers are suggested to consider some requirements to make a class program effective suggested by Minnh Hue 2010 as follows:

(a) Time allocation. Materials and activities should be customized to the availability of time so that students are not psychologically burdened with uncertainty of an unmanaged time. Both teachers and students should be informed about the time needed for such activities.

(b) Student background. Materials and activities should be adjusted with the students’ background knowledge. Thus before selecting or creating an activity teacher should’ve known the students’ social or knowledge background. However, teacher can actually conduct an “experience sharing” or “pre-activities” prior to the implementation of the materials or activities.

(c) Involvement of all students in class. A good activity or material will not leave any students as outsider. For this, Minh Hue recommends a collaborative activity for making all of the students actively involved in the program. Thus if a teacher takes the activities or materials, he/she needs to make some customization.

(d) Guidance and Instruction. Good activities or materials are provided with clear instruction so that will there will be no ambiguity in conducting the tasks. Teacher needs to learn the procedure and rules of the materials/activities or make some adjustment before the implementation.

(e) Students’ need and competence. Activities and materials to be given to the students should be made appropriate to the students competence level so that do not find problems.

Besides the requirements, Tsiplakides & Keramida in Minh Hue (2010) stated that students positive attitude towards the program is also important to be considered. Nation in Minh Hue (2010) suggests that teacher provides reward for the students to reduce the tension when the materials or activities are presented. The reward can be simply attaching the students’ work in a wall bulletin. Thus an effective display board or a wall magazine is necessary. The use of posters, maps, and newspaper clippings might also be useful and interesting because this will stimulate students’ positive attitude to the materials and activities.
Conservation Starters

After years of teaching experiences, a teacher might come up with a comment:

“I always find the first ten minutes of a lesson the most difficult - it’s vital to capture students’ interest and involve them from the start. An effective warmer could make the difference between an alert and participating class, and a group of zombies who decide to catch up on the sleep they missed out on from partying the night before.” (Zehni : 2007).

What Zehni says seems to represent the problems of many teachers in Indonesia who mostly teach in big classes. Chlup and Collins (2010) said that almost in every class teachers have problems with reluctant learners who refuse to participate in additional burden of value integration. Zehni, however, finds a way of turning the first ten minute to change a disaster into a miracle. She uses what she calls a warmer to overcome her problems. Brian Cole Miller who wrote ... calls it a meeting openers and defines it as follows :

Meeting openers are structured activities designed to help group members introduce themselves, energize (or relax!), and otherwise get ready to participate in a meeting. The openers are not usually connected to the topic of the meeting but rather serve as a vehicle for getting people to open up and feel comfortable with each other before getting to the actual meeting agenda. This is especially helpful when group members don’t know each other very well, there are one or more cliques in the group, or the subject will be particularly demanding (Miller, 2008)

Miller explains that such strategies are already popular as “Icebreakers” whose varieties can be found with one click in the internet. An ice breaker can also be defined as an activity, game, or event that is used to welcome and warm up the conversation among participants in a meeting, training class, team building session, or other event. An icebreaker is meant to make people comfortably interact with each other (Heathfield:2014). Another definition is given by Brian Cole Miller as follows:
An icebreaker will help trainers or leaders create any interactions in the event or class more fun and effective because the participants are motivated to follow the program.
In education, there are some reasons why teachers use ice breakers; Peterson (2013) suggests 5 reasons. They are:

1) to get the students to think about the next topic. When a teacher gets into a classroom, he/she should not expect that his students will focus to the lesson. He/she must realize that the students’ minds are as busy as a hive. Thus a whistle needs to be blown to make all the bees be seated and stop the hum; thus they are bridged to the day’s lesson.

2) to wake the students up. Icebreakers are actions taken by teachers when the students look bored and unmotivated. They need a refreshing activity to make them wake up. Sometimes, the idea is to take a quick break that is very easy.

3) to generate energy. This means that an ice breaker is used to give energy to not only the bodies but also to light up energy to the students’ mind. By getting motivated the students will follow the lesson more enthusiastically.

4) to make test review more fun and effective. Sometimes a class is meant to review all the materials to prepare for a test. In this case an icebreaker is functioned as an alternative activity or ways that can make a review class no just repeat the materials but present a fresh activity. It said that research shows students who vary the way they study and the places they study remember the lesson more, partly because of association.

5) to inspire meaningful conversation. Teaching, especially to adults, needs meaningful activities. Icebreakers will inspire students to learn English more meaningfully.

Ice breakers are developed for diverse objectives, among others, according to Martell (2013), are for :

1) Introductions: Get a sense of who is in the room
2) Trust building: Help people feel comfortable talking with each other and participating
3) Mini Assessment: Discover where people are relative to the topic
4) Engagement: Spur on interaction with the topic
5) Alignment: Orient the group to move in the same direction.

Heathfield (2014) develops three kinds of icebreakers they are:

1) Just for fun activities
2) Activities to Introduce to a topic

3) Activities based on the purpose of the lesson

From the explanation about icebreakers then the idea of “starters” is used here. A starter is a form of icebreaking activities that help learners get engaged with each other or a new topic in class. It helps teachers introduce a new topic to the students or spur on the interaction with the topic. It is called starters here to resemble part of a meal that leads people to the main course. Thus a starter is expected to prepare the students in a relaxing manner so that they are ready for a more serious discussion. The idea is serving the values as the topping of the starter before serving the “main course”.

In short, dealing with the value-integration task, teachers should not only concentrate on “big materials” or “big environmental projects’ which are not always workable but are mostly time consuming. Instead, teachers should also think about simple activities such as starters to insert the vocabulary, situation, and insight on conservation to their teaching-learning programs. From repeated small things, hopefully a strong hold on positive attitude towards the environment can be built.

Examples of Some Ice breakers

1. “Find Someone Who” or “Autograph Party”

This starter is a kind of party icebreakers. It is conducted to start a class which discuss simple present tense, Yes/No questions, hobbies, or just introducing students to vocabulary about environment problems. This is adapted from “Find someone who” game. This starter is a flexible one as teachers can modify the information according to the students’ level of competence.

In this activity, each student holds a game sheet which contains a list of information, name of friends, and initials/signature. Each student should interview their friends and ask Yes/no question based on the information. When the interviewee says “yes”, he/she must give his/her initial/signature on the list according to the slot of information being asked.

Level : Medium
Materials : Game sheets
Rule : - Use English during the party
- One person can only sign once.

**Competition**: Students start the activity together with a sign and “end” the activity together with a sign. The one who has got the most initials/signatures is the winner.

**Steps**

During the activity, students:

1. Practice reading the information aloud and make sure all students do not have problems with vocabulary. (students can ask the teacher about the meaning of the information)
2. Practice making a yes/no Question based on the information orally
3. The students stand up to prepare moving around in a standing party situation.
4. The students start interviewing other participants when a “start” sign is given
5. The students ask the interviewee yes/no question about the information
6. When the interviewee’s answer is “yes”, ask him/her to give his/her initial in the column provided.

**Materials**

**Game (Information and Initial) List**

<table>
<thead>
<tr>
<th>No</th>
<th>Information/ Find someone who.....</th>
<th>Name</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Likes farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Grows vegetables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Avoids harmful chemicals in his/her food?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Has been to Botanical Garden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Has a fruit tree in his/her yard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Consumes seeds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Is good at gardening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Eats sprouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Uses plastic bags for shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Recycles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Bleaches his clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Uses plastic bags for shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Gets to school/office by public bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Separates organic from anorganic trash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Rides a bike to campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Reuses plastic bags</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. Promotes paperless administration
18. Recycles plastic bottles
19. Collects unique leaves for herbarium
20. Takes part in a neighborhood work for environment
21. Not eat raw vegetables
22. Shops reused household articles

For lower levels, more simple information with repeated sentence construction can be used for example:

1. Has herbarium
2. Has a garden at home
3. Has some trees in the front yard, etc.
   Or
4. Uses paper bags for shopping
5. Uses public transport to school.
6. Uses chemical insecticide
7. Reuses plastic bottles, etc.
   or
8. Grows vegetables in pots
9. Grows flowers in the yard
10. Grows flowers in pots
    Etc.

2. Word Description Game

   This is an icebreaker activity in the form of quiz.

   **Level**: beginner to intermediate
   **Materials**: List of descriptions of objects
   **Objectives**: - To introduce students to natural objects
   - To increase the students’ vocabulary

   **Steps**:
   1. Teacher reads the problems
   2. Students (divided into 2 teams) are competing to answer the quiz.

   **List of Problems**
   1. It is A. It lives in a colony
2. It is B. It produces honey
3. It is C. It soon turns to be a beauty
4. It is D. It is a female deer.
5. It is E. It is a bird that cannot fly
6. It is J. It is sweet, fragrant, and protected by sticky latex juice.
7. It is O. It is a bird that has log legs
8. It is F. It makes a creek or river, etc.

3. **Hunting Game**

   It is a kind of party ice-breakers that need all students to move.

   **Level** : beginner to Intermediate
   **Materials** : paper with names of objects (party trash such as: paper plates, glasses, biscuits, etc., two boxes labeled “organic” and “anorganic”
   **Objectives** : Introducing students with prepositions of place
                    Introducing students with vocabulary about names of objects

   **Steps:**

   Students sit down and listen to the teacher attentively. They are asked to look around the classroom and are informed that some people must have used the room for a party/meeting and they did not clean it after that. Students are asked to clean the room before the class begins. They have to find a piece of paper with the name of object on it and remember where they have got it (under the table, on the desk, on the wall, etc.) and put the object in the right rubbish box by determining whether it is an organic object or anorganic ones

   **Rule** : one person can only get one object
   **Competition** : the one who cannot tell where he/she gets the object or puts it in the wrong box will be punished.

   **Notes**

   The icebreakers above have been conducted in an English Class at a Junior High School and the result showed that the students were motivated and the vocabulary used were easily memorized. However, prior to the implementation a serious briefing is needed so that the
students did not find problem during the implementation. However, it was proved that the students quickly got the point when they were involved in the activity so that the problem were soon overcome.

Closing

The curriculum of Indonesian education in junior and senior high school has recommended that English teachers integrate conservation values in their teaching programs. So as to make the integration not burden the main program, some strategies are needed. A conservation starter in English classes which constitutes an icebreaking activity used to introduce students to a new topic is suggested. With this strategy, an activity that bears conservation values will save English teachers from trapping themselves into complicated texts which sometimes are too hard for the students. Conservation starters will tap the students’ knowledge on environmental issues in a playful situation so that the class will enhance the students’ achievement in English and build their knowledge and awareness in taking care of the environment. These starters provide students a sense of competition, movement, and communication that makes the class more lively and enjoyable.

References

Kementrian Pendidikan dan Kebudayaan (2012)


(t.thn.). (J. Patterson, Produser) Diambil kembali dari Ecokids Canada: http://www.ecokids.ca/pub/index.cfm
AFRICAN-AMERICAN STRUGGLE FOR EQUALITY IN “I, TOO, SING AMERICA” AND “BALLAD OF THE LANDLORD” BY LANGSTON HUGHES

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Abstract

The goal of this study was to find out how Langston Hughes’ poems “I, Too, Sing America” and “Ballad of the Landlord” represent the struggle of African-American people for equality. The research methods used in this study was library research; those are literary selection, textual analysis (imagery, denotation and connotation, figurative language analysis), the correlation analysis between the theme and sub theme of both poems with the historical background of African-American civil rights movements and the postcolonial theory developed by Bill Ashcroft et al.

The analysis revealed three important information: first, both poems delivered the theme and sub theme that reflect Hughes’ protest upon inequality faced by the African-American and the reflection of the inequality itself; second, the theme and sub theme were delivered by using the abrogation and appropriation process; and last, the two postcolonial process reflected the idea of ‘marginal versus center’ in the poems.

It was concluded that both poems represent African-American struggle for equality from the theme and sub theme which are reflected by the usage of the appropriation and abrogation process of post-colonial writing, where the ‘marginal’, can be identified as African-American, who wanted to oppose the basic outlook of ‘white supremacy’ adopted by the ‘center’, which refers to the majority white Americans and also the state and federal government of the United States of America.

Keywords: Poetry analysis, Post-colonial Discourse, Poetry, African-American Literature
Introduction

The society all over the world will probably agree to the issue that every human being has to be treated as equal, every person have to respect each other as equal no matter what their skin color, their language or nationality, due to the same privilege given by GOD. The condition however, as can be learned from the past history, there are still inequality faced by people in some nation of the world, and worst, some of the nation that allows inequality or race discrimination admit that they upholds democracy and equality. This inequality and race-based discrimination are questioned and moreover challenged by the people or the society that faced such treatment. They have tried various ways in achieving their goals, and one that is very interesting to be observed is how they try it by the means of literary work, especially poetry.

The subject of this research paper is two poems written by Langston Hughes titled “I, Too, Sing America” and “Ballad of the Landlord” which promotes a very deep implicit and explicit idea of the struggle of African-American people upon equality, which make these poems as one of the integral aspect of the overall movements of African-American for equality in the United States of America that affect the American culture. The analysis toward the poems is very important because the result will reveal how Langston Hughes, as one of the important African-American writers, deliver his thoughts of equality in America through the representation of his well-chosen words and how Hughes in his own unique way, as the member of African-American society, wanted to achieve the goal of equality in America. Besides that, the analysis will also reveal the techniques used by Hughes to achieve his struggle and how the techniques are strongly bound not only with the historical background of African-American civil rights movement but also with the postcolonial literary and cultural theory.

The goal of this study is to reveal how the poems “I, Too, Sing America” and “Ballad of the Landlord” by Langston Hughes, represent the struggle of African-American people for equality. This research also has functions to promote equality as the way of thinking and to show to the readers that poetry can be considered as a very powerful means of struggle to gain equality. Moreover, this paper also aims to provide example for teachers and students on how to analyze poems by involving a literary and historical approach.
Methodology

In order to achieve the goal of this study, the writer used library research consisting of six steps. First, literature selection which not only to obtain data from the references to explain details about poetry and its elements, but also to support the poet’s idea of the struggle of African-American people for equality, which was based on the historical background of African-American movement for equality. Besides that, the writer observed information concerning the postcolonial literary theory developed by Bill Ashcroft et al. Second, the writer conducted a thorough textual analysis on the poems, by using four steps of analysis, which are paraphrasing, imagery, denotation and connotation and figurative language analysis. Third, the writer compared and contrasted the findings of the two poems’ textual analysis concerning the idea of African-American struggle for equality. Fourth, the writer drew conclusions based on the textual analysis comparison and contrast of the poems, to reveal the theme and sub theme that exist in those two poems. Fifth, the writer conducted a correlation analysis upon the poems, to show the connection between Hughes’ thoughts and the history of African-American movement and also the postcolonial theory. Last, the writer concluded the whole textual and postcolonial theory analysis to show how Langston Hughes, through his poem “I, Too, Sing America” and “Ballad of the Landlord”, delivered the idea of African-American struggle for equality.

The Elements of Poetry Analysis

Arp suggest that to interpret poetry “it must involve not only your intelligence but also your senses, emotions, and imagination” (1997, p.10). In order to rouse the sense, emotions and imagination, the elements of poetry are needed to be understood. DiYanni explained that there are eight elements of poetry:

- **speaker** whose voice we hear in it;
- **diction** [or Denotation and Connotation] or selection of words;
- **syntax** or the order of those words;
- **imagery** or details of sight, sound, taste, smell, and touch;
- **figures of speech** [or figurative language] or nonliteral ways of expressing one thing in terms of another, such as symbol and metaphor;
- **sound effects**, especially rhyme, assonance, and alliteration;
- **rhythm and meter** or the pattern of accents we hear in the poem’s words, phrases, lines, and sentences;
- **structure** or formal pattern of organization (2001, p. 413).
From above explanation it is seen that the eight elements of poetry are the speaker, diction or denotation and connotation meaning, syntax, imagery, figures of speech or figurative language, sound effects, rhythm and meter, and the last is the structure. In this part, however, there are only three important elements of poetry that are going to be observed, which are imagery, denotation and connotation, and figurative language.

The first element of poetry is **imagery**, which can be considered as one of the elements of poetry that is very important to deliver the massage of poems through the representation of the senses, since “Experience comes to us largely through senses” (Arp, 1997, p.49). Arp explains that this sense of experience can be obtained through seven imageries which are visual, auditory (sound), olfactory (smell), gustatory (taste), tactile (touch), organic (fatigue or nausea) and kinesthetic (movement or tension) imagery. By finding these certain imageries in a poem, it will lead the sense to the idea of the poem, as Arp suggests that “Since imagery…may be used to convey emotion and suggest ideas as well as to cause a mental reproduction of sensations, it is an invaluable resource of the poet” (1997, p.51-52).

The second element of poetry are **denotation** and **connotation**, which are used by the poet to express the thoughts, idea and feeling of the poet, as what Arp suggest, “…in literature, especially in poetry, a fuller use is made of individual words” (1997, p.37). Due to the important roles of individual word in poetry, then to examine the meaning of the individual word is significant step to interpret a poem and this can be achieved by observing the elements of word. Arp suggests three elements in a word, which are “sound, denotation, and connotation” (1997, p.37). To be able to get the main idea of a poem that can be achieved by focusing the analysis upon individual words, then the emphasis of this explanation goes to the denotation and connotation.

Since poetry “provides the one permissible way of saying one thing and meaning another” (Frost in Arp, 1997, p. 61), it is agreed that poets, in writing the poems, also use **figurative language**. Arp states that “figurative language often provides a more effective means of saying what we mean than does direct statement” (1997, p.68) and it can be concluded that figurative language is also very important to observe due to its effectiveness in delivering massages of poems. There are eleven figurative languages, which are simile, metaphor,
personification, apostrophe, metonymy, symbol, allegory, paradox, overstatement, understatement and irony.

The final outcome that can be expected from the analysis upon poem is the **theme** of the poem. DiYanni explains that theme can be defined as “an abstraction or generalization drawn from the details of a literary work [including poem]” (2001, p.482). From the explanation can be seen that a theme of poems can be obtained after a close observation upon the details in poems, where the observation can be conducted with specific approach to the elements of poems, then eventually the theme, which refers to “an idea or intellectually apprehensible meaning inherent and implicit in a work” (DiYanni, 2001, p.482), can be drawn out.

**The Importance of Historical Background**

It is unachievable to merely depends poetry analysis on the textual analysis to arouse the sense, emotions and especially imaginations in order to have a deep analysis on poetry, it is important to know the historical background of the poem and moreover the poet himself, because as what DiYanni suggest in evaluating poem

…we turn inevitably to a consideration of the various cultural assumption, moral attitudes, and political convictions that animate particular poems. We consider the perspective from which they were written. Our consideration may involve an investigation into the circumstances of its composition, the external facts and internal experience of the poet’s life (2001, p.402).

As can be seen from above explanations, it can be understood that to know the historical background is very important for analyzing poetry, because it can give a big picture about the poem perspective and also the poet’s experience. The importance of historical background was also suggested by Davies (1991) that outlines the importance of sharing, between the poet and the reader, concerning the **etymology** or the origins and history of the words in a poem in order to have a full understanding of the words (p.66). In other words, in order to deepen the discourse of the result of the textual analysis it is important to know the historical background of the words and moreover the poem. Therefore the next part will discuss the historical background of African-American movement and also the basic reason of unequal treatment faced by the African-American.
Postcolonial Literature

In *The Empire Writes Back*, Ashcroft et al., reports that “The semantic basis of the term ‘postcolonial’ might seem to suggest a concern only with the national culture after the departure of the imperial power” (1991, p.1), or in other words, semantically the word ‘postcolonial’ may express the idea of culture resulted after certain imperialism period. But, despite of accepting the semantic meaning, Ashcroft et al., suggest

…the term ‘post-colonial’, however, to cover all the culture affected by the imperial process from the moment of colonization to the present day. This is because there is a continuity of preoccupations throughout the historical process initiated by European imperial aggression (1991, p.2).

Ashcroft et al., suggest that the term ‘postcolonial’ can be applied not only after certain colonization period but also until the present day, and Ashcroft et al., states that their postcolonial theory “concerned with the world as it exists during and after the period of European imperial domination and the effects of this on the contemporary literatures” (1991, p.2). At this point, can be understood that the meaning of postcolonial literature, based on Ashcroft et al., theory, is the literary works that are exist during and after certain period of European imperial domination and was affected by the domination.

Language plays a very important role as a means of power (Ashcroft et al., 1991, p.38) and this condition “demands that post-colonial writing define itself by seizing the language of the center and re-placing it in a discourse fully adapted to the colonized place” (Ashcroft et al, 1991, p.38), in other words, in order to counter react the ‘center’, postcolonial writers had their main task in replacing the language of the ‘center’ and substitute it with their own suitable language. And to achieve this goal, according to Ashcroft et al, there are two different ways, which as follows

The first, the abrogation or denial of the privilege of ‘English’ involves a rejection of the metropolitan power over the means of communication. The second, the appropriation and reconstitution of the language of the center, the process of capturing and remoulding the language to new usages, marks a separation from the site of colonial privilege. (1991, p.38)
According to the above explanation, there are two processes in replacing the language of the ‘center’, the first process is **abrogation** and the second process is **appropriation**. Ashcroft et al., define **abrogation** as “a refusal of the categories of the imperial culture, its aesthetic, its illusory standard of normative or ‘correct’ usage, and its assumption of a traditional and fixed meaning ‘inscribed’ in the words” (1991, p.38). From the definition it can be seen that abrogation suggest the process of rejection of the postcolonial writing towards the language formed by the ‘center’. Meanwhile, Ashcroft et al., define **appropriation** as “the process by which the language is taken and made to ‘bear the burden’ of one’s own cultural experience...Language is adopted as a tool and utilized in various ways to express widely differing cultural experience” (1991, p.38-39). Ashcroft et al., definition of appropriation, give us the understanding that in this kind of process, the postcolonial writers will adopt the language of the ‘center’ as the means to communicate the cultural differences between the ‘center’ with the postcolonial writer.

**Result of Textual Analysis on Both Poems**

After a thorough textual analysis from Langston Hughes’ poems “I, Too, Sing America” and “Ballad of the Landlord”, it can be concluded that there are major points of similarities upon themes and sub themes that can be found in these poems. To know the similarities, it is necessary to compare the result, which represented in the comparison table below:

**Table 1**

Comparison of the theme and sub theme on Langston Hughes’ “I, Too, Sing America” and “Ballad of the Landlord”

<table>
<thead>
<tr>
<th>Theme and Sub theme of “I, Too, Sing America”</th>
<th>Theme and Sub theme of “Ballad of the Landlord”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme:</strong> The persona’s protest or disapproval against the basic reason of unequal treatment faced by him and his people.</td>
<td><strong>Theme:</strong> The persona’s protest, against the oppression, unequal and discrimination from the government.</td>
</tr>
<tr>
<td><strong>Sub theme:</strong> 1. The oppression faced by the persona or the people he represented. 2. The persona’s hope or dream for a better future for him, or his people, for equal treatment from the majority people, and 3. The persona identification of his membership in the American society as African-American</td>
<td><strong>Sub theme:</strong> The oppression, unequal and discrimination treatment from the government faced by the persona as a Negro</td>
</tr>
</tbody>
</table>
From the table above, it can be seen that there are two main similarities of the theme and sub theme found in the poem “I, Too, Sing America” and “Ballad of the Landlord”, both poems have the same theme that is regarding the persona protest or disapproval against the oppression, unequal or discrimination from the society or the government and against the real basis or reason of such treatment, this theme can be clearly seen also from the title of both poems in the word Ballad and Sing that both refers to the idea of voicing the persona’s protest that needs to be admitted, moreover both poem also delivers the same sub theme that reflect the oppression, unequal or discrimination from the society or the government faced by the persona, where this sub theme empower the main theme of both poems.

**Postcolonial Analysis: Abrogation & Appropriation**

The poem “I, Too, Sing America” and “Ballad of the Landlord” used both process to deliver his theme regarding the persona’s protest or disapproval against the oppression, unequal or discrimination from the society or the government and against the real basis or reason of such treatment and the sub theme, which is the reflection of the oppression, unequal or discrimination from the society or the government faced by the persona.

These theme and sub theme, according to my analysis, had its main goal, in representing the marginal, to oppose the ‘center’. In Hughes’ “I, Too, Sing America” the ‘marginal’ is identified as darker brother (Second stanza, first line), meanwhile the ‘center’ is identified as company (Second stanza, third line) and in “Ballad of the Landlord” the ‘marginal’ can be seen as the Negro (Eleventh stanza) and the ‘center’ can be seen as Landlord (First stanza, first line). To have a deep discussion about the matter, this part will discuss the usage of the process of abrogation and appropriation in “I, Too, Sing America” and “Ballad of the Landlord” by Langston Hughes, and how the process deliver the idea of ‘Marginal versus Center’.

According to my postcolonial interpretation, in this poem Hughes reveal his theme the persona’s protest or disapproval against the oppression, unequal or discrimination from the society or the government and against the real basis or reason of such treatment and sub theme concerning the oppression received by the persona, by using the process of
appropriation. This part will discuss how Hughes used the process of appropriation to express the theme and sub theme.

The appropriation is used to express Hughes’ protest or disapproval against discrimination and against the real basis or reason of such treatment. This process can be seen in the sentence “I, Too, Sing America” in the first stanza and in the sentence I, too, am America (Fourth stanza, fourth line). Here can be clearly seen that Hughes adopt the term ‘America’ not merely as the tools to express his identification as a member of American society, he uses this word to express the idea of his protest against the discrimination he faced as the member of the society. Hughes questioned the basic reason of such discrimination faced by him and moreover his people as a member of American society that also have the same human rights and privileges given by God. Moreover, he questioned the basic reason of the segregation policies faced by his people, who also give their lives defending the country, the United States of America in the World War from year 1900 until the outbreak of World War II. Hughes also wants to answer this big dilemma of the existence of the blacks as the member of a big Nation that upholds the supremacy of equality and justice in its Declaration of Independence.

The process of appropriation to express the sub theme concerning the oppression, unequal or discrimination from the society or the government faced by the persona, revealed in the second stanza. In the second stanza, based on the previous figurative language analysis, the appropriation process can be seen in the word or sentences darker (Second stanza, first line) and eat in the kitchen (Second stanza, second line) that represent symbolized meaning. Here Hughes adapt the language of the ‘center’ to express the persona discrimination experience, where the term darker is used to express the different skin color, which is a basic reason of discrimination faced by the African-American people. The sentence eat in the kitchen reflect the experience of social segregation in the persona’s live, or moreover in Hughes’ live as a black people, because as can be seen from the historical fact, the blacks have to face the segregated public facilities such as hotels, restaurants, public schools or even the beach and also the adopted spirit of ‘separate-but-equal’ tradition in the laws.

In this poetry, the same theme and sub theme are expressed in a different way, because according to my postcolonial interpretation Hughes used both abrogation and
appropriation. Hughes used abrogation to express the persona’s protest or disapproval against discrimination and against the real basis or reason of such treatment; meanwhile he used appropriation to reveal the idea of the oppression, unequal or discrimination from the society or the government faced by the persona.

The abrogation or the rejection of the majority power is expressed in the third and fifth stanza. In the Third stanza especially in the third and fourth line, which as follows

Well, that’s Ten bucks more’n I’ll pay you.
Till you fix this house up new.
(DiYanni, 2001, p.601)

By reading these lines, based on the result of the figurative language analysis, it can be found that Hughes wants to abrogate the power of the government, because he thinks that the government did not do what it supposed to do in ‘fixing’ the condition of the minority group of black people of America. The sentences reflect Hughes disappointment against the government policies that permit the segregation law that had to be faced by the blacks that already gave their lives to the country in the World War, where they have to ‘pay’ their obligation as the member of the big nation. Moreover, in the Fifth stanza, especially in the third and fourth line, which as follows

You ain’t gonna be able to say a word
If I land my fist on you.
(DiYanni, 2001, p.601)

Hughes wants to symbolize a more intensive and strong abrogation or the rejection of the government power, which in the historical point of view reflected from the long hard and massive effort, to protest the US government to speed the end of legitimate discrimination policies upon black people, from year 1905.

The use of appropriation to reflect the sub theme of discrimination is expressed in fourth, seventh, eighth and eleventh stanza, which are viewed through the result of the previous figurative language analysis. In the fourth stanza the uses of sentences or words eviction order, cut of my heat, take my furniture and street give us a clear symbolized sentences that
Hughes adopt from everyday experience felt by the black people in their life in the low social status, in this specific sentences Hughes described the segregation in housing which became one of the main aim of the NAACP programs to fight the segregation policies in the state law in year 1909. Meanwhile, in the seventh and eighth stanza, which as follows

Copper’s whistle!
Patrol bell!
Arrest.

Precinct Station.
Iron cell.
Headline in press:
(DiYanni, 2001, p.601)

In these stanzas, based on the figurative language analysis, Hughes give the adopted expression of the experience of so many black people that had been dealing with the police, as the government power, when they want to have freedom as a citizen, whereas the history told us the fact that on May 3, 1963 the African-American demonstrators was facing the brutal attack from the Birmingham Police and their charismatic leader, Martin Luther King, Jr., was also put into jail. In the eleventh stanza from the sentence ‘Judge Gives Negro 90 Days in County Jail’, Hughes also gives the appropriation of the discrimination from the judicial power of the government. In capitalized letters Hughes reflect the strong oppression and injustice decision he received, in an ironical way Hughes describe that his people have to receive the long punishment just because they wanted their human rights.

POSTCOLONIAL ANALYSIS: MARGINAL VS. CENTER

After observing the result of postcolonial interpretation in both Hughes’ poems “I, Too, Sing America” and “Ballad of the Landlord”, it can be seen that both poems suggest the concept of ‘Marginal versus Center’ that have its main goal to questioned and challenge the main reason of the discrimination faced by the ‘marginal’ from the ‘center’. In “I, Too, Sing America”, it can be clearly seen that the ‘marginal’ is reflected as darker brother or the African-American people and the ‘center’ is reflected as company or the majority people in American society, which can be seen as the white people, meanwhile in “Ballad of the
“Landlord”, Hughes identifies the ‘marginal’ as *Man*, which in the eleventh stanza clearly identified as *Negro*, moreover, Hughes reflect the ‘center’ as *Landlord*, which can be identified as the government because of its law and judicial power upon the persona, but the government reflected in this poem, according to my analysis, do not only referring to the US Federal government but it has a strong emphasis to the State or local government. This is true, because as can be seen from the historical fact of the African-American movement for equality, the demonstrators had the strong oppressions from the local or state government, such as the incident in Alabama and Birmingham in year 1955 and 1963, and from those incidents the black movement on August 28, 1963 known as the ‘March on Washington’ reflected the need to give their protest also to the US Federal government in Washington.

From above explanation can be concluded that in the poems there are two main figure of the ‘center’, the comparison are shown in the table below

<table>
<thead>
<tr>
<th>Table 2</th>
<th>The Comparison of the Identification of ‘Marginal’ and ‘Center’ in “I, Too, Sing America” and “Ballad of the Landlord”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“I, Too, Sing America”</strong></td>
<td><strong>“Ballad of the Landlord”</strong></td>
</tr>
<tr>
<td>• ‘Marginal’ is described as black people in America.</td>
<td>• ‘Marginal’ is described as black person.</td>
</tr>
<tr>
<td>• ‘Center’ is described as majority people of America.</td>
<td>• ‘Center’ is described as the government, especially the State or local government in the United States.</td>
</tr>
</tbody>
</table>

From the comparison above can be understood that Hughes in the struggle of equality faced two group of dominating power, the first is the majority group of people in America and the second is the power of the American government. But despite of these two groups of power domination, the main goal of Hughes’ poems “*I, Too, Sing America*” and “*Ballad of the Landlord*” is still in challenging the basic reason of discrimination faced by the African-American people. Hughes wanted to questioned and challenge the idea of ‘white supremacy’ as reported by James Baldwin in the previous part and he hope that the majority people and the government of the America can finally accept the idea of changing their ‘outlooks’ with a new mental outlooks of brotherhood, like what Martin Luther King, Jr. had suggest in the previous part.
Another important aspect that should be considered as a unique characteristic of Hughes’ struggle in opposing the ‘center’ is that from these two poems he wrote, both poems reflect the different level of protest to the ‘center’, at first Hughes became moderate in giving his messages but later on we can see a more radical idea. The poem “I, Too, Sing America”, which was written in the year 1926 (Hughes and Bontemps, 1949, p.97), reflected Hughes as moderate person in protesting the inequality in America, by using the main sentence I, Too. Hughes reflected his protest against the government as the ‘center’ in a moderate way, where he just want the government to know that the people that faced the oppression and unequal treatment are also Americans. This moderate way of thinking was affected by the thoughts of W.E.B Du Bois which founded the National Association for the Advancement of Colored People or the NAACP that promote the moderate way of achieving the aim of equality in 1909. This is true because as DiYanni reports that “The writers who influenced Hughes included…W.E.B Du Bois, whose collection of essays on Afro-American life, The Souls of Black Folk, exerted a lasting influence on many writers” (2001, p.583).

Meanwhile in Hughes’ “Ballad of the Landlord”, the poem can be considered as a more radical way of delivering protest against the government. In this poem, written in year 1940, (Barksdale in DiYanni, 2001, p.587) the word Fist reflected the strong and quite radical way in expressing the message of protest. This can happen, because in the period of 1920 until 1940s, Hughes may have faced the segregation policies concerning vital public facilities in America and this particular word may reflect his personal reaction towards such conditions. As already mentioned before, in the history of blacks movement there are two kind of reaction of the African-American, one in moderate and the other is radical, and this selection of word can be considered reflect the radical one.

The very important idea is that this shifting behavior reflected in this two particular poems written in different time, may give the understanding that Langston Hughes can be considered as a moderate proactive poet not reactive or radical. Due to the fact that Hughes was born in 1902 (DiYanni, 2001, p.583), it can be understood that when he wrote the poem “I, Too, Sing America” he was only 18 years old, but from his selection of words he already expressed a moderate way of writing, as can be seen in this poem he reflected his patient protest and humble hope about equality. Meanwhile in “Ballad of the Landlord”, written when Hughes
was 38 years old, even though as concluded before that Hughes reflected radical thought, can be concluded that the protest came from a mature person in his thirties. Hughes reflected his protest to the government by giving the real symbolic fact of the conditions faced by the blacks, where the suffering can justify his radical representation, because in such conditions every human may react the same as what Hughes reacted or in intellectual way of thinking, in this poem Hughes may suggest the law of action and reaction in the scope of inequality in America.

At this final point, can be concluded that Hughes poems “I, Too, Sing America” and “Ballad of the Landlord” represent the African-American struggle for equality through the representation of abrogation and appropriation process that had the main goal to questioned and protest, in a moderate way, the ‘white superiority’ idealism adopted by the majority of white people and also by the state and federal government of the United States of America.

Conclusion
From the result of the textual analysis upon the poems “I, Too, Sing America” and “Ballad of the Landlord” by Langston Hughes, which involves the imagery; denotation and connotation; and figurative language analysis, the writer can conclude that these poems represent the idea of African-American struggle for equality by revealing the theme concerning the African-American protest against not only the oppression, unequal or discrimination but also against the real reason of such treatment performed by the American society and government and also the sub theme regarding the reflection of oppression, unequal or discrimination received by the African-American people from the American society and government.

These theme and sub theme are represented by using both abrogation and appropriation process of postcolonial writing. Through these processes, Hughes who represents the ‘marginal’ African-American people wanted to oppose the ‘center’, which refers to the majority white American people and also the state and federal government of the United States of America. The core of the of African-American struggle for equality represented by Hughes’ poems, lies in his intellectual and moderate effort to questioned and challenge the
‘basic outlook’, which refers to the ‘white superiority’ idealism adopted not only by the majority white Americans but also by the federal and state government.

References

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INCREASING STUDENTS’ INTERCULTURAL AWARENESS IN MULTICULTURAL CLASSES

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Abstract

We live in a multicultural world. As an English teacher/lecturer, we often teach classes consisting of students coming from various cultural backgrounds. This may cause problems because each culture may have its own set of rules or values which are greatly different from others. Bulgarians, for example, nod their head to say “no”, whereas in most cultures, nodding one’s head means “yes”. In some parts of Australia, thumbs up is a rude gesture, while in other countries, this gesture is used to praise someone. For Japanese, it is very important to be punctual, while Brazilians and other Latin Americans consider that arriving on time is not a must. There are many other examples on how people think and do things differently because they are influenced by their cultures. In our classes in Indonesia, we also meet and deal with people from various ethnicities. They may have very different behavior from one another. For example, our Batak students tend to speak loudly and directly, while their Javanese counterparts speak softly and prefer to “beat around the bush”. Because “birds with the same feathers flock together”, people from the same culture tend to form their own group and feel uncomfortable to interact with people from different backgrounds. Of course, this is not a conducive situation for learning. Hence, it is a challenge for the teacher to find ways to develop mutual understanding among cultures that will result in greater respects and tolerance. In this paper, the writer discusses some activities that can be used to develop students’ intercultural awareness.

Keywords: Intercultural awareness, multicultural classes

Introduction

Nowadays, it is a common phenomenon for a teacher to teach multicultural classes. This may have been caused by the advancement of transportation. It is easy now for people to travel and stay in different places. Teaching multicultural classes can be interesting as well as challenging. It is a very enriching experiences for both students and teacher to learn cultures other than their own. However, dealing with people from various cultures is not easy since according to Neff and Rucynski (2013: 12) “each culture follows special rules regarding
formal and informal address and conversational routines”. Without a proper knowledge and understanding of these rules, we may accidentally insult or make others feel uncomfortable.

Just knowing the language is not enough when communicating with people from different background. As an illustration, consider common errors of most Indonesians when trying to communicate with a native speaker of English. The questions such as “How old are you?” or “What is your religion?” or “Are you married?” often appear in the conversation. While these questions are grammatically correct, most westerners consider the inquiry culturally inappropriate. Most people coming from western culture tend to feel that matters related to age, religion, or marital status are very private and not commonly asked to people that they have just met.

An example of how culture-bound language is when Indonesians visit their friends and are asked “Have you eaten?”, most will answer “Yes, I have”, but in fact, he/she hasn’t eaten anything. Most Indonesians are taught to give such an answer just to be polite. This may not be too problematic for the people offer the food, but the case is different when the issue of politeness touches other areas. For example, when foreigners make appointments with their Indonesian friends, “Can you come to my house tomorrow at 8 p.m for dinner?”, they are very happy when their Indonesian friends answer “Yes”. Imagine, how confused the host is when until 8.30 p.m nobody shows up. This is because in most parts of Indonesia, it is culturally accepted for people to be late for an appointment. In addition, Indonesians have no problem to drop by in their friends’ house without calling first, while for westerners this unexpected visit may be very annoying.

We probably think that this cultural misunderstanding may happen only between people of different nations, but in fact, the people from the same nations but coming from different regions may also experience cultural shock. For instance, in most parts of Indonesia, when somebody pass away, all family gather together and weep, but how shock we are to learn that in other parts of Indonesia, funeral is a time for a party and lavish ceremony. To avoid being judgmental and critical towards this seemingly odd behavior, we need to have an open heart and open mind, trying to understand the background and be willing to embrace and respect the differences. The proper attitude is “we may be different, but we can still be good friends”.

Andreas Winardi
The abovementioned examples show us that cultural familiarity is sine qua non for harmonious classroom atmosphere. Neff and Rucynski (2013: 13) contends that “the more we know about one another’s world, the more smoothly we can communicate”. In other words, both linguistic and intercultural competence are ingredients which are equally important for effective communication.

**Activities to increase students’ intercultural awareness**

The first step to create a conducive learning atmosphere in multicultural classes is to make the students aware of their cultural differences. Lack of awareness may result in conflicts between members of different cultures. Dunkel (2005: 18) advises us to “learn to see through a different lens than the one we have become accustomed to using. For without adaptation to new cultural practices, we will criticize, make fun of, or be disgusted by the dissimilarities, (architectural or otherwise) we encounter” Here, I would like to share some activities that can be used to develop students’ intercultural awareness:

**Activity 1: Let’s Share**

Galloway (in Dunkel 2005: 18) gives us a word of caution “assumptions of cross-cultural similarity (or dissimilarity) should be made with great caution, even within a nation state”. Misunderstanding often caused by assumptions. For example, we may assume that touching somebody is a friendly gesture that cement our relationship as a friend, but for our friends this act is considered embarrassing or even offensive that may lead to negative responses. Sharing is one of the ways to avoid this unpleasant situation. The sharing activities can be conducted in several ways, for example:

1.1 **Sentence Completion**

Teacher asks students to complete some sentences

- e.g.
  - In my culture, it is considered offensive for a man to……
  - In my culture, people greet each other by……………………
  - In my culture, it is impolite to………………………………………
  - In my culture, you have to…………… when you visit somebody’s house.
  - In my culture, touching someone’s head is…………………

Andreas Winardi
After completing the sentences, the students work in pairs sharing their sentences. The students listen carefully to their partners and ask questions, for example: “What will happen/what should we do if we accidentally touch someone’s head?”

As a follow up activity, students write their feeling or new things that they learn from the sharing activity.

e.g.

It is surprising for me to learn that………
I didn’t know before that…………
Now I know that when I visit ……………… I will/will not……

This seemingly simple activity is actually very useful to ensure positive interaction between members of the class. Without being asked to share about their culture, the students may just assume about others’ behavior and feeling. Most people feel reluctant to be the first to act, to approach others and mingle with people from different cultures. Giving them the opportunity to share will break the boundaries and open the door for more close relationships.

1.2. Cultural Corner

To create more fun in the classroom, teacher assigns students (in turn) to create a cultural corner (Papuan, Sundanese, Javanese corner…etc). The students make a display of pictures, weapons, clothes, musical instruments representing their culture. Other students come and visit the cultural booth to seek for information. They act as a journalist and may ask the following questions:

What is this musical instrument made of?
What is this tool used for?
Tell me more about this interesting festival.
Etc.

The “journalist” then write an article about the place that they’ve just visited or they can promote and invite others to visit the destination.
Activity 2: Story telling/ performance

Stories are valuable tool to develop the awareness of other cultures. By reading or listening to stories we can get insights of other cultures without having to visit the actual place. Winardi (2005) used the excerpt taken from “Around the World in 80 Days” by Jules Verne. (1959, pp. 37-38) as an example:

“Where are they going with that your lady?” asked Mr. Fogg. “They are going to temple about two miles from here,” the guide told them.” The lady’s husband has died, and this is his funeral procession. They will burn the lady with her husband’s body. It is the custom in this part of India to burn the wife with her husband’s body. It is not allowed by the British, but the priest are doing it secretly, in the jungle”

By reading or listening to this story, we become aware that in certain part of India, the community demands that the widow of a deceased man shows her loyalty to her husband by burning her. This knowledge may be new for some of us who live in a country where husband and wife are free to remarry when their spouse died.

Indonesia is rich with traditional story/folktale, most of them contain depiction of certain cultures. For example: from Malin Kundang story, we can probably conclude that it is common for young people from West Sumatra to leave his hometown for a certain period of time to trade or to accumulate wealth, then after becoming successful, come back to his hometown. Javanese also has a lot of stories that can be used as a tool for learning culture. An excerpt from Naga Sastra and Sabuk Inten, for instance, informs the readers/listeners about Javanese politeness strategy, eating habits, and the role of men and women in Javanese society.

In the class, the teacher asks the students to do a story telling, then explains/discusses the culture contained in the story. Most people enjoy listening to story because stories contain the elements of surprise and curiosity.

Another way to make the students become more interested to learn about cultures is by using performance (drama). So, instead of just listening to one person telling the stories, the
students can watch a group acts out the story. Manara (2005) supports the use of drama in the classroom. According to her, “Drama as an art carries elements of culture such as social and political settings, attitudes and behavior of the society, values, points of view and other cultural elements. Hence, drama as one form of cultural products can be used as a tool for cross-cultural learning and understanding.” (p.283). Manara continues to argue that by watching drama, students can observe how the characters misunderstand each other, how conflicts happen, and how the characters resolve the conflicts. In short, she posits that “Drama provides rich information of cultural elements” (p.288)

In order to boost students’ creativity, the teacher can assign students to create their own story, then perform it in front of the class. One thing to note, the story must contain some cultural elements to be discussed after the performance.

**Activity 3: Watching videos**

Videos are excellent teaching resource because they bring the world to the class. This is an idea presented by Smith (1997) in Suratno (2005), he contends that “realia helps make English language input as comprehensible as possible and build as associative bridge between the classroom and the world”. In addition, Jung (2001) in Suratno, (2005) states that video “…may be a viable supplement to traditional textbook instruction. The students may learn language more interactively, in less time, and with less expense than by visiting the country of the target language”. Similarly, consider how much time and money we should spend when we have to visit Papua, East Timor, Manado, etc to learn their culture.

Learning culture through videos is very exciting. In my class, students show videos about their culture, then explain to the class. We watch videos about wedding ceremonies, funeral ceremonies, holidays and festivals. All of them enrich our cultural knowledge and broaden our insights. From the videos about Javanese wedding ceremonies, we can learn that Javanese generally do not like to express something straightforwardly. This indirectness is reflected in the figurative language used by the MC (Mindari, 2005). From watching videos, we also learn that the funeral ceremony in Toraja and Bali are quite unique. The funeral ceremony held in Toraja is like a party, people dance, sing and eat lots of food. Bali, as some of us know, has a special funeral ceremony called ngaben.
Activity 4: Using Games

There are a lot of benefits of implementing games in the classroom. First, Games help and encourage many learners to sustain their interest and work (Wright, Betteridge and Buckby, 1984 in Simpson, 2005). Second, games can create a fun atmosphere, and make the students relax (Urbeman, 1998). Next, games encourage the students to participate more actively in the teaching-learning process. Finally, in our context, games can be used to increase students intercultural awareness. Here, I would like to share some games that I have used in my class:

4.1 Guessing Game

Guessing games are quite popular in our society. Just take a look at our TV quiz shows, most of them contain an element of guessing. Yes, guessing games are fun and exciting. As a teacher, we can modify the game to introduce multiculturalism to our students.

To implement the games in the class, I give some examples on how to make culture-related questions like the following:

- Gift-giving is an important part of doing business in...........
  a. Japan       b. Germany       c. Belgium       d. United Kingdom

- Which nationality has a more relaxed attitude toward time?

- In Mexico and Brazil, purple flowers are associated with……
  a. Happiness    b. death       c. expectations  d. confusion

The students compete to answer the questions. After that, I divide my students into several groups (based on their place of origin). They are to make some questions related to their culture, other groups will try to answer the questions.

4.2 The spy game

The students are divided into some groups. Each group sends one or two members to other groups to learn their culture. The members who stay in their homebase, have to perform some cultural practices, e.g. greet a visitor by bowing, avoid making eye contacts with strangers, keep a distance when talking, speak in a very loud voice, etc.

The rule is the spy cannot ask questions about the culture of the place he/she visits, but he/she tries to make some contacts or communicate with the people there. After observing, the spy
then comes back to his/her home base, and try to explain the culture of the place he/she visits to the other members.

The game is followed by a lively discussion about the experience. The spy shares his/her feelings about being a stranger in a new environment whose culture may be very different from his/her own culture. Each grup, then explains about its culture.

4.3. Reversal game

This is a fun way to increase students’ cultural awareness. This is almost similar to the drama activity, but in this game, the students are given a specific role to perform which is very different from their own culture. For example, students from Batak have to play a role of a Javanese, students from Papua play a role as a person from Sunda, etc. This means that the students really have to form a new identity and try to think, act and behave in his/her new “uniform”.

This game teach the students to “walk in other’s shoes”, and by doing so, it is expected that they can be more respectful and tolerant to other cultures. After playing in the new role, students can share their feeling to the whole class.

Conclusion

We live in a transient society. Nowadays, it is not uncommon for people to cross the border of their country or hometown and stay for a period of time to seek for a better place to work or study. These people bring with them insights, experiences and ideas shaped by their culture. As a teacher, we often encounter the fact that the students we teach come from a various culture background. Depending on our way to view this situation, multiculturalism in our classroom may be beneficial or detrimental to teaching. It is a natural tendency for people to feel more comfortable to be in a group of the same ethnics, culture and background. This may cause segregation in our class which is of course something that we might want to avoid. In order to create a harmonious and conducive learning situation, it is of utmost importance for teacher to promote mutual respect and understanding between member of the class. This can be done through various activities.
References


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A PICTURE OF MODERN FEMINISM THROUGH SOUNDTRACKS LYRICS IN FROZEN

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Abstract

Feminism as it is viewed in the modern world is appreciated in various products. It has become a common sense and understanding that women keep on having movements to pursue equality to men. Literary works play an important role to promote the awareness and spirit of women emancipation. It becomes an interesting view to examine how this women movement is introduced to women in general regardless age. This issue has also been introduced to kids through various ways; among them are novel sand movies. A movie produced by Walt Disney Animation Studios, Frozen, is rich in the elements of the story, animations, pictures, and music. The story itself draws the young readers of the stories of princesses with abundant moral issued of goodness against badness, loyalty, and courage. However, examining deeper to the lyrics of the soundtracks, readers can get a more vivid picture of modern feminism through encouragements of women’s struggles to face problems, to have bargaining power, and to have right to decide what the best for them. This paper is aimed to find out a picture of modern feminism through the lyrics of the soundtracks. The result of the study can be used to track the development of feminism ideas in modern world.

Keywords: feminism, emancipation, soundtrack lyrics

Introduction

Frozen is a one of modern literary products. As a product of literature, one of its main purposes is to entertain viewers, though other functions might as well follow like informing, encouraging, educating, and so on. Mosher (2001) said that literature actually takes an important role in our live and characters development. It means that the more popular the literary products, in this case, a movie, the more power it has to influence viewers about the ideas or issues offered in it. One of the spectacular movie in 2013, Frozen won two Academy Awards for Best Animated Feature and Best Original Song ("Let It Go"). This movie is 3D computer-animated musical fantasy-comedy film and produced by Walt Disney Animation Studios. As it is commonly known, this studio has produced many box office animation
movies which are so wonderful thus the memories of the movies last long in the viewers’ minds. Frozen was also a commercial success; it accumulated over $1.2 billion in worldwide box office revenue. A movie like Frozen, which hit the box office, surely has a great change to drive many people attention of anything they find interesting in this movie.

At a glance, the plot of the Frozen is not that complicated since perhaps the target audience of this movie is children. Still considering about the story of princesses, Disney took the viewers to a kingdom of Arendelle, where two princesses, Elsa and Anna lived. Elsa, the eldest princess, was born with a power to create and manipulate snow and ice. She was told to be a quiet obedient child to the parents and a loving kind-hearted sister to Anna. On the other hand, Anna was described a bit different from Elsa. She was a child filled with spirit and courage to enjoy life and take opportunity to the open world. Everything seemed perfectly fine until one day, being persuaded by Anna to build a snowman. Elsa turned the ballroom into a winter playground; complete with a snowman she called Olaf. The girls played gleefully until Anna made a leap Elsa had not prepared for and the blast of power meant to create a pile of snow hit Anna in the head and knocked. The only way to solve the problem was to get Anna rid of the story of the magic which meant by manipulating her memories so she had no knowledge of her sister's powers, remembering only the fun they've had. Elsa’s power grew stronger as she grew older, therefore she needed to conceal her feeling since strong emotions seemed to cause her powers to manifest in unexpected ways. It would be a danger for herself and to the whole kingdom if she could not control it.

The interesting part which is going to be analyzed in this paper is Elsa’s struggle from self-isolation to self-revelation. It was started from the part Elsa isolated herself from the outside world to maintain the unharmed situation. She locked herself in her room, allowing nobody to be with her and comfort her to protect everyone from harm she might produce. The irony was that it seemed that Elsa’s action was supported by her parents, the King and Queen, who simply sacrifice their daughter for the good of the kingdom. The peak was when Elsa bravely unconcealed her true identity and felt freedom for the power she and the life she was about to embrace.
Sawyer (2013: 3) said that women are supposed to be beautiful, acquiescent, skinny, and perform all the duties of a housewife, they do not hold jobs of their own and would not disobey direct orders. Almost all princesses told in Disney stories represented these characterizations. Snow White, Cinderella, Aurora, Belle, and Ariel were depicted as a young woman who physically beautiful with their long smooth, shiny hair, wide blue or brown eyes, slim body, be able to sing and dance well, fair skin, kind, and generous. Similar to those princesses, Elsa was hopefully carried the princess-like characteristics of being obedient, generous, tolerable, and sacrificing. Elsa, having responsibility to keep the danger out from her family and people, lost herself in isolation. She concealed herself, missing her opportunity to be a fully person and let herself be jailed in the room. Everything had change when what she had done was still not enough for Anna, especially, the one that she sacrificed so far, and the people of Arendelle, those she protected but still considered her as a strange one of possessing magic. Elsa’s decision to reveal the truth of her power and be herself is the interesting part of the story to be analyzed. It triggered a big question to know a modern feminism through *Frozen*. What makes it more interesting is using the soundtracks of the movies to support the picture of the modern feminism. This is because the song “Let It Go” as the soundtrack of the scene when Elsa decided to accept her power and be herself was so popular and got an award in the Academy Award as the “Best Original Song”.

“It’s funny how some distance makes everything seem small.
And the fears that once controlled me can’t get to me at all. Up here in the cold thin air I finally can breathe. I know I left a life behind but I’m to relieved to grieve.”

“Let it go. Let it go. Can’t hold it back anymore.”

(*Let It Go, 2013*)

It may be because the music is good or it can also be the lyrics are so powerful and touch the hearts of the listeners of a spirit of freedom. Other soundtracks are also used to enrich the analysis of Modern Feminism in *Frozen*.
Analysis

The film was opened by men are cutting ice from a lake, singing as they work, in a winter landscape. These ice workers were all men, working together as a union to cut the ice from the icy lake and brought the blocks to be sold. While working, they were singing:

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Born of cold and winter air
And mountain rain combining
This icy force both foul and fair
Has a frozen heart worth mining

Cut through the heart, cold and clear
Strike for love and strike for fear
See the beauty sharp and sheer
Split the ice apart
And break the frozen heart

Beautiful, powerful, dangerous, cold
Ice has a magic can't be controlled
Stronger than one, stronger than ten
Stronger than a hundred men

Born of cold and winter air
And mountain rain combining
This icy force both foul and fair
Has a frozen heart worth mining

Cut through the heart, cold and clear
Strike for love and strike for fear
There's beauty and there's danger here
Split the ice apart
Beware the frozen heart
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*(Frozen Heart:2013)*
The song contained beautiful lyrics. This song clearly described the life of the ice breakers and the story of doing the tasks of cutting ice. However, when we use feminism approach to frame the song lyrics, they might tell readers a different story. As we know that feminism theory which came out from feminist movements had aims to understand the nature of gender inequality by examining women’s social roles and lived experience; it had developed theories in a variety of disciplines in order to respond to issues such as the social construction of sex and gender. This theory fought for women’s rights and opportunities; that actually they should receive from the society to be equal with man not under the men. With this theory the writer hopes that can prove to the reader that women can be whatever they want and even can fight for what she deserves to have.

The first two stanzas of the songs gave readers ideas of how summer can be blessings and foul for the people. These men welcome winter as source of living, when they got ready to start mining the ice. The work of ice mining can be beautiful they could cut the heart of the ice surface and pulled the ice block. On the other hand, it could also be dangerous and fearful when the ice spilt apart. The next stanza talked even more clearly about the power of ice, “Beautiful, powerful, dangerous, cold; Ice has a magic can’t be controlled; Stronger than one, stronger than ten; Stronger than a hundred men”. At this stanza, the ice is opposed to the men. Those men admitted its beauty, feared by its danger. Men’s admiration toward ice was openly stated that it was more dangerous from the join of ten even a hundred men. In the movie, the one who had power to control ice was Elsa. Her power grew stronger by the time. Therefore, the ice that was referred here could be simply the ice the workers dug, or Elsa whose power brought admiration to men. Using a feminism theory, it could be concluded that the confession of woman power had been done by men. Woman is beautiful as physically she is but the power she has inside her can be so dangerous and scares men. The question is, when the confession has made, what has men done to follow up this admiration. In Frozen, getting an advice from Pabbie, the troll’s leader, that was fortunately a male troll, Elsa had to be separated from the outside world the time she accidently hurt her younger sister, in order to minimize the danger she might create of unable to control her power and hurt other people. Without any bargaining power, she was placed in her room by her parents and never got out, presented gloves for covering her hands so she might not turn everything she touched to ice. There are questions as followed. Was it Elsa’s foul to possess such power? Was it her foul to
missed making a pile of snow for Anna since Anna jumped it too fast? Did Elsa deserve the isolation? Didn’t it another way to practice her power rather than cease it? Was the dad’s real purpose was to protect Elsa by giving her glove to cover her hands or to secure his position as a king since in his kingdom, Arendelle, is not a place where magic is valued. None of those series of questions were answered well except the fact that Elsa had to be a good girl of knowing, accepting, and obeying the orders the men around him make for him, including her father. This is a match to what Bressler (1994) said that women should be weak, mindless individual or clever less, and obedient. To be weak meant that women should have image or they were expected to be mindless individual or clever less, or even brainless persons. Intellectually women should be under men. Being obedient meant they should obey rules, they are expected to have a good behavior, obey norm, and obey men as the heads of the family. Elsa, unable to get rid of power she did not demand to have, was forced to live in a miserable life of living alone and abandoned from the outside world to fulfill the demand of the superior party. Though she calmed herself and endured her tough situation, she was surely oppressed and stressed. She became less confident of herself, not wanting to take a risk and shadowed by worry and fear of revealing her true identity and thus hurting others. When men are usually exposed to strengthen and show their power to maintain their position, women with power are unluckier since having power is considered a threat for other and therefore needs to be concealed. This unfair treatment gives ideas of inequality between men and women even in today world. This treatment can be a loss for women. Like what happened to Elsa, when she was supposed to be happy of her coronation day to come, she kept hopping that the coronation day would ended fast so she could be back immediately to her centurion, that was her room, where she thought she could be herself. The oppression toward woman worked well in here. Women are situated in such a way that makes them think they are powerless and small.

Don't let them in
Don't let them see
Be the good girl
You always have to be
Conceal
Don't feel
Put on a show
Make one wrong move
And everyone will know
But it's only for today
(For The First Time in Forever:2013)

The above lyric showed readers ideas of being a good girl; to conceal, to abandon her feeling, and to show only what people want to see. Women often get lost of themselves to meet the standard of ‘good’ made by the society, in this case a patriarchy one. Elsa, in Frozen, hid herself and just presented the hope people wish from her.

No matter how hard Elsa tried to keep her emotions, she could not hold it longer when people still had prejudice on her though she had sacrificed a lot for them. Triggered by her anger, she accidently swept a barrier of sharp icicles to appear which caused a great shock of people around her. She fled far to the mountains and found her way to a high precipice on the kingdom's North Mountain. She realized that she had been far away from her old life, from what she was taught, and being on her own. This was the first time she did not feel scared and guilty to have such power. She felt free to use her power as she wished and began to control her powers. She constructed an elaborate ice palace, changed her confining wardrobe into a shimmering dress, and promised to stay in seclusion, where she felt she could be herself, and harm no one else. Her feeling can be seen from the song of ‘Let It Go’ which becomes the soundtrack on the scene when Elsa decided to reveal her true identity.

The snow glows white on the mountain tonight
Not a footprint to be seen
A kingdom of isolation, and it looks like I'm the Queen
The wind is howling like this swirling storm inside
Couldn't keep it in; heaven knows I tried

Don't let them in
Don't let them see
Be the good girl you always have to be
Conceal
Don't feel
Don't let them know
Well, now they know

Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn away and slam the door
I don't care what they're going to say
Let the storm rage on
The cold never bothered me anyway

It's funny how some distance makes everything seem small
And the fears that once controlled me can't get to me at all
It's time to see what I can do
To **test** the limits and break through
No right, no wrong
No rules for me...I'm free

Let it go, let it go
I am one with the wind and sky
Let it go, let it go
You'll never see me cry
Here I stand and here I'll stay
Let the storm rage on

My power flurries through the air into the ground
My soul is spiraling in frozen fractals all around
And one thought crystallizes like an icy blast
I'm never going back
The past is in the past
Let it go, let it go
And I'll rise like the break of dawn
Let it go, let it go
That perfect girl is gone
Here I stand in the light of day
Let the storm rage on
The cold never bothered me anyway

(Let It Go : 2013)

From the words of the song, it is clear that Elsa enjoyed her new life. She decided to let go her past. She dared to crown her ‘A Queen’ in her own kingdom. She did not care what people thought of her or if they knew who she truly was. This was what she wanted, a will came out from her heart and it was unstoppable. She admitted that she had tried, the best as she could to meet the standard people made for her but she realized that there was no word ‘perfect’ in a demanding society. She realized that she needed to win her freedom. And the first step of doing so was to accept herself, to care more about what she thought of herself rather than to listen to others judging her. Once she could do it, she knew what to do and set her goals of life. Having such confidence, she believed she was able to test her limits and break through. She managed to stand by herself. The most important thing was that she realized that the label of ‘perfect girl’ was never existed. The society would keep on demanding. It was her who needed to struggle, to take a step to star her own life. it was Elsa’s emancipation. It was her being a feminist. She would not let ‘cold’ or ‘unfair judgment’ ruined her life. Her power was hers and it was her right to use it well to support her life. Elsa was born to be a girl who face the future, a bright one as she set it herself.

Unfortunately, Elsa’s decision was not supported by the one had the authority. Feared of being harmed by Elsa’s power, The Duke of Weselton tried to hunt her down and killed her. The women revolution is mostly scared men. They were threatened that their position might be in danger. Therefore, if they no longer could control women and consider that the women had become their threat, they did nothing but eliminating the women.

However, in this modern times, acknowledgement of both men and women power, skills, and abilities are noticeable. Those who are proven to have better bargaining power would pose a
higher position, if not equal. Like in Frozen, once people knew that Elsa was able to control her power and even able to use the power for the goods of others, they accepted her and still crowned her as their Queen.

**Conclusion**

In these modern times, women’s struggle to get recognition from the society, which is still stirred by men, is not without struggle. In sort of different forms, men still prevent women to be fully free and dependent. It is still a threat for men knowing that some women are more knowledgeable and competent than men. Many times, using many reasons, one of them is for the good of many people, these women are forced to hide their knowledge and skills. This kind of oppression may cause to unequal treatments, or worse, character assassinations to women. Like in Frozen, Elsa, the girl who had power to control ice and snow, was force to hide her power, telling her that her power might cause a great danger for the kingdom. Taken back by a small accident she did, Elsa accepted the judgment made for her and obediently isolated while blaming herself for having such power. The words like ‘be a good girl’, ‘always conceal’, ‘don’t feel’, ‘don’t let them know’, ‘it was wrong’ addressed to Elsa made her feel small and guilty. She could not be herself. The worst is that sometimes this sacrifice is still not enough to meet the standard of the society. The only solution is then laid on the women’s choice, whether they would let the society oppresses them or they would reveal their power like knowledge, talents, skills to the world and prove to the people that they can be as good as men or even better than them. The big difference between past times and today times is that present society seeks for proofs. It means that if women can prove others that they are competent and skillful, the society can accept them and admit it. These women would have opportunities to stand side by side with men. Like Elsa, once she decided to reveal her true identity and made use it well to bring goodness for others, her people accepted her and still crowned her as their Queen.

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http://www.imdb.com/title/tt2294629/soundtrack

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BILINGUALISM AMONG STUDENTS OF THE FACULTY OF LANGUAGE AND LITERATURE, SALATIGA, INDONESIA: A DESCRIPTIVE ANALYSIS

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Abstract

Although bilingualism is an interesting phenomenon these days, not many researchers explore bilingualism in Asia. Most research in a similar field, like that done by Yip and Matthews (2007), and Harding-Esch and Riley (2003), show that children become bilingual because their parents are from countries with different mother tongues. This is not necessarily true in Asian countries like Indonesia. In Indonesia, most of its citizens are bilingual, even though both parents are Indonesian. This happens because children are not only exposed to and taught one language from a young age. Many of them are exposed to at least two languages, which are Indonesian (the national language and lingua franca of Indonesia) and their local language – which is different depending on which area of Indonesia they were born or grew up. In addition, it is highly possible that exposure to other languages, such as English, may add to their capability to speak more than just two languages and thus, they become multilingual. This phenomenon has piqued the interest of the writers to conduct a study on bilingualism in Indonesia. The aim of the study is to describe bilingualism/multilingualism among a group of students in Indonesia. The data is collected by distributing questionnaires to 240 participants who are students in the Faculty of Language and Literature (FLL), Satya Wacana Christian University, Salatiga. The study reveals that there are three languages mostly spoken or used by the participants. They are Indonesian, English, and a regional language (mostly Javanese). Also, most of the students’ first language is Indonesian. As for the second language, it is quite varied, including regional languages and English.

Keywords: bilingualism, first language, second language, FLL students
Introduction

Bilingualism has become an interesting phenomenon these days. Studies, like those conducted by Yip and Matthews (2007) & Harding-Esch and Riley (2003) show that children become bilingual because their parents are from countries with different mother tongues. For example, in Yip and Matthews’s (2007) case, they explore the bilingualism of a child whose father was from the USA and mother from Japan. Therefore, the child was able to use both English and Japanese. However, recent research on bilingualism seems to be focusing more on cases in Western countries. Bilingualism in Asian countries, like Indonesia, does not seem to be much explored yet.

The fact that bilingualism in countries like Indonesia has not been investigated much can actually become a gap in research on bilingualism worldwide. One of the reasons is because bilingualism in Indonesia seems to be different from bilingualism in Western countries. As mentioned above, in Western countries, children can become bilingual because their parents are from different countries. However, in Indonesia, most people are bilingual even though both of their parents are Indonesian. This happens because children are not only exposed and taught one language from a young age. Many of them are exposed to at least two languages, which are Indonesian (the national language and lingua franca of Indonesia) and their local language – which is different depending on which area of Indonesia they were born or grew up. For example, a child who is from Semarang (the capital city in Central Java Province), can converse in Indonesian and Javanese (the local language of this province). However, a child from Jakarta can use Indonesian and Betawinese (the local language of Jakarta). Many other combinations are possible depending on what people’s local language is. In addition, having high exposure to other languages, such as English, may add to their capability to speak more than just two languages and become multilingual. Therefore, as in various other parts of the world, in Indonesia, “Bilingualism is not at all remarkable. It is just a normal requirement of daily living that people speak several languages” (Wardhaugh, 1992, p. 98).

The reason why the fact above is presented is because bilingualism is not a new or unique phenomenon in Indonesia. It is very common for Indonesians to be bilingual. In fact, rarely are Indonesians monolingual. The background above is also the reason why we became interested in doing a study to describe the bilingualism/multilingualism among a variety of
students in Indonesia, who are enrolled in the Faculty of Language and Literature (FLL). Therefore, this study aims to answer the following research questions:

1. What languages do students use?
2. What language do they consider as their first language?
3. What language do they consider as their second language?

**Bilingualism**

Bilingualism means talking about people’s competence in communicating in two languages, as Baker (2006) states that “Bilingualism is simply about two languages” (Baker, 2006). Similarly, Haugen (in Harding-Esch & Riley, 2003) states that “Bilingualism is understood … to begin at a point when the speaker of one language can produce complete meaningful utterances in another language.” However, many people perceive bilingualism as “being able to speak two languages ‘perfectly’” (Harding-Esch & Riley, 2003, p. 22). Bloomfield (1933, in Harding-Esch & Riley, 2003) also mentions that “Bilingualism [is] native like control of two languages.” Yet, he explains further that “One cannot define a degree of perfection at which a good foreign speaker becomes a bilingual: the distinction is relative (Bloomfield, 1933, in Harding-Esch & Riley, 2003).”

Therefore, it is actually difficult to have an exact definition of bilingualism. In fact, according to Baker (2006), there are some dimensions of bilingualism which are summarized in Table 1.

**Table 1: Baker’s (2006) Dimensions of Bilingualism**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Short Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability</td>
<td>Some bilinguals actively speak and write in both languages (productive competence), while others are more passive bilinguals and may have a receptive ability (understanding and reading). For some, their ability is well-developed.</td>
</tr>
<tr>
<td>Use</td>
<td>✓ The domains where each language is acquired and used are varied (e.g. at home, at school, on the street, on the phone, on TV).</td>
</tr>
<tr>
<td></td>
<td>✓ An individual’s different languages are often used for different purposes.</td>
</tr>
<tr>
<td>Balance of two languages Age</td>
<td>Rarely are bilinguals and multilinguals equal in their ability or use of their two languages. Often one language is dominant.</td>
</tr>
<tr>
<td></td>
<td>✓ When children learn two languages from birth, this is often called simultaneous or infant bilingualism.</td>
</tr>
<tr>
<td></td>
<td>✓ If a child learns a second language after about three years of age, it is termed consecutive or sequential bilingualism.</td>
</tr>
<tr>
<td>Development</td>
<td>✓ Incipient bilinguals have one well-developed language, and the other is in the early stages of development.</td>
</tr>
</tbody>
</table>
When a second language is developing, this is ascendant bilingualism, compared with recessive bilingualism when one language is decreasing, resulting in temporary or permanent language attrition.

- Bilinguals become more or less bicultural or multicultural.
- It is almost possible for someone (e.g., a foreign language graduate) to have high proficiency in two languages but be relatively monocultural.
- Bicultural competence tends to relate to: knowledge of language cultures, feelings, and attitudes towards those two cultures, behaving in culturally appropriate ways, possessing awareness and empathy, and having the confidence to express biculturalism.

Some bilinguals live in bilingual and multilingual endogenous communities that use more than one language on an everyday basis.

- Other bilinguals live in more monolingual and monocultural regions and network with other bilinguals on vacations or through phone and email, for example.
- Some contexts may be subtractive, where the politics of a country favors replacement of the home language by a majority language.
- Other contexts are additive such that a person learns a second language at no cost to their first language, as occurs in elite or prestigious bilinguals.

Elective bilingualism is a characteristic of individuals who choose to learn a language, for example in the classroom (Valdés & Figueora, 1994; Valdés, 2003). They add a second language without losing their first language.

Circumstantial bilinguals learn another language to function effectively because of their circumstances (e.g., as immigrants). They must become bilingual to operate in the majority language society in which they are placed. Consequently, their first language is in danger of being replaced by the second language – a subtractive context.

Each bilingual may have a specific kind of bilingualism that is different from other bilinguals. Therefore, it is not easy to divide kinds of bilingualism into a few groups.

Baker (2006) also explains that there is actually a difference between individual and societal bilingualism. Individual bilingualism is “bilingualism as an individual characteristic, a possession of the individual” (Baker, 2006, p. 2), whereas societal bilingualism is “bilingualism that is found in groups, i.e., in a social group, community, region, or country” (Baker, 2006, p. 2). So, an area may be bilingual, but some individuals living in that area may not be bilingual. On the other hand, a bilingual individual can also live in a monolingual area.
First and Second Languages

A first language is a “language that is usually acquired in a home environment by an infant in the care of parents and other caretakers with many activities” (Finegan, 2004, p. 558). When children learn their first language, it usually “involves an initial linguistic experience” (Finegan, 2004, p. 558). The term ‘first language’ is used interchangeably with the term ‘mother tongue’, which is the “language(s) one learns first, identifies with, and/or is identified by others as a native speaker of; sometimes also the language that one is most competent in or uses most” (Skutnabb-Kangas & McCarty, 2006, p. 7). According to Skutnabb-Kangas (1981, p. 14), one’s mother tongue is the language people use to ‘think’, ‘dream’, and ‘count’.

On the other hand, a second language is “a language mastered by someone who already speaks another language” (Finegan, 2004, p. 558). It is also the “language learned after acquiring the mother tongue (as opposed to the first language), or learned and used in the environment, often in addition to school (as opposed to a foreign language)” (Skutnabb-Kangas & McCarty, 2006, p. 8). Sometimes a second language is considered similar to a foreign language, which Skutnabb-Kangas & McCarty (2006, p. 3) define as “a language learned mainly in the classroom, for reading texts and/or communication with its speakers”. However, in this research, the term ‘second language’ includes both ‘second language’ and ‘foreign language’.

Research Methodology

Context of the Study

The study was conducted in the Faculty of Language and Literature (FLL), Satya Wacana Christian University. This faculty is located in a small city, Salatiga, in Central Java Province. This faculty was chosen because first, most of the students are Indonesian. Second, the students are from different parts of Indonesia (not all students are from Central Java). Third, students in FLL know the concept of ‘first language’, ‘second language’, and ‘bilingualism’, so they do not need an in-depth explanation to comprehend these terms that appear in the data collection instrument.
Participants
The participants were at least 2nd year students who had taken at least one of the following courses: ‘Teaching Learning Strategies’, ‘Teaching English as a Foreign Language’, and ‘Psychology of Language Learning’, where they were exposed to the concept of ‘first language’, ‘second language’, and ‘bilingualism’. With this background knowledge, it would be easier for them to answer the questionnaire (or at least with minimum instructions). Another reason for choosing these participants was because all of them were studying English. Thus, they had to be fluent in at least two languages (bilingual). In total, 244 FLL students participated by filling in the distributed questionnaires. Some students were asked to assist in distributing the questionnaires.

Data Collection Instrument
Questionnaires were the primary data collection instrument. Questionnaires were chosen because “A questionnaire enables quantitative data to be collected in a standardized way, so that the data is internally consistent and coherent for analysis” (Malhotra, 2006). The questionnaire items were closed and open ended (short answers) because it requires the participants to answer the questions based on their experience and background that are not in form of perceptions.

Data Analysis
The data was processed using Microsoft Excel. All the answers were inputted based on the categories. The classification was based on similar responses before a conclusion was made.

Findings And Discussion
This part of the study presents the questionnaire results to answer the research questions posed before. First, a description of the participants will be presented. After that, the questionnaire results, in the form of graphs, will be analyzed.
A. Description of Participants
   Below are the descriptions of the participants that are depicted in the form of graphs:
   1. Batch (Class Year) and Age
     As seen in Graph 1, the students that participated in this research were students from three batches. There were 61 students (25%) from 2010 class year, 86 students
from 2011 class year (35%), and 97 students from 2012 class year (40%). So, the total number of students who participated in this study was 244 students.

As depicted in Graph 2, from these 244 participants, 37% were 20 years old (90 students), 32% were 19 years old (78 students), 18% were 21 years old (44 students), and 7% were 18 years old (17 students). The other 6% were above 21 years old (14 students were 22 years old and older).

**Graph 1: Student Batch (Class Year)**

**Graph 2: Students' Ages**
2. Sex

Graph 3 shows the participants’ sexes. In this research, 76% of the students were female (185 students), 18% were male (43 students), and the other 6% did not mention their sexes (16 students).

![Graph 3: Students' Sexes](image)

3. Country and City

From Graph 4, it is evident that almost all students that participated in this research were from Indonesia (99% or 239 students). However, two students (1%) were of South Korean nationality. They were international students from South Korea, who learned English in FLL.

However, as can be seen from Graph 5, the participants actually came from different cities. The majority of students were from Salatiga (95 students) and Semarang (28 students).
4. National and Regional Language

From Graph 6, it is evident that most participants’ national language was Indonesian (99% or 239 students). As for the regional language, it is clear from Graph 7 that most of the students’ regional language was Javanese (177 students). This is most probably due to most of the students being from Salatiga, which is in Central Java Province, of which the regional language is Javanese.
B. Languages Used by Students (Question no. 10)

From the questionnaire (question no. 10), students reported that they used several languages. They were Indonesian, English, a regional language, and other languages (Graph 8). The results reveal that all students spoke or used Indonesian (244 students), and most of them spoke or used English (222 students) – maybe the other 22 only used English a little so that they did not consider themselves as users of English. Many of them
also spoke or used their regional language (173 students) and some actually spoke or used other languages (41 students) – including Italian, German, Mandarin/Chinese, Japanese, Korean, Arabic, French, and Tagalog.

Graph 8: Students’ Spoken/Used Language

C. Students’ First Language

From the questionnaire results (Part B), it was evident that most of the participants’ first language was Indonesian. Graph 9 indicates that most of them used Indonesian at home, to think, to count, and Indonesian was the language that they learned first – which are the criteria of a first language (Skutnabb-Kangas, 1981). Also, from Graph 10 (the results from the questionnaire, Part A – questions number 1 and 2), many of the participants reported that they used Indonesian and/or their regional language at home and most of their parents also used Indonesian and/or a regional language. These two are also other criteria of a first language (Finegan, 2004). However, from Graph 9 it was also evident that for some of the participants, their regional language was the language that they learned first (78 out of 244 participants). Therefore, some of them considered their regional language as their first language (57 out of 244 participants). It was also interesting to see from Graph 9 that some participants used English at home (40 out of 244 participants) and used it to think (55 out of 244 participants). However, it is difficult to conclude if English was their first language because Graph 9 does not show significant results that English was used to count, learned first, or considered as the participants’ first language.
Graph 10 shows that Indonesian language and regional languages are mostly used and taught in home and school environments. English, however, as shown in the graph, is mostly used and taught in a school environment. The use of English gradually increased along with the level of education.
From Graph 10, it seems that those who learned Indonesian as their first language considered their regional language as their second language. On the other hand, those who learned a regional language as their first language considered Indonesian as their second language. Nevertheless, when Indonesian language or a regional language became a second language, it was not considered by the participants as a foreign language since both Indonesian language and the regional language were used in a wider environment.

Graph 10 also indicates that most participants considered English as their second language. It can be seen from the third question of Graph 10 where many of the participants (121 out of 244) reported that English is the language they learned after the first language. However, it seems that English, unlike either Indonesian or their regional language, was a second language considered as a foreign language by the participants. This is because from Graph 10 it is evident that most participants used English in a formal school environment. This is also supported by the results shown in Graph 11. English, as seen in Graph 11, was mainly used by the participants in contexts which required them to use English, like with friends in the same faculty, in a classroom context, in reading texts, and in communicating with English speakers.
Conclusion

This study was conducted to investigate: (1) the languages that students use; (2) the language that they consider as their first language; and (3) the language that they consider as their second language. First, to answer the first research question, from the questionnaire, it was evident that participants used Indonesian, English, regional languages, and other languages. The regional languages varied, depending on the area or region where they came from. However, because most of the students were from Central Java, the majority of the participants’ regional language was Javanese. As for the other languages – that they probably learned in school or from their friends – they were Italian, German, Mandarin/Chinese, Japanese, Korean, Arabic, French, and Tagalog.

For the second research question, the research reveals that most of the participants’ first language was Indonesian. However, for some other participants, it seems that their regional language was their first language. This was possibly because that was their first learned language.
As for the third research question, there seems to be two kinds of second languages that participants possessed. The first was the second language that they used in their society. For those who learned Indonesian first, their regional language seemed to be their second language. On the other hand, when participants learned the regional language first, then Indonesian was most probably their second language. The second kind was the second language that participants considered as a foreign language because it was used in limited settings, as in the classroom. For most of the participants, the second language that they considered as a foreign language was English.

However, because this research was done among students in FLL, the results of this study cannot be generalized to all people in Indonesia. Further research can be done to study bilingualism among other groups of people in Indonesia to enrich these findings. Research can also be conducted to see whether there is a shift in the tendency of bilingualism in Indonesia. For example, it will be interesting to study whether English has become the first language of some people in Indonesia, with the increasing number of bilingual schools in Indonesia. It will also be interesting to see whether the use of a regional language stays the same, declines, or even increases.

Also, it should be admitted that there were some weaknesses in the designed questionnaire. For example, in the design, second language and foreign language were not separated. Nevertheless, apparently for contexts like Indonesia, it is necessary to differentiate between these two categories. Therefore, revisions in terms of separating the questionnaire items related to the second and foreign language need to be done before the questionnaire is used for other research. In the questionnaire, the researchers also mostly included the home and school contexts where the languages were used. For further research, it will be better to add other contexts outside these two categories, like the participants’ religious community or other social communities.
References


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RESPONDING TO MULTICULTURAL ENGLISH CLASSROOMS: TEACHERS’ POLICY TOWARDS INTERCULTURAL COMPETENCE DEVELOPMENT

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Abstract
Multilingual classrooms present a fact that each student arrives with not only their mother tongue but also their way of interacting and expressing themselves according to strategies and conventions learnt in their own linguistic and cultural community. When they learn English (with various culture contents) they also come into contact with various cultures at the same time; the culture of their classmates, the culture of the teacher, and the culture of the textbook and teaching material.

These cultural-lingual contacts in the context of learning second or foreign language possibly involve the acquisition of a second (or third) cultural identity (Brown, 2000). The contact and the process of acquisition present opportunity for the teachers to develop students’ intercultural communicative competence. Yet, the process can be disrupted and take the students to experience culture shock and conflict if the teachers are lack of classroom policy in managing it. This aspect is often neglected during teaching-learning process in which few attentions are paid to how supports are provided for students to go through the acculturation process. This paper, then, addresses some issues that ELT teachers could consider as part of their classroom policy when they work with the students experiencing the cultural-lingual contact aimed at developing intercultural communicative competence.

Keywords: multilingual, multicultural, intercultural communicative competence

Introduction
It is a reality of an ELT classroom that it is comprised of diverse learners regarding their gender, socioeconomic status, ethnicity, race, religion, linguistic heritage and cultural background. Concerning cultural background, each learner brings with them the cultural mores and patterns of accepted behavior learned in their native culture which may diverse
from their classmates and teacher. They arrive with not only their mother tongue but also their way of interacting and expressing themselves according to strategies and conventions learnt in their own linguistic and cultural community. Then, they are introduced to “alien” language and are expected to master it along with its culture (culture acquisition) which is divergent from theirs. Cultural shock then might be emerged as a possible cultural impact. Multiculturality, in this context, may stand as unnecessary blocks in their way of learning the language.

Multicultural Classroom – Challenges Presented.
Multicultural classroom, apart from the advantages it might brought to, presents some challenges to the teachers. It may range from the growing cultural diversity, teacher – student and student – student relationship pattern, the acquisition of second cultural identity to textbooks which portray the member of the dominant group.

Firstly, the fact that ELT classrooms comprised by diverse cultural background is unavoidable. Yet, it should be considered wisely and managed well. The motto unity above diversity and the expectation that classroom can be a melting pot for cultural differences are being challenged. The belief of melting pot is that the learners with different ethnic groups and races background would completely assimilate and become one group. The objective is minimizing the differences and diversity exist for they are reckoned as the source of cultural conflict. However, this expectation will meet some cultural constraints and call for culture defense because ethnic groups have always been different from one another. Many could not and did not want to melt away their identities. Learners’ cultural defense may influence their attitude towards the language being studied which in turn will influence their achievement.

Secondly, incorporating culture in instructional activities will not be free from culture-based problems. The teacher-student and student-student relationship may encounter cultural bewilderment or even culture shock. The pattern of relationship and interaction exist in the classroom is a cultural pattern itself. From an early age, students and teachers are socialized into (cultural) expectation and frame about what a teacher is, what a students is, what kind of interactions are appropriate in the class, how should they engage in teaching and learning processes. This is in line with what McKay (2000) asserts that teachers and students approach
the situation with different expectations about their roles and these differences are based both on the teachers’ and the students’ education outside the classroom and on their previous experience within classroom in different culture. Heath (1984. cited in McKay 2000) stresses that the problem is likely to be greater in classrooms where the teacher and students, belonging to different cultures, bring different ways of believing, behaving and valuing and different expectations about what should occur inside a classroom.

When they learn English (with various culture content) they come into contact with various culture at the same time; the culture of their classmates, the culture of the teacher, and the culture of the textbook and teaching material. Brown (2000) states that learning second or foreign language involves the acquisition of a second (cultural) identity. The contact with other cultures and acquiring second cultural identity can be disrupted and take them to experience culture shock. Unfortunately, this aspect is often neglected during teaching-learning process. Few attention are paid to how supports are provided for students to go through the acculturation process. Besides, students’ native culture and cultural experience are able to be exploited as the source to support the process of second language learning.

The acquisition of second cultural identity is the third challenge present to the teachers. As the students begin to lose some of the ties of their native culture and to adapt to the second culture, they experience feelings of chagrin or regret, mixed with the fearful anticipation of entering a new group. They suffer from feelings of social uncertainty or dissatisfaction, as a significant aspect of the relationship between language learning and attitude toward the foreign culture -the concept of anomie (Brown, 2000). Anomie might be described as the first symptom of the stage of acculturation. A feeling of “homesickness”, where one feels neither bound firmly to one’s native culture nor fully adapted to the second culture. It is unavoidable since becoming bilingual or multilingual means becoming bicultural or multicultural to some extent. The development of instructional activity must consider this issue by being sensitive to this cultural state and establishing the bridge across them otherwise it will obstruct the further language learning process. He believes that the language mastery might not effectively occur before the acculturation stage or even more likely, that learners might never be successful in their mastery of the language.
What culture contents present to the students would also bring another challenge to the teacher. English is spoken by billions of people worldwide but when opening a EFL/ESL textbook, whose culture is presented? In all probability the culture content presented are the mainstream cultures. Mainstream content means the majority groups, whose culture is the dominant one, are the central of the discussion whereas the minority groups are excluded from the content objectives.

The mainstream culture presents in the instructional activity is one of the major ways of stereotype and ethnocentrism are reinforced and perpetrated. On one hand, mainstream-centric instructional activity is negative in its consequences for mainstream students because it reinforces their false sense of superiority and gives them misleading concepts of their relationship with other ethnic groups. On the other hand learners who belong to the minority cultural group can feel alienation in the learning process, alienation from people in their home culture, the target culture and from themselves (Brown, 2000).

Furthermore, the way instructional activity, in this case text books, portrays the member of dominant cultural group along with their ideas, lifestyle, norm and values may lead to culture homogenization (or more narrowly Americanization). This can be counter-productive since the minority will feel threatened culturally (to some extent religiously) and it calls for a defense. Naisbitt (1994) states that feeling pressured and threatened, people will usually seek refuge in their primordial identities including cultural one. This cultural—psychological context may hinder learners’ development of individual as well as group identities. Lie (2002) points out that it is likely that students who are underrepresented and/or negatively stereotyped in the learning materials are vulnerable to the feeling of ambivalence about their group identification. To some extent, this may be blocks stand in learners’ learning process.

The Proposed Ideas to Teachers’ Policy in Responding to Multicultural Classrooms

The emerging challenges above are inevitable aspect due to the inseparable and intertwining relation of language teaching and learning and culture. What seems to be important is the measures taken to ensure that culture will not act as a barrier in ELT process. One measure is redeveloping and construct a more culture sensitive instructional to facilitate the enhancement
of critical cultural consciousness among teachers as well as learners and to promote the preservation of local cultures. This imperative obviously calls for particular teachers’ policy in addressing the challenges in their teaching.

Firstly, related to the mainstream culture presented in the instructional activity, especially textbooks, the teacher should hold and take control of English used and culture context displayed in the classroom. They have the power and freedom to select the materials and adapt their instructional activity to their learners’ cultural context. Instead of relying solely on the textbooks which portray limited cultural contexts, they may freely display all cultural contexts based on the cultural configuration of the class and encourage an inter-culturality – relating first (native) culture to second culture and reflecting on perceptions of them. When learners are given the opportunity to see their culture from the point of view of another culture, they are able to understand their culture better and see how it interacts with cultures and what are its unique and distinct characteristics. The theme and content-based instruction approach will provide wider room for this purpose. Through this approach, teachers offer students many opportunities to communicate in the target language and provide content (in this case multicultural issues) for this communication.

In working with the inter-culturality concepts through the textbooks and instructional materials, Cortazi & Jin (1999) propose three pattern namely target culture materials, source culture materials and international culture materials. McKay (2005) affirms that each of the pattern present their benefits and disadvantages related to the role and contribution of culture to the teaching learning process, the achievement of students’ goal in learning English and the building of students’ intercultural competence.

Second, concerning the feeling of being threaten and pressured culturally, the teachers are suggested to bridge the gap by balancing the issues of the western/dominant cultures with the local/minority culture issues. The Euro-centrism should be balanced with the inclusion of the local wisdom for it will help the learner for not falling into seeking and embracing their cultural identity which may lead to ethnocentrism. However, the inclusion itself may not be an easy measure considering the vast diversity of the local cultures. It is the time to give the room for the local perspectives in developing instructional activity. This is in line with the
spirit of autonomy in which the educators in each region should get involve actively in determining the curriculum content for their own context. Lie (2002) argues that the lack of resources and power of the local region should not be used to justify the delay of power and control to local level. In cases where the local educators are not ready to develop their own materials, the curriculum developers and textbook writers at the national level should involve their local counterparts as partners and empower them as local resource people who can later develop their own curriculum.

Third, the expectation of having the classroom as a melting pot should leave behind for its potential of evoking culture defense which is led to negative attitude towards the culture of the language being studied and the culture of others. Some research findings highlight the significant relationship between attitude towards the culture of the language being studied to motivation and to proficiency attainment. It demonstrates that second/foreign language learners benefit from positive attitude for it may lead them to increased motivation and to successful attainment of proficiency. The class should be directed to attain the essence of mosaic in which learners’ cultural and ethnic background could be proudly displayed. Each cultural group and ethnic of the learner was seen as separate and distinct, but contributing its own color, shape and design toward the creation of an attractive mosaic of the classroom. Diversity allows the learners to have an opportunity to have perspective and reference frames and shape the attitude that are gained through studying and experiencing other cultures and ethnic group. Fishman via Lie (2002) joins the line by stating that absence of diversity would lead to the dehumanization, mechanization, and utter impoverishment of human beings.

Fourth, the teacher with learners whose cultural backgrounds differ from their own should be aware of the possibility of encountering culture shock in terms of teacher-student and student-student relationship for the learners may find contradictory (cultural) expectation for their (cultural) participation for this is an unavoidable aspect. Immediate judgment which is led to stereotyping should be avoided. Yet, culture shock can be viewed positively as a beneficial and profound cross-cultural learning experiences. It is a set of situation or circumstances involving intercultural communication in which the learners and teachers, as a result of the experiences, become aware of their own growth, learning and change. Brown (2000) further
explains that as a result of culture shock process, the learners and teachers have gained a new perspective on themselves and has come to understand their own identity in term significant to themselves.

There is a caution of simplification measure by generalizing the difference since it will lead to different cultural problem. The students’ cultural configuration itself is comprised by diverse culture groups. Take for example the ELT Indonesian classroom. What do we mean by students’ source culture (Indonesian culture) may be a generalized picture since one classroom may comprise of more than five culture groups. Categorizing students’ source culture bases on nationality will surely result to the denial of cultural diversity of an ELT classroom.

Immediate judgment about students’ culture of learning which is led to stereotyping should be avoided. The teacher should base their cultural view about their students’ culture of learning on careful studies and extensive classroom observation since classroom interaction and relationship develop dynamically. If we consider classroom interaction is the culture interaction, a dialogic relationship, then the students are progressing in their cultural meaning and identity negotiation. It implies that classroom interaction pattern is a dynamic process and are “framed, negotiated, modified, confirmed, and challenged through interaction with others (Collier & Thomas, 1998 cited in Cortazzi & Jin, 1999).

Fifth, in assisting the students whose feelings neither bound firmly to their native culture nor fully adapted to the second culture (the culture of their classmates, the culture of the teacher, and the culture of the textbook and teaching material), the teacher should attempt to bridge the gap by supporting them to establish their “third place” in which they position themselves between their first culture (C1) and the second culture (C2) (Kramsch, 1993). This “third place” involves the learners in an objective and subjective reflection of C1 and C2 from which they must choose their own meanings that best reflect their personal perspectives. The students are encouraged to reflect on comparisons between cultures and form their own perspective on them. Hence, this conception of culture emphasizes the importance of individual interpretations of culture rather than rigid stereotypical notions.
This establishment of third place should be supported by some systematic activities, otherwise, the goal of reflective activity will not be achieved. Below is adapted ideas (adapted from Kramch, 1993) of how the teacher can assist their students in conducting their reflective activity. First, the teacher can establish a sphere of inter-culturality, in which the learners are encouraged to relate C1 and C2 and reflect on perceptions of them. The more reflective activity they have, the clearer relationship between different cultures they will find. Second, the focus of the teaching culture should be on interpersonal process, the instructional activities should be gone beyond the presentation of cultural facts and moving towards a process of understanding what seems to be the “foreignness” of other cultures (macro-features such as specific cultural values and attitudes). The differences should be deliberately made visible to the students. By finding the differences they are able to understand their own culture better and see how different cultures interact one another what are its unique and distinct characteristics. By increasing students’ awareness of culture differences, their appreciation and respect for cultural differences can be developed.

Third, the cultural differences should not be viewed as only national traits. Many other aspects of culture such as age, race, gender, social class should be taken into account. The teacher can exploit some of the interesting or problematic pattern of classroom interaction and relationship as the source of discussion. This, however, demands an intercultural knowledge, skills and awareness of the teacher. Fourth, the teacher should cross the disciplinary boundaries, understanding culture by encompassing other subjects as sociology, ethnography and socio-linguistics. The explication of the differences between cultures –how does particular culture operate, how does it produce its values and concept, what are its differences– is essential to be provided for the students so that the negative stereotypes can be broken. Being able to do so the teachers should facilitate themselves with such culture knowledge and understanding as the external forces and internal forces which contribute to the existence of particular cultural frame, concept, value and practices. Surely, their background as English language teacher is not an adequate resources and key to the access of cultural knowledge for this purposes.

If this process of acquiring culture and language is successful, learners would be able to use English in such a way to communicate effectively and appropriately and also in a way that
reflects their own local cultures and personal beliefs (Kramsch & Sullivan, 1996 cited in Baker, 2003).

Conclusion
Culture is an inevitable aspect of language, therefore the existence of “foreign culture” in the EFL/ESL classroom cannot be avoided. Each of the teaching and learning component – teacher, students and their classmates, teaching materials, textbook – brings with them their own culture mores and system. Furthermore, the enormous spread of English along with its culture hegemony calls for national sentiment which may lead to either teacher’s or students’ cultural defense. Yet, ESL/EFL classroom could benefit from the appropriate management and exploitation of cultural issues which demand particular policy of the teachers. By determining effective culture content which based its choice on the goal of teaching, students’ goal of learning and external context of the classroom, culture presented in the classroom will not be an impediment to teaching learning process. It would both support EFL/ESL classroom to achieve its instructional goal and assure English and English language teaching’s role in the preservation of local languages and cultures. Moreover, if cultural diversity is managed well, it will contribute significant role to the achievement of teaching-learning’s goal especially the development of intercultural communicative competence.

References


THE STRATEGIES TO COPE WITH EFL STUDENTS’ SPEAKING ANXIETY IN CLASSROOM CONVERSATION: STUDENTS AND TEACHER PERSPECTIVE

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Abstract
This study deals with students’ anxiety and the strategies to cope with those anxieties from the perspective of students and teacher. Anxiety is important area to be analyze because of: firstly, the research suggests that “anxiety... may affect the quality of an individual’s communication or willingness to communicate” (Young 1990:58), but also because it affects a large number of students in higher institutions (Campbell & Ortiz 1991:159). Secondly, Students with anxiety disorder exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and do poorly on assignments. The third, A student with high anxiety can fall behind academically because he or she is distracted and has impaired verbal working memory skills when anxious (Hopko et al., 2005). The common anxiety among university students has been acknowledgement by students and educators. However, the study of anxiety is a real phenomena, the importance of study anxiety is particularly related to the sources of anxiety and how to handle them so that the students can involve the classroom communication smoothly and improve their performance and exam academically. That’s why this study will reveal the students speaking anxiety in classroom conversation and how to cope with students’ speaking anxiety based on students and teacher perspective. The result will be gathered from questionnaire to the students and interview to the English teachers.

Keywords: Speaking, classroom conversation, students’ anxiety.

Introduction
Foreign language learners always assumed that speaking is difficult part to be done. Pinter (2006) in Amelia (2013) stated that to speak English fluently and accurately is not something easy to do and it can be achieved by practicing. When the students have to speak in front of the class or practice the conversation in the classroom, most foreign language learners feel that it is something hard and difficult to do for them. It is proven by Young (1990). He found
out that speaking in foreign language is not exclusively the source of students’ anxiety, but speaking in front of others is real anxiety situation.

There are many bad effects because of students’ anxiety. One of them is it will influence students’ adaptation to the target environment and ultimately the achievement of their educational goals (Woodrow, 2006). Samuelsson (2011) also stated that the effect of students’ anxiety is the students will try to avoid any speaking activities in the classroom, especially in classroom conversation.

Knowing the effects of speaking anxiety, not only students but also teachers try to prevent and do strategies to cope with it. Each students and teacher uses different strategies to cope with speaking anxiety. There are many different strategies that used by students and teacher because different person will have different strategies to deal with their anxiety. In order to found out the strategies that used by students to cope with speaking anxiety in classroom conversation and teachers strategies to help students to cope with their anxiety, this study investigated 20 students of a University in Indramayu and an English teacher that focused on speaking subject.

**Theoretical Review**

Speaking is a part of daily life. Nunan (1999:225) says: “the ability to function in another language is generally characterized in terms of being able to speak that language.” Speaking is such a fundamental human behavior that we don’t stop to analyze it unless there is something noticeable about it, Speaking consists of producing systematic verbal utterances to convey meaning.

There are two main purposes for speaking according to Thornburry (2005). Speaking serves either as a transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods or services, or as an interpersonal function, in that its primary purpose is to establish and maintain social relationship.

Besides, Thornburry (2005:11-26) outlines six groups of linguistics knowledge that relevant to speaking, there are: genre, discourse, pragmatic, grammar, vocabulary, and phonology.
knowledge. In genre knowledge is used to sign speech even. It can be classified into general purposes; transactional and interpersonal, participant involved in interaction; interactive or non-interactive, and the degree of planning; planned or unplanned. It can be concluded that general conversation between friends considered as interpersonal, interactive and unplanned. While speak or conversation in front of class considered as transactional, interactive, non-interactive and planned).

The difficulty of speaking relate to the students’ knowledge of speaking. There are difficulties relates to their anxiety psychology traits that come from students themselves. Brown (2001) stated that the anxiety in producing wrong and incomprehensible thing is one of the main obstacles in learning to speak that have to be solved by students. According to Harmer (2003), students are shy to express themselves in front of other include their classmates and they worry about speaking badly. That’s why this study tries to investigate this phenomenon.

**Anxiety**

According to Horwitz, et al (1986), anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal for the autonomic nervous system. Anxiety not only happened in one situation and time. It can be happened in academic or social context. Horwitz et al (1986) stated that foreign language anxiety within academic and social contexts can be divided into three categories, there are:

1. Communication apprehension: occurs in groups, public, or in listening to or in a spoken message.
2. Test anxiety: occurs in any testing situation and it refer to fear or failure in an individual’s performance.
3. Fear of negative evaluation: apprehension about others’ evaluations, avoidance of evaluative situations and the expectation that others would evaluate oneself negatively.

**Speaking anxiety**

According to Ayres and Hopes (1993), speaking anxiety refers to the situations when an individual reports that she or he is afraid to deliver speech or involve in a conversation. Samuelsson (2011) defines speaking anxiety as difficulty to speak in the group or before a
group of people. These difficulties vary in the cases of prepared speeches, oral presentations, answering questions or simple presentation rounds among others. Someone that get anxiety will behave some strange behavior like avoid any speaking activities in front of the group, concentrating on less important details as what to wear, neglecting the actual task, talking too fast, skipping sentences, mumbling, reading notes directly, failing to have an eye contact with audience among many other things. An anxious student may think and believe that the other students probably are going to laugh. The situation becomes embarrassing and the anxious student feels that she or he being strange and failure. So their performance is poor (Samuelsson, 2011). Horwitz (1986) also stated that students with high level of anxiety have difficulties concentrating, often miss classes, have palpitations and can even sleep deprivation.

**Students’ strategies to cope with speaking anxiety**

Different students will do different strategies to cope with their speaking anxiety. Kondo and Ling (2004) found out the specific strategies mentioned by the students. It grouped into five general strategies, there are:

1. **Preparation (P)**
   
   It refers to an attempts at controlling the impending threat by improving learning and study strategies (e.g. studying hard, trying to obtain good summaries of lecture notes). The use of these strategies would be expected to increase students’ subjectively estimated mastery of the subject matter, and hence reduce the anxiety associated with the language class.

2. **Relaxation (R)**
   
   It involves tactics that aim at reducing somatic anxiety symptoms like ‘I take a deep breath, and I try to calm down’

3. **Positive thinking (PT)**
   
   It is characterized by its palliative function of suppressing problematic cognitive processes that underlie students’ anxiety (e.g. imagining oneself giving a great performance, trying to enjoy the tension). These strategies are intended to divert attention from the stressful situation to positive and bring relief to the anxious students.
4. Peer seeking (PS)
   It is distinguished by students’ willingness to look for other students who seem to have the trouble on controlling their anxiety. For the anxious student, the fact that others are having the same problem may serve as a source of emotional regulation by social comparison.

5. Resignation (Rs)
   It is characterized by students’ reluctance to do anything that alleviates their language anxiety (e.g. giving up, sleeping in the class). It seems that this strategy is minimizing the impact of anxiety by refusing to face the problem.

**Teachers' strategies to cope with students' anxiety**

As suggested by Mandeville (1993), it is the responsibility of teachers to understand the problem of anxiety, mainly its causes, and the possible strategies used by teachers to alleviate it. There are several strategies that used by teacher to cope with students’ anxiety, there are:

1. Using supportive messages
2. Paraphrasing
3. Suggesting topics for presentations in advance
4. Implicit error correction by teachers
5. Explicit error correction by teachers
6. Error correction by peers
7. Using the native language

The above advanced strategies have been investigated by previous studies. When highlighting the advantages of immediate feedback, Tolhuizen (2006) argues that teachers who want to include immediate feedback of student speeches in the classroom can overcome the difficulties of doing so by using supportive messages that convey a sense of worth, acceptance and a willingness to become involved with and work with the student.

However, implicit error correction is recommended by many educators because of its efficiency in lowering students' anxiety. For example, Jang (2003) states that students are afraid that other student will laugh at them when teachers correct their mistakes. Thus, he suggests implicit error correction because of its efficiency in lowering students' anxiety.
Research method

This was a qualitative study in which the writer wanted to find out the phenomena of students anxiety in second semester students of English education department of a university in Indramayu. There were 20 students which is taken from 1 class out of 3. This study has similar characteristic with case study which investigated a contemporary phenomenon within its real life context and multiple data gathering as Yin (1984) in Nunan (19920. The data were gathered using questionnaire for students opened and closed questionnaire were used and interview for teachers. Closed questionnaire using FLCAS (Foreign Language Classroom Anxiety Scale) adapted from Horwitz et al (1986) were used to find out the level of students’ anxiety while opened questionnaire were used to gain the data of the strategies that the students used to cope with their speaking anxiety in classroom conversation. And interview was used to gain the data from the teacher.

Data from FLCAS questionnaire analyzed through quantitative analysis. After find the mean of total score, it divided into high, low, and moderate level of anxiety of students. Mean score above 4 consider as high anxiety level, below 3 as low anxiety, and between 3 and 4 as moderate anxiety.

Findings and discussions

1. Students’ level of speaking anxiety

From the questionnaire administered toward 20 students. The writer founds that 10 students get the score above 4 who experience high level of speaking anxiety, 3 students below 3 who experience low level speaking anxiety, and 7 students between 3 and 4 who experience as moderate level speaking anxiety in classroom conversation. It can be describe into presentation that high level students’ speaking anxiety is 50%, moderate level 35%, and low level 15%.

![Figure 1 students’ speaking anxiety level](image)
2. Students’ strategies to cope with speaking anxiety

20 students asked to answer the open questionnaire related to the strategies that the students used to cope with speaking anxiety in classroom conversation. After the writer read, code and interpret students’ answer, it can be found that most students do strategies to cope with speaking anxiety even many of them do more than one strategies to cope with their anxiety. From those strategies, 13 students used positive thinking to gain with their anxiety. Out of that, preparation and relaxation also mostly used by students to cope with their speaking anxiety. Here are the detail explanations as proposed by Kondo and Ling (2004):

**Positive thinking (PT)**

Positive thinking strategy that the students used mostly is praying. The students believe that by praying it can reduce their anxiety since they’ve been positive thinking toward their God. The students believe their God will help them to face the anxiety and bring confidence in their classroom conversation. Here are some of them:

- S6 : membaca Basmallah dulu
- S13 : berdoa sebelum masuk kelas
- S16 : Pray first before start the conversation

Confidence also becomes one strategy that used by students to cope with their speaking anxiety. Here are the examples:

- S1 : confident, because if we are confident we will speak
- S5 : make sure to myself, I can, I can
- S20 : confident (believe in myself)

**Preparations**

Most students used preparation to cope with their speaking anxiety. It can be said that all students write preparation to cope with their anxiety. They do preparation to make them ready with the material that will be delivered in classroom conversation. Here are some of them:

- S3 : Prepare before perform
- S4 : Berusaha mempersiapkan apa yang akan dikatakan.
- S17 : mempersiapkan bahan bahan atau kertas yang bertuliskan bahasa inggris
- S18 : I have to prepare to decrease the anxious feeling
Relaxation

Beside positive thinking and preparation, the students also used relaxation to cope with their anxiety. Relaxation that the students done are vary starting from take deep breath, try to relax, looking at the floor until they didn’t feel the shake of their feet. Here are some:

S2 : untuk mengurangi rasa kekhawatiran biasanya saya menarik nafas panjang
S10 : take deep breath
S14 : tidak menatap mata teman-teman /mahasiswa lain. Lebih baik menunduk saja agar tidak gemetar.

From the data that have been tallying and calculating, it can be concluded that the percentages of students’ strategies to cope with speaking anxiety in classroom conversation as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Strategies to cope with speaking anxiety</th>
<th>Tallies</th>
<th>Total</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive thinking</td>
<td>¶¶¶¶¶</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>2</td>
<td>Preparation</td>
<td>¶¶¶¶¶</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Relaxation</td>
<td>¶¶ ¶</td>
<td>7</td>
<td>35%</td>
</tr>
</tbody>
</table>

3. Teacher strategies to cope with students’ speaking anxiety

Based on interview to the teacher related to the strategies that she used to cope with students’ speaking anxiety in classroom conversation. The teacher used implicit error correction as proposed by Jang (2003) because she believes that it will reduce students’ anxiety, the students didn’t have to be afraid or ashamed that other students will laugh at them. Beside that the teacher also used error correction by peers.

T : I asked other students to correct their friend mistakes. Because it will help the students to be aware of their mistakes and by peer correction also it will reduce their anxiety and don’t afraid to the mistakes that they made.

On very difficult situation when the students really didn’t understand the material because of their anxiety and lack of understanding, teacher used native language as the last choice strategy to reduce students’ speaking anxiety. This strategy used because many of the students really worry about their understanding on the material.

Although the teacher used several strategies to cope with students’ speaking anxiety in classroom conversation, she actually didn’t really aware of students’ anxiety. She rather care
with the way the students improve their skill, because she believe when the skill improved then the anxiety will be reduce.

T: it is not about anxiety actually, but their skill. If they study hard then they can improve their skill. If they improve their skill then they will be able to cope with their speaking anxiety.

Conclusion
The conclusion can be drawn from two perspectives, from the students and teacher. From the students perspective, most students have the high level of anxiety because they not really sure of themselves. The strategies to cope with those anxiety can be vary from one students to the other, but all of them agree that preparation will reduce their speaking anxiety in classroom conversation, positive thinking and relaxation also believed as one of the effective strategy to cope with their speaking anxiety. While from the teacher perspective, although the teacher used implicit error correction, peer correction and native language use to reduce students’ speaking anxiety in classroom conversation, the teacher actually believes that the improvement of students speaking skill is the effective way to reduce students’ anxiety. When the students have good speaking skill then they will be confidence and will reduce their anxiety. So, the point to the other teacher is how to improve or what strategy that should be used to improve the students speaking skill so that it will reduce the students anxiety.

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KWantLeD GalWa: A TEACHING TECHNIQUE TO IMPROVE STUDENTS’ INTEREST IN READING CLASS
(A CASE OF ENGLISH LESSON AT SMAN 2 DEMAK)

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Abstract

Reading class at senior high school level is usually monotonous because most of students seem to dislike reading. Genre based used in their curriculum nowadays force them to learn various kinds of genres. To improve students’ interest in reading class, English teachers must have creative teaching techniques used for their classroom. This paper elaborates how KWantLeD GalWa teaching technique can be implemented in reading class at senior high school level. KWantLeD GalWa is a teaching technique which is the result of combination between KWL (Know, Want to learn, Learned) teaching technique and gallery walk with some modifications proposed by the writer. This teaching technique creates active learning because students work in groups and interact each other. All of the groups hang their worksheets on the wall after having the discussion in each group and those work should be checked by another groups by visiting another group’s gallery. In the end of teaching learning process, each group must present its finding in the front of the classroom. The result of this paper might be one of considerations for English teacher to use KWantLeD GalWa teaching technique to improve students’ interest in reading class.

Keywords: reading class, teaching technique, KWantLeD GalWa
Introduction

Reading class in senior high school tends to be monotonous because most students seem to dislike reading. Nowadays, our curriculum states that students must face the new material that needs more knowledge and their understanding on text types or genres. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations (Hyland, 2004:4).

Students need innovation in reading class by using an interesting teaching technique. Innovative teaching techniques can help students improve their interest in reading class. The researcher assumes that KWantLeD GalWa teaching technique is interesting in reading class to improve students’ interest in English lesson.

This research elaborates how KWantLeD GalWa teaching technique can be implemented in reading class at senior high school level. KWantLeD GalWa is a teaching technique which is the result of combination between KWL (Know, Want to learn, Learned) teaching technique and gallery walk with some modifications proposed by the writer. Modifications are intended to make the teaching learning process more interesting.

The previous studies related to the topic were conducted by some researchers. The first research was conducted in non-English Department of Malang State University by Ive Emalia in 2011 entitled “The Effectiveness of KWLM Technique in the Teaching of Reading Comprehension in the Non-English Department”. This research was conducted to investigate whether the use of the KWLM technique in the teaching of reading is effective.

The design of the study was quasi-experimental with non-randomized pre-test post-test. The samples of this research were taken from the population of the first semester students of the faculty of Fisheries and Marine Science in Brawijaya University in the 2011/2012 academic year. The result of the research showed that using the KWLM in teaching reading comprehension proved to be effective in increasing the students' reading comprehension achievement. The result indicates that there is a significant difference of means scores between students who are taught using KWLM technique and those who are taught using conventional technique in teaching reading comprehension.
The second research was conducted by Atiya Mahmud Hana (2012) entitled “The Effectiveness of KWLM Teaching Technique to Improve Students’ Reading Comprehension”, A Case of Grade Eleven in SMAN 2 Demak in the Academic Year of 2012/2013. The design of the study was quasi-experimental research. The sample of the study were two classes, 36 students of XI IPA 1 as the control group and 38 students XI IPA 2 as the experimental group.

The result of the research shows that that KWLM teaching technique is effective to improve students’ reading comprehension of grade eleven in SMAN 2 Demak in the academic year of 2012/2013. It can be seen from the mean of post test of control group and experimental group. The mean of control group is 53.16 while experimental group is 65.69. It is supported by the result of T-test that shows sig (2-tailed) is 0.000. It means that there is significant difference in the result of post test between control group which taught using conventional teaching technique and experimental group which taught using K-W-L-M teaching technique.

**KWantLeD GalWa Teaching Technique**

KWantLeD stands for K-W-L-D and GalWa stands for Gallery Walk. K, W, L, and D stand for Know, Want, Learned, and Discussion. This teaching technique is adapted from K-W-L was firstly developed by Dona Ogle in 1986. It is used to guide students through text (Ruddel, 2005:242). It assists teachers in helping students to comprehend reading texts through the charts that include columns for each of activities of activating students’ prior knowledge, expressing students’ curiosity, explaining information gotten and extending information on the topic.

Recently Emaliana (2011:278), adds “M” so that the teaching learning becomes K-W-L-M. “M” stands for “More”. It means students have chances to find more information that they want to learn. In her opinion, the KWLM technique brings some benefits. One of them is to improve students’ motivation to read since it elicits students’ background knowledge of the topic of the text, sets a purpose for reading, allows students to assess their comprehension of the text, help the students to monitor their comprehension, and provides an opportunity for students to expand ideas beyond the text (Emaliana, 2013:129).
In this research, the researcher modifies K-W-L-M teaching technique to be K-W-L-D. “D” stands for discussion. K-W-L-D is combined with gallery walk that motivates students to be active in teaching and learning process. The combination of both is hoped to improve students’ interest in reading class.

Methodology
This research can be classified as a decriptive qualitative research. 37 students in XI IPA 4 of SMAN 2 were chosen as the participants of the study. Questionnaire was used to know students’s opinion before and after joining the lesson using KWanLeD GalWa teaching technique. The researcher became a teacher and implemented the teaching technique in teaching hortatory exposition text. Students were asked some questions through questionnaire before having the teaching and learning process to know students's opinion toward English lesson in general. In the end of the lesson, the researcher gave some questions through questionnaire to know students’ opinion after having the teaching and learning process by using KWanLeD GalWa teaching technique.

Discussion
The research was conducted on April 24, 2014 in XI IPA 4 of SMAN 2 Demak. The classroom were taught by the researcher using KWanLeD GalWa teaching technique. In the teaching and learning process, the teacher delivered the material that was hortatory exposition text.

Three steps were done by the teacher, branstorming, main activities, and closing. The following are the steps:

**Brainstroming**
- The teacher simply explained the material that was hortatory exposition text including the social function, the generic structure, and the linguistics features.
- Students are given the explanation of KWanLeD GalWa teaching technique by the teacher and how that technique would be implemented.

**Main Activities**
- Students were divided into some groups by using numbered and head technique. Every students pronounced number one until ten. Students who got number one would be worked in group one, and soon, so there were 10 groups in the classroom.
Every group was asked to choose the leader and the secretary. Then the teacher gave a piece of paper to each group. The secretary of each group was obligated to draw KWantLeD chart as it was drawn by the teacher on the whiteboard.

Title: ______________

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Know)</td>
<td>(Want to learn)</td>
<td>(what I learned)</td>
<td>(Discussion)</td>
</tr>
</tbody>
</table>

The teacher announced “Corruption” as the topic to the students. Every group wrote at least five points what the students already knew about the topic in column K. Then they wrote at least five questions about what they were going to know toward the topic after reading the text on column W.

The teacher distributed the expository exposition text entitled “Corruption” to every student. They had 10 minutes to comprehend it. Every group would have a discussion to answer the questions on the column W into column L.

Column D would be fulfilled when the groups have not found the answer, so they would have more discussions. The following is the example of a worksheet of group six:
- Every group was given a space for every gallery to put the worksheet on the wall in the classroom. The group leaders hung the worksheets on the wall. The teacher asked group one to check the worksheet of group two and group two would check the worksheet of group three and so on.

- Students of every group visited to another group gallery and checked whether there were mistakes or not. Then students got back to their chairs and discussed before having presentations in front of classroom.

- Every group chose one member to be representative to present group’s finding. The teacher invited some groups to present their findings randomly.

**Closing**

- The teacher gave feedback to students’ presentation.
- Students were asked to give comments before the teacher closed the lesson.

**The Analyzing of Instrument**

The researcher gave two questionnaire to the students. The first questionnaire was given before the teaching learning process using KWantLed GalWa teaching learning process. Its purpose was to know students’ interest in learning English. The following is the result of the first questionnaire.

**The Result of Questionnaire One**

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I like English lesson.</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>2</td>
<td>Reading texts in English lesson tends to be monotonous.</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>3</td>
<td>It needs innovative teaching techniques to teach in reading</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>class in English lesson.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be summarized that most of students (86%) like English lesson, but they think that reading reading texts in English lesson tends to be monotonous. As the result, 97% of 37 students agree that teachers should create innovative teaching techniques to teach in reading class in English lesson.
The second questionnaire was given to the students after the teaching learning process using KWantLed GalWa teaching technique. Its purpose was to know students’ opinion after joining the lesson. The following is the result of the second questionnaire.

The Result of Questionnaire Two

The are five question for the second questionnaire. The students answered the those questions according to the options below:
1: Strongly Agree (SA)
2: Agree (Ag)
3: Abstain (Ab)
4: Disagree (D)
5: Strongly Disagree (SD)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This is the first time I learn English by using KWantLeD GalWa teaching technique.</td>
<td>78%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>KWantLeD GalWa teaching technique makes classroom more dynamic and more interesting.</td>
<td>70%</td>
<td>27%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>After joining the lesson, I understand the hortatory exposition text given by the teacher.</td>
<td>76%</td>
<td>21%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>I like the discussion during the lesson by using KWantLeD GalWa teaching technique because I can share my ideas to other students and solve the problems.</td>
<td>51%</td>
<td>46%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>I think KWantLeD GalWa teaching technique is useful to improve students’ interest in reading texts in English lesson.</td>
<td>49%</td>
<td>43%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The table above shows that most of students have not had an experience in learning English by using KWantLeD GalWa. They think reading class in English lesson using that technique more dynamic and more interesting. During the teaching and learning process, students like to have discussions because they can share their ideas to solve their problems. As the result, every student can clearly understand the hortatory exposition text. Students suggests that KWantLeD GalWa teaching technique is useful to improve students’ interest in reading texts in English lesson.
Conclusion

The researcher concludes that KWantLeD GalWa teaching technique helps students improve students’ interest in reading class. Students can understand the hortatory exposition text given by the teacher. The teaching technique successfully makes reading class more dynamic and more interesting. It can be seen from the situation of the classroom and the result of the questionnaire. As a result, the researcher suggests that English teacher may use KWantLeD GalWa teaching technique for teaching in reading class to improve students’ interest in learning.

References


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GENERATING A MODEL
FOR OFFICIAL LETTER TRANSLATION

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Abstract

This research is aimed to generate a model for official letter translation from English to Indonesian and vice versa. This study is a multiyear research planned to be conducted for two years.

Research in the first year focuses on exploring the patterns of English and Indonesian official letters and studying the quality of the translation produced by amateur translators. The patterns of official letter and the information about the translation quality will then be used as the foundation for generating the prototype of model for official letter translation. The data analyzed in this research consist of official letters in English and bahasa Indonesia and their translation and statements about the quality of the translation. The analysis was done in several stages. First, analyzing the characteristics of official letters in English and official letters in bahasa Indonesia. Second, analyzing the quality of the translation of the letters by referring to the statements of the informants. Next, constructing the prototype of model for translating official letter from English into bahasa Indonesia and vice versa.

Official letters written in English and those written in bahasa Indonesia have both similarities and differences. There are only minor problems of the translation of the official letters in terms of message transfer but there are some problems dealing with the naturalness of the translation. In translating official letter, a translator needs to understand the characteristics of official letter in both SL and TL and use the proper techniques.

Keywords: translation, official letter, prototype, model

Introduction

Translation always involves two different cultures. Different cultures mean different way of life, belief, art, morals, law, customs and convention. Every translator must understand this and make cultural differences as one of the main considerations when translating.
Cultural differences between one society and another have implications, one of which is on the ways to communicate. The way a society communicates may be different from that of other societies.

Therefore, when a translator translates a text, which is a form of communication, he or she must be aware of the differences in the way of communication. Pinto stated that translation, in the functionalists’ view, results from the expectations and needs of translation users (2001).

This statement implies that the translation pays a great deal of attention to the target language culture and therefore the translator must produce translation suitable to the readers by considering the transfer of message in the source language text, which has different culture.

This is in line with what is stated by Karamanian (2002) that in the process of translation, cultural transposition is one thing that a translator must put into consideration.

One of the types of texts that is often different from one culture to another is letter. In translating letter, especially formal letter, translators need to pay attention to the form and parts of the letter in addition to its message or content. It is important to do because the format of the letter in the source language can be different with the format of the letter in the target language.

Translating official documents, which can be classified into specialized text, is not easy. Special text requires special treatments, one of which is focus on the terminology, structure and style (Żralka, 2007).

In addition, another thing that often becomes a problem for translators related to differences in context (in this case the cultural context) is the parts which must be reconstructed in the target language (Pinto, 2001). Translators must be sensitive about such cases to be able to produce a translation which is appropriate for the target readers. Moreover, official letter contain particular or typical expressions so that translators also need to pay attention to the following things put forward by Lambert-Tierrafría (2007): lexical, syntactic and stylistic equivalence. Some of the parts of a formal letter in English and bahasa Indonesia which need
attention are the opening and closing. Letters in English and letters written in bahasa Indonesia use different expressions. Letters in English tend to directly state the objectives while it is common to have the expression “bersama surat ini” in the beginning of letters in bahasa Indonesia.

There is also problem with the address form "you", which can be translated into "anda", "bapak", "ibu", "saudara" and other address forms. Meanwhile, in English there are different address forms to refer to female recipients, ie "miss", "mrs." and "ms". The use of the wrong address form (inappropriate to the cultural norms of the target language) may turn out to offend the recipients.

In addition to having several different parts, official letters in English and in bahasa Indonesian also has similarities, for example letterhead and recipient’s name and address. Both parts exist in letters written in English and bahasa Indonesia and take relatively similar forms.

Translators, both professional and amateur, in translating official letters have to understand the characteristics of formal letters in English and bahasa Indonesia in order to produce high-quality translations. This understanding is very important especially for amateur translators because many translation service users in Indonesia use the services of amateur translators.

Therefore, it is necessary to have a guideline for translating official letters from English into bahasa Indonesia and vice versa. This study is the early stage research to develop a model for translation of official letters which involves English and bahasa Indonesia. The model which will be produced is expected to be able to be used as guideline for translators in producing high quality translation of official letters.

**Problem Statement**

Translators’ understanding of the characteristics of formal letters in English and official letters in bahasa Indonesia as well as the similarities and differences between the two play an important role in the decisions taken by the translator when translating. Such level of understanding may be different between one translator and another.
Lack of understanding of the characteristics of formal letters in English and in bahasa Indonesia may result low quality translation produced by translators. Therefore, to improve the understanding of the translators, especially those who still have insufficient understanding of the characteristics of formal letters in English and letters in bahasa Indonesia and the similarities and differences between them, it is necessary to generate a model for translating official letters which can be used as a reference in translating official letters from English into bahasa Indonesia and vice versa.

Objectives
The general objective of this research is to generate a model for translating formal letters from English into bahasa Indonesia and vice versa. This objective is planned to be achieved in the course of two years. In the first year, the study aims at identifying patterns of formal letters in English and in bahasa Indonesia, finding out the quality of the translation amateur translators and producing prototype of a model for translating official letters from English into bahasa Indonesia and vice versa.

Official Letter

Specialized text itself is “a product of a language for specific purpose. ... which aims at the transfer of specialized knowledge.” (Grucza in Grygoruk, 2009). Grygoruk adds that the core of translation of specialized texts is transfer of given knowledge, represented by means of one language, into another language by putting high concern on accuracy (equivalence of message). In the translation of specialized texts, there are essential things which must be taken into consideration, i.e. substantive, cultural and stylistic issues. “Therefore, a professional translator should possess not only the high level of competence in language for general purpose and for specific purpose of both the source text and the target text, but also have the knowledge of the subject matter”. (ibid)
Translating Official Letter

As stated previously, letter is included into specialized text. Official letter, compared to personal letter, can be considered to be “more specialized” because of the more rigid convention and style used. Translators are required not only to transfer the message of the original but also to express it in natural form, expressions and writing convention.

Translating such specialized text can be problematic for translators. Proshina (2008: 197) states that “in specialized translation, search for interlingual equivalents is a time-consuming activity even for an experienced translator”. In the case of official letter translation, “equivalent” deals not only with message but also with the macro form of the text.

Translation Techniques

Translation techniques are defined as “procedures to analyze and classify how translation equivalence works” (Molina and Albir, 2002: 509). They propose 18 translation techniques. namely:

1. Adaptation : replacing a ST cultural element with the element originating from the target culture.
2. Amplification : introducing details that are not formulated in the ST:
3. Borrowing : taking words or expressions straight from another language, which can be pure or naturalized.
4. Calque : literal translation of a foreign word or phrase. It can be structural or lexical.
5. Compensation : introducing ST element of information or stylistic effect in another place in the TT
6. Description : replacing a term or expression with a description of its form or/and function.
7. Discursive Creation : using a temporary equivalence that is totally unpredictable out of context.
8. Established Equivalent : using a term or expression recognized by dictionaries or language in use, as an equivalent in the TL.
9. Generalization : using a more general or neutral term in the TL.
10. Linguistic Amplification : adding linguistic elements in the TL.
11. Linguistic Compression: Synthesizing linguistic elements in the TL.

12. Literal Translation: Translating a word or an expression literary word for word.

13. Modulation: Changing point of view, focus or cognitive category in relation to the ST.

14. Particularization: Using a more precise or concrete term in the TL.

15. Reduction: Suppressing SL information in the TL. It also includes omission technique.

16. Substitution: Changing linguistics elements for paralinguistic elements (intonation, gestures) or vice versa.

17. Transposition: Changing grammatical category

18. Variation: Changing linguistic or paralinguistic elements (intonation, gesture) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect.

Methodology

This is the first-year research of a multi-year qualitative study with the objective of producing a model for translation of official letters involving English and bahasa Indonesia. The objectives of the study are to find patterns in formal letter in English and in bahasa Indonesia, to know the quality of the translation produced by amateur translators and to construct prototype of model for translating official letter from English into bahasa Indonesia and vice versa.

The data analyzed in this research consist of authentic official letters in English and bahasa Indonesia and their translation as well as statements from the informants about the quality of the translation. The translation of the letters was obtained by assigning three amateur translators to translate the letters. Meanwhile, the statements were obtained by means of questionnaire and also interview with the informants assessing the quality of the translation of the official letters.
The analysis was done in several stages. Firstly, the analysis was done by analyzing the characteristics of official letters in English and official letters in bahasa Indonesia. Secondly, the analysis was carried out by analyzing the quality of the translation of the letters by referring to the statements of the informants.

The final stage of the study was constructing the prototype of model for translating official letter from English into bahasa Indonesia and vice versa.

**Findings**

Based on the data analysis, the findings in this research are as follows:

1. **The characteristics of official letters in English and bahasa Indonesia**

   The common parts of official letters in English are:
   - letterhead
   - sender’s name, identity and address
   - date
   - recipient’s name, identity and address
   - subject line (optional)
   - opening salutation
   - opening paragraph
   - body
   - closing paragraph
   - closing salutation
   - sender’s name, identity and signature
   - (carbon) copy

   In addition to parts of official letter in English, the other important element which must be taken into consideration deals with expressions. Official letters in English use fixed expressions, such as those used in salutation, opening paragraph and closing.

   There are different ways to greet the recipient of a letter. The expression “Dear Mr./Mrs./Miss/Ms. <surename>” is usually used when the sender knows exactly the person to whom he/she writes. In a situation in which the sender does not have
information about the name of the recipient, he/she can use “Dear Sir,” or “Dear Madam.”. In a different situation, when the sender does not know the name of the recipient and whether the recipient is male or female, the expression “Dear Sir or Madam” is usually used.

Some English official letters contain an optional part called subject line. This part functions to inform the recipient about the subject of the letter. The common terms used in the subject line of a letter are “Subject:” and “Re:”. The term “Re:”, which means “in regard to” is commonly used to refer to previous correspondence between the sender and the recipient.

The opening paragraph, body and closing paragraph often include common expressions, such as “We are writing to.....” and “Thank you for .....”. These expressions express certain tones in a letter. Therefore, such expressions are worth attention in letter writing and of course, in translation.

In relation to closing salutation, there are also several common expressions. These expressions are associated with opening salutations. The phrase “Yours sincerely” or “Sincerely yours” is used when the name of the recipient is mentioned in the opening salutation. Meanwhile, if the name of the recipient is unknown, the phrase used in the closing salutation is “Yours faithfully”.

The common parts of official letters in bahasa Indonesia are:

- *kop surat* (letterhead)
- *tanggal* (date)
- *nomor surat* (number of letter issuance)
- *lampiran* (number of pages of enclosure) and *perihal surat* (subject)
- *tujuan surat* (recipient’s name and address)
- *salam pembuka* (salutation)
- *paragraf pembuka* (opening paragraph)
- *paragraf isi* (body)
- *paragraf penutup* (closing paragraph)
- salam penutup (closing)
- nama, identitas serta tandatangan pembuat surat (sender’s name, identity and signature)
- tembusan (carbon copy)

In official letters in bahasa Indonesia, nomor surat, lampiran and perihal are usually written as a unit, abbreviated into no, lamp and hal. It is an integral part of an official letter in bahasa Indonesia and is placed under the letterhead.

Like official letters in English, official letters in bahasa Indonesia also uses fixed expressions. Unlike, opening salutation in English official letters which may take different forms, official letters in bahasa Indonesia use the same phrase “Dengan hormat,” regardless whether the name of the recipient is known or unknown.

Some common expressions are used in the opening paragraph, body and closing paragraph of an official letter in bahasa Indonesia. Some of the examples are “Bersama surat ini, saya/kami.....” and “Atas perhatian Bapak/Ibu.....”. These kinds of expressions make an official letter sound natural.

The expression used in the closing salutation is as fixed as that in the opening salutation. The phrase used in the closing salutation of formal letters in bahasa Indonesia is restricted to “Hormat saya,” and “Hormat kami,”, depending on how the sender addresses him/herself or themselves.

2. Translation produced by the amateur translators

Based on the analysis on the translation produced by the amateur translators, it is identified that there is only minor problems dealing with the transfer of the message. In other words, the messages in the original texts and the translations are relatively equivalent.

However, there are problems related to the naturalness of the expressions used. Some expressions are translated literally, which may cause it to sound awkward. One of the
examples is the expression “We thank you for you assistance and look forward to a wonderful workshop from SMKI”, which is translated into “Kami berterima kasih atas bantuan Anda dan menantikan lokakarya yang menyenangkan dari SMKI”. The expression “We thank you for you assistance” will sound more natural in the target language if it is translated into “Atas bantuan Bapak, kami ucapkan terima kasih” and the other expression “[We] look forward to a wonderful workshop from SMKI” is translated into “kami sangat menantikan paparan lokakarya yang akan memberikan banyak manfaat dari SMKI.”

Another problem involves the difference in the writing conventions of letters in English and those in bahasa Indonesia. The part of “no, lamp and hal” is translated into “number, enclosure and subject”. This may result official letter which is unfamiliar to the readers. English letters do not usually include number, enclosure and subject written as one cluster. If they do appear, letter number is written without the word “number” preceeding it. In addition, subject and enclosure is commonly placed at the different places in a letter.

The next problem also deals with writing convention. Sender’s address, which is not a common part of official letter in bahasa Indonesia is translated. The translator seemed to only focus on translating each part of the SL text and pay less attention to the structure of official letter in bahasa Indonesia.

Based on the analysis of the quality of the translation produced by the translators, it can be identified that most of the problems are related to the difference between official letters in English and bahasa Indonesia in terms of expressions and writing convention. These problems may result translation which sound unnatural.

3. Prototype of the model for translating official letters involving English and bahasa Indonesia

The following is the prototype of the model for translating official letter from English into bahasa Indonesia and vice versa:

- Letterheads are not translated. This is due to the fact that letterheads contain names and addresses of institutions involved in the correspondence.
• Dates are translated using established equivalent technique. Different cultures, including English and Indonesian, use different formats for date, for example dd mm yyyy and mm dd, yyyy. English recognizes both date formats while bahasa Indonesia only recognizes the first.

• In translating from bahasa Indonesia into English, the part “nomor surat” is translated without the word "number". The part “lampiran” is translated into "enclosure" and placed on the bottom part of the letter. The part “hal (perihal)” is translated into subject line. These parts are better to be translated using compensation to produce more natural official letter translation in the target language. The same technique is also applicable in translating from bahasa Indonesia into English.

• In translating from English into bahasa Indonesia, sender’s name, identity and address placed inside the letter are not translated. Letters written in bahasa Indonesia usually do not have this part. Sender’s name and address are usually not written on the inside part of a letter.

• Opening and closing salutations are translated using established equivalent. Both in English and in Indonesian, there are phrases that have been commonly used (established). Nevertheless, there are differences in terms of expressions in both languages. Opening salutations in English may take form of “Dear <surname>”, “Dear Sir “, “Dear Madam” etc, which are used in different situations. Meanwhile, in bahasa Indonesia, opening salutation only take one form, which is “Dengan hormat”. Closing salutations in English also take different forms, like “Sincerely Yours” and “Faithfully Yours” and like the established opening salutation in bahasa Indonesia, closing salutation only takes two forms, “Hormat Saya” and “Hormat Kami”, depending on how the sender adresses him/herself or themselves.

• The opening paragraph, body and closing paragraph are translated using the necessary techniques. Some expressions are commonly used both in English and bahasa Indonesia, for example “in response to your letter dated .......“ and “we look forward to.........” in English as well as “berkenaan dengan surat .......“ and “besar harapan kami.......”. In these parts, there may also be found technical
terms, which often cannot be translated literally. Therefore, established equivalent is also often used.

- Name and Identity are translated using the appropriate techniques. The use of the techniques can be different in many cases because there are some names having equivalents in target language and some others do not. One of the examples of such cases is translating the positions “Managing Director” and “Chief Operating Officer” into bahasa Indonesia. The name “Managing Director” can be translated into, “Direktur Pelaksana” while “Chief Operating Officer” does not have established equivalent term yet.
- The part (carbon) copy is translated into “tembusan” and vice versa. The two terms are the fixed terms in both English and bahasa Indonesia.

**Conclusion**

Based on the data analysis done previously and the research findings, the following conclusions are drawn:

1. Offical letters written in English and those written in bahasa Indonesia have both similarities and differences. These similarities and differences need to be taken into account when a translator is translating official letter.

2. There are only minor problems of the translation of the official letters in terms of message transfer but there are some problems dealing with the naturalness of the translation.

3. In translating official letter, a translator needs to understand the characteristics of official letter in both SL and TL and use the proper techniques.

**References**


TEACHING BUSINESS CORRESPONDENCE FOR TOURISM
AND HOSPITALITY THROUGH COLLABORATIVE
WRITING APPROACH

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Abstract

This research aims at answering problems: (1) “How to teach business correspondence for tourism and hospitality (BCTH) through collaborative writing approach (CWA)?” (2) “What are the advantages of teaching BCTH through CWA?” and (3) “What are the disadvantages of teaching BCHT through CWA?” This study is a descriptive and qualitative research. It uses three techniques for collecting data: observation and field notes, questionnaire and in-depth interviewing. It was undertaken in a Business Correspondence class at Sahid Tourism Institute of Surakarta from July to December 2013. There are 28 undergraduate students of semester five and one English lecturer as research subjects. Through CWA students in pairs were given tasks to compose (1) introduction letter, (2) letter of inquiry and offer, (3) reservation letter, (4) letter of collection, (5) letter of changes and cancelation, (6) letter of complaint, (7) letter of joint venture, (8) invitation letter, (9) application letter, (10) letter of resignation, (11) letter of recommendation and (12) business report. The research findings show that procedures to teach BCTH through CWA are: teacher explains a BCTH topic and shows a model of letter; students choose their partners themselves; teacher gives a writing task to students; student A writes a letter and student B writes a reply letter; pairs exchange information during the process of writing; students submit their products of writing; teacher makes a correction for their products outside of class. The advantages of teaching BCTH through CWA are: CWA helps students work together to reach the best products of writing; CWA improves the content of writing; CWA develops grammatical and structural proficiency and CWA reduces stress and saves time. The disadvantages of teaching BCTH through CWA are: CWA affects a conflict related to personal learning style; CWA improves the use of unexpected spoken Indonesian and Javanese languages during doing the tasks and CWA triggers issues of fairness from the lecturer’s scoring. The findings imply that CWA is useful not only for increasing students’ writing skills, but also for developing their social skills.

Keywords: teaching, business correspondence, collaborative writing approach
Introduction
Tourism industry has been growing rapidly in Indonesia, and therefore they need of professional tourism service providers to have adequate English language competency in both oral and written (correspondence) communication. The efforts to have such tourism service providers could be done by the activities of teaching and learning business correspondence for tourism and hospitality at tourism schools.

A number of research findings on collaborative writing for teaching written communication skills have been positive. As inventoried by Neomy Storch (2005), research conducted in L1 settings (e.g., Higgins, Flower & Petraglia, 1992; Keys, 1994) has shown that collaborative writing is a way to foster reflective thinking, especially if the learners are engaged in the act of explaining and defending their ideas to their peers. Research conducted with L2 learners (e.g., Danato, 1988; DiCamilla & Anton, 1997; Storch, 2002; Swain and Lapkin, 1998) has shown that in the process of co-authoring, learners consider not only grammatical accuracy and lexis but also discourse. Furthermore, collaborative writing may encourage a pooling of knowledge about language, a process termed collective scaffolding (Danato, 1994).

Since teaching business correspondence for tourism and hospitality at tourism colleges in Indonesia still needs an ideal way, using collaborative writing approach could be an alternative way to improve students’ writing skills.

Although getting students to compose in pairs is a fairly novel strategy, it is important to investigate this study with the following objectives: (1) How to teach business correspondence for tourism and hospitality (BCTH) through collaborative writing approach (CWA)?, (2) What are the advantages of teaching BCTH through CWA? and (3) What are the disadvantages of teaching BCHT through CWA?.

Theoretical Framework
Collaborative Writing
A new way to have students write is to work together, known as collaborative writing. The term collaborative writing refers to projects where written works are created by multiple people together (collaboratively) rather than individually (Onrubia and Engel, 2009).
According to Lowry et al. (2014), there are five collaborative writing strategies: (1) single-author writing, (2) sequential single writing, (3) parallel writing, (4) reactive writing and (5) mixed mode. Single-author writing occurs when one team member writes as a representative for the entire team. Single-author writing usually occurs when the writing task is simple. In sequential single-author writing, one group member writes at a time. Each group member is assigned a portion of the document, writes his or her portion and then passes the document onto the next group member. Parallel writing is the type of collaborative writing that occurs when a group divides the assignment or document into separate parts and all members work on their assigned part at the same time. Reactive writing occurs when team members collaborate synchronously to develop their product. Team members react to and adjust each other's contributions as they are made. Mixed mode describes a form of writing that mixes two or more of the collaborative writing strategies described above.

There are many criticisms against collaborative writing and many people are uncomfortable with it. Darolyn, James and Peter (2012) said that many people work alone for several reasons. The first one is that many people cannot find time to meet with the rest of the group. Another reason is that each writer has their organization and own process of writing. When students are forced to work with others, they must adjust to the style of the group and get rid of their own. Many times there is a misunderstanding of what is expected of the students. The last reason, and the biggest one, is the fear of being criticized. Many writers do not feel comfortable sharing their work because they are afraid it will be torn down and disliked by readers and their audience.

Despite the criticisms, Kittle and Hicks (2012) explained that there are several benefits to collaborative writing. Collaboration allows a stronger finished product to be produced. Each member can contribute their own strengths for the assignment. Working together allows students to mentor each other and practice working with one another, which will help them in the real world when they go out for their job. While the project may seem daunting, working together allows the burden to be shared and there are more eyes for editing the final project.
Teaching Business Correspondence for Tourism and Hospitality

Correspondence in general is about written communication. The same thing with oral communication, correspondence is about betting our ideas or intentions across to someone else (Kurniawati, 2012). Generally, people use written communication as the replacement of oral communication. When people are not able to have face to face communication, then written communication occurs. Written communication is also used to verify the things which have been expressed in oral communication.

In this research, the teaching materials of business correspondence for tourism and hospitality are developed with the following topics: (1) introduction letter, (2) letter of inquiry and offer, (3) reservation letter, (4) letter of collection, (5) letter of changes and cancelation, (6) letter of complaint, (7) letter of joint venture, (8) invitation letter, (9) application letter, (10) letter of resignation, (11) letter of recommendation and (12) business report. The learning materials are taken from course books entitled Business Correspondence for Tourism and Hospitality written by Rina Kurniawati (2012) and English for Professional Hotel Communication written by Sutanto Leo (2011). Below are examples of tasks for students to have collaborative writing in composing an invitation letter and its reply.

**Task 1.** Work in pairs. On behalf of one of the following hotels please write an invitation to another hotel in the list. Decide the events, dates and times by yourself or choose one of the following events: hotel grand opening, a reception of a new general manager, opening a new outlet, welcoming party, farwell party, etc.

**Task 2.** Please write a letter of acceptance to the invitation letter from your partner.

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Jalan Gajah Mada 80 Solo, Central Java 57132

**HYATT REGENCY YOGYAKARTA**
Jalan Palagan Tentara Pelajar, Yogyakarta 55581

**HOTEL HORISON SEMARANG**
Jalan KH. Ahmad Dahlan 2 Simpang Lima, Semarang, Central Java 50241

**SHERATON BANDARA HOTEL**
Bandara Soekarno-Hatta, Jalan Tol Sedyatmo, Tangerang, Banten 19110
Research Method

This study is a descriptive and qualitative research. Patton (2002) defined qualitative research as attempting to understand the unique interactions in a particular situation. The purpose of understanding is not necessarily to predict what might occur, but rather to understand in depth the characteristics of the situation and the meaning brought by participants and what is happening to them at the moment. The aim of qualitative research is to truthfully present findings to others who are interested in what the researcher is doing.

The study uses three techniques for collecting data: observation and field notes, questionnaire and in-depth interviewing. It was undertaken in a business correspondence class at Sahid Tourism Institute of Surakarta from July to December 2013. There are 28 undergraduate students of semester five and one English lecturer as research subjects.

The observation and field notes were done to the process of teaching and learning business correspondence for tourism and hospitality through collaborative writing approach which was managed by a lecturer. The researcher used observation technique namely passive observation as explained by Spradley (1980). By this technique, the researcher presented in class and sat down at the back of the class to observe the teaching and learning process and wrote important notes. The questionnaire was distributed to the 28 students at the end of class to know the procedures, advantages and disadvantages of teaching and learning business correspondence for tourism and hospitality through collaborative writing approach. The in-depth interviewing was done by the researcher to the lecturer and the randomized sampling students to know if the teaching and learning using collaborative writing approach is enjoyable for them.

Research Findings and Discussion

The 1st research findings are as follows. Procedures to teach business correspondence for tourism and hospitality (BCTH) through collaborative writing approach (CWA) are: (1) teacher explains a BCTH topic and shows a model of letter; (2) students choose their partners themselves; (3) teacher gives a writing task to students; (4) student A writes a letter and student B writes a reply letter; (5) pairs exchange information during the process of writing;
(6) students submit their products of writing; and (7) teacher makes a correction for their products outside of class.

The 2\textsuperscript{nd} findings are as follows. The advantages of teaching BCTH through CWA are: (1) CWA helps students work together to reach the best products of writing; (2) CWA improves the content of writing; (3) CWA develops grammatical and structural proficiency; and (4) CWA reduces stress and saves time. The findings imply that CWA is useful not only for increasing students’ writing skills, but also for developing their social skills.

The 3\textsuperscript{rd} findings are as follows. The disadvantages of teaching BCTH through CWA are: (1) CWA affects a conflict related to personal learning style; (2) CWA improves the use of unexpected Indonesian and Javanese languages during doing the tasks; and (3) CWA triggers issues of fairness from the lecturer’s scoring.

The results of classroom observations and field notes show that the lecturer was well prepared and fond of presenting teaching materials in class and of responding questions from her students during the class. On the other hand, the pairs of students were enthusiastic to work collaboratively in writing letters. Unfortunately, they often used unexpected spoken Indonesian and Javanese languages to discuss with their pairs. They also sometimes made a debate with their lecturer related to the results of her correction and scoring.

The questionnaires filled out by the students show the following results. Related to the comfortness, 22 students (78.57\%) said that the collaborative writing approach (CWA) was enjoyable. Related to the relevance of teaching materials, 28 students (100\%) said that they matched with the needs of tourism industry. Related to their lecturer’s style of teaching, 19 students (67.86\%) said that their lecturer’s explanations and instructions are interesting and understandable. Related to their lecturer’s way of scoring, 17 students (60.71\%) said that it was fair enough.

The results of interviews with the lecturer show that she enjoyed the teaching and learning business correspondence for tourism and hospitality (BCTH) through collaborative writing
approach (CWA). The results of the interviews with the randomized sampling students also show that majority of them (78.57%) enjoyed the teaching and learning BCTH through CWA.

**Conclusion**

This study has been able to answer the three research questions stated in the Introduction. The first analysis indicates that there are seven procedures to teach business correspondence for tourism and hospitality through collaborative writing approach. The second and third analyses indicate that there are four advantages and three disadvantages of teaching business correspondence for tourism and hospitality through collaborative writing approach. The analyses of observation, questionnaire and interview results show that either the lecturer or the students enjoy the teaching and learning business correspondence for tourism and hospitality through collaborative writing approach.

**References**


**Biodata:**
Budi Purnomo holds PhD in Cultural Sciences from Gadjah Mada University and parts of his dissertation research project were undertaken in School of Languages, Literatures, Cultures and Linguistics, Monash University Australia through Overseas Sandwich Program funded by the Directorate General of Higher Education. His studies have covered the areas of language teaching, tourism and intercultural communication. He is currently faculty member and President at Sahid Tourism Institute of Surakarta, Indonesia.
DESIGNING ENGLISH LEARNING MATERIALS TO FOSTER CHILDREN’S CREATIVITY

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Abstract

Learning materials form an important part of English teaching-learning processes in Elementary schools. In many cases, teachers and students rely on the learning materials available and the materials dictate teachers’ strategies. Despite the availability of commercially produced materials, it is considered necessary for teachers to construct or adapt learning materials. Teachers know better about their students’ ability, needs and interests. In addition, the materials can be more contextual.

Good materials should foster children’s creative thinking since creativity is one of the important skills children need to develop. Features of creativity involve using imagination, generating ideas and questions, experimenting with alternatives, being original and making judgment. This presentation will focus on how to develop learning materials that can foster children’s creativity. It will discuss about why teachers need to design their own materials, principles for designing effective English learning materials, the concepts and components of creativity and the importance of creativity in language learning. Examples of how to apply features of creativity in the English learning materials for children will be provided.

Introduction

Designing learning materials is a process by which a materials developer creates lessons to achieve the objectives of the course. Materials development takes place on a continuum of decision making and creativity which ranges from adapting a given coursebook to developing all the materials that will be used in class. As professionals, teachers are often required to design learning materials although there are commercially produced coursebooks. Teachers will inevitably have to make decisions about which activities to skip, which ones to modify and which ones to change. In some cases, teachers need to develop new materials. Thus, it is necessary for teachers to have the ability to design learning materials.
Good learning materials provide opportunities to develop children’s creativity. The materials should challenge learners to think creatively. Creative thinking skills are essential for success in learning and success in life. There is potential for creative thinking in all lessons, including English. Promoting creative thinking is a powerful way of engaging children with their learning. Encouraging children to think creatively can increase their levels of motivation. Moreover, creativity prepares them with the flexible skills they will need to face an uncertain future.

**Defining materials and creativity**

Language learning materials include anything that can be used to facilitate the learning of a language. Examples include coursebooks, workbooks, videos, cassettes, graded readers and photocopied exercises (Tomlinson, 1998:2). In this article, materials are limited to printed texts used by teachers and learners to facilitate language learning.

As for creativity, many attempts have been made to describe it or to define what constitutes creativity. Fisher and Williams (2004:1) define creativity as generating outcomes that are original and of value. Originality may be in relation to one’s previous experience, to a group or it may be uniquely original. Similarly, Craft (2000: 1) defines creativity as ‘imaginative activity fashioned so as to produce outcomes that are both original and of value’. Whereas Gardner (1997) describes it as ‘the ability to solve problems and fashion products and to raise new questions’. In simple words, creativity is the ability to imagine or invent something new. The creative process involves a number of components, most commonly: imagination, originality, productivity, problem solving and the ability to produce an outcome of value and worth.

**Why English teachers need to design materials**

There are many reasons why English teachers of young learners need to design their materials. An important reason for using teacher-produced materials is contextualisation (Block, 1991). Commercial materials, particularly those produced for English as a foreign language learners are not aimed at any specific group of learners or any particular cultural or educational context. These materials may not fit the teaching context. Some English
coursebooks for children are imported and these coursebooks are based on culture or situations of the English speaking country which might not be relevant for foreign-language learners. For many teachers, designing or adapting their own teaching materials enables them to take into account their particular learning environment and to overcome the inappropriateness of the coursebook. Another aspect of context is the resources available. Some teaching contexts will be rich in learning resources and other contexts may have very limited facilities. Teachers in schools with limited facilities are forced to design materials which can make use of the minimum resources available. Another aspect that is also important is the price of commercially produced materials, especially imported materials. For many schools, teacher-produced materials can be the best option in terms of student budget.

A second reason in which teacher-designed materials are necessary is that of individual needs. Teaching methodology emphasizes the importance of adjusting the teaching to the needs of learners. English language classrooms are different in places and in learners. Teacher-designed materials can be responsive to this condition. They can be adjusted to the learning needs, interest and learning styles of young learners in a certain context. These factors are likely to increase motivation and engagement in learning (Block, 1991). In addition, teacher-prepared materials provide the opportunity to select appropriate activities for particular learners, to ensure appropriate challenge. In designing their own materials teachers of young learners can determine the most appropriate organizing principle for the materials and the focus of the activities. This can be changed over the course if necessary. Teachers can choose the strategy to construct the materials, whether the organization will be based on topics, situations, text types, grammar etc, or a combination of these principles so that the materials can meet the needs of particular young learners.

Factors to Consider When Designing learning Materials

There are some factors to consider when designing learning materials. The most important factor to consider is the learners. In designing materials, learners’ interest, motivation and needs should be taken into consideration (Nation and Macalister, 2010:167). A needs analysis can be carried out prior to designing materials, especially for adult learners. For children, teachers generally know what is likely to attract children’s attention. Teachers should be knowledgeable about topics, contents of lessons and strategies preferred by young learners.
The curriculum and the context are variables that will impact on the decisions about teaching materials. Whatever the curriculum, it is the teacher's responsibility to ensure that the materials are directed towards achieving the goals and objectives of the curriculum (Nunan, 1988). As noted earlier, the context in which the teaching and learning occurs will impact on the content of materials. For example, young learners learning a foreign language may require materials that facilitate vocabulary enrichment and that focus more on oral language. Other parts of the context are the resources and facilities available, as mentioned before. Teachers must be realistic about what young learners can achieve through the learning materials within the limitations of available resources and facilities.

The organization of the materials is important to make the teaching systematic. Course books are usually organized around a certain learning principle and follow a pattern throughout. The fixed pattern provides both teachers and students with some security (Harmer, 2001: 7). Without some clear organizing principles, materials may be incomplete and can result in activities which lack a clear direction. This can be confusing for young learners who generally learn better with materials having a fixed sequence of presentation.

The content of the learning materials needs careful consideration. The materials designer should choose the most appropriate tasks and activities that are not only interesting for young learners, but also meaningful. Through the chosen tasks and activities, children’s English can develop. A lack of experience and understanding on how children learn a language on the part of the teacher may result in the inappropriate choice of the content. Important tasks and activities might be left out or inadequately covered. To construct appropriate learning materials, a teacher’s manual or guide is needed.

### Principles for Designing Creative English Learning Materials

Teacher designed materials may range from one single item to one unit of tasks and activities or even series of learning materials. The principles that follow can be used as a framework for teachers to develop creative English materials for young learners.

First, language teaching materials should be contextualised. The materials should meet the goal of the teaching. It should be based on the curriculum they are intended to address.
(Nunan, 1988: 1-2). Materials should link explicitly to what the learners already know, to their first languages and cultures. In addition, materials should be contextualised to topics or themes that provide meaningful, purposeful uses of the target language. The contents should be chosen on the basis of their relevance and appropriateness for young learners, to ensure learners’ engagement and motivation in learning.

Second, materials should promote communication and interaction. Language-teaching materials should provide activities which encourage learners to talk and to interact with each other (Halliwell, 1992: 114). Communicative activities have real purposes, such as to find information, to break down barriers, and to talk about self. For children, communicative activities are simple and easy communication tasks using short sentences. They should be designed to be lively, interactive and fun. When children are comfortable they are likely to learn more. An active, cooperative class is a class where learning is evident.

Third, English language teaching materials should encourage learners to develop learning skills and strategies (Graves, 2000:153). It is impossible for teachers to teach all the language the learners need to know in the classroom. Thus, it is essential that language teaching materials also introduce how to learn to the young learners, so that they can do independent learning outside the classroom. Also, it is expected that the young learners can transfer the skills to other learning situations.

Fourth, English language teaching materials should provide real language use. It is necessary for foreign language learners to be exposed to real language use. Students should learn the language as it is used outside the classroom. As Nunan (1988:6). points out, ‘texts written specifically for the classroom generally distort the language in some way’. Learners need to hear, see and read the way native speakers communicate with each other naturally. Teaching children formulaic language units or ready-made chunks of words can help them produce authentic phrases or expressions.

Fifth, English language teaching materials for young learners should be interesting and attractive. Criteria for evaluating English language teaching materials and course books frequently include reference to the physical appearance of the product (Harmer, 1998:119).
They should be good to look at. Factors to consider include the density of the text on the page, the type size, and the illustration. In addition, they should be user friendly.

Sixth, English language teaching materials should have clear and appropriate instructions (Halliwell, 1992: 115) Instructions should be explicit. Materials developers cannot take for granted that the students will be familiar with the activity types. The children should easily see what they have to do. Providing a model of how to do the task can give children a better idea of what exactly they have to accomplish. For instructions to be effective, they should be written in language that is appropriate for the target learners. Short and simple instructions will be better understood by children.

Seventh, materials should foster creativity. Creative materials for young learners are flexible and fun. They may offer flexibility in terms of content, approach, and techniques of presentation. There should be different kinds of activities which require children’s active involvement and which employ different intelligences. These intelligences are linguistic, logical-mathematical, visual – spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal (Gardner, 1993). The activities should also encourage imagination and make use of play.

The Importance of Creativity in Language Materials

There are some reasons why language materials for children should contain creative exercises or activities. First, language use is a creative act. Children transform thoughts into language that can be heard or seen. They are capable of producing sentences that they have never heard or seen before. By having creative exercises, they practise an important sub-skill of using a language: thinking creatively (Feher, 2007). Second, most learners become more motivated, inspired or challenged if they can create something of value. They will feel that in some ways what they do and how they do it reflect who they are. Third, creativity improves self-esteem as learners can look at their original work, their own solutions to problems or their own products and see what they are able to achieve. Fourth, creative exercises enrich classroom work. They provide varied and enjoyable tasks. They can foster children's intelligences, talents, ideas and thoughts.
Components of Creativity

There are four components of creativity as described by Kaufman and Baer (2012:130). They are fluency, flexibility, originality and elaboration. Fluency is the ability to produce a number of different ideas. To promote fluency provide children should be provided with plenty of opportunities that stimulate the thought process. This can be done by asking open ended questions and questions that ask the children’s opinions. Flexibility is the ability to approach different situations and develop solutions from a number of different perspectives. Allowing children to experiment and make mistakes unleashes their creative thinking. Language learning materials should make them feel free to imagine, invent, create, and try out new ways to do things. Originality is the ability to have a new or novel idea. To promote originality, children should be provided with a variety of media and experiences in which they can use their imagination. Elaboration is the ability to extend ideas. Learners are introduced to new ways of doing old ideas and activities.

Language activities to promote children’s creativity

Children need plenty of opportunities for creative thinking in learning a language. Creative thinking is shown when children generate ideas, show imagination and originality, and can judge the value of what they have done. Fisher and Williams (2004: 2) states that what promotes creativity is a questioning classroom. Teachers and students value diversity, ask challenging questions, make new connections, represent ideas in different ways – visually, physically and verbally. They also try fresh approaches and solutions to problems, and critically evaluate new ideas and actions.

The following are some examples of classroom activities to encourage creativity. Some of the ideas are adapted from Fisher and Williams (2004: 162-163).

a) Generating ideas

This type of activity involves generating many responses, encouraging thinking of alternatives, asking questions and creating new associations. Question cues include: How many kinds of … can you think of?; List all … that could be used for …?; What questions could you ask?
Example: The ‘Connect’ game

The students are required to connect words. A teacher asks a student to suggest a word. The teacher says a word that is related to that word. If the word is ‘school’ the teacher might say ‘playground’. The next child then says a word connected with the previous word eg, ‘grass’ and so on. Children take turns. They are given time to think.

b) Using imagination

The children are asked to think of new ideas, speculate on what might be possible and apply imagination to improve outcomes. Question cues include: What might happen if … (if not)?; Can you imagine… ; Suggest an improvement on … .

Example: Mystery objects

Creativity involves developing ideas through suggesting hypotheses (‘What if …?’) and applying imagination. This activity encourages children to develop ideas that are original and have a purpose, which is to improve or add value to something. It encourages children to ask themselves the creative question: ‘How can this be improved?’

The teacher shows a box that contains an unfamiliar or interesting ‘mystery object’ (or a picture of an object). Without showing or saying what it is, she describes the object’s appearance (or asks a child to). She asks the children to try to visualize what is described, and then to ask questions to identify the object. The child who identifies the object must also describe it. Then the teacher shows the object and asks children to reflect on the description given and their ability to visualize it. The next step is to discuss what it is made for, and its possible uses. The children can give suggestions on how it might be improved. The teacher should encourage creative suggestions.

c) Experimenting with alternatives

The students are trained to change their initial ideas, to see things another way, to experiment with alternative approaches. Question cues include: How else might you …?; Think of five ways of/ questions to ask about/reasons for … .; List ten things you could do with … (a shape, picture, object, photo, story etc.)
Example: What might the shape be?
The teacher draws a simple shape on the board and asks the children what it might possibly be. She collects their ideas and adds some of her own. Then she asks what might be added to the shape to make it something else – what could be done to change or add to it? The children are invited to sketch their own picture of something new by adding some drawings to the given shape. The teacher and the students can then discuss their range of ideas.

d) Being original
The activities involve thinking of novel ideas, unique solutions, and designing original plans. Question cues include: What might we add … (e.g., to a word, phrase, sentence, picture); What might we change to make it… (e.g., different, more interesting); What is another way to … (e.g., draw an object, solve a problem); Think of a way to improve … (e.g., an object, game, story etc.)

Example: Making up a story
The children write a story by completing the given introductory phrases or sentences, one line at a time. They have to fold their papers over and passing them on after each sentence. The final story will be a nonsense story made up of several children’s sentences. Then the children work in groups of four to read one another’s stories and choose the one they like best.

<table>
<thead>
<tr>
<th>The other day I went</th>
<th>…………………………………………………………………………………………………………</th>
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<tbody>
<tr>
<td>There I saw</td>
<td>…………………………………………………………………………………………………………</td>
</tr>
<tr>
<td>So I said</td>
<td>…………………………………………………………………………………………………………</td>
</tr>
<tr>
<td>It said, ‘ You can have a wish.’ This is what I wished for:</td>
<td>………………………………………</td>
</tr>
</tbody>
</table>

Adapted from Phillips (1993:154)
e) Making judgement

The activities for making judgment involve assessing what has been thought/done/read, evaluating the process and judging the outcome. Question cues include: What is good/could be improved /is interesting about ….; What could/should you do next …?

Example: The Fox and the Crow

A crow sits in a tree. The crow has a big piece of cheese in its beak. A fox comes and sees the crow and the cheese. ‘What a beautiful bird! What beautiful eyes! What beautiful feathers! Has she got a beautiful voice? I don’t know!’

The crow opens the mouth and says, ‘Caw!’ The big piece of cheese falls down. The fox eats it. There the fox says, ‘She hasn’t got a beautiful voice and she hasn’t got any brains!’

(Wright, 1995:182).

Questions

1. Suppose the tree could speak. What might the tree say to the crow and also to the fox?
   Example: Crow, crow, the fox is tricky!
   Fox, fox, you are not kind!
   Crow, crow, don’t be stupid!

2. What is interesting about the passage?
   Example: How the fox tries to get the cheese from the crow.

Conclusion

In many cases, materials are the center of English teaching and learning in Elementary Schools, and one of the most important influences on what goes on in the classroom. They help the learning and teaching. Materials which are appropriate for a particular class need to take into consideration the context. They should have underlying principles which suit the students and their needs. Commercially produced materials sometimes are not suitable for a particular group of learners. Teachers need to have the ability to design or adapt learning materials or coursebooks.

English learning materials will be more challenging and useful if they can foster creativity. To foster creativity, materials require variety, flexibility and adaptability. Innovative approaches to materials design are needed to promote students' interest and motivation in learning and to
develop their creative potentialities. The learning materials should enable students to think creatively and critically and to solve problems.

References


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CURRENT, POTENTIAL AND FUTURE ISSUES: SEMESTA SENIOR HIGH SCHOOL AS MODEL SCHOOL OF EMERGING ICT TO ANSWER 2013 CURRICULUM IMPLEMENTATION

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Abstract
Semesta Senior High School was chosen as the model school of the implementation of 2013 curriculum because it has emerged ICT to teaching learning process, teaching profession and school management. In addition, Semesta Foundation named Pasiad has collaborated with some public schools in Indonesia. The problems of this study are (a) how is the use of ICT in Semesta?; (b) how are the current, potential, and future issues of emerging ICT in education? The study objectives are (a) describing the use of ICT in Semesta; (b) explaining the current, potential, and future issues of emerging ICT in education. A case study research design is used in this research. Data were collected by classroom observation, questionnaire, and interview. The findings show the use of ICT in many media such as i-tool, smart board, Semesta database, pasiad.edmodo.com, and webinar. The emerging of ICT in 2013 curriculum raises current issues such as cost and human resources. The issues of emerging ICT can be solved by adapting Semesta system and Indonesian schools' condition. In addition, the potential of emerging ICT in Semesta can be the answer of 2013 curriculum implementation which requires reduction of teacher’s burden in formulating teaching and learning instrument. By applying ICT the teaching learning process, teaching profession and school management can be organized well so that the school stakeholders can control and develop the school quality. The future issue of emerging ICT can be seen by the collaboration of Pasiad Foundation with some public schools in Indonesia.

Keywords: ICT in education, 2013 curriculum, current issue, potential issue, future issue
Introduction

Development of Information and Communication Technology (ICT) in Indonesia has a strong influence to affects various aspect of life, especially for education. ICT cannot be separated from education. The demands of ICT implementation among teaching and learning in Indonesia have a close relation to the application of 2013 curriculum. According to Sujanto (2007) curriculum concerns on what is to be learned and how it is taught. It means that the curriculum design should meet the goal of national education, the students’ maturity in thinking, the current and future demands consideration, values, and competencies across the curriculum. On behalf of the 2013 curriculum implementation, problems occur toward the use of ICT. One of the problems shows that there is lack model school which use ICT in their system.

Dealing with the lack of the schools that integrate their teaching and learning system, Semesta Bilingual Boarding School can be one of the model schools as the solution to adopt the ICT integration system. Semesta Senior High School has emerged ICT to teaching learning process, teaching profession and school management. The main issues in this research deal with the description of the use of ICT in Semesta and the explanation of the current, potential, and future issues of emerging ICT in education.

Semesta stands for Semarang Instabil, it is a bilingual boarding school that is located in Gunungpati, Semarang. This school is established by memorandum of understanding between Al-Firdaus Indonesian Foundation and Pasiad Turkey Association on May 3rd 1999. Semesta has many modern and sophisticated education facilities and professional teachers. The school is ready to facilitate the students to compete in national and international education. Semesta applies ICT in its educational system. The ICT reflects on the facilities provided in the school, such as: the use of smart board and i-tools in teaching learning process, Semesta database, pasiad.edmodo.com, and webinar.

Considering such an issue, the aim of the study is to describe the use of ICT in Semesta, to explain the current, potential, and future issues of emerging ICT in education. The study will be guided by two research question; (i) How is the use of ICT in Semesta, (ii) How are the current, potential, and future issues of emerging ICT in education. The significance of this
study makes the teachers and school management staffs are aware to the beneficial side of the ICT used in education. For the government, the study gives general overview of the ICT contribution in 2013 curriculum implementation.

**Methodology**

Case study research design is used in this study. Based on Gall et al. (2003) case study focuses on the intensive study of specific instance, that is a case, of a phenomenon. The purposes of case study are to produce detailed descriptions of a phenomenon, to develop possible explanation of it, or to evaluate the phenomenon. In this study, the purpose is more emphasize on the detailed description of the phenomenon the use of ICT in Semesta as a model school in which answer to 2013 Curriculum implementation.

This study implemented purposive random sampling. There were two English teachers Mrs. Karin and Mr. Edward (pseudonym) that conducted their teaching and learning process by implementing the use of intensive ICT during the classroom. Beside of observing the teaching and learning activities, an interview was conducted for Mrs. Karin and Mr. Edward. The data also required the concerns of the school principle’, Mr. Smith (pseudonym) who explains the school management. The study also included the vice principle for curriculum division, Mr. John (pseudonym). To integrate a complete data, this research included the students’ involvement in the form of questionnaire. There were 15 students who participated in this study.

To collect the data, this research used interview, questionnaire, and classroom observation. An interview was a constructed rather than naturally occurring situation and the renders it different from an everyday conversation; therefore the researcher had an obligation to set up, and abide by, the different rule of the game in an interview (Cohen et al 2007). In this research, interview was used to gather data from the participants, to go deeper to the participants’ understanding and experience through the issues. Mr. Edward was interviewed to explore the implementation of ICT in teaching learning process. Mrs. Karin was interviewed to get the data about the usage of ICT in teaching learning process, school management and teacher professional development. In addition, interview was conducted to
Mr. Smith in order to get the data about school management. Furthermore, Mr. John was interviewed to elaborate curriculum used in Semesta.

Another instrument to collect the data was questionnaire. Based on Wilson and Mc Lean (1994) the questionnaire was widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyses. Questionnaire was given to the 15 students of English classroom who learned English using i-tool and smart board. The questions of questionnaire related to their experience of using i-tool and smart board during learning process.

McMillan and Schumacher (1997) contended that observation is very different from interviews and questionnaires. They argue that the observation method relied on a researcher seeing, hearing and recording things which were happening in the classroom situation. Two classroom observations were conducted in Mrs. Karin and Mr. Edward classes in order to get the real situation of teaching learning process by using ICT.

Discussion

ICT in SEMESTA

Based on the data collection, Semesta applied ICT in several aspects. The aspects covered the use of i-tool and smart board, Semesta database, Pasiad Edmodo, and Webinar.

i-tool and smart board

In Semesta, the English classroom uses Aim High book as the main material. i-tool is a software from Aim High book. Aim High is published by Oxford. Aim High has five levels; they are Aim High 1,2,3,4, and 5. Each book has the electronic book such as software and it is called i-tool. i-tool provides pdf form of Aim High and it is completed by several internal links that connect to audio or video files. For the additional materials, i-tool gives external links to be explored by teachers and students who want to get further information related to the material in the book. Since Aim High uses i-tool which is in the form of software, so it needs smart board to display i-tool in the classroom. Smart board is a touch screen board. Furthermore, the usage of i-tool and smart board give several advantages for the students.
Based on the questionnaire, there were several advantages of i-tool and smart board. They are displayed as below:

*Table 1. The students’ perception of i-tool and smart board advantages*

<table>
<thead>
<tr>
<th>Students</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A and N</td>
<td>i-tool and smart board make teaching learning process clearer.</td>
</tr>
<tr>
<td>C, E and G</td>
<td>i-tool and smart board are interesting and fun.</td>
</tr>
<tr>
<td>B, D, F, H, I, J and O</td>
<td>i-tool and smart board have many features that traditional board does not have such as touch the screen which make the student easier to learn.</td>
</tr>
<tr>
<td>K, L and M</td>
<td>i-tool and smart board are simpler and easier to use.</td>
</tr>
</tbody>
</table>

Regarding to the table 1 above, it could be concluded that i-tool and smart board were high technologies that attract the students’ attention in learning process. Therefore, it is the opportunity for the teacher to make the students be more active in learning by using i-tool and smart board. Thus, it can increase students’ achievement in learning English.

From the interview, Mr. Edward got benefit in using i-tool since it provided everything in one book that consist of student book and work book. Therefore, the teacher was effortless to make additional review test for the students because it was provided by the book.

Extract 1: *Interview with Mr. Edward (February 10th 2014)*

“i-tool help the teachers especially in providing everything in the book in which one page consist of student book and work book”

In line with Mr. Edward response, the classroom observations showed that the use of i-tool and smart board was applied successfully in the English classroom. In the first and second observation, Mr. Edward and Mrs. Karin started to use i-tool and smart board in whilst teaching and post teaching. In whilst teaching, they used i-tool and smart board to deliver the material and to give several assignments to the students. The English classroom students were active in sharing their ideas and answering the teachers’ questions. While, in the post teaching, Mr. Edward and Mrs. Karin used smart board and semesta database to check the students’ attendance, displaying and inputting the students’ activeness in the classroom. In short, the students gave full attention in their teaching since the use of i-tool and smart board.
Since the book of 2013 Curriculum are distributed by the government in which the books consist of very few materials, so the students should look for additional material to enrich their knowledge. This phase belongs to the observation stage in scientific approach. Scientific approach is an approach which is used 2013 Curriculum. However, the government book does not give clear guidance where the students can get additional materials. It raises a problem for the teacher to guide the students to find out the additional materials. Aim High book which is used in Semesta can be a model book for 2013 Curriculum since it provides external links. These links help the teachers and students to access the additional materials. In addition, this book also provides students’ review test that is helpful for teacher to prepare the test which does not take much time since it is attached in the book.

**Semesta database**

Semesta database is an information system of Semesta that cover Semesta’s school management. According to Hadi (2012), the aim of Semesta database is to provide a large amount of information which is used in the implementation of education management, to give information about planning, controlling, evaluating, and recovering Semesta’s programs, and to offer the information in making a school policy. As Semesta headmaster, Mr. Smith (pseudonym) stated that Semesta’s school management covered curriculum management, students’ management, personnel management, finance management, and school’s facilities management. Moreover, the school management data were compiled into Semesta database in order to ease the teachers and the school management’s staffs to access the provided information in Semesta database. As Mrs. Karin, the English teacher viewed that Semesta database was helpful for the teachers to access and exchange the information related to the teaching learning process, lesson plan, syllabus, the students grades, and the tests.

This kind of program, Semesta database can be used as a model of school data storage in the implementation of 2013 Curriculum. This database will help the school to monitor whether the 2013 Curriculum implementation has been applied in the right path or not. According to Hasan (2013), the 2013 Curriculum implementation cover the teaching learning process and school culture aspects. These aspects consist of the curriculum, the teaching learning process, teachers, school staffs, facilities, management, and school leadership. There will be a problem appears if the school do not compiled the information of 2013 curriculum implementation
aspects. Therefore, it needs a school database which covers the 2013 curriculum implementation aspects, so that it will ease to monitor of 2013 curriculum implementation.

**Pasiad edmodo**

Edmodo has the same display and feature as Facebook, so it is easy to use by the Indonesian user who has been familiar with Facebook. Otherwise, the Edmodo has features which support education. By using Edmodo, teachers can create a microblogging network for their classes. Edmodo allows teachers to create a group specifically for their students and exclude those not invited to the group. Edmodo provides teachers with a place to post assignment reminders, create digital libraries, post message on the wall, create learning group, post polls for students, post quiz for students to take, connect with other teachers, build an event calendar, create parent accounts, and generate printable class rosters. Just as with any good microblogging service users can share links, videos, and images (Byrne, 2011).

Semesta has used Edmodo for some recent years, so the foundation of Semesta created special domain for the teachers, students and staffs of Semesta named Pasiad Edmodo. Pasiad Edmodo is used not only for teacher and students to build classroom network, but it is used for administer and teachers to share the information and evaluate the teacher professional development. Every one semester, the Administer of Semesta gives online quiz to the Pasiad teachers all around Indonesia. The result of the quiz is published quickly after the quiz. The result shows the rank of the Semesta teacher all around Indonesia. The purpose of the quiz is to evaluate the teacher professional development for one semester. It can show teacher who has improved their professionalism and who has not. The teachers who have low rank, they will be trained and given warning to improve their professionalisms.

In 2003, national education department through development and research agency conducted a research of the teacher feasibility to teach. The result showed that 49.3% of elementary school teachers, 35.9% of junior high school teachers, 32.9% of senior high school teachers and 43.3% of vocational school teachers were not feasible. According to the data, the government should take action to improve the professionalism of the teachers. Based on Mulyasa (2013) the second success key of the 2013 curriculum implementation is the teacher because teacher is the most important factor that determines the students’ success in learning.
Semesta as the model school has teachers’ evaluation system by Pasiad Edmodo to increase the teacher professional development. Indonesian government can adopt the system to make Indonesian teachers be more professional. This system is used continuously every one semester, so the teachers have responsibility to increase their professionalism because they must be tested. This system can raise the teacher’s awareness to increase their pedagogy, personality, professional and social competences to create professional teacher.

**Webinar**

Information and communication technologies (ICT) that have been integrated in Semesta are not only implemented in teaching and learning activities but also in professional development. The professional development deals with the efforts to foster the quality of teachers. In Semesta, one of the efforts of the teachers’ professional development is run through Webinar. Eaton (2012) explains that webinar refers to all kinds of online training and virtual presentations. Webinar offers a feature to access conference in a distant area. It also provides the communication to the presenter and the participants.

In starting phase of 2013 curriculum implementation, the government provided so many seminars for the curriculum socialization. Since the government only had limited time for the socialization seminars, so the seminars were conducted in a relative short period. After the socialization seminars, it is very important to make sure that the outcome of the seminar meets the government’s expectation. In fact, most cases show a tendency that after the seminar there are no follow up toward the essence of the seminar. To deal with this issue, it is very important to monitor the actions after the seminar.

Through Webinar, it is a better way to monitor and also to upgrade the target participants’ quality during the training. When the seminars can be conducted continuously via Webinar, it can be easier for the government to monitor and upgrade the practitioners’ quality. In the same time, the teachers as the practitioners can be easier to foster their comprehension and quality by joining the Webinar.

By applying the features of Webinar, it can reduce the funding that is spent to conduct an event of socialization or seminar. When the government held events for 2013 curriculum
socialization, there were a lot of needs to fulfill that related to the funding. In this case, Webinar can be a solution to minimize the seminar budget. Therefore, Webinar comes as the solution to meet the issues of cost and human resources in Indonesia. Webinar is very effective to reduce the seminar budget. In the same time, Webinar can monitor and upgrade the teachers’ quality as the follow up actions after the seminar.

Current, Potential, Future Issues of emerging ICT in education

The emerging of ICT in 2013 curriculum raises current issues such as cost and human resources. In this case, the school will need to consider the cost in applying ICT, since it takes much money to have and maintain the ICT implementation. The issues of emerging ICT can be solved by adapting Semesta system in Indonesian schools’ condition. In line with the use of ICT in education, Semesta use ICT, such as i-tool, smart board, semesta database, webinar, and pasiad edmodo in its educational system. However, cost and human resources are the crucial aspects that should be considered in applying ICT in 2013 Curriculum. Dealing with this case, it is better to have the Memorandum of Understanding with the foundation or sponsor in which accommodate the ICT in the school. Moreover, the human resources for applying the ICT in school should also be prepared in order to success in the ICT implementation.

The implementation of 2013 curriculum requires the emerging of ICT to the teaching learning process for all subjects. It is appropriate with the Planning Proposal for structure of Junior High School curriculum proposed by government “Minimize the total subjects from 12 to 10 through the integration of some subjects: ICT facilitates teaching and learning process in all other subjects, instead of being standalone.” Therefore, ICT is important in 2013 curriculum since it is integrated with other subject.

For many years, Indonesia has separated ICT with other subjects, so it raises the difficulty to collaborate ICT with other subjects. In Semesta, ICT has been integrated with other subject, so Semesta is chosen to be model school. ICT in Semesta has been used in teaching learning process, school management, and teacher professional development. By using i-tool and smart board in teaching learning process, the students can easily find additional material to enrich their knowledge and the teacher’s burden in formulating teaching and learning instrument can
be reduced. In addition, by using ICT in form of Semesta database, the school management can be managed structurally. Moreover, webinar and pasiad edmodo can be model for Indonesian government to increase teacher professional development.

To improve educational quality, Semesta builds collaboration with Pasiad Foundation from Turkey. Pasiad is Pacific Countries Social and Economic Solidarity Association that has more than 150 networks around the world, one of the countries is Indonesia. Pasiad has a high-quality of experiences in education over the world.

The collaboration between Semesta and Pasiad can be adopted by other schools in Indonesia. The collaboration creates an effective learning environment that is proved by the students’ achievement. Such valuable advantages of collaboration can create potential school to improve the educational quality. This success will be achieved and supported by the two institutions to dedicate their passion toward the integration of the quality of teaching and learning process, teachers’ competence and comprehensive facilities in the school atmosphere.

**Conclusion**

This research set out to explore the use of ICT in Semesta and to explain the current, potential, and future issues of emerging ICT in education. The findings suggest that Semesta uses ICT in teaching learning process, teaching profession, and school management. ICT in Semesta covers i-tool, smart board, Semesta database, pasiad edmodo, and webinar. Those ICT media supports to the Semesta curriculum, especially in teaching and learning process. The ICT implementation in Semesta runs the management flow in an integrated system effectively. The Semesta management assisted by ICT can be a model of school that has implemented the ICT successfully as the answer of 2013 curriculum since there is lack of school as the model to adopt the emerging of ICT comprehensively in school. Since 2013 curriculum requires the emerging ICT in all subjects, so it needs the model school to create the success of this curriculum. The usage of ICT needs to be adopted and adapted by Indonesian government to fulfill the situation in Indonesia and to avoid the problem of the usage of ICT in Indonesia.
References

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USING PEER FEEDBACK FOR LIFELONG LANGUAGE LEARNING

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Abstract

Peer feedback in language learning has been introduced not only to support learners’ activities in ESL and L2 writing class, but also to encourage them in acquiring important lifelong skills which promoting a shift from declarative knowledge to procedural knowledge. Students are not only expected to become successful learners but more to be users of the language skills they learned in class. This refers to a transformation strategy in learning which encourage the students to be aware and have clear objectives in each of their learning experience. However, many teachers, language instructors and students are still reluctant to employ this learning activity after questioning its validity, reliability, and accuracy. This study aims to examine some of the main arguments, both the supported and the unsupported ones toward peer feedback activity in academic writing at USBI (Universitas SiswaBangsa International), and some typical questions for judgment-based feedback in order to help the students to perform well in their learning proficiency.

Keywords: Peer feedback, declarative knowledge, procedural knowledge

Introduction

Peer feedback has been considered as an essential system in process-based second language (L2) writing classrooms. The principle of collaborative process-based writing is simultaneously giving supporting inputs during planning, composing and editing an academic writing by peers. Research has shown that if peer corrective feedback designed carefully, it is a fruitful and not a sterile act which can support teacher error treatment strategy (Ferris, 2002; Rollinson, 2005; Hansen & Liu, 2005). The supporters of process-oriented writing have argued that collaborative peer feedback is significant because “in process-based, learner-centered classrooms, for instance, it is seen as an important developmental tool moving learners through multiple drafts towards the capability for effective self-expression” (K. Hyland, & F. Hyland, 2006). In the same situation, Ferris (2002) argued that “it is more engaging and motivating to work on a peer’s paper currently under construction than to
always look only at models, especially because the author is usually working on the same
general assignment that the editor is‖ (p. 103). The recursive peer engagement for the
exchange of feedback and negotiation of meaning to facilitate revision towards the production
of a final draft is also advocated by Chaudron (1984) who argued that “only by means of
feedback, receiving information about the effects of their writing on readers, can learners
develop their skills in effective writing” (p. 2).

Peer feedback in academic writing and group work, furthermore, can promote lifelong
learning by encouraging students to develop evaluation skills that they can take beyond the
classroom. This poster outlines how peer feedback can be used in a tutorial setting as part of
formal coursework assessment procedures. Lifelong learning is a learning experience which
involves both public and personal aspects of human activities. Research suggests that the
capacity of human being to learn can be understood as a form of consciousness which is
characterized by personal values, attitudes and disposition. Thus, weekly peerfeedback
activities were introduced in a class of English for Academic Purposesin
UniveristasSiswaBangsa International (USBI) as part of a peer-assisted learning (PAL)
program. Students were also invited to participate in a closed online group in Facebook to
review and write reflection towards weekly cases academic learning process in the class.

Peer Feedback in Academic Writing

In academic writing, corrective feedback is considered essential in relation with the
underlined that collaborative peer feedback promotes a process-based and learner-centered
classroom. These two elements are important in triggering the learners to move from multiple
drafts towards the capability for effective self-reflection. Then, Feris (2002) stated that it is
more engaging and motivating for learners to work on a peer’s paper currently under
construction rather than to always look only at models, particularly because the writer is
usually working on the same general assignment that the editor did. It is argued further that
such an activity could encourage or motivate the learners, or at least to lead them toward a
shift from the more one-way interaction to an interactive one.
When the learners are confident with the collaborative learning approach, they may end up making revisions without necessarily agreeing with or understanding the teachers’ authoritative comments. (Rollinson, 2005). On the other hand, Villamil & De Guerrero (1998) as cited in Salih (2013) saw peer review in two rhetorical modes, i.e. narration and persuasion. These can be examined by exploring the way learners incorporated peer feedback in the revision process. Many researchers have stated that instances of interaction through peer response could improve L2 acquisition and writing skills development. Despite the growing interest of research on peer review and its positive effects in L2 writing, more research is needed to know the patterns of peer response to student writing in ESL/EFL contexts (Salih, 2013).

The benefits of giving or providing feedback would also be another aspect of consideration. It shows that this learning approach is by no means always beneficial to all students under all circumstances. Many college students are inexperienced writers and readers, who believe that peer feedback on others’ writing is a complicated and uninteresting learning approach. Referring to this perception, Huff and Kline (1987) as cited in Berg (1999) argued that it is important for teachers to provide their students with appropriate peer response skills, such as giving and receiving criticism, articulating ideas about positive and negative qualities of writing, and recognizing different stages of the drafting process. Their ideas were supported by Benesch (1984) who proposed that before peer feedback on writing begins, teachers need to assure students’ writing proficiency level, feedback skills, and collaborative work experience to be able to determine appropriate learning goals and affective peer response strategies.

On the other hand, formative feedback is crucial for students and generally they expect to receive such feedback from a tutor, but graduates are expected to be self-motivated and self-monitoring lifelong learners. Having such a skill will provide opportunities for undergraduates to develop their ability of self-evaluation. On the other hand, peer feedback activities give students opportunities to internalize the criteria, learn from the example and receive feedback. First, in internalizing the criteria, before assessing someone else's work, students need to have knowledge of giving feedback and able to apply the grading criteria. It is expected that within the process of peer assessment, students get a better understanding of
the standard expected of their own work, which means the more peer assessment they do, the better understanding they will become. Second, in terms of learning from examples, students will see examples of how other people have tackled a task can provide valuable feedback on one's own attempts. Students may pick up tips for how to structure a piece of work, or see some of the pitfalls to avoid. Here, the wider the range of examples reviewed, the more they can be learnt. Finally in receiving feedback, it is clear that the feedback that students give each other is likely to be different from tutor feedback. Although both should be related to the criteria, students are likely to write their feedback in a different way and may have a clearer understanding of what is really useful at that stage of the process.

The activity of peer feedback would anticipate the teachers’ domination in class and it allows the students to engage in what can be and gain a highly profitable interaction. To accommodate this objective, research has been conducted to assess the value of different kinds of response offered to student writers. Many of those studies have typically focused either on teacher or peer response, or have compared both, and have look at different kinds of response (e.g. praise or criticism, intervention versus final draft comments, grading versus non-grading, etc.) and their effect on student attitude to and performance in writing (Berg, 1999; Jacobs, et al. as cited in Rollinson, 2005). Other studies also underlined the feedback issues that good writing requires revision; that writers need to consider their specific audience; or that writing should involve multiple draft stages enabling peers to provide useful feedback at various levels (Chaudron 1984; Zamel 1985; Mendonca and Johnson 1994). The writer may learn that commenting on essays is helping the students to be more critical of their own writing, and this could lead them to be autonomous learners. For this to happen, however, a proper and supporting class should also be prepared by the teachers because failure to establish proper procedures or to engage in pre-training is quite likely to result in less than profitable response activities.

**Declarative to Procedural**

Declarative knowledge was indicated as fully conscious, fact-oriented, effortful knowledge of static, discrete data points or facts, such as definitions of words, the convention of punctuation, or grammar rules; while procedural knowledge refers to knowledge that is unconscious, automatic, habitual, effortless, and implicit such as understanding a word
without thinking of its definition, using correct punctuation habitually, or using grammar automatically. This second strategy covers four general sources such as knowledge about the task (their purpose, their type, the demand), oneself (learning styles, multiple intelligences, and motivation), background knowledge (about the domain, the culture, the language, the context and the given language text, and the world), and beliefs (about learning and about language learning) (Rubin, 2005 as cited in Cohen & Macaro, 2007).

There are some opinions regarding to features of learning strategies that one of them underlined that strategies can be classified as conscious mental activity. It contains not only action but goal (or an intention) and a learning situation. On the other hand, a mental action might be subconscious, an action with a goal/intention and related to a learning situation can be only conscious. With regard to strategies being ‘conscious’, one view was that strategies have developed into routines at high levels of competence and are no longer conscious.

Another view that consciousness is not just one issue but actually involves intentionality, attention, awareness, and control (Schmidt, 1994, as cited in Cohen & Macaro, 2007) and so the level of strategic involvement would vary. It is said that any given strategy has to have a metacognitive component whereby the learner consciously and intentionally attends to a learning task, analysis the situation and task, plan for the course of action, monitors the execution of the plan and evaluates the effectiveness of the whole process. Many acknowledged that metacognitive function of evaluation as a necessary dimension for a strategy, and they indicated making a distinction between strategic knowledge and strategic action. It is supported with an idea that metacognition was comprised into two components i.e. declarative knowledge and procedural knowledge.

Discussion

Peer feedback has been widely studied and it has its own values. If used appropriately, it will be an effective method and has positive impacts on improving students’ writing competence. YANG et al. (2006) stated that within peer feedback approach the students become eager to explore more. Taking the writer's own teaching context into consideration, this new approach may bring him some hopes. To begin with, students may get some concrete and specific feedback from peers rather than the general, vague and abstract comments from the teacher.
since they have only fewer drafts to correct. In the meantime, the writer’s heavy workload can be relieved to some extent. Moreover, peer feedback can also create a friendly and supportive atmosphere and a more student-centered classroom where students can evaluate their own writings critically and freely. Finally, it offers students opportunities not only to improve their writing but also to practice their listening and speaking abilities by meaningful language use (Mendonca & Johnson, 1994).

However, the author also realizes that it is challenging to employ such an approach in her teaching context. Among several challenges, two are discussed here. For one thing, peer feedback is a time consuming activity, just as Rollinson (2005, p. 25) declared “whether feedback is oral or written, the peer feedback process itself is a lengthy one”. Regarding the time available for instruction, how to reconcile peer feedback with time constraint poses to be a challenge. For another, students’ attitude towards peer feedback is also a potential problem. In Indonesian culture, the thought that teachers are the authorities who can and should give feedback is deeply rooted and students have already been used to it. Adopting peer feedback, they may doubt their own capacity to give comments since they are at a similar age and are lack of language ability, skills and experience compared to teachers. Such doubt and uncertainty may prevent them from making and using peer feedback. On the whole, peer feedback is a useful adjunct to teacher feedback. Lynch (1996, p. 155; as cited in Muncie, 2000) proposed that teachers should “offer learners a range of feedback types… (which) may stand a greater chance of success than reliance on a single technique”. Then introduction of peer feedback to the author’s writing classes seems reasonable. However, if it is adopted, she will meet the potential benefits as well as challenges. To gain the best effects it can produce, she should do more readings, find possible measures to solve potential problems, and implement it with careful instruction.

References


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MOTHER PORTRAIT IN GORKY’S MOTHER AND JOESOEF’S EMAK: A COMPARATIVE STUDY

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Abstract
Discussing women’s roles in patriarchal society is endless. Being a mother is one example of the role of a woman in patriarchal society. Most of the time woman as a mother is depicted stereotypically, but in these two novels the mother portrait is non-stereotypically. Mother, written by Maxim Gorky with the Russian background, while Emak, written Daoed Joesoef during the Dutch settlement in Indonesia both picturize the circumstances. Being written by male authors, the mother figures in the two novels were depicted as strong, persistent, religious although less educated when they face problems related to their family, especially their children. The portrayals give examples of how women can have such effort to raise their children better, moreover to overcome their fear in order to bring up their children. The comparative study helps readers to see that although written by different authors from diverse countries with unlike cultural backgrounds, these two novels share some similarities. The similarities prove that some literary texts around the globe share universal aspects of life; thus promoting world literature. This paper would like to explore how the cross continent novels share similarities in portraying the figure of mother in which giving example that woman as a mother is described non-stereotypically in literary texts.

Keywords: mother portrait, similarity, non-stereotypically

Introduction
Most people might see mothers, who are housewives, are less important than fathers, who are the bread winner. To give understanding that mothers’ roles are more than just being mothers to their children is hard to do, especially in patriarchal society. When we look deeper to every roles that mothers have, we will see clearly that mothers play important part to perpetuate the system. They are the agents that transmit the patriarchal values from one generation to another. Thus, their roles can not be neglected.
Other than getting positive credits to their vital roles in patriarchal society, they are depicted as weak, helpless, and unimportant contributors. Ironically, the role of mothers is being misused to legalize the abusement toward them, with and without their consent. While if we see in reality, many mothers are strong, problem solvers, and important in the life of many people. We can find the example in the two novels about to discuss.

Being written by different authors with different backgrounds does not make the two novels, Gorky’s Mother and Joesoef’s Emak, completely different. Mother was written in 1946 in Russia during the reign of Stalhin, while Emak was written in Indonesia, with the setting of Sumatera during the Dutch settlement. The story of both novels circles around the existence of strong mothers toward their family. This shows that although separated by different continents, the depictions are most likely similar.

With the help of comparative literature, one can see that the world is universal. As Goethe once proposed that there are some values universally shared by people from different nations with different culture. Since literary texts can be examples of artefacts owned by a certain society, analyzing novels as one type of literary works helps us to understand the culture of the society where the story takes place or made. By comparing two or more novels, we will be able to see how they are resemblance and to what extend their differences are. Moreover, we might be surprised with the fact that somehow some literary texts are intersect and interact one another.

This does not mean that all cultures across the world are the same, still separation contributes to some differences. The local culture or value gives distinctive features to each of the work comes from different part of the world. Let’s examine Shakesspear’s Romeo and Juliet and Indonesian folktale Roro Mendut and Pronocitro as an example. The forbidden love theme echoes between the two story, despite of their separation. However, the distance also contributes to the uniqueness that differs one to another. The exclusivity can be found in the form of the setting of the story or the framework in which the plot is developed. It creates certain atmosphere that composes the two stories in a different way.
My previous article on *Comparative Literature: Across Time and Space* believes that similar experience that all nations have plays a part to the existence of universal value shared among those nations. Thus making the universal value has capability to penetrate through different eras and spaces (Novita Dewi, 2013, p. 169). This belief has become the stepping stone to see how convincing the Goethe’s idea of universality is. Therefore this article is would like to explore the idea deeper and to see to what extend the universal value can do to bind the two novels discussed in the circle of world literature.

**The Concept**

The open door to Comparative Literature gives credit to Goethe’s term of world literature. Gaining its thrumps for several decades, the journey continues to a different perspective when René Wellek wrote *The Crisis of Comparative Literature* (1963). Some schoolars start to re-read and re-define the concept of Comparative Literature and its object of study.

Comparative Literature is not immuned from the influence due to the changes of time. In the globalization era, technology plays a significant role in every aspect of life, and literature should not deny its influence. Nevertheless, it does not mean that Comparative Literature is a minor subject to study. Moreover, the effects of the globalized world give new breeze to the study of Comparative Literature. Thus making the schoolars of Comparative Literature to be ready for the changes happen.

In redifining the idea of Comparative Literature, one cannot neglect the previous ideas. One of which is the idea of supranationality by Claudio Guillen (1993, p. 69 – 71). Supranational means the state of dealing with something across the national limits or boundaries. Supranational is wider that international. There are three models supranationality.

The first model is comparison between literary texts across nations because of genetic relationship. This means that the similarity is achieved through influence of contact. The example is the literary works that are written by authors sharing the same race but experiencing different cultures.
The second model is evaluation based on common socio-historical condition in genetically independent phenomena. It tries to examine the literay works through the socio-historical background of the nations to find any past relation between them to trace the connection easily. An example is that the fact that many nations experienced colonization, thus making them suffering the similar pressure. The settlement of one nation in other nation might also create cultural interaction between the people involved, mix married families can be a booster toward the cultural interface.

The last one is the supranational entities in agreement with principles and purposes from the theory of literature. It allows us to explore literaty texts from different countries using the objectives from the theory of literature. It also gives us opportunity to compare and contrast literary works from different countries without finding the prior connection among them in which sometimes creates a trouble. Analyzing literary texts from different countries, across the continents can easily be done as long as they share similar theme. Without having genetic relationship or sharing the same socio-historical circumstances, some fictions somehow share some similarities among their differences.

Intertextuality pins its place in the last model of supranationality. It comprises allusion and inclusion. A work is alluded to other works if it is inspired by the other one. Allusion may occur in the whole story or it can also be partial. While inclusion means that a work is included in another work. For instance, a poem is incorporated in a drama becoming one of the dialogue or object of discussion among the characters. Text as a product of society cannot escape from intertextuality.

In the globalized world, the idea of comparative literature face some challenges. René Wellek as cited by Ali Behdad and Dominic Thomas, says that “The most serious sign of the precarious state of our study is the fact that it has not been able to establish a distinct subject matter and a specific methodology” (2011, p. 1). Comparative study is thought to have no significant place in the modern era. The technology has made all aspect of human life needs to modify its existence, and comparative study is also not immune toward the changes. Furthermore, in order to conduct comparative study requires comparatist to observe when
culture is digitalized and ideolect warps into cybertext as predicted by Jan Walsh Hokenson (2003, p. 73).

**Mother portrait in the two novels**

The following discussion will show the result of comparing two literary works. Some examples of the analysis are taken from the study conducted on some literary works in *A Portrait of a Mother as an Agent of Change in Some Selected Fiction* (2011). The book studied several literary works focusing on the portrayal of mother, but this discussion will take only two which share similar title; *Mother* by Maxim Gorky (1946) and *Emak* by Daoed Joesoef (2010).

The two mothers in the works studied share some similarities. Both has to struggle, though in different ways. The mother character in *Mother*, Pelagea, is described as a woman married to a bad tempered man who tortured her mentally and physically. She has to take the course that comes out of her husband’s mouth. She complains but not aggressively. She keeps serving her husband with meals as he wants, although he asks for service scornfully. (Deta Maria, 2011, p. 38)

To make it worse, it is very common to have husband who had bad habit of drinking and cursing even to his children. This of course make Pelagea to be strong and struggle to stay and live within the family. We can see it from the discussion below. That condition might give no opportunity for people to question and fight against since it is considered as a normal way of life. But the fact that Pelagea does not follow the tradition of cursing and beating her only son is something else. She shows that she tries not to be the same as her elders. (Deta Maria, 2011, p. 39)

Although she has to face that kind of husband, she does not leave her family because she has one son. For the sake of her only son, she has to struggle once more, even after her husband’s death. In affection for her only son, she tries her best not to raise him to become like his father.
Pavel, the son, imitates his late father’s behaviour by coming home drunk, shouting to his mother when he asks meals...Thus it makes her sad. On the contrary she faces her son’s behaviour with such gentleness and affection. (Deta Maria, 2011, p. 39 – 40)

Being uneducated does not stop Pelagea to understand new thing. Along with her struggle in financial issue, she also has to keep herself together in understanding the fact that Pavel, her only son, is joining the movement against the government. She struggle to see how important the fight that Pavel does to make a better life for working class like them. The discussion below explains living in industrial revolution era makes Pelagea struggle to understand her son’s way of thinking. Pavel, her son, is one of the leaders in labour movements at that time. Pelagea, unable to read, does not understand the forbidden books that Pavel read. Although she is uneducated, Pelagea is bright enough to absorb the knowledge that Pavel tries to transfer. She understands her son’s struggle and is willing to take part in it. Although being frightened to be caught as her son was, she put her courage to help the movement delivering the leaflets (illegal leaflets) to labours in the factory where her late husband worked. She does it as Pavel’s hand extension from the jail where he is now. Her love to her son makes her understand him better and understand the movement that Pavel is involved in; but she considers her action as a means to save Pavel from the jail...(Deta Maria, 2011, p. 48)

The analysis above also shows how Pelagea struggle to put her courage to be Pavel’s hand extention when he was in jail. Although she is afraid, she is aware taht she has to do something to save her son and continue his fight.

Emak, the mother figure in Emak, also has to struggle, although in a different way. She is more fortunate compared to Pelagea. Her struggle is more on keeping her children educated, especially her daughters. It is due to the circumstances at that time where getting higher education for a girl is something uncommon and difficult to do. She does this because she does not want her children experiencing lack of education as she has. Although she is quite lucky to be able to read and write in Arabic.

The struggle faced by Emak in Emak is something else. It is not about how she has to keep the children without husband, but more on how she has to be firm in deciding the children’s education. It is because at that time (around 1930s) in Medan, South Sumatra, having higher
education is not common especially for girls. Although Emak does not know how to read and write Latin letters, she knows how to read and write in Arabic. Understanding her own lack of education might become her greatest motive to send her children to school, although she has to do it against all odds. (Deta Maria, 2011, p. 42)

In order to give better education for her children, she had to face her society. To give room for her daughters to taste formal education is even more.

Emak is very persistent in giving her children education. When she wants to send her children to Dutch school, she has to struggle and risks everything she has. It is because she lives under Dutch colonized, and sending the children to Dutch school is considered a betrayal. The firm mother is seen in Emak when she decides that her children must move to a Dutch school to get better education. She shows that she contributes in the decision making and her husband tends to consent to her idea. At that time, most Indonesians saw the Dutch as enemy. People hated anything connected to Dutch. Emak’s brother is known as a patriot against the Dutch colonial government, hence making people talk behind her back regarding the decision to send her children to a Dutch school. But for Emak it is the only way to fight against the Colonial power. Here, she shares her brother’s opinion on why the Dutch can defeat the Indonesians for having more knowledge than the natives. Thus, in order to defeat them, Indonesians must also gain some knowledge. This is one of the reasons why she appears firm and strong. (Deta Maria, 2011, p. 45 – 46)

Along with the struggle, these two mothers have to suffer. Pelagea has to suffer from the abusement that her husband did to her. She also has to suffer from the heart break when her son is sent to jail due to the movement that he joined. Her ultimate suffering is when she helps her son to distribute her son speech to mass people. She is beaten, choked, and finally dies in her attempt. The analysis below shows us how strong she is in facing her suffering: She even suffers before she finally dies in order to help her son to reach other people from jail. She is in doubt whether to run before she is caught, but finally she decides to speak up and throws the leaflets to the crowd in the station where she gets caught. Although they beat her, they choke her, and treat her badly; she keeps delivering the message through her last words. (Deta Maria, 2011, p. 52)
Emak in her effort to give better education for her children, suffers from pressing her own ego. She is willing to stay in a modest house that is located in the area where schools are not far. Although her husband asks her to move to a bigger and better house, she refuses the idea since the new house location is too far from schools. She does not want to put herself into the first priority. For her, the children better lives depend on the education they get.

Emak is willing to stay in the house which has become narrower since there is a road development project which reduces the house area. She does not want to move to other place, the place that her husband promised, because in the new place going to school is difficult. She used to live in a big house, but tries to make friend with the smaller house for the sake of her children’s education. (Deta Maria, 2011, p. 54)

Through the struggle and suffering, the mothers in the works studied self actualize themself, both consciously and unconsciously. Pelagea liberates herself by learning to read and helping her son to fight against the mainstream. Through her contact with Pavel’s friends, she touches their life and becomes their mother, the figure who takes care of them and someone that they respect: “Even one of Pavel closed friends, Andrei, considers her as the mother that he longs for sometimes. He even calls her nenko, an affectionate term for ‘mother’ used in the Ukraine” (Deta Maria, 2011, p. 61). She finally gains respect and experiences the feeling of being a true mother, not only for her son but also for his friends.

Meanwhile, Emak has inspired many people around her, including her own son Daoed to pursue his education. She says that books are the doors to the world and foreign language is the key. Daoed continues his study until he becomes the first Indonesian who is graduated from Sorbonne, France. She also learns to ride bicycle to give example for her children to learn new things. Her attempt to learn riding a bike is not an easy way. She has to ignore people gossiping about her and asking her children not to listen to them. Her children are the witness on how Emak tries to break the existing norm under patriarchal value, not merely to merely fight but to show the beauty of equity between woman and man.

Although sharing some similarities, both novels have its own color. Both mothers live in the era of colonization (Pelagea lives under control from Stalin, while Emak lives when Indonesia
was under Dutch government), but Emak is more fortunate because her husband understand equity between woman and man. He also support her very much.

Seeing the closeness between the two novels, we might have a suspicious thought that *Emak*, written far after, is inspired by *Mother*. However, if we look back *Emak* is a memoir which is written to show Joesoef’s honour to his mother, the prejudice is probably not right.

This has become a concern in the comparative study. The technology can make blur of the idea of universal value. The similar themes will emerge easier in many parts of the world in a very short time. It is way comparative study should find a new technique or method to keep its existence in the literary study. Adapting to the advance of the technology is unavoided by any disciplines, including comparative study.

**Conclusion**

Comparative study helps us perceive similarities and spot differences when two or more literary works are compared and contrasted. The sample taken from the discussion shows that bearing the similar title might suggest that the two novels share similarities, the theme of mother portrayal echos in the two works. However when we look deeper in each of the work, we will grasps that somehow each work has distinctive characteristics.

In the globalization era, all disciplines might face new challenges. Comparative study also has to face the similar test. In order to survive and continue its existence, this study has to discover its place and obtain respect in the study of literary analysis. Comparative study needs to prove that as a discipline, this study is worth conducted and it is not out of date.

Moreover, the close relation between comparative study, world literature, translation, and cultural study make them interrelated one another. When we compare two or more literary works with different languages, we also get in touch with world of translation and of course with the idea of world literature. Meanwhile, the knowledge of local culture will give us advantage to see that each of the works compared has unique characteristics. Despite the debate over the existence of comparative study, we must believe that the discipline will grow and continue its journey floating in the new space of globalization era.
References


KINDERGARTEN KID AND HER INTERLANGUAGE

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Abstract

This study is aimed at describing the interlanguage of a kindergarten kid and its impact on the type of language used. The register description of the three texts suggests that in Text # 1, the field is kindergarten graduation speech; the tenor is specific to graduation audience; and the mode is written to be spoken. In Text # 2, the field is casual conversation; the tenor is intensive face-to-face; and the mode is spoken. In Text # 3, the field is interlanguage; the tenor is writer and reader; and the mode is written. These three different texts have a direct and significant impact on the type of language that was produced. Text # 1 sounds “chatty” because it is using everyday vocabulary (feels, go, read, write, hurts, hope, parents, teachers, friends). However, it also uses “formal” or “heavy”. Text # 2 seems to be a casual dialogue because the speakers take turns, use everyday vocabulary. Text # 3 uses all formal and heavy vocabulary and sounds more “academic” than Text #1 and Text # 2. Aza’s interlanguage is a unique linguistic system. It is likely that Aza constructs a linguistic system that draws, in part, on her L1 (Indonesian) but is also different from it and also from the target language (English).

Key words: interlanguage, text, context, interpersonal meanings, register, field, tenor, mode.

Introduction

In systemic functional linguistics (SFL) perspective, language has been viewed as a strategic resource of making meaning. How people use language to accomplish everyday social life has been the interest of systemic linguists. Four main theoretical claims about language has been advanced by systemic linguists: (1) that language is functional; (2) that the function is to make meanings; (3) that these meanings are influenced by the social and cultural contexts in which they are exchanged; and (4) that the process of using language is a semiotic process, a process of making meanings by choosing (Eggins, 1994: 2).
Appropriacy and inappropriacy

Halliday (in Eggins, 1994:3) has argued that simultaneously, language is structured to make three main kinds of meanings. Since language is a semiotic system it makes it possible to fuse experiential, interpersonal and textual meanings together. The coding system is conventionalized and organized as sets of choices. The meaning against the background of the other choices is acquired by each choice in the system. Appropriacy and inappropriacy of different linguistic choices have been allowed by the semiotic interpretation in relation to their context of use. It is also made possible due to the way we view language as a resource for making meanings in context.

A language event such as the following is interesting for functional linguists.

Text # 1.

1. Parents, families and friends, thank you for joining us in the graduation ceremony for kindergarten class 2013-2014.

2. It feels just like last week 2. we started to go to this school, 3. excited to learn how to read and write, play music, blocks, and drama, and also do experiments with finger paints and other materials. 4. It hurts to think of all these memories 5. and then realize 6. that this time period in our lives is coming to an end.

7. Dear friends, graduation is not only a time to look fondly upon memories 8. which have been made but also a proof of hope for the future. 9. With the support of our parents and teachers, we made it to this day and to the beginning of a new stage of our lives. 10. They have raised us to become who we are today.

11. For our parents, thank you for all support. 12. For the teachers, thank you for teaching us a lot of new things and also for the endless encouragement.

13. For no matter what tomorrow brings, we will always take these memories, the knowledge and the self satisfaction with us.

14. Thank you.
This text was written not just to display linguistic abilities. As the basic premise of systemic linguistics suggests, this language use is purposeful behavior. The text was written because it was intended to achieve a purpose. In other words it has a goal to achieve through the language use. The overall purpose of the text could be glossed as to deliver a farewell speech, although in a moment this overall purpose could implicate a number of distinct goals.

A consequence of functional questions about language includes the one that we have to look at more than isolated sentences. If the speech had been presented to audience with only one sentence, chosen at random, from the text, for example With the support of our parents and teachers, we made it to this day and to the beginning of a new stage of our lives, one would have found it difficult to determine the motivation of the speech. If it is intended to express gratitude to teachers for teaching students a lot of new things and also for the endless encouragement, then it needs to spend time and language explaining how the students had been impressed and what they had learned along the time they had attended the school. In other words, it has to meet the implicated goals of explaining why it hurts to think of all these memories and then realize that this time period in their lives is coming to an end.

It is reasonable to argue that to get something done using language one needs to involve many more than one moves. In the text above, in order to explain why it hurts to think of all the memories and then realize that this time period in their lives is coming to an end and how the teachers have raised the children to become who they are today it presented a discussion consisting of 14 clauses. It has produced what the so called in systemic functional linguistics a text.

It is in the text that the purpose and the structure of communicative behavior can be described as a text refers to a complete linguistic interaction (spoken or written), preferably from beginning to end – not by looking at only single sentences.

**Dimension of Language**

Interesting dimensions of language can be seen by comparing authentic texts. Consider, for example, this following text:
(The symbol == indicates overlap; … indicates pause; words in capital show emphasis)

(Aza has just won a competition on English Speech Contest)

1. Aza : Who’s the girl that wins?
2. Grandpa : ==Aza
3. Aza : Yes!!
4. Grandpa : Congratulations!
5. Aza : Thank you

(Aza’s mother has just told her a narrative she downloaded from U-Tube).

6. Aza : Mommy is telling me a story.
7. Grandpa : What is it about?
8. Aza : It’s about rabbit and turtle. The rabbit thought he wins the race. But the turtle is the winner.

(Aza is watching a channel of “Heroes Assemble” and “Avenger Assemble” that boys are usually keen on)

9. Grandpa : Why are you watching that channel? It’s for boys, isn’t it?
10. Aza : == I know, Grandpa. But Fasha likes watching it.
11. Grandpa : Who is Fasha?
12. Aza : He is … my boyfriend.

(Aza was not able to read and write yet) She wanted to write “I love you” and “You are so cute” on a letter she wanted to send to her classmate named Fasha)

14. Grandpa : What can I help you?
15. Aza : I need to write “I love you” on this paper.
16. Grandpa : Okay
17. Aza : == And write “You are so cute” here.
19. Aza : Tomorrow we put stamp on this envelope … and send this mail.
20. Grandpa : Good idea.
(Aza is pretending to teach students the concept of time)

21. Aza : Grandpa, can you help me write “1 o’clock, 2 o’clock. 3 o’clock, 4 o’clock, 5 o’clock, 6 o’clock, 7 o’clock, 8 o’clock, 9 o’clock, 10 o’clock, 11 o’clock, 12 o’clock.”
22. Grandpa : Alright
23. Aza : Now, please print out
24. Grandpa : How many copies?
25. Aza : == Seven
26. Grandpa : Why?
27. Aza : Because I have seven students … Tindung, Tiyah, Timung, KungTo, Om Banjar, Kung John and Mbak Desi.

We can also consider this following text to learn interesting dimensions of language use:

Text # 3

(1).The term ‘interlanguage’ was coined by the American linguist, Larry Selinker, (2). in recognition of the fact that L2 learners construct a linguistic system that draws, in part, on the learner’s L1 (3). but is also different from it and also from the target language. (4)A learner’s interlanguage is, therefore, a unique linguistic system.

(5). The concept of interlanguage involves the following premises about L2 acquisition: (6). (i) The learner constructs a system of abstract linguistic rules (7) which underlines comprehension and production of the L2; (8). (ii) The learner’s grammar is permeable. (9). That is, the grammar is open to influence from the outside (i.e. through the input). (10) It is also influenced from the inside; (11). (iii) The learner’s grammar is transitional. (12) Learners change their grammar from one time to another by adding rules, deleting rules, and restructuring the whole system; (13). (iv) The systems learners construct contain variable rules; (14). (v) Learners employ various learning strategies to develop their interlanguage; (15). (vi) The learner’s grammar is likely to fossilize.
As we read this text through, we will realize that in some ways it is very different from Text 1. Additionally, we have almost certainly been able to suggest the likely resources from the way language is being used. We could note some features like the following.

Text # 1 sounds “chatty” because it is using everyday vocabulary (feels, go, read, write, hurts, hope, parents, teachers, friends). However, it also uses “formal” or “heavy” vocabulary (e.g. graduation, ceremony, excited, experiment, memories, period, lives, proof, future, support, stage, endless encouragement, knowledge, self satisfaction).

Text # 2 seems to be a casual dialogue because the speakers take turns, use everyday vocabulary (e.g. girl, mommy, grandpa, help, love, cute, boyfriend, etc.). Aza’s interlanguage is a unique linguistic system. It is likely that Aza constructs a linguistic system that draws, in part, on her L1 (Indonesian) but is also different from it and also from the target language (English).

Text # 3 uses all formal and heavy vocabulary (interlanguage, recognition, construct, system, concept, abstract, comprehension, production, grammar, transitional) and sounds more “academic” than Text #1 and Text # 2.

In an informal way we deduce the context of language use and the language patterns in a text. It is reasonable to argue that in some way context is in text. In other words, we could see that language and context are interrelated. We will be able to predict what language will be appropriate in a specific context in our intuitive understanding. It is also impossible to tell how people are using language if we do not take into account the context of use. To be more specific, Text # 1 is a graduation speech delivered by a kindergarten student namely Aza, on June 18, 2014 in the Graduation Ceremony at Mondial School Semarang Indonesia, whereas Tex #2 are a casual conversations between Aza and her grandfather.

**Strands of Meanings**

In terms of its interpersonal meanings, the structure of clauses in the Text # 1 can be analyzed as follows:
Parents, families and friends (C), thank (F/P) you (C) for joining (F/P) us (C) in the graduation ceremony for kindergarten class 2013-2014 (C).

It (S) feels (F/P) just like last week (C) we (S) started to go (F/P) to this school (A), excited to learn (F/P) how to read and write, play music, blocks, and drama (C), and also do (F/P) experiments with finger paints and other materials (C). It (S) hurts to think of (F/P) all these memories (C) and then (A) realize (F/P) that this time period in our lives (S) is coming (F/P) to an end (C).

Dear friends (C), graduation (S) is not (F/P) only a time to look fondly upon memories (C) which (S) have been made (F/P) but also a proof of hope for the future (C). With the support of our parents and teachers (C), we (S) made (F/P) it (C) to this day and to the beginning of a new stage of our lives (A). They (S) have raised (F/P) us (C) to become (F/P) who we are today (C).

For our parents (C), thank (F/P) you (C) for all support (C). For the teachers (C), thank (F/P) you (C) for teaching (F/P) us (C) a lot of new things and also for the endless encouragement (C).

For no matter what tomorrow brings (C), we (S) will always take (F/P) these memories, the knowledge and the self satisfaction (C) with us (C).

Thank (F/P) you (C).

Notes:
S = Subject; F/P = Finite/Predicate; C=Complement; A=Adjunct

In terms of its interpersonal meanings Text # 2 can be analyzed as follows:

Aza           : Who’s (Wh/C) the girl (S) that wins (P)?
Grandpa    : ==Aza (S)
Aza           : Yes!! (A)
Grandpa    : Congratulations! (A)
Aza           : Thank (P) you (C)
...  
Aza : Mommy (S) is telling (F/P) me (C) a story (C)  
Grandpa : What (Wh/S) is (F) it (C) about?  
Aza : It (S) ’s (F) about rabbit and turtle (C). The rabbit (S) thought (P) he (S) wins (P) the race (C). But (A) the turtle (S) is (F) the winner (C).

...  
Grandpa : Why (Wh/S) are (F) you (S) watching (P) that channel? (C) It (S) ’s (F) for boys (C), isn’t (F) it (C)?  
Aza : == I (S) know (P), Grandpa (A). But (A) Fasha (S) likes watching (P) it (C).  
Grandpa : Who (Wh/S) is (F) Fasha (C)?  
Aza : He (S) is (F) … my boyfriend (C).

...  
Aza : Grandpa (A) … I (S) need (P) your help (C).  
Grandpa : What (Wh/C) can (F) I (S) help (P) you (C)?  
Aza : I (S) need to write (F/P) “I (S) love (P) you (C)” on this paper (A).  
Grandpa : Okay (A)  
Aza : == And (A) write (P) “You (S) are (F) so cute (C)” here (A).  
Grandpa : Alright (A).  
Aza : Tomorrow (A) we (S) put (P) stamp (C) on this envelope (A) … and (A) send  
(P) this mail (C).  
Grandpa : Good idea (A).

...  
Aza : Grandpa (A) , can (F) you (S) help (P) me (C) write “1 o’clock, 2 o’clock. 3 o’clock, 4 o’clock, 5 o’clock, 6 o’clock, 7 o’clock, 8 o’clock, 9 o’clock, 10 o’clock, 11 o’clock, 12 o’clock (C)”  
Grandpa : Alright (A)
Aza : Now (A), please (A) print out (P)

Grandpa : How many copies (Wh/C)?

Aza : == Seven (C)

Grandpa : Why? (Wh/C)

Aza : Because (A) I (S) have (P) seven students (C) … Tindung, Tiyah, Timung, KungTo, Om Banjar, Kung John and Mbak Desi.

Grandpa : Okay. (A)

In terms of interpersonal meanings, Tex # 3 can be analyzed as follows:

**Text # 3**

The term ‘interlanguage’ (S) was coined (F/P) by the American linguist, Larry Selinker (C), in recognition of the fact (A) that L2 learners (S) construct (P) a linguistic system (C) that draws, (P) in part, (A) on the learner’s L1 (C) but (A) is (F) also different from it (C) and also from the target language(C). A learner’s interlanguage (S) is (F), therefore (A), a unique linguistic system (C).

The concept of interlanguage (S) involves (P) the following premises about L2 acquisition (C): (i) The learner (S) constructs (P) a system of abstract linguistic rules (C) which (Wh/S) underlines (P) comprehension and production of the L2 (C); (ii) The learner’s grammar (S) is (F) permeable (C). (9). That is (A), the grammar (S) is (F) open to influence (P) from the outside (A) (i.e. through the input (A)). It (S) is (F) also influenced (P) from the inside (A); (iii) The learner’s grammar (S) is (F) transitional (C). (12) Learners (S) change (P) their grammar (C) from one time to another (A) by adding (P) rules (C), deleting (P) rules (C), and (A) restructuring (P) the whole system (C); (iv) The systems learners construct (S) contain (P) variable rules (C); (v) Learners (S) employ (P) various learning strategies (C) to develop (P) their interlanguage (C); (vi) The learner’s grammar (S) is likely to fossilize (F/P).

Each clause in the texts above appears to have two components. There is one component that gets bandied about, tossed back and forth, to keep the argument going, while the other component of the clause disappears once the argument is underway. The component that gets bandies back and forth is what the so called MOOD element of the clause. In Text # 1, for example, we can find Subject and Finite such as: “graduation is not only a time to look fondly upon memories”. The other component is called RESIDUE. There are three main elements to
the MOOD constituent: (1) an expression of polarity, either YES (positive polarity) or NO (negative polarity); (2) a nominal-type element, which is called the SUBJECT; and (3) a verbal-type element, which is called the FINITE.

Two functional constituents of the MOOD component of the clause can be identified: the Subject and the Finite. Subject realizes the thing by reference to which the proposition can be affirmed or denied. It provides the person or thing in whom is vested the success or failure of the proposition, what is “held responsible.” Finite functions in the clause to make the proposition definite, to anchor the proposition in a way that we can argue about it.

RESIDUE component of the clause is the part of the clause which is somehow less essential to the arguability of the clause than is the MOOD components. The RESIDUE component can contain a number of functional elements: a Predicator, one or more Complements, and a number of different types of Adjuncts. In Text # 3, for example, we can find Residue elements such as: “The concept of interlanguage involves the following premises about L2 acquisition”

The verbal group contains two elements in Text 1 (Clause # 6): is coming. The first part of the verbal group, am, is the Finite as it carries the selections for tense, polarity, etc. The second verbal element, coming, tells us what process was actually going on. This element is the Predicator. The definition of the Predicator, then, is that it fills the role of specifying the actual event, action, process being discussed.

A second element of the RESIDUE is the Complement. A Complement is defined as a non-essential participant in the clause, a participant somehow effected by the main argument of the proposition. The final constituents of RESIDUE are Adjuncts. Adjuncts can be defined as clause elements which contribute some additional (but non-essential) information to the clause. In Text # 2 we can find such elements like: “Tomorrow we put stamp on this envelope and send this mail”

**Register theory**

It is likely that were able to suggest the sources of three texts above, deducing that Text # 1 was taken from a kindergarten school graduation ceremony, Text # 2 from casual
conversation, and Text # 3 from an academic book. Our ability to deduce the source of a text merely from the text itself indicated that context is in text. We would like to explore how context gets into text.

One way in which context gets into text is through schematic structure. But generic considerations alone are not enough to explain how we identified the sources of the texts. There is a second level of situational which both constrains the appropriacy of using a particular genre, and which gives to the abstract schematic structure the details that allow us to accurately place a text in terms of dimensions such as: who was involved in producing the text, what the text is about, and what role language was playing in the event.

Malinowski (in Eggins, 1994: 51) pointed out that language only makes sense (only has meaning) when interpreted within its context. While Malinowski made an enormous contribution in identifying semantic role of the context of situation and culture, he did not go on to formulate more precisely the nature of these two contexts. Referring to Firth’s dimension of situations, Halliday argued for systemic correlations between the organization of language itself and specific contextual features.

Halliday (in Eggins, 1994: 52) argued that there are three aspects in any situation that have linguistic consequences: field, tenor, and mode. Field is what the language is being used to talk about; Tenor is the role relationship between the interactants; and mode is the role language is playing in the interaction. These three variables are called the register variables.

A very brief register description of the three texts above would be that in Text # 1, the field is kindergarten graduation speech; the tenor is specific to graduation audience; and the mode is written to be spoken. In Text # 2, the field is casual conversation; the tenor is intensive face-to-face; and the mode is spoken. In Text # 3, the field is interlanguage; the tenor is writer and reader; and the mode is written.

These three different texts have a direct and significant impact on the type of language that was produced. Considering that field can be glossed as the “topic” of the situation, changing the field has had a very immediate and significant impact on the text, particularly on the content words used. In a technical situation a significant degree of assumed knowledge among
interactants about the activity focus would be characterized, whereas in everyday situation “common knowledge” is the only assumed knowledge. In an everyday field, the lexis tends to consist of everyday words so that it more familiar to us. Some terms will be signaled as such by being printed in bold or having quotation marks around it where they are used technically (e.g. “Interlanguage”).

Field is realized through some parts of grammatical system, that is through the patterns of processes (verbs), participants (nouns), and circumstances (prepositional phrases of time, manner, place, etc.) These grammatical patterns express “who is doing what to whom when where why and how.” Collectively, they are described as Transitivity patterns in language.

Tenor is realized through patterns of what the so called Mood in which we can find interpersonal meanings, whereas Mode is realized through the language system called Theme/Rheme. In this system we can find textual meanings.

**Conclusion**

The register description of the three texts suggests that in Text # 1, the field is kindergarten graduation speech; the tenor is specific to graduation audience; and the mode is written to be spoken. In Text # 2, the field is casual conversation; the tenor is intensive face-to-face; and the mode is spoken. In Text # 3, the field is interlanguage; the tenor is writer and reader; and the mode is written. These three different texts have a direct and significant impact on the type of language that was produced.

Text # 1 sounds “chatty” because it is using everyday vocabulary (feels, go, read, write, hurts, hope, parents, teachers, friends). However, it also uses “formal” or “heavy” vocabulary (e.g. graduation, ceremony, excited, experiment, memories, period, lives, proof, future, support, stage, endless encouragement, knowledge, self satisfaction). Text # 2 seems to be a casual dialogue because the speakers take turns, use everyday vocabulary (e.g. girl, mommy, grandpa, help, love, cute, boyfriend, etc.). Text # 3 uses all formal and heavy vocabulary (interlanguage, recognition, construct, system, concept, abstract, comprehension, production, grammar, transitional) and sounds more “academic” than Text #1 and Text # 2.
Aza’s interlanguage is a unique linguistic system. It is likely that Aza constructs a linguistic system that draws, in part, on her L1 (Indonesian) but is also different from it and also from the target language (English).

References


MOVIE CLIP, A MEDIA TO CONDUCT INTERACTIVE TEACHING FOR A THEORITICAL SUBJECT

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Abstract

It is widely known that several subjects with full of theory memorizing are considered to be difficult for the English students. That is why for the lecturers who teach that subject, it is a challenge. Lecturer needs to figure out a creative way to make this kind of subject become interactive so the students will not be bored. How will the lecturer set the class so that it will not be boring for the students? What is the effective way to transform all that theory to the students without wasting much time? Here in this paper, it will be described one way of teaching a full-theory-memorizing subject, (here the subject is Pronunciation) by doing an interactive teaching using movie clip as the media.

The aim of this project is to help lecturer conducting the class for theoretical subject easier, more understandable and more effective. This paper will give description for the lecturer through movie clip media, so it is not to dictate the lecturer, just to give an example so that in the future, lecturer can develop his/her own idea to handle this kind of subject. The research method used in this project is qualitative methods, since it will explain in detail the material used in the class, the teaching method used in the class and also the media which is used to help lecturer transform the theory from the subject itself.

The key finding of this project can be conveyed briefly through these following statements. There are significant differences after using movie clip as a media, especially student’s mastery of the material developed greatly. Movie clip encourage students to think creatively, out of the box, and avoid them to be plainly textbook. Avoid them to be bounded by words from the book, avoid them to only memorize the theory discussed in the class. But in the other way around, they can increase their knowledge by conclude it by themselves, not only by read it from the book.

Next, the significance of this project, it is to stomp a beginning step to start conducting creative teaching in the class. That teaching students is not only tell them the theory, is not only make them remember the answer for the test, but teaching is also to shape their way of thinking, their creativity, their soft skill and also their learning attitude. Start from conducting a theoretical subject, then lecturer can enhance the method in this project for several other subjects. At last we as the lecturer, should consider that creativity is compulsory for our teaching, that teaching is not only work of brain but work of art and work of heart.

Keywords: Movie clip. Interactive teaching. Pronunciation.
Introduction

Discussing about theoretical subject, there are quite a few subject names cross our mind, there are Discourse, Semantics, Psycholinguistic, Pronunciation, Grammar and so on. In this paper the discussion will be focused on one kind of theoretical subject, it is Pronunciation. Here in this introduction part, it will be described about the Pronunciation subject itself, the expectation in Pronunciation learning and also the class condition which took Pronunciation subject, in reality.

a. Pronunciation subject

In English Education, Universitas Teknologi Yogyakarta, the Pronunciation subject is given in the second semester. It is a basic subject which contains of several materials such as the branches of Linguistics, i.e. phonology, grammar, Phonetics, Phonemics, phonetic transcription, Organ of speech, Speech Sounds and it’s categories i.e. vowel, diphthongs and consonants. This subject tells students about the basic factors of how to be able to talk in English native like or at least nearly native like. As an example, if students master how to produce vowel, diphthongs and consonant well, then it will be easier for them to produce utterances with native style.

b. Expectation in pronunciation learning

Besides expecting students to be able to talk in English native like, Pronunciation learning also expects that student do practice, practice and practice regularly. In pronunciation subject, students must also become the part of the learning process. It should be allowing for meaningful pronunciation practice, with the teacher acting as “speech coach” rather than a mere checker of pronunciation.

(Otlowski: 1998)

c. Class condition in reality

In the previous part, it is explained about the Pronunciation subject. We can clearly conclude from the explanation that this kind of subject contains lots of theories which should be mastered by the students. In the other side, students characteristic nowadays are mostly students who have only a little interest in memorizing theories. That is the truly fact happen in the writer’s Pronunciation class. In addition, most of the students nowadays are really need to be highly encouraged to do Pronunciation practice diligently, if the lecturer do not check them, they will automatically think that practicing is not necessary.

Background of the study

Based on that reality of Pronunciation class, the writer consider that it is essential to teach that kind of subject in such a way that students do not feel burdened by memorizing and do not feel reluctant to practice diligently. Lecturer need to find a way which will make the students acquire the theory and do the Pronunciation practice without being aware that they actually do it.
The writer’s reason in choosing Pronunciation as the focus in this paper is that, in Pronunciation there are many new things come up which is totally new for the students, for example students actually familiar with the alphabet a,i,u,e,o, but they do not know the term vowel. Next example, students actually know that it is different to say “bat” and “bet” but they do not know how to describe it’s differences in a written form (which need the phonetic transcription “bæt” and “bεt”). There are lots of new things for the students, that is way it is very necessary to conduct a teaching learning process which assist students to get familiar and then master all those new things in Pronunciation subject.

It leads to the next question, what is writer’s reason to use movie clip as the media to teach Pronunciation subject? Considering about most of the students we have in the class, they are youngsters who like to do leisure activities such as hanging out or watching movie on the cinema. We can bring that up and use it in our Pronunciation class. We try to look from our students point of view, imagine that once the lecturer come inside the class, the first thing he/she do is not lecturing, talking about this, explaining about that and so on, but the first thing he/she do is playing a short movie for us. What a cool attention grabber, isn’t it? Once the student’s attention is grabbed fully, then it is easier for the students to leads them into the main discussion of the learning material. Explaining things which is common in students surrounding will be way much easier, for sure.

**Discussion**

a. Interactive teaching

There are three factors which promote students engagement in learning. First, “whole-class teaching” brings the entire class together, focuses their attention and provides structured teacher-focused group interaction. Second, “constructivism” relies on the learner to select and transform information, build hypothesis in order to make decision and ultimately construct meaning. Third, “active learning”, learners actively engage in the learning process through reading, writing, discussion, analysis, synthesis and evaluation, rather than passively absorbing instruction. (Al-Saleem: 2011). When all the three factors run well thus the students engage in the learning well, then it can be said that it is already become an interactive teaching. In brief, interactive teaching is a teaching which support student to find the knowledge by themselves, independently, through two ways interaction, lecturer to students and students to lecturer. Here students not only have roles as the objects who have to sit and listen to the lecturer all day long, but they also play the part in the learning.

b. Movie clip used to teach pronunciation

The writer uses two kinds of movie clips here. The first is opening movie clips which tell a French guy who plan to visit U.S soon. That is why he needs to learn English. But then in the English (private) class, when the teacher asks him to say “I want to buy a hamburger” he barely can say it. It because
several vowel in French have a really different sound compare to vowel in English, as the result, no matter how hard the teacher try, that French guy still find it difficult to say that.
The second movie clip is a tutorial clip which tells about vowels in English. Here, there are parts which the students should imitate the vowel sounds produced by the tutor. It automatically asks the students to practice their pronunciation.

c. How to conduct the class

Lecturer conducts the Pronunciation class using movie clip as the media through several steps as follows:

1. Lecturer plays the movie clip about the French guy.
2. Lecturer discuss the movie clip with the students (and leads them into the vowel discussion)
3. Lecturer plays the second movie clip about vowel tutorial.
4. When it comes to the imitating part, lecturer asks students to imitate the tutor’s words.
5. Lecturer conducts an interactive activity as the follow up. Lecturer distribute one card contains one vowel to each students. Lecturer sticks cards contains the vowel categories on the wall, then ask students to go to each wall which their vowel cards belongs to. After that students should say one word containing their vowel. One word for each student.

d. Usefulness of using movie clip to teach theoretical subject.

After using movie clip to conduct interactive teaching, we can noticeably see that it give us some usefulness, as follow:

1. The theoretical subject which is considered to be hard and difficult subject can be understood and can be practiced.
2. Movie clip promote students to develop their soft skill in discussing, expressing their thought and opinion, to be more creative and learn without being dependable on textbook.
3. Movie clip require students to apply their understanding about the learning material directly through practicing.
4. The use of movie clip can save time so that the teaching learning process can be done effectively. It also reduces the part when lecturer should explain many theories.

e. Constrains of using movie clip to teach theoretical subject.

As a man-made media, using movie clip also have some constrains. It can not be denied for sure. The constrains are as follows:
1. By using movie clip as a media lecturer needs a rather long period to prepare his/her teaching, lecturer should find movie which suitable with the learning material, and then lecturer still need to cut it in the necessary part.

2. Movie clip should be well selected. As a learning media, movie clip should not contain improper language, improper picture or any other things which can be controversy.

Conclusion

All in all, we come to the conclusion that using movie clip as a media to conduct Pronunciation class is truly an advantage for the students and also lecturer. The experiment of using movie clip as a media to teach Pronunciation has led to an impression that this media is very innovative and can become a useful support for teaching a subject which contains full of theory. Students’ mastery in Pronunciation theory can be increased, students’ willingness to practice their pronunciation is also developed. The boredom of studying Pronunciation subject is no longer exists, thanks to this media.

In addition, a suggestion can be given to those who interest in using this media in the class, (related to its constrains) regarding that the teaching preparation take some times, it will be better that the lecturer chooses only some materials from the whole semester (not all material) will be thought using this media. It is due to the adjustment with the time allotment of the meetings. Lecturer can simply choose the material which is considered to be effective and suitable with the media itself. Thus the lecturer can conduct a proper teaching for the whole semester.

References


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A GRAMMATICAL ADJUSTMENT ANALYSIS OF
STATISTICAL MACHINE TRANSLATION METHOD USED
BY GOOGLE TRANSLATE COMPARED TO HUMAN
TRANSLATION IN TRANSLATING ENGLISH TEXT TO
INDONESIAN

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Abstract

Google translate is a program which provides fast, free and effortless translating service. This service uses a unique method to translate. The system is called “Statistical Machine Translation”, the newest method in automatic translation. Machine translation (MT) is an area of many kinds of different subjects of study and technique from linguistics, computers science, artificial intelligent (AI), translation theory, and statistics. SMT works by using statistical methods and mathematics to process the training data. The training data is corpus-based. It is a compilation of sentences and words of the languages (SL and TL) from translation done by human. By using this method, Google let their machine discovers the rules for themselves. They do this by analyzing millions of documents that have already been translated by human translators and then generate the result based on the corpus/training data. However, questions arise when the results of the automatic translation prove to be unreliable in some extent. This paper questions the dependability of Google translate in comparison with grammatical adjustment that naturally characterizes human translators’ specific advantage. The attempt is manifested through the analysis of the TL of some texts translated by the SMT. It is expected that by using the sample of TL produced by SMT we can learn the potential flaws of the translation. If such exists, the partial of more substantial undependability of SMT may open more windows to the debates of whether this service may suffice the users’ need.

Keyword: statistical machine translation, google translate, artificial intelligence, corpus, grammatical adjustment

Introduction

Google translate is one of an automatic translation services in the world. The company is Google Inc., which is starting business as a search engine in 1997 and then creates a translation tool, the “Google Translate”. It can be accessed at www.translate.google.com. This service is totally free of charge and people can install it as an application into his mobile phone as well. Based on an article which is cited
by the researcher from cnet.com, Google translate service has been accessed more than 200 million times in a week. It indicates that this service is very popular.

The problem arises when people is depending on this service too much. People with zero understanding of the target language take the result of Google translate for granted. They donot think about the possibility of the unacceptable result, they believe that the big name of Google guarantees dependable and good quality product.

In this study, I will test the meaning accuracy of Google Translate's translation result to some example sentence extracted from books and any other sources. At last, this study focuses on the recommendation whether this service can be a fully dependable or not.

This is the interface of Google translate in the webpage

**Figure 1. The Interface of Google Translalte (www.translate.googel.com)**

![Google Translate Interface](image)

**Methodology**

The method that I use is descriptive and the data analysis is qualitative. I use paragraphs from a book entitled as “Let’s Write English” by George E. Wishon and Julia M. Burks (1968) as the samples. The text contains 16 sentences in three paragraphs. The book is released by Litton Educational Publishing International in New York USA. The process of the analysis will generate some conclusion on what is
the capability or the incapability of this service. More importantly, the insufficiency of the unreliable translation product (the target language is Indonesian) should yield some sort of tentative recommendation to common users needing quick translation service.

How Does the Google Translate Work?

This machine uses a unique method to translate. The system is called “Statistical Machine Translation” (SMT). Brown et al (in Callison et al, 2002, p. 1) state that statistical machine translation is a technique that uses parallel corpora. Machine translation (MT) is an area of many kinds of different subjects of study and technique where linguistics, computers science, artificial intelligent (AI), translation theory, and statistics are applied. SMT uses Statistics as the main base operation of the script. The way that it works is using statistics methods and mathematics to process the training data. The training data is corpus. It is a compilation of sentences and words of the languages (SL and TL) from translation done by human. The method is called “Corpus approach”. Google translate is like a connector between the accuracy of human translation and the fast of machine work.

Statistical machine translation is different from traditional MT technique. SMT provides a way of automatically finding correlations between the features of two languages from a parallel corpus. Besides, traditional MT needs large amounts of linguistic knowledge to be encoded as rules. Ramanathan (2007, p. 29) states, "For the translation model to work well, the corpus has to be large enough that the model can derive reliable probabilities from it, and representative enough of the domain or sub-domain (weather forecasts, match reports, etc.) it is intended to work for." it means that the corpus take a significant role as well as the code.

**Figure 2. The Image of How Google Translate Work**

![Image of Google Translate process]

Chris Callison-Burch (2002: p.7) states that in order for statistical machine translation systems to achieve an acceptable level of translation quality, they must be trained on very large corpora. A parallel corpus is a collection of texts, the original language (SL) that is translated into one or more languages (TL). The simple case is where two languages only are involved:
one of the corpora (SL) is an exact translation of the other. However, some parallel corpora exist in several languages. The direction of the translation does not need to be constant. Some texts in parallel corpus are translated from language A to language B and vice versa. Brown et al. (1993) explain the basic method how the SMT work. A string of English words, e, can be translated into string of French words in many different way. By knowing the broader context of e, it can winnow the chance of result that can be happened in France translation. But even so, still many acceptable translations will be appeared but it is largely only a matter of taste. We assign to the pairs (e,f) a number Pr(f|e), that we interpret as the probability that translator produce f as their translation. If we can see further / deeper, when the native France produce / translate e to f, he actually seeks the e word which is equivalent with f. We try to minimize chance of error by choosing that English string e for which Pr (e|f) is the greatest.

Using Bayes’ theorem in Callison-Burch (2002), we can write.

$$Pr(e|f) = \frac{Pr(e)Pr(f|e)}{Pr(f)}$$

Since the denominator here is independent of e, finding e is the same as finding e. In order to make the product Pr(e) Pr(f|e)as large as possible, we arrive at the Fundamental Equation of Machine Translation.

$$e = \text{argmax} Pr(e)Pr(f|e)$$

This is the overview of corpus. We can generate this
- take in e,f; output P(e|f)

Count the translation pairs in parallel corpus

J’aime mon chat || I like my cat || 7
J’aime mon chat || I love my cat || 3
P (“I like my cat “|J’aime mon chat) = 0.7

Imagine if we have translation pairs in parallel corpus. For example, if I have ten bilingual different story books in English and France, then I find two kinds of translation of “J’aime mon chat”: “I like my cat” appears in the 7 books and “I love my cat” appears in the remaining three books. Therefore, the probability is 70% based on this children book I take “I like my cat” for the translation. This process is similar with how the Google translate work in translating word, phrase or sentence. The greatest possibility is taken from the corpus for the result of translation of the string.
When the string is not in the database, the Google translate will break down the string into the sub-component then translate it based on the corpus data. If the word is not in the corpus, it can be a new word or a new coinage or a name of something, the Google translates will not translate it and take it as a proper noun. So, the zero-probabilities word will be remain as the initial form.

<table>
<thead>
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<th>English</th>
<th>(ef)</th>
</tr>
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<tr>
<td>of the proposal</td>
<td>0.0159</td>
<td>It</td>
<td>0.0068</td>
</tr>
</tbody>
</table>

**Table 1. Example table of “den Vorschlag”(dutch)Philip Kohen using pharaoh**

**Discussion**

This is the example paragraph that I put into Googletranslate (translate.google.com) as the SL data taken from Whison and Burks 1968.

The tired old encyclopedia salesman went hopefully from door to door. Nick Mavrakis had been selling educational material for three years. He rang the doorbells of the nice, well-kept brick homes in the quiet, prosperous suburbs. He waited somewhat impatiently for ladies wearing house dresses or men in jeans to open the fine-looking doors. They were usually in a great hurry when they appeared in their doorways. They were about to leave for the nearby grocery store or the golf course, or they were going to pick up their busy, energetic children from school or their wives or husbands from works.

“oh, you have children in school?” Nick would say “then you perhaps have an up-to-date set of encyclopedias. No? May I show you the latest edition of the most attractive, reliable, scholarly encyclopedia ever published? It comes in this sturdy
red binding of in the deluxe white gold version. Good reference books are necessary
to modern education, you know!”. Sometimes the person’s eyes would light up. “yes,” the reply might be, “I was saying only last week that we must get our own set of reference books. I can’t be driving our five busy, disorganized school children to public library every time they have an assignment requiring research.” The salesman looked forward to such responses as this. Often, however, the response was different. Prospective buyers often said that they didn’t have time to look at books or that they didn’t need any. “Come back next year,” they would sometimes say. These were the word that Nick dreaded most.

**This is the result text of the translation**


Kadang-kadang mata orang tersebut akan menyala. "Ya," jawabannya mungkin, "Aku hanya mengatakan pekan lalu bahwa kita harus kita sendiri serangkaian buku referensi. Aku tidak bisa mengemudi lima anak sibuk, sekolah tidak terorganisir untuk perpustakaan umum setiap kali mereka memiliki tugas yang membutuhkan

From the result of the Google translate above, I found too many incorrectness and inacceptable translation. It is because the corpus doesn’t work well enough to cover all of the words and phrases both individually or collocations. This is the limitation of artificial intelligent to understand the “natural” meaning as expected by users. There are some points in the SMT results that need our attention.

- The translation of “May I show you the latest edition of the most attractive, reliable, scholarly encyclopedia ever published”. The word “may” must be translated as “bolehkah” but it is translated as “mungkin”. The word “may “also has the other meaning “mungkin” but in this case the word “mungkin” is unwanted. It is probable that the corpus does not have this word as the option.

- The translation of “They were usually in a great hurry when they appeared in their doorways” is becoming “Mereka biasanya terburu-buru besar ketika mereka muncul di depan pintu mereka”. This sentence is unacceptable in the TL. Any Indonesian learners/users must have expected results close to “mereka biasanya sangat terburu2 ketika mereka muncul di depan pintu”.

It also happens in the Google translate in how it reacts on the noun phrase construction. The incapability of Google translate in translating "The tired old encyclopedia salesman" which must be” penjual ensiklopedia yang lelah" become "penjual ensiklopedia tua lelah”. The word “tired old” is in one corpus, so it makes the translation result is not acceptable. This fact unavoidably leads to an assumption that the Google translate does not have some appropriated code to identify the adjective and noun to do a structural adjustment or Google translate only relies on the corpus originally manually inputted by human operators to translate. This means that the availability of equivalent forms depends unquestionably to the intentional act of inputting the data without which the machine will never generate the variability of the
Another sample mistake can be found in the last sentence “These were the word that Nick dreaded most” which becomes “Ini adalah kata yang ditakuti Nick paling”. Most appropriately, Indonesian fluent speakers would anticipate TL as closely as “ini adalah kata yang paling ditakuti oleh Nick”.

From those kind of mistakes which are found resulted from the Google translate, I am very interested in researching how the Google translate in translating noun phrase as it seems to be very consistent. In the next phase I am focusing in this structure and taking only about structure agreement between Indonesian and English in noun and adjective relation (determined and determiner), the noun phrase equivalence. The reason is that the different order of Indonesian and English is different in concerning with this case and almost all sentences containadjective. That could be the crucial matter in translation.

**Acceptable structure in English and Indonesia language about determined and determiner position of noun and adjective (noun phrase equivalence)**

Adjective in English language is a part of part of speech or grammatical category that is used to modify noun and pronoun by giving characteristic to them and information to the modified one. Adjective also can be used for imaging, clarifying or narrowing the noun.

Adjective in English language is located before the noun or the modified pronoun. In the other kind of sentence, the adjective can be placed after “be” (is, am, are, was, were, etc.). Example:

- The mysterious cave is dark and deep
The word “dark” and “deep” give the noun / subject a characteristic. So in this sentence the character of “mysterious cave” is dark and deep.

- Those five fine old crumbling red house
The phrase above contains two kind of part of speech. They are noun and adjective. The word “houses” is being imaged by string of adjectives that are located before the noun. So in this phrase, the house is fine, old, crumbling and red.

There are seven kinds or classes of adjectival modifiers that will be explained briefly by the table below. The table contains phrase as the example and the order of the class in a sentence. Although there is no one phrase which would be so long and contain many modifiers, knowing the right order is a must to make an acceptable order.
Table 2. The Order of the Adjective

<table>
<thead>
<tr>
<th>Order of modifiers before the noun</th>
<th>1, 2, 3</th>
<th>Determiner</th>
<th>the</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Quality</td>
<td>beautiful</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Size</td>
<td>big</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Age</td>
<td>old</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Participle</td>
<td>neglected</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Shape</td>
<td>square</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Color</td>
<td>red</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Origin</td>
<td>Jamaican</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Material</td>
<td>stone</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Noun</td>
<td>Plantation</td>
<td></td>
</tr>
<tr>
<td>Principal noun</td>
<td></td>
<td>houses</td>
<td></td>
</tr>
</tbody>
</table>

In Indonesia language, the position of the adjective is after the noun. To connect the noun and the adjective, Indonesian language usually needs the word “yang” but in some case we do not need it. Those three kinds of adjective should be replaced after the noun in the Indonesian language. In the research activity, these types of adjective will be the variable objects to be inputted into the Google service. By creating a simple sentences and putting it in the Google translate to know the result of this service in translating the sentence.

After inputting 144 adjective words encapsulated in a simple sentence. I found some interesting facts about the result of the translation. Firstly, the sentence is translated well in the TL. One of them is the sentence “I love a different thing” becomes “Saya suka hal yang berbeda”. In this sentence, Google translate automatically generate the word “yang” which connects the noun and the adjective. The translation is acceptable, it is because the phrase “a different thing” is a corpus, so the generated result is not because of the Google code but the corpus.

In the other phenomenon, the sentence “I love difficult thing” becomes “Saya suka hal yang sulit”, the process of how the result is generated is different. In this case, the word “difficult” becomes “yang sulit” and “thing” becomes “hal”, united well although they are in different corpus.
The other sample, the sentence “I love tiny thing” which becomes “saya suka hal kecil”, Google translate does not generate the word “yang” as the connector between the adjective and the noun. Although the Google translate does not generate the word “yang”, the translation result is still understandable.

**Conclusion**

Those three phenomena indicate that Google translate can identify the adjective and the noun and then do the structural grammatical adjustment and releasing a satisfying result. They seem to have a code to identify the noun and the adjective to do grammatical adjustment. Based on the deeper research of the data, the second phase, I can conclude that the Google translate is dependable, in case of noun phrase (adjective and noun) although in the last example I found a mistake that I assume that the mistake is coming from the united corpus of the sample. Still, more comprehensive analysis is in great need for further appreciation which hopefully can reduce yield better recommendation whether or not to depend to this modern translation aid.

**References**


THE NATURE OF LEARNER LANGUAGE: A CASE STUDY OF INDONESIAN LEARNERS LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract
This study deals with learner language known as interlanguage; in particular, this tries to investigate its nature. For this purpose, an empirical study was conducted, using Indonesian senior high school learners learning English as the research subjects. This study used error analysis as methodological framework. The data were in the form of interlanguage errors collected from the learners’ free compositions prior and after an error treatment. The data were analyzed qualitatively. The research indicates that Error treatment was proved to have significant contribution to the destabilization process; that is to say, it helped the learners’ interlanguage errors change their nature: at a certain period of learning, some particular errors should appear as inevitable part of learning process; as a result of error treatment they change their nature. It was observed that the change of state of interlanguage errors was stimulated by several classroom aspects, namely: input, feedback, explicit grammar explanation, and practice. The conclusion is that the learner language is dynamic in nature.

Keywords: learner language, interlanguage, stabilization, destabilization, error analysis

Introduction
Learning English as a foreign language is a complex process; it is undeniable learners commit error, that is, a learner language form which deviates from, or violates, a target language rule. That is why teachers often say that errors should not be avoided since they are an inevitable part of the learning process. To avoid errors means to avoid speaking and writing in a foreign language, that is, to avoid learning. As James (1998) considers error as “an inevitable sign of human fallibility” meanwhile Yang (2010: 1) points “if to err and to speak are each uniquely human, then to err at speaking, or to commit language errors, must mark the very pinnacle of human uniqueness”. This can be the consequence of poor memory or incomplete knowledge
of the language in the part of the learner or inadequacy of the teachers’ teaching. In other words, errors arise because there has not enough effort of learning on the part of the learners or not enough explanation on the part of the teachers. Errors are inevitable in any learning situation which requires creativity such as in learning a second or a foreign language.

Errors, within Selinker’s (1997) and White’ (2003) perspective, are no longer viewed as mere deviations but rather as a source for studying the process used by the learner in learning the target language. They are evidence about the nature of the process and of the rules used by the learner at a certain stage in the course. And the significance of interlanguage errors lies in the fact that they represent the learner conscious attempts to control their learning (Takač, 2008). Therefore, if we want to study the learners’ second language systems, we should find clues to the systems by analyzing the errors they commit. And learners’ interlanguage errors have become the concern of this investigation.

In this investigation, the writer used Error analysis as methodological framework; this is “the first approach to the study of SLA which includes an internal focus on learners’ creative ability to construct language” (Saville-Troike 2006: 38). This framework focuses on learner errors (interlanguage errors) and provides explanation on how learners undergo the second language learning. In other words, it explains the underlying processes of second language learning or second language acquisition. Interlanguage errors are “windows into the language learner’s mind” (Saville-Troike 2006: 39), since they provide evidence for the system of language which a learner is using at any particular point in the course of second language development and the strategies or procedures the learner is using in his “discovery of the language”. Errors “tell the teacher what needs to be taught, tell the researcher how learning proceeds, and are a means whereby learners test their hypotheses about the second language” (James 1998: 12). The learners’ learning processes, or cognitive process of second language acquisition (Ellis, 2006) can be inferred from an examination of learner language protocols, studies of learner introspections, case studies, diary studies, classroom observations, and experimental studies (Long 1990).

Error analysis methodological framework provides explanation about the psycholinguistic process or cognitive mechanism of second language learning. It hopefully enables us to draw
certain conclusions about the learning strategies or the underlying cognitive mechanism used by the learner in his second language learning process. In this sense, this is part of the methodology of psycholinguistic investigation of language learning.

Error Analysis as methodological framework can also be used to help the teachers to devise remedial lessons and exercises, a kind of error treatment which can help learners develop their interlanguage system so that they produce fewer and fewer errors and in a certain period the errors can disappear entirely (Selinker, 1997). Within second language classroom, therefore, error treatment is quite common and a completely natural part of learning process (Shahin, 2011). Teachers can correct learners’ interlanguage errors so that they can learn proper pronunciation, spelling, grammar, diction, etc.

Interlanguage error has received a wider attention in the literature of second language acquisition. The term “interlanguage” itself is firstly coined by Selinker in 1977 to draw attention to the fact that the learner’s language system in neither that of mother tongue nor the target language. His language system contains elements from both. If we can imagine a continuum between mother tongue and the target language system, we can say that at any given time the learner produce an interlanguage system. Interlanguage reflects the learner's developing system of rules of the target language. This is the result of a variety of processes, such as first language transfer, contrastive interference from the target language, and the overgeneralization of newly encountered rules (Han and Selinker in Ashley, 2011). Ellis and Barkhuizen (2005) discuss some of the psycholinguistic processes underlying the creation of interlanguage system, which can be summarized as follows: (1) a learner’s interlanguage primarily comprises implicit linguistic knowledge; (2) a learner’s interlanguage knowledge constitutes a system in the same way as a native speaker’s grammar is a system. This system accounts for the regularities that are apparent in the learner’s use of the L2; (3) a learner’s interlanguage is permeable, i.e. the system is open to influence - it is easily penetrated by new linguistic forms from the outside (through input) as well as inside (through internal processing); (4) a learner’s interlanguage is transitional. The learner restructures their interlanguage grammar as they revise their hypotheses about the new language. This development involves a series of stages; (5) a learner’s interlanguage is variable. At any one stage of development the learner employs different forms for the same grammatical structure;
(6) a learner’s interlanguage is the product of various learning strategies. One such strategy is L1 transfer but other strategies are intralingual, e.g. overgeneralization or simplification; (7) a learner may supplement their interlanguage by means of communication strategies (e.g. paraphrase or requests for assistance) to compensate for gaps or difficulty in accessing L2 knowledge while performing; (8) a learner’s interlanguage may fossilize, i.e. the learner may stop developing and thus fail to achieve a full native-like grammar (see also Yip (2007) and Saville-Troike (2006).

With regards to interlanguage errors in foreign language learning, this study focuses only on grammatical errors. The fundamental question about learning English as a foreign language that becomes the concern of this current investigation states “how is the state of the learners’ interlanguage errors after being given an error treatment?” To answer this question, an empirical study was conducted using learners of State Senior High School Surakarta as the research subjects. The research questions of this study are formulized as the followings: what are the types of interlanguage errors do the learners make and how is the state of the errors after being given a pedagogical intervention?

This study is very significant for English practitioners and researchers as it provides vivid pictures of the common phenomenon usually occur in second language learning or acquisition, especially within classroom settings. English learners, practitioners, and researchers will find in this research finding useful implication for language teaching and learning and for future research goals, since theories and claims about language teaching and learning as well as second language acquisition process should be based on actual research in language classrooms.

**Research Method**

**Research Subjects**

The subjects of this study comprised of 30 learners learning English, 15 females and 15 males. These learners were all enrolled in the State Senior High School Surakarta, grade three. They were all native speakers of Indonesian and have been learning English for at least seven years through formal classroom instruction. The average age was 18. The research
subject was homogeneous with regard to nationality, language background, level of education, and age.

**Procedures**

Basically there are two research procedures as methodological framework: error analysis and error treatment. Error analysis was used as a method to investigate research question number one, what are the types of interlanguage errors do the learners make? For the selection of a corpus data of interlanguage errors, I used the guidelines offered by Ellis (1995: 51-52). The research subjects were assigned to write free compositions of about 150 to 200 words within the provided topic “about myself. These 30 pieces of learners’ free compositions were used as the corpus data. Out of this corpus data I could identify 422 sentences containing interlanguage errors which were used as the primary data. The errors were then classified based linguistic category and surface strategy taxonomy (James, 1998).

Then, error treatment (a combination of error treatment and explanation) was conducted to treat the errors. This error treatment was also used to answer question number two “and how is the state of the errors after being given a pedagogical intervention? For this purpose, at the end of semester, another composition task was administered to the learners; they were asked to rewrite the compositions they did at the beginning of the semester. Thus, the total data source included 60 pieces of free compositions written by the learners before and after the error treatments.

**Result And Discussion**

**The Type of Interlanguage Errors the Learners Produced**

Using error analysis as methodological framework to identify the learners’ interlanguage errors, I could identify a large number of errors produced by the learners. The errors could be classified into eight general types of error, namely: (1) verb, (2) to BE, (3) bound morpheme {-s}, (4) sentence structure, (5) noun used as verb, (6) preposition (7) pronoun, and (8) article.

**Error on Verb**

A total number of 119 cases of the incorrect use of verb were identified, involving five areas, namely: (1) the conflation of present tense with past tense (59 cases), (2) the conflation of
present participle with present tense (22 cases), (3) future tense (12 cases), (4) gerund (20 cases), and (5) irregular verb (6 cases). The most frequent errors demonstrated in the data were dealing with tense, involving the conflation of the simple present tense with the simple past tense. For example they used the simple present tense instead the simple past tense, as illustrated in the following sentences:

(1) *Another unforgettable experience is when I fall in love with my senior in SMA.
(2) *He never know that I love him. Until one day my best friend tell him that I love him.

The problem with tenses also results in the conflation of the present participle with the present tense. For example, the learners used the present participle instead of the present tense, as in the following examples:

(3) *At night I study, dinner and after that I watching TV.
(4) *I am playing basketball on Saturday and Sunday.

Finally, they also produced interlanguage errors in using future tense; they used verb-ING or verb infinitive with TO instead of bare infinitive, as seen in the following sentences:

(5) *After I graduate from SMA I will working.
(6) *When I finish SMA I will to study in the university.

The data indicate that the learners tended to use bare infinitive rather than verb–ing after these words, as illustrated in the sentences below:

(7) *In the morning I take a bath and breakfast before go to school.
(8) *I like go to the beach with my friends.

The learners also produced incorrect irregular verb forms of the simple past tense. Though only four cases of irregular verb were identified in the data, this does not mean insignificant; since they used quite few irregular verbs in their compositions. The data indicate that they formed past tense verb by adding –ed ending even to the irregular verbs. They appeared to over-generalize the rule of Verb–ed, as typified in the following examples:

(9) *I telled her that I love her.
(10) *When my old is ten I falled in the ditch.
To BE

The BE-errors could be categorized further into three types: namely, the deletion of BE as a full verb, the addition of unnecessary BE, and the conflation of present tense BE with past tense BE. The deletion of BE occurred in different contexts. For example, BE as a full verb in copula sentences was deleted, as seen in the following examples:

(11) *My birthday (be) 9 November 1988.
(12) *My nickname (be) Indra.

BE was deleted in sentences which express a condition or a state of existence, as in the following examples:

(13) *I like math because that subject (be) really funny.
(14) *I don’t like physics because that subject (be) really hard.

Finally, BE was deleted in sentences which describe an on-going action or the progressive aspect, as in the following sentences:

(15) *I (be) watching TV with studying.
(16) *My father (be) now working in a family shop.

On the contrary, BE was often added in a simple present tense form. Some learners thought that BE was the inseparable part of the pronoun; so, I am was considered as an inseparable word and so were other pronouns and their BE counterparts (e.g. you are, we are, they are, she is, he is, and it is). BE was added to the subjects in the simple present tense, as exemplified in the following sentences:

(17) *I love my parents because they are understand me.
(18) *My father is very love me.

BE was also used incorrectly by the learners in a particular case, namely, in its co-occurrence with the word parents. Some learners thought that the word parents was singular; some did not know the difference between parent and parents; while others had no idea that the word parent could be pluralized into parents. So, when they used this word in a sentence, they automatically chose BE is instead of are. With regards to this use of BE, twelve cases of the incorrect use of BE were identified in the data, as in the following sentences:
(19) *My parents is very well.
(20) *My parents is very good to me.

**Bound Morpheme { -s }**

The data demonstrate a significant number (68 cases) of the incorrect use of this item which include suffix { -s } deletion in plural form, as in sentences (21) and (22):

(21) *I have three sister, Dewi, Erni, and Dita.
(22) *I have two brother and three sister.

The morpheme { -s } was also frequently deleted when the subject of a sentence was a third person, as exemplified in sentences (23) and (24):

(23) *My brother work in Café Amadens.
(24) *My mother work in Omega.

Finally, the morpheme { -s } was also deleted in the possessive form, as illustrated in the following sentences:

(25) *My father name is Muhammad Wardi.
(26) *My first brother name is Irfan.

**Syntactic Structure**

The learners produced a number of ungrammatical constructions, involving incorrect word order in phrases (37 cases), negative construction (9 cases), subject omission (5 cases), and parallel construction (14 cases). The word-order of English noun phrases, for example, has the modifier before the head word, such as, *English teacher* and *Oxford University*. However, the learners often ignored such a rigid rule. They tended to combine words into a phrase in a linear way (the head word followed the modifiers), as in the examples below:

(33) *I don’t like subject history because I have to read of text the long.
(34) *My brother school in Trisakti University at the program language.

The interlanguage errors found in the data include negative construction and the complex or compound sentences. In forming a negative sentence, the learners simply put the particle *not*
before the verb which was negated. Sentences (39 and 40) are the perfect examples for this error-type.

(39) *I not like physics because very hard to understand.
(40) *My father not work in an office, he has a shop.

English complex or compound sentences also present a complicated task for the learners. Therefore, they tended to avoid using them in their composition. When they did use them, they did not organize them correctly, for example, they often omitted the necessary subject, as exemplified in sentences below.

(40) *I don’t like subject mathematics because (subject) not understand.
(41) *I don’t like subject physics because (subject) very hard.

In English, when we want to talk about two actions or states which are closely linked, we usually use two different words linked by a conjunction. These two words should be of the same class of word and of the same form. The analysis shows that the learners failed to abide by this rigid rule, such as in the examples below:

(42) *In the morning I always wake up at 05.00 o’clock, shower to clean my body, then going to school.
(43) I go home at 03.00 o’clock and then sleep until 05.00 o’clock and then take a bath and watching TV.

**Noun**

There are about 37 cases in which the learners utilized such nouns to represent verbs, as in the examples below:

(35) *After secondary school I want to college in University Indonesia.
(36) *My sister is age nine years old and she school at SD 61 Jakarta.
(37) *Everybody communication in English and in Indonesian.
(38) *I love my parents because they attention to me.
Preposition

The analysis shows that 36 cases of incorrect prepositions were found. The problems the learners had with prepositions were of three types. On one occasion, the learners used a wrong preposition to indicate time, as seen in the following examples:

(27) *I was born in Jakarta at 3 May 1989.
(28) *I was born in Jakarta at 25 December 1988.

On the other occasion, they used a wrong preposition to indicate place, as seen in the sentences below:

(29) *My name is Theresia and I was born on Pontianak.
(30) *I was born at Jakarta on 28 August 1989.

In addition, they also used a superfluous preposition especially in connection to the verbs go and come. These words need a preposition when they are followed by other nouns which denote place (i.e. school, campus, and office). Thus, we say go to school or come to the office. There are cases, however, where go and come do not need a preposition especially when they co-occur with the other noun which indicates place (i.e. home) or co-occur with an adjunct of place (i.e. as there or here) to form idiomatic expressions (i.e. go home, come home, and come here). The learners, however, appeared to use a superfluous preposition to with these words because they regarded the word home and there as the destination of the action go as seen in the following sentences:

(31) I usually go to home at 03.00 o’clock.
(32) In there I am very happy because I always traveling to Kuta, Sanur beach, and Bedugul.

Pronouns

The analysis shows that 16 error cases on pronoun were found. The problems the learners had with pronouns were of two types. On the one hand, they used the possessive pronouns instead of the objective pronouns, such as in the sentences below:

(44) *I love his very much. I remember his, and I miss his.
(45) *He is cool, handsome, and I love his very much
On the other hand, they used the subjective pronouns instead of the possessive ones, as shown in the sentences below:

(46) *I have one sister she name is Annisa.
(47) *I have two sisters, they name is Febrina and Martha.

Articles Omission
The data demonstrate 12 cases in which the learners omitted the article which necessarily co-existed with the noun phrase, such as in the following sentences:

(49) *I love my mom because she is (a) good parent.
(50) *I love my mom because my mom (a) very strong woman.

All the error types made by the learners and their frequency of usage in this study can be summarized in the chart below.

Chart 1: Classification and Frequency of the Learners’ Interlanguage Errors

The State of Interlanguage Errors after the Error Treatment
What follows is the description of interlanguage errors after being given error treatment (pedagogical intervention). The analysis shows result the decreasing in number of the interlanguage errors produced by the learners in composition two. The frequency indicate that in general, most of the learners produced fewer errors on their composition two as seen in the chart below.
Chart 2: Classification and Frequency Interlanguage Errors on Composition One and Two

Basically, the error treatment resulted in the change of the state (the nature) of the learners’ interlanguage errors, as shown in table below.

Table 1: Change of the State of the Lerners’ Interlanguage Errors

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Error Frequency</th>
<th>Before Treatment</th>
<th>Persistent</th>
<th>Non-Persistent</th>
<th>After Treatment: Persistent</th>
<th>Non-Persistent</th>
<th>Eradicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td></td>
<td></td>
<td>18</td>
<td>4</td>
<td>97</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To BE</td>
<td></td>
<td></td>
<td>16</td>
<td>4</td>
<td>40</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>{-s}</td>
<td></td>
<td></td>
<td>20</td>
<td>2</td>
<td>35</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Syntax</td>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
<td>50</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Noun</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>24</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Preposition</td>
<td></td>
<td></td>
<td>6</td>
<td>1</td>
<td>22</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Pronoun</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Article</td>
<td></td>
<td></td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
Classroom Aspects of which Contributes to the Change of State of Interlanguage Errors

The investigation focuses on the process of classroom SLA when teaching learning process took place in which the learners were totally dependent upon classroom teaching learning process in learning the target language. The research goal is to produce descriptions and interpretations of classroom events which can contribute to the change of state of the interlanguage. These were obtained by observing and experiencing the various classroom events which took place during the teaching learning process.

The result of investigation indicates that during the error treatment sessions, the learners had the opportunity to participate in different kinds of classroom activities which could help develop their interlanguage system. There were observable classroom aspects which were believed to help the learners develop the target language linguistic knowledge. That is to say, they learned more target language system which was materialized in the reduction of the error frequency. It was observed that the change of state of interlanguage errors was stimulated by several classroom aspects, namely: (1) input, (2) feedback (3), explicit grammar explanation, and (4) practice.

Input: During the error treatment sessions, the learners were exposed to input both from the teacher as well as the material; this could facilitate the language learning. The material for the discussion was in the learners’ level of English proficiency. Thus, it could facilitate comprehension. The teacher’s talk was converged to the learners’ English proficiency and the learners’ native language (Indonesian) was frequently used during grammar explanation; thus, these made them get more grammar knowledge. In conclusion, the input about the TL which was comprehensible and adequate could stimulate the destabilization of the interlanguage errors.

Feedback/Error Correction: Error correction was one of the main activities carried out in the classroom or during the error treatment since it was strongly believed to stimulate the change of the state of interlanguage errors. The argument put forwards is that error correction, by its nature, was a usable form of feedback which provided the learners with both positive input, a model of correct grammar, and negative input, a model of incorrect grammar, (see Mings 1998). This was very helpful for the learners to develop their interlanguage system.
In providing error correction, the writer (who acted as a teacher) basically conducted at least four activities: the students were informed that they made an error; they were also informed at what particular place the error had been made; they were given information about the type of the error, and then the correction or cognitive feedback was provided. For example, using some erroneous sentences taken from the learners’ works, the writer located the errors and pinpointed to the learners exactly where and what the errors were. The learners were supposed to repeat a correction by asking them to rewrite the correct sentences or to read them out loud in unison. The learners were made to compare the erroneous sentences with the correct ones and make sure that they had learnt that part. This would give them a significant chance to see the errors and the corrections. And this classroom process was conducted in a free-risk environment.

**Grammar Explanation:** During the error treatment sessions, explicit grammar explanation was one of the main activities because the goal was to develop the learners’ explicit knowledge of the TL, which could be materialized in the eradication of the learners’ interlanguage errors. Here, the writer (as a teacher) explained the grammatical rules (a kind of deductive learning). The provision of explicit information about grammatical items was meant to build the learners’ declarative knowledge (or the formal rules of the TL). Such an activity definitely contributes to the development of the learners’ IL (as seen in the research finding in section 5.1.2); because the learners appeared to remember well the grammatical features that had been learned explicitly. With the provision of grammar explanation, the learners could construct a body of knowledge; they developed their understanding of English grammar; and obtained new information about particular grammatical features.

The underlying principle behind the above activity was that adult foreign language learning is mostly controlled by general human cognitive learning capacities rather than by LAD which controls children in acquiring L1 (Bley-Vroman 1990) because the brain is already lateralized, becoming less sensitive for a new task, such as learning a second language (Lenneberg 1976). Thus, the learners did take much advantage from their cognitive capacity (the mature cognitive ability) to deal with grammar problem. The corollary is that, explicit grammar instruction is very beneficial for them to acquire the linguistic rules (declarative knowledge). The writer believes that the learners need grammar explanation from the teacher to accelerate
the acquisition of grammatical rules. In conclusion, she confirms that explicit grammar explanation contributes to the error destabilization process.

**Practice:** When the learners practice with the new grammatical features, they appeared to make the necessary efforts to produce correct sentences. The trying out of new grammatical items was essential for the acquisition process of grammar. This activity made them enforced to produce the language correctly. In this way, the error destabilization may take place. Exposure to comprehensible input alone may not be enough (Swain 1995). In conclusion, practice is obviously beneficial and even essential for the learners to develop their IL system, that is, to aide the error destabilization.

**Conclusion**

There are several conclusions that can be drawn from this study. Firstly, interlanguage errors must exist in second/foreign language learning. We cannot avoid or prevent its emergence or existence since the making of error is human nature. Errors are necessary stepping-stone to acquiring a second language. Secondly, error treatment is important in second language learning since it contributes to the change of state of the learners’ grammatical errors. Most learners and teachers feel that it is part of the teacher’s responsibility to let learners know if they have made an error and to assist them in not making a similar error again. Finally, learners’ interlanguage errors change their state as a result of error treatment. It is common that the learners’ knowledge of the target language of today are not the same as those a year a go, and those of a year ahead. This is so with the learner interlanguage errors; they are not stable or permanent. Error treatment can change the state or the nature of their interlanguage system.

**References**


THE MEANING OF LOVE IN THE NOVEL THE BRIDGE OF SAN LUIS REY BY THORTON WILDER

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Abstract

This paper focuses on the meaning of love in the novel The Bridge of San Luis Rey by Thornton Wilder. The meaning of love is portrayed through the lives of some of the main characters in this novel who expect the love from the closer people. When they’ve got the love that they expect and try to start a new life, they become the victims of the collapse of the bridge of San Luis Rey along with the people who love them sincerely.

By using the intrinsic literary research method combined with theory about love, the writer tries to reveal how much the meaning of love that exists in the novel. The result showed that the presence of the main characters is very meaningful to the people around them. Their death as the result of the collapse of the bridge of San Luis Rey makes the people around them are aware that they are meant for those who are still alive.

Keywords: The meaning of love, theory of love, the bridge of San Luis Rey.

Introduction

Love and destiny are two contradictory things. Formm (2005: 1) says that most people believe that love is sometimes regarded as a pleasant sensation; to experience it is a matter of luck. This suggests that in love with something that is present when a person is lucky. While the fate is the god’s decree. Humans cannot do anything if the god has decided it.

In the novel The Bridge of San Luis Ray by Thorton Wilder tells about some of the characters whose love rejected by the people they loved. Their efforts finally ended with their deaths as a result of the collapse of the bridge San Luis Rey. After their death, their loved one realized their worth and tried to cherish their memories and do well for others. As a result, even though five people died in a tragic accident, their love lives on.
Methodology

By using the intrinsic study of literature, combined with the theories of love, the author tries to express how much love the characters in the novel *The Bridge of San Luis Rey* by Thorton Wilder. Nurgiyantoro (2005: 23) says that the intrinsic study of literature is a study that focuses on the elements that construct literary work itself. Elements are what cause the present literature as literature. The coherence between the different elements of intrinsic literary works such as novel becomes well. Those elements are plot, characterization, theme, and setting; in this study these elements will be discussed and combined with the theory of love.

Discussion

Intrinsic elements discussed in this study are:

a. Plot

The Bridge of San Luis Rey uses flash back. The story begins with the news of San Luis Ray bridge collapse that killed five people. “On Friday noon, July the Twentieth, 1714, the finest bridge in all Peru broke and precipitated five travelers into the gulf”. (Wilder, 2006).

The first chapter of the novel is the climax of the story. It is climax due to the collapse of the bridge of San Luis Ray that killed five people make the victim as character in the story cannot solve their problems. With the deaths of five people are also encouraged missionary Brother Juniper India-Peru to conduct a study of the five victims killed the collapsed bridge. And Brother Juniper of the study concluded that the collapse of the bridge of San Luis Ray is god destiny. But his opinion was rejected and as the result his book was burnt and he sent into the jail.

b. Characterization

Five people were victims of the bridge of San Luis Ray collapse are Dona Maria, Pepita, Esteban, Uncle Pio and Don Juan. The author only focuses on the main character in this novel such as Dona Maria, Esteban, and Uncle Pio. Dona Maria is the mother of Dona Clara. She was one of the victims. As a mother, she loves her daughter. But she never got the attention from her daughter. "Offended, offended at you, my beautiful ... my gifted child? Who am I, a ... an unwise and unloved old woman, to be offended at you? I felt, my daughter, as though I were - (Wilder: 2006).
Dona Clara always thought her mother was too possessive. So she did not want to follow the will of her mother even she was left her mother alone to marry a rich man and stayed in Spain. Dona Clara realized that her mother loved her so much when her mother had died.

Esteban and Manuel are twin brothers who both fall in love with Camila. They are not directly competing for Camila’s love. When Manuel died due to illness and did not want to be treated by Esteban who has apologized because he also fell in love with Camila-making Esteban despair. When finally he decided to start his life and went to Lima with crossing the bridge of San Luis Rey. Finally Esteban is also a victim. "They started for Lima. When they reached the bridge of San Luis Rey The captain descended to the stream below in order to supervise the passage of some merchandise, but Esteban crossed by the bridge and fell with it (Whilder: 2006).

Uncle Pio was Camila’s guard. He was helping Camila from a cafe singer became a stage artist. He loved Camila, but Camila did not love him and did not want to see him because of her illness. As a proof of his love Uncle Pio wanted to take care of one of Camila’s children whose named Don Juan. Unfortunately, they both also became victims. As told by Wilder (2006):

“The next day the grave little boy appeared at the Inn. His fine clothes were torn and stained now and he carried a small bundle for change. His mother had given him a gold piece for spending-money and a little stone that shone in the dark to look at in his sleepless nights. They set off together in a chart, but soon Uncle Pio became aware that the jolting was not good for the boy. He carried him on his shoulder. As they drew near to the bridge of San Luis Rey, Jaime tried to conceal his shame, for he knew that one of those moments was coming that separated him from other people. He was especially ashamed because Uncle Pio had just overtaken a friend of his, a sea-captain. And just as they got to the bridge he spoke to an old lady who was travelling with a little girl. Uncle Pio said that when they had crossed the bridge they
would sit down and rest, but it turned out not to be necessary.

(p. 111-112).

c. Theme
The theme of the novel is the importance of love. Five people who lost their lives with the fall of Bridge of San Luis Rey had all sought of love during their lifetimes; but all of them felt rejected. After their death, their loved ones realized their worth and tried to cherish their memories and did well for others. As a result, even though five people died in a tragic accident, their love lived on.

d. Setting
The Bridge of San Luis Rey was set in and around Lima, the capital of Peru, in the eighteenth century.

The meaning of Love in *The Bridge of San Luis Rey* by Thorton Wilder

According to Fromm (2005) love is an art that requires knowledge and effort. As an art it would require a learning process in the form of mastery over the theory and its practice. Love is an action, not a passive force; Love means to survive in, not fall. In general, the active character of love can be described by the statement that the first love is giving not receiving. It gives a material or non material. For the productive character, giving has a completely different meaning. Giving is the most tangible manifestation of human’s potential. The most meaningful providing is non material given. It doesn’t mean to give his life or sacrifice his life for love. Non material means to give happiness, interest, understanding, knowledge, humor, or sadness.

In *The Bridge of San Luis Rey* by Wilder, the theory above was pictured in Uncle Pio. He was able to give happiness to Camila-woman he loved. He was able to change the life of Camila from a cafe singer became a famous stage artist. when Camila was sick, Uncle Pio also really wanted to take care of her, but Camila rejected it. In the end, Uncle Pio decided to take care of one of her children named Don Juan. Unfortunately both of became the victims of the bridge collapse.

According to Fromm (2005) in addition to the element of giving, the active character of love is clearly seen in the fact that love always implies certain basic elements. These elements are
concern, responsibility, respect and knowledge. All these elements have the same relation to one another. Everything is a syndrome that is contained in the personal attitudes that develop the potential of the adult, which is in the person who develops her potential as productive, going to great lengths to achieve it.

True love is an expression of a productive attitude and show concern, respect, responsibility, and knowledge. True love is not in the sense of taste caused by someone but active efforts for the sake of personal growth and happiness of a loved one, which is rooted in the ability to love. Loving someone is the actualization and concentration of the power to love. Basic affirmation contained in love shown to the person who is loved.

Love described above was clearly visible on the characters in the novel *The Bridge of San Luis* by Thornton Wilder. The characters like Dona Maria, Esteban, and Uncle Pio. They with their respective businesses were trying to get love from their loved ones. Dona Maria has never stopped writing a letter to her daughter who was in Spain. She also didn’t feel pain even though her heart was always doing things that she was not happy even when her daughter decided to marry a rich man from Spain and left her alone, she remained faithfully writing letters to her daughter. It is like Wilder (2006) which revealed:

“Dona Maria had arranged that any letters arriving from Spain should be brought to her at once by a special messenger. She had travelled slowly from Lima and even now as she sat in the square a boy from her farm ran up and put into her hand a large packet wrapped in parchment and dangling some nuggets of sealing-wax. Slowly she undid the wrapping. With measured stoic gestures she read first an affectionate and jocose note from her son in law; then her daughter’s letter. It was full of wounding remarks rather brilliant said, perhaps said for the sheer virtuosity of giving pain neatly. Each of its phrase found its way through the eyes of the Marquesa, then, carefully wrapped in understanding and forgiveness, it sank into her heart. At last she arose, gently dispersed the sympathetic llamas, and with a grave face returned to the shrine”. (p.35-36).
Wiratmoko (2014) revealed that love is not to despair in facing the temptations to live and to see it as a challenge to win the physical and spiritual happiness. This was reflected in Esteban who should have to hold back his feelings on Camila because his twin brother also loved her, he still patiently caring for Manuel though he refused. And when Manuel died Esteban still keep the spirit to continue to go to Lima and became victims of the San Luis Rey bridge collapse. Wilder (2006) told

“Yes. Besides, the ocean’s better than Peru. You know Lima and Cuzco and the road. You have nothing more to know about them. You see it’s the ocean you want. Besides, on the boat you’ll have something to do every minute. I’ll see to that. Go and get your things and we’ll start” (p.72)

Conclusion

Love is an art that requires knowledge and effort. As art it would require a learning process in the theory and practice of control over. Love is an action, not a passive force; Love means to survive in, not fall.

By using the intrinsic research methods combined with the theory of love can be concluded that the main character in the novel The Bridge of San Luis Rey by Thornton Wilder during their lives did not get true love they expected. They gave true love to the people they loved but they got a rejection. The figures were not desperate for their lives. The presence and the love they had felt very meaningful by people they love when they had died as a result of the collapse of the bridge on the San Luis Rey.

References


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THE USE OF FACEBOOK GROUP DISCUSSION TO IMPROVE READING STRATEGIES, 
AN ACTION RESEARCH

Endang Yuliani

Abstract

The rapid development of technology influence people’s life in many aspects including the process of teaching and learning in university, school etc. Some social medias are popular in society, one of them is Facebook. This social networking can be used for any purposes Such as interacting, marketing, publishing, learning etc. The study aims to prove whether Facebook’s group discussion can be effectively used to improve reading strategies which are normally developed through classroom interaction. It is an action research design involving one group consisting of 37 students randomly sampled out from a population of 198 students. A plan-act-observe-reflect design of the study will be carried out in two cycles. Each cycle involves pretest, treatment and post test. Cycle 1 is undertaken to see if there is a significant difference between the pretest and post test upon treatment. The indicator of success of the treatment is that the post test outscores the pretest. If it does, then Cycle 2 will be conducted to convince the results. If the two cycles show an increase in the mean scores, it can be claimed that the method is effective. In other words, Facebook’s group discussion can be effectively used to improve reading strategies.

Keywords: Facebook group discussion, reading skill

Introduction

The rapid development in information technology leads people to make more interaction intensively and easily. More experts in information technology make various innovations that can facilitate people to carry out communication in support of their jobs, business, education, hobby etc.

Formerly internet was used by a limited number of people, it was only used in US defend department. Nowadays, however, people at various ages use internet also for various purposes such as connecting relatives, friends, collecting data, doing business etc.
As more social medias are found recently, it is really difficult to separate people from using internet in their life. More communication styles are made, more pulse used in society. Every thing is easily found in internet. Publishing everything in internet is really effective. Government, politician-president candidates also use internet to support their campaign and this is really ‘colourful’ and interesting.

**English as a Global Langauge**

It has been years that English is more widely used in society as the rapid development of information technology. In every day conversation between friends, siblings, colleagues, employee-employer the use of some English words are really common such as broadcast, updates, copy, send, invite, accept etc are really more popular today among society. English may therefore be learned as a first, second or foreign language depending on how it is functionally used in communication (Harmer, 1991). In Indonesian context, furthermore, English is learned in response to the launching of Asian Economic community (AEC) in which borders of employment, education and trade in Asian countries will be eliminated.

The rapid development of technology influence people’s life in many aspects. There are more people complete themselves with some gadgets to support their life and activity. Moreover they often easily bored with their gadget for then buying another more sophisticated and new one. The experts develop their research that can make more innovations in technology.

**Facebook and Teaching Reading**

This rapid development of technology changes people life such as in interacting each other, earning money, running business, learning, etc. Only few people do not want to follow this development.

Facebook is one of social media that can be used widely by people in the world. We can find so many things and information from our Facebook account. There are more students or teenagers even children are wrap up in their Facebook account in their free time. They interact, state and declare their current situation which called as updating status, this will be read widely by their friends. On the other hand, this
person always waits for other people comment as they made new status. Every day, more people use Facebook for many purposes maintaining social relationship, publishing certain programs, offering products. Very recently, Facebook (Blattner, G and Fiori M, 2009) has also been used in language classroom. It is further to make use of computer-assisted language learning as predicted in Beaty (2003).

This research is to investigate it is effective to use of Facebook in the learning and teaching processes; of which reading is the main focus herein. It is the fact that reading is one of language skills that must be achieved by the English learners. They can also learn and practice more out side the class. The limited time in learning reading must be continued in another time. This can be done through Facebook. The students may continue their practice mainly using Facebook using group discussion. This group is important to establish to make the learning process achieves its goal.

Learning and developing reading skills using Facebook group discussion is a good method since it can reduce the students’ boredom. They can learn and develop their reading strategy more since they can do while they can also use their Facebook account. Furthermore, people in the world have now been very much dependent on mobile phones. For them, it is even more difficult to stop using mobile phones in daily activities. It is stated Worldwide already the majority of new mobile phone sales are Smartphones (Gartner, 2013). Among the student population in developed countries Smartphone ownership is even higher. Thus, by Facebook in the current study may also be accessed through mobile phones.

**Research Methods**

It is an action research involving subjects of 37 students randomly sampled out of the population (198 students) of English Department of FBIB Stikubank University Semarang. The subjects were told that they were going to participate in an action research employing the use of Facebook group discussion. Therefore each of the them was supposed to join the group created by the researcher. The group is called the Reading Maniacs, the group was named as such in order to promote reading interests among the subjects (students).
The action research was performed in two cycles with Plan-Act-Observe-Reflect cycle (Burns, 2007) as shown in the following figure:

Cycle 1 started with ‘PLAN’ in which the researcher designed the lesson plan in the use of Facebook discussion in teaching reading skills. The PLAN was executed into ACTION in real Facebook discussion with the subjects. First of all, the subjects were pre-tested off-line using teacher-made reading comprehension test. The scores were recorded as data.

The ACTION stage included (1) making sure that all subjects had joined the group called ‘the Reading Maniacs’. (2) The researcher posted a link on which each member of the group had to click and read the text. (3) The researcher posted a question and asked the group to discuss the answer in the form of ‘comments’ which could be ‘a direct response to the question’, a request for clarification. In short, there were ways to finally get the correct answer. There were several questions for one text The researcher functioned as a judge for any comments posted by the group members. At random, the researcher pointed out any student to post an article (link), and the discussion went on. Anyone posting an article should also initiate the discussion. However, the researcher maintained her function as the final judge. During the on-going cycle, the researcher kept notes on how the group members actively participated (OBSERVE). This was done by the calculating the number of comments a particular subject had made.
Cycle 1 lasted for 7 weeks (a half term), and it ended with a post test conducted off-line. The scores were recorded as data. The mean of the scores of Pretest is then compared with that of the post test to see whether there is a significant increase or decrease of the score mean. If there is a significant increase, it can be said that the method is effective, otherwise it is not. When it is clear that there is an increase, the researcher is ready to conduct Cycle 2 of the action research to further convince the results.

Cycle 2 was performed similarly to Cycle 1 with no or little modification. In this study, modification was made since the researcher dominated in posting texts in Cycle 1 (REFLECT). In Cycle 2, the plan was to give more opportunities to the research subjects to post text in the group discussion. Basically the procedures of discussion were the same as Cycle 1. More group members posted links containing texts to initiate the discussion. Cycle 2 ended with another off-line post test of which the scores were recorded. The success (effectiveness) of the teaching method is indicated by another increase of the score mean of the post test in Cycle 2.

To further convince the positive effect of the use of group discussion for the improvement of reading skills, a number of subjects (10 students) were randomly selected for personal interviews with respect to the use of Facebook group discussion.

**Findings and Discussion**

It has somehow been mentioned that the study lasted for one semester consisting of 14 meetings. However, since the use of Facebook is online in nature, it should be noted that one meeting equals to one text for Facebook group discussion. Thus there were 14 texts contributed by the researcher and group members. The researcher maintained herself as the judge of the discussion in case agreements among the group remained unsettled.

There were two cycles in the current study, Cycle 1 lasted for 7 meetings; and Cycle 2 lasted for another 7 meetings. Each cycle had a pre-test and a post test. The effectiveness of the teaching method is indicated by the increase of the score mean within the group.
Presented below is a table representing pre-test and post test scores in Cycle 1 of the current study:

Table 1 Pre Test and Post Test Scores in Cycle 1

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Average 72.3888889 75.9722222
From Table 1, it is clear that the subjects performed better in the post test than in the pretest administered off-line. By average, there is an increase by 3.59% in a comparative score between the pretest and post-test.

Visual differences of scores in each subject can be seen in the diagram below.

Diagram 1 Visual Differences of Scores in Cycle 1

By average, therefore, it can be said that Facebook group discussion is a good teaching method to be used in support of the development of the reading skills.

To further convince the results of the study, Cycle 2 was undertaken with little modification—that is anyone in the group may post a text. This was meant primarily to make the subjects (students) more actively engaged. Still, however, the researcher acted as the judge among them in case of discrepancies that might happen during the process of text comprehension. At times, the researcher corrected some wrongly constructed questions.
At the end of the semester (the 7th text discussion), another post test was administered. Surprisingly, the students got higher scores as shown in the following table (10.14 % increase by average).

Table 2 Post Test Scores in Cycle 1 and 2

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<tr>
<td>17</td>
<td>13.03.52.021</td>
<td>77</td>
</tr>
<tr>
<td>18</td>
<td>13.03.52.024</td>
<td>76</td>
</tr>
<tr>
<td>19</td>
<td>13.03.52.025</td>
<td>74</td>
</tr>
<tr>
<td>20</td>
<td>13.03.52.026</td>
<td>75</td>
</tr>
<tr>
<td>21</td>
<td>13.03.52.027</td>
<td>79</td>
</tr>
<tr>
<td>22</td>
<td>13.03.52.028</td>
<td>75</td>
</tr>
<tr>
<td>23</td>
<td>13.03.52.029</td>
<td>79</td>
</tr>
<tr>
<td>24</td>
<td>13.03.52.030</td>
<td>77</td>
</tr>
<tr>
<td>25</td>
<td>13.03.52.031</td>
<td>73</td>
</tr>
<tr>
<td>26</td>
<td>13.03.52.032</td>
<td>79</td>
</tr>
<tr>
<td>27</td>
<td>13.03.52.035</td>
<td>74</td>
</tr>
<tr>
<td>28</td>
<td>13.03.52.036</td>
<td>76</td>
</tr>
<tr>
<td>29</td>
<td>13.03.52.037</td>
<td>62</td>
</tr>
<tr>
<td>30</td>
<td>13.03.52.038</td>
<td>88</td>
</tr>
<tr>
<td>31</td>
<td>13.03.52.039</td>
<td>67</td>
</tr>
<tr>
<td>32</td>
<td>13.03.52.045</td>
<td>69</td>
</tr>
<tr>
<td>33</td>
<td>13.03.52.046</td>
<td>70</td>
</tr>
<tr>
<td>34</td>
<td>13.03.52.047</td>
<td>72</td>
</tr>
<tr>
<td>35</td>
<td>13.03.52.048</td>
<td>72</td>
</tr>
<tr>
<td>36</td>
<td>13.03.52.050</td>
<td>72</td>
</tr>
<tr>
<td>37</td>
<td>13.03.52.051</td>
<td>84</td>
</tr>
</tbody>
</table>

Average 76.2777 86.4167
The higher scores in Cycle 2 can be the direct impact of the use of Facebook group discussion. The students (subjects) have been familiar with dealing with texts of various kinds, responding to questions, expressing both agreements and disagreements upon particular issues or even initiating issues for other to solve.

Below is a diagram showing the development of scores from Cycle 1 (pretest and posttest) to Cycle 2 (posttest).

Diagram 2:

From the diagram above, it is clear that the students’ scores tend to increase by time. It can therefore be concluded that Facebook group discussion can be an alternative technique to develop the reading skills.

The interviews with selected students (subjects) revealed that they mostly had used Facebook for friend-finding, distant communication with other friends. Their friends may not be known personally. They were also aware that such activities might be a waste of time without significant gains. Therefore, when asked on the possibility of Facebook to be used for learning, they positively responded. Their rationales were mostly based on the following grounds:

(1) They were aware of the fact that they could be addicted to Facebook, but only limited to friendship which sometimes resulted in negative impacts;
They finally realized that time should not have been wasted on Facebook activities without any positive aims.

They finally accepted the fact that learning could be performed anywhere and anytime by means of Facebook and any other social media.

With the presence of Facebook in Mobile phone, it was even easier to get access to learning resources.

It should be noted, however, as also expressed in the background of the study, that the use of Facebook is simply to anticipate the negative use of Facebook. It does not necessarily take the place of a teacher (formal classroom interaction). In other words, the use of Facebook in the teaching of English (on teaching reading), can be thought of as being supplementary in nature. It may be also made as additional assignments for the students for the e-learning activities.

The last but of no least importance is that this kind of learning activity has at least three disadvantages, such as:

1. Lazy students may not post any texts or comment; in other words, they are not completely active.
2. Such a lazy student may seem to post a comment, but actually it is someone else who did for him or her. This is actually a weak point of e-learning. Someone can do the tasks of others
3. Times of discussion may not be carried out simultaneously. But, this is OK., somehow because Facebook account can be accessed at different occasions and by different people.

Finally, it is important to know that Facebook has quite a lot of features that can be used in support of language learning. Below are features that can be explored.

1. Free and unlimited access of an account by the account owner
2. Privacy can be set according to the need
3. Group can be easily created. More interestingly, it can be set with respect to whom the group can be joined.
4. For secret issues, Facebook users can make use of the chat room (inbox). In this Facebook group discussion dealing with reading strategy improvement, inbox facility
can be very advantageous since a shy student may text the teacher for consultation about any issue of interest.

(5) Files of any type can be both uploaded to or downloaded from Facebook account.

**Conclusion and Recommendation**

The findings and discussion presented above have indicated that Facebook group discussion is proven to be effectively used in improving reading strategies. The students may post comments, unlimited and without personal constraints, to the reading texts for full comprehension of the texts. The availability of on-line magazines or newspapers also contributes to the facility of text searching by means of which the texts used in the Facebook group discussion may be of various kinds and from various disciplines. Most significantly with respect to the use of Facebook is that the privacy nature can be set, whether the discussion would be made public or private (inbox). Other features of Facebook still need exploring.

It is therefore suggested that EFL teachers use Facebook in their teaching. However, it would be much better if Facebook is used as a supplementary means of teaching--such as in one of the e-learning activities in support of the classroom interaction. Thus, it is wrong to say that Facebook can take over the teacher’s place. Further studies in the use of Facebook dealing with other language skills (writing) may be conducted.

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TRANSLATION PROCESS AND THE USE OF COMPUTER
A REPORT ON PROBLEM-SOLVING BEHAVIOUR DURING TRANSLATING

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Abstract

Emphasising on translation process including pre- and post-editing task using a text taken randomly from news on the Internet, this paper attempts to illustrate the behaviour patterns of some students currently studying English language at the university level in Jakarta. The students received texts to be translated using the computer equipped with screen recording software aimed to record all related activities during the translation process, including the pre- and post-editing. The method involves observing the participants’ behaviour during translating focusing on the actions performed before and after using translation tool(s). The purposes of this investigation are to determine if the students: 1) use any software and the Internet to help them; 2) use the information in the translation process; 3) apply the translation theories. The results indicates that no pre-editing task was performed prior to translation.

Keywords: computer, technology, translation process, Indonesian translation.

There have been an increasing number of users of electronic devices these past few years such as phones and computers. In the area of academic and formal education, we are accustomed to use computers and other electronic devices to help us learning, gathering necessary information.

Studies and research on observing translators, computers, and translators’ workbench in various aspects have developed during these past few years signalling the increase of attention on translation and technology (Anastasiou, 2011; Doherty, 2012; Ehrensberger-Dow & Perrin, 2009; Koehn, 2009; Krings, 2001; O’Brien, 2006; Pym, 2009, 2011; Yusuf, 1992). Looking through the cognitive process of translators and their intentions about the wording of
the translation could portray the states of mind of the translators (Mossop, 2011). Drobot (2012) made an attempt to explore the operating aspects between Google Translate and human translation results. She compared two-paragraph translation of Virginia Woolf’s *Mrs. Dolloway* translated using Google Translation and a professional human translator. The study shows that machine translation can be regarded as a starting point and aided tool for human translators in the coming future. Another experiment on text processing investigated the post-editing process by comparing between manual translation and automatically machine translated text (Carl, Dragsted, Elming, Hardt, & Jakobsen, 2011). The study shows that the translation time were lower for the post-editing, thus indicates a positive effect on translation productivity.

On the other side of translation post-editing resulted from translation machine, there is an increasing demand in translation market with online translation agencies, tight deadlines, and competitive rates among translators has made the Internet such an important tool for searching new information and helping translators to achieve suitable information and better translation quality. Mahadi, et al (2011) describes the application of the Internet for translators by looking at the Internet as a massive corpus in helping modern day translators. The Internet was to be said as the:

...invaluable resource for translators in that it not only contain a vast amount of linguistic information about various languages and text types, but also provides translators with a channel to communicate with fellow translators, subject matter experts and above all, the clients.

The finding suggests that modern day translators should be able to collaborate with the Internet and things that it can offer as a giant corpus of languages as solution to achieve natural, precise, and up-to-date translation works. The benefit of the Internet as a giant corpus should be accessible and trainable to (translation) students studying translation as a major or a minor. Popescu (2009) said that “...we can find bridges between computers, translation and language learning” (p. 88). She proposed that educators could benefit from combination of translation and computers implementation of a translator’s workstation, learning translating to second language, and training translators.
In this paper, the writer uses some terms on (translation) technology, and it is important for us to have similar understanding of their definitions thus a harmonious and clear distinction between some of these terms. The terms are as follows:

- According to Dorr and Meijs (as cited in Chan, 2004, p. 67) electronic dictionary is defined as:
  
  It is a bilingual or multilingual database of lexical entries searchable individually or in combination, either for consultation or for insertion into translation by a human translator. An electronic dictionary has several advantages over printed dictionaries: firstly, its search engines allow the user to check different sources simultaneously; secondly, it can be updated on a frequent and regular basis; thirdly, it is editable, allowing users to develop their own vocabulary.

- Austermühl, Chen, and Smell (as cited in Chan, 2004, p. 67) describes electronic translation as “... a translation produced electronically and this requires the documents to be in electronic form before they can be processed. It is synonymous with “computer translation” or “machine translation.”

- Fully computerized translation “...is a type of translation which done completely by a computer without any human intervention” (Chan, 2004, p. 83).

- In the terms of editing, there are two task at hand that is: Pre-editing task is “...to discover any elements such as odd phrases or idioms and typographical errors that may create problems [italics added] for the machine translation system during the translation process” and Post-editing task:

  ...involves correcting the translation output generated by the machine translation system, a task performed by the human editor or translator in order to bring the text to a certain pre-determined standard in terms of language style and appropriate use of terms (Quah, 2006, p. 11).

This research covers the behaviour observation of recorded desktop activities during translation task, thus focusing primarily on how the participants used any tools on the computer, including the internet and applied them into their translation task. The translation results and linguistic aspects of the text, however, is not the core discussion of this study. There are several areas to illustrate the students’ behaviour patterns on 1) any software and
the Internet to help them to translate given texts; 2) application of information gained in the translation; 3) the application of translation theories, strategies, and techniques during the translation process. Details of the methods and procedures will be discussed further under the Methodology section. It designs to observe how the participants control the translation task by looking at the way they search for information using the computer, and draw a map of problem-solving techniques and strategies as well as behaviours during translating. It is one of the general research goals in behaviour analysis method (Cozby, 2011, p. 8):

The scientist begins with careful observation, because the first goal of science is to describe behaviour – which can be something directly observable (such as running speed, eye gaze, or loudness of laughter) or something less observable (like perceptions of attractiveness).

The observation limits to the behaviour during the translating including pre-editing and post-editing texts after using any translation tools the participants chose to use to complete the task. Google Translate and Bing Translator ("Comparison of machine translation applications," 2014) are the two machine translation tools available free online and have Indonesian language options for translation. The assumption is that the participants made use one of the tools or both tools for a purpose of comparing translation results.

**Methodology**

The role of the writer here was as an observer of behavioural pattern occurred during the data collection procedure, and acted as an analyst of the raw data gathered from the procedure. In this section, the Participants, Instruments, and Data Collection Procedures will be explicitly elaborated for readers.

**The participants**

The participants of this study were last year students of English Language and Education Program at Indraprasta PGRI, South Jakarta. During their completion of bachelor degree thesis in this eighth semester on English language literature, the writer thought that they were on the best condition to participate in this research as they had more time to see the writer, who were at the time this study was conducted, was their thesis advisor. Thus, the writer
decided to choose these two final year students to take part in this study, and they were agree to be the volunteers.

The two student participants were particularly chosen for their time flexibility so the assigned task could be conducted not in rushing as the writer worried that the result would not be reliable and valid. Second reason for choosing them is that the writer already knew their language skills and study background derived from some meetings for thesis consultation starting from March 2014 to the beginning of August 2014. The third reason is that they already passed Translation subject during the course of study. Translation is available in the fifth semester, and it is a compulsory paper for students of English Language and Education students; and this is the most important requirement in this study.

According to the participants, they received only one project during the Translation course. The project was set up at the end of the semester as a component for assignment score; the project was to translate some parts of an English novel determined by the lecturer. Other than the project, they said that they received basic translation theories and practiced translation exercise from Translation module. The department and all the lecturers who teach Translation provide the module and students taking Translation paper are required to use this module.

The participants were having their semester break and were in their last semester to finish their bachelor thesis during the data collection. It had been one year and a half-year gap after completing Translation paper. Therefore, the writer expected them to remember only some parts of the translation theories and strategies, especially considering that their interest is not on the translation field. Therefore, the participants had no other translation experience outside the classroom activities. The data collection took place at the post-graduate student pantry where graduate students usually doing some readings and working as well as having meal or just having a casual conversation with fellow students.

**The instruments**

**Electronic text.** The texts were randomly picked from the Internet, yet the writer had put on some criteria in choosing the text, such as: the news should be no more than six months old; it should be short; general topic was preferable considering the text familiarity; it should not contain many technical terms or terminologies. Although the time limit was not set during the task completion, but the writer thought that the text should be non-technical text due to total
duration predicted to finish the entire task allotted approximately two hours. Text 1 (T1) has 186 words and Text 2 (T2) has 236 words. 434 words in total. The writer did not allow the participants to choose their own text due to the instruments validity (see Appendix A for T1 and Appendix B for T2). Usually the participants tend to choose shorter text based on their own interests thus resulting different texts, which were difficult to assess and evaluate both on linguistic and meta-linguistic levels.

**Screen recording software.** The screen recording software employed in the study recorded the whole activity on the computer screen during the translation process. It was installed on the writer's computer that was also used for the participants to perform the task. Gadwin Screen Recording is a free version available and downloadable on the Internet. The writer used the unregistered version of the software.

**Laptop.** This study used one laptop for a reason of consistency, reliability, and validity of the instruments and results obtained during translating. It was equipped with unlimited Wi-Fi Internet access, multiple internet browsers such as Google Chrome, Internet Explorer, and Mozilla Firefox, search engines, and both off/online mono- and bilingual electronic dictionaries (English – Indonesian). Printed dictionaries were not provided at all and the writer did not ask the participants to prepare anything for the task.

**Blank paper and pen.** They were allowed to note down anything during translating.

**Data Collection Procedures**

The procedures employed to collect the necessary data:

1. Warm up session, including briefing the instructions in translating the text and the use of screen recording software. The instructions were given orally. Initially, they were not told to use any computer-aided translation tools. The writer only said that they were allowed to use any resources available on the computer and no limited access to internet. The participants were also not told to read the text first as usually taught in the translation classroom. It is important for the writer to let them to do the translation spontaneously;
2. After warming up session, the student participants translated the texts in random order: one text of Indonesian-English and one text of English-Indonesian;

3. No specific time limit was set. They were told that they could ask questions regarding the instructions and any technical issue related to program(s)/software;

4. Accesses to references such as electronic off-line and online dictionaries as well as the Internet connection were available on the laptop;

5. The participants were also provided with blank paper and pen to write down any possible words/phrases/clauses that might be difficult to translate during the pre-editing phase;

6. Once they finish the task, they could stop the recording software and saved their work on MS Word in the appointed folder. The writer did not observe their performance closely, but sat down near the participants. Then they took turn once the first participant finished the task.

The Assessment

In assessing the behaviour during translating, the assessment falls into two categories: translation model workflow and time-related parameter. This study limits the assessment and observation to Sager’s translation model workflow, which considers translation tool of the process – the purpose was to see if the participants were following the workflow or not. Another contrasting element is the writer’s prediction process. Sager’s workflow was also applied to this model. To observe the participants’ behaviour, the writer uses time-related parameter. Time-related category discusses processing time which refer to “time used by subjects working on specific task” that is “time between taking up and laying aside a text, minus possible non-task-related interruptions” (Krings, 2001, p. 276).

Discussion

A Model of the Translation Process

There are three stages that a translator has to go through in the process 1) Apprehension of the source; 2) Interpretation of the source; 3) Re-stylisation of the source (Levý, 2011, pp. 31-48). Although Levý suggests that these chain of process to be applied in literary translation, yet the writer indicates that they are general process of any translators would go through for any kind
of text, therefore it can be said that this chain reaction is a broad-spectrum of human cognition.

The writer predicted some points prior to data collection took place. It should take longer for both of the participants to transfer T1 due to language direction from Indonesian to English. Presumably, the most difficult ones are vocabulary items and grammatical features. The participant might also have difficulties in post-editing process that required consulting references both off- and online. In this matter, the writer predicted that the participants would open and use mono- and bilingual dictionaries as well as thesaurus to consult the necessary terms and lexical items. Table 1 is the visual model that presents proper notation, such as basic procedures and brief description of strategies used in the data collection. Table 1 is the parameter for the writer to measure the participants’ behaviour during translating. The writer expected that the workflow process of the translation would be like the following diagram:

Table 1

<table>
<thead>
<tr>
<th>Stage 1: Pre-editing</th>
<th>Stage 2: Translating</th>
<th>Stage 2: Post-editing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ps quickly skim the text of their choice.</td>
<td>• Open a computer translation tool</td>
<td>• once the text has been edited, the translation is saved on the appointed folder.</td>
</tr>
<tr>
<td>• Note down some difficult/ambiguous words/phrases (lexical items from the text)</td>
<td>• Copy and paste the text of their choices on the tool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Once the result came out, the Ps copy and paste the translated text on the word processor to edit it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Ps start to edit/revise/modify the translated text on the word processor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Both off- and online dictionaries as well as other electronic references would help the Ps to finish the translation.</td>
<td></td>
</tr>
</tbody>
</table>

Pre-editing ➔ input ➔ output ➔ Post-editing
Table 2 shows the presupposition of the workflow of translation process involving translation tools in the working process (Sager, 1994).

<table>
<thead>
<tr>
<th>Original text (SL)</th>
<th>Pre-edited text (SL)</th>
<th>TrTo</th>
<th>Edited TL text</th>
<th>Post-edited TL text</th>
</tr>
</thead>
</table>

SL = Source Language; TL = Target Language; TrTo = Translation Tool

We want to see how the participants deal with the linguistic and meta-linguistic factors occurred in correlation between the three texts; they are the SL text, TrTo text, and TL edited text. Therefore, based on the purpose of this paper that is to report any significant findings from the use of computer for translation tasks performed by language students, the writer decided that we need to focus on a specific part of the text: first paragraph of each of TL. The SL sentences from T1 are in Table 3, with 44 words in total.

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Nasib Buruk Pembeli Pertama Mariyuana</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPOKANE -- Mike Boyer akan dikenang sebagai orang pertama di Kota</td>
</tr>
<tr>
<td>Sentence 2</td>
<td>Spokane, Negara Bagian Washington, Amerika Serikat, yang membeli mariyuana legal.</td>
</tr>
<tr>
<td></td>
<td>Tapi, gara-gara membeli mariyuana yang telah dilegalkan oleh negara bagian tersebut, Boyer harus menerima nasib dipecat dari pekerjaannya.</td>
</tr>
<tr>
<td>Sentence 3</td>
<td>Japan Women World’s Longest-Lived as Male Lifespan Tops 80</td>
</tr>
<tr>
<td></td>
<td>Tokyo. Japanese men’s life expectancy rose above 80 for the first time in 2013, but was still several years below that of their female counterparts, whose lifespan was the world’s longest, figures released on Thursday showed.</td>
</tr>
<tr>
<td>Sentence 4</td>
<td>A Japanese boy born in 2013 can now expect to live 80.21 years, up from 79.94 years in 2012, the health ministry said.</td>
</tr>
</tbody>
</table>

Visualising the Translation Activity

Report on Participant 1. It took more than one hour to finish the whole texts, while the writer assumed that P1 should be able to finish the entire tasks translating Indonesian to English vice versa in less than sixty minutes. P1 said that the tasks were difficult and for that reason, it took longer time for her to complete them.
When we watch the recorded desktop activities, we can see that P1 translated T1 manually – without any help from online translation tools as it had been predicted beforehand. She had the word processor and the Indonesian SL text ready before turning on the screen recording software showing that she was aware of the software and knew how to use it. Once she had the software running, P1 went straight to open Kamus 2.04 electronic dictionary available for offline use on the computer menu. Presumably, she already read the title of T1 and noted necessary lexical items she needed to find out from the dictionary. It was a bit unpredictable as the writer assumed that P1 directly opened one of the Internet browsers to search for online translation tool(s) such as Google Translate or Bing Translation for the most convenient tool that would help her to complete the tasks quickly.

### Table 4

<table>
<thead>
<tr>
<th>Sentence</th>
<th>SL Text</th>
<th>TL Text (Manual)</th>
<th>TrTo</th>
<th>Edited TL Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nasib Buruk Pembeli Pertama Mariyuana</td>
<td>Mischance the first buyer marijuana</td>
<td>Fate Bad Buyers First Marijuana</td>
<td>Fate Bad Buyers First Marijuana</td>
</tr>
<tr>
<td>2</td>
<td>SPOKANE -- Mike Boyer akan dikenang sebagai orang pertama di Kota Spokane, Negara Bagian Washington, Amerika Serikat, yang membeli mariyuana legal.</td>
<td>Spokane: Mike Boyer will memorabilia as first person at spokene city, interstate Washington, Amerika serikat bought illegal mariyuana.</td>
<td>SPOKANE - Mike Boyer will be remembered as the first person in the city of Spokane, State of Washington, USA, who buy marijuana legally.</td>
<td>SPOKANE - Mike Boyer will be remembered as the first person in the city of Spokane, State of Washington, USA, who buy marijuana legally.</td>
</tr>
<tr>
<td>3</td>
<td>Tapi, gara-gara membeli mariyuana yang telah dilegalikan oleh negara bagian tersebut, Boyer harus menerima nasib dipecat dari pekerjaannya.</td>
<td>But bought troubles marijuana that will legally by interstate talked about must take fate get out from work.</td>
<td>But, thanks to buy marijuana that has been legalized by the state, must accept the fate Boyer was fired from his job.</td>
<td>But, trouble to buy marijuana that has been legalized by the state, must accept the fate Boyer was fired from his job.</td>
</tr>
<tr>
<td>4</td>
<td>Japan Women World’s Longest-Lived as Male Lifespan Tops 80</td>
<td>Null</td>
<td>Japan Women Terpanjang di Dunia-Tinggal sebagai Pria Masa Hidup Atasan 80</td>
<td>Wanita jepang berumur panjang di Dunia-seperti pria yang berumur diatas 80</td>
</tr>
</tbody>
</table>
first time in 2013, but was still several years below that of their female counterparts, whose lifespan was the world’s longest, figures released on Thursday showed.

A Japanese boy born in 2013 can now expect to live 80.21 years, up from 79.94 years in 2012, the health ministry said.

Report on Participant 2. Participant 2 (P2) started the screen recorder when she had the word processor ready. She copied T1 and went immediately to the Internet browser window that had already been opened by P1. We can see the last text P2 had had translated using the translation tool. Then P2 deleted the old text on the left window of the tool browser and pasted the text she had copied earlier on. She did not open any other Internet browser or online translation tools as she used the existing tool available on the window browser.

As she copied and pasted T1 on the translation tool, but then click English as the TL because she did not change the TL on the tool when she first opened the window browser. Once she had the TL correct – in this case the TL is English – she went back to the word processor at the minute 1:12, and opened the new blank word processor document, then pasted the TL translation from the TrTo.

After had both the SL and TL texts ready, she managed the document view so both files – the SL file and the TL file – could be view side by side synchronously. The TL was on the left hand side, and the SL file was on the other side as seen on Picture 1.
Once the files were side by side, she started to compare the SL and the TL as it can be assumed from the mouse movement that moved from SL and TL several times pointing at the first paragraph. It can be viewed at the minute 01:54 to 02:02 when she was trying to edit the translation result. At around minute 02:07 she clicked the mouse to put the word processor cursor on the first paragraph between the words “thanks” and “to”. The word “thanks” were deleted and then the cursor stayed from minute 02:08 to 02:40 as she started typing the word of her choice at minute 02:42 replacing the word “thanks” with “because of” as shown in Tabel 5.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Pre-edited SL Text</th>
<th>SL Text</th>
<th>TrTo</th>
<th>Edited TL Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Null</td>
<td>Tapi, gara-gara membeli mariyana yang telah dilegalikan oleh negara bagian tersebut, Boyer harus menerima nasib dipecat dari pekerjaannya.</td>
<td>But, thanks to buy marijuana that has been legalized by the state, must accept the fate Boyer was fired from his job.</td>
<td>But, because of to buy marijuana that has been legalized by the state, must accept the fate Boyer was fired from his job.</td>
</tr>
</tbody>
</table>

Not long after the she edited the word as we have seen at Table 3, at the minute 02:46 to 02: it can be assumed that she was still thinking about the same sentences and tried to make sense the meaning and the structure, as well as her editing. This assumption came up as the writer
saw the mouse pointer was moving back and forth at the same sentence several times, particularly a lot more mouse movement on the phrases “gara-gara” on the SL. The mouse movement of going back and forth can be a representation of eye movement and, furthermore, leading to us to a demonstration of thinking process while editing. At the minute 03:59 the mouse moved from SL text “Boyer harus menerima nasib dipecat dari pekerjaannya” to TL window and highlighted the phrases “…must accept Boyer was fired from his job”.

Table 6

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Pre-edited SL Text</th>
<th>SL Text</th>
<th>TrTo</th>
<th>Edited TL Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Null</td>
<td>Tapi, gara-gara membeli marihuana yang telah dilegalikan oleh negara bagian tersebut, Boyer harus menerima nasib dipecat dari pekerjaannya.</td>
<td>But, thanks to buy marijuana that has been legalized by the state, must accept the fate Boyer was fired from his job.</td>
<td>But, because of to buy marijuana that has been legalized by the state, must accept the fate Boyer was fired from his job.</td>
</tr>
</tbody>
</table>

The action of highlighting this particular phrase shows us that P1 was presumably trying to gain understanding for a purpose of re-styling such phrase. Although at the end, she did not change any of the underlined phrases showed in Table 6.

**Conclusions and Future Study**

Translating is indeed a much more difficult process to comprehend, because there are many aspects involve during the comprehending stage and editing or re-styling stage. It is not merely linguistics, culturally bound meanings and phrases, and meta-linguistic aspects but also involving brain activity, motivation, goal settings, text sources, experiences, critical thinking, timeline, and so on. There is little can be said about the students studying translation or students with classroom-experience-background and their use of computer to finish translation task as this study. It is at a premature stage of understanding such behaviours, yet it can be concluded that students – particularly those with classroom-translation-experience background – still need a comprehensive, thorough, and practical computer or machine translation training. The training should be able to cover areas such as word processors for translating use, machine translation (electronic references, concordances, corpus), techniques
and strategies in dealing with difficulties during translating, and using information from the Internet (the search engines). Translation theories are also need to be involved in the training module as it can provide students broader perspectives on translation practice in both worlds: the theory and the reality as well as the modern day technology – thus helping the students to build a bridge between those two worlds if there is any gap occurred between the two, and also to achieve a much improved translation quality.

References


APPENDIX A

Nasib Buruk Pembeli Pertama Mariyuana (Aquadini, 2014)

SPOKANE -- Mike Boyer akan dikenang sebagai orang pertama di Kota Spokane, Negara Bagian Washington, Amerika Serikat, yang membeli mariyuana legal. Tapi, gara-gara membeli mariyuana yang telah dilegalkan oleh negara bagian tersebut, Boyer harus menerima nasib dipecat dari pekerjaannya.


Source: http://koran.tempo.co/konten/2014/07/12/346779/Nasib-Buruk-Pembeli-Pertama-Mariyuana
APPENDIX B

Japan Women World’s Longest-Lived as Male Lifespan Tops 80 (France-Presse, 2014)

Tokyo. Japanese men’s life expectancy rose above 80 for the first time in 2013, but was still several years below that of their female counterparts, whose lifespan was the world’s longest, figures released on Thursday showed.

A Japanese boy born in 2013 can now expect to live 80.21 years, up from 79.94 years in 2012, the health ministry said.

The average lifespan of Japanese women rose to 86.61 years in 2013, up from 86.41 the previous year, making them the world’s longest-lived females for the second year running.

In second place were women in Hong Kong, whose life expectancy hit 86.57 last year.

Japanese men ranked fourth on the longevity list of the world’s 50 major countries and regions behind Hong Kong, Iceland and Switzerland, the health ministry said. Hong Kong’s average male lifespan was 80.87.

“There is still a room for growth in the lifespan if medical technology advances,” a health ministry official said.

However, Japan’s aging population is a headache for policymakers who are faced with trying to ensure an ever-dwindling pool of workers can pay for the growing number of pensioners.

Government data released in April showed Japan’s population shrank for the third year running, with the elderly making up a quarter of the total for the first time.

The proportion of people aged 65 or over is forecast to reach nearly 40 percent of the population in 2060, the government has warned.

Agence France-Presse
STUDENTS’ STRATEGIES IN TRANSLATING THE LYRICS OF “AMBILKAN BULAN” SOUNDTRACK FOR ENGLISH SUBTITLE

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Abstract

The translation of song lyrics, like poetry, has typical challenges. It is firstly because of the limited but meaningful and beautiful words employed by the song writer in conveying message and expressing his/her feeling. The choice of media in which the translation of the song lyrics will be used is another challenge because different media need different translation strategies indeed. Thus, it can be said that translating song lyrics for film subtitle might be more adaptable in terms of its rhyme and musical devices that to other purposes or media. The main purpose of making subtitles for films is to help the target audience get the message of the film, through every scene, dialogue, and information from frame to frame, by providing them with the language they understand. By considering some identical characteristics between poetry and song, this study aims to analyze students’ strategies in translating children songs, the soundtracks of Indonesian movie “Ambilkan Bulan”, for English subtitle. As a part of literary translation, this study will be focusing on the way student subtitlers reproduce form, rhythm, rhyme, and the tone for the subtitling in comparison with its source text and by taking into account the target audience of the movie, i.e. children. The data of this study are taken from students’ final group project for Subtitling class.

Keywords: song lyrics, subtitle, translation strategies, metre, rhyme, tone, rhythm, literary translation.

Introduction

Audio Visual Translation (AVT) has played an important role in social life, either in the form of subtitling, lip-sync, dubbing, or voice-over. Some television programs in Indonesia, especially related to foreign news or films, are mostly making use of subtitling rather than other types/modes of AVT. Therefore, it can be denied that subtitling has been popular among Indonesian viewers.
As translation in general, subtitling can become a medium to bridge communication across nations through language. In addition, it can also become the medium to share ideas and to introduce way of life as well as cultural values from one part of the world to another.

It is necessary somehow to introduce and promote Indonesian culture (artifact) to people or audience in other countries through various media or program. Film is one example of work of arts that can meet this objective. Asian films, like Korean and Indian, have attracted many viewers not only in their own country but also from other Asian countries, even from other continents. This achievement should also motivate Indonesian film producers to introduce their films abroad. It should be noted that Indonesian people have always become the consumer of foreign films for years, though some film producers have made a collaboration with foreign actors/actresses, producers and director recently.

In that way, subtitling is one thing needed to promote Indonesian culture through film or documented program to people from other countries, especially in the English speaking countries. Therefore, I think using Indonesian film as one subtitling project for student subtitlers would be beneficial for student to have a valuable experience in making English subtitle besides Indonesian subtitle.

By considering its popularity, I chose “Ambilkan Bulan” musical film as the final group project for Subtitling class. The film is famous and interesting not only because of its story, but also because of its familiar soundtrack for most Indonesian people, especially children. By making the English subtitle of the movie, the student subtitlers will learn more and get deeper insight into the world of subtitling. For Indonesian viewers, in general, the English subtitle may help them to learn English through film. So, they will not only spend their time for the purpose of entertaining themselves, but also for getting information and learning English language. Whereas, for non-Indonesian viewers, the subtitling will provide them with information about Indonesian way of life, culture, values, language, nature, music, and many more.

Subtitling has its own challenging in the process of translation. The challenge may arise problem in translating or making the subtitling not only for the student subtitlers but even for
the professional subtitlers. Considering the fact, this research would try to describe the way students translate the song lyrics of the soundtrack of the “Ambilkan Bulan” movie, from literary point of view for the film subtitling.

Subtitling

Maria Pavesi and Elisa Perego in Cintas (2008) defines audiovisual subtitles as “a written translation or transcription – printed at the bottom of the screen – of the spoken dialogue of any TV or cinema product.”

The choice of whether using interlingual – from source language speech into target-language writing – or intralingual – from speech into writing form of the similar language – is determined by the function and the potential target audience of the subtitling.

Therefore, Henrik Gotlieb in Ivarsson (2013) considers the intralingual subtitling as a diagonal translation and the interlingual subtitling as being two dimensional translation.

In Orero (2004), Henrik Gottlieb lists four functions of interlingual subtitling, i.e. 1) to improve reading skills; 2) to boost foreign language skills; 3) to facilitate easy and cheap international program exchange; and 4) to cement the dominance. This study focuses more on the second and third functions of interlingual subtitling.

Audiovisual Translation (AVT) more or less has special characteristics which makes it different with other types of translation. Due to its specialty, Mona Baker (2001) suggests four channels need to be considered by translator, namely 1) the verbal auditory channel; 2) the non-verbal auditory channel; 3) the verbal visual channel; and 4) the non-verbal visual channel. In translating for subtitle, channel 1, 2, and 3 are the most important channels to pay attention.

Subtitling for Soundtrack (and Poetry in Translation)

Although the study on movie subtitle has not been given so much attention, but actually there are many things that can be learned from this type of translation that related to linguistics, language teaching, literary translation, and editing or other technical skills required. One
interesting thing to study in the field of literary translation is the translation of the film soundtrack. Jan Ivarsson (2013) in “The Code of Good Practice Subtitle” mentions that the song in a movie or television program that is relevant needs to be subtitled. Particularly in translating song or the soundtrack, Frederic Chaume (2004) thinks that it "usually requires an adaptation in the translation that matches the rhythm of the music in accordance with the four poetic rhythms of classical rhetoric (i.e., the rhythm of quantity or number of syllables, accentual rhythm of intensity or distribution, rhythm of tone and timbre or rhythm of rhyme).” He also adds that besides the linguistic issues, it is important to consider some technical issues such as the use of italics for song lyrics or soundtrack subtitle. Thus the characteristics of a movie soundtrack translation more or less has similarities with the translation of poetry as a literary work, especially in some poetry devices such as rhyme, rhythm, tone, metre, etc.

According to Andre Lefevere in Bassnett (1991:81-82), there are seven strategies to translate poetry, namely 1) phonemic translation, by reproducing the SL sound in the TL; 2) a literal translation, by emphasizing on word-for-word translation; 3) metrical translation, by focusing on the reproduction of the SL metre; 4) poetry into prose, that may result in the distortion of SL’s sense, communicative value, and syntax; 5) rhymed translation, considering both rhyme and metre; 6) blank verse translation, by emphasizing more on the structure chosen by the translator; and 7) interpretation, by retaining the substance but changing the form. Based on those seven strategies, the certain strategies applied by students in translating the song lyrics of the movie soundtrack could be identified.

**Data Analysis**

This study analyzes six song lyrics as the soundtrack of the “Ambilkan Bulan” movie. As a musical film, it employs several children songs especially written by AT Mahmud, a well-known writer of Indonesian children songs.

In accordance with four poetic rhythms that need to be adapted in translating a soundtrack suggested by Frederic Chaume (2004), the analysis focuses more on the use of four aspects of the rhythm. In general, Kirszner & Mandell (2000) define rhythm as the regular recurrence of sounds. Whereas, poetic rhythm is defined by them as the repetition of stresses and pauses. In their opinion, poetic rhythm is largely created by meter, which is the recurrence of regular
units of stressed and unstressed syllables. In relation with the metre of a song, Sam Inglish (2001) thinks that “usually, some or all of the lines in a song will share a similar pattern, which will itself be made up through the repetition of more basic patterns known as ‘feet’”. Reaske (1996) said that “once we have observed the metrical pattern of a poem we should discuss its rhyme” i.e. the patterns of repetition of sounds. In addition to the number of syllables, metre, and rhyme, it is also important to identify the rhythm of the tone. According to Kirszner & Mandell (2000) the tone of poem might be joyful, sad, playful, serious, comic, intimate, formal, relaxed, condescending, or ironic.

“Libur T’lah Tiba” (07:40 – 08:55)

<table>
<thead>
<tr>
<th>Line</th>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Libur t’lah tiba</td>
<td>Holiday’s coming</td>
</tr>
<tr>
<td>2</td>
<td>Libur t’lah tiba</td>
<td>Holiday’s coming</td>
</tr>
<tr>
<td>3</td>
<td>Hore! Hore! Hore! Hore!</td>
<td>Hurray! Hurray! Hurray! Hurray!</td>
</tr>
<tr>
<td>4</td>
<td>Simpanlah tas dan bukumu</td>
<td>Put away your bags and your books</td>
</tr>
<tr>
<td>5</td>
<td>Lupakan keluh kesahmu</td>
<td>Forget your hardship and complaints</td>
</tr>
<tr>
<td>6</td>
<td>Libur t’lah tiba</td>
<td>Holiday’s coming</td>
</tr>
<tr>
<td>7</td>
<td>Libur t’lah tiba</td>
<td>Holiday’s coming</td>
</tr>
<tr>
<td>8</td>
<td>Hatiku gembira</td>
<td>And I’m feeling so happy</td>
</tr>
</tbody>
</table>

In general, the number of syllables in the Source Text (ST) is similar with the Target Text (TT). The difference is only at the line 8 in which the source text consists of only 6 syllables, but the target text has 7 syllables. It is because of the addition of conjunction “and” in the target text.

In accordance with the rhythm of the “Libur T’lah Tiba” song, the accentual rhythm of intensity or the metre of this song is 2/4 or a simple duple metre, a meter in which each measure is divided into two beats. It has iambic pattern or weak-strong syllable pattern. Although students’ translation is not aimed to be sung or in other words it is only for the purpose of subtitling, students seem to consider the syllables that automatically influence the metre of the target text. The rhythmic pattern of this song is also expressed by the writer of the song through repetition of words and/or lines.

The rhyme scheme of the song in Indonesian as the source text (ST) is aax bb aax likewise its English translation as the target text (TT). In this song, students tend to be faithful to the four
aspects examined in this research, i.e. the rhythm of the number of syllables, metre, tone, and the rhyme. Both texts also show the use of internal rhyme, i.e. line 5 “ke-” in the ST and line 4 “your” and “b” in the TT. The accent or stress of each two-syllable word generally falls on the second syllable in both ST and TT in accordance with its musical rhythm. For the three-syllable words, they are stressed either at the first or third syllable in the ST but at the second or third syllable in the TT. Based on Lefevere’s seven strategies, it can be said that in translating this song students seems to apply rhymed translation strategy, which emphasizes on its rhyme and metre. The tone of the song is joyful.

“Paman Datang” (20:00 – 21:28)

<table>
<thead>
<tr>
<th>Line</th>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lihatlah! Paman datang</td>
<td>Look! My uncle has come</td>
</tr>
<tr>
<td>2</td>
<td>Pamanku dari desa</td>
<td>And he came from his ville hometown</td>
</tr>
<tr>
<td>3</td>
<td>Dibawakannya rambutan pisang</td>
<td>Bringing rambutans, and some bananas</td>
</tr>
<tr>
<td>4</td>
<td>Dan sayur mayur segala rupa</td>
<td>And lots of vegetables of all kinds</td>
</tr>
<tr>
<td>5</td>
<td>Berc’rita paman tentang ternaknya</td>
<td>Telling me of all kinds of animals</td>
</tr>
<tr>
<td>6</td>
<td>Berkembang biak semua</td>
<td>They are growing well in his farm</td>
</tr>
<tr>
<td>7</td>
<td>Padaku paman berjanji</td>
<td>My uncle made me a promise</td>
</tr>
<tr>
<td>8</td>
<td>Mengajak libur di desa</td>
<td>When he goes, he’ll take me with him</td>
</tr>
<tr>
<td>9</td>
<td>Hatiku girang tidak terperi</td>
<td>I am so happy more than I can be</td>
</tr>
<tr>
<td>10</td>
<td>Terbayang sudah aku di sana</td>
<td>Imagining me going to the ville</td>
</tr>
<tr>
<td>11</td>
<td>Mandi di sungai turun ke sawah</td>
<td>Bathing in the stream playing in the field</td>
</tr>
<tr>
<td>12</td>
<td>Menggiring kerbau ke kandang</td>
<td>Herding the cows back to go to crib</td>
</tr>
</tbody>
</table>

This two-verse song consists of six lines each. From 12 lines, there are only 2 lines which have different number of syllabes in their lines. Line 2 has 7 syllables in the source text but then become 8 syllables in the target text due to the addition of conjunction “and”. Line 12 is also different in the number of syllable between source text and target, in which source text has only 8 syllables comparing to 9 syllables of the target text. The addition of syllables in the target text is due to the over use of to infinitive in “back to go to crib” that actually can be simplified become “to the crib” to make it sounds more natural. However, the insertion of extra unstressed word(s) here can still suit the tune.

Similar with the “Libur T’lah Tiba” song, the accentual rhythm of the “Paman Datang” song is also 2/4. The accentual rhythm of intensity is either iambic or anapestic metre, that is weak-strong syllable pairs, in accordance with the number of syllable. The Indonesian lyrics of the song consist of a great number of a three-syllable words, even more, that are generally stressed at the third syllable. In its English translation the stress might be
fallen either at the first, or second, or even the third syllable. For the two-syllable words, the stressed pattern is generally found at the second syllable both for the ST and TT. There are great number of one single stressed word found in the English translation of the lyrics.

The rhyme rhythm of line in each verse of the ST is ababbx. Whereas the TT does not have clear pattern of its rhyme in each line. Nevertheless, it seems that students try to apply some internal rhymes in several parts through repetition. For example, in line 4 and 5 “of”, line 7 “m” sound, line 8 “he” and him”, line 9 “I”, line 10 “-ing” form, and the identical “-ing” structure in line 10 and 11. From the analysis of students’ translation it can be inferred that students apply literal, blank, and metrical translation strategies in translating “Paman Datang” song lyrics. The tone of this song is joyful and playful. This can be observed clearly on the expression of the actress and actor or singer in the film as well as the musical rhythm of the song.

“Anak Gembala” (38:02 – 39:18)

<table>
<thead>
<tr>
<th>Line</th>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aku adalah anak gembala</td>
<td>Everyone knows me as the shepherd kid</td>
</tr>
<tr>
<td>2</td>
<td>Selalu riang serta gembira</td>
<td>Always so cheerful and without worry</td>
</tr>
<tr>
<td>3</td>
<td>Karena aku rajin bekerja</td>
<td>That’s because I do my job happily</td>
</tr>
<tr>
<td>4</td>
<td>Tak pernah malas ataupun lelah</td>
<td>Never I’ll be tired nor become lazy</td>
</tr>
<tr>
<td>5</td>
<td>La la la la la la la la la</td>
<td>La la la la la la la la la</td>
</tr>
<tr>
<td>6</td>
<td>La la la la la la la la la</td>
<td>La la la la la la la la la</td>
</tr>
<tr>
<td>7</td>
<td>La la la la la la</td>
<td>La la la la la la</td>
</tr>
<tr>
<td>8</td>
<td>Setiap hari kubawa ternak</td>
<td>And every morning I will herd my sheep</td>
</tr>
<tr>
<td>9</td>
<td>Ke padang rumput di kaki bukit</td>
<td>To the grass field on the foot of the hills</td>
</tr>
<tr>
<td>10</td>
<td>Rumputnya hijau subur dan banyak</td>
<td>The grass are so green, so fresh and plenty</td>
</tr>
<tr>
<td>11</td>
<td>Ternakku makan tak pernah dikit</td>
<td>There my sheep would eat and not just a bit</td>
</tr>
</tbody>
</table>

The number of syllables in each line of the source text and target text of “Anak gembala” song is similar one to another. The specialty of this lyric is all lines, excluding the chorus, have similar number of syllables, i.e. 10 syllables each.
The accentual rhythm of “Anak gembala” song is 2/4 with trochaic pattern, strong-weak syllable pairs. As in “Paman Datang” song, students’ translation of “Aku Anak Gembala” song lyrics is stressed more on the one-syllable words in each measure.

The end rhyme of each line in verse 1 of the ST is aaaa and abab in the verse 2. Whereas in the TT students seem trying to also apply the end rhyme with xaaa in the verse 1 and internal rhyme in the verse 2, i.e. article “the” in line 9, consonant/sound “g” and the word “so” in line 10, and phoneme /iːt/ and /ɪt/ in “eat” and “bit” in line 11. From this characteristics of the TT, it can be said that in one hand students applied the rhymed translation in translating both verses of the song and on the hand the phonemic translation at the interlude. The tone of this song is joyful and playful.

“Mendaki Gunung” (42:10 – 43:54)

<table>
<thead>
<tr>
<th>Line</th>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Menjulang puncak gunung</td>
<td>Towering is the mountain peak</td>
</tr>
<tr>
<td>2</td>
<td>Menyentuh langit biru</td>
<td>To the blue sky it reaches for</td>
</tr>
<tr>
<td>3</td>
<td>Memanggil hati yang murung</td>
<td>Calling those with heart so gloom</td>
</tr>
<tr>
<td>4</td>
<td>Apalagi yang ditunggu</td>
<td>Now, what are you waiting for?</td>
</tr>
<tr>
<td>5</td>
<td>Kita daki gunung</td>
<td>Let us climb the mountain</td>
</tr>
<tr>
<td>6</td>
<td>dengan hati yang teguh</td>
<td>With heart strong and steady</td>
</tr>
<tr>
<td>7</td>
<td>Ayo kawan capai puncaknya,</td>
<td>Come on, friend, let us reach the peak</td>
</tr>
<tr>
<td>8</td>
<td>Ayo</td>
<td>Let’s go</td>
</tr>
<tr>
<td>9</td>
<td>Jalannya berliku-liku</td>
<td>Our way is twisting and winding</td>
</tr>
<tr>
<td>10</td>
<td>Rintangan tentulah banyak</td>
<td>And so many hurdles we’ll find</td>
</tr>
<tr>
<td>11</td>
<td>Semua akan berlalu</td>
<td>But we’ll pass them all together</td>
</tr>
<tr>
<td>12</td>
<td>‘pabila tiba di puncak</td>
<td>And to the mountain’s peak we’ll climb</td>
</tr>
</tbody>
</table>

The translation of “Mendaki Gunung” song lyrics has resulted in a few change of syllable numbers in the source text and the target text. Line 1 of source text which consists of 7 syllables becomes 8 syllables in the target text and line 10 is also changed from 6 into 8 syllables. In contrast, line 3 and 4 which consist of 8 syllables have been decreased in number of syllables become 7 syllables in the target text. The number of syllables of line 6 and 7 have also decreased from 7 to 6 and 9 to 8 syllables in the target text. Despite of some changes in the number of syllables, it is found that students still tried to translate the lyrics with the similar number of syllables, especially in line 5, 9,11, and 12. It can be said that the number
of syllables in the source text of line 2 is similar with the target text if we pronounce the word “reaches” as a single syllable.

The accentual rhythm of “Mendaki Gunung” song is 2/4 with a trochaic or dactylic metre, strong-weak syllable pattern, followed by a single unstressed word.

Verse 1 and 2 of the ST have similar rhyme rhythm, i.e. abab, while the chorus has xxx end rhyme. However, if the end rhyme of the text is considered as a whole, regardless its versification, the rhyme can be abab abc bcbc. On the other hand, students’ translation tends to be unrhymed or blank verse translation based on Lefevere’s classification. The tone of the song in the TT is joyful, playful, and relaxed as its ST, although the language sounds more formal in the TT.

“Ambilkan Bulan Bu” (51:50 – 54:30)

<table>
<thead>
<tr>
<th>Line</th>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ambilkan bulan, Bu</td>
<td>Please get the moon, mommy</td>
</tr>
<tr>
<td>2</td>
<td>Ambilkan bulan, Bu</td>
<td>Please get the moon, for me</td>
</tr>
<tr>
<td>3</td>
<td>Yang s’lalu bersinar di langit</td>
<td>That’s always shining bright hanging in the sky</td>
</tr>
<tr>
<td>4</td>
<td>Di langit, bulan benderang</td>
<td>In the sky, the moon shines so bright</td>
</tr>
<tr>
<td>5</td>
<td>Cah’yanya sampai ke bintang</td>
<td>Sending light to all the stars at night</td>
</tr>
<tr>
<td>6</td>
<td>Ambilkan bulan, Bu</td>
<td>Please get the moon, mommy</td>
</tr>
<tr>
<td>7</td>
<td>Untuk menerangi</td>
<td>To make my nights a gleam</td>
</tr>
<tr>
<td>8</td>
<td>Tidurku yang lelap</td>
<td>And make my sleep stay tight,</td>
</tr>
<tr>
<td>9</td>
<td>Di malam gelap</td>
<td>In the darkest night.</td>
</tr>
</tbody>
</table>

From 9 lines of the song lyrics, there are only two lines, i.e. line 3 and 5 which are different in their number of syllables. The source text of line 3 has 9 syllables but the target text has 11 syllables. Line 5 also increases in the number of syllables from 8 syllables of source text into 9 syllables of the target text. The slight longer syllables in both two lines occurs because of the explicitation of meaning by using the formal form of language in translating the text.

This “Ambilkan Bulan Bu” song has 4/4 time signature or metre. The accentual rhythm of intensity of the song is iambic pattern, weak-strong syllable pairs. The stress or beat of the Indonesian version (ST) of the song falls on either the first, second, or third syllable of the word in dactylic or iambic dimeter. On the other hand, students’ translation (TT) put the stress
more at the single word (one-syllable word) like moon, sky, so, light, stars, nights, and sleep in an iambic or trochaic dimer.

Repetition of phrases “Ambilkan bulan, Bu” has made this song memorable due to its lyrical metre. The repetition can be found also in students’ translation. Nevertheless, it seems that students were trying to give a slight different translation by preserving its end rhyme line. In general, the end rhyme of each line in the ST is axbbaxcc, while in the TT is axbbaxbb. In other words, in translating the song students use rhymed translation strategy. The tone of this song is intimate and relaxed but it also sounds melancholic.

“Pelangi Pelangi” (1:07:40 – 1:08:45)

<table>
<thead>
<tr>
<th>Line</th>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ulala, ulala</td>
<td>Ulala, ulala</td>
</tr>
<tr>
<td>2</td>
<td>Pelangi, pelangi</td>
<td>O rainbow in the sky</td>
</tr>
<tr>
<td>3</td>
<td>Alangkah indahmu</td>
<td>How beautiful you are</td>
</tr>
<tr>
<td>4</td>
<td>Merah, kuning, hijau</td>
<td>With red, yellow, and green</td>
</tr>
<tr>
<td>5</td>
<td>Di langit yang biru</td>
<td>On a blue sky canvas</td>
</tr>
<tr>
<td>6</td>
<td>Pelukismu agung,</td>
<td>So great is your maker,</td>
</tr>
<tr>
<td>7</td>
<td>Siapa gerangan</td>
<td>I wonder who it was</td>
</tr>
<tr>
<td>8</td>
<td>Pelangi, pelangi</td>
<td>O rainbow, o rainbow</td>
</tr>
<tr>
<td>9</td>
<td>Ciptaan Tuhan</td>
<td>A painting made by God</td>
</tr>
<tr>
<td>10</td>
<td>Ulala, ulala</td>
<td>Ulala, ulala</td>
</tr>
</tbody>
</table>

In translating the song lyrics of “Pelangi-pelangi” students seem to be faithful in preserving the number of syllables. From 10 lines of the song lyrics, there is only one line which is different in number of syllables, i.e. line 9. However, the extra 1 syllable of the line does not have significant influence in the way of pronouncing even singing this particular line of lyrics.

The accentual rhythm of intensity of “Pelangi-pelangi” song is 2/4 with a dactylic dimer, strong-weak-weak syllable pattern. However, the translation tends to be trochaic dimer.

The end rhyme rhythm of the ST is abxbxcac while TT is totally free verse. Therefore, it can be said that the translation of “Pelangi-Pelangi” song lyrics uses a blank verse translation. Nevertheless, the first line of the song can be categorized as a phonemic translation for it is
not translated might be to preserve its musical effect by reproducing the source language (SL) sound in the target language (TL). The tone of this song is joyful, playful, and relaxed.

Conclusion

From the analysis above, there are several conclusions that can be made. First, in translating the song lyrics, students tend to be faithful in preserving the number of syllables in the target text. Nevertheless, there are still a slight difference, either because of the decrease or increase number of syllables, in some lines of the lyrics in their translation. Second, the accentual rhythm of intensity of 5 out 6 songs as the soundtrack of the film chosen for this study is 2/4. The use of simple duple meter seems to be more appropriate for children songs in general. There is also an obvious attempt to preserve or at least create the rhythm of rhyme and metre for the beauty of the translated text as a work of literary and arts. Nevertheless the blank verse translation or unrhymed translation still occurs in several parts of the song(s). From seven strategies suggested by Lefevere, the use of poetry into prose and interpretation strategies are not found in students’ subtitling. Ultimately, students also attempt to maintain the original tone of the song lyrics although the TT sometimes seems to be more formal than the ST. It might be because the translation of this song lyrics is designed not for singing but for film subtitling.

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THEMATIC PROGRESSION PATTERNS OF THE DISCUSSION TEXTS WRITTEN BY THE FOURTH SEMESTER STUDENTS OF TIDAR UNIVERSITY (UNTIDAR) IN 2013/2014 ACADEMIC YEAR

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Abstract

A good writing is one that is cohesive and coherent. Cohesion and coherence are essential textual components to create organized and comprehensiveness of the texts. To create cohesive and coherent texts, theme and rheme play an important role. This research focuses on analyzing types of thematic Progression Patterns applied by the students of English Department of Tidar University and the tendency of the students in applying thematic progression patterns. The unit analyses of this research are clauses of discussion texts written by the fourth semester students of English Department, Tidar University. Based on Martin’s theory in Paltridge (2000), there are 32.48% of the clauses applied reiteration/constant theme patterns, 22.63% applied zig-zag, 3.65% multiple theme patterns and 41.24 % applied other patterns. It means, the paragraphs were developed without repeating the preceding theme or rheme of the previous clauses. It is because each clause has a separate idea. It seems that the students did not know how to develop the paragraph coherently.

Keywords: Discussion Texts, Thematic Progression, Writing

Introduction

A good writing is one that is cohesive and coherent. Cohesion and coherence are essential textual components to create organized and comprehensiveness of the texts. Coherence here refers to the quality of being meaningful or we can say that coherence is when a text hangs together. Discussing coherence in paragraph writing, it cannot be separated from the paragraph development. The ability of the students in developing the paragraph contributes to the coherency of the paragraph. To create cohesive and coherent texts, theme and rheme play an important role since a good organization of theme and rheme in a paragraph will make the paragraph coherent. The definition of theme and rheme as stated by Halliday (1994: 37) is as follows: Theme is the element which serves as point of departure
of the message; it is that with which the clause is concerned. The reminder of the message, the part in which theme is developed is called rheme. As a message structure, therefore, a clause consists of a theme accompanied by a rheme; and the structure is expressed by the order, whatever is chosen as a theme is put first.

Organizing the first elements of clause, i.e. theme, plays an important role in writing; and the students must be aware of it. It will show the prominence of the message. In other words, the students’ writing will be more cohesive and also the message being conveyed will be easier to be understood by the readers. As said by Fries in his research (1997: 230-243), that both native English speaking and non-native English speaking students have difficulties ordering the words in their sentences. Further, he said that teachers often experience difficulties explaining the students how they should order the information in their sentences. Related to the fact, two concepts are helpful in the task. They are theme and information focus. The way in which the Theme of the clause may pick up, or repeat a meaning from a preceding theme or rheme is called Thematic Progression Patterns (Paltridge, 2000: 140).

Dealing with thematic progression, Eggins (1994) says that method of development is very significant contribution that theme makes to the cohesion and coherence of a text has to do with how thematic element succeed each other. Related to thematic progression, Danes in Gil (2001) states that ‘Thematic Progression’ refers to the choice and ordering of utterance themes in a given passage. However, Gil (2001) explains that thematic progression only indicates the connections between the different textual segments without clarifying their nature. Further, he states that there are several ways in labeling this item. Halliday (1985) uses the term ‘Thematic Structure’, Danes and Paltridge use the term ‘Thematic Progression’, Fries and Martin use the term ‘Method of Development’. Based on Martin and Rother in Paltridge (2000), there are three main patterns of thematic progression. They are as follows.

(a) The Theme Re-iteration/Constant Theme Pattern

In this pattern, the element of the preceding clause is the same as the subsequent clause. This pattern is as follows.

```
Theme1 ➔ Rheme1
Theme1 ➔ Rheme2
Theme1 ➔ Rheme3
Theme1 ➔ Rheme4
Theme1 ➔ Rheme5
Theme1 ➔ Rheme6
```
(b) The Zig-Zag Pattern

In this pattern, the rhyme of the preceding clause contains an element which becomes the theme of subsequent clause. The pattern is as follows.

\[
\text{Theme}_1 \rightarrow \text{Rheme}_1 \\
\text{Theme}_2 \rightarrow \text{Rheme}_2
\]

(c) The Multiple Theme Pattern

In this pattern, the theme of one clause introduces a number of different pieces of information, each of which is then picked up and made in subsequent clause.

\[
\begin{align*}
\text{Theme}_1 & \rightarrow \text{Rheme}_1 \\
\text{Theme}_1 & \rightarrow \text{Rheme}_2 \\
\text{Theme}_2 & \rightarrow \text{Rheme}_3 \\
\text{Theme}_3 & \rightarrow \text{Rheme}_4 \\
\text{Theme}_4 & \rightarrow \text{Rheme}_5 \\
\text{Theme}_5 & \rightarrow \text{Rheme}_6 \\
\text{Theme}_6 & \rightarrow \text{Rheme}_7 \\
\text{Theme}_5 & \rightarrow \text{Rheme}_8
\end{align*}
\]

Based on the problem above, the writer conducted a study dealing with analyzing thematic progression patterns of the discussion texts written by the fourth semester students of Tidar University (Untidar) in 2013/2014 academic year. Hopefully, this study will be able to overcome problems faced by students in writing texts and contribute a little knowledge about how to develop a paragraph.

**Research Method**

**Research Design**

In this research, the writer applied qualitative approach to unfold types of the Thematic Progression Patterns of the students’ written discussion texts. In addition to that, simple quantification was also employed in order to show some tendencies in Thematic Progression Patterns of the students’ written discussion texts.

**Object of the Research**

Since the study was devoted to investigate the types of Thematic Progression, Students’ written discussion texts were the objects of this research. They were in the form of paragraph in which there were more than five sentences in each paragraph. The students here referred to
the students of English Department of Tidar University who took writing 3 subject in 2013/2014 academic year. There were 26 students who were involved in the research. All of them wrote discussion texts.

The material used in the research was discussion text. In this case, the writer did not determine the topics of the text but she only determined the genre the students should write. The students were free to choose the topics of the texts.

**Unit of Analysis**

In analyzing the types of the Thematic Progression of students’ written discussion texts, the unit that she worked with was the clause complex. It is under the consideration that in functional grammar the clause is the larger grammatical unit (Gerot and Wignell, 1994).

Discussing clause, Halliday (1994: 34) states that a clause has meaning as a message, a quantum of information; the Theme is the point of departure for the message. It is the element the speaker selects for ‘grounding’ what he is going on to say. Further he states that as a message structure, therefore a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order – whatever is chosen as Theme is put first.

**Technique of Data Collection**

As this research is qualitative, the writer as researcher became the main instrument of obtaining the data. The data gathered were the students’ written discussion texts. To collect the data in this research, she asked the students to write discussion texts. The first step, she distributed the examples of discussion texts, explained the social function, the Schematic Structures and the language features of the text. The second step, she asked the students to write discussion texts.

**Data Analysis**

In analyzing the Thematic Progression of the student written discussion texts, the writer used Martin’s theory in Paltridge (2000). In analyzing this, she read the paragraph, described the Thematic Progression, and then drew the Thematic Progression patterns of each clause in
each paragraph. Finally, she observed the tendencies of the students in employing the Thematic Progression patterns in their written reports. In this case, each clause was identified to decide whether it had re-iteration/constant, zig-zag or multiple Theme patterns.

Validity and Reliability
LeCompte and Preissle (1993) say that reliability refers to the extent to which studies can be replicated. It is related to the consistency. It means that it does not change from one day to the next. Further they say that validity refers to the accuracy of scientific finding.

In the research, the writer applied investigator triangulation to achieve validity and reliability of the data. As said by Allwright and Bailey (1991), that investigator triangulation is one of the types of triangulation. In investigator triangulation, more than one observer contributes to the finding. In this case, she discussed the data with her colleagues in English Department of Untidar to help her to analyze the data then she compared the results of the analysis to find the correlation. It means that by this technique she found the consistency of the data analysis. The standard used in this analysis is 80%. It means that the data analyses are valid if 80% of the analyses were the same.

Findings and Discussion
The data used in this study are written data in the form of discussion texts which were taken from the students’ assignment of writing III class in English Department of Tidar University in 2013/2014 academic year. The data were then analyzed in terms of Thematic Progression Patterns following the framework provided by Martin’s theory in Paltridge (2000). The thematic progression pattern analysis was done to provide the relevant answer to the research question mentioned in the previous part: i.e. What are the Thematic Progression patterns the students employ in developing their discussion texts?

From Thematic Progression patterns analysis, we can see that the Thematic Progression patterns applied by the students in their discussion texts are various. In this research, the writer based the analysis on Martin’s theory in Paltridge (2000). There are three patterns used in this research; Re-iteration/constant, zig-zag and multiple Theme pattern. Based on the
students’ paragraphs, the thematic progression patterns applied by the students in discussion
texts are as follows.

Table 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Number of Clauses</th>
<th>Thematic Progression Pattern Model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reiteration</td>
</tr>
<tr>
<td>1.</td>
<td>A1</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>A2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>A3</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>A4</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>A5</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>A6</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>A7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>A8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>A9</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>10.</td>
<td>A10</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>11.</td>
<td>A11</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>12.</td>
<td>A12</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>A13</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>14.</td>
<td>A14</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>A15</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>16.</td>
<td>A16</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>A17</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td>A18</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>A19</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>20.</td>
<td>A20</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>21.</td>
<td>A21</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>22.</td>
<td>A22</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>23.</td>
<td>A23</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>24.</td>
<td>A24</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>25.</td>
<td>A25</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>26.</td>
<td>A26</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>274</td>
<td>89</td>
</tr>
</tbody>
</table>

| (%)   | 32.48  | 22.63 | 3.65 | 41.24 |

Based on the above analyses, It could be seen that there are four ways the students applied in
developing their paragraphs. The first is the Theme Re-iteration/Constant Theme Pattern (32.48 %) . In this case, the element of the preceding clause is the same as the subsequent clause. The second pattern is the Zig- Zag Pattern (22.63 %). In this pattern, the Rheme of the preceding clause contains an element which becomes the Theme of subsequent clause. The fourth is The Multiple Theme Pattern (3.65 %). In this pattern, the Theme of one clause
introduces a number of different pieces of information, each of which is then picked up and made in subsequent clause. Those three patterns applied by the students help them develop coherent paragraphs. The last pattern applied by the student is other. It means, the paragraphs were developed without repeating the preceding Theme or rheme of the previous clauses. It is because each clause has a separate idea. It means that each Theme of the clause is not developed from the previous Theme or rheme. In the students’ paragraph, the writer found 113 out of 274 clauses (41.24 %) following this pattern. It seems that the students did not know how to develop the paragraph coherently. Below is the example of the student’s discussion text.

**HOMEWORK**

Homework is the assessment from the teacher to the students to be completed outside classroom. Homework can be in form of individual or group work. There are a lot of discussion about giving homework to the students. The people who don’t agree with this idea, said that it is hard for some kids to do the homework at home, most of them forget to do the homework. They don’t have time to do the homework, they do enough work at school already. The students also need time at home to relax and get outside to exercise and keep fit. The other reason is if the homework in the form of group work, the lazy students will be passive in this work, and just the diligent student will be active in doing the homeworks. The result is that the group work will be done later than the deadline given before. On the other hand, the purpose of giving homework is to make the student understand the material given. The students need more practice at home, so they can do well at school. The other reason is to give homework can help the students manage their time better. Besides that, parents and teacher argue that it is important to know if the student can work on their own without the support from their teacher. From the above reason, it is obvious that giving homework to the students give more positive effect than the negative effect. Homework is good as long as it is interesting and didn’t take much time.
Homework is the assessment from the teacher to the students to be completed outside classroom.

Theme → Rheme

Homework can be in form of individual or group work

Theme → Rheme

Based on the above example it can be seen that, the theme of the following clause (homework) is developed based on the theme of the previous clause (homework). The above clauses are developed using constant theme patterns.

In conclusion, in this research the students tend to apply re-iteration/constant and zig-zag Theme patterns in developing the paragraph of discussion text. Only few students develop the paragraph using multiple Theme patterns. Besides that, many students also apply the patterns which are not mentioned in Paltridge. It means that the clauses in the text are not developed from the previous Theme or rheme. As a result, the paragraphs are lack of coherence.

Conclusion

Based on the finding and discussions of the research data, the conclusions are formulated as follows. The Thematic progression patterns found in the students’ discussion texts are constant/re-iteration Theme, zig-zag and multiple Theme patterns. Besides the above patterns, the students also use patterns which are out of 3 patterns above. It shows some of the students do not write the paragraphs coherently. In this case, the clauses are not developed from the preceding Theme or rheme.

Based on the research findings, it is suggested that the lecturers should also introduce theme-rheme negotiation and thematic progression patterns to the students in order that they can write the paragraph coherently and artistically. In this case, the lecturers should introduce various sentence beginnings as Themes of the clause to the students in order that the students’ paragraphs/texts will be more interesting; not monotonous.

Reference


BETWEEN SACRED AND PROFANE: WOMAN’S SEARCH FOR EXISTENCE IN ELIZABETH GILBERT’S EAT, PRAY, LOVE

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Abstract

This paper reveals sacred and profane meaning as a cycle of life stages in searching self-existence experienced by the main character, Liz, in Gilbert’s Eat, Pray, Love. I used two methods of approach in analyzing this novel. They are semiotic and feminist approach. The first approach was used based on the assumption that literary work consists of signs that can be interpreted. The second one emphasizes on the imbalance and injustice problem in giving roles and social identities based on sex available in literary works.

The results indicate that the meaning of profane and sacred can be revealed through the description of Liz’s process in searching her existence. It can be seen in the novel’s text through its main signifier as represented by two words “big house” and “bath room”. "Big house" symbolizes happiness, peace, and power; meanwhile “bath room” symbolizes sadness and loneliness. Liz, who is supposed to be comfortable living in happiness finally decides to negate it. Instead of enjoying her wonderful life represented by wealth, marriage, and family, Liz prefers to become nomadic, divorce her husband, and have no children. The process of searching her existence then leads her into spiritual experience that can be broken down into two binary oppositions: profane and sacred. She sacralizes the profane activities such as crying in the bath room, contemplating, scrubbing the temple floors, and experiencing metaphysical crisis, to reach the God.

Keywords: signifier, binary opposition, woman, existence, profane vs sacred.
Introduction

As human being, we are undergoing every-day activities in life. We sometimes are bored and stuck with such routines. It also sometimes becomes worst if we have to live in a big city which offers us more various activities with its complexity. In line with this, Sennet (2011:1) says as the following:

… city shapes personality in a particular way. The process of human maturation, particularly the passage into adulthood, requires that human beings learn how to deal with situations beyond their personal control, and with persons who are strangers to them, strangers who are ineradicably different, and difficult to understand.

Instead of seeing the complexity of a city as a problem, as a health citizen we are supposed to see it as a power that can be used as a medium to become a better one as we have learned how to deal with others. However, it is not that easy. Some will probably survive by showing their being settled in all aspects of life. Meanwhile some others are probably failed. They even try very hard to run away from the reality until they are depressed and frustrated. People are having their own way in searching their quality of life.

One of the novels that talks about spiritual searching is Gilbert’s Eat, Pray, Love. In her thirties, the main character, Liz, has everything a modern American woman is intended to want; husband, country home, successful career. But instead of feeling happy and fulfilled, she feels consumed by panic and confusion. She finally decides to leave behind those marks of success. She decides to determine her quality of life by being away from daily routines and everything she has. She starts setting out to examine three different aspects of her nature and setting against the backdrop of three different cultures: Italy, India, and Indonesia (Bali). She experiences pleasure in Italy, finds devotion in India, and finally reaches the balance between worldly enjoyment and divine transcendence in Bali. She unconsciously sacralizes ordinary (profane) activities that lead her to reach the God. Profane is the everyday world of seemingly random, ordinary and unimportant. But Liz is unintentionally value those ordinary rituals as sacred things, that is extraordinary, apparently purposeful, but generally imperceptible forces.
With regard to the preceding explanation, I am interested in writing how profane is contrasted with sacred especially when it has to be related to the process of searching of one’s existence (quality of life). The concepts of sacred and profane are central to Durkheim’s theory of religion.

Durkheim (http://www.sociologyguide.com/religion/durkheim-and-religion.php) says that:

The sacred is ideal and transcends everyday existence, it is extra-ordinary, potentially dangerous, awe-inspiring, fear inducing. The sacred refers to things set part by man including religious beliefs, rites, duties or anything socially defined as requiring special religious treatment. Almost anything can be sacred – a god, a rock, across, the moon, the earth, a tree, an animal or bird etc. These are sacred only because some community has marked them as sacred. Once established as sacred they become symbols of religious beliefs, sentiments and practices. The profane is mundane, anything ordinary.

In revealing the question of a topic discussion, I used semiotic perspective, as texts are full of symbol, icon, and index that can be interpreted. The following is an explanation dealing with semiotic approach:

Different from Saussure’s semiotics, which focuses on denotative meanings, Peirce’s tries to derive connotative ones possessed by those signs. In other way, all signs in Peirce’s that are created by the senders are called symptoms, while signs in Saussure’s, which are used consciously by those who either send or receive them, are signals (Noor: 3-4). Referring to Peirce’s effort in gaining a second meaning of a sign, he performs three kinds of signs’ relationships with its referents as follows:

a. Iconic: a sign with a close resemblance to its object. Thus, a photograph and a road map are icons;

b. Symbolic: a sign with a direct existential connection with its object;

c. Indexical: a sign whose connection with its object is a matter of convention, agreement, or rule. It causally connected with what it refers to. Thus, smoke is a sign of fire and clouds are a sign of rain, etc (Pierce in Wardoyo, 2004:3).

According to Wardoyo (2004: 5-8), signs are arranged into codes through two ways: Syntagms and paradigms. In terms of structural semiotic analysis, syntagmatic and
paradigmatic structure form a principal distinction. Syntagmatic analysis on texts covers its study as a narrative sequence. It focuses on how every sequence of the story relates one to another that will finally result in deriving latent meaning, which dominates the whole, related narrative sequences.

Different from syntagmatic analysis, paradigmatic analysis tends to examine non-sequential pattern of a text. Do setting aside the syntagmatic structures and grouping them into paradigmatic ones is a part of the paradigmatic analysis. Every text can be interpreted based on the correlation of the two contradicted items by using binary opposition (Wardoyo, 2004: 8-9).

Context exists in a text, and it creates various semiotic interpretations. In line with it, heuristic and hermeneutic readings are important to be performed. The former is a reading of the first order of semiotic system, while the later is a reading of the second order of semiotic system. Hermeneutic reading is important in order to get a vivid meaning of the text. Therefore, I used feminist approach as a part of hermeneutic reading of the novel discussed.

The famous feminist in existentialist is Simone De Beauvoir. She sees the problem of woman subordination is derived from the reproduction organs in woman’s body. Firestone in Arivia (2003: 122) also has the same idea. She says that the burden of reproduction in women and responsible of raising children make women have no bargaining power toward men. Arivia (2003: 123) further explains that Beauvoir refers to Jean-Paul Sartre’s theory. There 3 modus exist in human being. They are exist in himself (etre en soi), exist for himself (etre pour soi) and exist for other people (etre pour les autres). In the first two concepts, the existence in etre-en-soi is perfect and used to reveal non-human being objects as they are not conscious. Meanwhile concept of etre-pour-soi is the opposite of the etre-en-soi. Etre-pour-soi has a relation as it is conscious. The concept of etre-pour-soi presents human characteristics embodying negation activities.

Further Arivia (2003: 123-124) explains that Sartre’s philosophy that is really close to feminism is etre-pour-les autres (exist for other people). This philosophy views relations among human beings. For Sartre, every human relation is based on the conflict as it is a core
of inter subjectivity. In the meeting between the subjects, activity negates directly. It means that every party tries hard to put his/her consciousness so that there is an effort of putting someone else’s consciousness into his/her world. There is an effort of objectification. In the man-woman relation, men try to put the women as an object and make them as the other. In other words, it can be said that men are subject meanwhile women are object.

Basically, psychoanalytic feminist is an approach that fights against Freud’s psychoanalysis. They think that he position of woman powerless in society has nothing to do with the woman’s biological condition. It more relates to social construction and feminity. In line with this, Friedan in Tong (1998: 197) refuses Freud’s perspective on “anatomy is destiny”. In Friedan analysis, if the anatomy is destiny, therefore the role of reproduction, gender identity, and women’s sexual tendency is defined as the absence of penis in women. Every woman who does not go with the destiny is “abnormal”.

Friedan in Tong (1998: 197) further says, by asking women to think that women’s discomfort and dissatisfaction merely comes from the absence of penis. Women are provoked not to think that it does not come from social and cultural causes that give more benefit to men. Freud drives women to believe wrongly that women are flawed. More than that, Freud also leads the women to substitute penis with baby. He persuades women into a trap of feminine mystic. Besides, it also makes women receptive, passive, and dependable to other people. Finally yet importantly is, by having such thought, women will always be ready to reach what is supposed to be the final aim of their sexual life: pregnancy.

Marxist feminist considers that social existence defines consciousness. Women cannot make themselves if they are socially and economically still dependable to men. They believe that to know that why women are subordinated, we have to analyze the relationship between working status of women and image about them. Marxism also shows that capitalism has divided society into social classes that have capital (upper class) and have no capital (lower classes). Meanwhile Marxist feminist sees that Marxism cannot be applied to analyze women subordination, as the fact is that many women both who are suffering from poverty and rich are undergoing exploitation. Therefore, the class exist here is women and men class. Women are trapped in a condition in which they do not work in the field that produces commodities.
They work in domestic field that is considered invaluable. That is why women are always suffering from subordination and exploitation (Arivia, 2003: 115).

Methodology

The object of this research is Gilbert’s novel entitled *Eat, Pray, Love*. Meanwhile the focus of its analysis is the description of the meaning of Profane and Sacred through the analysis of its intrinsic elements viewed from semiotic and feminist perspective.

In collecting the data, the writer used a library research. The steps carried out in this library research was reading, taking notes, and interpreting the references used in line with the topic analysis. Meanwhile the result was written descriptively by highlighting the phenomena appeared in the novel. According to Chamamah (1994), analytic descriptive method refers to qualitative method that is a research procedure, which is conducted, based on the descriptive data. It also results on written words by shifting the possible texts and interpret them into a certain meaningful explanation.

Data in this research were analyzed by using semiotic approach. They were semiotic and feminist approach. The first is an approach that starts from the assumption that literary works is full of signs that can be interpreted. Dealing with this Barthes (1967: 20) says that “what makes writing different from speech is that the former always appears symbolical, introverted, ostensibly turned towards an occult side of language, whereas the later is nothing but a flow of empty signs, the movement of which alone is significant”. By using this approach, the writer described the meaning of profane and sacred as the main character’s process in searching her existence through signs especially index, symbol, and icon. Since signs are arranged as a code through two ways, syntagmatic and paradigmatic, the next step is, therefore analyzing how every sequence in the story relates one to another and ends with latent meaning of the text. After that, non sequence patterns were also examined, so that the meaning inside the text can be interpreted based on the correlation of two contradictory things by using binary opposition.

Heuristic reading a part of semiotic had been done in the first step; meanwhile hermeneutic reading was carried out in the next step that is in feminist approach. This approach highlights
the imbalance and injustice problem in giving roles and social identities based on sex available in literary works, as Sugihastuti and Suharto (2002: 42) say that feminist critic is used to analyze gender and woman emancipation problem appear in the aesthetic elements of a novel. Feminist approach used in this research are existentialist feminism, psychoanalytic feminism, and Marxist feminism. The first approach was used to analyzed the existence of the women characters of the novel in society. Meanwhile the second was used to know the women character’s psyche and their response toward gender issue happens in society. Marxist feminist with power concept were used to reveal man-woman and master-slave relation in terms of hierarchy of both power and economy.

**Discussion**

**General Picture of the Main Character, Liz: Conflict and Dilemma**

There are so many alternative sentences available in this novel related to its theme (searching for existence) that can be used as the main signifier. However, the following quotation can be used a good start:

> Everything else about the three-years-ago scene was different, though. That time, I was not in Rome but in the upstairs bathroom of the big house in the suburbs of New York, which I’d recently purchased with my husband. It was a cold November, around three o’clock in the morning. My husband was sleeping in our bed. I was hiding in the bathroom for something like the forty-seventh consecutive night, and just, as during all those nights before-I was sobbing. Sobbing so hard, in fact that a great lake of tears and snot was spreading before me on the bathroom tiles, a veritable Lake Inferior (if you will) of all my shame and fear and confusion and grief (Gilbert, 2006: 10-11).

The sentence of “the big house in the suburbs of New York, which I’d recently purchased with my husband” indicates that Liz is supposed to live happily, as with she could afford the facilities with her husband. House is considered as an agent that brings happiness to its owner. Moreover, if it is big and occupied by people we love. However, the word “house” is then contrasted with “bathroom.” Bathroom is a part of a house that is usually small compared to other room. It is functioning as bathing and excretion. It also connotes a place that is “uncomfortable.” Therefore, it is ridiculous if in a big, luxurious house Liz tends to
spend her time in the bathroom to release her sorrow. Liz’s tendency to hide in the bathroom is considered as an index from the whole unconscious psychological burden. Such condition indicates that Liz badly needs a help. Ironically, only her who can do that as she is the one who cannot be a part of naturalness available in the bind of a marriage; being pregnant, delivering babies and raising them. “Big house” and “bathroom” symbolize happiness. Therefore, a moment in which Liz is hiding and crying in the bathroom can be regarded as a dominant main signifier that can be a microcosm of the whole story. “Big house” symbolizes stability and happiness that should be experienced by Liz in her marriage. The fact is, she decides to choose her conscience (Gilbert, 2006: 11). She tries very hard not to listen to her heart, but she fails.

Happiness and loneliness are always with Liz. In one hand, she is happy because she can leave her husband, but on the other hand, feeling guilty always frightens her (Gilbert, 2006: 60). Happiness represented by sentence “I am feeling contented in this romantic scene, even if I am all by myself, while everyone else in the park is either fondling a lover or playing with a laughing child” contrasted with the next sentence “Depression and Loneliness track me down”. Positive energy of Villa Borghese can be seen from the description in which Liz enjoys the moment of jogging and passing by the city every time after attending Italian course. However, it is then contrasted with Liz’s feeling of depression as the result of her being lonely (Gilbert, 2006: 60-61). “Pinkerton Detective” is a symbol of problem; meanwhile “elegant Italian garden” is a symbol of peace. Liz is actually able to get those happiness, but she is always haunted by her feeling guilty such as she is not supposed to end her marriage, she is not supposed to leave David (her boyfriend), and she is not supposed to give up hope easily (Gilbert, 2006: 61).

From the preceding explanation, it can be concluded that Liz tends to refuse her being established. Wealth and happiness of life she has are artificial and she decides to set them free. Normal construction that is available in society is that a woman should get married, having a husband and children. In other words, a woman will exist through her role as a wife and mother. However, Liz is different. She feels that she does not exist when she “confesses” his possession; house, career, wealth, husband. She exists when she stands opposed the establishment she has. Of course, it is not that easy as she fights against the convention
(Gilbert, 2006: 126). She decides to take the risk by being exist without being a wife or a mother.

Syntactic and paradigmatic analysis are very important to find the detail information that support the main signifier as the following:

![Figure 1: Binary Opposition Stability VS Instability](image)

<table>
<thead>
<tr>
<th>Stability</th>
<th>Instability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving in a big house in New York with her husband</td>
<td>Staying at David’s house, consigning her stuffs to her sister’s house, staying in Ashram, and Bali (homeless).</td>
</tr>
<tr>
<td>Being engaged in a marriage (as a wife)</td>
<td>Being a widow</td>
</tr>
<tr>
<td>Being a mother (from her sister’s (Catherine) and her friend’s perspective, reunion in Minnesota)</td>
<td>Leaving alone without children</td>
</tr>
</tbody>
</table>

One of the indicators of human existence can be seen from his/her belongings. Wealth is one of them. With his /her wealth, someone can do any transactions. House as a part of wealth can also be used as a symbol of the owner’s existence as it represents power, social status, identity, and success. In one hand, the bigger the house, the stronger the existence is. On the other hand, if someone does not have any house, his/her existence will be weaker or even disappear. It happens to Liz. Leaving with his husband in York is an identity for her. Moreover, the house is a result of their hard work (Gilbert, 2006: 10). However, Liz feels empty in the house. After divorces her husband, she becomes nomadic. She stays with her boyfriend, David, an actor from New York (Gilbert, 2006: 22). Then after breaking up, she stays with her sister, Catherine. She compares her life with her sister. She admits that- in comparison to her sister’s existence, to her home, her good marriage, and her children-she looks pretty unstable these days. She does not even have any address. She thinks that it is a crime against normality at her ripe of age of thirty-four (Gilbert, 2006: 127).
Beuvoir says that women do not have existence. They exist because they are wives or mothers. Liz’s role as a wife and mother can be seen through her view on it. She considers that a woman conventionally is supposed to get married, have a husband and children. She has been into the perfect marriage for 6 years. Her husband and her, as any other normal couple also have planned to bring their marriage into more stable condition (Gilbert, 2006: 11). However, she ends it, as marriage tends to be a burden and boring her. She feels so overwhelmed with duty, tired of being the primary breadwinner, the housekeeper, the social coordinator, the dog-walker, the wife, and the soon-to-be mother. Normally, a woman should be proud of her husband. However, Liz feels the opposite. Liz loves his husband, but she cannot stand on him. Even when she secretly enters the bathroom and cries, she cannot wake her husband up and asks for help. Her husband has already been watching he fall apart and watching her behave like a mad woman, but he does nothing (Gilbert, 2006: 13-14).

Liz’s existence is also supposed to exist through her role as a mother. Liz does not have any children; therefore, Liz’s view on the perfection and stability of having children is implied when she tells her friend’s wish of having a baby as the following:

*I’d been attempting to convince myself that this was normal. All women must feel this way when they’re trying to get pregnant, I’d decided….Such as the acquaintance I’d run into last week who’d just discovered that she was pregnant for the first time, after spending two years and a king’s ransom in fertility treatments. She was ecstatic. She had wanted to be a mother forever, she told me. She admitted she’d been secretly buying baby clothes for years and hiding them under the bed, where her husband wouldn’t find them. I saw the joy in her face and I recognized it* (Gilbert, 2006: 12).

Liz’s friend seems happy and excited to be pregnant for the first time. All women must be disappointed when they get their period while expecting a baby. However, Liz feels the opposite. Every month when she gets her period, she will find herself whispering furtively in the bathroom “thank you for giving me one more month to live.” Liz does not want to exist through pregnancy. She even feels happy as if she is expecting a baby when she knows that magazine she works for is going to send her on assignment to New Zealand, to write an article about the search for a giant squid (Gilbert, 2006: 12). Liz’s disagreement toward her
role as a mother is getting stronger when she finds her sister breast-feeds her baby. Her sister says “Having a baby is like getting a tattoo on your face. You really need to be certain it’s what you want before you commit” (Gilbert, 2006: 12).

Liz’s Spiritual Searching for Existence: Between Profane and Sacred

Having a lot of conflicts and dilemma in her life, Liz decides to search for the quality of life through spiritual experience. The explanation will be clearly seen through Liz’s experience in Italy, India, and Indonesia. At glance, those experiences seem ordinary (profane), but they turn to be sacred when the final of the objective is longing for communicating with the God. Here is the following chart explains how Liz finds her existence through a spiritual experience. The chart presents the binary opposition of profane VS sacred that is explained through syntagmatic and paradigmatic analysis related to the main signifier: search for existence.

Figure 2: Binary Opposition Profane VS Sacred

<table>
<thead>
<tr>
<th>Profane</th>
<th>Sacred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crying in the bathroom</td>
<td>Praying to God</td>
</tr>
<tr>
<td>Meditating (yoga)</td>
<td>Trying hard to experience the spirit of God in life</td>
</tr>
<tr>
<td>Brushing temple floor and becoming a key Hostess of the temple</td>
<td>Cleaning body and soul to make herself closer with the God</td>
</tr>
<tr>
<td>Being called as Groceries</td>
<td>Longing for spiritual experience</td>
</tr>
<tr>
<td>Metaphysical crisis</td>
<td>Getting to know the God/ searching for God</td>
</tr>
</tbody>
</table>

Liz’ searching for existence started in the bathroom as the following:

This part of my story is not a happy one, I know. But I share it here because something was about to occur on that bathroom floor that would change forever the progression of my life—almost like one of those crazy astronomical super-events when a planet flips over in outer space for no reason whatsoever, and its molten shifts, relocating its poles and altering its shape radically, such
that the whole mass of the planet suddenly becomes oblong instead of spherical. Something like that.
What happened was that I started to pray.
You know-like, to God (Gilbert, 2006: 14).

As explained in the preceding paragraph, Liz struggles for fighting against depression. She often hides in the bathroom for crying. In the middle of her cry, she realizes that she has been in the climax of hope and despair. In such condition, she feels she has to come to God for help. Her spending time crying in the bathroom that seems profane at the beginning turns to be special, holy, and even sacred as Liz experiences the important moment that changes her life there. In other words, the moment in the bathroom is a spiritual experience consisting of series of events as the following: the dark night of the soul, the call for help, the responding voice, and finally feels the sense of transformation. The process ultimately brings her very close to God, indeed (Gilbert, 2006: 19-20).

Initiated by spiritual experience in the bathroom, Liz continues her effort in India and Indonesia. In India, Liz is learning how to do yoga. In the West, people have mainly come to know yoga through its now-famous pretzel-like exercises for the body, but this is only Hatha Yoga, one limb of the philosophy. The ancient developed these physical stretches not for personal fitness, but to loosen up their muscles and minds in order to prepare them for meditation. It is difficult to sit in stillness for many hours, after all if your hip is aching, keeping from contemplating our intrinsic divinity because we are too busy contemplating (Gilbert, 2006: 160). Sentence of “Exercise for the body” that is profane is contrasted with “contemplating your intrinsic divinity” that is sacred. Yoga is a symbol of silence and peace that embodies spiritual index for the doer, effort of being close to God. This analysis is supported by the following quotation: “But yoga can also mean trying to find God through meditation, through scholarly study, through the practice of silence, through devotional service or through mantra-the repetition of sacred words in Sanskrit” (Gilbert, 2006, 160).

Liz also carries out another spiritual search. It can be seen in the event when she has been assigned to clean the temple floors. In the temple, all students are given work here, and it turns out that her work assignment is to scrub the temple floors. While cleaning the floors,
she is suddenly aware of the metaphor—the scrubbing clean of the temple, that is her heart, the polishing of her soul, the everyday mundane effort that must be applied to spiritual practice in order to purify the self (Gilbert, 2006: 173). Temple symbolizes purity and it is an index of spiritual activity. “Scrubbing the temple” is a routine that must be done by all students of the boarding house where Liz lives. The activity is common and ordinary, but it then turns to be sacred when it connotes with purification of the heart to make someone closer to God. Liz is also assigned as a key hostess. She has to welcome the guests who come to visit the temple. Scrubbing the temple floors and becoming a key hostess are index for the spiritual exercises of services that do put aside the individual importance (Gilbert, 2006: 254).

Liz’s another spiritual activity is implied when she meets Richards, a man coming from Texas who can make her feel comfortable in Ashram, India. Richards calls her “groceries” because she eats a lot. He bestowed it upon Liz the first night they met. When he noticed how much she could eat. She tried to defend herself that she was purposefully eating with disciplines and intention (Gilbert, 2006: 184). The word “groceries” that means love to eat is contrasted with the sentence “I was purposefully eating with disciplines and intention.” Liz disciplines and intention in eating can be interpreted as an index of Liz’s effort in finding the quality of life, to make her life more meaningful and close to the god.

Actually, Liz’s spiritual search has already begun when she was 10 years old. When she turned 10 she experienced metaphysical crisis where she undergone an extreme panic as she found that time was very fast. It seems that it was only yesterday for her to enter the kindergarten, and now she is 10 years old, being teenager, adult, old, and died. Not only her the one who is going to die, but also her parents, siblings, relatives, friends, even her cat. The panic does not come because there is someone dies, it is nothing less than spontaneous and full-out realization of mortality’s inevitable march, and I had no spiritual vocabulary with which to help her manage it (Gilbert, 2006: 201). Metaphysical crisis experienced by Liz is a profane one as everybody experiences the same. However, it becomes sacred when the effect of the crisis is getting to know and close to God.
From the explanation above, it can be drawn that spiritual search carried out by Liz in looking for her existence are every-day activities with no meaning. However, they turn to be sacred when Liz is giving meaning to them; Subjective meaning that makes Liz complete her quality of life. Liz exists through the process of searching and she exists through her proximity to the God.

**Conclusion**

From the explanation of the preceding part, there are several points that can be drawn as the following:

The description of profane and sacred represented by the main character, Liz, can be seen in the novel’s text through it’s main signifier represented by two words “big house” and “bath room”. "Big house" symbolizes happiness, peace, and power; meanwhile "bath room" symbolizes sadness and loneliness. The main character, Liz, who is supposed to be comfortable living in happiness finally decides to negate it. The description of woman’s existence can also be seen from the result of paradigmatic and sintagmatic analysis that refers to the main signifier. Liz exists through two different binary oppositions: (1) stability vs instability and (2) profane vs sacred. Instead of enjoying her wonderful life represented by wealth, marriage, and family, Liz prefers to become nomadic, divorce her husband, and have no children. Besides, she also completes her searching for existence through ordinary experiences that finally become spiritual ones for her. Those experiences are crying in the bath room, contemplating, scrubing the temple floors, becoming a key hostess, and experiencing metaphysical crisis.

**References**


ENHANCING STUDENTS’ CONTENT AND ORGANIZATION IN WRITING REPORT AND NARRATIVE TEXTS THROUGH COOPERATIVE LEARNING (THE CASE OF GRADE XI OF NASIMA SENIOR HIGH SCHOOL IN THE ACADEMIC YEAR OF 2012/2013)

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Abstract

Many students within my school struggle with writing in English, especially dealing with content and organization of texts. The present study sought to resolve these issues by explaining how well the use of cooperative learning activities in teaching writing gives contribution to the development of students’ writing.

Two cycles of an action research had been implemented to 26 students of eleventh graders. The primary data were the teacher’s daily journal, the students’ interview results, the students’ pre-cycle test results, and the students’ post-test results. The secondary data were the students’ artifacts and the interpretation of the video recorder. This study explained the pattern of change related to the students’ writing.

At the end of the second cycle my students gained improvement. In the area of content, my students were able to move from scratch writing to writing with clear ideas and full of knowledgeable information. It was assumed that spoken drill on think-pair-shared activities helped my students to state ideas clearly. In the area of text organization, my students were able to write in sequence order. It was assumed that the drill on peer review has trained them to make their writing better organized following the organization of the genre.

The improvement was significant. It was indicated by the post-test’s score that was better than the pre-cycle’s test score. The mean score f the pre-test was 65.77 and 81.5 in the second post test. The results suggest that structuring discussion and conversation during the cooperative learning activities help the students perform better in writing.

Keywords: writing, English, second language, cooperative learning
Introduction

Many students in Nasima High School grade XI struggle with the subject of English, especially when it deals with writing in English. From an interview with an English teacher in my school, the English teacher found that students had problems with gathering ideas to write and organizing ideas to be a good written text. The teacher suggested that students’ problems in generating ideas to write may come from their lack of knowledge about writing, their deficiencies in reading and their lack of confidence in putting ideas together. The teacher described the students’ writing as scratch ideas that were not well developed and organized. The students also have common problems related to technical writing skills, such as idea organization, sentence structure, limited vocabulary, and grammar problems.

Through analyzing data from my observation checklists, I discovered that students were lacking writing strategies. The students had limited knowledge about writing, including how to gather ideas, how to link the ideas together, and how to make it into a good paragraph. Additionally, the students were less confident in putting their ideas together. These problems did not solely come from the students but the whole system simultaneously influenced each other.

In my school, writing is seen as an individual process. Teachers have tried to facilitate the development of the students’ writing but most of the strategies have focused on the teacher leading the instruction. In fact, those strategies could not give valuable contribution to the development of the students’ writing. Therefore, supports and helps from peers, classmates, and readers are needed during the students’ writing process.

During conversations with the English teacher in my school, I offered to work collaboratively to help improve the students’ writing performance. I came with an idea of building student-student interaction during the writing process to help students engage in the writing process. My study tried to approach writing in more interactive ways. Writing that has previously been seen as individual work could be taught using more communicative and cooperative ways by involving discussion, interaction, and collaboration in the writing process through some cooperative learning activities. I believe
that promoting student-student interaction to help students exchange ideas, share knowledge, and get more support from each other will help the students during their writing process.

**Methodology**

This study was an action research design adopted from the Kemmis and McTaggart (1988) model. This study was conducted following the cyclical procedure of an action research, which included cycles of planning, implementing, observing, and reflecting. In this model, the action component was merged with the observation component because the action and the observation were two activities that held together. Both the action and observation components were conducted at the same time.

There were two cycles with one genre for each cycle. Results from the first cycle determined the design of the next cycles. There were two teachers in the classroom: a collaborative teacher and I. I taught the class and the collaborative teacher helped me to control the class, observe, and gather the data.

The study was conducted in an English class in Nasima High School, a private school in Semarang, Indonesia during the first semester from July 29th, 2012 to October 22nd, 2012. There were twenty six grade 11 students. There were fourteen males and twelve females. Their ages vary from 15 - 17 years old, and students were mixed between boys and girls. The students’ English proficiency levels were diverse. All of them are Indonesians and English is their first foreign language.

**Research Instrument**

The following instruments were used in order to measured, observed, and documented the data.

**Observation Rubric**

An observation rubric was used to observe the students during the pre-cycle test in order to find their problem in writing through behavior interpretation.
Writing Rubric and Peer Review Rubric
Single rubric was used to evaluate the students’ writing from the pre-cycle writing to the posttests writing. During the peer review process, the same evaluation rubric was also be used to maintain the standard of evaluation being used in this research.

Teacher’s Daily Journal
I wrote the teacher’s daily journal every meeting. The journal focused on the classroom progresses and the students’ involvement in learning.

Procedure of Collecting Data
Observing the class, gathering the students’ artifacts, interviewing the students, video recording, and writing teacher’s daily journals were used to collect the data.

Observing the Class
Classroom observations were held for two meeting in the pre-cycle stage using an observation rubric. The purpose was to find the students’ problem in writing from the outsider point of view.

Gathering Students’ Artifacts
The student artifacts included students’ drafts, students’ mind-maps, students’ handouts, and peer evaluation rubrics. All the artifacts were submitted in the end of each meeting and were collected after the students finished writing their composition.

Writing Teacher’s Journals
The teacher took notes after each meeting. The aim of the teacher’s journal was to have documentation about the class situation where I conducted the action research. Therefore, I paid attention to the students’ involvement in the learning process when they worked in groups, pairs, and individually.

Video Recording
The video was taken during the group work and pair work activities to monitor students participation during the cooperative learning activities. The video served as backup data to support the teacher’s journal.

Gathering Students Writing
The Students writing included pre-cycle writing, post-test writing in cycle 1, and post -test writing in cycle 2.
Discussion

The result of this research are divided to three categories, those are the students problems in writing, the implementation of the cooperative learning activities to improve the student’s content and organization, and the process of students’ improvement in the area of content and organization.

The Students Problem in Writing

After doing two meetings of observation, analyzing the students writing, and interviewing the teacher, the teacher and I decided to narrow the problems into a smaller scope and focus on two problems to be solved. The problems were the students’ content development and paper organization. Some treatments using cooperative learning activities were implemented to help the students in improving their content as well as improving their ability in paper organization.

The implementation of Cooperative Learning Activities to Enhance Students’ Content and Organization in Writing

The implementation on the first cycle was related to teaching report text, whereas the implementation in the second cycle was related to teaching narrative text.

The Implementation in the First Cycle

A report text was taught as the first genre for Grade XI. A series of cooperative learning activities was given in teaching the report text. Those were pair and group discussions, Think Pair-Share activity (TPS), jigsaw activity, group mind-mapping, peer-review, and group presentations. Table 3.1 summaries the implementation of CLA in the first cycle.

<table>
<thead>
<tr>
<th>CLA Activities</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom discussion and filling KWL chart</td>
<td>Checking the students ‘background knowledge on a report text</td>
</tr>
<tr>
<td>Jigsaw groups &amp; Group presentation</td>
<td>Students are presenting about definition, social function, generic structure, and language feature of report text.</td>
</tr>
<tr>
<td>Think-Pair-Share</td>
<td>Students are gathering and developing ideas on their writing topic</td>
</tr>
<tr>
<td></td>
<td>Students are sharing ideas with peers</td>
</tr>
<tr>
<td>Group mind mapping</td>
<td>Students are organizing ideas for their writing</td>
</tr>
<tr>
<td>Peer review</td>
<td>Students are reviewing the content, organization, vocabulary, language and mechanic of their peer’s paper</td>
</tr>
</tbody>
</table>
The activity was started with teacher-led class discussion about the report text. The next it was followed by filling out a KWL chart (Know, Want, and Learn) in pairs. The second activity started by dividing my students in some jigsaw groups. Every group got a different report text and was asked to present about social function, generic structure, and language feature of the report text that they got. I ended the class by assigning my students to find sources, from books or from the internet, about animal phenomena that they found interesting to be reported and brought in the next meeting.

In the next meeting, the students worked in pairs. Using the sources they brought, the students conducted Think-Pair-Share activities. After the sharing part, the students were assigned to choose one topic they were going to write. Before the writing, they were told to discuss and to create a mind map of the topic they agreed to write. Afterwards, they developed their mind map into a report text by writing collaboratively with their partners. The students submitted their first draft to be evaluated in the next meeting.

Peer-review came last in the writing process. After the peer-review, each pair got their paper back and was asked to revise their paper according to the evaluation rubric got. The last meeting was used for a post-test.

The processes of teaching writing using cooperative learning activities took longer time than traditional learning since the teacher should give sufficient time for the students to work and discuss with their group. Upon the completion of a cycle of teaching report text using cooperative learning activities, the students gained a significant improvement in terms of the cognitive domain. A significant difference was found in the students post test score (p: 0.000). However, there were still many areas needed to improve in terms of the affective domain and the effectiveness of the activities. Those were:

1. The students have less understanding about the concept of cooperative learning activities, the implementation of the activities, the strategy to work cooperatively, their task and their responsibility in the activities.

2. The students were less punctual and could not finish most of the assignment within the timeline.

In order to improve those components, a second cycle was conducted.
The implementation in the Second Cycle

A new plan was created to make the activities of teaching writing using cooperative learning activities more effective and gained a better result. Table 3.2 summarizes the activities.

Table 3.2 The Implementation of CLA in the Second Cycle

<table>
<thead>
<tr>
<th>CLA Activities</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussion</td>
<td>Facilitating the students to share their ideas and understanding about the narrative text</td>
</tr>
<tr>
<td>Group Discussion 1</td>
<td>The students are formulating the definition, social function, language features, and generic structure of narrative movie</td>
</tr>
<tr>
<td>Jigsaw Group</td>
<td>The students are presenting the definition, social function, generic structure, and language feature of narrative text that they got.</td>
</tr>
<tr>
<td>Group Discussion 2</td>
<td>The students share their written narrative stories in group</td>
</tr>
<tr>
<td>Peer Review</td>
<td>The students are able to review their peer’s paper according to the review rubric</td>
</tr>
</tbody>
</table>

The activity was started by a class discussion about narrative stories and types of narrative stories. Through class discussion, the students were able to formulate their thought into a speech, exchange their understanding about narrative texts, and share their opinion on their own language. The activity was followed by students watching a narrative movie. Afterward, the students were grouped to analyze the definition, social function, language feature, and generic structure of the narrative movie that they had just watched. Upon knowing the structure and function of the narrative text, the students were grouped into five jigsaw groups. They got assignment to discuss about the generic structure and language features of their narrative text.

Each group was presenting the result of their discussion in front of the class. After completing the presentation, they got an individual assignment to watch any narrative movie at home and summarized the story in the form of a narrative text. The next day in the class, the students were grouped according to the type of narrative story they had summarized. The stories were shared in the groups and the best story was chosen by the group members. After choosing one story to be presented, each group got a project to create a narrative movie script of the story. The activity was followed by peer review. Each group exchanged their work and reviewed the other groups’ work according to the peer-review guideline. All groups were able to finish the task at the same time. Then, the papers were sent back to the work’s owner to be revised.
The next step was documenting the script into a movie. The movies were then to be presented in front of class. Each group presented different stories with various layouts. The presentations were followed by questions, critiques, and suggestions for each movie. The presenting group got input from the viewer groups, whereas the viewer groups were responsible to evaluate the performing group.

The activity was closed by a post-test. The students were given sixty minutes to draft, edit, and complete a narrative story based on the given prompt. The students average on the post test was 81.5 which was significantly different with the pre-test (p = 0.000).

The Improvement Process in Students’ Content and Organization

The students content development in the pre-cycle writing were categorized as fair to poor with the indicator ideas somehow stated, limited knowledge about the subject, and limited development of topic. In the first cycle, the student gained some improvement in their writing to the level of good to average: ideas are stated with some knowledge about the subject, limited development of topic, relevant with the topic but less detail. In the second cycle, the student improved from the level good to average to the level excellent to very good with the indicator ideas clearly stated, knowledgeable, full development of topic, and relevant to the topic. Sample of students’ writing from the pre-cycle, post-test cycle 1, and post test cycle 2, as well as the scoring from the writing rubric can be seen below.
The sample above showed that the students’ writing was not fully developed. The idea development was poor and the paragraph was incomplete. The vocabulary was very limited and there were not enough samples to be graded since the student only wrote couple of sentences. The students’ writing in the post-test cycle 1 can be seen below:
The sample above showed that the student was able to develop his idea with some knowledge about the topic. The organization was completed according to the genre of the text.
The vocabulary improved a lot and the sentences were simple but effective. The students’ writing in the second cycle post-test can be seen below:

Figure 3.3 Students’ Pos-test Sample from Cycle 2 and the Scoring Rubric

The sample above showed that the student was able to fully develop his ideas with sophisticated information about the topic. The organization flew in sequence order following the genre of the text. There were adequate range of vocabulary and the sentences were effective. The improvement stages from pre-cycle writing to cycle 1 and cycle 2 is explained in table 3.1.
Table 3.1 The improvement Stages

<table>
<thead>
<tr>
<th>Area</th>
<th>Pre-cycle</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The ideas are somehow stated, unclear ideas with limited knowledge about the subject and limited development of the topic.</td>
<td>The ideas are clearly stated. The writing shows some knowledge about the topic but the paragraph development is still limited and has less detail information about the topic.</td>
<td>The ideas are clearly stated, knowledgeable, full development of the topic, and the information is relevant to the topic.</td>
</tr>
<tr>
<td>Organization</td>
<td>The paper lack of logical sequencing and lack of development.</td>
<td>The paper organization is logical but incomplete sequencing. There are some parts from the organization that are missed.</td>
<td>The organization is completed in logical order and followed the generic structure of the text.</td>
</tr>
</tbody>
</table>

The table showed that in the pre-cycle writing the paper organization was in the level of fair to poor with the indicator lacks logical sequencing and development. In the cycle one writing the organization move to the level good to average with the indicator the students writing organization was logical but incomplete sequencing. Finally, in the cycle two writing, the students’ organization improved to the level of excellent to very good with the indicator the organization is completed in logical order.

Table 3.2 The Improvement Process in the Students’ Content

<table>
<thead>
<tr>
<th>Activity</th>
<th>Learning process</th>
<th>Students’ Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think-Pair-Share</td>
<td>Give the student moment of silent to think of any ideas about the writing topic that they are going to write.</td>
<td>The students became involved in the process of finding knowledge about the topic, gathering knowledge, and developing knowledge about the topic.</td>
</tr>
<tr>
<td></td>
<td>Give students opportunity to share with peers, listen to peers ideas, and give comments to each others.</td>
<td>The students were able to practice stating their ideas and knowledge about the topic.</td>
</tr>
<tr>
<td></td>
<td>Letting students to share their ideas in front of the class</td>
<td>The students got new knowledge and ideas on what to write by listening and writing the result of the discussion. It is hopefully will add to their topic development</td>
</tr>
</tbody>
</table>

The students’ improvement in the area of content was highly influence by think-pairshare activities. In the think-pair-share activities students get a chance to gather their
ideas, share their ideas with pairs and in front of class. They also get opportunities to get input from their friends. The explanation can be seen in table 3.2.

Table 4.3 The Improvement Process in the Students’ Organization

<table>
<thead>
<tr>
<th>Activity</th>
<th>Learning Process</th>
<th>Students’ Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind mapping</td>
<td>Students create a mind-map on what they are going to write</td>
<td>The students were able to organized ideas and put it systematically in the mind map.</td>
</tr>
<tr>
<td></td>
<td>Students develop their mind map into a report text</td>
<td>The students were able to transfer their mind map into a written text in a sequence organizational order.</td>
</tr>
<tr>
<td>Peer-review</td>
<td>Each students got a review rubric</td>
<td>The students were able to analyze peer’s paper. One of the items in analyzing paper is on the organization. Therefore, the students can analyze whether the organization is completed in logical order or not. The students internalize the knowledge and strategy of reviewing paper, especially in term of paper organization and hopefully they will use these strategies to review their paper.</td>
</tr>
<tr>
<td></td>
<td>Each students review their peer’s paper</td>
<td></td>
</tr>
</tbody>
</table>

On the other hand, the improvement in the area of organization was highly influenced by peer review activity. In the peer review activity, there is activity called text identification. The students exchanged their papers then identify their peer’s paper to check the generic structure of their peer’s paper. After that the students found the incompleteness in the ideas organization, they had to show their partner about the incompleteness so their partner can revise the paper and produce a complete organization. This whole evaluation process will train the students to evaluate their own paper so they could develop their content and their organization starting the earlier stage of writing.

The improvement in the content and in the organization, were indicated by the students’ score from pre-cycle writing (C-1 for the content and O-1 for the organization), the students’ scores in cycle one (C-2 and O-2), and the students’ score in cycle two writing (C-3 and O-3). The scores in students’ content and organization can be seen in the table below:
The significantly greater gain made by my students in cooperative learning condition adds to the existing evidence that structuring collaboration, discussion and interaction can lead to additional improvements in writing (Gillis, 1994; Gokhale, 1995; McAllister & McAllister, 1993; Nixon & Topping, 2001; Yarrow & Topping, 2001). As Vygotsky (1978) argue that students can better develop their language when they are put in social interaction situations rather than when they work individually. Thus, when students were involved in pair or group work, the discussion and collaboration afforded the students to discuss upon various aspect of writing which further help improving their performance to achieve their potential writing acquisition.

My students were mostly benefit from the process of learning writing, the cooperative learning activities provided a room for them to discuss and negotiate around the language, especially in the pre-writing and the post-writing processes. The analysis of teacher’s daily journal showed that during the pre-writing, the cooperative learning activities have conditioned the students to be willing to talk around the topic with their pairs and their groups, and presenting the results of their discussion in front of the class. It could be assumed that the input that students get during the discussion and the presentation had helped them to develop their language ability especially on their vocabulary development. As Kreshen suggested, “acquisition occurs when one is exposed to language that is comprehensible” (as cited in Lightbown & Spada, 2011, p.38). It could be argued that my students made significant improvements in the areas of the content, organization, and vocabulary of their writing since they have always have access to comprehensible input from surrounding by discussion, listening to other’s ideas, and following the class presentation. These results corroborate of those recent studies that pair work encouraged learners to collaborate when generating ideas about the content of their essays (Storch 2007; 2009).

On the post-writing activities, the cooperative learning activities also allowed my students to give and obtain immediate feedback from their peer, a rare opportunity that they could not easily receive if they wrote individually. The practices of doing peer-

<table>
<thead>
<tr>
<th>Students</th>
<th>C-1</th>
<th>C-2</th>
<th>C-3</th>
<th>O-1</th>
<th>O-2</th>
<th>O-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score</td>
<td>22.92</td>
<td>24.3</td>
<td>26.35</td>
<td>23.08</td>
<td>24.54</td>
<td>26.54</td>
</tr>
</tbody>
</table>

Table 4.4 The Students’ Score
review and peer evaluation had leaded my students to internalize the skill of evaluating paper. As Servetti suggested that the learner expects to be corrected because he or she believes that the correction can help improve their writing (2010). Doing the peer-review over and over in the cycle of action research has made my students become familiar with the review processes and gains a reviewing skill. It could be assumed that my students used this skill to evaluate their paper when they had to work individually. This may explain why their post-test score on language use and mechanic were significantly improved. This finding supported by Storch (2009) given students chance to work with partners may address the triple purposes of assessment, learning, as well as providing learners with the kind of experience they require in order to participate productively in future tasks. This result also contradicts with Storch (2007) that found no statistically significant differences in the accuracy of texts edited by pairs compared to those edited by students working individually. Thus, in my study, students gained significant improvement in their writing after getting review from peer and doing peer review.

**Conclusion**

After conducting the research, it can be concluded that my students had various problems in writing. From observing the class, interviewing the teacher, and analyzing the students’ writing, the teacher and I decided to focus on solving their two main problems. The problems were in the area of content and organization. In the area of content, my students writing showed limited knowledge about the subject and their writing had a very minimum development of the topic sentences. On the other hand, in the area of organization, my students were not able to complete their writing in logical order.

The cooperative learning activities were implemented to solve these issues. Eight activities were integrated in teaching report and narrative text, those were think-Pair-Share, Jigsaw, Peer Discussion, Peer Review, Group Mind Mapping, Group Discussion, Group Presentation, and Class Discussion. The students’ showed significant improvement in the area of content and organization. The improvement in the area of content was highly influenced by think-pair-share activities. In the think-pair-share activities students got a chance to gather their ideas and share their ideas with pairs. The activity facilitated the students to develop the content of their writing. As a result, the students could move from
limited writing content to full development of writing. The improvement in the area of organization was highly influenced by peer review activity. In the peer review activity, there was an activity of evaluating peer’s writing. The students exchanged their papers then identified their peer’s paper to check the content, organization, vocabulary, and language and mechanic of their peer’s paper. The students should mark the paper if they found any mistakes, errors, or incompleteness in the organization. They needed to find and show their partner about the incompleteness so their partner can revise the paper and produce a paper with complete organization. This whole evaluation process trained the students in the process of evaluating paper, especially in terms of organization. As a result, the student organization could improve from incomplete organization to complete organization.

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LEXICAL AND CONTEXTUAL VARIABILITY OF IDIOMATIC PHRASAL VERBS IN HARRY POTTER AND THE DEATHLY HALLOWS MOVIES

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Abstract
The popularity of Harry Potter and the Deathly Hallows (HPDH) as a novel is almost accentuated in the movie version. However, the fascination of watching the movies may be interrupted by the problems arising from the use of some problematic expressions in the original language, especially idiomatic phrasal verbs (IPVs). The Indonesian viewers who happen to be learners of English as a Foreign Language (EFL) will not have the fullest understanding of the story/text/sentence of the movies when they translate idiom lexically as the meaning of an idiom cannot be predicted from its individual constituents (Langlotz, 2006:4). This paper undergoes some procedures of the analysis starting from the process of data collection, progressing to selection, filtering, and labeling. It extracts PVs in HPDH (97 in HPDH part one and 70 in part two) using linguistic concepts of PV. Later by limiting the PVs under conventional and characteristics modelling function of idioms, IPVs can be identified and served as the primary data. The final phase of the analysis wants to see how lexical interpretation, relying on Oxford Advanced Learner’s Dictionary 8th Edition (OALD 8th ed), and Halidayan contextual variability (field, tenor and mode) help classifying and explaining the meanings of the IPVs. Finally it is expected that this paper can offer appropriate logical and contextual interpretations of the IPVs. This way, by watching the HPDH, learners of English can gain better understanding of the movies and, more importantly, better knowledge of IPVs as inseparable part of their competence of EFL.

Keywords: HPDH, IPVs, lexical interpretation, contextual variability, contextual interpretations

Introduction
The Harry Potter (HP) film series is based on the novels by author J. K. Rowling with the main story HP’s mission to overcome his enemy Lord Voldemort (LV). HPDH1 starts with Harry, Ron, and Hermione’s mission to find and destroy LV’s secret to immortality and in HBDH2 is completed with destroying LV’s secret and discovering the significance of the three Deathly Hallows (DH) in an attempt to destroy LV. Hence, both HPDH1 (2010) and
HPDH2 (2011) dialogues have many idiomatic expression such as idioms. For instance; I feel like I can spit fire, kept an eye on us on that mirror, etc.

Generally, an idiom is an expression which is fixed and it is recognized by native speakers and this is followed by the use of the language in metaphorical way (Wright, 1992:7; Wyatt, 2006:4). Many idioms are colloquial, they are used in informal conversation rather than in writing or formal language (Wyatt, 2006:4). One of the reasons idiomatic language is difficult to interpret is because it is the area of language closest to culture. The metaphors of one culture will be different from those of another (Wright, 1992:7). The most commonly used definition of culture is context. Therefore, learner needs context to understand the possible meaning of idioms.

Moreover, many idioms in this movie are formed using PVs, a PV is a verb formed with particle(s) including three parts such as a verb and an adverb or preposition or both. Most PVs are formed from a small number of verbs (look, get, go, come, put and set) and a small number of particles (away, out, off, on, up and in) (Wyatt, 2006:4; McCarthy and O'Dell, 2004:6; Flower, 1998:7). These PVs whose meaning are not lexical will be called as IPVs.

As the IPVs in this movie are spoken by teenagers and the mostly impacted readership are teenagers, so the IPVs will be suitable to be learned by students to help them enhance their English language mastery.

In this on going research, I analyze the meanings of IPVs based on the lexical interpretation and the process decides the best possible meaning of each IPV in accordance with the context of the sentence and context of situation in relation to the movie. The primary data are the written script from www.moviesubtitles.org based on the real dialogue on the movie. Following by collecting and selecting the significant utterances that are considered to PVs based on linguists theory about PVs. The PV utterances considered to be IPVs are filtered using the OALD 8th ed. For example, “Can't wait no time for cozy catch up” has the IPVs “catch up”. the IPVs are labelled based on the kinds of each categories of the verbs either transitive or intransitive. I analyze the meaning of IPVs in the written script using lexical
interpretation and decide the best possible meaning of each IPVs based on contextual variability of the idioms. Finally, I make logical assumptions that serve as the conclusion.

**Method**

The primary data in this research is the written scripts of HPDH movie taken from www.moviesubtitles.org. Those data are collected based on linguist theory about phrasal verbs. Then, in order to interpret the idiomatic phrasal verbs, this research also needs the other data used as the context of the sentence and the situation to strengthen his assumption or interpretation on idiomatic expressions. The data of this research is documentary data. Hence the data can be called as qualitative data.

To process data in this research, some steps are needed. The collection of phrasal verbs identified from the script are then filtered to result legitimate idiomatic phrasal verbs with the help of OALD. Next, the writer will give the interpretation of the idiomatic phrasal verbs based on the lexical interpretation and the contextual variability of the idiomatic phrasal verbs. It should give clearer description to the social context which later can be found and connected with the particular way in which meaning of the idiomatic phrasal verbs is understood. The finding is expected to ease the movie goers in understanding idiomatic phrasal verbs without bugging themselves with opening the idiomatic phrasal verbs dictionary.

**Discussion**

*Lexical analysis and contextual interpretation of Idioms in DPDH1 and HPDH2*

The following example shows the problems to interpret the meaning of idiom in HPDH1 dialogue using lexical interpretation. Learners will not have the fullest understanding of the story/text/sentence of the movie when they translate idiom lexically. For example, this primary data is taken from the dialogue in scene 01:06:06,164 to 01:06:21,606 (www.moviesubtitles.org).
Harry Potter = He wants something that Gregorovitch
used to have. I do not know what. But
he wants it desperately. As if his life
depended on it.

Hermione Granger = Don't, it’s his comfort zone.

Harry Potter = It sets my teeth on edge, What is he
expecting to hear?? Good news??

Hermione Granger = One can only hope not to hear bad
news.

This conversation has an idiom in the sentence "It sets my teeth on edge" in order to make the
description of Harry Potter more sensible. Simple analysis applies lexical interpretation with
lexicogrammar analysis, the analysis should be “It” as a subject, “sets” as verb which refers
“to put” or “to start”, “my teeth” as a noun phrase and an object of verb that refers to Harry’s
teeth. “on edge” as prepositional phrase refers to the outside limit of an object such as steeply
sloping riverbank or mountain side. If this example is translated using literal meaning or
lexical interpretation, it should be “something puts Harry's teeth on the outside limit of an
object as mountainside”. However, the reality of the movie indicates nothing happened to
Harry’s teeth and the dialogue is not doing on the outside limit of an object such as steeply
sloping riverbank or mountainside. Hence, the analysis should find other ways that may help
finding possible meaning of this expression.

The idiom “it sets my teeth on edge” has verb + particle combination in “set” as verb and “on”
as preposition. But after putting noun phrase “my teeth” as object of verb, and “on edge” as
prepositional phrase, this expression becomes idiomatic because the meaning combination of
Verb + Object + Prepositional Phrase does not meet the general logical assumption, as in the
sentence “Bill puts the mountain in his back.” It is impossible to put mountain in Bill’s back,
therefore the sentence is illogical. Another instance would be “John eats all of the buses on
the street.” All people know the buses are not supposed to be eaten. So the interpretation of
the lexical meaning of the verb “eat” demands an object commonly referred to as “food”. The
quoted sentence from the movie above cannot be understood if one only uses lexical
interpretation. Our attempt to grasp the meaning of “it sets my teeth on edge” also escapes the
lexical interpretation. We can start from the possible meaning interpretation of the PV “set + object (my teeth) + on edge. From the perspective of linguistics theory about PVs, the category of this expression is similar with transitive separable PV because the object is between the verb and the preposition, according to OALD, the particle of this expression has idiomatic meaning in “on edge” which has the relation with “nervous”. The following analysis is coming from contextual variability of the idioms based on the story of the movie.

As a discourse, the utterance of the character in the movie “HPDH part one” has what is named as context of situation, (Halliday & Hasan, 1989:10) state that the environment of a text consists of field, tenor and mode. The field refers to the subject matter of the utterance of the character and what it is all about, tenor means the participants and their statuses, and mode is the way that the message of the movie is delivered to the audience. These three categories are described clearly as follows.

<table>
<thead>
<tr>
<th>Elements of Context</th>
<th>Descriptions of the Context of Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The field</strong></td>
<td>The story begins when Harry, Hermione and Ron arrive in the forest of Dean. In short, they want to destroy the locket they have stolen from ministry of magic, but to no avail. Then Harry wears the locket and falls more angry, fearful and overall bad-tempered than normal.</td>
</tr>
<tr>
<td><strong>Tenor</strong></td>
<td>There are two participants in this discussion. In this case, the speaker is Harry Potter and the hearer is Hermione Granger, Harry talks to Hermione about his feeling and asks help to find and to do something. Hermione gets information about the effect of wearing the locket.</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>The messages of this movie are delivered from Harry Potter as speaker and Hermione Granger as the hearer. It tells the audiences about some information such as any feeling of unpleasant distaste of the speaker.</td>
</tr>
</tbody>
</table>

Therefore, context of situation based on the environment of a text consisting of field, tenor and mode refers to “uncomfortable feeling of Harry Potter”. As a result, the possible meaning of this idiomatic expression based on OALD is (nervous) also the context of situation (uncomfortable feeling of Harry Potter) should be “it makes me very nervous”. Furthermore, based on the lexical components, this idiom is based on the form “set” as Verb + “my teeth” as NP + “on edge” as PP, this scheme is similar with idiom variation summarized by Langlotz (2006).
Lexical analysis and Contextual Interpretation of the IPVs in HDPH1 and HDPH2

In this movie, there are many IPVs commonly used in dialogue, the data I have found are 89 kinds of PVs including 18 PVs repeated both HDPH1 and HDPH2. PVs in HDPH1 uttered 97 and 70 in HDPH2, is based on PVs theory by linguists. After all process, the meaning(s) of intransitive PVs or IPVs can identify easily using OALD 8th ed, ex. Come on, catch up, go on, etc. But OALD 8th ed will not helpful in analyzing separable transitive IPVs. For example, this primary data is taken from HDPH part two dialogue in scene 00:02:33,617 to 00:02:57,377 (www.moviesubtitles.org).

Luna Lovegood  =  It's beautiful here.
Bill Weasley    =  It was our aunt’s. We used to come here as kids. The Order uses it now as a safe house. What's left of us at least.
Luna Lovegood  =  Muggles think these things keep evil away. But they're wrong.
Harry Potter   =  I need to talk to the Goblin.

This dialogue has what is named as IPV in sentence “Muggles think these things keep evil away”, in order to describe Luna’s opinion about Muggle’s thought. The category of this expression is transitive separable PVs because the object is between verb and adverb. According to OALD 8th ed, the combination of verb “keep” refers to “save” and adverb “away” refers to “a great distance”, is idiomatic because the meaning of the word “keep” is out of its original meaning and this expression uses “evil” as the object of the verb generally connects with “the Devil and with what is bad in the world”. Therefore, the lexical interpretation analysis of “keep evil away” in this dialogue should be “save an evil in a great distance”.

Table 2. Contextual Analysis of IPV

<table>
<thead>
<tr>
<th>Elements of Context</th>
<th>Descriptions of the Context of Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The field</td>
<td>The story begins when Harry, Luna and Bill stay at the peaceful house. In short, Harry wants to meet Goblin to ask the other LV secret of immortality.</td>
</tr>
<tr>
<td>Tenor</td>
<td>There are two participants in this discussion. In this case, the speaker is Luna and the hearer is Harry, Bill and his sister. Luna comments on Bill answer about safe house to describe her opinion about Muggle’s thought.</td>
</tr>
<tr>
<td>Mode</td>
<td>The messages of this movie tell the audiences they are stay at peaceful house.</td>
</tr>
</tbody>
</table>

As a result, in accordance with context of the sentence (Muggles think these things keep evil away. But they're wrong) and the situation (at peaceful home), the possible meaning of this expression should be “distancing from danger”.

When all IPVs listed in Appendix 2 are analyzed using the first method only, that is using OALD as the primary reference, viewers of the movie will only find limited numbers of IPVs understandable. IPVs lexical analysis using OALD in this movie results only 27% of their meaning can be found relatively easily using OALD. One instance in the movie taken from HPDH1 scene ―Zip me up, will you?” almost instantly understandable only by matching the lexical meaning of the PV ―zip up” with the depiction of the situation in the movie showing the presence of “zipper”. However, “zip up” may still carries contextual variability when we are presented with different context that may suggest the PV to denote “silent” of “keeping one’s mouth closed”. Still, this characteristics of such IPVs found in the movie are not common.

Having said this, the optimum understanding of IPVs in the movie as both medium of entertainment and learning English as foreign language may not be achieved. Thus, the understanding of the remaining 63% of the IPVs may damage the enjoyment and beneficial learning method of HPDH movie if we one rely on the use of OALD. It stresses the significance of contextual variability of idioms, most notably, IPVs that leads us to using the contextual analysis to achieve optimum understanding.
Conclusion

Based on analysis above, the following conclusion can be presented that lexical interpretation helps easily in analyzing intransitive PVs but not the IPVs, more specifically, those of transitive separable IPVs. IPVs need context of situation to create possible meaning and general logical assumption in the dialogue including the field of IPVs is about the story of movie. The tenor means who take apart or the participants and the mode of IPVs in the movie is the message from movie to the audiences.

As a means of communication the languages of the characters in the movie HPDH should be treated as subjects of learning mostly because the viewers of the movies are potentially learners of English having minimum competence in the contextual variability of English idioms. The more understanding of the idioms taking the PV forms may offer new knowledge to the learners. So it is considerably important to infuse such understanding to the minds of younger learners of English to foster the use of multimodal objects like movies to enhance their competence in understanding and practicing English as a foreign language.

References

## Appendix

### Appendix 1. Idioms found in HPDH1 and HPDH2

<table>
<thead>
<tr>
<th>HPDH1</th>
<th>HPDH2</th>
</tr>
</thead>
<tbody>
<tr>
<td>It sets my teeth on edge, what’s he expecting to hear?</td>
<td>Students out of bed! Students out of bed!</td>
</tr>
<tr>
<td>Mundungus, stick tight to me. I want to keep an eye on you</td>
<td>...you'll put your faith in me.</td>
</tr>
<tr>
<td>We have to get the hell out of here.</td>
<td>Hold the fort, Neville.</td>
</tr>
<tr>
<td>Bill takes his steak on the raw side now</td>
<td>Hey Dean, on second thoughts, tell Professor…</td>
</tr>
<tr>
<td>Let me tell you. stop to freak out a bit.</td>
<td>Get inside! This way! Take cover! Take cover</td>
</tr>
<tr>
<td>If you've got something to say, don't be shy. Spit it out.</td>
<td>I feel like I can spit fire!</td>
</tr>
<tr>
<td>All right, I'll spit it out. But don't expect me to be grateful…</td>
<td>We plan, we get there, All hell breaks loose.</td>
</tr>
<tr>
<td>If I brought my parents back here now</td>
<td>Kept an eye on us on that mirror.</td>
</tr>
<tr>
<td></td>
<td>They've set the bloody place on fire!</td>
</tr>
</tbody>
</table>

### Appendix 2. Separable IPVs found in HPDH1 and HPDH2

<table>
<thead>
<tr>
<th>HPDH1</th>
<th>HPDH2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well fancy this , you are not you so shove it up and strip</td>
<td>Muggles think these things keep evil away.</td>
</tr>
<tr>
<td>Zip me up, will you?</td>
<td>I said I'll get you in, I didn't say anything about getting you out.</td>
</tr>
<tr>
<td>He is just too polite to point it out.</td>
<td>We've got to plan, we've got to figure it out!</td>
</tr>
<tr>
<td>We were going to bring it out.</td>
<td>If you get us past the guards into the vault...</td>
</tr>
<tr>
<td>When you turned this place over</td>
<td>If she gives us away, we must swear to use that sword to slit our own throats.</td>
</tr>
<tr>
<td>Bleeding gave it away, didn't I?</td>
<td>Get the word out to Remus and the others that</td>
</tr>
<tr>
<td>Scene Description</td>
<td>Dialogue</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Harry is back.</td>
<td></td>
</tr>
<tr>
<td>She says she would lock me up?</td>
<td>To blow it up! Boom!</td>
</tr>
<tr>
<td>Bleeding give it away, didn't I?</td>
<td>I can bring it down.</td>
</tr>
<tr>
<td>Seems strange, mate. Dumbledore sends you off</td>
<td>Take it...Take it up, please!</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Take it off!</td>
<td></td>
</tr>
<tr>
<td>I said, Take it off, now!</td>
<td></td>
</tr>
<tr>
<td>Take the Horcrux off.</td>
<td></td>
</tr>
<tr>
<td>Pick them up, Draco, now! Well well well ...</td>
<td></td>
</tr>
</tbody>
</table>

**Biodata:**

My name is Ghofar Romli. I am working on my final report to complete my undergraduate study in English Department, Faculty of Letters, Jember University on lexicalization and contextual meaning effect as my topic. I’m eager to continue my study in Linguistics.
USING LITERATURE TO TEACH ENGLISH ACADEMIC WRITING IN BUSINESS SCHOOL OF MANAGEMENT

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Abstract

This paper is a case study on using English literary work in Academic Writing class for Business School of Management. This case study tries to narrate the effects of using literary works to teach English in non-literature students. First, the background of Business School’s perspective towards Literature is explained. Then, the theories on importance of Literature in learning English are presented. After giving the context of the case study, findings and discussion enriched with real excerpts from student’s work are given.

This research was designed and applied in Universitas Pelita Harapan Surabaya on the previous academic year. This is a progressive research, therefore surprising outcomes and details are welcomed to enrich the findings. Data is taken from observation, interview with the participant, and documenting student’s work. Then, data gathered is triangulated across sources.

Keywords: academic writing, liberal arts, TEFL, reflective essay

Introduction

There are two stereotypes given into students of Management’s program in Indonesia. One is they come from economically rich family background. They have parents that own a company, rather big or small. Their option of career in the future already decided since kids, which is to continue the work of their parents. They are the future boss of their parents’ company, no matter what they do. This kind of students doesn’t bear the burden of seeking job during or after college. So the goal of their studies is to equip them skills to be the leader of a company.
The other stereotype is Business School of Management program’s considered as the most work applicable. People thought that having a degree in Management means you could easily get a job with high payment, they were considered as being able to manage all kinds of work field. Thus, their main reason of choosing Management as their major is not in the pursue of the science of management itself, but for the benefit of money coming later.

This presupposition make them only interested with work related, highly applicable topic during school. They tend not to understand it as science. For examples, in an accounting class, student more interested in how to use an accounting computer program than understanding the whole concept of accounting. They tend to ignore any philosophical value behind the science of accounting being taught. So does with English subjects, acquiring English as second language is considered only as additional tool or skill to do business or work with foreigner. Most of the questions arise from Business School of Management students are how do we make business letter or how to lobbying native speaker. The others aspect of languages indirectly applicable to work–office environment are considered as not necessary. Literary works such as stories, poem, play and pop-lit such as movies are considered only for the purpose of fun, and not supposed to be taught at school. Sadly such idea also believed by some academician. They thought that literary works would only bring benefit for students of Literature.

There are several reasons why literature can transform students’ lives. Literature allows students to widen their imagination, enable them to make well-informed decisions, construct their personal identities, and helps them in better communication.

“The teaching materials without any values in it makes it harder for learners to connect emotionally, moreover to organize and characterize or to communicate the emotional response towards the value given, unlike school textbooks which are dull and over-synthetic, literature vividly expose learners to a world of highly crafted alive language.” (Sudargo, 2013)

Povey (1972) encourages the use of literature to familiarize students with vocabulary and complex syntax. McKay (1982) urges the use of literature for two reasons. The first one is the argument that literary works take role relationship and social context into consideration, so
students might be triggered to be more aware about language use. The second one is the influence of literature in motivational or affective and experiential factors in learner’s reading proficiency. Maley (2001) most of all presents seven reasons why literature is suitable in EFL and ESL, they are universality, non-triviality, personal relevance, variety, interest, economy and suggestive power, and ambiguity. Oster (1989) also supports literature use since it “enlarges students’ vision and fosters critical thinking.” Hadaway, Vardell and Young (2002) points out literature’s advantages; they are contextualization of language, social and affective factors embedded, and natural and meaningful use of language. Lazar (1993) mentions that literature could be a tool to promote chances of discussion, controversy, and critical thinking.

The discussion of using literature in English Language Teaching, even as Foreign Language is actually not a brand new issue. Centuries ago, we had already benefit from English Literature in many foreign countries. However, as issues of Canons and the very definition of Literature and Classics become gray, English Language Teaching also needs to move to a new sphere. Settings, language styles, and topics discussed in 18th century-literary work may find difficulties for students of the 21 century. As Turker puts it:

“Teaching English through literature has become the fashionable phenomenon. However, the teaching is to feed student heavy, repetitive and somewhat redundant literature, which has little or no relevance to his immediate problems. This affords little opportunity for creativity. The student is told of literary terms and the meanings of words, and is finally asked to analyze the subject of literary piece, which is often too abstract a task for the non-native speaker. The process of analysis, therefore, takes the form of repeating the material understanding mostly by memorization and at best, partly by rephrasing. Students at the intermediate level become frustrated by being able partially to understand but unable to respond. I believe this frustration is the by-product of non involvement; the students are static participants in a one-sided process.” (1991)
Methodology

This paper is a case study research conducted in a class of Academic Writing for students of Business School of Management. This research was designed and applied in Universitas Pelita Harapan Surabaya on the previous academic year. This is a progressive research, therefore surprising outcomes and details are welcomed to enrich the findings. Data is taken from observation, interview with the participant, and documenting student’s work. Then, data gathered is triangulated across sources.

Academic Writing is a mandatory course for all students across majors in Universitas Pelita Harapan. However, unlike general mandatory courses in basic Indonesian curriculum for higher education, or so called MKDU, mandatory courses in Universitas Pelita Harapan are under supervision of Liberal Arts Department. Liberal Arts is not a common education field in Indonesia, it focuses on constructing a whole approach education to produce holistic human being. The tradition of the liberal arts emphasizes holistic intellectual development rather than vocational and professional training. An understanding of human cultures, the natural universe, and social sciences provides the foundation for comprehending the complex and evolving world in which we live. This distinguished design embodied in courses named as general courses of MKDU but described slightly different with sharper focus. Take for example, instead of regular Civics studying constitutions and memorizing chapters in UU, Civics in Liberal Arts study the philosophy of nationalism, building ethics of Pancasila and humane citizenship, and critical analysis toward politics. Instead of allowing each faculties to merely supply students with specific skill based courses, Liberal Arts conducts a university level course in Character Development to enhance students personality and character, build an awareness of strong characters, help them develop their humanistic aspects broader than working skills. So does Academic Writing.

Most General English courses in universities focus the teaching on grammar studies, structural syllabus, and writing essays for school projects. In Liberal Arts, Academic Writing goes beyond that border. First of all, Academic Writing course equips students with the standardized writing skills in higher education such as anti-plagiarism campaign, standardized essay structure, and library research. Furthermore, this course also allows
students to develop their critical thinking skills, logics development, and promoting awareness sensitive to issues around their real world. In the run of making holistic human being, Academic Writing in Liberal Arts also enhance students’ soft skills such as imagination, confidence and courage to be creative, community concern, and reflective trait. The literary work discussed in this research is Hilary Mantel’s historical fiction Bring Up the Bodies. It is a sequel of Wolf Hall, both retell a darker era of Britannica Kingdom under King Henry VIII and Thomas Cromwell. Bring Up the Bodies brilliantly whispered the shadows of a gory narrative on the descend of Anne Boleyn – from Queen to death, and the ascend of Jane Seymour – from neglected to Her Majesty. This masterpiece had acclaimed much applause both from expert critics and popular reviewers, it won 2012 Man Booker Prize, 2012 Specsavers National Book Awards "UK Author of the Year”, 2012 Costa Book Awards and shortlisted for 2013 Walter Scott Prize for Historical Fiction.

Findings and Discussion

Mostly, English language education goes polarized between two poles; ‘Traditional’ and ‘Progressive’. Those who firmly believe that traditional approaches are more effective tend to conduct classes in focus of employment, vocational training, promoting single standard language with emphasis on formal writing and grammatical rules. On the other hand, a progressive approach prefers to recognize varieties and creative personalities with attention to speech and expression accommodating pluralism. However, such context is not always applicable in non-English speaking countries such as Indonesia.

“…those whose first (and perhaps only) language is English may assume that their language is the natural medium of education; also that it is culturally neutral. However, people for whom English is a second (or third or fourth) language tend to have quite distinct, because more detached, views of the subject; they inevitably experience it cross-culturally. Basically, for many, English represents access to specific knowledges and skills and tends to be identified with the technology and science as well as the economic and cultural models of the modern West. Hence the characteristics emphases of advanced courses in English for Academics Purposes (EAP) and, more explicitly, English for
Special Purposes (ESP), which often feature materials relevant to Business, or Computing, or Engineering, or Law.” (Pope, 1998: 32)

Most academicians in third world countries are busy struggling to survive the market needs on skillful labors.

“In such contexts, however, the ‘Traditional’ and ‘Progressive’ polarities featured in the previous section tend to get scrambled or replaced. From one point of view, English in EFL/ESL would seem to be squarely aligned with the ‘Traditional’ side: an emphasis in employment, specialism, promotion of a single standard, concentration on writing, and so on.” (Pope, 1998: 32)

However, it does not mean that only native speakers of English could experience a dynamic language learning process.

“And yet, the fact is that in many respects EFL/ESL is the most dynamic and resourceful area of the subject: the space where much of the most innovative work in cross cultural teaching and learning goes on, and where there is usually a direct and interactive engagement with contemporary genres, discourse and varieties of speech and writing in general. Moreover, the latter often goes well beyond, though it may also include, the relatively familiar areas of poetry, prose and drama as such. Thus, along with instances of other discourses devoted to word-play (such as jokes, anecdotes, adverts and news stories), literary texts are often used in ELT to extend and enliven the learning process. In short, there is a lot about ESL/EFL that is ‘Progressive’ too.” (Pope, 1998: 32)

As it is proposed by Bloom (1956), comprehensive education ought to strive for progress and performance not only in cognitive domain within the instructional effect, but also the development of affective and psychomotor domains in nurturant effects. Educational objectives according to Bloom can be classified into three domains; cognitive, affective, and psychomotor. Cognitive domain has six objectives; students are able not only to remember, but also to understand and explain information in their own words, apply it to solve real-life problems, break down the information, combine its elements and create new information, and also make good judgments and decisions. Bloom originally presents this
taxonomy in hierarchical arrangement starting with ‘knowledge’ as the lowest level up to ‘evaluation’ as the highest level. On the other hand, affective domain stands from five objectives showing intensive emotional commitment response; students become aware to receive, motivated to learn, become involved in, integrate the new value into his pre-existing set of belief, and act in accordance with the value character. Furthermore, psychomotor domain connects with reflex movements, basic fundamentals movements, perceptual abilities, general physical skills, complex skilled movements, and non-discussive behaviors to communicate feelings and emotions.

The first few meetings of Academic Writing course equip student with the standards of essay writing such as anti-plagiarism concept, APA format, and simple short paper structure. After that, using extensive reading method, student is given the particular novel entitled Bring Up the Bodies completed with the required essay topics to be done throughout the rest of the semester. At first, just as predicted before, the student expressed his complain against such project. He felt the reading material was too heavy and out of his competence. He mentioned that he was not attracted to any literary works especially historical topic. Yet, throughout the semester, his attitude changed. To exemplify this, real excerpts from the student’s work will be inserted below, still in its real raw format with the mistakes and errors in language production. The first two projects were essay on the biography of Hilary Mantel and the historical context to the real event. After researching the topic, the student came to lecturer stating his surprise that such dark story actually existed in the history of a great kingdom he knew. He mentioned that at first he thought novels were always fictional and had no relation to reality. Even though he still felt the novel would be difficult to read, but he got interested in trying to continue the project. After mid term exam, the next two projects required the student to discuss deeper issues found in the analysis of the novel. Despite difficult vocabularies encountered in the novel, doing this project enriches the student’s lexicon storage with new entries even the ones outside his usual discipline. Now, not only being able to mention jargons in Business, the student was able to write using terms found in Law and Literary Genre.

“If we look at the contents of the novel that has been read, then we would immediately know if the core story of the book is that the removal of the Queen Anne chair queen. If we look in more detail, a love that was built
from scratch should also beautifully not terminate with a bad ending. Love King Henry VIII to Queen Anne more and even more faded. This was compounded by the failure of queen Anne cannot produce a child within marriage for nearly seven years. It’s also what makes consideration by King Henry VIII to get rid of the queen from her chair. King Henry assisted by Thomas Cromwell to get rid of the position of the queen. On the other hand, there is Jane Saymour who wants to replace the queen which means to be married to King Henry. Love theme from the novel describes the love story between a third person with a man who already has a previous partner. Love stories contained in the novel is more directed to the dark romance between Lord Henry VIII and Jane Seymour.” (excerpt of student’s work)

Furthermore, student was able to recognize the complex pattern of problem presented in the story plot. He realized that any phenomenon might have two sides, both darker and lighter, not all things could be easily criticized as absolutely right or wrong just the way textbooks judged things.

“In this novel, so many conflicts and events that affect early love between Lord Henry VIII and the Anne Boleyn. Struggle for power and true love story became a fixture in the British Empire. Jane Seymour's own presence, start making love story started by Henry and Anne became displaced and made her became one of the main stars who are highlighted in this story. Although in this novel, romance between the two new partner is a bit smelly criminality and unethical, but it seems their relationship is expected to be able to improve the fate of the kingdom that do not have successors. Jane Seymour present to provide new hope for the kingdom of England, which may unfortunately could not be given by Anne Boleyn. This love story is even more interesting with the start of the plan between Henry and Thomas Cromwell in his attempt to get rid of Anne’s queen position.” (excerpt of student’s work)

Student was also stimulated to think about ethical dilemma occurred in the story. Within the plot context, King’s act of taking the third wife is legal by the law yet the student managed to
find a flaw from such an act. He managed to put other consideration to evaluate a decision. This story give him an understanding that some acts could be considered legal, yet unethical. While most business managerial ethics stop the discussion on legal level, this student started to see that human being needs nobility.

“According to the rules governing the kingdom, took a third wife should not included as crime because basically, a king may have the right to seek a new partner to continue the government seat. And on the other hand, was a queen should also understand and be able to understand the condition of the kingdom which requires a successor to continue the reign of the king’s seat. In general, when a man has been committed to a relationship with a woman and decides to marry her, the man ethically should remain loyal and committed to the end to be with her partner. In religion was taught that if a man has decided to take a woman, he must spend the rest of her life with the same woman until death do them both. Though the till even the worst conditions experienced by the couple, move or moved liver disorder left her partner is not the ethical thing.” (excerpt of student’s work)

On the last week, upon Final Examination, the student was asked to write a reflective essay as a closure on this project. Encountering a literary text set on a background so far away from the student’s own indeed brought up difficulties and challenges, yet he rose up beyond the wall. Even though Bring Up the Bodies narrate a story happen hundred years and thousand miles away from him, despite all cultural margin and language barrier, he managed to capture some essences and see his own reflection in the mirror.

“I honestly think that this is very confusing novel. I'm not lying. Because this novel is a true story so that it represents what is really happening. This novel is a novel that makes me quite amazed and pretty to think if there was foul play going on in the government of the British Empire. I feel it is really happening today, though in many ways that I alone cannot be a good guess. For me this book and this story make me able to think more clearly and be better again. Not only thinking of themselves as well as the name and position, but this novel taught me more than I imagined. This novel
Gracia Sudargo and Dandy Sudjono Widjojo

...teaches a good thing which I think primarily good for me and for others. Bring Up The Bodies tale also teaches about how to survive in the face of any problems and continue to be positive and strive to uphold our rights even in difficult conditions though. Within each option there will be consequences that we take and face. This novel contains a conflict between some choices to be made between ethics and love and destiny kingdom itself.” (excerpt of student’s work)

At last, this literary text did not only escalate his English and writing skills, but also pat him on his shoulder and carved a lesson for him personally. Even though he won’t be king of any country, but he can still be a good leader in the future.

“Royal element makes the story of this novel increasingly look attractive and elegant. On the deeper side, this novel teaches that as the head of the public, we must set a good example by keeping the good name of our own. We need to know between which one should and must be done, and what we should avoid. Because the errors choose, we will not only make our name tarnished, but also will make others accept and do bad example.” (excerpt of student’s work)

**Conclusion**

Value is not merely transferred via cognitive mediums such as memorization or synthesis, it needs to be embedded deeply in order to transform student’s life in his affective and psychomotoric domains. Going beyond cold words and stiff structures of text books, literary works are able to penetrate deeper into student. They mercilessly tease student’s highest cognitive domain to work out hard, softly whisper into his affective domain, and then challenge him to make decisions.

“When our schools practice educative assessment, assessment which is primarily to educate, our children and teachers will perceive assessment as a core of learning. Educative assessment is worthy of attention and closely linked to real world demands. Wiggins beautifully propose the term ‘educative assessment’ and encourage teachers to carefully assess their students. This concept reforms world’s paradigm on assessment focused on
three intellectual targets. Shortly speaking, in educative assessment, achievement target is an integration of subject matter knowledge, technical skills, and performance competencies.” (Sudargo, 2013)

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**Biodata:**

**Gracia Sudargo** attained her Master degree in English Language Studies from Sanata Dhama University. She has been currently teaching as a lecturer of Liberal Arts Department in UPH Surabaya since 2009. She has presented her papers in international conferences such as International Christian Higher Education hosted by UPH Karawaci-Biola University-Corban University on 2013.

**Dandy Sudjono Widjojo** graduated cum laude from Business Management of UPH Surabaya. He is currently pursuing his master degree of science in Psychology on Graduate Program of Science Psychology, Universitas Surabaya. He has presented some of his academic papers as co-writer on international conferences such as ELLS by Chulalongkorn University.
DESIGNING ENGLISH TRAINING MATERIALS FOR CULINARY SERVICES
(A DEVELOPMENTAL RESEARCH CONDUCTED AT YOGYAKARTA PALACE SOUTH SQUARE)

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Abstract

This paper is a project granted by the Directorate of Research and Community Service, Directorate General of Higher Education, the Ministry of Education and Culture of Republic of Indonesia. It aims at providing information related to the project findings that is expected to be beneficial for the readers. This project aimed at designing English training materials called “English for Culinary Servicers (ECS)”. It was done by considering that Yogyakarta Palace South Square (YPSS) what so called Alun-Alun Kidul (Alkid) is one of tourism destinations in Yogyakarta. This area has been developing as an international tourist resort but it was not completed with international communicative services. This matter may reduce the foreign tourists convenience caused by the existence of miscommunication.

It was developmental research using ADDIE model which involved taxonomic activities as follows: analysing trainees’ needs, designing training materials prototype, developing training materials prototype, implementing (while improving) it, evaluating the training activities and the used materials.

This project found: the training need was ECS in threshold level for survival life, ECS was able to improve trainees English skills, and ECS was appropriately to use as a service guide for culinary servicers to serve foreign tourists visiting YPSS. Based on the findings ECS is recommended to use as a guide book particularly to provide culinary service for foreigners.

Keywords: YPSS, ECS, English skill, ADDIE, threshold level

Introduction

This paper illustrates the result of community service project granted by the Directorate of Research and Community Service, Directorate General of Higher Education, the Ministry of
Education and Culture of Republic of Indonesia. This paper is intended to get additional suggestions from the conference audience for the betterness of this program and its scientific report. This activity generally aimed at designing English training materials especially used for the culinary servicers in order to enable them to communicate in English with foreigners. The training was conducted by using the designed materials called “English for Culinary Servicers (ECS)”. It was done by considering that Yogyakarta South Square (YSS) what so called Alun-Alun Kidul (or Alkid in short) is one of the main tourism destination in Yogyakarta city. This area is very interesting for which location is close to Yogyakarta Palace.

Yogyakarta South Square (YSS) is one of the tourism destination for it has antique cultural heritages. Most of them cannot speak English whereas there are so many foreign tourists who visit their cross-legged culinary stalls which is commonly called warung lesehan as the hallmark of Yogyakarta city. Many of domestic and foreign tourists visit YSS every time, just for fun. There are various unique entertainments in there, but the most interesting fun for the tourists are unique vehicles called “becak lampu”, sport game named “massangin” and Javanese shadow puppet show.

Unfortunately this interesting place has not been, so far, completed with adequate communicative services because most of the hawkers and culinary stalls owners cannot communicate in English as international language. This matter, of course, may reduce the convenience of foreign tourists in enjoying the atmosphere during relaxation due to the existence of miscommunication when they serve their guests. Even though there are many tourist guides for foreigners available in this city, but not all foreigners would make use of them by considering the expensive charge for their services.

**Research Method**

Appropriately with the need of this community service program, the used method was developmental research with ADDIE procedures. According to Gall et.al (2003: 569) a developmental research which is also commonly called research and development (R & D) is an industry-based development model in which the findings of research are used to design
new products and procedures, which then are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality or similar standards.

ADDIE is a taxonomic phases which consists of five steps, namely: analysis, design, development, implementation and evaluation. During analysis, the designer identifies the learning problem, the goals and objectives, the audience’s needs, existing knowledge, and any other relevant characteristics. Analysis also considers the learning environment, any constraints, delivery options and the timeline for the project. Design is a systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface and content is determined here. Development is the actual creation (production) of the content and learning materials based on the designed phase. During implementation the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated. Evaluation consists of formative and summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related reference items and providing opportunities for feedback from the users. Revisions are made as necessary (http://www.learning-theories.com/addie-model.html).

In line with R & D concept, this project was conducted cyclically. It started with the demanded needs and the problems that needed immediate solution, defining characteristics or specification of the designed products, designing product’s prototype, implementing and improving the designed product using purposive sampling under accurate observations, and its result was examined through an experiment (inspired by Sukmadinata, 2007: 165). In this case, the primary product is in the form of an English training materials which can be used by the culinary servicers as a guide to communicate with foreigners when they serve them.

Referring to ADDIE model as written above, this project was conducted as follows: (a) analysing trainees’ needs; (b) designing training materials prototype; (c) developing training materials prototype; (d) implementing it; and (e) evaluating the training activities and the used materials. Apropriately with the used method, activities is conducted as follows: (a) observing the training needs; (b) preparing training prototype; (c) implementing English training using
threshold level which mainly focused on speaking skill practices; (d) conducting assessment to measure the success rate of training.

Observing the training needs was the crucial step that must be conducted to gather information concerning with the needs of the trainees in their language learning, such as language skills, discourse types, language aspects, and materials content. The result of the needs analysis was, then, used as the basic of designing training materials prototype which was developed at a time within the implementation course process. Implementation process was lasted cyclically in which every cycle was observed accurately. This aimed at getting detail informations on the trainee’s learning achievement progress and the appropriateness of the materials prototype with the learning needs. When it worked appropriately with the defined training goals, the activity was continued to the last procedure, id est evaluation. This activity was intended to get data related to the trainees learning achievement in general, through testing. When the average result of the test showed higher then the pretest significantly, the designed materials was judged as the training materials particularly for cross-legged food stalls hawkers (English for Culinary Servicer/ECS).

Table 1. Scoring rubric for assessing learners’ language performances of level 1

<table>
<thead>
<tr>
<th>Language Level (Pre-elementary)</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 (Pre-elementary)</td>
<td>Language Functions; Greetings/leave-takings</td>
<td>Information Gap: Uses basic vocabulary and expressions; Begins to name concrete objects</td>
<td>Pre-reader: Listens to read-alouds</td>
<td>Draws pictures to convey meaning</td>
</tr>
<tr>
<td>Requesting information/Assistance</td>
<td>Communicates marginally; mostly responding inadequately; Repeat words and phrases</td>
<td>Repeats words and phrases</td>
<td>Uses single words, phrases</td>
<td></td>
</tr>
<tr>
<td>Giving information/Assistance</td>
<td>Describing</td>
<td>Uses basic structures with frequent errors; Understand little or no English</td>
<td>Uses pictures to comprehend texts</td>
<td>Copies from a model</td>
</tr>
<tr>
<td>Expressing feelings</td>
<td>Speaks with much hesitation that greatly interferes communication</td>
<td>May recognize some sound/symbol relationships</td>
<td>Begins to convey meaning</td>
<td></td>
</tr>
</tbody>
</table>
In this project, the findings are reported descriptively by considering that there were only limited participants (40 persons). In other words, this work did not use experimental study in the evaluation procedure but used portfolio system. To analyze the quantitative data which was in the form of speaking test result and trainees language performances, I used scoring rubric for testing speaking suggested by O’Malley & Pierce (1996). Scoring rubric is a guide used to assess learners’ language acquisition in their language performances. O’Malley & Pierce suggest scoring rubric for 6 levels of language that is level 1 until level 6 (pre-elementary, elementary, pre-intermediate, intermediate, pre-advanced and advanced levels). In this case, due to the trainees were treated as the false-begining level or similar to the pre-elementary (level 1) and elementary (level 2), I only used the fixed rubric especially for those two levels. As an illustration, the scoring rubric of language skills performance for level 1 and level 2 is presented on Table 1 and Table 2.

Table 2. Scoring rubric for assessing learners’ language performances of level 2

<table>
<thead>
<tr>
<th>Language Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 2</strong></td>
<td><strong>Little or no English</strong></td>
<td><strong>Uses some descriptive vocabulary and expressions; Begins to communicate personal and survival needs</strong></td>
<td><strong>Emerging reader: Participates in coral reading</strong></td>
<td><strong>Writes simple sentences/phrases</strong></td>
</tr>
<tr>
<td><strong>(Elementary)</strong></td>
<td><strong>Understands words and phrases, requires repetition</strong></td>
<td><strong>Communicate acceptably although sometimes responding inappropriately or inadequately or developing little interaction; Speaks in single word utterances and short patterns</strong></td>
<td><strong>Begins to retell familiar, predictable text</strong></td>
<td><strong>Uses limited or repetitious vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Uses a variety of structures with frequent errors or uses basic structures with only occasional errors; Uses functional vocabulary</strong></td>
<td><strong>Uses visuals to facilitate meaning</strong></td>
<td><strong>Spells inventively</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Speaks with some hesitation that interferes with communication; Understands words and phrases, requires repetitions</strong></td>
<td><strong>Uses phonic and word structure to decode</strong></td>
<td><strong>Uses little or no mechanics, which often diminishes meaning</strong></td>
</tr>
</tbody>
</table>
For Level 1 (Pre-elementary), learner’s listening competence included language functions of “Greetings/Leave-takings”, “Requesting information/Assistance”, “Giving information/Assistance”, and “Describing, and Expressing feelings”. Speaking competence included Information Gap on: “Uses basic vocabulary and expressions”, “Beginns to name concrete objects”, “Communicates marginally”, “Mostly responding inappropriately or adequately”, “Repeat words and phrases”, “Uses basic structures with frequent errors”, “Understand little or no English”, and “Speaks with much hesitation that greatly interferes with communication”. Reading competence included Pre-reader on: “Listens to read-alouds”, “Repeats words and phrases”, “Uses pictures to comprehend texts”, “May recognize some sound/symbol relationships”. Writing competence included: “Draws pictures to convey meaning”, “Uses single words, phrases”, “Copies from a model”, and “Begins to convey meaning” (See Table 1).

Level 2 (Elementary) scored listening competence which included “Understands little or no English” and “Understands words and phrases, requires repetition”. Speaking competence was scored through “Uses some descriptive vocabulary and expressions”, “Beginns to communicate personal and survival needs”, “Communicates marginally”, “Mostly responding inappropriately or adequately”, “Repeat words and phrases”, “Uses basic structures with frequent errors”, “Understand little or no English”, and “Speaks with much hesitation that greatly interferes with communication”. Reading included Emerging reader on: “Participates in coral reading”, “Repeats words and phrases”, “Uses pictures to comprehend texts”, and “May recognize some sound/symbol relationships”. Writing was scored through: “Writes simple sentences/phrases”, “Uses limited or repetitious vocabulary”, “Spells inventively”, and “Uses little or no mechanics which often diminishes meaning” (See Table 2).

All of the language target as written above are integrated with the Javanese culture and the needs of the training participants whose jobs are providing culinary services for the tourists visiting Yogyakarta, especially in Yogyakarta South Square.

**Research participants**

This research involved 40 research subjects who earned their living by providing culinary services both for domestic and foreign tourists visiting the south square of Yogyakarta Palace.
(YSS) Indonesia. As it is written above that by the time this project lasted, they were not able to communicate in English. This was due to the position of English in Indonesia as a foreign language, unlike other Asian countries which treat it as a second language so that enable their people to use it at their every day life. To improve their services to the foreign tourists visiting their stalls, they need to be able to communicate in English, at least at the threshold level for survival life.

**Data gathering and its analysis**

There were two types of data in this study, namely qualitative (the various documents used) and quantitative data (test results). Data in this study was in the form of the results of training needs analysis, design, development, implementation and evaluation processes. The gathered data was analysed using statistical computation by calculating the standard deviation of the test results. Since there was only one group of participants in this area (single-shot data analysis), the analysed quantitative data was in the form of pretest and post-test results design (Cohen, *et al.*, 2000) which was then calculated using standard deviation (SD) formula. SD is equal to the square root of the averaged square distance of the scores from the mean. The higher the SD the more varied and more heterogeneous a group is on a given behavior, since the behavior is distributed more widely within the group (Seliger & Shohamy, 1989).

Computing SD formula (as written in Nunan & Bailey, 2011) was performed as follows:

\[
SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}
\]

where \(X\) = student’s score; \(\Sigma\) = sum of; \(N\) = number of students; \(\bar{X}\) = mean; \(\sqrt{}\) = square root. In this study, \(N\) was 40 trainees who were given pretest and post-test. The pretest was conducted before getting materials training while the post-test was performed after getting training. It aimed at obtaining the trainees’ gain scores within the two tests. Gain score is the gap between the average or the mean difference of pretest and post-test of the total scores.
English training and assessment

The training aimed at providing culinary service providers with English communicative skill particularly for the threshold level, namely adequate language mastery for survival life (Van Ek, 1987; Wilkins, 1987). This was important to perform by remembering that YSS has been developing as an international tourist resort. The training was conducted for the whole available culinary servicers consisted of the owners and the waitresses lasted for 14 meetings. The training materials was designed using threshold level communicative approach in which contents were integrated with the Javanese culture. This was intended to introduce the javanese culinary through their daily life communication with their guests. Threshold level is, in this case, training for the trainees who had various study background. Though most of them had ever learnt English before, but they kept unable to communicate with foreigners. According to Bailey (2005), it is categorized into “false-beginners level”.

To obtain the data on the trainees learning achievement, test was needed. It was held by using authentic assessment approach, that involved trainees’ written and spoken language performances during their learning processesees (O’Malley & Pierce, 1996). Trainees performances were compiled in the form of portfolios which were then analyzed to find their learning progress using the understudied materials.

Findings

As it is stated above that, this project aimed at designing English training materials particularly used for food stall hawkers. Such product was cyclically trained to enable the training participants to communicate in English for the sake of giving professional services for foreign tourists especially visiting Yogyakarta. Appropriately with the research issue, this project used developmental study using ADDIE model. The training materials used was English training particularly for culinary stalls servicer who worked surround Yogyakarta South Square (YSS). Procedures on conducting the training is illustrated as follows:

Figure 1 presents the procedures on conducting English for (cross-legged) Culinary Service (ECS) training using ADDIE model.

This project found as follows. First, what the trainee’s needs was threshold English materials which was in the form of a simple text-book called “English for Culinary Servicer” or ECS in short. It was shown by their high interest in joining their learning processes. Second, the ECS prototype was designed based on the result of needs analysis (NA). Third, the prototype was developed while implementing it cyclically. The adequacy or the necessity of the cyclical implementation depended on the defined trainees’ learning level of achievement. In this case, the defined criteria of the average learning achievement was 7.0. It means that the learning process (implementation) was stopped when the trainees’ average achievement reaches 7.0. The early assessment results showed that the defined point had been fulfilled. This means that the developed prototype could be judged as training materials for food stalls services or culinary purposes.

The designed materials consists of 9 Chapters in which each chapter develops integrated language skills, but stressing on the speaking practices. The developed language functions are: “Greetings”, “Offering Helps”, “Menu or Foods and Beverages Prices”, “Foods and Beverages Service”, “Asking about the Origin”, “Telling Various Tourist Resorts in Yogyakarta Descriptively”, “Computing/Calculating and Writing Purchase Order”, “Returning Rest Money”, “Showing Direction”, and “Thanking & Inviting to Re-visit”. The whole contents written above were performed and tested cyclically until the trainees reached
the expected target language that must be achieved as written in the syllabus content (See Table 3).

### Table 3. English training materials design content

<table>
<thead>
<tr>
<th>Training Competency</th>
<th>Activities and Language Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency Standard</strong></td>
<td>Threshold Level English Competency for Alkid Foods Stalls/Corners</td>
</tr>
<tr>
<td><strong>Basic Competences</strong></td>
<td>Practicing both spoken and written English for threshold level</td>
</tr>
<tr>
<td><strong>Training Indicators</strong></td>
<td>Trainees are able to: Listen and/or response dialogues related to offering menu for tourists</td>
</tr>
</tbody>
</table>

1. *Greetings customers* ➔ text with pictures
2. *Offering helps* ➔ text with pictures
3. *Offering/thrusting Menu* ➔ text with pictures
4. *Foods Order*
5. *Inviting tourists to enjoy the foods ordered*
6. *Calculating the Foods’ Price*
7. *Thanking*) ➔ text with pictures

<table>
<thead>
<tr>
<th><strong>II. Reading</strong></th>
<th>Trainees are able to: Reading aloud and comprehension related to Culinary Services for foreign tourists</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practice reading texts concerning to the available Foods &amp; Beverages Menu</td>
</tr>
<tr>
<td></td>
<td>Practice reading texts concerning to describe various kinds of Javanese beverages</td>
</tr>
<tr>
<td></td>
<td>Practice reading procedure texts concerning on how to make various kinds of Javanese foods</td>
</tr>
<tr>
<td></td>
<td>Practice reading procedure texts concerning on how to make various kinds of Javanese beverages</td>
</tr>
<tr>
<td></td>
<td>Practice reading on procedure to serve the reserved menu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>III. Writing</strong></th>
<th>Trainees are able to: practice writing simple procedure texts on how to provide beverages, foods and the way to serve for foreign tourists</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practice writing simple texts of menu lists</td>
</tr>
<tr>
<td></td>
<td>Making notes for the reserved foods and/or drinks</td>
</tr>
<tr>
<td></td>
<td>Practice writing on how to make various drinks (arrangement)</td>
</tr>
<tr>
<td></td>
<td>Practice writing on how to serve the reserved foods and/or drinks</td>
</tr>
</tbody>
</table>

All of the materials written above were implemented during 14 meetings, appropriately with the available timeline. Each Unit was delivered and tested cyclically and integratedly using contextual teaching and learning (CTL) approach. CTL is an approach which relates learning materials with the learners’ daily life (Johnson, 2007). In this case, the language learning
target delivered during the training is intentionally connected with the training participant’s daily occupation, that is as culinary service providers.

The whole content of the language target written in Table 3 was delivered to develop participants’ language skills, namely listening, speaking, reading and writing contextually and appropriately with their daily activity as culinary servicers. The four language skills was not taught isolatedly or in chunks but integratedly, by considering that using language skill cannot be separated from other skill mastery.

**Conclusion and Recommendations**

Based on the findings written above, it can be concluded as follows. First, the need of the training participants (culinary service providers) was ECS (English for Culinary Service) for threshold level or survival need. Second, ECS provides English language expressions that may help the users to provide communicative services for foreign tourists visiting their cross-legged culinary stalls in Yogyakarta South Square or YSS in short. Third, ECS is judged as a training materials which is appropriate to use as a guide materials for culinary service providers particulary located at YSS. Referring to such conclusion above, the designed materials is suggested to use both for culinary service providers and for the relevant training materials.

**References**


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**Electronic Sources**


Abstract
Motivating students to participate in classroom discussions is a big matter to overcome. There are some students who seem to assume that as long as the assigned work is completed on time, test scores are good, and attendance is satisfactory, they shouldn’t be forced to participate. Educational research has shown that students who are actively involved in the learning activity will learn more than students who are passive recipients of knowledge. Young adolescents who are 10 to 15 years old experience stages of life and more growth than any other time in their life. They have intellectual capacity and learn best through interaction and activity rather than just listening. Obviously, increased attention and motivation are the essential ingredients for learning, and are more important than intelligence. In other words, to increasing student involvement, attention and motivation, teachers can use a very beginning action that held the first time before core teaching activity with a hope that engaging the senses and emotions will increase students’ attention span. Accordingly, as start-up activities, icebreakers can be a useful way of creating a sense of relaxed and informal atmosphere which motivate and activate an interaction. Icebreakers allow for a student to become emotionally connected with classroom situation and increases motivation to engage with the following discussion. Therefore, this paper presents icebreaker as a strategy to active involvement for young adolescent learners.

Keywords: icebreaker, active involvement, adolescent learners

Introduction
Students learn best when learning is active. When they are mentally involved, when they engage in hands-on activities, when they are involved in a process of inquiry, discovery, investigation, and interpretation. Learners prefer to be engaged in their learning…not just listening but doing. An old Native American saying goes like this “Tell me and I’ll forget. Show me and I may not remember. Involve me and I’ll understand”.
Motivating students to participate in classroom discussions is a big effort to overcome. There are some students who seem to assume that as long as the assigned work is completed on time, test scores are good, and attendance is satisfactory, they shouldn’t be forced to participate. It’s not that they don’t think participation improves the classroom experience, they just prefer that other students do the participating.

Thus, this paper is aimed to describe the icebreaker activities as a strategy to activate students’ involvement in the classroom especially for young adolescent learners. But before we go further to the icebreaker, it is better to define about what the active involvement is and characteristic of young adolescent learners which are involved in this study.

**Active Involvement**

Is a situation when learners are actively participate in reading, talking, writing, describing, touching, interacting, listening and reflecting on the information and the materials presented. Educational research has shown that students who are actively involved in the learning activity will learn more than students who are passive recipients of knowledge (Butler, 1992; Feden, 1994; Kraft, 1985; Murray, 1991). Other studies in education have demonstrated that increased attention and motivation enhance memory (Gage & Berliner, 1991; Mannison et al., 1994; Meyers & Jones, 1993).

Participation in lessons facilitates learning. There are number of ways that students can participate actively, including offering their ideas and thoughts spontaneously, volunteering to answer questions, answering questions when called on, demonstrating at the chalkboard, talking to peers or the teacher about tasks, and completing written work. Students may also participate without these behavioral indicators of involvement by watching, listening, and thinking.

**Age Range and Developmental Changes**

Young adolescents are defined in *This We Believe* (National Middle School Association, 2003) as those students who are 10 to 15 years old. During this stage of life, young adolescents experience more growth than any other time in their life. It is also the part of the
brain that controls planning, working memory, organization, and mood modulation (Wilson and Horch, 2002, p. 58).

As Lucinda Wilson and Hadley Wilson Horch discuss in their September 2002 article in Middle School Journal, recent research has shown that the early adolescent brain goes through a growth spurt just before puberty and then a period of “pruning,” when heavily used connections between parts of the brain are strengthened and unused connections deteriorate.

Engaging the senses and emotions will increase student attention span. As start-up activities, icebreakers can be a useful way of creating a sense of relaxed and informal atmosphere which influence an interaction. Another strategy is to build lessons using inquiry or problem-based learning in which students are encouraged to ask questions that interest them.

Key Generalizations About Young Adolescents

This list of generalizations appears in John H. Lounsbury’s “Understanding and Appreciating the Wonder Years” (National Middle School Association, 2000).

- Early adolescence is a distinctive developmental stage of life.
- The general public has limited understanding of these 10- to 15-year olds.
- The accelerated physical and personal development that occurs during this period is the greatest in the human life cycle and is marked by great variance in both the timing and rate of growth.
- These are the years during which each individual forms his/her adult personality, basic values, and attitudes.
- Adolescents reach physical maturity at an earlier age than their grandparents and they acquire apparent sophistication earlier than in previous generations.
- They seek autonomy and independence.
- They are by nature explorers, curious and adventuresome.
- They have intellectual capacities seldom tapped by traditional schooling.
- They learn best through interaction and activity rather than by listening.
- They seek interaction with adults and opportunities to engage in activities that have inherent value.
- Their physical and social development become priorities.
• They are sensitive, vulnerable, and emotional.
• They are open to influence by the significant others in their lives.
• A significant portion of today’s teenage population is alienated from society.

Surely, after knowing characteristic of adolescent learners, one seems bear in mind is how icebreaker motivates them to actively involve in the classroom? Popular as the topic ‘motivation’ is, however, it is probably better not to deal with the issue of student motivation at all. Everyone seems to agree that students being ‘motivated’ towards learning is a good thing.

Motivation is typically divided into two categories (Armitage et al. 2007:69). The first is intrinsic motivation, which is the idea that students are naturally disposed to have an aroused desire for the learning process and that this comes from within, rather than from external stimuli. Students who possess intrinsic motivation will be driven to learning for its own sake rather than for particular rewards. The second is extrinsic motivation, which is basically to offer incentives or rewards to students in order to get them motivated to participate and achieve in lessons.

Obviously, increased attention and motivation are the essential ingredients for learning, and are more important than intelligence. In addition to increasing student involvement, attention and motivation, teachers can use a very beginning action that held the first time before core teaching activity. Suppose, it needs also take into account that not all the students will get involved or sometimes discourage them selves by keep silent rather than actively participate during the activity. The very beggining action that mentioned above is icebreaker within their classrooms to create a connected and comfortable learning environment for their students.

**Icebreaker**

Icebreakers are discussion questions or activities used to help participants relax and ease into a group meeting or learning situation (Dover, 2004). Icebreakers are necessary for a successful classroom. Icebreakers allow for a student to become emotionally connected with school and increases motivation (Kelly, 2004). They can help students feel comfortable with each other. A simple activity such as asking students to talk to another student for five
minutes, learn three interesting facts about the person and report back to the whole class, can be useful in helping students become acquainted with others in their class.

There are important items to consider when working with icebreakers. Teachers need to learn what is the best icebreakers according to the age group and number of people. A successful icebreaker needs step-by-step instructions and then needs to be demonstrated. Icebreakers are also more effective when they are thought out, practiced, and have clear instructions (“Beat the summer heat,” 1998). Not all students like or want to participate in icebreakers, but it is important to keep in mind that teachers need to read their class. Thus, if something is not working the teacher can adjust or try a different approach to an icebreaker. Therefore, a teacher should make sure the room is silent though before speaking, so that they have full attention of their students.

**Types of Icebreaker**

**a. Facilitating Introductions**

Are used to help participants ease into training and helps the participants to learn each other’s names and information (Dover, 2004). The introduction icebreakers are best used on first days of school when trying to learn student’s names and a little bit about them. The followings are some excellent Facilitating Introduction Icebreakers:

- **TP Surprise**

  The teacher will welcome students at the door holding a roll of toilet paper. Students can take however many sheets they want and the teacher will explain what it is for when everyone grabs some. When class begins the students will have to write one interesting thing about themselves per sheet of toilet paper. When they are finished they introduce themselves to the class per sheet of toilet paper (Kelly, 2004).

- **People Finder Sheet**

  Make a list of qualifications for your students for example, “Who can speak another language?” or “Who went to Arizona this summer?” With the list of questions, the students need to seek out these people with the qualifications and have them initial the sheet until it is full. They can only use a student’s initials once per sheet (“Beating the Summer Heat” 1998).
• **Birthday line-up**

Students have to line-up around the classroom in order of their birth dates (Kelly, 2004). This activity forces students to move around and communicate with each other. According to the Stress and Wellness Associates people learn better when they are actively involved (*Instant Icebreakers*).

• **Name Chain**

Introduce yourself to the group adding a word that describes you based upon the first letter of your name. For example, “I am Smart Sarah,” or “I am Jumping Jack.” Then Introduce yourself, and the person to your right. The person to your right repeats previous introductions, and introduces the person to their right. Continue with the next person to the right, until all names have been repeated. This activity will help students learn each other’s names (Dover, 2004).

b. **Topic Lead-ins**

Are used to identify needs and goals, share information and resources, and/or surface resistance (Dover, 2004). These will direct the student into the content that will be taught. The icebreakers can be used to generate interest in a topic and activate the student’s prior knowledge. Topic Lead-ins will encourage the sharing of information and resources (Dover, 2004). Here are some ice breaker activities in Topic Lead-ins:

• **Multiple Choice Tests & True/False Quizzes (Prior Knowledge Check)**

Giving multiple choice tests or true and false quizzes before introducing a topic or reading engages students, activates a student’s prior knowledge, and will encourage the sharing of information and resources. The teacher can discuss the answers with the class before and after the lesson in order to focus on the important parts of the topic being taught (Dover, 2004).

• **Word Tree**

The teacher generates a list of words related to a topic to be taught. The students then have to suggest words related to the topic while the teacher writes it on the board and clusters is by theme (Dover, 2004).
• Personalize it

The teacher writes the topic to be taught on the board and then talks about how the topic relates to them by using a personal reference or story. The students are then to figure out how they can relate the topic to a personal reference or story.

Conclusion

The explanations indicate that icebreaker provides students with the opportunity to share their personal stories, views and opinions and to participate in discussions with their peers also the teachers during classroom activities. Surely, after knowing characteristics of adolescent learners, however, more confident pupils will frequently dominate sessions and less confident students feel shy to speak in the discussion. As icebreaker is discussion questions or activities used to help participants relax and ease into a group meeting or learning situation, and is necessary for a successful classroom, teachers still need to learn what is the best icebreakers according to the age group and number of people to become emotionally connected with classroom situation and increases motivation to engage with the following discussion. Adolescent learners have intelectual capacity and learn best through interaction and activity rather than by listening. Accordingly, a successful icebreaker needs step-by-step instructions and then needs to be demonstrated whether in Facilitating Introductions or Topic Lead-Ins session. allow for a student

References


CROSS CULTURAL PRAGMATICS FOR NON-NATIVE SPEAKERS OF ENGLISH IN THE CONTEXT OF INDONESIAN UNIVERSITY STUDENTS

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Abstract

This paper discusses the role of culture in language learning. The language educators owe people of English education experts of their ideas asserting relationship between English as an international language and culture. De-nationalized English means allowing English teaching without demanding learners’ internalization of cultural norms of native speakers of English; rather, they are guided to communicate their ideas and culture.

Culture plays a role on two dimensions, linguistic dimension in terms of pragmatics and pedagogical dimension in terms of development of materials and teaching methodology. In regard to relate culture with English teaching in Indonesia, educators consider teaching English with reference to Indonesian cultural contents.

The quest is finding out how to be pragmatically appropriate in the L2 or FL. Being pragmatically appropriate in the L2 is not a matter of trying to be native member-like, but instead involves accepting the view of context, as created through talk that learners create their own identities (Grundy Peter: 2004). Language educators need a properly communicative and humane methodology giving authority to learners to be who they are.

Keywords: de-nationalized language, pragmatically appropriate, Indonesian cultural contents

Introduction

The language functions of ideational, interpersonal and textual proposed by M.A.K Halliday are prevalent in the field of Pragmatics. Ideational functions is related to the language role to express content of the speaker’s propositions, and the experience of the speaker’s real world,
including the world of his/her own consciousness. This language function is analyzed in the study of both spoken and written communication intentions of the speaker; Interpersonal function is related to the role of language to construct and preserve social relationship of social role revelation and communication’s roles resulted by the language itself in the language process, this function focuses on the hearer; Textual function is related to the role of language in constructing language chains and situation internally structural that enable the language to be used by its users (Sudaryanto, 1990:17-18).

Pragmatics as part of Linguistics has always been concerned with interpersonal interaction. This is realized in a form of communicating utterances or speech acts. Speakers and hearers should be made aware of the utterances’ variations and factors as well as circumstances which determine meaning. This means that context helps in analyzing the meaning as proposed by the speaker. The speaker’s pragmatic meaning depends on who speaks to whom about what, for what purpose, when, where, how and why, all of which are known as context. Utterances are context-dependent, their meanings are never static, but unstable and in constant change, depending on the context of the speaker and the hearer as the language users. Levinson stated that the abstract grammar of Noam Chomsky could not explain how a language is used (Levinson in Mey: 2001:29). Levinson is in agreement with Haberland and Mey about the crucial factor of language users by saying that “the world of users is the very condition for doing any pragmatics: a truly existential condition”. Mey believes that these worlds of users can not be predicted by language as a logical system, but be comprehended through considering how the utterances are produced in the world where speaker and hearer live and interact in accordance with their views (Mey: 2001:29).

As in Pragmatics, meaning is also analyzed in Semantics. Despite their similarity in analyzing meaning, pragmatic meaning is different from semantic meaning, that pragmatic meaning is interpretation of utterance based on the first speaker’s view. What pragmatics views is meaning minus semantics (Subroto: 1999:1). Leech also underlines the difference by saying that semantics and pragmatics differ in using the verb to mean. Semantic meaning involves two aspects or dyadic relation in which an utterance is determined by a speaker and a hearer, the formula is What does X mean?. Pragmatic meaning involves three aspects or triadic
relation in which an utterance is determined by a speaker, a hearer and context, the formula is *What do you mean by X* (Leech: 1983:6).

In communicating ideas, a speaker may say something with a much different intention from the utterance. An utterance of a teacher: ‘Do you see any eraser here?’, may have a speaker’s meaning or intention: ‘Get the eraser’. The utterance meaning is indirectly an order to a hearer to get the eraser. The speaker’s meaning is much deeper than its form that its true meaning of the speaker can be understood through considering its context. The context of utterance is in the classroom which the blackboard is dirty and the teacher is about time to start teaching. The teacher wants the blackboard to be cleaned by the student before he starts the lesson. The other example shows how different forms of utterance have one meaning, that is asking someone to close the door.

‘Shut the door!’
‘Could you shut the door?’
‘Did you forget the door?’
‘Put the wood in the hole.’
‘Were you born in a barn?’
‘What do big boys do when they come into the room, Johnny?’ (Thomas, 1995:51)

**Theories Of Pragmatics**

The theory of speech act put forward by Austin is based on his reaction towards a descriptive fallacy, a view to describe facts by using a declarative affirmative sentence that can be checked its truth or falsity. Austin disagreed by confirming that the fact is there are statements whose functions are not to describe or state anything, thus they do not need any proof of being true or false. In his book *How To Do Things With Words*, Austin said that utterances perform specific actions or do things through having specific force. He mentioned three kinds of acts that are simultaneously performed. They are locutionary act, illocutionary act and perlocutionary act. The following is the definition of them: (1) Locutionary act. It is an utterance which indicates sense and reference. It is the simple act that indicates the things the speaker says; (2) Illocutionary act. It is the making of statements, offers, promises and others by producing utterances, by virtue of conventional rules and principles associated with it. This act is what real act is done as the focus of interest, the basic, known as speech act; (3) Perlocutionary act. It is the act that brings about the effects on the audience by means of an
utterance. It means also the effect that the speaker produces by saying something. Austin formulated five types of speech act as follows: (1) Verdictives. It is the utterance that states estimation or prediction that is used by a group of jury in the court of justice; (2) Exercitives. It is the utterance to indicate one’s power over others that others have to do; (3) Commissives. It is the utterance to show one’s intention to do something in the future; (4) Expositives. It is the utterance to maintain social relationship between people through expressing someone’s feeling and emotions; (5) Behabitives. It is the utterance to present opinion, argument, and other decisions in formal and non-formal settings. The speech act theory of Austin seemed to lose linguists’ concern and attention for two reasons, as follows: (1) Austin himself is skeptical about the underlying concept he uses to classify his speech act theory; (2) The verbs to show functions of utterance are too great in number, and besides, there is no clear cut of types of utterances dealing with what types the verb belongs to (Austin 1962).

The theory of speech act proposed by Searle is said to be the improvement of Austin’s theory formulated previously. Searle describes the concepts of reference, proposition and meaning for hearer. Reference is an expression to identify person, proper names, pronouns, noun phrase and others to answer the questions of ‘who’, ‘what’, or ‘which one’. Proposition is what is stated in the act of stating as part of illocutionary act, however, not all illocutionary acts contain a proposition. The illocutionary acts ‘Hurrah’ or ‘Ouch’ are not propositional in their form. The meaning of the proposition is the condition in which speaker’s intention is understood and able to create effect on the hearer. The underlying principles are that the utterance is linguistically meaningful as produced by the speaker and that the hearer understands the speaker’s grammar. Searle classified illocutionary act into five types, as follows: (1) assertive, is utterance that binds the speaker with the truth of the proposition, for example: utterances of stating, suggesting, complaining, boasting, claiming etcetera; (2) directive, is utterance to cause hearer to do something as said by speaker, for example: utterances of ordering, commanding, requesting, advising, recommending, etcetera; (3) expressive, is utterance to reveal or express psychological feeling of speaker towards something, for example: utterances of thanking, congratulating, blaming, praising, condoling, etcetera; (4) commissive, is utterance to commit speaker’s promise or intention to do something in the future, for example: utterances of promising, vowing, offering, and the like;
(5) declaration, is utterance to relate the words with the reality, for example: utterance of resigning, dismissing, naming, appointing, and the like (Searle 1969). Leech developed Searle’s speech act into six types: (1) assertive, (2) directive, (3) commissive, (4) expressive, (5) declaration, and (6) rogative. Leech further divided the six types into sub types, as follows: firstly, assertive speech act, is the form of speech act that binds speaker with the truth of his/her proposition, for example: sub speech act of telling, reporting, stating, announcing, predicting, boasting, etcetera; secondly, directive speech act, is the form of speech act to affect hearer to do something, comprising sub speech act of demanding, ordering, prohibiting, etcetera; thirdly, commissive speech act, is the form of speech act that functions to show speaker’s promise or offer to do something, for example: the sub speech act of offering, promising, vowing, etcetera; fourthly, expressive speech act, is the form of speech act that functions to show psychological attitude of speaker toward hearer’s conditions, for example: sub speech act of congratulating, apologizing, expressing sympathy, etcetera; fifthly, declaration speech act, is the form of speech act that functions to manifest the words into the world of reality, for example: the sub speech act of firing, marrying, punishing, appointing, permitting, etcetera; sixthly, rogative speech act, is the form of speech act of speaker for inquiring and expressing doubts about something. Leech proposed verbs categorization on the base of semantic meaning, as follows: (1) content-descriptive verbs, with three verb categories, locutionary verb, illocutionary verb and perlocutionary verb, (2) phonically descriptive verbs, and (3) neutral verbs (Leech 1983: 359).

Kreidler divided speech act into seven types: (1) assertive speech act, for example: telling, reporting, announcing, deciding, agreeing, suggesting, etcetera; (2) performative speech act, for example: marrying, baptizing, etcetera; (3) verdictive speech act, for example: evaluating, deciding, etcetera; (4) expressive speech act, for example: apologizing, denying, confessing, replying, etcetera; (5) directive speech act, for example: begging, requesting, ordering, etcetera; (6) commissive speech act, for example: promising, offering, promising, etcetera; (7) phatic speech act, for example: greeting, uttering words, phrases or sentences for politeness purposes (Kreidler 1998: 194).

The force of illocutionary act can be characterized into two aspects, they are (a) based on mental condition of speaker and hearer, which means that in uttering something, a speaker has
an intention in his mind so that a hearer has to make inference about speaker’s belief and expectation; (b) based on the speech situation and condition, which means that every speech act brings consequence, and changes situation so that both speaker and hearer are demanded of their particular obligations dealing with information and social relationship between speaker and hearer (Abdul Syukur Ibrahim 1993: 259).

In an implicit purpose, a communication regulates how a speaker has to behave and in turn has to be treated by a hearer (Wijana, 2004). He further stated that preserving a mutual benefited relationship between a speaker and a hearer includes the theory of Face Threatening Acts (FTA) and the theory of Interpersonal Rhetoric.

The theory of FTA was originated by Goffman about Face or self-esteem that is inherent in an individual that this self esteem has to be considered by anyone engaged in a speech event. Speaking politely is the true act of considering other people’s feelings. Thus, in carrying out communication, communicators are demanded to do the following things: (a) consider other’s self esteem by admitting equal level and consider him/her as the insider, whose act means positive strategy; (b) treat another in such a way that he/she has freedom to act, without being imposed to do others than his/her preference, whose act means negative strategy (Levinson: 1987).

The theory of Interpersonal Rhetoric suggests that communicators are required to consider six principles of politeness, which guarantee a higher level as compared to the Cooperative Principles (CP), comprising of the principles of quantity, quality, relevance and manner. The principle of quantity suggests that a speaker is required to give information as needed; the principle of quality suggests that a speaker is required to give information which is true to the facts; the principle of relevance suggests that a speaker speaks coherently and cohesively related to appropriate relation among utterances; the principle of manner suggests that a speaker gives information in brief and clear manners. In a real communication, these cooperative principles could be violated to meet with the principle of politeness. The parameter of pragmatics to be considered consists of (1) relative distance between speaker and hearer; (2) asymmetric social status between speaker and hearer by context; and (3)
speech act level (Leech: 1983). In relation to this principles, Grice asserts the cooperative maxims of quantity, quality, relevance and manner.

Frazer formulated four views of politeness as follows: first, the social norm view. This view states that politeness is based on social norms and prevailing culture of the society where the communicators live. The politeness is analogous with language etiquette; second, the conversational maxim and the act of face-saving. This view states that politeness is a conversational contract that regulates relational goal of preventing or reducing conflicts between communicators. The politeness as conversation maxim considers politeness principles the complement of cooperative principles; third, the politeness view to fulfill conversational contract. This contract implies the rights and obligations of speaker and hearer; and four, the social indexing view. This view states that politeness is reflected in social reference, honorific and style of speaking (Frazer, 1983).

In discussing politeness, Leech developed five scales of politeness, as follows:
(1) Cost-benefit scale, which represents the cost or benefit of an act to speaker and hearer.
(2) Optionality scale, which indicates the degree of choice permitted to speaker and hearer.
(3) Indirectness scale, which indicates the amount of inferencing required of the hearer in order to establish the intended speaker’s meaning.
(4) Authority scale, which represents the status relationship between speaker and hearer.
(5) Social distance scale, which indicates the degree of familiarity between speaker and hearer (Leech 1983: 123).

In relation to Leech’s politeness, Robin Lakoff proposed three politeness scales, as follows:
(1) formality scale, which demands communicators to abide by regulations referring to creating comfort, formality, distance and avoiding imposition and arrogance; (2) hesitancy scale, which requires communicators to choose to speak in a relaxed way and flexible, avoiding rigid or harsh tones; (3) equality scale, which requires communicators to speak friendly and to consider others as friend of equal status (Robin Lakoff:1973).

In addition to the previous politeness principles, Brown and Levinson suggested three scales of politeness based on the contexts of social and cultural aspects, as follows:
(1) Social distance between speaker and hearer. Age, gender and social cultural backgrounds influence politeness. In terms of age, people of old age tend to speak polite; and the younger ones tend to speak less polite. In terms of gender, females tend to speak more polite than males do.

(2) The speaker and hearer relative power. In terms of power, a teacher in the classroom context has a relatively higher level of power than his/her students, that accordingly, students tend to speak politely to their teacher.

(3) The degree of imposition associated with the required expenditure of goods and services. In terms of utterance rank rating, in a very specific circumstance, some one visiting a woman while ignoring society’s norm regarding time is considered impolite (Brown and Levinson, 1987:74).

Pragmatic Acts in The Sphere of Intercultural Communication

Acts of communication involving speakers of different backgrounds call for cross cultural pragmatic skill. In the past it was always locked in a monolingual and monocultural framework derived from English language and Anglo culture. This perspective is no longer appropriate. This pragmatic skill is also called intercultural pragmatics. The future of the earth depends on cross cultural communication called intercultural communication said Deborah Tannen in her book That’s not What I Meant (1986). She based her idea on the fact that every year millions of people crossed the border, not only between countries but also between languages. In this increasingly integrated world, cross cultural adaptation is central and defining theme. People in multi ethnic societies known as global village are now demanded to qualify themselves. People residing in a new place as new comers need to learn to communicate with those already there and the latter need their part to learn to communicate with the new comers. It is true, despite the fact that people of different nations speak the same language that is English as an international language, they may face problems deriving from different cultural backgrounds. Other likely problems relate to different aspects of pragmatic meaning.

There are countless examples of problems arising from pragmatic across cultures. However, some of them are examples that Mey (2001) showed and categorized into the use of politeness principles, cooperative principles, address systems and honorific and speech acts form and
force across cultures, for example Japanese express thankfulness through *sumimasen* utterance or apology. Chinese people speak in vivid, direct, full of observation and imagery; Utterance of apology for the English people is realized in getting favors, like given information about address, service in a restaurant and others; Conversation contract requires speaker and hearer to actualize turn taking principle, by replying utterance thus use the floor to continue a conversation right away. In some Indian ethnic groups, replying a conversation immediately is considered impolite. These people are governed by their culture to reply a question at the relatively similar length of time spent by the first speaker to show that the second speaker thinks carefully before replying the first speaker’s question; English people are thankful to compliment whereas Chinese and Polish are not supposed to thank for compliments for fear of doing something irrespectfully; Ethnic tribes of Ilongos in the Philippines would never promise anything, as they have no speech act for the purpose. They put a high respect to communal and social function of language use rather than personal one, accordingly, they ignore personal interest and sincerity; The form of utterance may have different pragmatic force, of which the truth of speaker meaning is judged by considering its context. An utterance of inquiring: ‘Whose motorcycle is this’, may have several pragmatic forces: first, the speaker admires the motorcycle; second, the speaker wants it to be moved as it gets in the way of the speaker’s car; third, the speaker indicates a favor to get a who the motorcycle belongs to, as this utterance carry both similar form and force; Javanese culture tends to violate cooperative principle of quality, by saying *yes* and *besok* being asked *Is it clear?* and *When can I have my book back?*; Titles, and honorific address are used by Indonesians to regard to politeness and respect such as Mr., Miss, Doctor, Professor etcetera. Most English and Americans may not do the same in an informal setting.

The examples above point at the existing intercultural pragmatic practices revealing the problems of cross cultural communication. This needs approaches more concerned with the works of Austin, Searle, Grice and others that did not reflect mass phenomenon of interaction among people from different language backgrounds.

Today people choose to express themselves in quite unrelated language and cultures unlike in the past when people followed fashionable doctrine of cultural relativity to show superficial diversity as interactional systematics are based on universal principles. Today it is accepted
that those diversities in communication are not superficial at all and can be accounted for in terms of different cultural attitudes and values. Universal maxims and principles of politeness were in fact rooted in Anglo culture. Current linguists, anthropologists and philosophers do not give in to superficial and anti-cultural universalism. They focus on language particulars and probe the links between ways of speaking, ways of thinking, ways of feeling and ways of living. Kramsch supports the idea in the book *Context and Culture in Language Teaching* (1993:8-9) by saying that language is seen as social practice thus culture becomes the core of language teaching.

**Challenges in Language Learning**

It is generally agreed that English is known as a global language which means that is a language most useful precisely when it enables interaction between two speakers of different first languages.

Teaching English as a second language or foreign language tends to underlie formulaic utterance-type meaning. The form of language is High Context (HC) utterances in which a great deal of non-verbal information was required to make pragmatic sense of its semantic. Learners convey a lot of presumptive context for relatively little language effort (Grundy: 2014). He argues that since intercultural communication takes place in a relatively context free setting, learners need to become more adept at producing and comprehending utterance-token meaning. This form of language is Low Context (LC) utterances in which pragmatic meanings are inferred instantly. This is the norm where individualism is a cultural value that is important as well that respect an addressee the rights to determine their own understanding of an utterance by means of drawing inferences from what is said. Grundy asserts that less context implies more language. In egreat deal of context determined meaning, but unlikely to succeed in the emerging situation where English is no longer the cultural property of a limited number of group of native speakers. Now English is a language of self representation for citizens of the world. Pragmatically the teaching of it should move away from control of HC native speakers and recognize ability to infer meanings. Grundy adds that teaching the language needs to look ahead ways in which instructors can make the language more cross culturally democratic under the ownership of all who use it for communication regardless of who and where they are. Learners of English should not treat the language as a foreign
language or as the exotic code of another culture. They will need the language to communicate not just with native speakers but with every other citizen of the world outside their own country, even to do it with fellow speakers of their own language inside their own country.

**Implication Of Teaching English To University Students**

The observation of favorable aspect of using LC formulas could determine the application of English teaching methodology. Students are taught intercultural communication which supports teaching approaches which favor student-led interaction and recovery of implied meanings. This will prepare learners more appropriately for functioning in a global language that calls for instantial communication skills.

English teachers and instructors need consideration as when to begin teaching, should the teaching of English begin with HC speech acts formulas and then progressively focus on LC non formulaic speech acts and implicature and various talk. The English teachers may question the intelligibility of English they teach. Jenkins (2000) asserts that intelligibility is determined by the receiver and is not necessarily reciprocal. The writer questions why native speaker norm is assumed as the standard for intelligibility.

Grice separates utterances into conventionalized formulaic implicatures and particularized implicatures; Levinson (1983) separates formulaic utterance-type meaning and utterance-token meaning; whereas Kopytko (1995) separates utterances into two forms of language, firstly, the language that should be used in view of pragmatics and secondly, the language use as emergent and essentially unpredictable.

Grundy mentions in his article entitled…. Tha English is a de-territorialized lingua franca used principally for intercultural communication and that the context created in second or foreign language use are no less valid and representative than those created in first language use. He underlies some clear issues differing pragmatics as formulaic language and pragmatics as the resolution of indeterminacy. Some of his ideas show that formulaic language treats learners as observers, the language is rationalistic and scripted whereas language as the resolution of indeterminacy treats learners as participants in a dialogue, the
language empirical and authentic. The materials proposed to work with are not only the course book, but also the material of real first language talk, the second language talk and the intercultural talk.

Conclusion

Cross cultural pragmatic leading to intercultural communication contains skills in using language in which democratization of language use is recognized and individualism is given value. University students are given pragmatic and linguistic formulas allowing ways of encoding a great deal of context in a limited set of utterance without overlooking fundamental nature of pragmatics which is concerned with properties of human language the instantial, context-sensitive as opposed to typical or formulaic nature of most utterances.

References


GENDER CONSTRUCTION OF PROTAGONISTS ON
TWILIGHT BY STEPHANIE MEYER: CRITICAL
DISCOURSE IN PROSE SUBJECT IN ENGLISH EDUCATION
DEPARTMENT OF UNIVERSITY OF PGRI SEMARANG

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Abstract

Romance is categorized as formulaic genre considered lack of meaning and rarely used as a source in teaching literature (prose). So, it is a challenge to bring a romance as teaching material in prose class. Romance can provide critical discourse, especially gender. This paper deals with gender construction of Twilight's protagonists and its contribution to provide critical discourse about gender in teaching prose. The descriptive analytic method and cultural approach are used to convey the construction. This paper shows that Bella Swan and Edward Cullen in Twilight considered as cultural agents that convey gender ideology through the picture of ideal masculinity and femininity. The Gender construction of the major characters shows how sexuality and gender ideology which socially constructed are both strengthened and resisted. In prose learning, this discourse is expected to broaden the perspective of students of English Education Department of Universitas PGRI Semarang that gender is a construction that was born in a society, femininity and masculinity are a cultural construction that is also created in society and literature have recorded them as in the novel Twilight by Stephanie Meyer.

Keywords: Twilight, critical discourse, prose

Introduction

Literature is part of language learning, but literature itself has a small portion in language teaching. English Program Curriculum in University PGRI of Semarang includes literature in three subjects. There are Introduction to Literature 2 credits, Poetry 2 credits, and Prose and Prose 3 credits. The competency is that students are expected to understand and appreciate the works of English literatures (English Departement Curriculum, 2012). Therefore, teaching of
literature only focuses on reading and structural analysis of intrinsic elements of a literary work. There are several uses of English literature in learning English language skills. First, reading the literature could provide motivation for learning language and values contained within a literary work can be taken as part of character building. Literary works accomodate various style of language and provide layers of meaning. Layers of meaning in a literary work helps the reader in this case are English language learners to develop their imagination and critical thinking.

The effort to encourage English language learners, especially the students of English Education Department of University of PGRI Semarang to critically think can be done through reading literature in literature courses. Literature becomes an effective tool. By teaching them to analyze and evaluate literary texts, we help them develop the critical thinking skills that include the ability to see relationships between events, synthesize evidences, and evaluate the contents of a text and the language used to express the idea (www.orelt.com/module / unit / 5-facilitating-critical-thinking-through-literature downloaded 12 May 2013). The idea or ideas that appear in the literature comes from various issues in society, one of which is gender. Gender becomes one of the main issues in cultural studies that often appears in the literature. According to Evelyn Blackwood in Vivanco and Kramer (2010: 5), the concept of gender is constructed as an ideology which refers to the idea or ideas about men and women as well as the behaviors and attributes that are culturally and socially constructed.

Gender is determined, naturally accepted and inherent since birth. Gender analysis refers to the masculinity and femininity which are socially constructed. According to Ann Oakley cited by Stevi Jackson (2009: 228) attributes of masculinity and femininity is obtained through the process of being male or female in a given society in a given period of time. Masculinity can be defined as "anything men think and do to be men" or that everything is thought and made men to be men (Gutmann in Vivanco and Kramer, 2010: 5). Femininity can mean the opposite, everything that thought and made women to be women. They include the values and behavior of feminine and masculine (Hollows, 2010: 13). The conclusion was that the concept of gender relates how women and men are socially constructed within a culture. Gender is determined, naturally accepted and inherent from birth are usually positioned women as the
The picture is much expressed in literature, especially the works of popular literature, especially romance. Romance as one type of formula in the popular literature according to Cawelti (1976: 41-42), has a female main character. Defining characteristics of the romance does not deal with woman protagonist, but organizing the action in the form of the development of love relationships, usually between man and woman. Not much different from Cawelti, Radway in addition to the interaction between female and male main character in a love relationship, added that the development of character is the essence of romance (1991: 120). This is in line with Vivanco and Kramer (2010: 2) which states that the main romance plot centered on two people who fall in love and struggle for their lasting love relationship. In the study of popular literature, romance is one of the products of popular culture which are considered to legitimize the dominant position of men. However, romance work has became a best seller around the world. Romance work is rarely used as literary materials in literature (prose) courses of English Department, in this case in University of PGRI Semarang. Romance and other popular literature is considered as escapist tool for the momentary pleasure that gives its readers to escape from the reality of complicated life. Departing from these reasons, the writers chose one of the romance novel, entitled Twilight by Stephanie Meyer as the object of their research.

This study was conducted to get an overview of gender construction in the characterization of Twilight novel and its contribution in providing a critical discourse about gender in teaching prose. The research method used in this research is descriptive-analytical. The objective approach is used to the structure of the work and Cultural approach of gender theory is used to reveal the gender issues in the work. The purpose of the method of structural analysis is to unpack and explain as precisely as possible the relationship of all aspects of literary works which produces the overall meaning (Teeuw, 2003: 24). Meanwhile, Twilight is choosen as the object of studies which the concept of gender has been introduced since teenager. Thus, the writers chose the title “Gender Construction of Protagonist in Twilight by Stephanie Meyer: A Critical Discourse in Prose Subject in English Education Department of University of PGRI Semarang”
Gender Construction Of Protagonist On Twilight

Gender analysis refers to the masculinity and femininity which are socially constructed. According to Ann Oakley cited by Stevi Jackson (2009: 228) attributes of masculinity and femininity is obtained through the process of being male or female in a given society in a given period of time. Twilight, as a romance, gives images of femininity and masculinity shown in both protagonist. The picture can be seen from the description of the clothing and jewelry including sexuality and behavior of both protagonists.

Femininity of Bella Swan

The appearance and behavior of the main characters in Twilight reflects femininity and masculinity. In the appearance, clothing is one of the markers of gender. Bella Swan dress with a selection of his favorite shirts... sleeveless, white eyelet lace (Meyer, 2006: 3) or T-shirt sleeveless white lace. Lace is a type of clothing that is synonymous with femininity, as seen clearly in Media Indonesia online which discussed clothing and women as follows:


The above quotation also shows clearly that women are synonymous with soft objects, flower and lace, even Kate Middleton, the wife of Prince William the heir to the throne of the United Kingdom, is fond of lace. In line with the existing posts in the Media Indonesian, Prabasmoro (2007: 77) in hers book also states that the female body is constructed quieter, softer and pliable than the rigid male body. Soft, beautiful and flowers are also seen as a feminine marker also shown in Bella Swan;s party dress made of silk and chiffon when she went to the
prom with Edward in the following narrative: “Edward helped me into his car, being very careful of the wisps of silk and chiffon, the flowers he’d just pinned into my elaborately styled curls, and my bulky walking cast. He ignored the angry set of my mouth “(Meyer, 2006: 481). This quote also shows another sign of femininity that the elaborately styled curls hair style. Curly hair style is usually done by women if they want to going to a special event, especially a party.

In addition to the clothes, femininity is also demonstrated through the behavior and nature of a woman. An article in the website http://www.library.csi.cuny.edu/dept/history/lavender/386/truewoman.html downloaded June 10, 2013, entitled "The Cult of Domesticity and True Womanhood" writes American women ideology. The article mentions that there are four characteristics of an ideal woman. They are piety, purity, submissive, and domesticity. The first characteristic, piety, refers to the importance of religion for women. Religion is considered a cure for restless minds and a worship can be done in the house. This characteristic is not found in Twilight. This absence indicates that the religious life is not important part in romance.

The second characteristic, purity does exist in Twilight. The same site http://www.library.csi.cuny.edu/dept/history/lavender/386/truewoman.html wrote the highly revered female chastity. Without sexual purity, a woman is not a woman, but a lower figure that does not deserve to love and sex. The first night is described as the most important night in woman life, the night when a woman gives her husband greatest treasures, virginity. A woman should keep her virginity with her life. She should not give up and can not give her virginity to the wrong hands. The purity of women is also seen as a weapon which can used by women to keep people in control of their sexual needs and desires. The power of woman is seen through how they use their sexuality. This idea relates to Doreen O. Molek in Vivanco and Kramer (2010: 6) about virginity in romance. She argues that the heroine's virginity is very important because:

“virginity is a gift that can only be given once, and it is ideally bestowed on a woman’s great love. This giving of virginity adds an immeasurable element of drama and power to the story. It changes the heroine, of course, but in romance novels it also changes the hero”
The purpose of Molek’s statement is virginity was a gift from a woman who is only given once in a lifetime and should ideally be given to the man who became his true love. The gift of virginity is an important element in the romance because it changed the male and female female and male.

Twilight also accommodate a female main character who is still virgin. Bella Swan is shy, nervous and reclusive which associates to the description of a virgin girl who has no experience in love and sex. The inexperience Bella in love and sex can be seen from the way she interacts with her male friends like, Mike, Eric or Edward. The following quote is how Bella confused to responded Mike attitude which way too friendly to her. . . In a town like this, where everyone lived on top of everyone else, diplomacy was essential. I had never been enormously tactful; I had no practice dealing with overly friendly boys. (Meyer, 2006: 31).

Meanwhile, Bella also admitted himself that he had never had sex with anyone to Edward when they talked about the possibility of vampires and humans can have sex as seen in the following quote:

Edward - - He seemed to deliberate for a moment. "I'm curious now, though," he said, his voice light again. "Have you ever ...?" He trailed off suggestively. Bella - - "Of course not." I flushed. "I told you I've never felt like this about anyone before, not even close."

Bella - - "I know. It's just that I know other people's thoughts. I know love and lust do not always keep the same company." "They do for me. Now, anyway, that they exist for me at all," I sighed.

Edward - - "That's nice. We have that one thing in common, at least." He sounded satisfied. (Meyer, 2006: 310 -311)

The above quotation also reveals that Bella is virgin and Edward is too. Male Protagonist who is a virgin or not having sexual experiences do exist in the romance, but rarely found. The virginity of male protagonist will be discussed in masculinity.

The third characteristic is submissive or obedient. According to the same site http://www.library.csi.cuny.edu/dept/history/lavender/386/ truewoman.html, man is not
subject to the woman because he is the driving force, and actors in life. Woman becomes passive observers, the fate of the men. A real woman knows her place, and knows what she wants. A woman who depends on a man is sensible and commonplace. She does what she could, but she realizes that she is inferior and need man support. The article also states that a real feminine is always dependent and timid. Passive, dependence, inferior, shy, timid and hesitant are elements of submissive that can be found in the figure of Bella in Twilight. Bella Swan compliance is not only addressed to her parents, Charlie and Renee, but also Edward. This is shown when she is willing to comply with Edward. The first request is Edward asked Bella to conceal what she saw when Edward saved her from an accident (Meyer, 2006: 58). In addition, Hollows mentions in his book that love has made female protagonist relies to male protagonist.(2010: 95). Bella is very dependent on Edward. Her dependency is not about the economy but she always want to stay together with Edward. For Bella, Edward has became the most important part of her life so that when Edward tries to make Bella leave him, Bella becomes panic.

Edward - - "I think I hear your mother," he said, Grinning again. Bella - - "Do not leave me," I cried, an irrational surge of panic flooding through me. I could not let him go - he might disappear from me again. He read the terror in my eyes for a short second. "I will not," he promised solemnly, and then he smiled. "I'll take a nap." (Meyer, 2006: 464).

Last, It is domestication defined as matters relating to the household. Domestic work is considered as an exciting task for women. Their task is a task at home as a wife, caring for children, doing household chores, such as cooking, washing and cleaning the house.(http://www.library. csi.cuny.edu/dept/history/lavender/386/truewoman.html). Various household chores especially shopping, cooking and washing can be found in the novel. Bella does them. She cooks for her father because his father could not cook, Bella takes over the cooking and washing at home. It can be seen in the following quotation:

Last night I'd discovered that Charlie could not cook much besides fried eggs and bacon. So I requested that I be assigned kitchen detail for the duration of my stay. He was willing enough to hand over the keys to the banquet hall. I also found out that he had no food in the house. So I had my shopping list and the cash from the jar in the cupboard labeled FOOD MONEY, and I was on my way


to the Thriftway. . . It was nice to be inside the supermarket; it felt normal. I did the shopping at home, and I fell into the pattern of the familiar task gladly. (Meyer, 2006: 31-32).

The above quotation shows that Bella gladly accepts the task of cooking and shopping. Almost all household chores including washing she does.

The explanation above shows that the choice of clothing, properties and behaviors that are owned by Bella Swan shows the traces of femininity that has big portion in romance, especially Twilight. Bella is socially constructed to be the ideal female figure who has chastity, obedience and is engaged in the domestic sphere. Love becomes a single reason of Bella changes.

**Masculinity of Edward Cullen**

Edward masculinity is clearly visible from her phisical body and the type of clothes he chooses. Clothes becomes clear marker to distinguish individual body of men and women. Men and women are expected to construct social body through the way they dress and adorn themselves (Vivanco & Kramer, 2010: 3). There are some clothes that indicate of masculinity such as suit, blazer, or leather jacket. In *Twilight*, the apperance of Edward as the main character is described only a few times. It can be seen when he wears V collar knit, bright color sweater and white collared shirt. We can see it from Bella's narration.

I just could not seem to look away from his face. I made myself look now, focusing. He was removing a light beige leather jacket now; underneath he wore an ivory turtleneck sweater. It fit him snugly, emphasizing how muscular his chest was. (Meyer, 2006: 170)

"I brought the jacket for you. I did not want you to get sick or something." His voice was guarded. I noticed that he wore no jacket himself, just a light gray knit V-neck shirt with long sleeves. Again, the fabric clung to his perfectly muscled chest. It was a colossal tribute to his face that it kept my eyes away from his body. (Meyer: 2006: 197)
Leather jacket, collared turtle sweater, and white shirt worn by Edward shows masculinity. An article titled "Masculinity versus Femininity" in http://fashionpria.com/tips/site masculinity-femininity versus) explains some suggestions of showing masculine for men. According to this article, army look, rocker or biker style give the impression of masculine. Florals and bright colors like pink should be avoided because it shows the feminine side of men.

Clothing is not the only a hint of masculinity. Man behavior and properties also express masculinity. Male protagonist in the romance has the aspect of masculinity that is associated with the nature of a father, as having authority, capacity to give punishment, and the ability to love and dearest to the people who are in his protection (Vivanco and Kramer (2010: 15). In accordance with the statement Vivanco and Kramer, Edward authorities can be seen from his decision to leave his family to stay away from Bella can not be opposed by his family. The most obvious is the command to hunt down James, he gives to his family members to protect Bella. It is shown in the following passage:

Laurent took another long look around himself, and then he hurried out the door
The silence lasted less than a second
"How close?" Carlisle looked to Edward
About three miles out past the river; he's circling around to meet up with the female
What's the plan?"
lead him off, and then Jasper and Alice will run her south
"And then?
Edward's tone was deadly. "As soon as Bella is clear, we hunt him.
"I guess there's no other choice," Carlisle agreed, his face grim
Edward turned to Rosalie.
Get her upstairs and trade clothes," Edward commanded. She stared back at him with livid disbelief

... Esme?" he asked calmly
Meanwhile, masculinity in romance can not be separated to a sexual behavior of the male protagonist (Joanne Hollows, 2010: 96). Romance is equated with femininity, but sexuality is equated with masculinity. So if we combine romance and sexuality, it means that the story is about women in relation to men. Women are constructed as weak and passive, and considered as the desire of men. Men play active party to lead and initiate sexual intercourse. By ensuring the enjoyment and pleasure of their partner which demonstrating great stamina, the man prove to be a real man. Gilbert in Vivanco and Kramer (2010: 8) states that many groups of people have the belief that sex is a part of the men and the men who was responsible for designing sex. A man is always willing and ready to have sex. For men, all physical contact must lead to sex, while birth control is the responsibility of women. Male sexuality was not restrained and women are responsible for male sexuality. Sex is considered as a force of nature in which the male as the dominant and women as submissive parties. This idea does not seem to apply in Twilight because the hero was still a virgin.

Meyer wrote the male protagonist, Edward Cullen, as the male virgin since he is a man who later transformed into a vampire (2010: 311). Edward has initiative to do sexual acts such as touching, caressing or kissing, but when Bella gives response, Edward does not continue his action and breaks away. Sexual disclaimers of Edward goes from the beginning to the end can be used as a marker of virginity. We can see the refusal of Edward in the following passage:

...With My other hand, I reached to turn his hand over. Realizing what I Wished, he flipped his palm up in one of Reviews those blindingly fast, disconcerting movements of his. It Started me; my fingers froze on his arm for a brief second. ... As I had just that once before, I smelled his cool breath in my face. Sweet, delicious, the scent made my mouth water. It was unlike anything else. Instinctively, unthinkingly, I leaned closer, inhaling.

And he was gone, his hand ripped from mine. In the time it took my eyes to focus, he was twenty feet away, standing at the edge of the small meadow, in the deep shade of a huge fir tree. ... After ten incredibly long seconds, he walked back, slowly for him. He stopped, still Several feet away, and sank gracefully to the ground, crossing his legs. His eyes never left mine. He took two deep breaths, and then smiled in apology.
"I am so very sorry." He hesitated. "Would you understand what I meant if I said I was only human?". (Meyer, 2010: 261- 263)

Male Protagonist who is a virgin like Edward Cullen rarely found in romance because, according to Jonathan A. Allan in his article in the Journal of Popular Romance Studies (2010: 2), entitled "Theorising the Monstrous and the Virginal in Popular Romance Novels", they are positioned and regarded as a terrible thing because it exceeds the limit or becomes a deviation in general norm. Allan Opinions taken from the revelation of Laura M. Carpenter, author of Virginity Lost: An Intimate Portrait of First Sexual Experiences, who wrote "boys can be labeled as 'wimps' or even gay they should not have sex early in their adolescence". It can be interpreted that men could be considered weird or gay if they have never had sexual intercourse when entering adolescence.

Discussion

The ability to see a text critically is derived from looking at the relationship between events, synthesizing evidences, and evaluating the contents of a text and the language used to express an idea. The construction of gender in Twilight by Stephanie Meyer is a picture of protagonists femininity and masculinity. The body of Bella Swan and Edward Cullen becomes a critical discourse. But before, let us look at the relationship of literature to the public. Literature is a product of the culture that was born in the community. Its creator is a member of the community and is intended to be read by the public. Literary work itself was created as a reflection of society and the representation or imitation of the reality as stated in plato mimesis theory so that literature can show the condition of society at a particular time and place including the various systems used. Gender system is one of the strongest systems used in the community. Gender system has been attached since a baby is born and continues until the death. Gender is often recorded in a variety of literary works, either directly or indirectly (explicitly and implicitly).

Twilight as one of the works of romance shows a fairly clear gender construction as stipulated in both maskulinity and femininity of protagonists. The choice of clothing, properties and behaviors that are owned by Bella Swan shows traces of femininity. Bella is socially constructed to be the ideal female figure who has chastity, obedience and is engaged in the domestic sphere. Love becomes a single reason of Bella changes, ranging from wearing
more feminine clothes to obsessive behavior and dependency on Edward. Meanwhile, Edward is male protagonist who has a physical quality that is beautiful and perfect combined with wealth and physical strength that describes masculinity. However, Edward is a virgin. His virginity becomes a deviation from the norm both in real life and in the genre. Sexuality is as a major aspect in constructing romance male protagonist. So, Edward should have a true masculine traits shown by sexual experiences. His virginity gives a question if he is really a "man".

Both main characters, Bella Swan and Edward Cullen in Twilight, role as cultural agents that convey gender ideology of masculinity or femininity. The construction of the main character's body that had been presented previously can be considered to provide reinforcement or the resistance to sexuality and gender ideologies which are socially constructed in a society. This discourse is expected to broaden the perspective of students in prose learning in English Education Department of University of PGRI Semarang that gender is a construction that is born in society, femininity and masculinity is formed by the culture and literature have recorded such constructions, as in Twilight by Stephanie Meyer. The students in the course are able to obtain significant information and knowledge when they read certain works, such as romance. The gender construction found on Twilight is a kind of formula that amplifies the dominance of men over women.

**Conclusion**

Literature becomes an effective tool for teaching students to think critically, especially on gender issues in the society. Romance, one of the products of popular culture is considered to accommodate the construction of gender, especially in legitimizing the dominant position of men. Twilight is chosen as this romance novel has sold millions of copies worldwide. Gender construction carried by Twilight shown in the image of masculinity and femininity of protagonist characters, Bella Swan and Edward Cullen.

Bella femininity is shown in her appearance and behavior. Bella is socially constructed to be the ideal female figure who has chastity, obedience and is engaged in the domestic sphere. Love becomes a single reason of Bella changes, ranging from wearing more feminine clothes to obsessive behavior and dependency on Edward. Meanwhile, Edward is male character who has a physical quality, good looking and perfect body, physical strength and wealthy that
describe masculinity. However, Edward is a virgin. The virginity becomes a deviation in the norm both in real life and in the genre. Sexuality is a major aspect in constructing romance male character to have a true masculine traits, one of which is sexual experiences. Edward virginity become a problem if he is really a "man".

Both main characters, Bella Swan and Edward Cullen roles in Twilight are as cultural agents that convey gender ideology of masculinity or femininity through the ideal picture. The construction of the main character's apperance and behaviour that had been presented previously can be considered to provide the reinforcement or the resistance to sexuality and gender ideologies which are socially constructed. The gender discourse is expected to broaden the perspective of students in prose learning in English Education Department of University of PGRI Semarang that gender is a construction that is born in society, femininity and masculinity is formed by the culture that is created also in society and literature have recorded such constructions, as in Twilight by Stephanie Meyer.

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EXPLORING MOTIVATION OF LEARNING ENGLISH
(A STUDY OF A JAPANESE TEACHER)

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Abstract

Motivation, in general, can be described as a reason for doing something; and in language learning this refers to learners’ need to master a second or foreign language. It is one of causal factors (e.g. age, environment) in a language learning, especially in learning the English language. Students or individuals who learn English in a non-English speaking country must have high motivation to be able to speak using the English language.

This study is aimed at describing motivation of a native Japanese who is able to speak English. Basically, she speaks Japanese most of the time with her colleagues and students since she teaches Japanese.

The result shows that she is eager to learn English because she wants to have a relationship with many people around the world especially when she has to teach Japanese in some English-speaking countries. She has positive attitudes towards the English language although she realises that her pronunciation is sometimes difficult to understand because she cannot utter /l/ (she utters /r/ instead).

Keywords: motivation, English language, Japanese teacher

Introduction

The ability to learn and speak the English language has become a necessity not only for students but also for employees, officials, executives, and public figures. Many students learn the language because it is a compulsory subject in their schools; while others learn it for
practical reasons such as speaking to foreigners or tochatting on the net, playing online games, watching English-speaking movies, and communicating with their business partners. Thus, motivation in learning it is varied depend on the target they want to achieve. Each person has their own reason(s) why they should be able to speak, or even write, using the English language.

In our university (not to mention our study program), English is used occasionally especially when we hold international seminars or when we welcome students or lecturers/professors from other countries. So far, the visiting students and lecturers are from non-English speaking countries such as China, Japan, and Thailand. Although they might be familiar to English, they hardly use it during their study in our university because they prefer using Bahasa Indonesia beside their native languages.

Fortunately, we meet a Japanese language lecturer who is able to speak English and that has raised a question about her ability. Therefore, we tried to communicate with her to find out her motivation for using the English language.

**Psycholinguistics**

Psycholinguistics belongs to macro linguistics which studies language relating to the psychological factors of speaker and interlocutor (Suparno, 2005:25). Psycholinguistics tries to explain psychological processes which happen if someone produces sentences in communication and how that language ability is received by people (Chaer, 2002:5). The main purpose of psycholinguistics is searching for a theory of language that is linguistically and psychologically acceptable to explain the nature of linguistics and its acquisition. Thus, it can be concluded that psycholinguistics is the study about the process which happens in human brain when language is acquired and used.

**Learning Strategies**

To develop their interlanguages, learners commonly employ various learning strategies. One commonly used technical definition says that learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information (Oxford, 1990:8). This definition, however, does not fully convey the richness of learning strategies. It is
necessary to elaborate this definition by saying that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations.

Learning strategies help learners participate actively in such authentic communication. It is easy to see how language learning strategies stimulate the growth of communicative in general. For example, metacognitive strategies help learners to regulate their own cognition and to focus, plan, and evaluate their progress as they move toward communicative competence.

Affective strategies develop the self confidence and perseverance needed for learners to involve themselves actively in language learning, a requirement for attaining communicative competence. Meanwhile, social strategies provide increased interaction and more empathetic understanding, two qualities necessary to reach communicative competence.

The different kinds of errors learners produce reflect different learning strategies. For instance, omission errors suggest that learners are in some way simplifying the learning task by ignoring grammatical features that they are not yet ready to process.

**Motivation**

In learning English as either foreign or second language, a learner surely has to have high motivation. The reasons why they learn English becomes important factor. Lightbrown and Spada (2001:33) identify motivation in second language acquisition as “a complex phenomenon which can be defined in terms of two factors: learners’ communicative needs and their attitudes towards the second language community”. They believe that when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized and dedicated desires and goals, they will be stimulated and inspired to obtain expertise and skill in it.

In line with this, Gardner who came up with his socio educational model (1985:10) defined motivation as a combination of effort and desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. In his model, he talked about two
kinds of motivation, integrative and instrumental motivation. The integrative motivation means learning language with the intention of participating in the culture of its people. It is thought that students who are most likely successful in learning second language are those who like its native speakers, admire the culture and have desire to become familiar with or even integrate into the society in which the language is used. When someone becomes a resident in a new community that uses the second language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity in order to operate socially in the community and become one of its members.

Meanwhile, the instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. It refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination (Gardner, 1985).

In addition, Ellis (2008: 75-76) identified several kinds of motivation namely instrumental motivation, integrative motivation, resultative motivation, and intrinsic motivation. The explanation of instrumental and integrative is similar to the previous explanation in the way that the instrumental motivation deals with some functional reasons while integrative motivation occurs when learners are interested in the people and culture represented by the target language group.

In the mean time, resultative motivation says that motivation is possible as the result of learning. That is, learners who experience success in learning may become more, or in some contexts, less motivated to learn. Then intrinsic motivation believes that motivation involves the arousal and maintenance of curiosity and can decrease and flow as a result of such factors as learners’ particular interests and the extent to which they feel personally involved in learning activities.

**Methodology**

This is a qualitative study for we try to seek and provide real condition of a person. In this paper, data were collected through interview. The interview was set semi structured one since
the depth of information is the thing to find. Prior to the interview, the researchers made appointment with the subject for the convenient time. The choice of convenient time is necessarily considered to make sure that she was willing to be interviewed. Besides, she is a lecturer so the researchers made sure that the interview did not disturb her activity. Thus it was conducted after she taught her class. The interview was informally carried out. The subject we mean here is Katsuki Cie, a Japanese woman who taught Japanese language in Universitas Jenderal Soedirman’s Japanese Language Study Program.

Discussion

Katsuki Chie is a language consultant who teaches, introduces, and promotes the Japanese language to some countries. She has been to Australia, America, and Indonesia. In our university she taught Japanese language for two years, in support of Japan International Cooperation Agency (JICA). Obviously, she uses Japanese most of the time either when she was teaching or talking with other lecturers of Japanese. However, when she met non-Japanese language lecturers she did not mind using the English language.

She began to study English when she was in her junior high school where she learned a lot about grammar and composing simple sentences. She explained that at that time her English score was bad. Then, after high school, she continued learning it by focusing on conversation. One purpose she had was to increase her TOEIC (Test of English for International Communication) score.

After being a Japanese language teacher as well as consultant, Katsuki had a chance to promote and teach Japanese to students in Australia and America. So, before going there, she took an English course to make her English more fluent. The course gave her skill materials i.e. listening, speaking, and pronunciation. Grammar and vocabularies were also given but she was only required to memorize the structure and words because all she needed was her English speaking ability. She explained that text books provided by the course helped her easily understand a topic of discussion. To her, the most difficult skills in learning the language were listening and pronunciation. She felt that she could not listen well and consequently she found it hard to pronounce; and it is also supported by her inability to utter
//I sound. Moreover, she practices speaking it only during the course; she never practiced it with her fellow friends outside the course.

When she was in Australia she stayed with an Australian family and she tried to use English more often and adapted with the culture; while she was in America, she had a mentor teacher who always encouraged her to speak English. Misunderstanding often happened but it did not discourage her to make much progress. She attempted to make more friends other than her Japanese ones and to involve in social interaction. She found it easier because she did not have to speak formal English; and her willingness to have more friends had motivated her to improve.

Being able to speak English is also a benefit for her to help her son and daughter particularly when they found difficulties in studying English. Every time she must stay in a different country, her two children have to go to an international school that mostly uses English in the teaching-learning process. The fact is they never speak English at home (Japanese is their mother tongue); so, when she cannot give clear explanation about certain words she will look them up in a dictionary.

She thinks that learning a foreign language is important and the English language has become a necessity for her. At the same time her ability to speak English helps her promote the Japanese language to more students as well people around the world. Furthermore, she needs it because she really wants to make more friends in every country she visits.

The findings reveal that Katsuki Chie has positive attitude toward the learning of English language. It has led her to be more motivated in learning it. We found that the functional reason in her case is quite dominant since her initial purpose of learning English was to get a higher score on TOEIC. In addition, to pursue her career, she keeps continuing and improving her English speaking skill.

Her situation represents what Gardner (1985) and Ellis (2008) explain that the functional reason in learning foreign language is one of learners’ motivations to improve their ability of understanding foreign language.
Then, she also shows her enthusiasm to involve in social interactions; and English language becomes her media to establish her social life. By being able to communicate using English, she can minimize communication gap with the local people. It can be clearly seen when she was in Australia and America. However, it seems that she often takes some time to comprehend certain terms particularly those which contain /l/ sound (this happened when we did the interview). As we notice that Japanese people are hardly able to utter /l/ sound. This condition, nonetheless, never stops her to keep up her social life.

To stay in her career as a language consultant, English proficiency is the most significant factor in terms of potentially interacting with people from different background and country. Her profession has encouraged her to be able to speak English so that she can talk with her students and teach Japanese easier. Meanwhile, we find that, as an individual, she thinks learning English is significant for her life since it becomes her benefit to make friends.

Furthermore, in her family, she becomes a role model for her children in the way that learning English is important. This is also to support the learning process of her children. We argue that they have learned English for individual and social reasons; and we see that she keeps improving her English speaking skill due to economic necessity. In other words, it still shows her functional reason as the dominant motivation to learn and speak English.

**Conclusion**

In Katsuki Chie’s case, we highlight two functional motives in learning and speaking English. First, her primary motivation to be able to speak English is triggered by her profession as a language consultant who frequently goes abroad. Second, as an individual, she needs English to maintain her social life either in her workplace, her family or her neighborhood abroad. From this, we infer that learning foreign languages can be an easy and simple thing as long as we have a high motivation to achieve our learning objectives.

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EXPLORING STUDENTS’ DIFFICULTIES IN READING ACADEMIC TEXTS

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Abstract

Academic texts play an important role for university students. However, those texts are considered difficult. This study is intended to investigate students’ difficulties in reading academic texts. The qualitative approach was employed in this study. The design was a case study. The participants were ten students from fifth semester of CLS: EE (Classroom Language and Strategy: Explaining and Exemplifying) class who were selected by using purposive sampling. The data were gathered from students’ journal reflections, observation, and interview. The finding shows that the students encountered reading difficulties in area of textual factors, namely vocabulary, comprehending specific information, text organization, and grammar and human factors including background knowledge, mood, laziness, and time constraint.

Keywords: reading difficulty, academic text, case study

Introduction

In university level, students are required to read academic texts in order to support their study. It is in line with Levine, Ferenz, and Reves (2000) who state that university students need to read academic texts because there is a lot of academic information provided in written forms. Those academic texts include textbooks, articles, and research materials (Iwai, 2011). Hence, by reading academic texts, university students are able to gain the information in order to support their academic success.

However, the reading texts written in second or foreign language are considered difficult (Alderson & Urquhart, 1984). For that reason, university students tend to face some difficulties in reading academic texts, such as lack of vocabulary and less background
knowledge (as cited in Yusuf & Amanda, 2008). As a result, the students fail to comprehend the whole information of the academic text (Alderson & Urquhart, 1984). Moreover, the academic texts in university level are different from those that the students have in secondary education (Hermida, 2009).

The differences involve language level, content, and variety of text. First, the language level of academic texts used in university level is higher than that used in secondary education because academic texts have varied vocabulary and grammar complexity in the sentences (Jwang, 2012). Second, the content is challenging. The students not only learn new information but also synthesize, evaluate, and interpret to learn more about their subject matter (Noor, 2006). It means in reading academic text, university students are expected to have critical thinking and able to understand the author’s intentions and purpose of the texts that they have read. Third, the text is various. The texts are not only taken from course books as like in secondary level but also from articles, journals, or academic papers (Jwang, 2012).

A number of studies have revealed university students’ problems in reading academic text. Cheng (1996), for example, in his study, found that students encountered difficulty in understanding text organization. Another study conducted by Gabb (2000), cited in Alyousef (2005), found that students had limited vocabulary and background knowledge in their academic texts. Besides, a recent study conducted Brashdi (2003), showed that the students encountered reading difficulties on eight areas. They were unknown words, keeping the meaning in mind, background knowledge, absence of illustrations, organizational structure, tenses, pronouns, and linking words. The greatest difficulty encountered by the students was unknown words. In line with Brashdi, Hellekjær (2009) found higher education level of EFL students encountered difficulties in reading academic texts. The main difficulties involved unfamiliar vocabulary and slow reading.

Further research on reading difficulties need to be conducted in UniversitasSiswaBangsaInternasional (USBI). It is because based on researchers’ preliminary study, which was conducted in TEFL 2 class in 2012 at USBI, the researchers found out that the students encountered reading difficulties while reading the academic text. It was proven by students’ face expression showed that they were still confused when the lecturer asked
them to tell about what they had read. Besides, the students asked their friends some terms that they did not understand. Then, when the lecturer asked the detailed point of the academic text, the students just kept silent. Therefore, the lecturer asked them to reread the text and discussed it in group. After seeing this situation, the researcher interviewed six of the students and asked them about their difficulties in reading academic texts. The participants stated that they faced some reading difficulties included lack of vocabulary and less prior knowledge. Because of those difficulties, students did not comprehend the detailed information of academic text.

For that reason, the researchers intend to investigate more deeply about students’ difficulties in reading academic texts at USBI, which requires its students to read many academic texts as a source of the information. The academic texts which the students read are also written in English. Since students’ first language is not English, the students certainly find difficulties in reading academic texts. The question addressed in this study is “what are the fifth semester students’ difficulties in reading academic texts?”

**Methodology**

This study employed qualitative approach. The design was a case study. Yin (2009) explains that case study focuses on a contemporary phenomenon that happens in a real-life context of person, group of people, organizations, or society. The focus of this study was students’ reading difficulties. This study was conducted during the odd semester in 2013/2014 academic year at USBI. The population of this study was the students in section C, cohort 2011. The purposive sampling was employed in order choose the participants. The characteristics of the participants were:

1. The students read academic text of CLS: EE before the class.
2. The students encountered difficulties in reading academic texts.

To ensure the confidentiality, the participants were coded as S2 (female), S3 (female), S5 (female), S6 (female), S10 (female), S11 (female), S14 (female), S16 (female), S24 (male), and S25 (male).

The data were gathered from students’ journal reflection, observation, and interview. The students were asked to write a daily journal reflection after the class. By writing journal
reflection, the students reflected and evaluated their experience (the difficulties in reading and the use of reading strategy) during reading academic texts. Besides, the observation was conducted in each meeting of CLS: EE course. Lastly, the students were interviewed. The gained data were coded and analyzed. In order to measure the validity and reliability, data triangulation was applied in this study. Olsen (2004) also explains that data triangulation is mixing data from multiple instruments in the study.

**Results**

**Students’ Reading Difficulties in Reading Academic Texts**

The gained data revealed that the students encountered some reading difficulties that stemmed from two factors, namely textual and human factors. The area of students’ difficulties that belonged to the textual factor was vocabulary, comprehending specific information, text organization, and grammar. Meanwhile, the difficulties that stemmed from the human factor included background knowledge, mood, laziness, and time constraint. The data also showed that the most reading difficulties encountered by the students in academic texts were vocabulary and comprehending specific information. Those reading difficulties were followed by text organization, background knowledge, grammar, mood, laziness, and time constraint.

**Students’ Reading Difficulties due to the Textual Factor**

**Vocabulary**

The gained data from students’ journal reflections showed that most of students encountered reading difficulty in vocabulary. The participants, namely S14 and S24, admitted that they felt difficult to understand the meaning of new vocabulary in the academic texts. The result, the difficulty in words made them difficult to understand the information of the academic texts. In journal reflection, the participants wrote:

\[
\text{There are a lot of difficult words so I didn’t understand the main point of the text (S14, First journal reflection).}
\]

\[
\text{It is difficult for me when I find difficult words (S24, Fifth journal reflection).}
\]

Those participants’ statements were also supported by the result of observation. The difficult vocabulary made S14 and S24 difficult to gain the specific information of the academic texts. In the interview, S14 and S24 stated that they encountered difficult vocabularies in reading
academic texts. S14 and S24 mentioned the examples of some words that she considered difficult. Those words were “neatly”, “ludicrous”, “revealing”, “peculiar”, “conversely”, “grunt”, “expletive”, “scribbled”, “fanciful”, “yardstick”, and “indiosyncrasies”. Moreover, both S24 and S14 mentioned that the difficult vocabularies were often found in several topics, such as Discourse, Content Literacy, and Spelling. They considered that the vocabulary was difficult because the vocabularies were too linguistic and technical.

Comprehending Specific Information

The participants, namely S10 and S25, explained that they felt hard to understand certain part of the academic texts. The participants confessed:

*Understanding the material.*[sic] *It’s hard for me* (S10, Third journal reflection).

*I have difficulties in understanding corpus* (S25, Fourth journal reflection).

The excerpts above showed that the participants faced difficulty in comprehending specific information. It was supported by the data of the observation. S10 and S25 seemed confused and could not give the explanation when the lecturer asked about certain part of the academic text. From the data of the interview, S10 and S25 also admitted they felt that it was difficult to comprehend specific information of the text. The difficulty happened because they did not understand the new vocabulary. Besides, they did not have background knowledge about the topic discussed. The topic that they considered difficult to understand was Content Literacy.

Text Organization

The students also faced reading difficulty in area of text organization. The participants, S3 and S14 explained that the text organization made them confused and difficult to understand the academic texts. It was because the text was too long. Besides, there were some parts of academic texts that were read by the participants was lack of explanation. The participants wrote:

*The thing that made me did not really understand about the text is because it less of explanation* (S3, Fifth journal reflection).

*My difficulty was because the length of the text is too long* (S14, Second journal reflection).
In the classroom activity, S3 and S14 still did not understand the content of the academic texts. They were silent and could not give the explanation of lecturer’s questions. In the interview, S3 admitted that the academic texts had so many numbers of pages that made her confused when reading those texts. Another participant, S14, confessed she felt difficult in reading academic texts because the number of pages of the academic text was a lot. Besides, the fonts that were used in the academic texts were too small and the space was to close. Hence, she could not read the academic texts clearly. Another reason was because the texts were presented in the column. That made her confused when reading the academic texts. Both S14 and S3 mentioned that the difficulty in text organization was found in some topics such as Discourse, Teaching Vocabulary, Teaching Spelling, and Content Literacy.

**Grammar**

Based on the gained data, the students faced reading difficulty in grammar. The participants, S3 and S5, mentioned that complicated grammatical structures in academic texts made it difficult for them to understand the information. It was because the structure of the sentences was complicated. The sentences were difficult to be understood. The participants admitted:

> My difficulty in reading is to understand the structure of sentence (S3, First journal reflection).
>
> The text is complex (S5, Second journal reflection).

In the classroom activity, the researcher found that S3 and S5 tended to speak in Bahasa Indonesia when they had group discussion and presentation. Moreover, S23 also used Bahasa Indonesia when she asked questions to the lecturer. Based on the interview, S3 and S5 confessed that they faced difficulty in reading academic texts which had long sentences, such as in Discourse and Teaching Spelling topics.

**Students’ Reading Difficulties due to the Human Factor**

**Background Knowledge**

The gained data showed that the students faced reading difficulty in area of back ground knowledge. A participant, S16, explained that she had difficulty in gaining the information of the academic texts. It was because she had not known the topic of the academic text being discussed. The participant also wrote:
The difficulty were [sic] about how I interpret[sic] my understanding of the text  
(S16, First journal Reflection).

The excerpts above showed that lacking background knowledge influenced S16’s understanding on the academic texts. The data of researcher’s observation also revealed that S16 was silent and seemed confused to explain the part of their reading. Besides, when the lecturer asked her about certain point of the academic text, S16 could not explain completely. In interview, S16 explained that the difficulty happened because she was not familiar with the topic. Besides, there were some new words that she did not know. She also mentioned the example of the topic that S16 was mostly not familiar with, namely Discourse.

**Mood**

The students’ mood hindered their reading process. A participant, namely S6, admitted that her mood really influenced her understanding on academic texts. She explained that she felt difficult to comprehend the academic text if her mood was not good. S6 confessed:

*The problem is just about mood in reading. Because when I don’t have a good mood in reading I will not understand what is [sic] the topic tells about whether I have read it for twice* (S6, First journal reflection).

In the classroom activities, S6 tended to be silent, for example, in group discussion. Besides, she admitted that she did not read some academic texts because of her bad mood. In the interview, S6 confessed that she would read the academic texts if her mood was good. She explained two reasons that made her feel bad mood. First, it was because she knew that the academic texts contained many pages. Second, she did not know the purpose of reading the academic texts itself. Therefore, if she was in a bad mood, she felt it was difficult for her to gain the information of the academic texts.

**Laziness**

Students’ laziness brought about the reading difficulty. Referring to students’ journal reflection, the researcher also found that the students encountered reading difficulty in the area of laziness. A participant, S2, confessed that she had difficulty in controlling her laziness. One
of the reasons that made her lazy to read the academic texts was because those texts contained so many pages. The participant admitted:

*If the text is more than 5 pages so my laziness increases* (S2, First journal reflection).

The researcher found that S2 also tended to be silent and seemed confused if the lecturer gave her a question. In the interview, S2 also admitted that if she felt lazy, she would not be excited to read the texts. As a result, she could not understand the information of the academic texts easily. In the interview, the lecturer also mentioned that the students were lack of motivation in reading academic text.

**Time Constraints**

A participant, S11, admitted that she faced difficulty in controlling her time in reading the academic texts. The participant wrote:

*My difficulty is in time when I read, my time in reading is [sic] short at the time*

(S11, Seventh journal reflection).

The difficulty in time constraint made her not to gain the information of the academic texts clearly. It was proven by the data of researcher’s observation. In classroom activities, S11 was silent. Sometimes, she seemed confused especially when the lecturer asked her to tell what the topic was. She could not answer completely. In interview, S11 explained that she felt confused of what text she had to read first. It was because there were so many academic texts that had to be read in one meeting and each academic text had so many pages. It made her not really understand the whole information when she read the academic texts.

**Discussion**

**Students’ Reading Difficulties due to the Textual Factor**

Based on the finding, the students encountered reading difficulty due to the textual factors of academic texts. Graves and Graves (2003) mention some textual factors that influence the reading difficulty, namely vocabulary, sentence structure, length, elaboration, cohesion and unity, and text structure. Those factors make the students encounter reading difficulty in the area of vocabulary, prior knowledge and concept, interest and motivation, and text factors,
such as number of page and type of text (Cooper, Chard, & Kiger, 2006). Besides, Albader (2007) mentions other areas of reading difficulty, namely grammar (syntax) and meaning of words (semantics). This study reported that the students faced four areas of students’ reading difficulties due to the textual factors. They were vocabulary, comprehending specific information, text organization and grammar. The detailed discussion of students’ reading difficulties due to the textual factors is presented in the following subsections.

Vocabulary
Vocabulary is part of the textual factor that influences reading process. It is because vocabulary pictures what the texts tell about. If the students did not understand the vocabulary used in the academic texts, they were difficult to gain the information. Based on the gained data from students’ journal reflections, observation, and interview, the researcher found that the students, such as S14 and S25, faced the reading difficulty in the area of vocabulary. This study was in line with previous studies conducted by Cheng (1996), Brashdi (2003), Hellekjær (2009) and Rosbandi (2010), which showed that most of the students encountered difficulty in vocabulary. The students who encountered reading difficulty in the area of vocabulary felt difficult to gain the information of the academic texts. This finding was in line with by Albader (2007), Cooper, Chard, & Kiger (2006) and Murcia &Olshtain (2000). This study also found some reasons which made the students experience the difficulty in the area of vocabulary in reading academic texts. First, it was because the students had limited vocabulary of the academic texts that they read. The students with limited vocabulary faced difficulty to comprehend the new vocabulary which they did not master. Cooper, Chard, & Kiger (2006) mention that limited vocabulary makes the students fail to comprehend the texts. It is also supported by Graves and Graves (2003) and Nuttall (2005) who claimed that limited vocabulary was one of causes that influenced reading difficulty.

Second, it was because the students were not familiar with the vocabulary and lack of vocabulary knowledge. Nuttal (2005), Fisher & Frey (2011), and Schmitt (2000) state that lack of vocabulary knowledge made the students difficult to comprehend the academic texts. It was because the students faced difficulty to recognize the words. Finally, the failure in recognizing the words brought about students’ failure in gaining the information of the academic texts. This finding was supported by previous studies conducted by Cheng (1996),
Brashdi (2003), Hellekjær (2009), and Rosbandi (2010), who claimed that unfamiliar vocabulary caused reading difficulty for university students.

Lastly, the vocabulary was so linguistic and technical. The students did not have background knowledge of the vocabulary. Hence, they experienced difficulty to understand the vocabulary (Albader, 2007). As a result, the students could not gain the author’s purpose of the academic texts. It was in line with Nuttall (2005) who believed that the students felt difficult to gain the information because of lack of vocabulary knowledge. As a result, the students tended to be silent and seemed confused when the lecturer asked about the content of the topic discussed. This showed that the participants did not master vocabulary knowledge well, including understanding meaning and associating with other words (Richards, 1976 & Nation, 1990).

**Comprehending Specific Information**

The main purpose of reading process is to comprehend the information of the text (Alderson, 2000). However, the students encountered reading difficulty in comprehending information especially specific information (Cooper, Chard, & Kiger, 2006; Zwiers, 2008). This study found that students faced the difficulty in comprehending specific information. The results were in line with Rosbandi’s (2010) study which found that students faced difficulty in comprehending the content of the reading text.

There were some factors that caused the difficulty in comprehending specific information. First, it was because the students were unfamiliar with the vocabulary (Graves and Graves, 2003; Nuttall, 2005; Cooper, Chard, and Kige, 2006; and Albader, 2007). This study revealed that the students did not understand the vocabulary. As a result, they felt difficult to process the information of the academic text. Cooper, Chard, & Kiger (2006) also reported that unfamiliar vocabulary brought about students’ difficulty in comprehending the academic texts. Second, the students were lack of the background knowledge of the topic discussed (Cooper, Chard, and Kiger, 2006). It made the students not understand what the topic was. As a result, they failed to guess the information of the academic texts. The last factor was the mismatch between point of view between the students and author (Murcia & Olshtain, 2000). It described that what the students comprehended from the academic texts was different from
what the authors’ meant. The students might apply inappropriate background knowledge when reading the academic texts. Hence, those factors made the students difficult to comprehend the specific information in the texts.

In addition, the study also found that the students had different level of understanding in reading the academic texts. For example, a participant, namely S10, had literal level of understanding (cf. Akil, 1994, as cited in Syatriana, 2013). She claimed that she only could understand the specific information that was directly stated in the academic text. Meanwhile, another participant, namely S25, had interpretative level of understanding (cf. Akil, 1994, as cited in Syatriana, 2013). He stated that he could understand the specific information which was implicitly stated in the academic texts. It means he could make inferences from the academic texts that he read.

**Text Organization**

A good text organization makes the readers easy to understand the information of the texts. However, according to Cheng (1996), university students encountered reading difficulty in the area of text organization. This study showed that some students, namely S3 and S14, faced reading difficulty in the area of text organization. This difficulty made the students hard to comprehend the academic texts (Keene, 2002). As a result, the students tended to be silent and seemed confused to answer lecturer’s question in the classroom.

This study found that the length of the text influenced students’ comprehension. The students, namely S3 and S14, could not comprehend and memorize the information of the academic text. It was because those texts consisted of many pages. Long texts influence students’ comprehension (Alexander and Jetton, 2008; Yusuf and Amanda 2010; and Graves & Graves, 2003) and working memory (Graves & Graves, 2003). Hence, reading academic texts which contained a lot of pages made the students hard to connect the information of the academic texts to their working memory (cited in Woolley, 2011). As a result, the information became unclear for the students.

Another reason that caused the difficulty was because there were some parts of the academic texts which were lack of explanation. Graves and Graves (2003) mentioned that the elaboration of the texts had major influence on readers’ comprehension on the text. If the
elaboration of the academic texts was not clear because they were lack of explanation, small fonts and too close space, and column, the students were confused and hard to gain the information of the text (as cited in Woolley, 2011). As a result, the students could not gain the information of the academic texts.

**Grammar**
The students, such as S3 and S5, encountered reading difficulty in the area of grammar. They felt difficult to read the academic text and comprehend the information because some sentences were grammatically complicated. It was also because the students did not understand the grammatical structure and chunks of the sentences. As a result, the students did not gain the information of the academic texts. Graves and Graves (2003) and Murcia & Olshtain (2000) also agree that very long and complex sentences brought about the difficulty in reading so that the readers could not understand the sentences clearly.

**Students’ Reading Difficulties due to the Human Factors**

**Background Knowledge**
In the process of reading the academic texts, the students make use of their own background knowledge in order to gain the information (Anderson, 2008). In this study, the students encountered the reading difficulty in the area of background knowledge. As a result, they felt difficult to comprehend the academic texts (cf. Cooper, Chard, & Kiger, 2006; Fisher & Frey, 2011). It happened because the students were lack of background knowledge about the academic texts. Furthermore, the students, including S16, could not make right prediction of the information of the academic texts that they read (cf. Goodman, 1967). Since the students could not make the right prediction, the information that the students gained might not match with the author’s purpose (Murcia & Olshtain, 2000; Nuttal, 2005). As a result, the students could not gain the information of the academic texts.

**Mood**
Readers’ feeling really has a major role in reading academic texts (Anderson, 2008). Based on the findings, some students, such as S6, encountered the difficulty in reading academic texts because they were in bad mood. Their negative mood made them hard to comprehend the information of academic texts. It happened because their negative mood influenced the
cognitive process during their reading (cf. Martin & Clore, 2001; Bohn-Getter & Rapp, 2011). As a result, the information that they gained from reading was difficult to encode and recall because their mood was not congruent (cited in Bohn-Getter and Rapp, 2011).

**Laziness**

Laziness is one of students’ reading difficulties in academic texts which influenced the readers (Anderson, 2008). This study showed that the students, like S2, felt lazy to read academic texts because they were lack of motivation. When the students had low motivation, they were not eager to read the academic texts (Cambria & Guthrie, 2010; Guthrie & Wigfield, 2000). The students tended to have negative opinion about the academic text which caused them to be lazy to read it (Ismail, Ahmadi & Gilakjani, 2012). Their laziness that was affected by low motivation made them difficult in comprehending the academic texts (Watkins & Coffey, 2004, cited in Habibian, 2012). As a result, the students could not guess the information of the academic text and failed to gain the comprehension (Malouff, 2007, cited in Ahmad, Ismail, & Abdullah, 2013) and finally they could not answer lecturer’s questions in the classroom.

**Time Constraints**

According to Anderson (2008), readers’ involvement really has a major role in reading academic texts. This study revealed that the students encountered reading difficulty because of their time constraint. Based on the findings, the students spent limited time in reading the academic texts. Students’ limited time in reading made them difficult to comprehend the information (Chang, 2010), especially when there were many academic texts to be read. Walczyk, Kelly, Meche, and Braud (1999) also agreed that limited time brought about students’ poor comprehension in reading academic texts.

**Conclusion**

This study focuses on examining students’ reading difficulty in academic texts. The students encountered reading difficulties in academic texts. Their difficulties were categorized into two categories, namely textual and human factors. The area of students’ reading difficulties in the textual factors was vocabulary, comprehending specific information, text organization, and grammar. Furthermore, the area of students’ reading difficulty due to the human factors...
included background knowledge, mood, laziness, and time constraint. The finding also showed that the most encountered reading difficulties were vocabulary and comprehending specific information. Another finding showed that there were some cause and effect relationships among area of reading difficulties such as, limited vocabulary and lack of background knowledge caused reading difficulty in comprehending specific information and text organization (length of the academic texts) caused the difficulty in area of laziness, mood and time constrains.

References


THE EFFECTIVENESS OF METACOGNITIVE STRATEGIES TRAINING IN THE TEACHING OF WRITING SKILL IN AN EFL CONTEXT

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Abstract

The present research was carried to investigate the effect of metacognitive strategies training on the students’ writing skill and use of the strategies. To achieve these purposes, a quasi experimental design was employed with the experimental group undergoing training sessions of metacognitive strategies of pre-writing, whilst-writing and post-writing phases, and the control group undergoing the teaching of writing skill in a ‘business as usual’ mode. The subjects were two classes of science students of Madrasah Aliyah Negeri Gondanglegi Malang. The required data were collected by means of tests of writing and a questionnaire of strategies use. Prior to the treatment, data from the mid-semester test assessing students’ English learning achievement were gathered as the covariate in the final analysis. The analysis of covariance revealed no significant difference in the writing skill of students with strategies training and those without strategies training. Moreover, the analysis of t-test revealed that the students with strategies training had better awareness of learning strategies use especially in the pre-writing and whilst-writing phases, than those without strategies training. Implications of these findings are then discussed.

Keywords: metacognitive strategies, strategies-based instruction, writing skill

Introduction

In early 1990s two monumental textbooks discussing second language learning strategies were published. One is Language Learning Strategies: What Every Teacher Should Know
Junaidi Mistar, Alfan Zuhairi and Anjar Nuryatin

(As one is Oxford, 1990) and the other one is Learning Strategies in Second Language Acquisition (O'Malley & Chamot, 1990). In spite of the similarity in the use of cognitive approach as the theoretical basis of their view of second language learning, differences occur in their classification of learning strategies. While Oxford (1990) classified second language learning strategies into memory, cognitive, compensation, metacognitive, affective, and social strategies, O’Malley and Chamot (1990) classified them only into three categories including cognitive, metacognitive, and social strategies. Since then the interest in learners’ strategies in learning a second language has mushroomed around the globe.

In fact, studies dealing with language learning strategies can be classified into three general categories. The first are descriptive studies that explore the use of learning strategy by a certain group of learners (Sugeng, 1997; Wharton, 2000). The second are studies that consider learning strategy as a criterion variable, predicted from a number of individual variables such as language aptitude, learning motivation, and personality traits (Huda, 1998; Mistar, 2001). And the last are studies that consider learning strategy as a predictor of learning success measured using language proficiency or learning achievement tests (Lengkanawati, 1997; Park, 1997).

Instead of studying the use of strategies in learning a second language in general, the current trend of studies deals with strategies in developing specific language skill such as writing. A study attempting to explore the use of writing strategies is carried out by Abdullah et al. (2011) who profiled the use of writing strategies by Malay students of English. The study found that both skilled and unskilled writers reported using common writing strategies including cognitive, metacognitive, and social strategies to generate ideas in writing. Mistar, Zuhairi and Parlindungan (2014) also tried to profile the use of writing strategies by Indonesian learners of English and identified eleven categories of strategies including self-monitoring, language focusing, planning, metacognitive-affective, cognitive compensation, self-evaluating, social process-focusing, authentic practicing, meaning-focusing, vocabulary developing, metacognitive commencement, and mental processing strategies. The students were also found to use overall strategies at the moderate level. Meanwhile, reviewing studies dealing with factors that may affect the use of writing strategies Manchón, Larios, and Murphy (2007) identify factors that potentially influence the use of writing strategies. These
factors are task-related such as text types and time available to complete the writing task and topic-related such as topic familiarity. Moreover, Kodituwakku (2008) reported that female prefer strategies of planning stage of writing, while males prefer writing stage strategies. Finally, a study that places writing strategies as predictors of learning success is done by Chen (2011) who reported that both pre-writing and revising strategies significantly correlated with achievement in learning writing.

In the case of teaching writing skill, two approaches have always been the concern of writing teachers as well as researchers. The first one is product approach, in which composition writing is regarded as a straightforward activity through the provision of a model that the students should imitate. Their writing is then assessed in terms of a number of criteria, such as content, organization, language use, lexical use, and mechanical aspects such as spelling and punctuation (Alnufaie & Grenfell, 2012). The second one, called process approach, views writing activity as an on-going process starting from collecting ideas to write. This mode of teaching writing allows the students to understand their own writing process, provides them with opportunities to write and rewrite, let them aware of the strategies for pre-writing, drafting, writing, and revising (Brown, 2007). Thus, writing is supposed to include conscious intellectual effort, which usually has to be sustained over a considerable period of time (White & Arndt, 1988).

The process-oriented approach to teaching writing skill calls for a writing instructional design that incorporates cognitive and metacognitive strategies into it. Thus, the term strategies-based instruction is proposed (Brown, 2007). In this instructional design, teachers probe strategic investment implications for their teaching methodology in the classroom, especially, how their language classroom techniques can encourage, build, and sustain effective language-learning strategies in their students. The ultimate purpose is to make the students autonomous.

Although the recommendation to integrate strategies training into language instructional programs has been widely accepted, little evidence has been collected on its effectiveness to be used in the teaching of writing skill, particularly in the context of the teaching of English as a foreign language in Indonesia. It is to fill in this gap that the present study was carried out
with an emphasis on the metacognitive strategies training. More specifically, this study is aimed at investigating the effectiveness of metacognitive strategies-based instruction on students’ writing achievement and students’ awareness in using the metacognitive writing strategies. Thus, two research problems are answered in the present study: 1) Do students who receive metacognitive strategies-based instruction achieve better writing skill than those who receive conventional instruction?, and 2) Are students who receive metacognitive strategies-based instruction more aware of the use of metacognitive writing strategies than those who receive conventional instruction?

**Research Method**

**Research Design**

The present study employed a quasi-experimental design with two-group nonrandomized subjects. The first group is the experimental group who underwent training sessions of the use of metacognitive strategies in pre-, whilst-, and post-writing phases, while the second group is the control group who underwent teaching sessions of writing in a ‘business as usual’ mode, which is product-oriented. Prior to treatment sessions, data of the subjects’ initial achievement in English learning were gathered to be used as the covariate in the final data analysis. The treatment sessions took six meetings of 90 minutes long for each meeting. At the end of the treatment, a post-test of writing skill and a questionnaire of metacognitive strategies use were administered to the two groups of students.

**Experimental Treatment**

In this experimental study, only the experimental group received explicit instruction on metacognitive writing strategies, whereas the control group received conventional writing instruction, the writing product approach. In accordance with the curriculum for the second grade of senior high school, the text types taught in the treatment sessions were narrative, spoof, and hortatory texts. The teaching of each text was completed in two meetings of 90 minutes each, in which the first meeting was for discussing about text features and training metacognitive strategies of pre-writing phase, and the second meeting was for training metacognitive strategies of writing (whilst-writing) and revising (post-writing) stages.
Subjects
The subjects were the second year students of science department at Madrasah Aliyah Negeri Gondanglegi Malang. They were of two groups with one group, being the experimental group, consisting of 29 students of 8 males and 21 females, and the other group, being the control group, consisting of 30 students of 8 males and 22 females. At the time of study, they had been learning English as a compulsory subject at school for at least five years, three years in their junior high school level and two years in their senior high school level. Nevertheless, their English competence is mostly at the elementary level.

Instrument
Two types of instrument were employed in the present study, a test of writing and a strategy use questionnaire. The test was used to assess students’ skill in writing narrative, spoof, and hortatory texts of about 125 words each after undergoing treatment. It consisted of three writing tasks: Task 1 for narrative text, Task 2 for spoof, and Task 3 for hortatory text, which had to be completed in 90 minutes. Pictures and one opening sentence were provided in each type of texts as prompts for the students. The students’ work was scored analytically, covering aspects of organization, content, grammar, vocabulary and mechanics.

The questionnaire items were adapted from metacognitive strategies inventory for writing (Razi, n.d.). It contained 32 items including 11 items of metacognitive strategies in pre-writing phase, 10 items of metacognitive strategies in whilst-writing phase and 11 items of metacognitive strategies in revising (post-writing) phase. The students were supposed to choose an answer on a six-point Likert Scale ranging from strongly disagree to strongly agree.

Samples of strategy items for pre-writing stage are I list my ideas to make the essay more meaningful and I will not begin to write until I do brainstorming and figure out the main idea of the paragraph. Moreover, samples of whilst writing strategies are I monitor myself throughout the writing process and I am aware of what I am doing and I am careful about the organization of the paragraph. Finally, samples of post-writing (revising) stage strategies are I usually revise the draft for content and clarity of the meaning and I usually confer with my classmates and/or teacher after the first draft.
Data Analysis
The collected data were analyzed statistically using Analysis of Covariance (ANCOVA) and independent t-test. The first analysis was used to find the significance of the difference in the writing skill between the two groups of students after being treated differently in the instructional process. In this case, students’ initial English achievement prior to the treatment as measured by the mid-semester test of the school was treated as the covariate. Then, to compare the difference in the use of metacognitive strategies of writing by the two groups of students an independent t-test was done.

Findings and Discussion

Findings

Question 1: Do students who receive metacognitive strategies-based writing instruction have better writing skill than those who receive conventional writing instruction?

The result of the descriptive statistics analysis is presented in Table 1. As the table indicates, the students in the experimental group have higher minimum and maximum scores than the students in the control group do. The difference of the minimum scores of the two groups is 6, while that of the maximum scores is just 1. These differences lead to the greater mean score of the students with metacognitive strategies training. The mean score of the former group is 62.90 (sd= 4.585) and that of the latter group is 60.81 (sd=5.952). The difference between the two means is 2.09.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>s.d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>29</td>
<td>54</td>
<td>73</td>
<td>62.90</td>
<td>4.585</td>
</tr>
<tr>
<td>Control Group</td>
<td>31</td>
<td>48</td>
<td>72</td>
<td>60.81</td>
<td>5.952</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>48</td>
<td>73</td>
<td>61.82</td>
<td>5.395</td>
</tr>
</tbody>
</table>

Table 2, moreover, contains the result of the further analysis of the effect of the metacognitive strategies training on the students’ writing skill using an Analysis of Covariance with the initial English achievement as the covariate. The analysis finds an F-value 2.438 ($p<.124$), indicating a significance value greater than .05. It means that the difference in the writing skill between the two groups after undergoing different instructional treatment is not significantly high enough to be inferred that the students who get metacognitive strategies training have
better writing skill than those who do not. In other words, the students who receive metacognitive strategies training turn out not to have significantly higher writing skill than the students who do not.

**Table 2 Summary of the Results of the Analysis of Covariance**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>71.960</td>
<td>2</td>
<td>35.980</td>
<td>1.247</td>
<td>.295</td>
</tr>
<tr>
<td>Intercept</td>
<td>3869.568</td>
<td>1</td>
<td>3869.568</td>
<td>134.080</td>
<td>.000</td>
</tr>
<tr>
<td>Initial English</td>
<td>6.505</td>
<td>1</td>
<td>6.505</td>
<td>.225</td>
<td>.637</td>
</tr>
<tr>
<td>Strategy Training</td>
<td>70.352</td>
<td>1</td>
<td>70.352</td>
<td>2.438</td>
<td>.124</td>
</tr>
<tr>
<td>Error</td>
<td>1645.023</td>
<td>57</td>
<td>28.860</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>230995.000</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>1716.983</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Question 2:** Are students who receive metacognitive strategies-based writing instruction better aware of the use of learning strategies than those who receive conventional writing instruction?

Table 3 contains information of the results of statistical analyses of the differences of the use of metacognitive strategies by the two groups of students. As the table shows, the highest difference occurs in the use of metacognitive strategies of pre-writing stage with the mean score 53.70 of the experimental group and 49.48 of the experimental group. The analysis of the significance of the difference between these two means finds a t-value 4.630 ($p<.000$). Thus, it is interpreted that the students with metacognitive strategies training are better aware of the strategies they use in the pre-writing stage than are the students without metacognitive strategies training. Next, the use of whilst-writing strategies also indicates a significant difference by the two groups of students. In this case, the mean score of use by the experimental group is 46.23 (sd=4.861) and that by the control group is 42.90 (sd=5.498), suggesting a difference of 3.33. The analysis of the significance of this difference finds a t-value 2.503 ($p<.015$), implying that the experimental group has higher mean score of use of strategies than does the control group. This means that the students with metacognitive strategies training have better awareness of the strategies they have to use when writing.
Table 3 The Use of Metacognitive Strategies of Writing by the Two Groups of Students

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Difference</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-writing Stage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>53.70</td>
<td>3.984</td>
<td>4.22</td>
<td>4.630</td>
</tr>
<tr>
<td>Control</td>
<td>49.48</td>
<td>3.086</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whilst-writing Stage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>46.23</td>
<td>4.861</td>
<td>3.33</td>
<td>2.503</td>
</tr>
<tr>
<td>Control</td>
<td>42.90</td>
<td>5.498</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-writing Stage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>48.80</td>
<td>6.116</td>
<td>1.48</td>
<td>.966</td>
</tr>
<tr>
<td>Control</td>
<td>47.32</td>
<td>5.833</td>
<td></td>
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On the contrary, when a comparison is made in terms of the use of metacognitive strategies of post-writing (revising) stage an insignificant difference is obtained. The mean score of use of the strategies by the experimental group is 48.80 (sd=6.116) and that by the control group is 47.32, indicating a difference of 1.48. The t-test analysis finds a t-value .966 (p<.338), which means that the difference in the use of metacognitive strategies at the post-writing stage by the two groups of students is not statistically significant. In other words, the students with metacognitive strategies training are found to use the same strategies of post-writing stage as those without metacognitive strategies training.

**Discussion**

The analysis of the effect of metacognitive strategies training on students’ writing skill shows that it does not bring about significantly greater effect than does the conventional-product oriented mode of teaching. In other words, although the students have had some awareness to employ metacognitive knowledge in English writing process, their metacognitive knowledge, however, does not significantly affect the quality of their writing. This is quite surprising since Rogers (2010) says that all writers enter the writing process with some metacognitive knowledge in their mind.

This finding is not consistent with findings of previous studies. Boudaoud (2013), for example, studied the use of constructive planning strategy by students of English at the University of Constantine, Algeria and found that outlining strategy affected both logical organization of ideas and overall writing quality. Dülger (2011), moreover, conducted an
experiment of 14 weeks long to measure the effectiveness of metacognitive strategies training in writing classes. The finding showed that the experimental group outperformed the control group in five dimensions of writing, including content, organization, vocabulary, language use, and mechanics. Finally, a similar finding was obtained in a study by Lv and Chen (2010), who also investigated the effectiveness of metacognitive strategies-based writing instruction on the writing performance of 86 non-English majors in Laiwu Vocational College. The study found that, in addition to the students’ language ability, the training also provided significant effect on the students’ writing skill.

A number of possible problems may explain the insignificant difference. First, the experiment was carried out in a relatively limited time frame, six meetings, due to technical problems of the school program. If more time was devoted to the experiment, a significant difference of mean scores from the two groups of students might have been obtained. Thus, longer experiment should be pursued to measure the effect of strategy trainings more accurately. Manchón in Manchón, Larios and Murphy (2007) concludes that longer strategies training programs of about ten to fifteen weeks will lead to better learning outcomes than shorter ones do. Sengupta (2000) reported a comparative study of the effect of revision strategy instruction on secondary school students’ second language writing in Hong Kong. The finding indicated that explicit instruction of revising strategies had significant influence on the students’ writing performance. Moreover, the students who received explicit strategies instruction reported that they used different strategies in writing and revising the composition from those who did not receive explicit instruction. Second, in the present study the scoring of the students’ pieces of writing was carried out on the five aspects of writing, including the organization, content, grammar, vocabulary, and mechanics and the final score of each student was computed by adding up his or her scores on these five aspects. The contribution of the strategy trainings to the quality of the students’ writings may not be equally distributed among these aspects. Thus, separate analyses for the effect of the trainings on each of the five aspects of writing piece are also worth trying. Johnson, Mercado and Acevedo (2012) reported that among Spanish EFL learners training programs on pre-task planning strategies contributed significantly to the improvement of the students’ writing fluency, but not to the grammatical and lexical complexities. Lastly, in the present study the students’ score of writing skill is the composite score of three tasks of writing narrative, spoof, and hortatory texts. It may be possible that the
effectiveness of strategies training may be task-related (Manchón, Larios & Murphy, 2007). Thus, separate analyses could be performed to assess the effect of the trainings on the quality of each type of writing.

However, it has to be noted here that despite the insignificant difference in the writing skill of the two groups of students, the students with metacognitive strategies training in fact obtained higher mean score at the end of the treatment than did the students without metacognitive strategies instruction. This indicates that there has been an indicator of the effectiveness of the metacognitive strategies instruction to improve the students’ writing skill. Thus, similar research projects with better research designs need to be carried out to provide more valid and reliable evidence of the effectiveness of strategies-based instruction to improve the learners’ learning success.

When the effectiveness of the metacognitive strategies training is assessed in terms of the students’ awareness of the strategies they use when writing, the present study does support the findings of previous studies. Ching (2002) reported that strategy and self-regulation training contributed to the students’ knowledge of how to plan revise their essays. Moreover, the training turned to improve the students’ self-determination. Sangupta (2000) also reported that students who received metacognitive strategies training in writing viewed writing and revising strategies differently from those who did not receive strategies training.

In short, though the present study fails to supports the notion that metacognitive strategies training will result in better writing performance of the students, yet there is a difference in the quality of essays written by the students who receive metacognitive strategies training compared with that of the essays written by the students who do not receive strategies training. Moreover, strategies-based writing instruction makes the students better aware of the strategies in planning and writing processes.

**Conclusion and Recommendation**

The findings of this study provide implications to the teaching as well as the research of foreign language writing. One is that the difference between the writing skill of students with metacognitive strategies and that of students without metacognitive strategies training is not
statistically significant. Yet, the mean score of the former group is better than that of the latter group. This may mean that there has been an indication that strategies training will lead to better learning achievement. Therefore, it is recommended that classroom teachers introduce strategies of learning writing to make the students aware of the availability of the strategies that they may choose to use. Furthermore, researchers are suggested that they design longer experimental study of the effectiveness of learning strategies training so that its effect on students’ learning achievement can be detected more accurately.

The other one is that the students who get metacognitive strategies training are better aware of their writing strategies than those who do not. This implies that writing strategies trainings will lead to better awareness of what to do before, while, and after writing on the part of the learners. Thus, teachers should design their instructional activities to incorporate the introduction of various types of learning strategies. In other words, strategies-based instruction is worth implementing.

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RECORDED-ROLE PLAY IN EFL CLASSROOM: A WAY OF MAXIMIZING STUDENTS’ POTENTIAL IN SPEAKING

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Abstract
Teaching English for non English Department students will be quite a challenge as the students have various background and interest. Handling those students in a big number in a class that requires them to speak is another impending challenge. This is an action research on role-play in English classroom for Information Technology students. This study tries to see whether recorded-role play could maximize students’ potential in speaking. This study involved 30 students taking English course in Information Technology Faculty. The students were given a situation in which they had to act the role play. They drafted the role-play before they recorded it. The result shows that students felt less tense in acting the role. They also got more time to practice their pronunciation before recording. It even gave students who felt reluctant and shy in the class to actively participate. In addition, students could play around with the supporting background sound to show their creativity. Surprisingly, most students do their best to show their effort in their speaking as the end-product would be played in the classroom, even the most quiet students performed really well. Finally, this recorded-role play proved to be an effective way to maximize students’ potential in speaking.

Keywords: recorded-role play, speaking, pronunciation, potential

Introduction
Teaching speaking in a class consisting of 30 students in university level with various levels of English is quite challenging as most of the time Indonesian and English are used to communicate. It needs a careful consideration in delivering the material and activities since it has to accommodate students’ various ability and learning styles. Harmer (2007,p.123) states that “one of the main reasons for getting students to speak is that speaking activities provide rehearsal opportunities – chance to practice real-life speaking in the safety of the classroom”. It explains the fact that speaking activity is often the only situation where students have to practice their English especially when it functions as a Foreign Language situation (EFL
hereafter). However, it is not an easy thing to get the students actively participate in speaking activity like what happens in this context. If the teacher is faced with difficulty of getting students to speak, the students actually also get a problem of learning to speak in English. It is in line with Nunan (2003,) saying that it is a challenge for students in foreign language context to learn speaking skills as they usually get few opportunities to use the target language outside classroom situation. It happens in the class in which this study takes place, students usually prefer using Indonesian to English as they feel more comfortable with it. They tend to keep quiet rather than having themselves speaking in English. Most of the time when asked about why they tend not to speak in English, they will come up with their argumentation that they are afraid of making mistake especially grammar and pronunciation. For them, being asked to speak in English is a really big fear that they want to avoid if it is possible. Hearing themselves pronouncing wrong English words will create another shame for them. Whenever they are given chance to speak then what comes into their mind is thinking of good and accurate grammar to utter. They consider being silent as a safe way to avoid the shame they might get. It is pretty clear that students in this context of study are reluctant to participate in English speaking class due to their preference of using their first language and their fear of making mistakes in their oral practice. In order to cope with the situation faced in the teaching learning process, this study tries to implement recorded-role play, an alternative way to get students to speak. Besides, it also a way to see whether it could maximize students’ potential in speaking.

Teaching Speaking

Mastering speaking skills for foreign language learners will likely be their priority in learning (Richard, 2008). Therefore, it is important to make all the students actively participate in a speaking class so that they could improve their speaking skills. This could be able achieved when there is a synergy between the teacher and the students. Wallace, Stariha, & Walberg (2005) mention that there are some things those teachers should do to improve students’ speaking skills. Some of them are, providing opportunities for the students to practice their speaking skills. They could also sharpen their adaptability in various speaking circumstances, as normally certain circumstance will differ from the other in term of form of speech that they could use. In addition, Wallace et al. (2005) explain that it is also important for the teachers to help the students reducing their speaking fears. It is quite common that for EFL students,
speaking the target language is not an easy thing to do. Students have many considerations on whether they have to speak the language. The teachers could provide the opportunity for the students to overcome their fear by assigning them to speak in a larger group. The more the students are given this kind of opportunity, the more likely the students will be able to improve themselves in handling larger audiences.

Other aspects that need to consider in teaching speaking is style of speaking and function of speaking (Richard, 2008). Style of speaking is different from one to other circumstances. It also reflects role, age, and status of participants in interactions (Richard, 2008, Wallace, et al, 2005). Style of speaking will also create politeness in social interaction which is important in creating harmonious social relations (Richard, 2008). Further he mentions that speaking function is another important aspect that establish and maintain social interactions. Students need to understand each function to be able to address any situation appropriately. In short, teachers should always bear in the mind with the focus of the activity that they want their students to master in order to perform their communication appropriately.

In order to provide students with opportunity for practicing their skills, teachers could carry out various activities. This also could be one way of exposing the students to variety learning experiences (Wallace, et al, 2005). The varied activity in speaking could be ranging from interaction talk to transactional talk such as role plays (Richard, 2008). Bailey (2005,p. 101) mentions that “role plays are the ideal vehicle for practicing speech acts with intermediate learners. Role-plays allow students to try out appropriate English utterances in potentially difficult situations, before they must use them in real life”. It suggest that role play could carry out the interaction function students could explore in practicing their speaking skills. It could be the safest way that students perform repeatedly before they immerse in real life situation they may encounter. Assigning role play to students will demand the students to effectively use their linguistics and discourse strategies (Bailey, 2005). It means that students will have to apply their competences appropriately as the situation in the role play required. Apart from those competences, students will also apply their extra linguistics knowledge when they perform the role play. The extra linguistics knowledge may consist of topic, cultural knowledge, knowledge of the context, and familiarity with the other speakers (Thornbury, 2006). It is clear that the students will use this extra linguistics knowledge in
their role play. The more familiar the students with the topic, the easier the role play will be. It is usually easy for the students to talk about something that is close to them or that they have been exposed in their daily life (Thornbury, 2006 & Louma, 2004). It also applies with the familiarity with other speakers, the more familiar they are, and the less tense they feel. When the students are assigned to work with someone they know well, they will feel more secure affectively.

**Elements of Role Play**

The students will be able to communicate effectively once their linguistic competence has been developed (Bailey, 2006). Therefore, it is important for the teacher to help students in developing this competence such by providing them with phoneme, morpheme, words and grammar. Louma (2004 p.96)) explains that “speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use”. One of speaking activity that involves drama element is role play. Role play needs situation or context and it does need to be performed by the students. In this case, students are assigned with particular situation and they need to act out as if they are in the real life situation. It is a way of simulating a situation that students may encounter in the real world (Louma, 2004). She then explains that context usually refers to anything in the speaking situation. The situation normally describes the time, place, or setting of the play and it usually replicates the situation in real life. Besides, it may cover other aspects such as cognitive and experiential like the language use experiences that the speaker may bring into the situation and the goal that the conversation has to achieve (ibid). Further she mentions that it provides a greater range of vocabularies compared to those normally available in classroom talk (ibid).

The next important element is role for the play. Louma (2004) says that there is an “adoption of another persona” such as pretending to be a barber and customer in a barber shop, a bank clerk with the customer, a hotel receptionist and a hotel guest, etc. With the role, students could get the opportunity to try out appropriate utterances, which is sometimes takes place in difficult situation, before the actually use them in real life situation (Bailey, 2005). Once students get the role to play, they then could act it out. When students perform the role play, it is usually affective by several factors such as cognitive, affective, and performance (Louma,
The cognitive factors cover the familiarity with the topic and participant or partner. Meanwhile, the affective factor includes the feeling towards the topic, such as whether the students are interested to the topic. For the performance factor, it usually relates to the planning and rehearsal time for the role play (Louma, 2004). The more time that students allocate for planning and rehearsing their role play, the easier the role play will be.

Method

This section discusses the method implemented in the study. It starts with explanation on the context of the study. It then continue with how the recorded –role play works. Finally it describes how the study will see the response of the students regarding the implemented recorded role play.

This study involves 30 students taking English course with different level of English ability. They also have different major such as informatics engineering, visual communication design, information system, ICT teacher education, and public relations. All of them have passed Basic English course offered at faculty level.

This study follows Burns (2009) action research consisting of plan – act- observe- and reflect. The planning phase covers what will be the focus of the research. In this case, what things to be done to overcome the reluctance of the students in speaking class. It then comes to the point of planning of activity that students have to carry out in relation to role-play. Further step is determining which language item will be covered as the basis of the role-play. The acting phases is the implementation of the planned activity and see how it goes. The final step is reflecting on the implementation, identifying which one goes well and which part does not work as it is supposed to be.

The students were assigned to work in pairs. In organizing this pair work, the students were paired based on friendship principle. This was to make sure that students were put friends with friends to avoid that they may work with somebody that was unpleasant (Harmer, 2007). Each pair was given a situation of role-play to work. They were assigned to draft the role-play. Then the draft was checked to see the grammar and word choice. Done with checking the draft, students then were given the chance to practice their role-play script. This was also
the time for the students to get their pronunciation checked. After the students felt that their role-play was fixed then they had to record themselves acting the role-play. Once their role-play recorder, it was played to the whole class so that each student could hear and comment on their recorded role-play.

There was also informal discussion in the classroom after the recorded role-play was played. Besides, they were given open-ended questions to answer related to the process of their recorded role-play. The purpose of the open-ended questions was to get students opinion on the implementation of recorded role-play. The main reason of using questionnaires is its impersonality. It means that the questions are the same for every participant. It does not change according to the way the replies develop (Walliman, 2001).

**Discussion**

This section will discuss the implementation of recorded role play method and how the students respond to it.

The first step done for the recorded role play was pairing the students in the classroom. After explaining the language item needed for the role play, students were given chance to practice the language item explained before through exercises in group or in pairs. The students were then paired to work on a given situation later on. After all students were paired, they were given the situation. There were two situations for the whole class. Once each pair got their situation, they had to work with their partner to script the role-play.

Before doing their role-play scripting, they were explained that they needed to use the language item had been discussed. It was also the time for the students to have discussion for the pairs to explore of how their role play should look like and what things needed to include. Once they were done with the script, the teacher then check for the diction and grammar. After being corrected by the teacher, the scripts of role play were returned to the students. The students then got the chance to practice their pronunciation. It was the time for the students to get feedback on their speaking performance such as pronunciation and intonation.
Having finished their practice, the students could carry on to their next step, which was recording the role-play. The recording itself was done by the students at home. It was done so to give the students more time to rehearse and edit their record before finalizing and submit them in class. The students were given a whole week to worked on the recording and editing. Before they recorded the role-play, they were informed that apart from pronunciation and the content of the role-play, their creativity would be part of the assessment. Surprisingly, most of the pair submitting the role-play, they put any necessary music, sound or noise as the background to make their role play sound naturally as if it happens in real life situation.

After the students submit the recorded role-play, it was played in the class. Every body got the chance to listen to what their friends had done and there was an informal session afterwards discussing on how they did the role-play. It was also the time to get the idea on their opinion about the role-play informally. From the informal discussion, most students mention that it was a great idea to get the students record the role-play rather than having them performed directly in front of their friends. They mentioned that it reduced their tense. In addition, it gave them more time to rehearse and correct their mistake whenever possible. Lastly, it gave them time to explore as much as possible to perform their best because there was no time limit. This first cycle of action research had some downside. Firstly, there were still some students who just read the script with less care of the pronunciation and intonation. It might be caused by the limited practice in the classroom. Besides, it there was still lack of organization here and there as this was something new for the students. Apart from these unexpected results, most of the students were satisfied with the result. From the recorded role-play, it could also tell that students, who usually were less active in the class, showed their effort and involved in the role-play.

In order to address the lack of the first cycle, the second cycle of action research was carried out. The next cycle followed the same phase of the first cycle. The only difference was that the time allocated for in class practice after the script writing and correction. The students were given face to face to practice their role-play. Apart from whole class practice, there was face-to-face practice in pairs with direct feedback from the teacher. The teacher got the opportunity to work with students in pairs while the other pairs were practicing on their own. It was done one by one until all the pairs got the chance to do so. The same as what had been
done in the previous section, the students then had to record their role-play with their partner. They got a week to do the recording and submitted their work. In the next meeting, all recorded role-play were played in the class and it was followed by discussion on how they had worked on the role play. Having discussed their work, the students were then given a questionnaire that they had to fill in consisting of three open-ended questions. The questions were about students’ opinion on the method – recorded role-play-, the aspect of the method that they like most, and what could be improved in the coming implementation.

From the questionnaire given, most of the students felt that recorded role play was very helpful to them in practicing speaking. One student said “I do not need to feel the pressure of performing in front of the class with my whole classmates judging my English” (Student 25). Similar opinion was written by another students saying that he felt less tense because he did not need to perform in front of their friends. Most of the students’ opinion mention positive thing about the implemented method. This reflects what has been explained by Wallace et al (2005) that teachers should help students to reduce their fears in speaking. It has been proven that students feel less tense or fear about the task they have to complete.

The next information obtained from the questionnaire was what students like most from the activity and what their reasons are. Several students say that they really love the time when they had to record their role play. It was not as easy and simple as they thought. Most of them said that they wanted to do their best that was why the students spent at least 2-3 hours to record because they had to redo the recording when they found a mistake in the intonation or pronunciation. In addition, students explained that they were free to express their creativity in the role play, in a sense that they could explore their ability in mixing sound or music for their work. They also love the fact that the situations given for the role play was something that was familiar to them. Furthermore, they were paired in pairs and their partner was their own choice. It added the positive point that students worked in an environment that was close to them (Louma, 2004)

The last information was about how the method could be improved in the next implementation. Most students said that it would be much better if they did not only record their voice but sometimes put their acting along with the voice in a video. Some students
mention that actually the method was good for reducing their fear and a good way of expressing their creativity. It shows that students were really engaged in the activity, not only were enthusiastic in recording their role play but also they wanted the method to improve. One interesting fact was that students who were usually passive or often ignore class activity in the class became active and did a good work of recording. The performance factor of the students in this method was proven (Louma, 2004). They got more time to practice and rehearse resulted in a good quality of work seen from the recording and the creativity put into it.

The potential that has been maximized in this study was students’ ability in speaking. They got more time and guidance on their pronunciation, language item use, word choice and intonation. It gave them learning experience which was different from the usual task they had in the classroom. Not only their ability to speak but it also explores their creativity side. When students carried out the work to result in a recorded role play, they were free to add or mix sound and music background to make their role play into a more vivid and live one. In addition, students got an interesting media to deliver their idea expressed in the target language and combined with their creativity. What motivates them in doing the recording was also the fact that they would keep their end product for future reference. Most of them who did their best said that it was just like their masterpiece during their time learning English apart from their main major which was not related to English learning.

**Conclusion**

Recorded role-play is an alternative to get students actively involved in speaking activity as it gives them more time to get prepared. Students enjoy this activity because they get more time to rehearse and practice. Apart from that, they also get the opportunity to express their creativity. Students were very creative in integrating the skills they have learned in other course to support their language performance. This method has succeeded in exploring students potential to maximize. The potentials that could be maximized through the recorded role play are speaking ability covering pronunciation, the use of word, the appropriate language item use and intonation when students have conversation. Besides, it explores students creativity in producing the recording using what they have learned in other courses.
References


USING QTM AS AN INSTRUCTIONAL MODEL FOR 
TEACHING READING COMPREHENSION

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Abstract

This research was motivated by the needs for an appropriate English reading comprehension instructional model in Junior High School students. The aims of this research are (1) to describe the qualities of a present guideline for an English instructional model of reading comprehension; (2) to describe the qualities of the existing English instructional model of reading comprehension used in Junior High School; (3) to get the deeply information on the needs towards design; (4) to construct the prototype model of English instructional model of reading comprehension using Quantum Teaching Model (QTM); and (5) to evaluate strengths and weaknesses of the prototype model. The research has used R & D which was conducted in three phases. The first has exploration phase which consists of evaluating the qualities of a present guideline for EIMRC used in JHS in Pemalang Regency, and to analyze the needs of EIMRC using QTM. The second was prototype development phase where the prototype model was constructed and tried out. The last was expert validation in which experts and practitioners were involved to review the model in order to help the refinement. The data were collected from document analysis, in-depth interview, classroom observation, FGD, Tryout and expert judgment. The data were then analyzed by using descriptive-qualitative and interactive analysis. The results of the research showed that the qualities of the present model were fair. Meanwhile, the result of need analysis pointed out that the teachers and the students need the model of EIMRC using QTM. However, the model needs to be revised for the refinement, particularly in terms of mechanical aspects and grammatical points. The research findings conclude that the use of EIMRC using QTM in JHS in Pemalang Regency empirically can improve the students’ motivation and interaction in RC teaching and Learning activities and increase their reading comprehension achievement. These findings recommend that EIMRC using QTM could be applied as reading comprehension model in JHS in Pemalang Regency.

Introduction

English as foreign language education in Indonesia is needed so that learners can participate in and adapt to the modern world relationships. In addition, the skills that can be built through a process of foreign language learning, the psychosocial values now become global culture that are part of the transformation process in learning a foreign language education. The
uniqueness in foreign language learning is a learning process that can complement the current educational needs. Therefore, there is no education which does not have a pedagogical target and no education is complete without a foreign language.

Reading comprehension refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignments. Reading comprehension skills also may affect one’s interpretation of directions on exams, homework assignments and completion of job applications or questionnaires.

Failures in reading comprehension are usually attributable to one or more factors: lack of interest, lack of concentration, failure to understand a word, a sentence, or relationship among sentences, or the organization of the texts. Most of the strategies to improve reading comprehension are designed to be used by students, but a few are intended to be used by teachers only. Strategies related to interest and concentration, such as: creating interest, improving concentration and improving motivation.

Hudson (2007: 130) stated that the transaction involves the readers’ acting on or interpreting the text, and the interpretation is influenced by the readers’ past experiences, language background, and cultural framework, as well as the reader’s purpose for reading. A person who has no purpose in reading can bring nothing to the reading, and the activity is bound to be meaningless. Teachers can help students set purposes for reading, and textbooks that encourage students to do this are influenced by this theory. So he wants to provide an historical perspective on change in reading class.

Based on the reality, not all teachers who teach reading comprehension has a strong interest in the reading and be able to read English well. Therefore, the teachers generally teach reading comprehension with the underlying thoughts that it has principally been taught. Thus, it often leads to students not interested in reading comprehension, but more interested in telling stories and it becomes children’s consumption every day. It is also not a few of less-skilled teachers choose, determine, organize, and develop learning materials and lack of control of learning strategies to deliver innovative learning reading comprehension. As a result of learning reading comprehension for students are not interesting and fun.
Based on the above-mention, the learning is necessary in the implementation of a multi-way interaction, which is an effective interaction. Interaction between teachers and students, students and teachers, and students and students is an important way for the continuity of learning. This is in line with the opinion of De Porter (2005: 4) that the interaction between teachers and students, students and students is a process that converts energy into light which causes the learning process fun and interesting for students. Energy here means a model, learning facilities and infrastructure which led to a conducive situation of learning to develop students' selves.

**Review of related literature**

Reading is undeniably closed to writing in daily life. Without reading, we cannot do writing better. To be a good writer, someone should be a diligent reader. The reader needs a text written by a researcher to be read. There are not only the two language skills (reading and writing) that influence each other but also the other two, listening and speaking skills. Brown (2001:298) also claims, "Even in those courses that may be labeled "reading", your goals will be best achieved by capitalizing on the realtionship of skills, especially the reading-writing connection". So, the realtionship between reading and writing are very close.

Reading is an ability of cognitive process that conveys several purposes and each purpose emphasizes a somewhat different combination of skills and strategies. It highlights how the ability to draw meaning from a text and interpret this meaning varies in line with the second language (L2) proficiency of the reader (Hyland, 2002:2-10). The researcher notes down the meaning of message into written words. When the message comes into the reader’s mind, the communication happens. In comprehending the content of the text, the reader does not only use senses of sight, but also mind concentration to catch the written message.

Quantum teaching is lively with alteration learn all feel. In quantum teaching also includes all related differences maximize interaction and learning moments. Quantum teaching focuses on the dynamic relationships within the classroom. Interactions that created the foundation and framework for learning (De porter. B, 2005). Thus, it can be concluded that quantum teaching is a symphony multifarious interactions available include elements that influence the effective learning success of students. The elements are divided into two categories, namely: context
and content. Context is the background of teaching experience. While the content is how each musical phrase played (catering) as facilitation of the Orchestra and maestro of the harnessing of the talents of each musician and the potential of each instrument.

Interaction of context and content can change your abilities and natural talents of students into light that will benefit themselves and others. If associated with the school teaching-learning situation, the same elements that is well organized atmosphere, environment, runway, shows, catering, and facilities.

According to Deporter. B (2005), the quantum teachingkey is "bring them into our world and take our world into their world " The main basis of this, it can be concluded that the first step should be done in trying to enter the world of teaching that is experienced by the learners. How to do an educator include: to teach with what an event, thought or feeling derived from home life, social, music, art, sports or academic performance. Once the connection is formed, it can bring them into our world and give them an understanding of the substance of the world. "Our World" Extension includes not only the students, but also teachers. Finally the wider sense and control more deeply, students can take what they have learned into their world and apply it to new situations.

**Research Methods**

This study aims to reveal a variety of symptoms and phenomena that exist in teaching reading comprehension in order to find models of good teaching reading comprehension and match the child's development. Therefore, the approach used in this study is a research and development (R & D).

The reason for using this approach is that research and development is in many ways is often used to produce a specific product and test the effectiveness of the resulting product. Another reason that research and development approach is very suitable to develop the fields related to engineering and industry (in this case is a learning technique that will produce graduates). The general objective of the research and development is not intended to test the theory, but oriented to produce or develop products, such as the development of model schools, the media, including how or techniques of learning (Gall, Gall and Borg, 2003 570).
According to Borg & Gall (1979: 624) that the research and development is a process used to develop or validate the products are used in education and learning. This means that R & D approach is very suitable to assess or verify various learning models in teaching and learning in educational institutions.

Of those opinions can be concluded that R & D is the best approach to develop the learning process in educational institutions. This is because R & D is the best evaluation tools in research and development of the educational process, which is contained therein systematic process that includes the development and refinement of programs and educational materials and learning (Sukmadinata 2010)

**Discussion and Conclusion**

The quality of the existing model was evaluated by referring to relevant theories on the standard process of teaching, English language teaching, and QTM instructions. The following conclusion was drawn: (1) related to the syntax of teaching, it is generally identified that the syntax is less standard; (2) dealing with the social system, it is found that the system is less relevant to QTM instruction; (3) in respect to system of reaction, it is identified that the exiting model does not reflect an ideal system; (4) with regard to support systems, it is concluded that the existing model is not equipped with a sufficient support system; (5) concerning with the reading skill, it is found that the reading skills are not fully the ones targeted in - the lesson plans; and (6) regarding with the strategies of RC, it is generally found that one strategy is used repeatedly; (7) in respect to moments of RC, it is identified that the teachers uses a particular moment; (8) with regard to the intensity of the using the existing model, it is identified that the existing model is implemented at a time. In short, the quality of the existing model is empirically poor.

From the need assessment, it is concluded that the model of English language teaching that RC using QTM is needed by the English teachers under study. It is line with their opinion on the necessity of RC using QTM. All teachers agreed that using QTM in teaching RC. The extent to which their need to the model is described as follows: 65% teachers perceive it important; meanwhile, the rest of them (40%) perceive it very important.
Taking into account the findings from the exploration and the inputs from relevant theories and the expert, the revised model was constructed. First of all, the model was formulated in a matrix, then, it was developed in the form of booklet containing six sections: (1) Introduction, (2) Planning, (3) Model of Classroom Implementation, (4) Learning Assessment, (5) Learning Evaluation, and (6) Closing Remarks. Afterwards, the model was tried out as much as three times involving three parties: (1) local teachers, (2) a model developer, (3) a model teacher, and (4) an expert. Several changes were made after the model had been exposed in the classroom and evaluated by the expert. However, it is important to note that the major change happened to Planning section; previously it contained 4 pages. After being evaluated and discussed through FGD it changed into 12 pages. In addition to this, the change was also made in terms of format and content to accommodate a proper instructional guideline and input from FGD. Therefore, the sections above were labeled with chapter: Chapter I: Introduction; Chapter II: Instructional Planning; Chapter III: The Model Implementation, and; Chapter IV: Evaluation of the Use of the Model.

References


MIND MAPPING AS A SUPPORTING STRATEGY TO DEVELOP A MORE ORGANIZED WRITING PRODUCT

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Abstract

Due to its importance, in Indonesia, English as a foreign language has been served as a compulsory subject for students in almost all levels of education. In the process of teaching, this language is presented to its learners in a different way adjusted to the level they are learning. In order to succeed the learning goals, teacher, with all respect, has the authority to select types of learning strategy to use in the classroom. This research belongs to an experimental research, designed to improve the teaching quality and find out the applicability of mind mapping in writing class. This study was conducted in Sultan Agung Islamic University for a semester and this was participated by two writing classes of the fourth semester students, consisted of 33 students in total. The primary data were collected through the result of pretest and posttest of the two classes which was later statistically calculated to answer the question of the research.

Keywords: Mind Mapping, essay writing, university students

Introduction

Writing is a process of expressing thought or something by using written symbol arranged in such a way to convey meaning that is understandable by reader. For Indonesian, writing, unfortunately, still becomes something difficult and sometimes frightening especially to university students. One of the problem sources is believed to partially be because of the learning designs which fail to expose them to the target language.

This issue has persistently and continuously happened throughout the levels and seemed to have been left as it is for many years. Therefore, it is no wonder that there are not many graduates from educational institution, like universities, are well equipped with good skills of the language mastery, especially writing. For university level, this inability of producing a legible writing product has actually generated such a never ending problems that lead to
violation towards academic regulation such as plagiarism where most causes of which are indentified to be from lack of good writing knowledge related to structure, organization and idea development of the students.

Writing is important as it is a means of communication. Through writing ones may express their joy, ideas, plan, recommendation, values commitments etc (Hughey, 1983). Apart from this, there are still many reasons why ones should write. In a simple way, some need to write in order to, at least, carry out simple things such as texting a message, posting comments on a social media or probably writing email. On the other hand, ones need to write in order to succeed in academic studies or make it as source of living. For advanced students, writing is essentially needed as this will help them stimulate better thinking, concentrating and organizing ideas, as well as cultivating abilities to summarize, analyze, and criticize (Scane, Guy & Wenstrom, 1991). Besides, writing also supports learning, thinking, and reflecting on the target language (Harmer, 2001). It is realized that when ones learn writing, they learn also about other components of the language which unconsciously benefits their language skills development.

For university level, writing is sometimes considered as a confusing task which demands students to produce such a more organized and complex essay writing compared to what has been ever taught in that of previous education levels such as high schools. Competency required when ones at this level want to write includes but not only limited to capability to use proper grammar and vocabularies. Rather, this should be far more than that. Writing is not simply a matter of putting sentences into good order to build paragraphs, instead, this should also demand interference of cognitive and uncertain linguistic strategies related to the topic being presented in the essay writing (Peregoy & Boyle, 2005). Producing writing with such a strong awareness of purpose and knowing to whom this writing should be addressed to is essentially important. Therefore vocabulary, formality, and overall format will vary and strongly depend on the purpose and the audience.

Referring to this, shortly it can be said that writing is perceived to be the most difficult skill among the rest of the three skills (listening, speaking & reading) as this is not simply representation of spoken language. Writing includes high degree of language complexity,
which is not just limited to creating accurate and complete phrases and sentences (Brown, 2001:335; Hedge, 2005:10). For language teachers, teaching writing is about guiding students to be competent in creating whole piece of communication, linking and developing information, ideas or arguments for a particular reader or a group of reader (Hedge, 2005:10). Therefore, in attempt to make learning of writing be more effective and efficient for language learners, it is suggested that teachers, for particular level, put more emphasis on learners’ ability to develop and structure ideas, information and arguments which is by no means to lay aside the importance of teaching students other writing elements related to accuracy, complex grammar, careful choice of vocabularies and sentence structures for sake of generating writing style, tone and information appropriate for readers. Considering to this, the work of teachers becomes such a daunting task to find an efficient way to stimulate learners’ imagination and way of thinking (Rao, 2007).

In a narrower scope, the issue of writing maybe reduced by figuring out what learners actually need before planning ahead with what teachers should do in the classroom. Realizing the importance of good classroom management what makes teaching technique be taken as one of the main aspects determine success of the teaching and learning process. A good teaching technique must be able to involve classroom management and provide learners with space to optimally expose themselves in the target language. By designing carefully learning activity, it is believed that this will benefit the learners, at least, in term of helping improve their language weaknesses, especially to the skill of writing.

Mind mapping, in this case, is believed to be one among hundreds of teaching techniques which is able to facilitate students with better learning. Mind mapping here is simply defined as a technique involved a visual and graphical form of note taking which allows learners to brainstorm a topic, comprehend and generate ideas as well as build connection at the initial stage (Buzan, 1993). This usually starts in the middle of the page with the central main idea and expands outward to all direction that creates more in depth subtopics. By focusing on the main ideas already written and searching for connection among them, this will help generate information and find better understanding towards the writing topics. Mind mapping is a powerful tool to allow students resolve the issues relate to organization of ideas and thought. Besides this is also an excellent way to let learners organize knowledge and empower
themselves to better understand the main concept and principles in lectures, reading and other instructional learning sources (McGriff, 2000).

Apart from the advantages, some researches also reported that this was not such a useful skill due to its time consuming from the side of teacher and students especially when the learners are uncreative and lack of experience (Buzan, 1993). This maybe true when using this strategy in an exam situation if students are not familiar with the concept of the mind mapping strategy in such conditions. Therefore, it could be said that teachers need to give students plenty of opportunities to practice this strategy before the exam so they can use it in exams wisely and effectively.

Method
This is an experimental research which is designed to find out the applicability of mind mapping as a supporting strategy in term of developing students writing ability. This paradigm involves (1) experimental designs, (2) quantitative data, and (3) statistical analysis (Grotjhn, 1987 in Nunan & Bailey, 2009: 83). This research was conducted at Sultan Aguung University Semarang by involving two classes E2 & E3 consisted of 33 students, intentionally selected from the fourth semester. Test, here, is the primary instrument to collect main data of the research.

Pretest was a preliminary test designed and administered to indicate the baseline knowledge of the students towards course of the study. This test was conducted in the first meeting and contrived in the form of essay test performed in 75 minutes. There were five writing prompts provided, but only one of them was selected by students to be developed into at least a full page of writing product. In order to minimize the risk of being unequal in term of words quantity; clear instruction and writing sheets were provided.

Treatment was another step to conduct after the first test. This step took about 14 meetings including the pretest conducted in the first meeting. Mind mapping was applied as a supporting strategy; students had to plan what they were going to write before doing the tasks. The primary course outline was taken from the regular teaching module and mind mapping, consistently used from the second to the thirteenth meeting made it different from the
previous learning activity. There were around five or six different learning topics; students learned in the semester. Once they had finished each meeting, they necessarily needed to create essay writing based on the topic given.

Posttest was a test designed and administered after completion of treatment. The main goal of this test was to measure the students’ achievement and the effectiveness of the treatment. The test administered to the students was designed in the form of essay, performed in 75 minutes.

As data were already acquired from the phases, they were analyzed respectively by referring to the followings: (1) Scoring the pretest result in E2 & E3 class, (2) Scoring the posttest result in the class of E2 & E3, (3) Comparing between pre and post of class E2, (4) Comparing between pre and post of class E3.

Finding & Discussion
This research was designed to answer the question related to whether or not Mind Mapping as supporting strategy was able to improve students’ writing quality in term of writing organization, including but not limited to writing organization & structure. This research was conducted to the fourth semester students of the faculty of languages of Sultan Agung Islamic University Semarang, Jl. Kaligawe Raya Km. 4 Semarang. Total number of the students in the faculty were around seventy students. However, this research just involved 33 students as sample and they were divided into two classes named E2 & E3. The class of E2 consisted of 18 students, while the class of E3 consisted of 15 students. This research was conducted during the period of February 2014 to June 2014 where this research needed around fourteen meeting in total, including pretest & posttest (2 meeting for the test, 12 meetings for the treatment).

Validity of The Research
Content and face validity were kinds of validities used in the research. Content validity in this case was conducted by doing adjustment between types of material used for treatment and types of questions used in the test as well as by conducting discussion with experts in the field, while, face validity in this case was assessed by testing readability of the test instruction.
and question written down in the question sheet as well as conducting discussion with experts in the field.

**Normality of The Data**

In order to test normality of the data, this research involved the use of Kolmogrov-Smirnov test with the significance level of 5% for both classes. Data used for this test were gained from the pretest result in each treatment. Hypotheses of this normality test are as follows:

- $H_0$: Data were normally distributed
- $H_1$: Data were not normally distributed

Bellow is the calculation result by using SPSS:

<table>
<thead>
<tr>
<th></th>
<th>Pretest_E2</th>
<th>Pretest_E3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td><strong>Normal Parameters</strong> $^{a,b}$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>71.11</td>
<td>70.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>5.572</td>
<td>6.547</td>
</tr>
<tr>
<td><strong>Most Extreme Differences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absolute</td>
<td>.202</td>
<td>.300</td>
</tr>
<tr>
<td>Positive</td>
<td>.141</td>
<td>.233</td>
</tr>
<tr>
<td>Negative</td>
<td>-.202</td>
<td>-.300</td>
</tr>
<tr>
<td><strong>Kolmogorov-Smirnov Z</strong></td>
<td>.856</td>
<td>1.162</td>
</tr>
<tr>
<td><strong>Asymp. Sig. (2-tailed)</strong></td>
<td>.456</td>
<td>.134</td>
</tr>
</tbody>
</table>

*a. Test distribution is Normal.

b. Calculated from data.

Based on the table 1, it is found that the value of sig (2-tailed) in the pretest of E2 = 0.456/2 = 0.228 > 0.025 and the value of sig (2-tailed) in the pretest of E3 = 0.134/2 = 0.067 > 0.025. As the sig value of both data was bigger than $\frac{5\%}{2}$ it means that $H_0$ was accepted what made both data were distributed normal.
Homogeneity of The Data

In order to test the homogeneity of the data, this research applied the use of levene test with significance level of 5% for both classes. Data were gained from the pretest data of each treatment. Below are the hypotheses of homogeneity test:

\[ H_0 : \text{Both of the data were homogeneous} \]
\[ H_1 : \text{Both of the data were not homogeneous} \]

Below is the calculation result by using SPSS:

<table>
<thead>
<tr>
<th>Test Result</th>
<th>Levene's Test for Equality of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>F</td>
</tr>
<tr>
<td>.160</td>
<td>.692</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
</tr>
</tbody>
</table>

Based on the levene test above, it is found that the value of sig (2-tailed) = 0.692/2 = 0.346 > 0.025, it means that \( H_0 \) was accepted and this also means that both of the data were homogeneous.
Paired Sample Statistics Test
E2 Class

Table 3

Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest_E2</td>
<td>71.11</td>
<td>18</td>
<td>5.572</td>
<td>1.313</td>
</tr>
<tr>
<td>Posttest_E2</td>
<td>79.44</td>
<td>18</td>
<td>4.162</td>
<td>.981</td>
</tr>
</tbody>
</table>

From the table of paired sample statistics, it is found that the mean score of the pretest of E2 class is 71.11 while the mean score of posttest of this class is 79.44. Descriptively, this can be concluded that there was an increase of the mean score after the treatment.

Table 4

Paired Samples Correlations

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>18</td>
<td>.853</td>
<td>.000</td>
</tr>
</tbody>
</table>

The result of correlation between pretest and posttest resulted in the correlation value of 0.853 with sig (2-tailed) = 0.000 < 0.025, it means that there was a true correlation between those tests. As correlation value shows positive correlation, this also means that the treatment in this case had given positive impact to the achievement of the students.
Table 5

**Paired Samples Test**

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Upper</td>
</tr>
<tr>
<td>Pretest_E2 - Posttest_E2</td>
<td>-8.333</td>
<td>2.970</td>
<td>.700</td>
<td>-9.810 - 6.856</td>
</tr>
<tr>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td>-11.902</td>
</tr>
<tr>
<td>Df</td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td>.000</td>
</tr>
</tbody>
</table>

The hypotheses of E2 class are as follows:

- **H₀**: Both of the sample means were identical
- **H₁**: Both of the sample means were not identical

Based on the data in table 5, t value is -11.902 with value of probability 0.000/2 = 0.000. As the sig (2-tailed) = 0.000 < 0.025, therefore H₁ was accepted. Besides, this may be inferred that the achievement value after the treatment was different. By referring to the mean difference and mean of the posttest which is bigger than the mean of the posttest with the difference of 8.333, therefore this may be concluded that the treatment given to the students had contributed positively to students’ learning achievement.
Bellow is the bar chart of students’ learning improvement either individually or in general.

![Bar chart showing learning improvement](image)

**E3 CLASS**

<table>
<thead>
<tr>
<th>Table 6</th>
<th>Paired Samples Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Pair 1</td>
<td>Pretest_E3</td>
</tr>
<tr>
<td></td>
<td>Posttest_E3</td>
</tr>
</tbody>
</table>

The table of paired samples statistics above shows that pretest of E3 class has mean value of 70.00, while the posttest of E2 Class has mean value of 79.33. Descriptively, there was an increase of mean after the treatment.

<table>
<thead>
<tr>
<th>Table 7</th>
<th>Paired Samples Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Pair 1</td>
<td>Pretest_E3 &amp; Posttest_E3</td>
</tr>
</tbody>
</table>

Result of correlation between pretest and posttest generates in correlation value of 0.834 with the value of sig (2-tailed) = 0.000 < 0.025. Referring to this, it may be concluded that there was a true correlation between those tests. Correlation value shows positive correlation, which
means that the treatment given to the students had contributed positive impact towards their achievement.

Table 8

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Pretest_E3 - Posttest_E3</td>
</tr>
<tr>
<td>Paired Differences</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td>Lower</td>
</tr>
<tr>
<td>Upper</td>
</tr>
<tr>
<td>T</td>
</tr>
<tr>
<td>Df</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
</tbody>
</table>

Below are the hypotheses of the E3 class:

H₀: Both of the sample mean were identical

H₁: Both of the sample mean were not identical

This can be understood that t value is -9.727 with the probability value of 0.000/2 = 0.000. As the value of sig (2-tailed) = 0.000 < 0.025, it means that H₁ was accepted. Further, this may also be concluded that achievement value after the treatment was different. By referring to the mean difference where mean value of the posttest is higher than one in the pretest with the difference of 9.333, it means that the treatment had contributed positively to students’ learning achievement.
Here is a diagram of the increase of both individual and mean.

![Graph showing increase of both individual and mean values.]

**Conclusion**

From the above discussion it can be concluded that Mind Mapping as a supporting strategy in writing lessons had a positive impact on the quality of writing in the aspect that had been tested and listed on the assessment rubric. This statement can be proved by referring to the calculation and the consideration of the findings of research that had been done statistically, stating that there were differences on the mean value between the pretest and the posttest of E2 class. Where the mean value of the pretest in E2 class is 71.11 while mean value of the posttest in this class results in 79.44. Descriptively there was an increase in the mean value. In addition, the statistical calculations performed, also generated correlation value of 0.853 with the value of sig. (2-tailed) = 0.000 <0.025. Referring to this, the value shows positive correlations where the treatment had contributed a positive impact on the achievement. In the paired sample test, this shows that the t value is at 11.902 with the value of probability of 0.000 / 2 = 0.000. As the value of sig (2-tailed) = 0.000 <0.025, it means that H1 was accepted.

While at the E3 class, result of the data completely processed shows that there is result difference obtained from the pretest & the posttest where mean of the pretest in the E3 class is 70.00, while mean gained from calculation of the posttest was higher than that of in the pretest which is 79.33. Descriptively, there was an increase in the mean value. Further to this, other supporting data show that correlation value from the pretest & posttest is as much as
0.834 with the value of sig. (2-tailed) = 0.000 < 0.025. Referring to this correlation value of 0.834, it is clear that treatment given to the students had contributed positively towards their achievement. The paired sample test also shows that t value is -9.727 with a value of probability of 0.000/2 = 0.000. As the sig. (2-tailed) = 0.000 < 0.025, it means that H₁ was accepted. By referring to all data presented, in general, Mind Mapping as a supporting strategy had contributed positively to the achievement of students in term of writing ability.

Reference

IRONY IN Xi Xi’s “A WOMAN LIKE ME”:
A SEMIOTICS PERSPECTIVE

Lany Kristono
Satya Wacana Christian University

Abstract
Taking most probably the 1980s Hong Kong as its setting, “A Woman Like Me” depicts the modern Hong Kong and its people’s quite modern life style. Unlike in the Oriental tradition, in which a woman should play their traditional roles, the story is opened by a description of a career woman sitting alone in a café, waiting for her boyfriend and is ended by the woman seeing her boyfriend carrying a large bouquet of flowers, walking into the café. A café and a bouquet of flowers as an expression of love are definitely not parts of the Oriental culture. However, a deeper look into the woman’s thoughts reflects a very Oriental tradition beneath the superficial western life-style, which is often associated with modernity. Since café, flowers, and the woman’s job signify a much bigger meaning which refer to the people’s culture and bedrock belief, this paper would employ semiotics to reveal a possible meaning delivered by the story.

Keywords: café, flower, mortuary make-up artist, cadaver

Introduction
“A Woman Like Me” has interested me in several ways. First, it depicts the life of a mortuary make-up artist, a rare profession which, I believe, is not one most people dream to be. Even, I doubt if this is considered a profession in some, if not many, societies. Second, it is a monolog narrated by the female protagonist, who is also the beautician for cadaver, herself; thus, facilitating a first-hand vivid and elaborate portrayal and a thorough understanding of the life of one having such a job. Moreover, it pictures the beautician pondering on her relationship with a man. Such a relationship often arouses curiosity, let alone when it is related to an unusual profession.

The story also arouses curiosity because it is narrated from a café, where the protagonist is waiting for her boyfriend. A rendezvous in a café implies a modern lifestyle, which is enhanced by the girl coming to the café herself before her boyfriend does. This is contrast to
the Oriental tradition, in which a girl should be picked up by her date. Therefore, the setting should be a big, modern city in a recent era. Since the story was written in 1982, the time setting is most probably the early 1980s, which fits the reality that Hong Kong developed to a modern city-state under MacLehose’s administration in 1971-1982 (http://www.telegraph.co.uk/news/obituaries/1341601/Lord-MacLehose-of-Beoch.html).

The story ends as Xia, holding a bouquet of flowers, is entering the café. As Xia goes to the café to meet his girlfriend, the flowers should be an expression of love. In contrast to Xia’s beaming face, the girl feels very sad. This leads to questions. First, what ironies are depicted in the story and what they mean. Since flowers are an object and a café, which can be a place, is also a building and; thus, an object, this study would employ semiotics to answer the research questions.

The Study of Signs

Simply defined as “the study of signs”, semiotics examines “the role of signs as part of social life” (Chandler, n.d.:1). Since it considers reality a system of signs, Chandler adds, semiotics helps those studying it to be more aware of reality as a constructed fact as well as their and other people’s roles in the construction. Saussure in Allen (2000:8) explains a sign as a combination of a signified (concept) and a signifier (sound-image) instead of a word’s reference to an object. In Saussure’s understanding, the meaning of a sign is determined by its similarity to and difference from other signs (Allen, 2008:10). Peirce (2008:24) introduces three kinds signs; i.e. symbol, icon, and index. A symbolic sign is conventional. However, its meaning must be learned because it does not resemble the signifier. In an iconic symbol, the signifier imitates or resembles the signified; whereas in an indexical sign the signifier is not arbitrary but logically related to the signified (qtd. in Berger, n.d.).

Peirce believes that sign should be considered in its connection with the object and the interpretant or the idea begotten by the sign (Surdulescu, 2002.). Quoting Heinrich Plett, Surdulescu (2002:2) explains that a text has an arbitrary nature and is based on social conventions. In semiotics perspective, a text has a signifier, a signified or the meaning related
to the signifier, and a referent which is the reality the signified points to. Referent may be in the forms of abstract concepts, current, historical or imaginary events.

**Connotation and Denotation**

Connotation refers to the cultural meaning attached to a term, image, figure in a text, even to the text itself. In contrast, denotation refers to the literal meaning of a term, figure, text, or others. Therefore, connotation is related to the historic, symbolic, and emotional matters suggested a term of image or ones that "go along with" a term or image (Berger, n.d.)

**Intertextuality**

Modern theories perceive texts as having no independent meaning. Kristeva in Allen (2000:35) argues that a text does not originally come from the the author’s mind. It is compiled from the prevailing texts. Bakhtin and Kristeva (Allen, 2000:36) elaborate that the larger social and cultural textuality constructing a text is inseparable from the text itself. As Barker (1994:256) states, writing texts is entering a larger-scale of ideological conversation so that this activity means responding, objecting, confirming, seeking supports, or assuming responses, etc. Therefore, embedded in any texts are “the ideological structures and struggles expressed in the society through discourse”.

A text, according to Kristeva in Allen (2000:34) is not a finished work. It is aimed at encouraging readers to grasp meaning themselves. To do it, readers must trace textual relations to gather meaning from inside and outside texts; i.e. from its historical and social contexts. In result, reading is a process of moving between or among texts (Allen, 2005:1).

Patriarchy is defined as a system characterized by men (father) (Murniati 2004:81). Matzner (n.d., par.1) states patriarchy is a social system, in which men dominate so that women occupy the subordinate position. Having the dominant position, men exercise their power over women. Hall and Neitz (1993) defines power as a group or individual’s ability to control other people or other parties’ behaviour.
A Semiotics-Perspective of “A Woman Like Me”

In decoding “A Woman Like Me”, I find the text’s basic narrative arranged on a binary opposition of an isolated, uncommunicative life vs. a normal, communicative one. However, this monolog is constituted of basically only one basic narrative; i.e.:

I sat down, waiting for Xia

This basic narrative can be divided into two parts; i.e. before and after Xia came. Before Xia came to accompany I to her workplace, they are happy couples sharing merry days. After Xia came, their joyous relationship will last in a walk of three hundred paces (Xi, 1998:162). Therefore, I select Xia’s arrival, bringing a huge bouquet of flowers, as the prime signifier. The arrival functions as a wall separating the isolated, uncommunicative life I has due to her profession as a cosmetician for the dead and the normal, communicative one she is going to have with Xia. Xia’s arrival signifies the impending end of their love relationship because as soon as he finds out that I actually beautifies the dead instead of brides-to-be, he will be scared and leave her—just like what Aunt Yifen’s boyfriend did many years before (Xi, 1998:157-158). The very beautiful huge bouquet of flowers Xia brings, which symbolizes love, is ironically an index to their separation since flowers in I’s profession symbolizes “eternal parting” (Xi, 1998:162).

As the bouquet of flowers bears an irony, the text itself is full of ironies. Xia’s taking I to her workplace signifies a progress in their relationship; instead it will end their love relationship. The bouquet signifies Xia’s joy and enthusiasm to experience the new stage in their relationship, but his excitement and enthusiasm will be replaced by fright and apathy. Xia thinks I is a cosmetician for brides-to-be. In contrast, she beautifies cadavers. I is a cosmetologist, yet her face is so natural.

The time after Xia came constitutes a very brief part of the text. Yet, it significantly mirrors I’s hopelessness. Since Xia spotted her sitting in the shadowy corner of the coffee shop, I had not uttered any words in response to Xia’s greeting her ‘Happy Sunday’ nor to his handing her the big bouquet of flowers. Instead, I thought she was just as dead as her sleeping friends (Xi, 1998:162).
The linguistic signs in “A Woman Like Me” may be read based on its sintagmatic-paradigmatic codes; i.e.

Syntagmatic

<table>
<thead>
<tr>
<th>Isolated, uncommunicative</th>
<th>normal, communicative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadavers</td>
<td>Xia</td>
</tr>
<tr>
<td>Workplace: quiet, lonely, scary</td>
<td>coffee shops: public, socializing, merry</td>
</tr>
<tr>
<td>I’s workplace = prison</td>
<td>place to meet others</td>
</tr>
<tr>
<td>make the dead appear humane</td>
<td>make women like I dead</td>
</tr>
<tr>
<td>smell of formaldehyde</td>
<td>smell of perfume</td>
</tr>
<tr>
<td>flowers = eternal parting</td>
<td>flowers = love, joy, beauty</td>
</tr>
</tbody>
</table>

paradigmatic

Xi Xi’s text juxtaposes cadavers to Xia. The cadavers enable I to live sufficiently and independently, yet it is an index of quietness, loneliness, and isolation.

From today on you’ll not have to worry about your livelihood. Aunt Yifen had said. And you’ll never have to rely upon anyone else to get through life, like other women do (Xi, 1998: 155)

On the other hand, Xia symbolizes a life with a company, which will never be lonely nor isolated. Living with Xia also opens the possibility for her female reproductive organs to function, which enables her to build her own family. Contrast to her workplace which is quiet, lonely and scary, the coffee shops Xia and I used to visit are a place for socializing, communicating, a public place which should not be lonely, but merry.

Going to I’s workplace for a funeral ceremony, people meet their friends and see their sleeping relative or friend physically leave the world of the living. To I, her workplace is where she spends most of her time, even on holidays and Sundays when it is necessary. To make the cadavers ready for their funeral, I is ‘imprisoned in her workplace. Her efforts to make the dead appear gentle, serene, and humane; hence appreciated by the guests results in the society’s treating her as if she were a cadaver herself.
Making up the faces of dead people! My God!

My friends said.

… They disliked my eyes because I often used them to look into the eyes of the dead, and they disliked my hands because I often used them to touch the hands of the dead. At first it was just dislike, but it gradually evolved into fear, pure and simple; not only that, the dislike and fear that at first involved only my eyes and hands later on included everything about me (Xi, 1998:159).

As death is opposite of life, I’s profession understand signs of beauty in the world of the living differently. In her profession, perfume, for example, means formaldehyde; while flowers which symbolize love, care, happiness, and beauty are a sign of sadness and separation. So big is the difference between I’s present world and the ‘normal’ world that I tells herself, “Ai! Ai! A woman like me is actually unsuitable for any man’s love” (p. 152, 162), reflecting her acceptance and surrender to Fate.

I, the protagonist of A Woman Like Me, suffers from the societal pressure, which consider female cosmeticians working on the faces and hair of the dead as scary as the cadavers; thus indecent members of the community. It is such a perception that has driven Aunt Yifen’s lover to get terribly shocked knowing her sweetheart’s actual job (Xi, 1998:158). It also has scared I’s friends away so that “…my only remaining friends being the bodies of the deceased lying in front of me” and I start to be as uncommunicative as Aunt Yifen did soon after the man left her (Xi, 1998:159).

Interestingly, the societal view of I’s job does not apply to male cosmeticians. I’s father was one and he married I’s mother (Xi, 1998:161). Crawford (2006) argues that entailed in the subordinate position is its psychological consequence. Freud in Morton (2008), maintains that people’s attitude and identity are determined by their innate anatomic essence. Being male and female provides a biological explanation of the social and cultural differences between men and women; i.e. the different social and cultural roles destined for them; in which women’s life is governed by two things; i.e. the societal ethics and the principles of patriarchy. Matzner (n.d.:2) explains, the societal ethics demand “real men” to be attracted to
“real women”. The term real describes the communal expectation that men and women act conform to their biologically determined gender roles.

The texts describe the roles the society fixes for women. In her attempt to understand that Xia is going to leave her, I muses that

Men everywhere like women who are gentle, warm, and sweet, and such women are expected to work at jobs that are intimate, graceful, and elegant. But my job is cold and ghostly dark… Why would a man exists in a world of brightness want to be friendly with a woman surrounded by darkness? When he lies down beside her, could he avoid thinking that this is a person who regularly comes into contact with cadavers, and that when her hands brush up against his skin, would that remind him that these are hands that for a long time have rubbed the hands of the dead? (Xi, 1998:161)

Unfortunately, I’s job is not graceful or elegant. It is a strongly inappropriate job for women as well as a seemingly most unpopular one. Aunt Yifen takes the job to replace I’s father. In turn, she transfers her skill to I so that the latter may be her successor. In one of her ponder, I was wondering who would apply the final touch on her face when she died later (Xi, 1998:153). Since her job does not fit the communal expectation of a woman’s job, I realizes that she is not a woman whom men will desire. How can one who deals with cadavers be gentle, sweet, and warm if cadavers themselves are considered cold and frightening?

As Xia mentioned his desire to accompany her to her workplace, I started to remind herself that Fate had led her up to the starting line (Xi, 1998:154). Implied, her strong worry and belief of what will happen does not reflect her actual intention. To console herself and to justify her thought and worry, she may say to herself, “That is what Fate would like me to do.”

Conclusion
The discussion reveals ironies I a modern life style and city, which is only superficial. Beneath the modernity is a traditional mindset about men-women relationship. Regardless of time period and place, even regardless a financial independence, as long as the ideology of patriarchy still permeates a community, the unequal, gender-based societal expectations and
demands remain. The communal interference reaches personal matter, such as marriage. A woman’s chance to get married is largely determined by the societal expectations women have to meet. I will most probably loses her chance to get married since she does not fit men’s expectation of a woman. Her being financially independent cannot free her from the societal demand and existing ideology. Therefore, to console themselves and to justify a decision contrast to their own belief and desire, they only can turn to the most powerful being they know; i.e. Fate.

References
THE ROLE OF NON-NATIVE ENGLISH SPEAKER TEACHERS IN ENGLISH LANGUAGE LEARNING

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Abstract

Native-English Speaker Teachers (NESTs) and Non-Native English Speaker Teachers (NNESTs) have their own advantages and disadvantages. However, for English Language Learners (ELLs), NNESTs have more advantages in helping students to acquire English skills. At least there are three factors that can only be performed by NNESTs in English Language Learning. The factors are knowledge of the subject, effective communication, and understanding students’ difficulties/needs. The NNESTs can effectively provide the clear explanation of knowledge of the language because they are supported by the same background and culture. NNESTs also can communicate with the students with all levels effectively. The use of L1 is effective to help students building their knowledge. Finally, NNESTs can provide the objectives and materials that are suitable with the needs of the students.

The status of native speakers of English in English language learning has been widely recognized. Having native-English-speaking teachers (NESTs) is considered to be prestigious, and many schools proudly hire them to advertise the school as well as improve the quality. In Korea, for example, public schools hire NESTs under the English Program in Korea (EPIK) to improve the communicative abilities of the students (Kasai, Lee, & Kim, 2011). This also happens in Japan where public schools hire NESTs through The Japan Exchange and Teaching (JET) program. They assume that having NESTs is one of the main factors to acquire English successfully. This case also happens in Indonesia. Some of the schools or private educational institution hired native speaker hoping that their existence can fulfill the students’ need in the process of acquiring the target language.

The assumption that having native speaker has greater advantage in improving the students’ ability in mastering the target language (in this case, English) has lead to the discussion of the
role of Non-Native English Speaking teachers (NNESTs). With the fact that the number of nonnative speakers of English is greater than native speakers, the number of NNESTs worldwide is also larger than NESTs (Moussu & Llurda, 2008). That means not all of the language learners can have the opportunity being taught by NESTs. That fact also leads to the discussion whether being taught by NESTs is better than NNESTs. Obviously, seeing the popularity of hiring NESTs in some schools, people will assume that NESTs are better than NNESTs. However, there is no sufficient evidence that shows NESTs are better teacher (Ma, 2012). To teach English in ESL/EFL context, language competency is not enough, there are many factors that influence students’ achievement in learning language; knowledge of the subject, effective communication, and understanding students’ difficulties/need. Those factors can be performed well by NNESTs, but not all the NESTs can perform them well. Thus, I would argue that NESTs is not the main factor of successful English learning, there are many factors that can only be provided by NNESTs.

NESTs are valued of being a linguistic model. Since English is their mother tongue, it is obvious that they are considered to have excellent English competency. In her study, Ma (2012) found that one of the advantages of NESTs is having English proficiency. NESTs can perform accurate pronunciation and accurate grammar which is a very good source for language model. In this study, some students commented that learning pronunciation with NESTs was regarded as learning ‘real’ pronunciation. The students can learn the pronunciation from the original speaker of the language. That means students felt that they can learn from the main resources. Furthermore, the studies also reported that NESTs have the ability to sense grammar contextually; this helps students to learn grammar in context, not only in theory. This is very different with what NNESTs usually offer which focus on the pattern or the formula of grammar as an introduction. For high level students, this is very helpful since it is more practical. Barrat & Kontra (2000) add that beside authentic pronunciation and grammar, NESTs bring wide-range of vocabulary and critical information how to use it which makes them valuable resource in learning English.

Although NESTs is considered to be good model of language proficiency, it does not mean that NNESTs have lower English proficiency. According to their study in one of the University in Hong Kong, Ling and Braine (2007) mentioned that NNESTs have language
proficiency as well as NESTs. Moreover, NNESTs have more effective pedagogical skills and knowledgeable in English language. They can create and prepare materials according to curriculum and students’ need. They also know the structure of materials that suitable with the students’ competence. They are knowledgeable because they know the culture and the condition of the students. NNESTs that learn abroad have good English proficiency, and some of them can perform English as good as NESTs.

In terms of grammar knowledge, NESTs may have better understanding based on the native intuition; however, they may not have metalanguage for explaining grammatical rules (Ma, 2012). Since NESTs acquire language without teaching and learning process, they understand grammar as part of communication in contextual situation. That will be difficult for students to understand NESTs’ way of thinking in learning grammar. On the other hand, some studies show that NNESTs are more competent in teaching grammar (Kasai, Lee, & Kim, 2011; Lasagabaster & Sierra, 2002; Ma, 2012; Moussu, 2010). This is because they can differentiate the meaning in both languages so they can find ways to make students understand the concept. Furthermore, the NNESTs also have experience in learning the grammar. By having this experience, they can be a model of learner that can master the grammar from several steps. Being a model of learner, the students will be more motivated to master this skill. This is an important point since grammar is one of the main problems that are faced by the EFL (English as a foreign language) students.

It is important to have good role model in learning English such as NESTs. However, it is also important to point out that having linguistic competence is not enough to become good teacher (Ma, 2012). In teaching process, the real role model that can be followed by students is the model who has achieved the knowledge through several stages. Thus, he can transfer their experience and their strategy to the students (Alseweed, 2012). In other words, teachers should be good learner models. By being learner models, teachers can share their knowledge of acquiring language, so students can follow their steps to accomplish the same objectives. It also should be emphasized that experience is more important than native language background (Moussu & Llurda, 2008). By having experience, teachers can develop language awareness that can be useful to provide linguistic information about the language to the students. So, the knowledge of English and the knowledge on how to acquire English are
equally important. Those two factors are achieved from the experience and only can be performed by NNESTs.

According to the studies, NESTs have the ability to facilitate learning English in terms of pronunciation & speaking/listening skill (Lasagabaster, & Sierra, 2002; Ma, 2012). In Ma’s study, she found that NESTs were able to improve English fluency since they could create authentic English-speaking environment. In that situation, students were forced to communicate in English (Barrat & Kontra, 2000). Students can learn the pronunciation directly from the authentic source. That way, students can learn English effectively and efficiently since they practice it in real situation. Teacher and students can have effective communication while discussing the materials as well as practicing their fluency. In other words, NESTs are competent in teaching conversational/oral skills (Kasai, Lee & Kim, 2011; Lasagabaster, & Sierra, 2002; Moussu, 2010). Furthermore, NESTs also helps students to improve their listening skills (Ma, 2012). In the process of communication with NESTs, students are forced to listen English all the time. As a result, the students become familiar with the pronunciation and the accent of English. It makes them easier to recognized English words.

On the other hand, if NESTs can provide effective communication by creating authentic English-speaking environment to improve students’ speaking skills, NNESTs can provide the use of L1 to and easy communication (Ling, & Brain, 2007; Ma, 2012). The use of students’ L1 has some benefits. According to Ma (2012) there are two benefits of L1 use. First, it could help students’ to improve students’ understanding in lessons. Especially for beginner or those who have limited vocabulary, the use of L1 is very important to help them understand basic knowledge. Second, it could help facilitating communication between teachers and students. Students can ask question without worrying the use of English. If students do not understand the problem, teachers can explain it in students’ L1 (Ling & Brain, 2007). They can enhance their understanding in lesson without language barrier. NNESTs can also provide easy communication. That means students can communicate with the teacher easily without anxiety. Ma (2012) reported that some students found that it was easier to understand NNESTs’ explanation. Students can understand the grammar and difficult words easily. They can
practice their English without anxiety since they share the same language and situation. Some students who have limited English feel much more relaxing condition with NNESTs.

Viewing the advantages of both NESTs and NNESTs in providing effective communication, I can say that NNESTs have more advantages since NNESTs can provide effective communication for both high and low level students. Meanwhile, NESTs can only create effective communication with high level students. For low level students, this situation will make students anxious and depressed. In her study, Ma (2012) states that some students felt anxious when meeting NESTs. That because students think of high expectation from NESTs. Some students also have difficulty in understanding materials because of rapid speech and difficult vocabulary. When they want to ask questions, they find it difficult since they have limited vocabulary. It also causes anxiety.

In an environment when English is not spoken widely, it is difficult for the students to have an opportunity to speak the target language. The EFL classroom is set to be an environment that provide that opportunity. However, the transition to speak from native to the target language need several processes. It is impossible for the students who have zero knowledge of English are forced to speak English all the time. There should be a building knowledge and the modeling of the language. NESTs who do not master the native language will have difficulties to give understanding of the concept for the students who have zero knowledge of English. On the other hand, NNESTs can provide this opportunity. Using the native language of the students, NNESTs can share the general knowledge and the steps of acquiring the knowledge before the students actually start learning the language. This will give the opportunity for the students to prepare themselves without being forced.

Despite having the strength of using L1 to communicate, NNESTs are seen to have less proficiency in English than NESTs (Ma, 2012). They also considered being unable to achieve native speaker competence. However, in reality, some NNESTs have very high English proficiency levels. In some cases, their linguistic competence is more appropriate to be used for learners since they share the same linguistic background. If NESTs can create authentic English-speaking environment that probably can only be enjoyed by high motivated or high level students, NNESTs can create environment that can be enjoyed by all level students. For,
high level students, NNESTs can provide all English communication, and for lower students, NNESTs can help them using L1 to enhance their understanding. Thus, NNESTs can provide effective communication for both high and low level students.

Finally, NESTs seem to have understanding towards students’ difficulties/need by creating relaxed classroom atmosphere, the use of an activity approach, and less text-book bound teaching (Ma, 2012). NESTs typically can make “fun” learning environment by doing several activities such as storytelling, making jokes, or sharing experiences. Some of them also use games and activities to attract students’ attention. Most of the games are also used to enhance students understanding in lessons. NESTs also create more flexible and innovative lessons by focusing on the development of oral skills and vocabulary (Kasai, Lee & Kim, 2011).

On the other hand, NNESTs understand students’ difficulties/need because of their previous experiences as English learners and their knowledge of students’ L1 (Alsweed, 2012; Kasai, Lee, & Kim, 2011). By having experience in the process of second or foreign language learning, NNESTs have better insights into the language learning process (Ling, & Braine, 2007). Teachers can share their problems and difficulties, and offer effective learning strategies. They can also anticipate their learning difficulties and have more emphatic to learners’ need (Ma, 2012). Furthermore, they can create structured method and realistic learning goals to acquire language based on their own experience.

In my perspective, the ability to create fun and relaxed environment as well as creative classroom is not only belong NESTs. NNESTs also can create fun and enjoyable classroom. Although the NESTs is considered to have more creative environment, the weakness of NESTs is, their communication can only be understood by the students who have sufficient knowledge. The beginner students will have a hard time to understand the jokes or the experience from the NESTs. The ability to create relaxed classroom is not determined by language background. Although there is no study to explain this, but based on Ling & Braine’s (2007) finding about students’ perception of NNESTs, students think that their teachers are very good. They teach how to learn independent learning, and provide structured material that is easy to follow. Alseweed (2012) also mentions that in his study students do
not behave differently towards NESTs and NNESTs’ teaching styles. Thus, it can be assumed that in general, students do not have problem with NNESTs’ teaching styles.

Dealing with students’ difficulties to accomplish objectives in language learning, NNESTs have better role. Most of the studies agree that NNESTs can respond students’ need effectively (Alseweed, 2012; Kasai, Lee, & Kim; Ma, 2012). For example, NNESTs know the objectives better than NESTs. It is a fact that in most schools that learn English as Foreign Language, test is the main objective. Unlike the NESTs who more focus on communicative language, NNESTs also provide materials that focus to pass the examination (Ma, 2012). Even though some students think that this is one of the NNESTs’ shortcomings (Ling, & Braine, 2007), some students also think that it is important since it is their study objective (Ma, 2012). Moreover, NNESTs also provide a more structured approach to teaching grammar. They help students with grammar and vocabulary difficulty with the support of L1.

Although some studies (Alseweed, 2012; Kasai, Lee, & Kim, 2007; Ma, 2012) emphasized the equality existence of NESTs and NNESTs, I believe that in foreign/second language context, NNESTs have better role to help students enhancing their English competence. The NNESTs can effectively provide the clear explanation of knowledge of the language. Supported by the same background and culture, it is easier for them to convey the concept of the knowledge from the same perspective. NNESTs also can communicate with the students with all levels effectively. The use of L1 is very important to build the knowledge of the students as well as explain the meaning accurately. This also will help to reduce the students’ anxiety since the use of L1 can give more space the low motivated students to practice their English slowly. Finally, the needs of the students are different and they are influenced by many factors such as culture and environment. NNESTs who have the same culture and environment will know better about this case. They can provide objectives and materials that are suitable with the needs of the students. Therefore, having experience in learning and teaching situation, I believe that knowledge of how to acquire language, effective communication both in L1 and L2, and understanding of students’ need can only be provided effectively by NNESTs.
References


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DIALECTIC READING OF FREEDOM AND IMPRISONMENT IN MAYA ANGELOU’S POEM I KNOW WHY THE CAGED BIRD SINGS

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Abstract

The aim of this study is to describe the dialectic reading of freedom and, in opposite, an imprisonment as hypogram in Maya Angelou’s Poem I Know Why the Caged Bird Sings. The method applied for reading this poem will be semiotic approach which is developed by Riffaterre (1984). The result of this study will be the semiotic reading which describes the heuristic reading of this poem by defining dictionary meaning of words, phrases, clauses in the poem and hermeneutic reading by defining the matrix, model, and potential hypogram that reflected on the dialectic of freedom and imprisonment by Black people in America.

Keywords: dialectic reading, freedom, imprisonment, semiotic, Black people

Introduction

Every human in this world is born in his/her destined place, family, and appearance. They cannot deny that. However, there are many people concerning on the way to differentiate them based on skin colour, race, and gender. Rothenberg (5) claimed that race and gender differences have been portrayed as unbridgeable and immutable. Men and women have been portrayed as polar opposites with innately different abilities and capacities. Race difference has been portrayed similarly. White-skinned people of European origin have viewed themselves as innately superior in intelligence and ability to people with darker skin or different physical characteristics. As both the South Carolina Slave Code of 1712 and the Dred Scott Decision in Part VI make clear, “Negroes” were believed to be members of a different and lesser race. Their enslavement, like the genocide carried out against Native Americans, was justified based on the assumed difference. Fanon (Ascroft, et.al.,1995:324)
writes that “Mama, see the Negro! I’m frightened! Frightened! Frightened! Now they were beginning to be afraid of me. Seeing this phenomenon, there are many authors, poets, and dramatist write literary works reflecting on it.

One of poets write about this difference is Maya Angelou. She wrote her first poem entitled *I Know Why the Caged Bird Sings*. This poem speaks about different activities and treatment had by free bird and caged bird. Angelou used bird as camouflage of race differentiation. However she used bird, she described the bird using pronoun *he*. It means that bird is a representation of human. Then, she also described two different birds dialectically. She compared those two things, activities, and reasons concurrently. She asked readers to follow her feeling of differentiation in discourse debate. Because of them, I chose this poem to be analyzed. The aim of this study is to describe the dialectic reading of freedom and, in opposite, an imprisonment as hypogram in Maya Angelou’s Poem *I Know Why the Caged Bird Sings*

Based on the background above, I try to elaborate some theoretical framework to analyze this poem. They are Poetry, Dialectics, and Semiotics of Poetry. Poetry is the language of imagination, and imagination is the key to fulfillment. Human’s experience of life is largely determined by the ways in which they imagine their world (Polonsky, 1998). It is a created artifact, a structure that develops from the human imagination, and that is expressed rhythmically in words (Roberts and Jacobs, 2003:451). Poetry is made for improving human as a person, increasing human’s chances for success in the world, or even making human more literate (Polonsky, 1998:3).

Dialectics is derived from Greek. It is an art of discourse. It is logical disputation; the investigation of truth by discussion, especially as exercised by Socrates in Plato’s Dialogues (fourth century BC), a process of question and answer which gradually eliminates error and moves towards the truth (Gray, 1984:64). Dialectics originally referred to the process of revealing the truth by argument or debate, especially when this involved revealing contradiction in one’s opponent’s arguments. More recently, the term has been used to describe (1) a philosophical outlook which considers all things to exist in dynamic relationships and to be possessed of internal tensions and contradictions, and (2) a method of
investigating reality which stresses the dynamic interconnections of things in the world and of their internal tensions and contradictions (Hawthorn, 1994:41).

The literary phenomenon is dialectic between text and reader. If this dialectic is governed to formulate rules, the reader actually perceives what is is described. Poetry seems peculiarly inseparable from the concept of text. A poem is a closed entity, it cannot be differentiate poetic discourse from literary language (Riffaterre, 1984:1-2). Any component of the poem that points to that something else means it will therefore be a constant, and as such it will be sharply distinguishable from the mimesis. This formal and semantic unity, which includes all the indices of indirection, is called significance. From the standpoint of meaning, the text is a string of successive information units. From the standpoint of significance, the text is one semantic unit (Riffaterre, 1984:2-3).

Any sign within that text will, therefore, be relevant to its poetic quality, which expresses or reflects a continuing modification of the mimesis. Only unity, thus, can be discerned behind the multiplicity of representations. The relevant sign need not be repeated. It suffices that it is perceived as a variant in a paradigm, a variation on an invariant. In either case, the perception of the sign follows from its ungrammaticality (Riffaterre, 1984:3). The ungrammaticalities spotted at the mimetic level are eventually integrated into another system. As the reader perceives what they have in common, as s/he becomes aware that this common trait forms them into a paradigm, and that this paradigm alters the meaning of the poem, the new function of the ungrammaticalities changes their nature, and now they signify as components of a different network of relationships. This transfer of sign from one level of discourse to another, this metamorphosis of what was a signifying complex at a lower level of the text into a signifying unit, now a member of a more developed system, at a higher level of the text, this functional shift is the proper domain of semiotics. Everything related to this integration of signs from the mimesis level into the higher level of significance is a manifestation of semiosis (Riffaterre, 1984:4).

The semiotic process really takes place in the reader’s mind, and it results from a second reading. Two levels or stages of reading are (1) heuristic reading and (2) retroactive or hermeneutic reading. Heuristic reading is done by the reader when the reader’s input is his/her
linguistic competence, which includes an assumption that language is referential, and at this stage, words do indeed seem to relate first of all to things. Hermeneutic reading is the process when the reader remembers what he has just read and modifies his/her understanding of it in the light of what s/he is now decoding. S/he is in effect performing a structural decoding as s/he moves through the text s/he comes to recognize, by dint of comparison or because s/he is now able to put them together, that successive and differing statements, first noticed as mere ungrammaticalities, are in fact equivalent, for they now appear as variants of the same structural matrix (Riffaterre, 1984:4-6).

Significance is the reader’s praxis of the transformation, a realization that it is akin to playing, to acting out the liturgy of a ritual, the experience of a circuitous sequence, a way of speaking that keeps revolving around a key word or matrix reduced to a marker. It is a hierarchy of representations imposed upon the reader, despite his personal preferences, by the greater or lesser expansion of the matrix’s components, an orientation imposed upon the reader despite his linguistic habits, a bouncing from reference to reference the keeps on pushing the meaning over to a text not present in the linearity, to a paragram or hypogram, a dead landscape that refers to a live character, a desert traveled through that represents the traveler rather than itself, an oasis that is the monument of a negated or non-existent future. The significance is shaped like a doughnut, the hole being either the matrix of the hypogram or the hypogram as matrix.

Methodology
This study was designed as qualitative-descriptive research applying Semiotic approach. The material object of this study is the study of Maya Angelou’s poem entitled *I Know Why the Caged Bird Sings*. Its formal object is the study of this poem concerning on the heuristic reading and hermeneutic reading of this poem. The data analysis was taken by some procedures: (1) data was signified by dictionary meaning; (2) data was interpreted by hermeneutic reading with finding out the matrix, model, and hypogram of this poem.
Discussion

Heuristic Reading of *I Know Why the Caged Bird Sings* Poem

Heuristic reading is done by finding out the meaning of word(s) in dictionary. First stanza is written *The free bird leaps/on the back of the wind/and floats downstream/till the current ends/and dips his wings/in the orange sunrays/and dares to claim the sky//. Free* means not limited and controlled. It has no limitation on deciding or choosing something. Bird is a creature with feathers and wings, usually able to fly. *Free bird* means a creature with feathers and wings, usually able to fly which flies unlimitedly and without control. It can fly wherever it wants without considering the limitation to decide or to choose. *The* is a determiner which is used before nouns to refer to things or people when a listener or reader knows which particular things or people are being referred to, especially because they have already been mentioned or because what is happening makes it clear. *The free bird* means that the bird is being referred to or has been mentioned to make it clear. In another word, the free bird is not like common free birds. It is particular free bird. *Leap* means to jump high or a long way, to move quickly in the specified direction, to increase suddenly and by a large amount (Hornby, 1995:670). *The free bird leaps* means that it is particular bird flew not limited can move quickly in specified direction. The *leap* here associates the *free*. It flies to move without guided direction(s). *Back* means the part or surface of an object that is furthest from the front, less visible, less used or less important (Hornby, 1995:72). The *wind* means air moving as a result of natural forces (Hornby, 1995:1386). The *back of the wind* means the part of air moving as result of natural forces that is less visible, sometimes less used or less important. The *free bird leaps on the back of the wind* means a particular bird flew not limited that can move quickly in specified direction to a part of air moving as result of natural forces that is less visible, sometimes less used or less important. *Float* means to move slowly and without resistance in air or water (Hornby, 1995:449). *Downstream* means in the direction in which a river flows (Hornby, 1995:351). *Floats downstream* means the bird flies with slowly movement and without resistance into a flow of river. Besides the bird flies through the back of the wind, it moves slowly without resistance to the flow of the river. *Till* is derived from the word until (Hornby, 1995:1250). *Until* means as far as the time when (Hornby, 1995:1310). *Current* here is a noun. It means a movement of water or air flowing in certain direction through a larger body of water or air (Hornby, 1995:287). *Ends* mean last part of something (Hornby, 1995:380). *Floats downstream till the current ends* means that the bird
flies through the back of the wind, it moves slowly without resistance to the flow of the river until it comes to the last part of a movement of water flowing in certain direction through a larger body of water. The word *dips* is part of phrasal verbs *dip into something* which means to put one’s hand, etc. into a container to take something out (Hornby, 1995:325). *Wings* are parts of the bird’s body. They are either of the pair of limbs covered in feathers that a bird uses to fly (Hornby, 1995:1368). *Orange* is the reddish-yellow colour of an orange (Hornby, 1995:815). *Sun* is the star that shines in the sky during the day and gives the earth heat and light (Hornby, 1995:1197). *Rays* mean narrow beam of light, heat, or other energy (Hornby, 1995:966). *The orange sun rays* mean the narrow beam of light, heat, or energy from the star that shines in the sky during the day and gives the earth heat and light, which has reddish-yellow colour. *Dare* means to be brave enough to do something (Hornby, 1995:293). *To claim* means to state or declare that something is a fact or is the case but not to prove this (Hornby, 1995:202). *The sky* means the space seen when one looks upwards from the earth, when clouds and the sun, moon, and stars appear (Hornby, 1995:1110). *Dares to claim the sky* here means to be brave enough to state or declare that the space seen when one looks upwards from the earth, when clouds and the sun, moon, and stars appear is a fact or is the case but not to prove this. Thus, this stanza depicts that the particular bird flew not limited that can move quickly in specified direction to a part of air moving as result of natural forces that is less visible, sometimes less used or less important which moves slowly without resistance to the flow of the river until it comes to the last part of a movement of water flowing in certain direction through a larger body of water into the narrow beam of light, heat, or energy from the star that shines in the sky during the day and gives the earth heat and light, which has reddish-yellow colour, and to be brave enough to state or declare that the space seen when one looks upwards from the earth, when clouds and the gun, moon, and stars appear is a fact or is the case but not to prove this.

Second stanza of this poem starts with the word *but*. The words *but* means on the contrary (Hornby, 1995:153). It is a conjunction. The word *but* aims to make a contrast to the depiction of the first stanza. The word *stalks* in first line of second stanza means to walk in a proud and angry way (Hornby, 1995:1159). The word *down* means from a high or higher point on something to a lower one (Hornby, 1995:349). *Narrow* is an adjective. It means relation small in width in to length (Hornby, 1995:775). *Cage* is a noun. It is modified by the word *narrow*. 
Cage means a structure made of bars or wires in which birds or animals are kept or carried (Hornby, 1995:157). A bird that stalks down his narrow cage describes a particular bird that walks in a proud and angry way to be put into a structure made of bars or wires in which birds or animals are kept or carried with its small in width in to length. The word can indicates ability (Hornby, 1995:161). Seldom depicts condition which is not often or rarely (Hornby, 1995:1065). The phrasal verb see through means to realize the truth about something or somebody so that one is not deceived (Hornby, 1995:1063). The word bars describes the solid materials made in regular shape (Hornby, 1995:81). Rage means violent anger or an instance of this (Hornby, 1995:958). A bird that stalks down his narrow cage can seldom see through his bars of rage illustrate a bird that walks in a proud and angry way to be put into a structure made of bars or wires in which birds or animals are kept or carried with its small in width in to length which is able to realize the truth about something or somebody so that one is not deceived in the solid materials made in regular shape with his violent anger. Next lines speak that his wings are clipped and his feet are tied so he opens his throat to sing. The word wing is either of the pair of limbs covered in feathers that a bird uses to fly (Hornby, 1995:1368). The verb clip indicates that to prevent somebody or something being active or from doing what they are ambitious to do (Hornby, 1995:209). His wings are clipped means that the bird’s either of the pair of limbs covered in feathers that a bird uses to fly are to be prevented to be active or from doing what they are ambitious to do. The conjunction and indicates that something added (Hornby, 1995:39). The line his feet are tied is constructed from the content word (see Sukrisno,?:4) feet and tied. The word feet is the plural form of foot which is the lowest part of the leg, below the ankle (Hornby, 1995:458). The word tied is derived from the word tie which means to fasten something with rope, string, etc (Hornby, 1995:1249). This line, thus, describes the additional condition the bird faces. That is its lowest part of the leg, below the ankle are fastened with rope, string, etc. The line so he opens his throat to sing has some content words. The word open means to make something be open, for example to allow access or to reveal contents (Hornby, 1995:812). The word throat is the passage in the neck through which food and air are taken into the body (Hornby, 1995:1245). The word sing means to make musical sounds with the voice in the form of a song, tune, etc (Hornby, 1995:1104). In another word, the line so he opens his throat to sing depicts the consequence done by bird by making something be open or revealing contents through its passage in the
neck through which food and air are taken into the body to musical sounds with the voice in the form of a song, tune, etc.

The third stanza continues to describe the consequences and activities of the caged bird. It is written *The caged bird sings/with fearful trill/of the things unknown/but longed for still/and his tune is heard/on the distant hill/for the caged bird/sings for freedom//. First line of the stanza, *The caged bird sings*, indicates the bird did activity of singing in its cage. The word *caged* is the passive form of verb *cage*. It means to put or keep somebody or something in a cage (Hornby, 1995:157). This line describes that the caged bird reveals melodious or musical sounds. The second line writes *with fearful trill*. It still continues the first line sentence. The word *fearful* means terrible or causing horror (Hornby, 1995:425). The word *trill* means a repeated sharp high sound made for example by the voice or a bird (Hornby, 1995:1277). The second line of this stanza depicts the condition the bird has when it sings. It sings with terrible repeated sharp high sound made by a bird. The third continues the second line, *of the things unknown*. The word *thing* means any object whose name is not stated (Hornby, 1995:1240). The word *unknown* means not known or identified (Hornby, 1995:1305). The third line, thus, speaks about any object whose name is not stated which is not known or identified. From first line to third line of third stanza, the bird is described as the caged bird reveals melodious or musical sounds with terrible repeated sharp high sound of any object whose name is not stated which is not known or identified. Fourth line for third stanza starts with the clause *but longed for still*. It begins with *but*. It indicates something on the contrary. The word *longed* is derived from the verb *long*. It means to have a strong desire for something or to do something (Hornby, 1995:694). The word *still* means with little or no movement or sound; quiet and calm (Hornby, 1995:1172). This line continues the activity and feeling of the caged bird. It sings with terrible repeated sharp high sound which is not known and identified, but having a strong desire for something or to do something with little or no movement or sound. Fifth line of this stanza writes *and his tune is heard*. This line is continued to next line. That is *on the distant hill*. The fourth line begins with the conjunction *and*. It indicates that this line 5 and 6 still continues to emphasize the previous lines. The word *tune* means a series of musical notes that give a piece of music its main character, making it pleasing, easy to remember, etc or otherwise (Hornby, 1995:1283). The word *heard* is derived from the word *hear*. It means that to perceive sounds with the ears (Hornby, 1995:552). The word *distant* in the sixth line is far
away in space or time (Hornby, 1995:336). The word *hill* means an area of land which is higher than the land around it, but not as high as a mountain (Hornby, 1995:562). The phrase *on the distant hill* means that it takes place on an area of land which is higher than the land around it, but not as high as a mountain which is far away in space or time. The clause *and his tune is heard on the distant hill* means that the caged bird’s series of musical notes that give a piece of music its main character, making it pleasing, easy to remember, etc or otherwise to perceive sounds with the ears which takes place on an area of land which is higher than the land around it, but not as high as a mountain which is far away in space or time. Seven and eight lines are the reason why the bird does that activity. The poem stated *for the caged bird/sings of freedom*. The word *freedom* means the state of not being a prisoner or a slave (Hornby, 1995:471). This stanza hereby depicts the caged bird that reveals melodious or musical sounds with terrible repeated sharp high sound of any object whose name is not stated which is not known or identified but having a strong desire for something or to do something with little or no movement or sound, which its series of musical notes that give a piece of music its main character, making it pleasing, easy to remember, etc or otherwise to perceive sounds with the ears which takes place on an area of land which is higher than the land around it, but not as high as a mountain which is far away in space or time because of its state of not being a prisoner or a slave.

Fourth stanza illustrates another bird besides the caged bird. The poem writes *The free bird thinks of another breeze/and the trade winds soft through the sighing trees/and the fat worms waiting on a dawn-bright lawn/and he names the sky his own*. The free bird means a creature with feathers and wings, usually able to fly which flies unlimitedly and without control. The word *thinks* means to use the mind in an active way to form connected ideas (Hornby, 1995:1241). The word *another* means an additional one or additional ones of the same kind (Hornby, 1995:41). The word *breeze* means a light wind (Hornby, 1995:137). In another word, this line speaks about the creature with feathers and wings, usually able to fly which flies unlimitedly and without control uses its mind in an active way to form connected ideas of a light wind. Second line is a continuity of the free bird thinks of. This line writes *and the trade winds soft through the sighing trees*. The word *trade* means the exchange of goods or services for money or other goods; buying and selling (Hornby, 1995:1266). *Wind* is air moving as a result of natural forces (Hornby, 1995:1386). The word *soft* means smooth and
delicate to the touch (Hornby, 1995:1129). Through means passing one end or side of an opening, a channel or a passage to the other (Hornby, 1995:1244). The word sighing is derived from the word sigh. It is to make a sound like sighing which is to take a long deep breath that can be heard, expressing sadness, relief, tiredness (Hornby, 1995:1099). The word trees means tall plants that can live a long time (Hornby, 1995:1274). Second line of this stanza describes the additional thinking activity by free bird which undergo activity with air moving as a result of natural forces exchanged with smooth and delicate to the touch, passing one end or side of tall plants living a long time that makes a sound of taking a long deep breath that can be heard, expressing sadness, relief, tiredness. Third line is still in line with the previous lines. It is written and the fat worms waiting on a dawn-bright lawn. The word fat means large in size (Hornby, 1995:423). Worm is a long thin creature with no bones or limbs, which lives in soil (Hornby, 1995:1378). The phrase the fat worms depicts a long large creature with no bones or limbs, which lives in soil. The word waiting is derived from the word wait, which means to stay where one is or delay acting for a specified time or until somebody/something comes or until something happens (Hornby, 1995:1336). The word dawn means the time when light first appears (Hornby, 1995:295). Bright is full of light, shining strongly (Hornby, 1995:139). Lawn is an area of short, regularly cut grass in the garden of a house or in a public park (Hornby, 1995:667). The phrase a dawn-bright lawn means an area of short cut grass when light first appears which is full of light, shining strongly. The third line depicts another thing what the free bird thinks of. That is staying where one is or delay acting for a specified time or until a long large creature with no bones or limbs, which lives in soil appears and shines brightly on an area of short, regularly cut grass in the garden of a house or in a public park. Fourth line of this stanza still speaks the same. It is stated and he names the sky his own. The word names is to give a name to somebody/something (Hornby, 1995:772). Sky is the space seen when one looks upwards from the earth, when clouds and the gun, moon, and stars appear (Hornby, 1995:1110). Own means done or produced by and for oneself (Hornby, 1995:830). Thus, the fourth line of this stanza illustrates the activity as a result of what the free bird thinks of. It gives a name to the space seen when one looks upwards from the earth, when clouds and the gun, moon, and stars appear for itself. In another word, this stanza depicts the free bird activities to think about a light win; another activity with air moving as a result of natural forces exchanged with smooth and delicate to the touch, passing one end or side of tall plants living a long time that
makes a sound of taking a long deep breath that can be heard, expressing sadness, relief, tiredness; staying for a specified time or until a long large creature with no bones or limbs, which lives in soil appears and shines brightly on an area of short, regularly cut grass in the garden of a house or in a public park; and giving a name to the space seen when one looks upwards from the earth, when clouds and the gun, moon, and stars appear for itself as a result of its thought.

Fifth stanza describes different type of bird. This stanza depicts the caged bird. This stanza writes *But a caged bird stands on the grave of dreams/his shadow shouts on a nightmare scream/his wings are clipped and his feet are tied/so he opens his throat to sing.* First line of this stanza states *But a caged bird stands on the grave of dreams.* *Stand* is to have or keep an upright position (Hornby, 1995:1160). *Grave* is death (Hornby, 1995:519). *Dream* is an ambition or ideal, especially when it is not very realistic (Hornby, 1995:353). The clause *But a caged bird stands on the grave of dreams* illustrate the condition of a caged bird, which is different from the free bird depicted in the previous stanza, that has or keeps an upright position on the death of an ambition or ideal, especially when it is not very realistic. Second line states *his shadow shouts on a nightmare scream.* *Shadow* is a dark area on a surface caused by an object standing between direct light and that surface (Hornby, 1995:1079). *Shout* is to say something in a loud voice (Hornby, 1995:1092). *Nightmare* is a very frightening dream (Hornby, 1995:784). *Scream* is a loud high-pitched cry or noise (Hornby, 1995:1064). The phrase *a nightmare scream* means a loud high-pitched cry of a very frightening dream. Thus, this second line speaks about the caged bird’s dark area on a surface caused by an object standing between direct light and that surface which say a loud high-pitched cry of a very frightening dream in a loud voice. Fourth and fifth lines illustrate that the bird’s either of the pair of limbs covered in feathers that a bird uses to fly are to be prevented to be active or from doing what they are ambitious to do; its lowest part of the leg, below the ankle are fastened with rope and string; and the consequence done by bird by making something be open or revealing contents through its passage in the neck through which food and air are taken into the body to musical sounds with the voice in the form of a song and tune is undergone. Sixth stanza repeats third stanza. It depicts the caged bird that reveals melodious or musical sounds with terrible repeated sharp high sound of any object whose name is not stated which is not known or identified but having a strong desire for
something or to do something with little or no movement or sound, which its series of musical notes that give a piece of music its main character, making it pleasing, easy to remember, etc or otherwise to perceive sounds with the ears which takes place on an area of land which is higher than the land around it, but not as high as a mountain which is far away in space or time because of its state of not being a prisoner or a slave.

Hermeneutic Reading of *I Know Why the Caged Bird Sings* Poem

Hermeneutic reading is a retroactive reading. The reader remembers what s/he has just read and modifies his/her understanding of it in the light of what s/he is now decoding. S/he is in effect performing a structural decoding. Units of meaning may be words, phrases, or sentences, the unit of significance is a text. In this step, all of them appear as variants of the same structural matrix (RIffaterre, 1978:6). In this poem, the reader is given information, from the title, about the reason why the caged bird sings. First stanza describes about the life of free bird. Directly, it is compared to second stanza. It introduces the caged bird. Third stanza still continues to depict the caged bird, but it is added with the reason it sings. Fourth stanza describes the deeds that the free bird can think and do. In the contrary, fifth and sixth stanza emphasizes the deeds of what the caged bird does.

This poem implies the opposition between the free bird and the caged bird, between freedom and imprisonment. Freedom implies the activities chosen by it, and imprisonment implies the activities to speak about freedom. In another word, imprisonment always tries to be busy to get out from the cage. Freedom also relates to possess the sun. it signifies that freedom has a core of life and universe. It can hold everything it wants. Thus, freedom is to live. On the contrary, imprisonment relates to something tied up. It cannot move. Without movement, it faces fear. It will make repeated sounds of something unknown. Imprisonment closely relates to death. It will not live. It does not have a life in its hands.

This poem in fact describes the bird with pronoun *he*. It implies that the bird in not the real bird. The bird is the representation of human. This poem speaks about differentiation of human. Human is divided into the free human and the ‘caged’ human. The caged human associates with a slave. A slave does not live. S/he is dead seen from ‘human’ perspective since s/he lives under controlled and subordinated by. When s/he is subordinated, s/he is
discriminated. In another word, discrimination is the hole of doughnut (Riffaterre, 1978:13). Discrimination becomes the matrix of this poem since it is the ‘spirit’ of this poem. This poem tries to actualize the discrimination between Black and White people. History said that discrimination was done based on race, sex, and national origin (Rothenberg, 2001:193). It actualizes in the implication of binary opposition of free and caged. The “free” is actualized by the chance to leap, float, dip, and think of dream, and the ‘caged’ is actualized by the anger, clipped, tied, fear, still, death, and scream of nightmare. This opposition becomes the model of this significance.

From this model, it can be seen that discrimination is a means to differentiate and segregate living humans. It plays in the discourse of differentiation. It reflects on the different description of Jim when he speaks:

“So I done it. Den I reck’n’d I’d inves’ de thirty-five dollars right off en keep things a-movin’. Dey wuz a nigger name Bob, dat had ketched a wood-flat, en his marster didn’ know it; ...(Twain, 1884:41).

It is also written in To Kill a Mockingbird: “…d you see him, Scout? ‘d you see him just standin’ there?... ‘n’ all of sudden… (Lee, 2010:108). It reflects on Hughes (Polonsky, 1998:140) poem, /While night comes on gently/Dark like me/,.//Night coming tenderly/Black like me//. The citation above shows the similarities of discrimination discourse about Black people in America from different literary work published. They, thus, becomes the hypogram of Angelou’s poem I Know Why the Caged Bird Sings.

**Conclusion**

From the explanation above, it can be concluded that (1) from heuristic reading, this poem describes the comparison between the free bird and the caged bird and their activities; (2) from hermeneutic reading, the matrix is the binary opposition of free and caged, the model is the actualization of free and caged, and the hypogram is some literary works which shows the discrimination discourse on Black people in America.
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ENHANCING STUDENTS’ SOFT SKILLS THROUGH PWP
(PRESSURE WRITING PRACTICE)
A REFLECTION IN A WRITING CLASS

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Abstract

This paper reflectively describes the use of Pressure Writing Practice (PWP) to enhance students’ soft skills in Paragraph Writing Class in second semester at EED of the University of Muria Kudus (UMK) in academic year of 2013/2014. PWP is administered weekly. In PWP, the students must individually write a paragraph on a sheet of paper. They have only 30 minutes to complete the task without any access and help from their peers, teachers, textbooks, notes, dictionaries, cellphones and laptops. Initially some confusions and behavioral concerns took place but after several applications of PWP, students’ original paragraphs improved in quality and length. Students’ soft skills and writing fluency were clearly observed. In doing the composition, the students also looked more relaxed and confident. The students hardly turned to their mates for help or discussions and accessed any notes even in the absence of their instructor. They had a better attendance, punctuality and time-management. Honesty, independence, discipline, determination, personality and independence were clearly observed after PWP application. Copy-paste modus was totally eradicated in their paragraphs. Some students directly expressed their supports and thanks to PWP. After every PWP session, the students had to revise and improve their original compositions. After PWP, they were strongly encouraged to have questions and reflections through group-work, peer’s correction, and instructor’s feedback. They were also allowed to access and make use of their smart gadgets and computers.

Introduction

In the light of students’ character building, basic qualities such as attendance, punctuality, time-management, motivation, honesty, independence, discipline, determination, creativity and other relevant qualities have become rigorous discussions of education development and reforms. Putra and Pratiwi (2005) call such basic qualities soft skills while citing Patrick S O’Brian (in Making College Count) who classify the skills into “COLLEGE” or seven Winning Characteristics: (1) Communication Skills (2) Organizational Skill (3) Leadership
(4) Logic (5) Effort (6) group Skill and Ethics. The Directorate of Higher Education of Indonesia (2008:iii) mentions that soft skills are basically strategic, attitudinal, and behavioral skills. Mitsubishi Reserach Institute (2000) as cited by Elfindri (2010) find out that the success of university graduates depends on emotional and social maturity (40%), networking (30%), academic skills (20%) and financial capacity (10%). A survey by NACE (National Association of Colleges and Employers) on the qualities of university graduates (in Putra and Pratiwi, 2005, p 5) mention that successful employment requires 82% soft skills and 18% hard skills. Cicero as quoted by Santosa in Megawangi (2004) argues “Within the character of the citizen, lies the welfare of the nation”.

The above presented discussions suggest that soft skills play essential roles to determine the qualities of human resources. In writing classes, however, the presence of advanced technology in the forms of smart phones and computer with internet access sometimes tend to decrease the soft skills in that they depend too much on those gadgets. Copy-Paste practice has become concerns in the composition practice. Some students do not rely on their own original writing capacity. They depend much on the presence of smart gadgets. There are also concerns related students’ writing habit and skill. The writer in this context feels obliged to take part in development of students’ soft skills in line with their writing skills through Pressure Writing Practice (PWP). He is in charge of Paragraph Writing Class of second semester in academic year of 2013/2014 at English Education of the University of Muria Kudus (EED of UMK).

Basically, the idea of PWP is not new. This paper adopts Oshima and Hogue’s (2006:17) ideas of Writing Under Pressure. This practice gives a training for students to think and write quickly. This is also similar to deal with an essay examination. It may choose to alter the time limit or assign other topics depending on the needs and interests of the class. The class have a topic to write a well-organized paragraph. It gives a time limit and students have to make use of the time. It is suggested that 1 to 2 minutes at the beginning for thinking of the ideas and organizing them, 1 to 2 minutes at the end for checking the work for errors and the remaining time for writing. The idea of PWP is also in line with the Test of Written English of TOEFL (of ETS: 1996). The testees are required to plan, write and do any necessary changes to improve the composition in thirty minutes. The pressure writing practice also
resembles one of Writing Tasks of International English Language Testing System (IELTS) in which testees have to spend about 40 minutes to write a composition on an assigned topic (Loughheed, 2008).

A basic unit in writing that consists of a group of related sentences which make one idea or topic may represent a paragraph. The initial word of a paragraph is physically indented about one inch or five spaces or letters from the left margin of the page. A paragraph may consist of some sentences. Some topics are more difficult than others and take more words to develop. The number of sentences is not very important but the length of a paragraph should be enough to develop the main idea clearly. See Fawcett and Sandberg (1984). Every line of a paragraph is extended to the right-hand margin. The rest line of the line is left blank if the last word of the paragraph comes before the end of the line. A paragraph has three major parts: a topic sentence, some supporting sentences, and a concluding sentence. The topic sentence states the main idea of the paragraph and also limits the topic to one area or two areas. The specific area is known as the controlling idea (Oshima and Hogue, 1981). They further argue that a paragraph should also represent coherence and unity.

In PWP the students must compose a paragraph on an assigned topic. PWP is administered weekly at the beginning of the Paragraph Writing. The students must individually write a paragraph on a sheet of paper. They have only 30 minutes to complete the task without any access and help from their peers, teachers, textbooks, notes, dictionaries, cellphones and laptops. The PWP in this paper is not intended to become an assessment instrument of the course. It is only one of activities in the course and it functions as one of the techniques to improve students’ writing skills. PWP is not aimed at giving a final score of the composition but it is employed as a technique to train students to write paragraphs well and better. The evaluation for the whole course will be based on the portfolio assessment.

This paper is to describe reflectively the the application of Pressure Writing Practice (PWP) to enhance students’ soft skills in Paragraph Writing Class in second semester at EED of the University of Muria Kudus (UMK) in academic year of 2013/2014. It is also to identify some soft skills which are personally stated by the students of the class through their project portfolios.
The data sources used to answer the problems in this investigation are in the forms final projects submitted by the students. In the project the students give relevant responses to the following issues (in English): (a) the students’ personal opinions on writing under pressure, (b) the benefits the students get from the project portfolio, (c) the strength and weakness of the project, and (d) suggestions to improve the achievement of the students’ writing competence. The focus of the analysis for this paper is limited to the issues related to the PWP in paragraph writing class. Because of time and space constraints, this paper only presents some quotations from selected few students’ expressions of which the writer identify to represent the reflection of the class in relation to PWP. A more comprehensive analysis over thirty seven students’ reflection is still underway.

A reflective analysis is administered by identifying and classifying contents of students’ opinions and reflections expressed in the students’ responses especially associated with the soft skills induced by PWP.

The Application of PWP in Paragraph Writing Class at EED of UMK

The EED of UMK formally provides several courses to improve students’ writing skills. They are courses of Paragraph Writing, Essay Writing, and Academic Writing. The main objective of the Essay Writing is that the students are able to compose academic essays related to issues in English education, while Academic Writing is especially devoted to research proposal writing for final project of the S1 Program. Portfolio project and assessment are applied to all writing classes in the department. It refers to a collection of students’ work and assignment accumulated over one semester period.

PWP in Paragraph Writing Class of EED of UMK consists of distinctive features i.e. short time limit, assigned topic, no assistance mode, hand writing mode and fair play mode. The time for composing is of thirty minutes allotment. The students who come late for PWP (if any) have no time compensation. PWP assigns a given topic for all students to develop into a paragraph in a given time limit. In the very first meeting of PWP the writer allows the students to write a composition of free topic. During PWP, the students are not allowed to access any help from peers, instructor, notes, books, and (smart) gadgets. All PWP compositions use hand writing which turns out to eliminate a copy-paste mode in their
Paragraph Writing Class at EED of UMK is the first formal writing class for the students of EED UMK of second semester. The aim of this course is to develop students’ competence to compose well-organized paragraphs. The whole project of the Paragraph Writing class, in which Pressure Writing Practice (PWP) is applied, can be viewed in the following document.

**PARAGRAPH WRITING: THE PROJECT PORTFOLIO**
(Even Semester, 2013/2014, English Education Department, the University of Muria Kudus, with Drs. Muh Syafei, M.Pd)

The (Digital) Project Portfolio consists of the following activities:

1. **Give your identity:** Full Name, Class, Student’s Number, 4 x 6 Photo, E-mail or Cell-phone number, Home Address, Name of Senior High School, and Signature.
   (Standardized File Name: Class_Student’s Number_Full Name_Essay Writing Project).
   Project Submission: Before June 23, 2014

2. **Include all of your Writing Process/Steps with correction and revision:** Getting Ideas (reading in a broad sense, brainstorming, venn-diagramming, bubbling, browsing and googling, mind mapping, listing, classifying, clustering, etc), Drafting, Organizing, Writing, Revising, Proof Reading, Editing, Publishing.

3. Always use available Paragraph Scoring Rubrics to self-check and evaluate your composition.

4. Have discussions and presentations (Individual, Group) with comments, corrections and suggestions.

5. **Write Sentences (Individual, Computerized):**
   - **Types of Sentences:** Question, Statement, Command, Request, Exclamation
   - **Kinds of Sentences:** Simple Sentence (SS), Compound Sentence (SD), Complex Sentence (SX), Compound-Complex Sentence (SDX).

6. **Practice of writing under pressure (Absolutely Individual, Weekly):** a. Original hand-
written composition, b. Photo/Scan of your original composition, and c. Computerized revision (1st, or/and 2nd) of the original composition).

7. Find model paragraphs and analyze their elements (Topic Sentence, Supporting Sentences, and Concluding Sentence) - (Group Work, Computerized)

8. Write paragraphs of All Types (Individual, Computerized):

   Recount
   Narrative,
   Anecdote
   Spoof or Amusing Experience
   Descriptive
   Report
   Problem solution (Argumentative)
   Chronological order, Spatial order (Process/Procedure
   Explanation
   Analytical Exposition
   Hortatory Exposition
   Discussion
   Review
   Comparison and Contrast
   Cause and Effect

9. Compose paragraphs based on Video/Classroom Watching. (Individual, Computerized)

10. Give responses to the following issues (in English): a. Your personal opinions on writing under pressure b. The benefits you get from the project portfolio, c. The strength and weakness of the project, d. your suggestions to improve the achievement of your writing competence.

11. Diary Writing (Optional, Individual, Computerized, Bonus Score)

Further Reading:


Paragraph writing class in EED of UMK adopts portfolio project for class process and evaluation. The students have to do a set of writing assignments and they have to compile them in an individual digital portfolio. Pressure writing practices (PWP) become one of assignments in the portfolio. The adoption of portfolio is in line with the result of previous investigation (Syafei, 2012) which suggests that students in writing class provide their full supports to the use of portfolio assessment. Second, affirmatively portfolio assessment provides various positive backwash effects to the students’ learning. Third, portfolio assessment is viewed by the students as fairer assessment that enable the students to have more time to read, to prepare, to write, to correct and to revise their compositions. It also motivates them to be more autonomous, disciplined and confident in writing. Portfolio assessment is admitted to stimulate and improve students’ reading habit and writing skill to help them master other subjects better. Portfolio assessment offers more responsible, students-centered, gradual, regular and comprehensive learning by doing approaches to learning. Next,
portfolio assessment also gives some negative points, however, the mentioned negative points are considered as ordinary outcome of learning process in academic writing classes. Some students even maintain that they hardly find negative points of the portfolio assessment.

At the initiation of Paragraph Writing course, the students were asked to find models and to compose simple, compound, complex, and also compound-complex sentences and paragraphs. After that, they got theoretical sessions on how to compose a good paragraph and in groups they were asked to analyze and to find several model paragraphs. In the beginning of each weekly meeting, the students have to write under pressure. They are usually given thirty minutes to compose a paragraph based on a given topic. They must handwrite their composition without any help (from peers and gadgets). That is why we called it a Pressure Writing Practice (PWP). The example of a PWP composition can be viewed in the following.

![The Very First Original Version of PWP Composition](image)

The Very First Original Version of PWP Composition (by Lia Aulia - A201332069)

It is necessary to point out that the very first PWP is composed without any prior theories of writing process, paragraph reviews, and initial preparation. The writer just asks the students to complete a composition with free topic in 30 minutes without any help from peers, notes,
books, or gadgets. It is a kind of a warming up session for them in this composition class. The rules of PWP are underlined before it takes place for the first time. When the time is up, the students have to put a closing line for the composition, sign it up and raise their hands.

As seen in most of the students’ composition, the very original version of PWP paragraphs contain of many weaknesses in format, mechanics, content, organizations and grammar. Nearly all students are surprised with PWP and express that PWP is something new for them. Most of them think that their first composition is a failure because PWP means no help and limited time. The atmosphere of the PWP, however, is highly appreciated by the students for honesty, motivation, and fair play. There is no cheating and help as well. They concentrate very well on the assignments.

Most students focus on their own compositions during PWP.

After the application of first PWP, the writer discusses with the students over a model paragraph and a paragraph scoring rubrics which also function as students’ guide for composing a good paragraph. The scoring rubric is as follows.
SCORING RUBRICS FOR PARAGRAPH WRITING

New York: Pearson Education (pp.263-330)

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>COMPONENTS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>There is a title.</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>The title is centered.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The first line is indented.</td>
<td></td>
</tr>
<tr>
<td>MECHANICS</td>
<td>There is a period, a question mark, or an exclamation mark after every sentence.</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>Capital letters are used correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The spelling is correct.</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>The paragraph fits the assignment.</td>
<td>20 points</td>
</tr>
<tr>
<td></td>
<td>The paragraph is interesting to read.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The paragraph shows thought and care.</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>The paragraph begins with a topic sentence that has a topic and a controlling idea.</td>
<td>35 points</td>
</tr>
<tr>
<td></td>
<td>The paragraph contains several (specific and factual) supporting sentences that explain or prove the topic sentence, including at least one example.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The paragraph ends with an appropriate concluding sentence.</td>
<td></td>
</tr>
<tr>
<td>GRAMMAR AND SENTENCE STRUCTURE</td>
<td>The paragraph has correct verb tenses.</td>
<td>35 points</td>
</tr>
<tr>
<td></td>
<td>The paragraph has a correct use of subject-verb agreement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The paragraph has a correct use of articles (a, the).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The paragraph has a correct use of pronoun agreement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The paragraph has no choppy sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The paragraph has no stringy sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The paragraph has no sentence fragment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The paragraph has no run-on sentences/comma splices.</td>
<td></td>
</tr>
</tbody>
</table>

(Modified and Presented by Muh. Syafei, EED-UMK for Writing Classes)
A student is displaying her original PWP composition for a classroom discussion, correction and revision to improve it.

Since it is a class with a big number of students (37), the writer tries to make use a scoring rubrics to provide them with simple guide to compose a paragraph and how to edit it. The improvement can be clearly seen from the format, mechanics, content, organizations and grammar. Individual correction and advice are strategically applied by the writer to the original composition. Peer editing and correction are also done in the classroom session and outside classroom meetings to improve the quality of the original paragraphs which is made during the PWP with the help of Paragraph Scoring Rubrics (of Oshima and Hogue, 2006).
The students are revising their original PWP compositions.

In revision process, they students are seriously encouraged to work in pair or group. They are also allowed to use any help from peers, groups, books, internets, and smart gadgets. The revised version of the paragraph is clearly much improved. Because the original compositions are really authentic, they can tell the real problems faced by the students and their errors/mistakes are effective for writing diagnosis. See the following revised composition.

Some Goals in Life

My name is Lia Aulia. I am a student college. I come from Pati. I have some goals in my life. The first is I want to be a lecturer. To make it happen, I have to graduate from the University in 2017. After that, I will continue my college. I begin it by studying seriously. It is not an easy way to get my dream. If I am able to be a lecturer, I will teach my students seriously and also I strive to make a good class for them. I think I do not have to teach hard especially for a student who has a special character. As a teacher, I will understand my students’ need first. Then, I will teach them with a different method until they are able to get the best achievement. My second goal is I want to join in a chef competition, because I love cooking. If I join it, I will be able to improve my skill in cooking. Then I am able to make special food for my family every time. I am very happy when I can see people who eat my food. The third is I want to meet my idol. He is Raffi Ahmad. When I can meet him, I will tell him about my feeling that I like him so much. Then, I will support him to get the highest achievement in his career. Finally, I will get
married with someone who loves me. I think it is very important that I spend my life with a good person who is able to lead me in getting happiness and kindness. He will be a good head of household for me and my family. **In conclusion,** having goals in life are interesting, because I will do everything seriously and also have a big motivation to make them happen.

**The Revision of First Original Version of PWP (by Lia Aulia - A201332069)**

As weekly meetings go, most students’ PWP compositions get better and longer in terms of format, mechanics, content, organizations and grammar, though they are not perfect yet. This can be superficially observed from the following PWP composition by the same student.
Indentified Students’ Soft Skills Associated with PWP

After analysing the students’ expressions in the portfolio, it is revealed that during the fist application of PWP, the writer still needs to remind the students of behavioral concerns. After several applications of PWP, however, no more concerns observed. The students’ PWP paragraphs also improve in quality and length. Students’ soft skills and writing fluency were clearly observed. In doing PWP composition, the students also look more relaxed and confident. The students hardly turned to their mates for help or discussions and accessed any notes even in the absence of their instructor during PWP.

They had a better attendance, punctuality and time-management. Honesty, self-confidence, independence, discipline, determination, courage, and motivation were clearly demonstrated by the students in PWP. Copy-paste modus was totally eradicated in their paragraphs. Some students directly expressed their supports and thanks to PWP.
After every PWP session, the students had to revise and improve their original compositions. They were strongly encouraged to have questions and reflections through group-work, peer’s correction, and instructor’s feedback. They were also allowed to access and make use of their smart gadgets and computers. The students’ compositions are reflectively longer and better,

The PWP boosts creativity in terms that the students have to creative in making a composition using their own reactivity and never rely on copy-paste mode which basically destroy creativity and decresing their sofskills.

The following quotations show that the application of PWP are reflectively able to improve students’ soft skills. The quotations are taken from students’ expression related to the soft skills development in PWP. The expressions are put in the portofolio project of the semester. Some are edited for grammar without changing the intenden meanings.

(1) Writing under pressure is a writing activity that is given by the lecturer of paragraph writing every week. I think it is a good way to improve my writing skill. When I do writing under pressure, I not only have to write fluently but also have to be good in grammar. Before I join this class, I do not know how to make a good paragraph. I do not know that a good paragraph consist of topic sentence, controlling idea, supporting sentences and concluding sentence. After I get this subject, I know it and I can apply them in my paragraph.

(2) I think pressure test is difficult at the beginning and needs more concentration to finish it, but now it’s easy and I’m fun to do it because I have a good lecturer whose name is Mr. Syafei. He teaches me and other friends seriously although usually he jokes during the class. Pressure test has a time limit. Seldom Mr. Syafei gives us 45 minutes to do PWP, and because of it we can increase our discipline. Pressure test increases my ability in writing.

(3) PWP is able to improve my punctuality. I can come on time every Thursday to join in PWP. Exactly, it begins at 7.30 a.m. Therefore, I must come in my class before it. It makes me be able to wake up early every morning and also I have some good habits after that. I can go to college on time. Then, it is able to increase my punctuality in doing my works.
(4) PWP is able to improve myself confidence. It is because I am able to be more confident when I am writing a paragraph which must be done by me. Of course, I cannot do it with my friends. I must write well by brainstorming and also I must understand about a topic which is given by the lecturer. Moreover, after joining for many times in PWP, I am more confident to write many paragraphs because I have got much knowledge about how to write a good paragraph.

(5) PWP is able to improve my honesty. It is because I must write a paragraph without cheating from my friend or reading a book. Even I am not allowed to check it on my dictionary. At the first time, it is very difficult for me because I must write without having a control and also I am very afraid if there are many mistakes in my work. However, I always strive to be an honest person. I never cheat in writing my paragraph.

(6) PWP is able to improve my independence. It depends of my ability. I think independence is very important in making paragraph. PWP is able to make me giving my inspiration well. Of course, I must give good inspiration from preparing it first. Therefore, independence must be followed by a good preparation. PWP is able to improve my fluency because it contains some new materials, such as grammar, vocabulary, etc. PWP has taught me how to write in a pressure condition because I am used to writing paragraphs. Therefore, I do not find many obstacles in finishing my portfolio project because I have written many paragraphs in PWP.

(7) PWP is able to improve my grammar skill because I strive to use a good grammar in PWP. I think I am able to do it when I have studied it first. I study it by memorizing and making some sentences at home. It means that PWP can make understand about using good grammar in my sentences.

(8) PWP is able to improve my vocabulary skill. It is because PWP always teaches me how to write a surprising paragraph. Actually, I am so confused to find a new word every time, but I always read many books as my effort to get new vocabulary every time with a hope I can write a good paragraph in PWP. For a result, I have known many new vocabularies when I am studying, so it is why PWP is able to improve my vocabulary too.
(9) **PWP is able to improve my writing skill. I always write new topic every day in joining PWP. It has made me to understand how to write well. Writing is not only about how to write many sentences, but also how to contain it with many details. Therefore, I always strive to write many sentences well. So, I am able to make a good paragraph. PWP has made me to have a high interest in writing, such as I have begun to write many paragraphs after joining in PWP.**

(10) **PWP can make me to have a better personality. I was a lazy person six months ago. I often spent my time to sleep a lot. Even I did not like to join in an event. I thought that every event just spent much energy, but it was not useful for me. Actually, it is very bad opinion because every time is very important to make an achievement. I should not have spent my time to do nothing, but everything has changed since I join in PWP. It has thought me how the important to spend my time in doing serious activity. I have been a diligent person because of PWP. Therefore, I always join in PWP on time and also I obey my lecturers seriously. I never sleep a lot now.**

The above students’ expressions clearly show that their soft skills are developed through PWP in line with the development of their writing skills. Those expressions really make the writer feel happy. Superficially the length and quality of the students’ paragraphs get better in their format, mechanics, organization, content, and grammar. The copy-paste mode is hardly seen any more in their compositions. The students are more motivated to join the classroom meetings. The complete analysis of the data is still underway.

**Final Remarks**

In my reflection, after several times of PWP application most students are able to improve their writing skill. They always write a new topic in PWP. It has made me to understand how to write well. Writing is not only about how to write many sentences, but it must contain with many details. PWP has driven them to have a high motivation and interest in writing. Most students also maintain that PWP is difficult at the beginning but it will be easier, better, and more fluent after some PWPs. Initially some confussions and behavioral concerns took place but after several applications of PWP, students’ original paragraphs improved in quality and length. Students’ soft skills and writing fluency were clearly observed. In doing the
composition, the students also looked more relaxed and confident. The students hardly turned to their mates for help or discussions and accessed any notes even in the absence of their instructor. They had a better attendance, punctuality and time-management. Honesty, independence, discipline, determination were clearly demonstrated in PWP. Copy-paste modus was clearly eradicated in their paragraphs. Some students directly expressed their supports and thanks to PWP. After every PWP session, the students had to revise and improve their original compositions. They were strongly encouraged to have questions and reflections through group-work, peer’s correction, and instructor’s feedback. They were also allowed and encouraged to access and make use of their smart gadgets and computers. Further quantitative and comprehensive investigations are in need in the future to get more benefits of the PWP application.

References

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THE TEACHERS I LIKE:
THE DEFINING CHARACTERISTICS OF GOOD TEACHERS
(A SURVEY STUDY)

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Abstract

The loci of this paper snatch the issue of best teachers or quality teachers from the perspectives of students. It is based on the assumption that teachers have significant roles in the success of students' learning. This sort of teachers is so-called quality teachers or best teachers. This paper is also an attempt to provide a reliable source of the credentials of such best teachers in order to replicate by other potential teachers. The data are gained from a survey study. The survey is designed in questionnaire format. The sample is taken from both the students and the lectures of Unsoed. The sample whose number was 40 is selected using convenience sampling mixed with purposive sampling to suit the criteria required by the researcher. The results indicate that in order to become good teachers, especially in the eyes of their students, they have to have at least ten defining features like having good personality and loving their job as teachers and eleven fundamental traits including "smart, knowledgeable, and friendly to name just a few. This survey-based paper aims to unleash the distinguishing features of marked teachers. The dictums extracted from both university students and lecturers inadvertently require us to practice what they preach.

Keywords: Defining Characteristics, Good Teachers, Survey Study

Introduction

Teachers so far have been viewed as the sole agents of knowledge and skills transfer and transformation. They also have been perceived to be the righteous people to handle character crafting and moral values modeling. Too, teachers have to always look right and good in the eyes of their students and their students' parents. They have to be able to convince them that they have sent their students to the right schools and high quality teachers. Teachers should
give a sense of safety and comfort to them that they could be the guarantee of their children's success. Therefore, teachers should be equipped with a good knowledge and understanding of, in addition to academic expertise, the self and others.

Teachers of any subject matter must be prepared to engage learners in inquiry about content areas and help them on pedagogy. To accomplish these, teachers must be taught how to critically reflect on and think creatively about pedagogy. Teachers should find multiple ways to represent the information to their students using a variety of techniques such as explanation, demonstrations, simulations, discussions, problems, and classroom activities. They also must be able to adapt the material to meet the needs of each student's preconceptions, prior knowledge, and cultural background, as well as provide a social context in which interpersonal interactions occur.

Having the urge of teachers' professional intent, the writer purposefully has an attempt to sketch the mapping of so-called good teachers in the eyes of both students and teachers (ex-students now doing teaching as careers). With these in hands, teachers novice or seasoned can have sympathetic perception on their students' hopes and expectations so that they could place themselves as professional teachers whose primary goals of their teaching is to make their students free from difficulties understanding their materials and become educated people when the learning is already accomplished.

**Literature Review**

**Defining teaching**

Some definitions are imposed here on teaching. Teaching cannot be defined apart from learning. Brown (2000: 7) spells out that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Indeed, teachers' understanding of how learners learn, Brown further adds, will determine their philosophy of education, their teaching styles, their approaches, methods, and classroom techniques. A typical dictionary definition of 'teaching' is that 'causing a person to learn or acquire knowledge or skill' (Curzon 1990: 18).
Therefore, the activity is defined in terms of causation, with some end in view. On this simple definition, there are at least three more definitions that can be set as follows (in Curzon 1990):
(a) 'Intended behavior for which the aim is to induce learning' (Scheffler 1950); (b) 'That array of activities the teacher employs to transform intentions and curriculum materials into...conditions that promote learning' (Eisner 1979); (c) 'Teaching involves implementing strategies that are designed to lead learners to the attainment of certain goals.

For the purpose of this paper, the writer is inclined to take into account the definition of teaching related directly to learning (Curzon 1990: 18) mentioning that learning is 'a system of activities intended to induce learning, comprising the deliberate and methodical creation and control of those conditions in which learning does occur'. This signifies that teaching is viewed as a system of activities, not a single action. In other words, teaching assumes its unique character and meaning not in isolated behavior but sequences of interrelated acts. Curzon further asserts that teaching cycles characterize most sequential patterns of classroom activity, in which the cycles are based on episodes intended by the teacher to induce certain types of activity and to produce learning states. In brief, teaching is, as a result, the systematic series of activities through which the teacher seeks to interpret his specific tasks in connection with modification of the learner's state of knowledge.

The Teachers
It seems that everybody agrees that teachers are a key factor in the successful implementation of curriculum. According to Richards 2001: 99), good teachers can often compensate for the poor-quality resources they have to work from. So does the reverse. Inadequately trained teachers may not be able to make effective use of teaching materials no matter how well they are designed. Therefore, it is always crucial to know the types of teachers any program will depend on and the kinds of teachers needed to ensure that the program achieves its goal.

Teachers likewise possess many different sorts of accountabilities. Some teachers have mentoring or leadership roles within their schools and assist in orienting new teachers to the school and other activities. Girard (1977) in Ur (1996: 276) emphasized that the important part of teacher's job is to motivate learners, not merely as a provider of materials and conditions for learning except for the students who are ready to take responsibility for their own motivation and performance.
The teacher as Manager

There is a role a teacher has to play effectively in the classroom, namely acting as a manager. This deals with aspects of a wide responsibility which may be described as 'the management of the instructional process' (Curzon 1990: 155). This role obviously requires from the teacher the exercise of certain functions broadly associated with management, in the formal sense of that term. Provisionally, the term management here could be accordingly defined as 'the art of getting things done through people (Follett in Curzon 1990: 155).

Specifically, the teacher-manager's tasks are varied ranging from the ones in relation to environment, syllabus and course design, the retention, retrieval of knowledge and transfer of learning, the tasks necessary in order to teach students how to study, the maintenance of discipline, counseling and advising (Curzon ibid.). The teacher, then, has a management responsibility for (a) the creation and maintenance of a classroom environment in which learning can take place effectively, (b) construction and interpretation of the syllabus, (c) selection and enunciation of teaching objectives, (d) selection of appropriate modes of instruction, (e) class motivation and control, (f) delivery of instruction, (g) assessment of student performance, (h) provision of informative feedback to students, (i) ensuring retention and transfer of knowledge.

In the same tone, Ur (in Richards and Renandya 2002: 391) underlines that teachers (English teachers) (1) live as a community whose members are interested in interaction with one another for the sake of learning and for the enjoyment of exchanging experiences and ideas with colleagues, (2) are committed to reaching certain standards of performance, and aware of their responsibility toward their learners and their learning, (3) learn continually about their subject matter, about teaching methods and other others that make them better educators, (4) are autonomous for maintaining professional standards.

The Defining Characteristics of Good Teachers

Different people have different ideas about the characteristics of a good teacher. It is often the case that their perception of a good teacher is subject to their own experiences. The following ideas might sufficiently reflect such diverse propositions on good teachers (Harmer 1998: 1-2). First, they should make their lessons interesting so their students do not fall asleep in
them. Then, they should love their job because if they really enjoy their job, that will make the lessons more interesting. Next, they should have lots of knowledge, not only of their subject. Afterwards, good teachers are entertainers in a positive sense.

In addition to these, the other characteristics that define good teachers reflected from their good relationship with their students (Harmer 1998: 2). Hence, good teachers should be (1) approachable in which students can talk to the teachers when they have problems or do not really get along with the subject, (2) have an affinity with their students who are able to identify the hopes, aspirations and difficulties of their students when teaching them, (3) able to correct their students without offending them, that is being able to measure what is appropriate for a particular student in a particular situation, (4) able to control and inspire a class, that is their students believe that they are genuinely interested in them and available for them, and (5) the ones who care more about their students' learning than they do about their own teaching.

Good teachers should seek to develop themselves in their fields. According to Gold and Roth (1999: 34), good teachers are constantly growing, seeking new skills and insights about themselves and the process of helping. They are committed to the process of growth in both their personal and professional lives. They recognize their own immediate and long-term needs and develop strategies to meet them. They have a strong knowledge base about effective practices, including classroom instruction, interpersonal relations, and working with parents, students, and co-workers in their teaching role. Good teachers also maintain active participation in professional associations in order to remain current and to continually enlarge their knowledge base. To be good teachers, in Patten and Walker's views (1990) in Gold and Roth (1999: 163), there should be at least five elements to possess. First, they have to have the ability to be a good listener. Next, they need to own the ability to express themselves effectively in words. Third, they are required to demonstrate their understanding and support to their students. Then, they should be able to be warm to others and objective in their judgments, grading and decisions. Lastly, they are determined to have a strong sense of ethics and responsibility.
Method

This paper employs descriptive research precisely self-report research and of this kind used is the survey research (Gay, Mills and Airasian 2006). The overall purpose of a survey is to obtain a snapshot of conditions, attitudes, and/or events of an entire population at a single point in time by collecting data from a sample from that population (Nunan and Bailey 2009). The survey research is chosen for it can provide very valuable data especially in terms of school stuff, namely being good teachers in the eyes of teachers and students. This survey was done to get the information related to the instruction in general and characteristics of quality or good teachers.

To gain comparable data from all participants, the writer asked them each the same questions. Therefore, the writer then developed a written collection of self-report questions to be answered by the research participants, purposefully selected samples (students and lecturers). The questionnaires used are attitude scales used to determine what an individual believes, perceives, or feels about self, others, activities, institutions, or situations (Gay, Mills and Airasian 2006). The scales that fit this research is likert scales (Dornyei 2010), that is asking the students and teachers a series of statements by indicating whether he or she strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), strongly disagrees (SD).

Population and sample

A population is defined as any group of individuals that has one or more characteristics in common that are of interest to the researchers (Best and Kahn 2006). Therefore, a representative sample from the population as a whole is to be selected (Nunan and Bailey 2009). The non-probability sampling type in this L2 research is a convenience sampling, where an important criteria of this sample selection is the convenience for the researcher (Dornyei 2010: 60). This sample was also chosen partially purposeful, meaning that besides the relative ease of accessibility, the participants also have to possess certain key characteristics related to the purpose of the investigation. Thus, the population of this survey research was all the students of English study programs (S1 and D3) and all lecturers in Humanity Department and the sample was 25 students and 25 lecturers chosen purposively.
Finding and Discussion

Results of the questionnaires part 1

The following 12 charts summarize the entire finding of the survey on the teachers I like best given to some respondents comprising of lecturers and students. The lecturers were asked to imagine if they are now a university student and to choose the defining characteristics of good teachers. Too, the students were asked about their opinionated ideas about the same point, the features of the teachers they favor most.

If we look at chart 1 we can easily figure out that the first characteristic most respondents chose was the teachers' ability to make their lessons interesting. Therefore, 90% of the respondents strongly agreed with this first feature. Meanwhile, only few who had slightly less agreement (10%) to that feature. This signifies that one important feature of good teachers most students like to see is when the teachers have the real ability in creating their lessons become appealing so that the students will be able to enjoy and finally understand the lessons fully.

The second chart indicates quite different result with the first chart in which the respondents rated the item "the teachers who love their job" are thought to be another significant characteristic of being good teachers. 67% of the respondents strongly believed that the
teachers who teach their lessons from their heart based on their love to their profession will be able to transfer their knowledge to their students and will feel at ease in handling their students no matter how smart or how poor their students are. Such teachers certainly will not get easily bored and tedious with their daily routine. A professional accomplishment stems from love of their given profession. This is supported by another 33% of the respondents articulating that loving their jobs was the teachers’ first main concern.

Based on Chart 3 above, we can see that the third characteristic of being good teacher is having good personality. This was rated very high by the respondents with 75% mentioning a strong agreement with that point and only 20% stated that they agreed with it. This recaps that all of the respondents had a resemblance in their perspective on the third quality of being good teachers. This marks that the teachers who have good personality will be able to give charm and comfort to their students and, vice versa, the students will give their respect to their teachers.

The fourth chart sets a similar bar of preference among the respondents where 66% of them strongly supported the fourth characteristic of good teachers and solely 22% simply agreed with the necessity that teachers should be very knowledgeable both in their own field and beyond. This obviously signifies that gaining lots of knowledge is very much required in the
teaching profession since the teachers should be the sources of knowledge and information. In other words, teachers should always update and upgrade their knowledge and skills based on the current issues and development on science and technology.

Chart 5. Being an entertainer in positive sense

Another defining feature of good teachers is displayed in Chart 5, namely, the ability of teachers to become an entertainer in a positive sense for their students. From the chart, it can be identified that most of the respondents (54%) agreed that being an entertainer in the classroom is good for teachers to make their class actively engaging. The second percentage (33%) indicates that many students even wholly supported that good teachers should be entertaining in their teaching. The least percentage (13%) shows a neutral position marking either/or position that they probably agreed or disagreed with the point. Of these data, it can be inferred that the type of teachers most respondents like to have is the one that is amusing in a sense that can ease the process of understanding the lesson for their students.

In the same vein, Chart 6 depicts another intriguing figure with nearly equal share of percentage. Virtually 50% of the respondents were determined to agree with the proposed characteristic, that is the teachers should be approachable (they can invite to talk to, to help solve their lessons related problems and other personal ones). The second portion (30%) appears to be strongly agree with the item. For them, teachers are not only knowledge
resources but also problem solution house. The remaining 23% put themselves in neutral bar implying that on one hand they need teachers to share problems with but on the other they feel reluctant to run to their teachers when facing any personal problems. In short, being both approachable and problem solver are deemed to define another trait of good teachers.

In the Chart 7 above we can snatch an apprehension that teachers according to the respondents should be both emphatic and sympathetic towards students' hopes, aspirations, and difficulties they are having in the classroom and outside the classroom. This is backed up by 44% representing strongly agree position, followed by 41% reflecting agree position. The last 15% was just undecided. These figures picture the true endorsement of the respondents regarding the seventh feature of good teachers that they have to be capable of putting themselves in the shoes of their students in a way to bridge what they have in their minds.

In lieu with the instructional issues, most of the respondents came to believe that comprehending the classroom management and instructional management in particular are of prime importance for teachers and these will qualify them to be good teachers. As shown in the chart, more than 50% was in the framework of this thought and the remaining 45% was just less firm in agreeing the point which actually rounding up the total 100% of similarly shared ideas. In short, it can be drawn that teachers are not only serving as the agents of
knowledge and science but more importantly serving as a manager in their classroom. Simply, it is the ability to manage the instruction run proportionally and effectively.

Amongst the ten charts, this item is probably the closest facet that is intertwined with the domain of teaching or instruction process. It is something that teachers frequently face, encounter and actuate in the classroom. Therefore, the respondents also the students obliquely underwent this typical situation felt deeply connected with the issue. Hence, if we look at the figures in Chart 9, it will be of no surprise. The majority of the respondents (57%) sounded a resembling idea that they strongly agreed with the teachers' characteristic of being able to correct them without losing their faces in the classroom. In other words, they expect their teachers to always give proportional reward and punishment, to make them aware which one is right and which one is not, yet without leaving a hard feeling in the students' mind. Another 35% of the respondents also shows their agreement on this essential instructional element. Only 8% had an indifferent idea of the point.

The last point to address in the first part of this survey results is pertaining to disciplinary respect, namely being punctual. This is a widely-spread malady among teachers. This is a sort of habit formation, once internalized it will take years to change it. Therefore, not all of the respondents had proving or disapproving feeling about this. Yet, from pedagogical point of view, being punctual is extremely important. Chart 10 denotes that most of the respondents (44%) had an idea that as a teacher, he or she has to exemplify such a good behavior to their students if they wish them to act properly. The respondents took into account that punctuality is a serious matter in pedagogy. Accordingly, 38% of them agreed that teachers to be good should be strict in their timing and scheduling. Seven is seven, not extended not lessened. The remaining 18% assumed that punctuality is crucial but to certain degree being late is tolerable.
Results of the questionnaires part 2

Chart 11 above was generated from semi open-ended question in which the respondents were provided a number of quality aspects in adjectival word forms. The respondents were simply asked to select one best criterion for good teachers. The ranks of the traits were ordered based on the quantity of the responses each got. Thus, we can come to some conclusions that good teachers should have at least eleven basic traits when deciding to take teaching as their professional career. A teacher must be smart in the first place (29%), then he or she should make themselves knowledgeable (19%) not only of their own field but also beyond their expertise territory. Being smart and knowledgeable should not drive the teacher to be arrogant, instead he / she has to demonstrate his/her friendliness and modesty (12%). The next rank is that a good teacher should be discipline (8%) in terms of time management and workload accomplishment. Being punctual for most respondents is nonnegotiable matter. When, in the respondents' mind, the time is already set up, everybody including teachers and students have to comply with it. Then this goes down to being caring and honest (5% each), followed by being fair, smiling, enthusiastic, and willing to be criticized (3% each) reaffirm what has been previously spelled out in the literature review that teachers should be professional, good, competent, etc. is now verified via the results of this survey research.

Conclusion

Many things can be performed to create a context for good teaching, but it is teachers themselves who ultimately determine the success of a program. Good teachers can often compensate for deficiencies in the curriculum, the materials they make use of in their
teaching. Indeed, quality teaching cannot simply be assumed to happen. It results from an active, ongoing effort on the part of teachers to ensure that good teaching practices are being maintained. This certainly involves the establishment of shared commitment to quality teaching and the selection of appropriate measures to bring it about. Thus, based on results of the discussion about the defining characteristics of good teachers, we can finally come to the final remark there are at least ten significant features of being good teachers (see Charts 1 - 10). To be called good teachers, they also need to purify themselves with the eleven elements (see chart 11).

**Recommendation**

Teachers are expected to own a variety of skills such as nonverbal communication, questioning, reflecting, listening, and reinforcement. Teachers should have a high degree of self-worth and experience deep feelings of identification of others. They are readily approachable by those they can help, and have a strong desire and commitment to helping others. Good teachers should demonstrate a clear understanding of their beliefs and values and live consistently with them. They continually evaluate their own beliefs, which provide for introspection and enhances practice. In short, good teachers have a high degree of integrity and maintain the teaching principles to which they stick firmly as individuals and professional teachers.

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CULTURAL DIVERSITY AS REPRESENTED IN INDONESIAN FOLKLORES: CASE STUDY IN MATHEMATICS DEPARTMENT

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Abstract

The purpose of this research is to know how far the Mathematics students in 2013/2014 have ability to know the concept of cultural diversity as represented in Indonesian folklores. The method of this research is descriptive analysis. While the approach that we use is culture's approach. Focus group discussion in this research is to find the result of analysis from the students. The result shows three things. Firstly the students are able to understand about the culture from the short stories that is given. Secondly almost all of the students can describe the moral value delivered in the story. Thirdly all of the students agree that Focus Group Discussion is a good technique to help the students understand the literary works.

Keywords: culture, focus group discussion

Introduction

Culture etymologically derived from the Sanskrit "budhayah", which is the plural of budhi which means mind or sense. While anthropologist that provides a systematically and scientifically definition of culture is EB Tylor in a book entitled "Primitive Culture", he said that culture is a complex whole which has in it the other sciences, as well as human habits acquired as a member of society.

On a slightly different, Koentjaraningrat defines culture as a whole human being from the behavior and results of regular behavior by behavior patterns which must be gained to learn and that all made up in people's lives. From some senses it can be concluded that the culture is a whole system of ideas, actions, and results of work of man to fulfill his life by way of learning, all of which are arranged in society.
In conclusion, culture has three concepts: (1) Culture is everything that is done and created by human, which includes material culture (physical nature) (which includes the creation of human objects, such as vehicles, household appliances, and others) and non-material Culture (spiritual nature) (is all the things that cannot be seen and touched, such as religion, language, science, and so on) (2) Culture was not inherited by generative (biological), but may only be obtained by means of learning (3) culture is obtained by human as a member of society. Without communities the possibility is very small to shape culture. In contrast, without culture impossible human (individual or group) can sustain life. Thus, culture is almost all human actions in daily life.

**Works of Art**

According Sumardjo and Sumaini, one definition of literature is language arts. That is, the birth of a literary work is to be enjoyed by readers. To be able to enjoy a literary work seriously takes good knowledge of the literature. Without adequate knowledge, enjoyment of a work of literature will only be superficial and cursory because of the lack of proper understanding. Previously, everyone should know what is meant by literary works. Literary work is not a science. Literary work is art, where many human elements that go in it, especially feeling, making it difficult to apply the scientific method. Feeling, passion, confidence, conviction as elements of a literary work are difficult to make the limitations. Literary work is an expression of the human person in the form of experiences, thoughts, feelings, ideas, passion, belief in a form of picture of life, which can evoke fascination with language and tool described in writing. Jakop Sumardjo in his book entitled "Apresiasi Kesusastraan" saying that the literary work is an attempt to record the contents of author’s soul. This recording is using a language. Literature is a form of recording in a language that will be presented to others.

Basically, the literature is very useful in life, because literature can provide awareness to the reader about the truths of life, although described in the form of fiction. Literary works can provide excitement and satisfaction of mind. This Entertainment is the kind of intellectual and spiritual entertainment. Literary works can also be used as experience to work, because anyone can pour hearts and minds in a valuable writing art.
After knowing what is meant by the literature, there is no harm if we glance deeper into the genre (type) of literary works. Literary works can be classified into two groups, namely the imaginative literature and non-imaginative literature. Characteristic of imaginative literature are the literature has more highlight of the fanciful nature, using connotative language, and meet the aesthetic requirements. While the characteristics of non-imaginative literature are the literature has more factual elements than the imaginative elements, tend to use denotative language, and still meet the aesthetic requirements.

Distribution of imaginative literary genre can be summarized in the form of poetry, fiction or narrative prose, and drama. Poetry is a very solid series of words. Therefore, the clarity of a poem depends heavily on the correct use of the word as well as the cohesion that make it up. Fiction or prose narrative is a bouquet that has biodegradable explanation about a problem or things or events, and others. Fiction is essentially divided into novels and short stories. The third genre imaginative literature is the drama. Drama is a literary work that tells the story through the dialogue of the characters. Drama as a literary work is actually only temporary, because the play was written as a basis for staged. Thus, the purpose of drama is not to be read like a novel or a poetry reading. The real drama is that literary texts had been staged. But however, the written text is always included drama as literature.

Next is the division of non-imaginative literary genre, in which the levels of the facts in this literary genre is rather prominent. Author works based on facts or reality that actually exists and happens that can be obtained. Presentation in the form of literature is accompanied by the imagination, which is becoming a hallmark of literary works. Genres are included in non-imaginative literature, namely: (1) Essay is a short essay about the fact that is analyzed according to the personal view. In the essay, both the author's mind and the personal feelings and the author’s whole character are clearly defined, because the essay is the author's personal expression of something a fact. (2) Criticism is the analysis to assess the artwork, in this case literature. Thus, the actual work of criticism is arguments with facts of a literary work, because the criticism ends with a conclusion of the analysis. The purpose of criticism not only demonstrate the advantages, drawbacks, right and wrong of a literary work is seen from a certain angle, but also the ultimate goal is to encourage the creation of literary writers to reach as high as possible, and also encourages the reader to appreciate literature better. (3)
Biography or memoir is the story of someone's life written by someone else. Biographer task is to bring back the person's life based on sources or facts that can be gathered. The writing technique of biography is usually chronological which begins from birth, childhood, youth, adults, and the end of his life. A biographical work usually involves the lives of important figures in society or historical figures. (4) The autobiography is a biography written by the characters themselves, or sometimes written by others but told and acknowledged by the character. The surplus of autobiography is that small events which are not known to anyone else (because no evidence could be disclosed) are written. Similarly, attitudes, opinions, and feelings of characters who have never known by anyone else are disclosed. (5) History is the story of a bygone age of a society based on sources written or unwritten. Although the work of history based on facts obtained from several sources, but the presentation is never separated from its author fanciful elements. Historical facts are usually limited and incomplete, so to describe the ancient times, the author needs to reconstruct it based on the imagination, so that it becomes a complete and incomprehensible. (6) Memoirs is basically an autobiography, the history written by the characters themselves. The difference, memoirs limited to a piece of experience of the characters, for example the events experienced during World War II figures alone. The fact is that in memoirs the author’s imagination comes to play a role. (7) Diary or daily record is a record of a person about himself or his surroundings are written on a regular basis. Diaries are often assessed as literature because it was written in an honest, spontaneous, thus resulting in personal expressions which are original and clear, which is one of the qualities that are valued in literature. (8) Letter of specific figures for others can be considered as a work of literature, because the quality is the same as contained in the diary.

This non imaginative literary genre is not well developed, so that there is less known genres as part of the literature. What is called literature is just concerning the works of the imagination. It can be seen from the understanding of the public, especially students of literature.

**Focus Group Discussion**

The term Focus Group Discussion (FGD) is currently very popular and widely used as a data collection method in social research. Retrieval of qualitative data through focus group
Discussions is widely known because of its advantages in providing convenience and an opportunity for researchers to establish openness, trust, and understanding the perceptions, attitudes, and experience of the informant. FGD allows researchers and informants intensive discussions and not rigid in discussing issues that are very specific. FGD also allows researchers to collect information quickly and constructively from participants who have different backgrounds. In addition, the group dynamics that occur during the process of discussion often provide information that is important, interesting, and sometimes unexpected.

FGD results cannot be used to generalize because it is not intended to describe the voice of society. However, the significance of FGD lies not in the results of the population representation, but in the depth of information. Through focus group discussion, researchers can determine the reason, the motivation, the basis of the argument or opinion of a person or group. FGD is a qualitative research method that is theoretically easy to administer, but the practice requires high technical skills.

FGD can be simply defined as a systematic discussion and focused on a particular issue or problem. Irwanto (2006: 1-2) defines the FGD as a process of systematic data and information collection about a very specific issues through group discussion. As the name implies, the notion of Focus Group Discussion contains three key words: a. Discussion (not an interview or chat); b. Group (not individual); c. Focused / Targeted (not free). That is, although the fact is a discussion, FGD is not the same with interview, meeting, or chat of a few people in cafes. FGD is not merely gathering of people to discuss a few things. Many people argue that the FGD conducted to find solutions or solve problems. That is, discussions aimed at reaching agreement on a particular issue faced by the participants, but the event is not FGD, but regular meetings. FGD is different from the arena solely held to seek consensus.

As a research tool, FGD can be used as a primary or secondary method. FGD serves as the primary method if used as the sole or primary method of research method (in addition to any other method) in the collection of data in a study. FGD as a secondary research method is commonly used to complement quantitative research and or as one of the triangulation
technique. In this regard, both serves as a primary or secondary method, the data obtained from the FGDs are qualitative data.

Beyond its function as a method of scientific research, Krueger & Casey (2000: 12-18) mentions, basically FGD can also be used in a variety of domains and objectives, such as (1) decision making, (2) needs assessment, (3) product development or programs, (4) determine customer satisfaction, and so on.

**Discussion**

**a. The Story of Rorojonggrang**

This story tells about a girl named Rorojonggrang. She is a clever girl. She does not want to marry Bandung Bondowoso because he attacks her kingdom and kills her father. To reject him indirectly, she asks Bandung Bondowoso to build a thousand temples in one night. Near the morning, she asks the girls to make a morning-like situation by pounding the rice and burning the stubbles. Bandung Bondowoso meets Rorojonggrang and demands her to marry him. She counts the temple and there are only 999 temples thus she rejects him. Bandung Bondowoso is angry and curses Rorojonggrang to be a stone and becomes the a temple. If we analyze using Greimas’ actan, the story will be like this:

![Diagram of Rorojonggrang's story](image)

From the scheme we can see that Rorojonggrang (subject) does not want to marry Bandung Bondowoso (object). She comes up with a plan to reject the marriage proposal (helper). She asks Bandung Bondowoso (opposition) to build 1000 temples in one night. Near the morning
Rorojonggrang asks the girls (sender) to make a morning-like situation by pounding the rice and burning the stubbles. Bandung Bondowoso fails to complete 1000 temples thus Rorojonggrang (receiver) rejects to marry him.

From the discussion, most of the students propose that the good character is Rorojonggrang because she is smart, loyal to her father, and nice (as she reject the marriage proposal indirectly. While 12 out of 32 students (37.5 %) say that the good character is Bandung Bondowoso because he has good intention to marry Rorojonggrang and he obeys what she wants. The students also have different opinion about the bad characters. 62.5 % of the students decide that the bad character is Bandung Bondowoso because he attacks Keraton Boko and kills Prabu Boko. While 37.5 % of students state that the bad character is Rorojonggrang because she cheats Bandung Bondowoso by making a morning-like situation.

The students argue that some moral values taught by the stories are do not be proud of yourself; do not cheat others; control your emotion.

b. Story of Yomngga and the Dragon

The story tells about a girl named Yomngga who lives with her grandmother. She is a diligent girl. Everyday she helps her grandmother in the field. There ia a dragon watching her. One day when she and her grandmother walks to the field, the dragon stops them and asks them where they live. At night, the dragon changes into a man and visit Yomngga. They fall in love and get married. Yomngga gets pregnant. The sisters from other village visit her and find the dragon. They hate the dragon and poison the dragon. The dragon dies. The sisters tell the villagers about the dragon. The villagers cast away Yomngga. Yomngga leaves the village by boat. If we analyze using Greimas’ actan, the story will be like this:
From the scheme we can see that Yomngga (subject) wants to live happily by marrying the dragon (object). At first Yomngga lives with her grandmother (helper). She is a diligent girl who always helps grandmother in the field. One day a dragon (sender) stops them and asks them where they live. At night the dragon changes into a man and visit Yomngga. They fall in love and get married. Hearing the news, the sisters (opposition) visit her. They find the dragon and hate it then they poison the dragon and it dies. The sisters tell the villagers about the dragon. The villagers asks Yomngga (receiver) to go away.

From the discussion, the students propose that the good characters are Yomngga, grandmother and the dragon. Yomngga is a diligent girl who always helps grandmother in the field. She is also a loving person who loves her husband (the dragon) and her grandmother very much. Grandmother is a kind person who takes care of Yomngga. She is also a loyal person who keeps the secret about the dragon. The dragon is patient for what happen to him. He is also confident to express his love although he is a dragon. The students argues that the bad characters are the sisters and the villagers. The sisters are evil because they kill the dragon. The villagers are ignorant because they cast away Yomngga who is pregnant.

The students also states that the story teach the reader some of moral values, they are: do not judge the book by its cover; be a hard worker, be responsible, be kind; do not lost contact with your family; think before you act; love each other; do not commit crime; do not have prejudice about others. The students also finds the message in the story. The message is that if there is a will, there will be a way.
c. The story of Jaka Klinting

The story tells about a boy named Jaka Klinting. He is a nice boy but he has ugly appearance. He comes to a village after a very long walk. He is tired and thirsty. He asks a drink to many people, but all of them reject him. Then he asks a drink to an old lady named Nyai Lantung. She is a kind woman. She gives Jaka Klinting a drink and a place to stay. Jaka Klinting helps her earn money. People mocks him and he ignores them. But when people mocks Nyai Lantung, Jaka Klinting is very angry. He challenges people to revoke the stick that he plugs into the ground. Many people try and fail. Then Jaka Klinting revokes the stick. The stick was plugged easily. Then from the ground it comes out water. The water comes out slowly but never stops. The water drowns the village, except Nyai Lantung’s house. If we analyze using Greimas’ actan, the story will be like this:

From the scheme we know that Jaka Klinting (subject) wants to make Nyai Lantung happy (object). When he comes to the village, the villagers (opposition) mock Jaka Klinting. Nyai Lantung (helper) helps Jaka Klinting by giving him a drink and a place to stay. When the villagers mock Nyai Lantung, Jaka Klinting uses his superpower (sender) to drown the village. All villagers are drowned except Nyai Lantung because Jaka Klinting saves Nyai Lantung (receiver).

From the discussion the students propose that the good character are Nyai Lantung and Jaka Klinting. Nyai Lantung is a kind and helpful women. Jaka Klinting is a dillegent man and a hard worker. The students also argues that the bad characters are the villagers because they
are not helpful and arrogant. They have bad characteristic as seen when they mock, insult, tease, and make fun Jaka Klinting.

The students also states that the story teach the reader some of moral values, they are: do not look down and insult others because they are poor; help and respect each other; be good and be polite; do not judge people based on their appearance.

d. The Comparison

From the three stories analyzed above we can see the similarities and the differences. The similarities lay on the mystical part. The first story says that a man can build 1000 temples in one night and a man can curse other into a stone, while the second and the third story tell that a man can transform into a dragon.

The differences lay on the teaching part. The first story teaches us about how to become a good leader. It teaches what features we have to obtaine in order to be a good leader. It also teaches what features considered inappropriate as a bad leader. The second story teaches us about how to become a faithful wife. It mentions implicitly what are the characteristics we need to have in order to be a faithful wife. It also mentions the opposites characteristics considered inappropriate for a faithful wife. The third story teaches us about how to be a patient and calm person. It describes the qualities of becoming a patient and calm person. Having known that, it also implicitly describes the qualities that should not be owned by a patient and calm person.

Conclusion

The introduction towards Indonesian folklores to Indonesian students are interesting topic as young generation nowadays neglect and ignore the existence of their cultural heritage. They seem more interesting in modern world that full of technologies. This paper analyzes the interaction between the students and the Indonesian folklores. The introduction is conducted through focus group discussion. By using focus group discussion, the class can successfully conduct an analysis towards three folklores from indonesia. Analysing these folklores, the students find that these are the media to teach moral values from older generation to younger one as folklore started as oral literature.
As a media for teaching moral values, these folklores should contain good stuffs only. But from the analysis, we found that there are some inappropriate teachings in the stories. For example, first story ‘Rorojonggrang’ mentions the main character (Rorojonggrang) conducts an inappropriate behavior to save herself. She does not keep her promise to marry Bandung Bondowoso. She cheats Bandung Bondowoso to make a morning-like situation thus he cannot finish building 1000 temples.

But this activity (introducing Indonesian folklores) to Indonesian students is considered a success. This is one of many ways to preserve our cultural heritage. We cannot neglect our ignorant younger generation that look down their own ancestor.

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SUBTITLING… GIVING A GREAT EXPERIENCE FOR THE STUDENTS

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Abstract

My eyes caught on a cover of Subtitle Tools CD program on a CD rack in a software shop. I thought this would be interesting for the students. To my surprise, the software is a freeware. Then, I tried to learn how to work with the programs and I found one of the programs - DivXLand Media Subtitler - is very simple and easy to use. In addition, this program enable us to work with a wide range of video extensions such as MPEG, MPG, MPE, M1V, MP2V, MPEG2, MP4, WMV, WM, ASF, AVI, DIVX, XVID, MKV, OGM. This program is worth teaching and is very useful to equip students with the skill in movie subtitling.

The subtitle file creation using DivXLand Media Subtitler consists basically of four steps as the following. First, the creation starts with “File > New” menu. It is recommended to manually create a text file (in plain text such Notepad) containing all the dialogues in the movie. Second, synchronization is meant to synchronize the subtitle texts with the dialogues in the video. It is done by playing the video while pressing each text while the dialogue spoken. Third, preview is to see the overall result of synchronization. During the preview mode the subtitle text can be edited, added or removed to get the best result of subtitling. The last step is saving. The subtitle file must has the same name as the video file to enable the filter to load it regardless of the player used.

Keywords: DivXLand Media Subtitler, subtitle

Introduction

Technology has developed rapidly to support every field of human’s life. Hardware and software have been developed to meet various human’s need. In the area of teaching, many applications have been developed to meet teachers’ need in their teachings. There are some
applications intentionally developed for teaching. In addition, teachers can also use the applications that are unintentionally designed for teaching to support their need in teaching.

Technology in teaching become more and more popular today. It has widely influenced the area of foreign language teaching. It seems that every teacher has used it in his/her classroom ranging from the very simple up to the sophisticated technology. The recent purpose of using technology in the classroom is to assist and enhance language learning. Teachers can combine various types of technology to support their teaching practices, involve students in the learning process, provide examples of the target language in its real context, and, if possible, building connection to people in different countries where the target language is spoken. This is to make the students learn the natural use of the target language.

In addition, technological equipment enable teachers to give variations in their teaching practices to meet their needs in giving activities and homework assignments and, in turn, it can enhance the learning experience for the learners. Using technology is also useful since it is very accessible for the learners nowadays. They can use it anytime and anywhere considering that almost all of the learners have good literacy in technology.

The effectiveness of advanced technological tools in supporting and enhancing language learning is useless without a good mastery and expertise of the teachers who manage and facilitate the language learning environment. Technology has been integrated to the schools/university curriculum. For teachers, it is challenging to be always up-to-date to the latest technology to apply in their day to day teachings.

Furthermore, ACTFL (http://www.actfl.org/news/position-statements/role-technology-language-learning) suggests that “technology should never be the goal in and of itself, but rather one tool for helping language learners to use the target language in culturally appropriate ways to accomplish authentic tasks.” It is used to widen the opportunities for learners to develop their proficiency in the target language through “interactive and meaningful learning experience facilitated by a qualified language teacher.”
The applications discussed in this paper is *DivXLand Media Subtitler*. This application is not intentionally made for language learning. Instead, it is used for media (video) subtitling. In order to enhance students’ creativity in applying their skills in the area of translation, this application is worth trying. There are several applications of video editing (including subtitling) found in the software market like adobe premier.

**Subtitling**

One of the course commonly given in the English curriculum is translation. In this course, students learn how to transfer meaning from the source language into the target language. One form of translation found in everyday life is subtitling. According to Coelho subtitling is defined as “the process of providing synchronized captions for film and television dialogue (and more recently for live opera).” Additionally, Szarkowska, in Mustafa (http://www.iasj.net/iasj?func=fulltext&aid=49262), states that it involves the process of "supplying a translation of the spoken source language dialogue into the target language in the form of synchronized captions, usually at the bottom of the screen”

**Characteristics of Subtitling**

Subtitling has some characteristics and serve as advantages and disadvantages. The advantages are summarized below:

1. It is considered very neutral and less mediated method that involves the least interference with the original (source) language. This is because the audience still can feel the taste of the original language and the sense of “original culture” as well Szarkowska in Mustafa (2014)

2. It also may has role in language learning (Serban in Mustafa: 2014) and “in a better understanding of narrative network of a film”. Mera (1998:75) also mentions that the original dialogues between the character also "gives vital clues to status, class and relationship”.

3. It is not expensive and easier to produce (Szarkowska in Mustafa: 2014).

4. It is better for people with hearing difficulties/ deaf compared to dubbing (Serban in Mustafa: 2014).
While the disadvantages of subtitling are as follows:

1. The translation has to be cut to fit the limited space on screen. In this case, the translator has to cut and adjust the available space (Serban in Mustafa: 2014).
2. Greater loss of meaning because of the compression (Serban in Mustafa: 2014),
3. Splitting the audience attention during watching the film,
4. Disturbing the image of the film,

**Brief Overview on the Software DivXLand Media Subtitler**

*DivXLand Media Subtitler* is a freeware program developed for creating subtitle files for movies and video from plain text files and to fix and synchronize subtitle files with any media files. This software is also capable of allowing users to open almost any media type. Compared to other software “Manual Video Subtitler”, this software is easier to use and with more features. This software is also equipped non-English language features.

Soon after the release of the original DivXLand Subtitler, it became very popular and got high rating in terms of the number of users who downloaded the software especially that of non-English websites. Its success is not only to be the first in its category, but also the fact of featuring a clear and intuitive graphical user interface, without mentioning its flawless behavior. Media

**Features of DivXLand Media Subtitler version 2.1.2**

In order to apply easily, the developer has updated and improved the performance of the latest version. The followings are the features of *DivXLand Media Subtitler version 2.1.2* given by the developer

(http://www.divxland.org/en/download/1000/divxland_media_subtitler#.VBa_XJSSySo)

- Create subtitle files from plain text files or clipboard easily
- Edit and fix all type of synchronization errors automatically
- Instant-preview of the subtitled video without saving
- Save partially edited files to resume subtitling process later
- Multiple subtitling modes available
- Support for basic text formatting
- Support for importing/exporting more than 30 subtitle formats
- Keyboard shortcuts for easily controlling the subtitling process
- Multi-language spell check feature using the Microsoft Office Word spell checker
- Ability to embed subtitle files into AVI videos
- Ability to extract audio stream from AVI videos into WAV format
- Complete and detailed help system included
- Support for all East Asian and Right-to-Left languages
- Multi-language interface included

In addition there are numerous video file extensions that support for opening such as MPEG, MPG, MPE, M1V, MP2V, MPEG2, MP4, WMV, WM, ASF, AVI, DIVX, XVID, MKV, OGM. Any other file types supported by Windows Media Player can be opened as well.

The working texts of subtitle formats are currently supported for opening and saving such as: Adobe Encore (txt), Advanced SubStation Alpha (ass), DKS (dks), DVD Subtitle System (txt), DVD Subtitle (sub), FAB Subtitler (txt), JACOSub 1.7 (js, jss), Karaoke LRC (lrc), MAC DVD Studio Pro (txt), OVR Script (ovr), Pinnacle Impression (txt), PowerDivx (psb), PowerPixel (txt), QuickTime Text (txt), RealTime (rt), SAMI Captioning (smi, sami), SonicDVD (sub), Sonic Scenarist (srt), Spruce DVD Maestro (son), Spruce Subtitle (srt), SubRip (srt), SubStation Alpha (ssa), SubViewer 1.0 (sub), SubViewer 2.0 (sub), TMPlayer (txt) IV, TurboTitler (tts), Ulead DVD Workshop (txt), ViPlay (csf), and ZeroG (zeg)

**Step-by-step Subtitling by DivXLand Media Subtitler**

DivXLand Media Subtitler is designed simple and user friendly. Basically, there are four steps in the process of making the subtitle file such as (1) creation, (2) synchronization, (3) preview, and (4) saving.

Each step will be presented further in the following discussion. For the ease of understanding the process some visualizations are given.

(1) Creation

In making a new subtitle file the user can start manually from the *File > New* menu. It is recommended to manually create a text file (using a plain text editor such as Notepad)
containing all the dialogs spoken in chosen movie in the order of their occurrence, one line below the other. It is possible to split a caption in two lines by inserting a single “|” character (without quotes) in the position where the line should be split. After finishing editing the subtitle texts, this file, then, can be saved as a plain text document (txt file).

In addition an existing subtitle file (in one of the supported formats) can be used to modify the contents and timing of the captions instead of making the new one. When working with an existing subtitle file, Media Subtitler will automatically apply the correction rules defined at the Timing Management section from the General Settings dialog window, if the current settings are set to apply them on file load only. Numerous websites provide movie subtitle files and can be downloaded for free such as http://subscene.com

Figure 1: Starting the new subtitle file

Figure 2: Editing the text file
(2) Synchronization

After creating the subtitle text file, the next step is synchronization. This is to synchronize the captions with the desired time of the video file. This step is important because the utterance made by the character/person in the video should match the caption. This process is done as follows:

- opening the target text or subtitle file containing the video file captions from the File menu in DivXLand Media Subtitler, and then
- open the media file to be subtitled.

To start synchronizing the captions with the video do the following steps:

- select the starting caption and hit the player's Play button.
- Let the video play, and when the selected text line is about to be spoken in the video, press and hold the Apply button until the line was spoken completely.
- The next line will be automatically selected to use it next.
Beside the above steps Manual mode can also be used by clicking the Start, Next and End buttons to synchronize the text and picture segment. It is more practical to use the available keyboard shortcuts defined at the Keyboard shortcuts section from the General Settings dialog to control the video playback and the captions application process. In order to completely synchronize an existing subtitle file containing incorrect timing, it is better to delete the entire timing (from the Edit menu) before the resynchronization process.

(3) Preview
The process of Preview can be done any time by selecting the Preview option and start playing the video to see the result of the synchronization process. To automatically select the applied subtitle during preview mode, enable the Follow subtitles during preview option at the Subtitle Preview Settings panel. During preview mode you can add, edit and remove captions on the fly.
(4) Saving

The last step in the process is Saving. This step can be done after finishing the synchronization is completed partially or totally. The opening file is saved as a subtitle file from the File menu. To allow filters like the VobSub Subtitler Filter to automatically load the subtitles regardless of the player used, the saved subtitle file must have the same name as the video file.

**Concluding Remark**

This software is not designed for language learning. However, considering its advantageous features like simple operation and user friendly, teachers can use it to give the students experience in subtitling (a kind of translation). By doing this, it is expected that the students will be familiar for this tool and later, who knows, it can be useful for them.
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Role of Technology in Language Learning http://www.actfl.org/news/position-statements/role-technology-language-learning

Figures 5 to 8 were captured from video presented in


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TEACHING ENGLISH BY USING PODCAST

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Abstract

Information not only comes in the form of ‘hardware’ such as books, but the internet is also available as the ‘software’ from which the incredible amount of information can be retrieved. Through the Internet, one can get ideas from or exchange ideas with other people throughout world. The fact that the Internet brings many advantages leads to the use of the Internet in education. Teachers should be aware that they can use the internet as a resource of ideas such as teaching approaches, teaching aids, or teaching strategies in order to help students learn better. Podcasts are one of many new facilities provided by the Internet that can be used by teachers. Podcasts is an interesting source of material, used as source of teaching material due to several reasons. It provides easy access to linguistic features, and it is fun and cheap. Through Podcasts, teachers can help students to improve their listening with authentic environment of English. Podcasts enable the students to practice the target language conveniently. The use of Podcasts as a source of material can make the students be familiar with Podcasts. Yet, the success of such activities depends much on the role of the teacher. However, the teachers still hold an important role in the use of Podcasts to facility their teaching. It is the teachers who have to choose the right episode, level, and the Podcast address. The teachers have to be sensitive to the students’ needs and proficiency. Thus, Podcasts can still be a favorite source of material.

Keywords: Podcast, English Language Teaching, English Teacher

Introduction

It is undeniable that we live in multimedia era. One of the visible evidences is the higher use of gadgets in daily life. This automatically brings progress to many aspects of human activities. The domain which feels great effect of multimedia is pedagogy. Both teachers and students nowadays dig a lot of information in order to have capability in operating technology, and mostly it is interconnected with Internet. Among hundreds even thousands Internet applications, Podcast seems to be meaningful for language learning.
Teaching and learning materials are commonly connected with instructional media. These sources are believed to transfer knowledge in appealing way to achieve the goals set by the instructors. Focusing on the appropriate media in English classroom, it enables teachers and students to explore more in modifying the teaching and learning strategy. Dealing with language classes, different language skill requires diverse way and takes certain media based on the linguistic features characteristics. Moreover varying instructional media can be a way to facilitate the multiple intelligences of students where each person in one class has certain ways to make them grasp fully for what they are learning based on their intelligence. Another pivotal feature of well-selected media is to assist the students show active involvement in both individual and cooperative learning. In this case, to achieve the best advantages of media, the teachers are demanded to incorporate the students, material, and media interactively to give an easy and practical way to catch and comprehend the lesson and to avoid boredom.

The English Department in University of Walisongo Semarang offers Listening course as a compulsory subject to enrich the students' English proficiency. Based on my own teaching experience, listening class is quite difficult for students with low English ability since it emphasizes on the accuracy of the English words, phrases, even sentences in addition to the general comprehension of the native speaker's utterances. Many students often feel hard to follow the lesson and make mistakes in spelling due to several reasons during the learning process, for instance lack of vocabulary mastery, too much anxiety in participating, difficult to concentrate in audio materials, and so forth. This condition lowers their achievement, indeed.

In addition, the students tend to get bored with the atmosphere inside the language laboratory since there is no sufficient variety for joyful activities. It seems that the students are simply demanded to accomplish a number of listening comprehension assignments properly without considering listening strategies which help them to solve their listening difficulties. Looking at this situation, I am eager to modify the materials as well as the instructional media to create joyful learning supported by 21st communication skill, Internet. Easily accessed, Internet spreads a lot of programs to the users, and many of them are purposefully designed for language learners. Among those amazing Internet sources, I find podcast great to provide
alternative teaching reference for dictation, and a number of studies have shown its strengths in ELT, especially for listening skill.

**The Advantages of using Podcast in ELT**

By the time the students use multimedia equipments, they are able to access a lot of sources whether it is visual, audio, or audio-visual. Moreover by using multimedia, students can download native voice as source of the listening/dictation materials. Podcast is possible to foster students listening skill as it provides students with authentic and contextual materials. It can improve students’ knowledge in operating multimedia because students are able to share their podcast via internet as well. When students create podcast for class, they not only learn the target language in a creative way, they learn 21” century communication skills at the same time.

Podcasts used for the purpose of English teaching in this chapter are audio files uploaded to the internet to be downloaded onto mobile devices such as a cell phone, mp3 player—such as iPod—or simply to be listened to directly from the computer. This portable function enables the students to practice the target language more conveniently since they can play the audio wherever they want, e.g. when they are walking to campus, sitting in a bus or train, and so on. An important feature that makes the online audio file into a podcast is the possibility of subscription, so that the listener is alerted when a new episode is available and may even have it automatically downloaded onto a computer ready for listening or transfer to a mobile device. Podcasts can also include music, video, or pictures (Peterson, 2010). Another feature of podcast is economical. Instead of buying a CD of listening practice consisting limited number of tracks, we can download Podcasts for free.

In line with the reasons mentioned above, Audio Podcast is presented in this chapter. The Podcast *Ice cream mmm* (2012) is used as the source of material. This episode provides information about how an American makes Cherry Ice Cream in the summer. This episode covers linguistic features which are accordance with the students’ level of Basic Listening Comprehension. Besides, by listening to this episode, students will get a different cultural point of view of making an ice cream. Below is the example of the page that students should open in order to be able to listen to the recommended podcast.
Listen to English and learn English with podcastsinenglish.com

Listen (left click) or download (right click) the individual podcasts below. NB: Please ensure your 'pop-up blocker' is turned 'off.

86. Ice cream mmm Jackie makes some ice cream, the taste of summer
(6 June 2012)
▶ Listen or download (1.73MB, 3min 47sec)
* Transcript (pdf 52KB) (see below)
* Worksheet & Answers (pdf 75KB)
▶ Vocabulary tasks (pdf 61 KB)

Google" JSearch for podcasts with

Ice Cream

Jackie makes some ice cream, the taste of summer
If we wants to that’s summer, it has to be ice cream when we are lucky had join luck the garden and it follows cherries.
They look and taste great
So, today I’m making cherry ice cream.
This is the first time to make ice cream. So, with vegetanic experiment really...
So, first I moves done to held about 650 gram of are cherries skin
These I put in blander, I’m blending until smooth.
Next, I sift the cherries in to a plastic picker, I only want the cherry juice, no skin or anything else
So, my 650 of the cherries I strain it to the width keep 400 ml of pure cherry juice.
So, next add the sugar, 150 gram of sugar followed by the cream, I think 200 ml cream is enough for this ice cream.
And to move flavor, I have a spoon full of CASSIS well actually maybe two spoons.

Now, this always together. So, the dough amount is 700 ml perfect, because of going to all of these in an ice cream seeing. The first follow the cold so 30 minute from the freeze. So, now ready to mix the ice cream, them see need to be turning to pour the mix in the cause in.

So, activated one more waits pour the ice cream carefully try not enter anything.

So, the ice cream see this now turning about 40 minutes and during that time the mix to become so much move all.

Now put in the plastic container one suitable for freeze its little wrongly perhaps anyway, I put the let down in the glass, from the freeze until deliver 45 else.

So, well the Ice cream is taste good, it’s look good,

Well, you have believed me, it’s just wonderful to days of summer.

QUESTIONS

1. What is the Jacky talk about?
2. Mention the material/ingredients to makes the Ice cream?
3. Explain what isthe first step / procedure of making ice cream?
4. What is the next prosedure after the blanding?
5. How many ml cream she needs to make the ice cream?
6. Why Jacky need to make the ice cream?
7. When we need to add two spoons of CASSIS in making the ice cream?
8. Where she can take the Cherries fruits?
9. how many gram the dough can be perfect?
10. What is your opinion about the Cherry Ice cream? (the benefit & the content)

Teaching Procedures

There are several steps in using Podcasts as a source of material for teaching English. They are pre-teaching, whilst-teaching, and post teaching.

• Pre-teaching
1. Distribute the worksheets to the students
2. Inform the students about steps on how to visit podcastinenglish.com by using the power point presentation.
• **Whilst-teaching**

3. Ask the students to read the introduction of the worksheet.
4. Divide the students into groups, each consisting of 4 or 5 students.
5. Ask the students to do the exercises in Podcast Activity Report by following the learning process.
6. Based on the interview between Richard and Jackie, in groups, ask the students to write a procedure text of making Ice cream.

• **Post-Teaching**

7. Ask the students to submit their work with the answered exercise and a procedure text, done in groups.

**Teaching Learning English by Using Podcast**

Using Podcast, I would like to promote podcast in English Language Teaching (listening course) by inserting native speaker’s life style which has similarities and differences with home culture (Indonesia) to enrich students’ English exposure. This intends to broaden the students’ cultural issues which are applicable in both cultures (target and home cultures). Rost (1991) agrees that podcasts contribute to the types of materials used for listening skill. It offers a wide range of topics and authentic materials for listening skill. In this chapter, culture mentioned in the podcasts can be included as the authentic one. Thus, this chapter aims at proposing a strategy of teaching dictation using podcasts with process-based approach. In this approach, the students are equipped with the way how to listen in a proper way as well as a guide from meaningful stages which leads them achieve the learning goals.

Although I used this audio software as a source of listening practice and comprehension, practicing other skills through Podcasts is also possible. Thus, teaching the four skills integratedly through Podcasts is advisable. This facility offered by the Internet is so rich that it can be easily suited with the students' needs, students' background knowledge as well as national education curriculum. *Podcastsinenglish.com*, in particular, comes with levels which enable the teachers to choose the right level by considering the students' proficiency level. Other beneficial things which make Podcasts different from other audio software are its portability and simplicity of downloading. However, the teachers still hold an important role...
in the use of Podcasts to facilitate their teaching. It is the teachers who have to choose the right episode, level, and the Podcast address. The teachers have to be sensitive to the students’ needs and proficiency. The teachers should also be clear and systematic in designing the worksheet in terms of that the activities are truly done online and help students learning better. Thus, Podcasts can still be a favorite source of material.

Conclusion

Internet brings many advantages leads to the use of the Internet in education. Teachers should be aware that they can use the internet as a resource of ideas such as teaching approaches, teaching aids, or teaching strategies in order to help students learn better. Podcasts are one of many new facilities provided by the Internet that can be used by teachers. Podcasts is an interesting source of material, used as source of teaching material due to several reasons. It provides easy access to linguistic features, and it is fun and cheap. Through Podcasts, teachers can help students to improve their listening with authentic environment of English. Podcasts enable the students to practice the target language conveniently. The use of Podcasts as a source of material can make the students be familiar with Podcasts. Yet, the success of such activities depends much on the role of the teacher. However, the teachers still hold an important role in the use of Podcasts to facility their teaching. It is the teachers who have to choose the right episode, level, and the Podcast address. The teachers have to be sensitive to the students’ needs and proficiency. Thus, Podcasts can still be a favorite source of material.

References


APPENDIX: WORKSHEET ON PODCASTS

Introduction
Have you ever made ice cream? How do you make it? *Podcastsinenglish.com*, especially this episode, *Ice cream mmm*, provides information on how to make ice cream in the summer.

Task
The task assigns you to listen to *Ice cream*, an Audio Podcast accessed from the Internet with the link mentioned. Thus, you can get some information about Jackie's. You should listen to this Podcast very carefully in order to be able to answer the questions and complete the table in the learning process section.

Process
• Through searching engine you can visit *podcastsinenglish.com*.
• As you come to *podcastsinenglish.com* page you can click 'level I' then find the episode 86, *Ice cream mmm*.
• Listen to *Ice cream* very carefully, you may listen to it as many time as you like.

Conclusion
In order to improve your listening comprehension you have practiced it as well as understanding other cultures in terms of making Cherry Ice cream in the summer. Hopefully, you can broaden your knowledge and improve your language skill.

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WOMAN’S EMPOWERMENT OF A VICTIM OF DOMESTIC VIOLENCE IN THE NOVEL “DON’T TELL” BY KAREN ROSE: FEMINISM STUDY

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Abstract
Domestic violence which becomes one of the oppressions against women has been inherited for aeons as a social issue. As victim, women are frequently entrapped in patriarchal culture which legitimizes this oppression. However, time changes and women start to struggle their rights and fight against the borders. This study is made to show the woman empowerment of a victim of domestic violence who fight against the borders by developing her quality through three levels of power, namely power to, power with, and power within. To meet the objective, this study uses feminist theory. From the analysis, it shows two results. First, the female protagonist (the heroine) as a victim of domestic violence has experienced four kinds of violence namely physical violence, psychological violence, economic violence, and sexual violence. Second, the levels of power to, power with, and power within are showed by the female protagonist as a victim to empower herself by deciding her future life, having synergetic cooperation with people around, and caring for a shelter for abused women.

Keywords: domestic violence, patriarchy, feminism, woman empowerment, levels of power

Introduction
Woman’s restriction in the history of human civilization is a reflection of patriarchal social environment. Patriarchal and andocentric-minded people are those who give the power (dominance) to the men who are often associated with the strong, aggressive, superior, and assertive figures. While women are often associated otherwise as the weak, defensive, inferior, and hesitated. This paradigm, as the system of sex / gender¹ and the positivist view², makes the men hold the power and become number one in the order of the hierarchy status.

¹ According to Gayle Robin, sex/gender system is a sequence of regulations, used by society to transform biological sexuality to be products of human activities […] to empower men and weaken women (in Tong, 2010: 72).
² Positivists differ women from men because their brains are smaller and intellectual abilities are lower than men’s.
The hierarchy difference makes women oppressed by crime or violence committed by men. Violence that makes women as victims mystifies them as low and weak personals. Violence against women among other things are rape, sexual harassment, and physical violence. Such actions are common in patriarchal societies, even in the micro environment such as family.

National Coalition Against Domestic Violence (NCADV) states that one in four women will experience domestic violence in her life. The domestic violence, according to Payne and Wermeling, has been deeply rooted in the lives of American families and nearly 95% are women (2009: 1-2).

The ironic fact was revealed from domestic case of policemen, protectors of society as Alex Roslin in the article Batterer in Blue published on Georgia Strait (July 24, 2003). She stated that "Wives and girlfriends of male cops are Frequent Victims of domestic violence." In this article, was also given some examples of domestic violence cases such as the case of Crystal Brame (wife of Chief of Police in Tacoma, Washington, who was strangled, threatened, held at gunpoint by her husband) and the case of Tracy Nolan (wife of a policeman who suffered violence during more than two decades of marriage; hit, beaten while sleeping, and pelted with a pitchfork by her own husband).

Realities above inspire authors to reflect in their works. One of the authors inspired by the phenomenon of domestic violence is Karen Rose. Don’t Tell, the first novel of Karen Rose premier published in 2003 is chosen to be a material object of this study. The reason for selecting this novel is because it highlights the domestic violence against woman which becomes the central issue in the description of the background of this study.

Don’t Tell shows the life of female character, Mary Grace that is always tortured by her husband named Rob Winters who works as a police officer. Mary herself is a housewife who is not working and extremely low educated (high school dropout). Repeatedly tortured and almost dies at the hands of misogynistic and abusive husband, Mary tries to escape and take legal action. But both efforts fail.
In one chance, Mary succeeds to manage her second escape from her house and take along his son named Robbie Winters after the failure of the first escape. The escape is planned neatly. In the new place (Chicago), Mary changes her name to Caroline Stewart and his son’s name to Tom Stewart. Chicago which is far from her original (Asheville, North Caroline), she works and continues her study. Beginning with the assistance of Dana Dupinsky from Hanover House (a shelter house), Caroline becomes a more independent woman to organize her new life, including her relationship with a man who sincerely loves her named Max Hunter.

In the analysis of this study, the female character's name used is Caroline Stewart which is the new name of Mary Grace. It is because the novel tells about the new life (today) of Mary Grace in Chicago who uses her new identity as Caroline Stewart. The name Mary Grace is referred to in the novel by several parties who know her in the past.

This study will analyze the forms of domestic violence that includes physical, psychological, economic, and sexual violence; and also woman's empowerment which includes the release of patriarchal values and oppression. The empowerment involves three of the four levels of power, namely power to, power with, and power within.

The term “empowerment” stems from the word “power.” according to Williams et al in Oxaal and Baden, power has 4 (four) levels, namely power over, power to, power with, and power within. The 4 levels of power in their implications are further described in the following table.

<table>
<thead>
<tr>
<th>Understanding of power</th>
<th>Implications in practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>power over</td>
<td>conflict and direct confrontation between powerful and powerless interest groups</td>
</tr>
<tr>
<td>power to</td>
<td>capacity building, supporting individual, decision-making, leadership, etc</td>
</tr>
<tr>
<td>power with</td>
<td>social mobilization, building alliances and coalitions</td>
</tr>
<tr>
<td>power within</td>
<td>increasing self esteem, awareness or consciousness raising, confidence building</td>
</tr>
</tbody>
</table>

Source: Oxaal dan Baden (1997: 5)

A person is empowered when he or she is at least able to make decision. It is stated by Mosedale in Sardenberg (2008: 19) that “empowerment is a process by which people begin
making decisions...” In line with that, Rei et al also emphasizes at the point of making decisions in empowerment concept (2007: 3).

Therefore, to be empowered a woman must be able to be decision maker. If a woman cannot decide or choose, she cannot be assumed as an autonomous being. Decision maker has been so far identical with man, so by being a decision maker, a woman takes the man’s label. The importance of being autonomous to be “personhood” is implicitly stated by Beauvoir that “Humanity is male and man defines woman not in herself but as relative to him; she is not regarded as an autonomous being” (1974: xviii).

Being able to make decisions, women reflect the level of power to. Actions followed up from making decisions show the level of power with and power within. The act may show the level of power over, but it is avoided. The level of power over is an inherent ideology in patriarchal system that must be abolished. A radical-cultural feminist, Marilyn French argues that power over is harmful.

The levels of power as elaborated above are reflected in strategies that can be used by women to transcendence. The strategies are suggested by Beauvoir summarized by Tong (2010: 274-276) to be 4 (four): (i) working, (ii) being intellectuals by joining associations, (iii) reaching socialist transformation, and (iv) rejecting to internalize the “other.”

**Methodology**

The method used is sociological approach to literature. Basically, the sociology of literature is related to literature and social phenomena are revealed in these works, as quoted from Ratna that "Sociology is the study of literature and literary engagement of social structure" (2003: 25). Social structure involving one class status, ideology communities, and other social circumstances can affect authors then expressed in a work.

The relationship between sociology of literature and social issues in a literary work such as relationship of inequality, power and conflict, requires a more detailed knowledge to aid in
the analysis of these works, such as feminism. Feminist theory is an integral part of sociology as Jones following statement:

Since the second wave of feminism emerged, ranging sociological theories are constructed to explain the specific experiences of women and to show - in a good modernist style - social journey towards emancipation and achievement of women (2010: 125).

Therefore, feminism is used in this study to analyze Karen Rose’s novel entitled *Don’t Tell* which is the object of this research material. Gender crimes such as domestic violence which is a clear barrier freedom of women caught in this novel and this problem can be "dissected" by feminism.

**Discussion**

This study discusses kinds of violence experienced by female character, Caroline Stewart, and her empowerment.

**Domestic Violence of Caroline Stewart’s Past Life**

Caroline's life is never apart from violence. When she is a little girl, she experiences violence committed by his own father. Married to an abusive cop makes her the object of violence for the second time. Rob Winters, the name of the man whom she marries, has a temperamental nature and often commits acts of violence against his mistresses / his girlfriends like Holly Rupert (Rose, 2007: 130) and Sue Ann Broughton (Rose, 2007: 25), ironically including his own wife.

Caroline also experiences other violence with various forms of execution. Types and forms of domestic violence committed by Rob Winters against Caroline can be identified in the following table.
Table 2 Types and Forms of Domestic Violence Experienced by Female Character

<table>
<thead>
<tr>
<th>Victim</th>
<th>Perpetrator</th>
<th>Types of Violence</th>
<th>Forms of Violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Grace</td>
<td>Rob Winters</td>
<td>Physical violence</td>
<td>Hitting, kicking, breaking bones</td>
</tr>
<tr>
<td>Caroline</td>
<td>(husband)</td>
<td></td>
<td>Threatening, intimidating, scolding, giving minimum money, isolating, forcing to have sex</td>
</tr>
<tr>
<td>Stewart</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Emotional or psychological violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Economic violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Sexual violence</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, the violence experienced by Caroline can be categorized into four types of violence, as elaborated below.

**Physical Violence**

Settling down with Rob Winters, Caroline Stewart often becomes the object of physical violence or in Caroline’s term is “a punching bag” (Rose, 2007: 340). Beating or hitting, kicking, burning, and such are forms of physical violence that must be experienced by Caroline as long as she lives with Rob.

Not only physical violence resulting in injury to the body, but also nearly kills her and ironically results in the death of the fetus in the womb. It is caused by pushing pregnant Caroline from upstairs. Here is her statement about the cause of the death of her infants in the womb to the Max Hunter, her boss who later becomes her lover in the present,

"Rob pushed me down the stairs that night."

He swallowed, his throat visibly working. "And you broke your back."

"No, not that time. That would have been the second time - after I finally got up the nerve to take out a restraining order. This was the first time I tumbled down the stairs. "She did not miss the way his face tightened, but he did not say a word. "This was the first time ..." Caroline felt her lips tremble, her eyes fill. She dreaded the memory of what came next. It was a memory she’d always managed to stuff back down, but tonight it simply would not. "I ... I lost my baby that night" (Rose, 2007: 342-343).
By pushing off Caroline from upstairs as the excerpt above is not the first and last incident for Caroline. On one occasion, she is pushed away from the stairs again by Rob. That time gives paralysis for Caroline.

His sweet Pleading plucked at her heart. "I fell down the stairs. When I woke up, I was in the hospital, partially Paralyzed. My ... "Caroline closed her eyes and searched frantically for the right words. She needed to tell him, but this time was not the right time (Rose, 2007: 262).

**Emotional or Psychological Violence**

The depression of Caroline’s feeling because of the threats and intimidations by her own husband shows emotional or psychological violence. Threats and intimidations are forms of verbal and non-verbal violence (effect of actions) which although do not cause injuries or defects in the body but able to instill fear in Caroline. Defects in her body until almost losing her life are as a series of abusive acts physically by Rob that makes her life threatened. Repeatedly murder attempts committed by Rob, for example pushing Caroline from stairs, is a threat to her safety of life.

While being treated in the hospital, Caroline experiences emotional violence such as verbal threat. She is threatened by Rob not to give recognition to others on what actually happens to her as the following excerpt.

"One word," he breathed into her ear, so low no one would be Able to hear. "One word from your idiot mouth and next time I'll finish the job, I swear t 'God." He nuzzled, his lips a seemingly caressing her outer ear. "Understand?" (Rose, 2007: 3).

Another threat and at once intimidates Caroline’s life is her mother’s tragic death committed by Rob. The incident begins when she runs into her mother's house and tells her what exactly happens. Surprisingly, her mother who knows violence against her daughter, on the contrary, calls Rob. She lets him know where Caroline and Tom are. This is because her mother believes that the wife’s place is beside the husband no matter what, no exception in the case of Caroline (Rose, 2007: 341). Ironically, her well-meaning to Rob makes her killed.
She closed her eyes. "Rob told me if I told anyone he'd finish the 'job'." She opened her eyes to find his face shocked and pale. "I believed him. After my mother had called him, after I'd tried to run away before? Her car ran off the road a few months later. He did not want her telling anyone (Rose, 2007: 363).

The quotation above shows that the threat is not just snapping. The phrase "finish the job" as referred above is executing his threat that no one really knows violence against Caroline. Since Caroline’s mother or Rob’s mother-in-law knows the truth, she is killed in such a way so it looks like a car accident. But Caroline knows it well. With the death of her mother-in-law, the violence against Caroline will not be revealed. The secret is safe.

Not just threatened and intimidated by her husband, Caroline is also isolated from social life. She doesn’t get chance to interact with the surrounding neighbors. It also means that Caroline is locked up in the house. Her life is conditioned only in the house to take care of the domestic work. Caroline is isolated from other human beings, as the following quote: “She was still running away. Not from places anymore, but from people. How long would she allow Rob Winters to keep her isolated from other human beings?” (Rose, 2007: 87).

**Economic Violence**

As a wife of a man who works as a cop, which means earning more than enough, Caroline never gets reasonable money from her husband. She also does not have any credit cards to facilitate transactions as the following quote: “She had not had any credit cards. He'd never allowed it. Mary Grace could not be trusted with more than twenty bucks at a time, much less a credit card” (Rose, 2007: 44).

The quotation above shows that Caroline’s access to the property and all matters related to money is limited by Rob. On the pretext of his distrust of Caroline in managing finance, Rob just gives the amount of money that is less than it should be. Allocating the most minimal spending when able to give more is a form of economic violence experienced Caroline as a wife.
Sexual Violence

Married to Rob Winters, Caroline never enjoys common relationship of husband and wife. She always feels pain when having sex with Rob. This is due to the presence of coercion in sex that causes Caroline to feel pain when doing so. Unlike when having sex with Max, Caroline does not feel the pain he feels when doing it with Rob. The pain when having sex with Rob be recalled when she has sex with Max as shown in the following quote: “It was time. Through his painstaking preparation, she had not once remembered the pain of sex. Now she did.” (Rose, 2007: 304).

Rob’s coercion committed against Caroline to have sex is a form of sexual violence. She never voluntarily makes it with Rob. The rejection gives impact to her body each time having sex with Rob. It is different when she willingly and lovingly make it with Max.

“It did not hurt, Max.” For the first time, she knew what God ordained. For the first time she’d given her body freely. For the first time there had been the ultimate pleasure. For the first time there had been no ripping, tearing pain (Rose, 2007: 305).

Rob’s acts of violence or abuse against his wife in the form of physical, psychological and or emotional, economic, and sexual violence as elaborated above is because his view which so degrades women. For Rob, his wife is a slave who should be subject to fulfill all his orders and subjected to anger target. Rob opinion on Caroline position as his wife that must obey and follow his command showed in the following quote: “She was his wife, goddammit. She was to obey him, to follow his orders” (Rose, 2007: 429-430).

Rob’s nature who likes to torture, underestimate and dominate (dominant and superior) on Caroline shows that he is a misogynist man. Moreover, with his personal interpretation of the verse in the Bible seems to justify his acts of violence as the head of family on the pretext of disciplining his wife, Caroline. It is revealed to Angie, his other girlfriend, as below.

“The husband is the head of the household and has every right to discipline his wife and children. It's Biblical.” He closed his fingers on the back of her neck and pulled her down to the mattress. Angie liked it rough. “Till death do you part,” he quoted (Rose, 2007: 251).
To Rob, a woman is stupid and ignorance so all women he knows must obey him. Rob’s perception on discrediting women because of possessing useless brains can be seen in the following quote: “He’d always thought God brains wasted on women” (Rose, 2007: 358).

**Empowerment of Female Character Caroline Stewart**

Caroline empowerment as a woman can be identified in the following efforts.

**Effort and Failure to Freedom**

In Caroline’s idea, get away from Rob means to escape. Caroline makes efforts twice to escape. The first effort fails and the second one succeeds. The success of the second escape of Caroline will be elaborated in the later point.

Her first escape destination is her mother’s house with a hope that her mother will help. But the reality is not as expected. Her mother is a woman with a traditional mindset that a wife must be beside her husband no matter what happens, including the context of the problem being faced by Caroline. Knowing her daughter is tortured repeatedly, her mother just suggests her to become a better wife so that Rob does not often get angry and tortures. Her mother then calls Rob, the son-in-law, and tells that Caroline and their son are with her. The chronology of the effort to escape to her mother's house is told by Caroline to Max as the following excerpt.

> When I was about six months along, I scraped up as much money as I could and put Tom in the backseat and drove to my mother’s house--my father had died by that point. I hoped she could spare a little money--just enough to feed Tom until I found help. That was a strategic error.  
> “What happened?”  
> Caroline shook her head, the memory still so crystal clear. “She lectured me. Told me a wife’s place was by her husband. That I should concentrate on being a better wife so Rob wouldn’t be so mad at me all the time. And then…” She shook her head again, still unable to believe what happened next after all these years. “And then she called Rob” (Rose, 2007: 341).
Knowing her mother contacting Rob, Caroline with her very young Tom tries to escape from her mother’s house toward the state line. However, it fails. Rob finds them and Caroline feels insisted to return to her husband because Tom is brought by him. Going back to Rob means she changes her freedom to a new suffer.

“He said I could go ... but I had to leave my son behind.” Her throat swelled, remembering. "I'll never forget the look on my baby's face. He was so Terrified. So I went back. "She looked up to find his gaze fixed on her and she met his eyes, willing him to understand. "He had my baby" (Rose, 2007: 342).

Various efforts are made by Caroline to be free from Rob Winters. But those are not as easy as turning the palm of the hand. As the failure of her first escape effort, another effort through the legal system also fails. The impartiality of the law in her case makes her stuck again with Rob.

Although the efforts fail, at least it shows the empowerment of Caroline as an abused woman. Beginning with the decision to resolve her problems shackling the freedom of her life, Caroline realizes her decision in actions to get freedom as elaborated above. She acts. She moves. Caroline's actions by following up her own decision show her empowerment in the level of power to.

**The Success of Caroline’s Second Escape as a Beginning of Freedom**

Failures by failures experienced by Caroline never discourage her to gain freedom. Impenetrable legal makes Caroline to plan the second escape. Safe house in the state of Chicago is the destination. This place is a recommendation of Sister Nancy Desmond, one of the nurses at the General Hospital of Asheville who ever cares for her.

Before reaching the Hannover House, Caroline uses the rest of her ability to survive and rise slowly. The first time getting the idea of escape is when she is physically weak due to the falling from upstairs pushed by Rob. The incident makes her limp and use a buffer. But this condition does not impede her to rise. Her ability to survive as big as the passion to rise.
One of the manifestations of Caroline’s spirit is doing her own rehabilitation. Being limp and using a buffer are the result of Rob’s violence, but he is totally irresponsible for her recovery by prohibiting her to go to a rehabilitation center to do a recovery. He deliberately makes her condition remain disabled. Therefore, she secretly conducts her own rehabilitation and she succeeds.

After recovering, Caroline executes her second escape. The scenario is set up smartly. She manages to make herself and her son far from Rob. With details of plan she heads to Tennessee as her early escape. She purposively leaves her car at the bottom of the lake Tennessee, so the appeared assumption when the car discovered by the police is that both Caroline and her son are dead. The description of her escape is as the quotation below.

“Where did you lose it?” Dana asked. A satisfied smile bent Caroline's lips. "At the bottom of a deep lake where nobody would ever find it. St. Rita made a handy accelerator of weight. "She paused, one particular sweet memory. “I remember watching the car launch and sink. It had been just as I'd dreamed it every time I thought about my escape” (Rose, 2007: 365).

The Caroline’s shrewdness Caroline in the second escape succeeds to deceive many people seven years ago. It is praised by Lieutenant Ross or who is familiarly called Toni and some of his colleagues in the police force as the following excerpt.

Toni sucked her cheeks. "She's outsmarted him."
"Rob would not like that," Lambert commented dryly.
Toni's grin was wry. "No, he would not, would he?"
"He's infuriated," Steven continued, barely aware of Reviews their comments. "But she endures, somehow. Makes some friends. Connections. Somebody helps her escape. "He turned to stare out the window, not really seeing anything but the scene unfolding in his imagination. "They take the car to the lake. Can you see it? She has the statue, her own symbol of freedom. She uses it to launch her car in the lake, leaving behind everything that was Mary Grace Winters. She's reborn "(Rose, 2007: 247).
The quotation above shows that Caroline cleverly outsmart many parties, especially her husband, Rob Winters. The social construction of masculinity such as the use of logic and ingenuity in this case are showed by Caroline. Caroline’s creativity in executing her decisions towards freedom shows her empowerment in the level of power to.

**Supports of Dana Dupinsky (Hanover House) and Professor Eli Bradford (Carrington College)**

At the beginning, Dana Dupinsky and Eli Bradford are two strangers to Caroline. But they both have big roles in Caroline’s transformation process. Caroline meets Dana before Eli. She becomes Dana’s first client at that time. Dana helps her in making a new social protection cards and birth certificates. Dana also supports her education as showed by the quotation below.

> Only one more quarter and she’d have her degree. It was still hard to believe. She, a high-school dropout would soon have a college degree. Deep in her heart she thanked Dana for pushing her to get the GED high school diploma (Rose, 2007: 28).

Besides that, Dana encourages Caroline in work. The pain she feels due to the effect of violence impedes her performance, but Dana never stops pushing (Rose, 2007: 39).

Meanwhile, Eli Bradford who is an old Historian Professor has the same role as Dana’s in supporting Caroline. He makes it easy for her to decide the pre-law program she wants.

Due to Caroline’s capability and credibility, Eli employs her to be a secretary in Carrington College. With this chance, she improves her competence and takes benefit of access and facilities such as deep intuition discounts at Carrington College (Rose, 2007: 28).

The elaboration above indicates that Caroline, no matter how strong she is, still needs others help. The point is that she does not depend on the others. Her decision on her new life in Chicago and anything related to her future; school and work to build self capacity shows the level of power to. While the synergetic relationship of Caroline-Dana-Eli in accordance with her life shows the empowerment in the level of power with.
**Transformation of Caroline’s Life**

The success of transformation of Caroline’s life is influenced by two synergetic factors, those are self-empowerment and supports from other people (empowering). However, the empowerment involving Dana Dupinsky and Hanover House also Professor Eli Bradford and Carrington College will not positively influence if Caroline mystifies in fear as a weak and low victim of domestic violence.

Caroline has a good fighting spirit and power of life. With her integrity, she is able to rise from deterioration and change her life. The future is in her hands and she is determined to make it happen as shown in the following quote: “Caroline Stewart held her future. And Caroline intended to the make the most of it” (Rose, 2007: 21).

Transformation of Caroline's life begins in Chicago initialed with a change of identity. The identity change is significantly made since she ‘kills’ her real identity when she drowns her car in the bottom of the lake in her escape effort. It aims to make her presence in Chicago not known by people who knows her in North Caroline, and the most important thing is to not be found by her husband, Rob Winters.

The Caroline’s emigration from North Caroline to Chicago and the change of identity from Mary Grace to Caroline Stewart becomes a symbolic transformative. The emigration and identity change is Caroline's early life toward freedom, free from violence, especially those done by men. The next significant transformation is continuing things stopped or delayed when she stays together with Rob; she goes working and studying. The first Caroline’s job is only in a ware house. But at least she is now financially independent. She can fulfill her own life and Tom’s. It is contradictory when she lives with her abusive husband.

Efforts made Caroline in Chicago is a manifestation of her empowerment supported with conducive situation to achieve self-transformation. The absence of physical, psychological, economic or sexual violence makes Caroline is now more free to express and actualize herself. From having less knowledge and materials, even the freedom of life, Caroline now has it all. It is opposite 180 degrees when with Rob many years ago.
Along with the increasing capability and credibility of Caroline, finally she is believed by Eli, a professor at Carrington College, to become his secretary. In addition, she is also believed to be the office manager. While working at Carrington College, Caroline completes her undergraduate college in the same campus.

"I've been here for almost seven years, working as the office manager and Dr. Bradford's secretary. I do what needs to be done and worked for my degree in whatever time's left over" (Rose, 2007: 37).

Served as a manager and secretary, it shows the existence of Caroline in the public sphere. Opportunity for acting outside the domestic area never occurs when settling down with Rob. All boundaries that once are made by Rob makes her isolated, especially when the days after the tortures in which Caroline has to experience severe injuries, such as broken vertebrae and cause lameness.

The series of Caroline's success in school, career and domestic area such as raising children, proves that she can live much better without her husband, Rob. She also proves that she can live independently outside of Hanover House, a refuge and shade house when she first comes to Chicago. She manages to meet the challenge in a big city Chicago. Further, she involves in Hanover House’s project to help women whose life miserable like hers. She empowers herself by helping Dana Dupinsky and also empowers women. She hones her social sensitivity. Currently, she and Dana work together to help female victims of violence fled to Hanover House. One of their latest projects is Evie as described below.

*Evie was their latest joint project, a teen runaway grown into legal age. Evie roomed with Dana while she took classes at Carrington College where she assisted Caroline in the history department’s office* (Rose, 2007: 23).

Caroline's involvement in Hanover House’s mission with Dana Dupinsky by helping other women, in this case, Evie, shows her empowerment in the level of power with. While, the independence in public area takes her to be a career woman whose existence cannot be underestimated shows the level of power within in which she is able to increase the appreciation to herself or self esteem.
Conclusion

Domestic violence conducted by husband against wife nowadays is not a new phenomenon in the society. Generally people consider disputes arising in the household is a natural thing. Even in a particular community, the husband is allowed to do violence against wife. Misinterpretation of religious dogmas that has developed in the community who then use them as the standard in the existence of life and how to treat women marginalizes the position of women. Finally, a few husbands making domestic violence provide justification for what they have done, for example, to discipline the wife because the husband is the head of the family.

Through the character or Mary Grace or Caroline Stewart, Karen Rose as a writer shows a suffering wife due to her husband’s inhuman acts, Rob Winters. On the other hand, through the figure of Caroline, Rose highlights the wife’s struggle against the suffer she has. The struggle which is interspersed with the ups and downs ultimately leads her to a better life. Caroline reflects her success as a human, a woman and a mother of a child. As a human, she can get back what should have been a long time, namely the freedom of life. As a woman, Caroline gets what she could not get in the public domain and the opportunity to develop herself; the school and work. As a mother, Caroline succeeds to raise and educate her son well. Overall, Caroline is now becoming an integrated person (personhood) and independent.

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TRANSLATION QUALITY ASSESSMENT:
EXTRA-LINGUISTIC FACTORS IN THE TRANSLATION
OF JOURNALISTIC TEXT

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Abstract

The translation of journalistic text has certain aspects that are not found in other kind of texts. No matter how idealistic a translator is linguistically, he/she will give up on many interests playing in a media institution. Ideology and policy of media institution, ideology and culture of target reader and journalistic norms give big influence on media translation. Media translation which is not sterile from variety of influences brings specific problems for translators. The problems affect translation process which in turn will affect the quality of the translated texts. That is why it is important to take into account factors other than linguistics in assessing the quality of media translation.

This research aims to describe how extra-linguistic factors in media translation influence translation process and shaping the quality of the translation. It will focus on variety of non-linguistic factors influencing a translator in translating news from English into bahasa Indonesia in a national daily. This research is based on a research conducted in one of Indonesian national newspapers.

Keywords: Translation Quality Assessment, Extra-linguistic Determinants, Media Translation

Introduction

Translation quality assessment is a topic in translation studies which always becomes an interesting topic for translation scholars. Translation quality assessment is an assessment or criticism on the quality of a translation aiming at knowing the strength and weakness of a translation. Translation criticism is an essential link between translation theory and its practice, it is also an enjoyable and instructive exercise (Newmark, 1988:184). There are many parties getting the benefits of translation quality assessment. Among them are the reader of the translation, professional translators, translation scholars. In broader sense, a reliable translation quality assessment will promote translation world. Assessing translation is crucial
due to two reasons; (1) to create dialectic relationship between translation theory and translation practice, (2) to improve criteria and standard in assessing translator’s competence (Machali, 2000). In addition, assessing the quality of a translation is very interesting since it deals directly with translation goal, that is to create a target text which is equivalent to the source text. To know whether the goal is achieved or not, an assessment is needed. That is why translation quality assessment is always a popular topic among translation scholars.

Translation quality assessment covers three areas that is the evaluation of published translation, the evaluation of professional translator and the evaluation in translation teaching (Melis & Albir, 2001:2). Each type of translation has its specific characteristic which requires careful treatment in the process of assessment, and it should be well-understood by researchers doing evaluation on translation quality. Careful treatment means that translation evaluators should be able to adjust the parameters used in a model of translation quality assessment with the characteristic of certain type of translation, so that the parameters used can cover every specific trait of the translation. It is important to take into account every single aspect influencing translation process, including extra-linguistic aspect.

Assessing media translation requires prudence and accuracy in using the parameters in the model of assessment so that it can cover the uniqueness and specificity of the text. This is due the fact that the translation of journalistic text gets various influences from various factors. Therefore, assessing media translation is always interesting because of its dynamics and specific atmosphere. The specific atmosphere is that there are many interests playing role in media translation such as ideology of the media, ideology of the society of target reader and the interest of capital owners. These factors greatly influence translation process besides linguistic factors. Therefore, extra-linguistic factors in translation process should be taken into account when assessing a translation, and that is what tickled me to do a research on the significance of extra-linguistic factors in assessing the quality of media translation, which is formulated in the following research questions:

1. How extra-linguistic factors appear in the translation of international news in Seputar Indonesia daily?
2. How extra-linguistic factors are covered in the indicators of the model of translation quality assessment?
3. How extra-linguistic factors influence quality of the translation?

Methodology

The research is a qualitative one. The source of data used is the document of original news (news in English language taken from online news agent such as AP, AFP and Reuters) as well as the translation (news in bahasa Indonesia published in the newspaper). Although the object of research is translation product, the study conducted by the researcher is inseparable from translation process.

Having been confirmed about the focus of the research, the researcher chose ample of news from the target newspaper. After that, the researcher search for the original text from the journalist translating the news. Then, document analysis is done. To collect data which is crucial for document analysis, the researcher do observation and interview.

Observation is badly needed to see the real condition of the media institution and its working atmosphere. Observation was done by visiting the office of the newspaper. observation is done to see working condition in the office and observe set of activities in producing news to be published in the page “internasional” in the daily.

Meanwhile, interview is crucial to gain information directly from the journalist who translated the news. The researcher did some interviews with the journalist engaged in the process of publishing international news. The interview was done using open question and done orally. While doing the interview, the researcher take some important notes. The researcher also used a recorder to record the conversation between the researcher and the informan (the journalist). The interview was focused on asking some information which is not clear. Interview with translator journalist is very important since the journalist is the genetic aspect in a translation research. The combination of document analysis, observation and interview enables the researcher to draw some conclusions which answer research question.

As a library research, not a field research, data for the research is not collected from a place but from a newspaper. Main data is the news in the “Internasional” in Seputar Indonesia daily. 5 different news are used as data, all of which are headline news.
The whole process of the research was started by choosing research problems, doing initial studies and formulating problem statements. Choosing approach and source of data which will be used in the research are the next steps to be done. The following step is preparing research instrument. After that, the process of collecting data is done. Data collected then is analyzed. Data analysis will be ended by drawing conclusion and writing research report.

**Discussion**

The research reveals facts and some important conclusions related to extra-linguistic factors and translation quality assessment.

1. **Extra-linguistic Factors in Translation**

Besides overwhelmed with linguistic problem, translation process also points out problems out of language which is usually called extra-linguistic problem. Bassnet (2002) said:

> Beyond the notion stressed by narrowly linguistic approach, that translation involves the transfer of “meaning” contained in one set language sign into another set of language signs through competent use of the dictionary and grammar, the process involves a **whole set of extra-linguistic** criteria also (p. 21)

Extra-linguistic aspect includes cultural, thematic and encyclopedic aspect. In the case studied by the researcher, these three aspects significantly influences translation process and build the quality of the translation.

The first one is aspect of culture. Cultural aspect is related to culture of the source language and target language. Cultural aspect covers many things in the culture of target language. In the case studied by the researcher, cultural aspect is represented by the culture of media institution and the culture of target reader. These two factors proven to be very influential for the translator in making decisions.

The example of media institution culture is media policy, one of which is limitation of space for title. The translator frequently ommit some words of the title in the source text because of the rule of space for title. In the newspaper studied by the researcher, there is maximum number of words for title to be published. Therefore, the translator usually delete words which are considered not too important for the whole meaning of the title.
Another part of cultural aspect is journalistic norms, especially in Indonesia. One of journalistic norms which is influential in the case studied by the researcher is the rule of “inverted pyramid” (Santana, 2005). The inverted pyramid has the biggest part on the top and becomes smaller and smaller going down part of the pyramid. It illustrates that the structure of a news starts with the most important information in the beginning of the text and become less and less important heading to the end of the text. That is why the translator usually does not translate some sentences in the last part of a news text, and it is very common in media translation.

Extra-linguistic aspect in the form of ideology of target reader can be seen from the deletion of certain word on behalf of acceptability. For example, the translator omit the word “defiant” in the phrase “the defiant president Ahmadinejad”. The omission is done by considering that the ideology of Indonesian society is in alignment to Iran (Ahmadinejad). Thus, the word “defiant” is regarded not acceptable for Indonesian society, so it is better to be omitted. Deletion of this kind is not much in the sample of translation studied by the researcher. However, this kind of deletion is very interesting since the translator omit an important part of a source text on behalf of acceptability in the ideological view of target reader. Words or terms considered as impolite, irritating or insulting for target reader are usually not translated at all.

Knowledge about the text to be translated is thematic aspect which is also part of extra-linguistic factor. Interestingly, in the case studied by the researcher, this aspect is the main reason for doing addition. The translator always add some sentences in the translation, even though the sentences are not in the source text. The addition is done in every news sample studied by the researcher. The translator is able to do addition because of his knowledge about the topic of the text he translated. The reason for doing addition is to give more information for the reader. The translator journalist has wide knowledge about the topic of the news because in the media institution he works for, a journalist tends to be assigned to write a news of similar topic for a couple of days. For instance, journalist “A” today is writing a news on Gaza conflict, so if there is progress about the conflict or any events related to it, the duty to write the news will be given to journalist “A”.
Extra-linguistic factor called encyclopedic aspect involves knowledge about many things in a broad sense but still related to the translated text. The translator’s insight about any events in the world builds his wide reference of vocabulary and terms which enables him to use proper words and terms.

2. Translation Quality Assessment and Extra-linguistic Factor
Translation quality assessment involves translation problem and translation error. Problems faced by a translator is various, which covers linguistic problem such as lexical, syntactic and textual problems; extra-linguistic problems such as culture, thematic and encyclopedic problems; and transfer problems (Melis & Albir, 2001:281). Thus, the existence of these factors should be taken into consideration when doing assessment on translation quality.

There are several models of translation quality assessment. Researcher doing a research on translation quality assessment should be able to choose one model which suits the characteristic of certain type of text. In this case, the researcher uses the model of translation quality assessment proposed by Nababan (2004), which is adapted from the model of translation quality assessment by Nagao & Tsuji which can accommodate extra-linguistic factor inflicted by the specific characters of media translation.

Scale and Definition of Translation Quality  (JLB/2, 2004: 61)

<table>
<thead>
<tr>
<th>Scale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The content of the source sentence is accurately conveyed to target sentence. The translated sentence is clear to the evaluator and no rewriting is needed.</td>
</tr>
<tr>
<td>2</td>
<td>The content of the source sentence is accurately conveyed to the target sentence. The translated sentence can be clearly understood by the evaluator, but some rewriting and some changing in word order are needed.</td>
</tr>
<tr>
<td>3</td>
<td>The content of the source sentence is not accurately conveyed to the target sentence. There are some problems with the choice of lexical items and with the relationships between phrase, clause and sentence elements.</td>
</tr>
<tr>
<td>4</td>
<td>The source sentence is not translated at all into the target sentence, i.e. it is omitted or deleted.</td>
</tr>
</tbody>
</table>

The highest score in this model of translation quality assessment is “1”. It indicates that the content of the source sentence is accurately conveyed to target sentence. The translated sentence is clear to the evaluator and no rewriting is needed. The translator’s success to reach this score in some of his translation reveals the influence of thematic aspect (part of extra-linguistic factors) in the form of his knowledge about the culture of source and target
laguage. This knowledge enables him to choose proper dictions which produces accurate translation with good style of writing.

The translation scored 2 has problem in style of writing and word order which belong to linguistic aspect. In the case studied by the researcher, there is no much problem with this aspect, and the research does not focus on it.

Score 3 represents the translations which cannot convey the message accurately due to unproper choice of words and the problem with the relationships between phrase, clause and sentence elements. The accuracy of choosing word shows the influence of extra-linguistic factor, and it is taken into account in the score 3 of this translation quality assessment model.

There are many sentences scored 4, the lowest, which means that the source sentence is not translated at all into the target sentence, i.e. it is ommited or deleted. This rate of score accomodate the big influence of extra-linguistic factor driving the translator do deletion which is the most technique used in the translation process.

**3. The Influence of Extra-linguistic Factor on The quality of The Translation**

Extra-linguistic factor drives the translator to do some translation technique which determines the quality of the translation. The influence is positive in some cases and negative in others

- **Positive influence**

Extra-linguistic factor gives positive influence when it can help translator produce accurate translations. This happens in some cases in the translation the researcher studied. The translator’s backround knowledge make him able to choose proper words and terms. He can use special terms (called as established equivalence) and the experience as journalist make the translator have good knowledge about established equivalence of many terms. This ability make him able to produce accurate translation.

- **Negative influence**

Limitation of space which is one of media policies (extra-linguistic factor –cultural aspect-) requires the translator to do some ommission of certain part of source text, and in some cases it decreases the accuracy of the translation. This is so because the translator do ommission unproperly.
In the discussion of the data, background of knowledge (thematic aspect) in some instances give bad impacts to the translation. Translator's knowledge about topics of the news he translated often pushed him to provide additional information that reduces the accuracy of the message.

**Conclusion**

The result of the research shows that extra-linguistic factor is there in the translation of news text, ranging from cultural, thematic and encyclopedic. It gives influence on translation process which can be seen from translation techniques done by the translator to cope with extra-linguistic problems. The existence of these extra-linguistic factors can be accommodated by the model of translation quality assessment which is used. The indicator and score in the model can detect the influence of extra-linguistic factor on the translation. With the detection of indicator and score of the translation quality assessment model, it can be concluded that extra-linguistic factor gives positive and negative impact on the quality of the translation.

**Reference**


THE RELEVANCE OF TEACHING MATERIALS OF VOCATIONAL SCHOOL AND THEIR UTILIZATION IN KRETEK INDUSTRY IN KUDUS

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Abstract
Nowadays, technology development demands candidates of employees to be highly qualified workers as companies or manufacturers make use of machinery. Therefore, they are supposed to master English as the language of operation manual. With good English proficiency, workers are able to operate the machine in their workplace correctly and human errors could be eliminated. In other words, the companies will not get loss if all workers understand English in practical way. To answer this challenge, vocational schools play an important role in providing ready-work graduates. Through curriculum design and appropriate teaching materials, students are taught to achieve the competence stated there. This research was conducted to describe the utility of English teaching materials of vocational schools to the application in work places, in this case, kretek industry in Kudus. A descriptive need analysis was used to analyze the data that was collected through a deep interview. The result of the research shows that employees perceived that vocabulary is the most important language component to learn. In addition, they considered skill mostly needed is reading comprehension. In other words, the materials are not very relevant to the need of kretek industry in Kudus. Hopefully, this research can assists English teachers of vocational schools to consider the students’ need and develop the suitable materials for them.

Keywords: English teaching materials, vocational school, employment, kretek industry

Introduction
Nowadays, technology advances significantly. It is in line with the development of all levels of industries that gives more opportunities for people to get jobs. Otherwise, the advance of technology demands them to have high quality competence. But with the development of technology, worker candidates are demanded to have good competence in accordance with the field work. Both prospective employee or worker must have a good knowledge and skills
related to existing industrial areas. Since companies and factories utilize machinaries for efficiency, workers are required to be proficient in English because almost all the manual procedures of machines in the factory are written in English. With good English mastery, workers are able to understand the procedures manual machines at the plant, so they can operate it properly. Human error (human error) on the operation of the machine can be eliminated so that the losses in the production sector can be pressed. Dealing with these conditions, vocational schools that prepare learners to be ready to work after graduation has an important role and wider opportunities to prepare students as prospective employees to get jobs. Designing appropriate school curriculum and teaching materials is conducted to make sure that the exercise or practice that has been done during the study is really useful and used when working.

SMK got direct and indirect support from the development of industries, especially the areas where many industries are found, such as Kudus. As an icon of Kretek, Kudus is widely known for the tobacco industry. There we can find a lot of cigarette factories from home industry level to large factories that use very modern technology. Thousand of people depend on this industry. Thus, tobacco industry plays a very important role in employment. At least 96,403 people in Kudus earn in this industry. They mostly work in the five major cigarette manufacturers and a number of small factories that are members of the union of Kudus Cigarette Company (PPRK). There are about 14,887 day laborers, 50,890 borongan laborers, 30,616 bathil laborers, and about 2,000 monthly workers (Suara Merdeka, July 4, 2012). Among the 3 big factories, PT Djarum is the biggest with thousands of employees. The use of plant machinery has diminished the employment but it does not mean the need for labor in the tobacco industry does not get special attention. Precisely, this condition results in the importance of certain training that enable them to operate the production machinery. Such training and concern should be conducted not only by the factory as users, but also the graduate providers (vocational schools). They can analyze what stakeholders really need and then it can be further developed into syllabus and teaching materials which enable students to achieve necessary skills for their work in the future.

English is taught in vocational schools as an adaptive subject to equip students with ability to communicate in English in the context of their department, both oral and written. PP of the Minister of National Education of 2006 number 23 states that the purpose of teaching English at SMK was to
demonstrate the skills of listening, reading, speaking, and writing in English. English is taught covering the following aspects:

1. Basic English communication at novice level
2. Basic English communication at beginners level
3. Basic English communication at intermediate level

To achieve the standard competency of English at novice level, the basic competencies to be achieved, namely: (1) understand the basic expressions in social interaction for the sake of life, (2) Mention and describe objects, people, characteristics, time, day, month, and year, (3) produce simple utterances for basic functions, (4) explain on-going simple activities, (5) Understanding the memo and a simple menu, schedule of public transport trips, and traffic signs, (6) Understand the words and terms and simple sentence based formula, and (7) Writing a simple invitation.

While, the basic competencies of English at elementary level to be achieved, namely: (1) Understand the simple day-to-day conversations both in professional and personal contexts with non native speakers, (2) Record a simple message in both the interaction directly or through a tool, (3) list detailed job descriptions and educational background in oral and spoken, (4) Tell a job in the past and the future work plan, (5) Disclose various intentions, (6) Understand simple instruction, (7) Make short messages, instructions and a list with correct word choice, spelling and acceptable grammar.

To communicate with the competency standard English equivalent intermediate level, the basic competencies to be achieved, namely: (1) Understanding the monologue that appears in certain work situations, (2) Understanding the limited conversations with native speakers, 3) presenting the report, 4) understand the use of the manual equipment, 5) understand simple business letters, understand technical documents, and writing business letters and simple reports.

The curriculum used is KTSP (School Based Curriculum). This curriculum gives more space and opportunity for schools to develop the syllabus based on their condition, regional characteristics, socio-cultural aspects, and learners. By doing so, the English curriculum for vocational schools in Kudus is most likely to be developed and adapted to the characteristics of the Kudus as a city where many found clove cigarette industry. Some possible materials that can be incorporated into the curriculum of the vocational English materials related to the potential of religious tourism in the tomb of Sunan Kudus and Sunan Muria, the manual use of the machines used by the tobacco industry, and other things associated with the traits or characteristics of Kudus. For this reason, the material adapted is called ESP (English for Specific Purposes) which aims at preparing students to meet the demands of
the workplace, i.e. the English skills. It should be more contextual, real life, and the here and now. If the material is authentic and in accordance with the needs of learners, they will likely be ready to work as the demands of the employer. With these objectives, the English materials need to be adjusted to the needs of users (stakeholders) so that after graduating from vocational school, freshmen can directly work or create jobs according to their expertise. To assist learners in mastering language skills, teaching materials must be designed based on the characteristics of the Kudus as written in the curriculum. To design and develop materials that suit the needs, need analysis is necessary to be done.

Needs analysis has an important role in the process of designing and implementing language education both ESP (English for Specific Purposes) or General English Course. ESP is a design approach must consider the needs of learners. Needs of the students seen in the formatting requirements analysis framework that includes the target situation and learning needs framework. In the analysis of the target situation, Hutchinson and Waters (1989: 59) say that the language needed for several things: to study, to work, to training, or a combination of all three, or for other purposes such as status, test, and others. This gives the consequence that in designing the language material (read English) should be tailored to the needs of learners. Within the scope of vocational, teaching materials designed specifically according to their expertise. English skills taught in the program engine are quite different from English that is taught in the program of electrical expertise. Furthermore, Hutchinson and Waters explains: 1) how language is used if the speaking, reading, writing, etc. by means of the telephone or face to face, 2) type of text or discourse that is used as an example is a technical manual, catalogs, informal conversations, etc., 3 ) Fill material covers the field of machinery, shipping, etc., 4) level for technicians, craftsmen, students, etc., 5) in which the language is used whether in the office, in hotels, in the garage, or in the factory.

Relevant previous research was conducted by Setiyadi and Santoso (2013) who examined the employment analysis on the tobacco industry in the Kudus in the year 1993 to 2010. The study showed that a variable number of business units and a significant positive effect on employment in Kudus cigarette industry. This is consistent with the hypothesis that says that an increasing number of business units increase the number of workers absorbed significantly. While, this research aims at describing the utilization of English teaching materials of vocational school by kretek industrial workers in Kudus.
Methodology

To get answers to the problems listed above, the selected research method is descriptive. It is in accordance with the purpose of this study is to describe the extent of the usefulness of English language materials by SMK graduates working in the tobacco industry in Kudus. The writers interviewed five production machine operators in SKM (Sigaret Kretek Mesin) of PT Djarum which is located in Oasis Djarum kretek factory Kudus. They were all graduates of vocational schools majoring machine department coming from different town. Two were graduates of a private vocational school in Kudus, one graduated from a state vocational school in Semarang, one was alumnus of a state vocational school in Salatiga and the last was a graduate of a public vocational school in Blora.

The interview guidance consisted of eleven questions that can be classified into five items. They deal with respondents’ perception about the importance of English to be taught in vocational schools, teaching materials used in workplace, ways in learning how to operate machines and necessary teaching materials taught to vocational school students. The result of the interview was then analyzed descriptively to provide a comprehensive conclusion about the utilization of English teaching materials by cigarette factory employees.

Discussion

The result of interview reveals some findings. The first question investigates workers’ perception on English as a compulsory subject. All respondents perceived that English should be taught in English. It means that it is necessary to keep the position of this subject as a compulsory course taught to vocational school students. Furthermore, the respondents had two different reasons to the question of “Why is it important to teach English to vocational students?” First, they deal with machines in which the manual books are written in English. Therefore, they think that it is important for them to know well about it. All respondents admitted that they must learn the manual book especially when they got problem or troubleshooting in operating machines. The second reason is they claimed that they need to enable them to speak English with foreign engineers who assemble the machines in their workplace. It happened since these two respondents experienced having interaction with German engineers who assembled new machineries in their department. Thus, they believed that speaking skill is an important competence to acquire. These statements are closely related the second question about the importance of English materials for vocational graduates working in kretek industry. Two respondents said that English has very important position. The others think that English is fairly important. It can be concluded that we should keep English as a compulsory subject taught in vocational school, especially mechanical engineering department.
The second point questioned to respondents is about terms or vocabularies specifically used in operating machines. Summarizing the answer of the respondents, the writers found that the terms used in production machines are direction (left, right), turning, separating, roller, danger, manual book, position of cam, glue pot, tools, flow chart, machine’s components/parts, suction play, machine’s function, service, safety, danger, procedure, sign, etc. All words listed above describe about machine which are found in manual book of production machineries. This finding is contradictory to the fact. If we notice the syllabus, there is only one topic about manual which is taught in the eleventh grade. Therefore, students should have more exposure to texts telling about manual of tools.

Third point of the interview is about the way respondents learn how to operate machines. All of them said that they joined a training before being placed in their site. There is a certain department in the factory, it is engineering department whose job to guide and train new employees. It took around three months, although they got a year as a probationary period. After three months, they were placed in their site. They can consult to their senior if they find problems in operating the machine or have independent study to learn the manual book. Unfortunately, there is not any particular training in relation to the terms or technical language of operating machine. Consequently, machine operators must learn the manual book independently or consulting to dictionary.

Next point is about respondents’ opinion about the usefulness of English materials learned in vocational schools. All of them claimed that the course content they learned is quite inadequate to the need in workplace. They think that they were lack of knowledge about manuals because of insufficient exposure of manual texts during their study in vocational school. They perceived that they should know a lot about vocabulary dealt with manual. In addition three respondents said that we do not ignore grammar but should have less attention to it and it is necessary to discuss more about technical terms in operating machines.

Responding to the next item about respondents’ opinion about the most important language skill should be achieved by kretek factory employees, they got two varied answers. Three people said that reading is the most important skill to study, but the others thought that speaking ability is the most urgent skill to acquire. This is due to their different experience in utilizing English in their workplace to support their job. Those who put speaking in the first priority had experience in practicing English with German engineers. Therefore, they think that speaking can facilitate them in accomplishing their work. But the other three operators never have such experience and they learned the manual book by themselves.
The next point is about respondents’ suggestion to schools relating to English materials that should be taught to vocational students to enable them to be ready to work, especially in the cigarette industry. Most of them said that the course content should cover four language skills, but reading and speaking should have more emphasis. It is absolutely important to discuss about texts telling about manuals. Teachers should expose them to vocabularies relating to tools and flow chart of machineries. They also think that they need to acquire speaking skill, especially being able to have conversation. Suggested topics are about daily conversation, and procedures or how to operate things. In addition, they suggested daily practice should be reinforced to students to accustom them to speak in English.

The last point is the percentage of the usefulness of English teaching materials for vocational students. There are various perceptions for this item. First respondent said only 40% of the course content used to support his job. Second respondent thinks that it is 60% of the materials are useful for him. The third person believes that it is just 40%. The next employee said 90% of the English materials are utilized. And the last respondent perceived that 60% is used in his workplace. It means that the materials taught to vocational school students have not satisfied the need employees got in their workplace. In other words, the materials are not very relevant to the need of kretek industry in Kudus.

**Conclusion**

Considering the finding mentioned before, the writers draw some conclusions that English teaching materials designed to vocational school students has not been able to satisfy the need of kretek industry in Kudus. This research could be a beginning step to develop suitable English syllabus and the course content that match between the idealism and reality. It is an attempt to identify the needs of vocational school graduates who work in kretek industry in Kudus. Hopefully, it can attract more attention to English teachers of vocational schools, headmasters, and kretek industry management to consider the importance of English as a need in employment. Furthermore, similar research could be conducted for further researchers analyzing target and learning needs of vocational school students in different place of work.

**Reference**


Biodata:

Nuraeningsih was born in Tegal thirty five years ago. After finishing her master degree on English teaching in UNNES, she started teaching in Muria Kudus University. She has worked there for more than five years. Due to her concern to English teaching, she conducted some research in that area.

Fajar Kartika, born in Semarang thirty seven years ago, graduated from Gadjah Mada University majoring American Studies. He is a lecturer of English Education Department of Muria Kudus University. Several research have been conducted dealing with literature and applied linguistics.
THE LINGUISTICS OF SPEECH PRINCIPLES TO BE IMPLEMENTED IN THE LISTENING COMPREHENSION CLASS TO ENHANCE LEARNERS’ SPEAKING SKILLS

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Abstract

Linguistics of Speech as linguistic science is about language in use, and the only way to get data is through observations of how language works in real language contexts, and in which the focus is on meaning rather than structure (Kretszmar, W.A.Jr, 2009: 11). The emphasis in meaning is also currently implemented in the implementation of SFL–GBA (Systematic Functional Linguistic - Genre Based Approach) in Indonesia, in which the use of translation is encouraged (to a certain extend) to improve understanding (Emilia,E.2011: 34, 41 ). In English classes of Listening Comprehension in Indonesia, as it is found anywhere else in non-English speaking countries, the emphasis is on meaning, i.e enabling students to understand language spoken by native speakers using both standard and spoken English in and about unlimited number of contexts and topics. As stated in the title, the goal of this research is to find out whether the basic concept and nature of “Language”, which is “Language is Speech”, could be materialized through implementing the principles of the Linguistics of Speech, the most important principle of which is the fact that this study concentrates on the “speech circuit”, which includes the oral implementation of articulatory, perceptual, physiological, and cognitive “internal” aspects, with reference to “external” considerations like geography, ethnology, policies, and institutions (Kretchmar 2009:62). Related to this, concerning English learning context in Indonesia, the elements affecting learners seriously would be the perceptual and cognitive aspects, as these two have been paved by the policy of the Indonesian government which established Bahasa Indonesia as the first/ national language to be spoken anywhere and any time by Indonesians, and English as the formal second language. Thus the “Indonesian grammar” way of thinking has quite an impact on these two mental activities (perceptual and cognitive) in learning and understanding spoken English, which will also hinder the progress of their speaking skill, as they would not have enough material for discussions. However, as mentioned in the title, the researched English skill subject is Listening Comprehension, and in this study this subject is treated as a material which will be discussed, aiming at getting meaning from what the students have heard. The manner of discussion will not ignore the usefulness of “translation” for the sake of time-saving consideration, and will also include psycholinguistically-based explanation and questions (e.g. reminding students about the
construction of structural patterns) to enhance understanding. If students’ comprehension is good enough, this could encourage them to make more or longer conversations. As the aim is improving students’ oral skill in English, these two activities should be considered as just means to help reach the goal, which is using English all the time or as much as possible.

Introduction

Research Background

It is common knowledge that Listening Comprehension is not an easy subject for Indonesian students, whereas Speaking or Conversation classes have become a favourite. This is obvious as many students’ reason for choosing the English department is to enable them to use English for communication, each of them hoping to have a good career in the future working in a foreign company with a big salary. However, the truth is often quite disappointing, as “speaking” or “using” English to express meanings in real life is not as simple as they have expected.

One example is the writer’s experience in teaching Phonology to 3rd. semester students. Lecturers are supposed to use English in teaching content subjects, and that was carried out, followed by discussions and asking/answering question-sessions. When these activities were done in English, this was what happened:

- in spite of having the reference text-books (in English) in front of them, they still had problems following explanation and questions in English about Phonology.
- being asked to review orally what had been taught, students tended to use words and phrases only
- if they did try to use sentences, incomplete and wrongly chosen and mispronounced vocabulary and structures often took place
- they did not seem to have enough confidence in expressing themselves

Why did those things happen? Brown, D.G (2001:270-1) states that students’ constraints in learning to speak English as a second language could be caused by 8 things, namely clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress/rhythm, intonation, and interaction. It is understandable that speaking activity
is difficult for learners, as in those 8 difficulties new vocabulary items, complicated and combined structural patterns, idioms, pragmatics, etc. are also involved.

In this paper Listening Comprehension has been chosen exactly because of those 8 constraint items. This is done with the intention that by discussing the listening material, which has those problem-causing items, students can be equipped with the knowledge of what makes “speaking” difficult. Thus, in doing the lesson of Listening, through discussions with the teacher and teacherinduced oral practice/exercises, students are expected to be able to improve their oral skill, and at the same time they gain higher capability in understanding Listening Comprehension.

The facts above combined with the latest issue of the Linguistics of Speech by William A. Kretzschmar, Jr. (2009) which state that there is a speech circuit involving auditory, psychological, and physiological aspects were the reasons for making this research.

Research Questions

1. Can implementing the (basic) principles in the science Linguistics of Speech in doing Listening Comprehension improve students’ speaking skill?
2. What are the problems faced by both teacher and students in carrying out that activity?
3. How can the existing problems be overcome to achieve better results?

Significance

The result of the research will be useful for English Department Lecturers, as it could broaden their scope about the teaching of Speaking and Listening, and the fact that they are closely related and should not be considered as two separate subjects. As for students, they will get wider opportunity to improve both their listening and speaking skills if they really put into practice what has been taught and exemplified to them, i.e always discuss all the given subjects in the English Department, be it skill or content subjects, in English with each other.
Objectives

This research has the aim to answer the questions mentioned previously, i.e. whether implementing *Linguistics of Speech* principles in Listening Comprehension can improve students’ skills; the other objectives are finding the problems and how to overcome them.

Theoretical Background

In Indonesia, English is the formal foreign language, which means it is not used every day in the Indonesian people's lives. This fact has created problems for those who have to study English in general and for English Department students in particular.

Language is Speech, or, as it is well-known, language is for communication. Now the question is, how can we, teachers and lecturers of English Departments and other Institutions, make the best effort to give students as much opportunity as possible to use English in and out of classes.

In reality, at least in the English Department of UNIPA, all subjects, be it skill and content ones, are taught in English. However, it is also true that many of the lecturers also use Bahasa Indonesia in between and among the English sentences to clarify matters. This act has its disadvantages as well as advantages. The first mentioned would discourage the students to really “strain” their ears to catch what the lecturer is saying, with the result that they will take it for granted that many things will be explained in Bahasa Indonesia. This could also mean that the lecturers are implanting a “bad habit” in the students, i.e the habit of never really trying to understand a (rather) difficult statement/sentence in English.

On the other hand, the advantages are the fact that students, especially in content-subject classes, will have good or better understanding of the content material if it is explained in Bahasa Indonesia. Another advantage is, this is when lecturers treat their using Bahasa Indonesia as an exercise for students to translate into English, the bilingual atmosphere in the classroom will induce higher activity in using English, whatever the subject being taught is, it being a skill or content subject.
That is exactly what has inspired the writers to carry out this research. Translation or using the native language in second language classes, according to Brown D.H. (2001:65-6): "the native language of every learner is an extremely significant factor in the acquisition of a new language", although he added that this often causes “interference”, or implementing native language structure construction to that of the studied L2, which will hinder students’ progress. However he continued by saying: “But what we observe, like an iceberg, be only part of the reality. The facilitating effects of the native language are surely as powerful in the process, or more so, even though they are less observable.”

Psycholinguistics, which is a combined science of Psychology and Linguistics, is in reality the mental activity of the brain when one is using language. To put into real life, a good English learner should always keep in mind the “elements of structural patterns”, and not only that, but s/he also has to remember “how the elements are arranged”. This will represent the four key principles of linguistics of speech, which are: a. Knowledge of how linguistic structure is related to language behaviour, to speech, is undeniable, regardless of the fact that there are people who are for or against the study of structure, and this will be a useful way of looking at language; b. Because of large bodies of stored evidence of speech, we cannot avoid quantitative methods and analysis of probabilities as a central fact about linguistic behaviour; c. Consistent principles for the organization of language behaviour, at different scales of analysis, can be assembled into an effective model for speech. The term model does not mean in terms of grammar or language only but this also assumes that language behaviour should not be an object (object of analysis) but it should open additional possibilities of how we can think about linguistic behavior; d. Analyzing linguistic production alone is insufficient, we also need to incorporate analysis of linguistic perception, or how a learner perceives facts in the L2 that he is learning, and which is the key to the relationship between the linguistics of speech and other traditional approaches (communicative, contextual, and the latest genre based approaches).

The four theories of Linguistics of Speech could be considered as four kinds of means combined to realize what “Linguistics of Speech” introduces, which is a “speech circuit” involving auditory/ perceptual aspects (belonging to Listening Comprehension), psychological/ cognitive and internal aspects (belonging to Psycholinguistics), physiological/
articulatory facts (belonging to Phonetics and Phonology). In conclusion, this will be the theoretical background basing the works to be done in the research, i.e., during the teaching of listening, discussions are done in English “with the help of translation” to ease understanding and thus induce more conversation, not only about the content of Listening Comprehension, but also about why a certain phrase or sentence that has been said is wrong.

**Method of Research**

**Research Design**

It is a combined qualitative and quantitative design. The processes are the most important phenomena and the gain or decrease achieved at the end of semester will be evaluated quantitatively.

**Subject of Research**

Because of its qualitative nature (besides quantitative), and also for the sake of practical consideration, only 5 students of the Listening Class, the upper two from highly achieved levels, the next two from mediocre, and the last one from the lowest level were chosen. These scores were obtained from Pusat Bahasa’s pre-test session.

**Data Instrument and Collection**

For the sake of getting data on their speaking abilities, a Speaking pre-test was carried out by the second researcher. Everyday speaking performances were noted down, combined, and the combined last scores became this research’s pre-test scores. Besides the pre-test scores; the first researcher also did interviews (after the schedule of Pusat Bahasa Program was over) and the combined last scores became the post-test scores.

Worth mentioning is the fact that different Rubrics of testing were used for the Pre and Post tests caused by these two reasons: first, the second researcher had to use the Rubric of English Proficiency of Tiffin Univ, USA, and the second one used Language Proficiency Interview Rubric by Peace Corps Information Collection, USA. Why the first was used for the first/Pre-test is because it very clearly spreads the assessment criteria to Grammar,
Vocabulary, Pronunciation, and a little about facial expressions. So this the “real” language test.

As for the Second Rubric, the one from Peace Corps USA, more stress is given on the importance of very basic “forms” for the lower levels, besides encouraging using more “vocabulary” (loose words are encouraged) to describe people/surroundings. These two things were the reasons why the first researcher used this second Rubric for the interviews, as she realized that, as participants are NOT English teachers, and she had heard and seen their linguistic behaviour it would be rather useless to use the first Rubric for them.

**Data Analysis**

**The First Part of Data Analysis**

This part talks about the pre-test happening in the classroom during the teaching of Listening comprehension based on the scheduled program.

**Linguistic Difficulties**

All participants seem to be fearful regarding committing mistakes and being negatively evaluated by the teacher or peers in the formal setting of a language classroom. Most participants reiterated some of the most common linguistic difficulties, which cause these fears in the first place. The SLA researchers have frequently reported students complaining that English pronunciation is too hard to adopt, and that the English language system is so complicated, so irregular, and with so many exceptions in spellings and meanings of vocabulary items. In spite of awareness of these difficulties, the results indicate that anxiety still continues to flourish in the learners. This suggests that a series of more in-depth research studies need to be undertaken regarding solutions, rather than just the identification of these inherent difficulties in learning English language as a means to enhance students’ proficiency and to reduce their language anxiety.

**Pronunciation**

In line with the past research, pronunciation appeared to be a big cause of stress for the participants in this study. We cannot deny that pronunciation is an important issue across language groups because of its immediate effect on interaction. When we feel somebody does
not understand us, we need to improve our pronunciation within a second, which is often hard and stressful. The issue of pronunciation anxiety has been found to be at higher level among the participants in this study. Mr. Sutiyo seemed to be afraid of producing some words. Mr. Agus also showed that he was confused about what he was talking. Another participant, Mrs. Mimien appeared to worry that she could not pronounce like native speakers (those whose mother tongue is English). Consistent with Chen’s (2005) study on “barriers to acquiring listening strategies for EFL learners,” the participants mentioned the difficulties pertaining to immediately linking the word they hear to its meaning.

During observation, the researcher also found that Mr. Iswinarko had difficulty to get the word meaning in time. Similar with Mrs. Nun Faiah, she could note the word but she could not find the meaning. The participants offered three different possible interpretations of the causes of pronunciation anxiety. Firstly, learning good speaking skills depends upon both the quantity and quality of listening in the target language. The learners in the non-English contexts (where English is not spoken as a first language in the community) listen to the spoken English words only in the class from the teachers or classmates who, according to Krashen (1985: 46), do not speak L2 well”. The second interpretation deals with the fact of how different particular aspects of L2/FL (pronunciation, grammar, vocabulary items, etc.) are related to learners’ L1. While comparing L1 and L2/FL sound structure, the participants explained that some English sounds do not exist in their L1. They have much difficulty, particularly when pronouncing those sounds that they never have produced or even heard in their own language. The researcher noticed that most participants do not have some consonant clusters in their L1, which exist in English then the participants cannot hear the cluster in English because it is not in their vocabulary of sounds. Thirdly, the high demand of language teachers and their efforts to bring students closer to the native pronunciation model can also enhance students’ accent anxiety. Although these interpretations offer an insight when attempting to understand the causes of participants’ pronunciation anxiety, they also call for teachers due attention when dealing with the problem in the classroom.

In order to alleviate learners’ pronunciation anxiety, the researcher expressed the possibility that, in near future, teachers may opt to use material, which does not present native-like pronunciation as a model. This suggestion leads to another issue; which pronunciation model
Grammar

With regard to linguistic difficulties, grammar has been found to be the second most important aspect that the participants find difficult when learning to speak a second/foreign language. For example, Mr. Sutiyo and Mr. Iswinarko showed that they were not sure which tense to use when they want to speak. Another participant, Mrs. Mimien, appeared to be unsure which form of verb to use; she always had to think before she said. The researcher further explained that verbs only have one form in Indonesian language, people use the words like ‘today, yesterday, tomorrow, last time, etc.’ to indicate present, past, and future time instead of changing the verb form. The researcher elaborated this point with an example, “I go to the supermarket today, and I go to the supermarket yesterday.” This difference in language patterns is a big trouble for most of the participants. When asked about the most embarrassing grammatical difficulties participants encounter, the researcher specifically found participants’ difficulty with English ‘word classes’. The problem with the English language is the adjectives, verbs, adverbs or nouns that are from the same root, like confidence, confident, confidently, etc. The participants faced difficulties with the word endings or suffixes that are not the part of their L1 system.

Similarly, difficulties regarding prepositions, different uses of article systems in different languages, use of English modal verbs, etc. were mentioned as significant problems participants face. The classroom observation specifically reported that the complex article and modal verb system of the English language cause trouble for the participants and whenever they encounter this problem they attempt to, as reported by Steinberg and Horwitz (1986: cited in MacIntyre and Gardner, 1991: 296), “be less complex and less interpretative”. Such difficulties can lead to the impression that anxious students are not capable communicator in the second language (1991: 296) as they impede learners’ fluency in conveying the spoken messages. The researcher pointed out that it is because the participants know that this is a problem and every time they see this problem is coming while speaking, they get frightened.
Vocabulary
The subjects’ responses regarding the difficulties of remembering and retrieving vocabulary items are also consistent with past research. The responses lend support to Macintyre and Gardner’s (1991b, cited in Macintyre, 1995: 93) research, which found a significant negative correlation between language anxiety and the ability to recall vocabulary items. For example, Mrs. Mimien showed that she did not have exact words to express her ideas. In line with Mrs. Mimien, Mrs. Nun Faiah seemed to be conscious that she was not using the right word. Mr. Sutiyo and Mr. Iswinarko also appeared to be nervous speaking English because they did not have enough vocabulary. Those examples were some of the utterances participants made to show their difficulties regarding vocabulary. As learners can process only a limited amount of information at one time (Lightbown and Spada: 2006: 39), the subjects reported that many words do not come out when required to speak in hurry. Most participants remarked that sometimes they want to speak faster and faster, they try to talk too much in short time, so they show that everything is mixed up and the mouth just produces sounds without meaning.

This section has discussed the findings of the study in relation to cognitive and linguistic factors that cause language errors and anxiety for the participants. Most of the findings related to these factors, seem to corroborate the existing literature on language anxiety though there are some anomalies. The responses of the subjects, particularly regarding linguistic difficulties, were found to be more comprehensive when compared to the previous interview studies on language anxiety (e.g. Horwitz, 1986; Price, 1991; Young, 1990; Ohata, 2005; etc.). Although these difficulties have been addressed by SLA theorists, no study on language anxiety has been found to be as comprehensive in this respect as this study.

The Second Part of Data Analysis
The second rubric is Language Proficiency Interview (Peace Corps, 2005, 39-40) was also used. This assessment concentrates on two phases, namely “Elements of the Assessment Criteria”, which starts with 4 kinds of Proficiency levels, namely Superior, Advanced, Intermediate, and Novice. Each level is then specified by Global tasks and functions, Context and Content, Accuracy and Text-type. The next Phase is “Elements of Accuracy according to Level”, which consists of Grammar, Vocabulary, Fluency, Pronunciation, Sociolinguistic ability, and Comprehensibility.
As all of the participants have Social Sciences as their major (thus they do not have the English language as their major), it was impossible for the writer to implement all items in both assessment criteria. What was done was only implementing Elements of Accuracy to assess their oral speech. This was a significant step, as can be seen in the report on “English class meetings” above, subjects had had 18 x 90 minutes of Structure class instead of the scheduled 9 ones. Every interview was recorded, and analysis was done by evaluating only the first two of the four mentioned, namely Grammar, Vocabulary, Pronunciation and Comprehensibility. The remaining two, which are Pronunciation and Comprehensibility, were not implemented as their major is not English and those two are under the scope of English as a major.

The second part of the evaluation, which is assessing the oral ability during interview, had several weaknesses. First, it was difficult to contact the subjects as soon as they had done the second Post test (the first one was disqualified), which was June 1, 2012, caused by the fact that they were concentrating on repeating doing the Post test, or some other participants (those who live outside Surabaya) directly went home. These last mentioned would also concentrate on doing the Post test again (many of them did it more than 4 or 5 times), besides having to attend Post-Grad classes. Second, as a result of the first reason, the time of conducting the first interview (Nur Fa’iyah) was done 38 days after the last meeting between the 5 Subjects and the teacher. This had quite a negative effect on the subjects’ performance as they claimed that they had never used any spoken English (again) after the last class-meeting, which was on the May 19, 2012.

As has been mentioned in the proposal, this class-room research is a combined Qualitative and Quantative/Tabulative effort, mostly describing processes and at the same time comparing initial and end results on percentage levels. The pre-test scores could not be done in a real “pre-test” atmosphere, as in the Unesa Pusat Bahasa schedule “Speaking” was not one of the offered subjects, which were Structure, Reading, and Listening. Thus these scores were obtained through noting down or “scoring” the subjects’ performance during English communication between the (research) subjects and the teacher in some Listening classes. This process used the first rubric, mentioend in page ...
On the other hand the Post test results were taken from interviews being done when the Program was over, or during the time-space between the end of the Program and the date (which was postponed several times) of their departure to Thailand.

It is to be reported that one of the subjects mentioned in the Proposal, Ariza, although having been interviewed, her name has been dropped as she did not belong to the other participants’ educational characteristics, who are High-school teachers attending Graduate (Pasca) Program who were going to be sent to Thailand for two months. Another thing worth mentioning is the fact that what was being assessed during the interviews were not items usually belonging to a speech/conversation test, i.e mostly on whether meanings can be transferred using “not very strict” structural rules, pronunciation (although not perfect) understandable. However in the interviews, what was assessed was mostly whether they were able to implement the basic structural rules/patterns needed by non-native English learners to enable to use standard English as International language. This was decided as the policy of assessment because all the subjects do not have English as their major, but they are highschool teachers of Social and Exact sciences. Asking them to ignore some basic rules would have been inappropriate, as in reality although the Pusat Bahasa schedule (that they had implemented) Structure was given a significant portion (9 x 100 minutes) it was added to become 18x100 minutes by the researchers.

The interview names, dates, material-code numbers, and results.

1. Agus

<table>
<thead>
<tr>
<th>NO.</th>
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2. Nun Faiah

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### 3. Mimien

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### 5. Iswinarko

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<td>Total</td>
<td></td>
<td>308</td>
<td>153</td>
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</table>

The total results are as follows:

1. Nun Faiyah 222 utterances : 121 errors or 54,5% of the possible correct options.
2. Iswinarko 308 „ „ : 153 „ „ or 49,67% of „ „ „ .
3. Mimien 158 „ „ : 50 „ „ or 31,64% of „ „ „ .
5. Sutiyo 164 „ „ : 74 „ „ or 45,12% of „ „ „ .

From the above scores it is obvious that (as has been stated by some Linguists’ research results) that the teaching of Structure does not have much bearing on the ability of speaking unless it is directly followed by real practice as often as possible.

However why did we do it? This was done because we were eager to know whether the "unscheduled" Speaking class could be overcome by our effort to make them “use” Eng-lish
in discussing problems in the Listening Comprehension classes. Another reason is our “concern” about their ability to use English in Thailand, which was still in the future at that time, which seemed to also worry many of the subjects.

From the theoretical background (pp. 7-8), Speaking ability has Scientific, Psycholinguistic, and Social aspects. It depends on how much one knows about the rules, whether he is willing to use (think about) it, and whether he realizes that he needs to be clear and ideally “correct”, which is influenced by his realization that he is to pay attention to “who” he talks to, “what” he discusses, and “when” something happens. Can these things be achieved by a language program without a special class of/for Speaking?

We have to answer the first research question, which was: “Can implementing the (basic) principles in Linguistics of Speech in doing Listening Comprehension (classes) improve students speaking ability?

**Compared Pre and Post-Tests**

Firstly we should pay attention to the differences between pre-test and post-test scores, which are:

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAME</th>
<th>Pre-Test Score</th>
<th>Post-Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agus D.S.</td>
<td>71-85 (Above Average)</td>
<td>31.46% errors = 68.5 (Average)</td>
</tr>
<tr>
<td>2.</td>
<td>Nun Faiah</td>
<td>61-70 (Average)</td>
<td>54.50% errors = 55 (Below Average)</td>
</tr>
<tr>
<td>3.</td>
<td>Mimien</td>
<td>61-70 (Average)</td>
<td>31.64% errors = 68 (Average)</td>
</tr>
<tr>
<td>4.</td>
<td>Sutiyo</td>
<td>41-60 (Below Average)</td>
<td>45.12% errors = 55 (Below Average)</td>
</tr>
<tr>
<td>5.</td>
<td>Iswinarko</td>
<td>41-60 (Below Average)</td>
<td>49.67% errors = 50 (Below Average)</td>
</tr>
</tbody>
</table>

Comparing the two groups of scores, we can conclude that the post-test results are significantly (except for Nun Faiyah) related to the pre-test ones, i.e. the fact that Agus, the one with the highest score in the pre-test (above average), also got the highest score (making the fewest errors) in the post test, although using the post-test rubric, his level decreased from “above average” to “average”. As for Nun Faiyah, her Pre-test level of “average” did not seem to be materialized in the Post test, as she belonged to “below average” with her 54.50% errors made during the post-test. The three remaining subjects; Mimien, Sutiyo and, Iswinarko, proved that they did the same way as they had done during the pre-test, or, the same as Agus and Nun Faiyah, they were not able to raise their scores.
Discussion on the Compared Pre and Post-Test Results

Thus to answer the first question above we should study it through two kinds of points of view: quantitatively, and qualitatively. Using the former, quantitatively, the answer is 100% failure because all five of them were not able to raise their scores. However qualitatively, the treatment is worth considering as being “novice” and “promising” in the field of Pedagogy, as it was done with the intention of “making a short cut” to overcome unplanned realities which, in this research, it means that the researched subjects were obligatorily doing formal English learning sessions at Pusat Bahasa, or they just had to do and follow the undergoing regulation for all Graduate students (in this case non-English teachers), whatever their scientific backgrounds and future achievements are.

There are reasons for this negative results, i.e as having been mentioned before, in this Second part of data collection for Post test, as mentioned before used The Proficiency Interview Grit which stresses more on forms/structure for the assessment of low level students. Thus, this results in “not very related” scores, meaning lower scored in the second might still be not as low in the First Grit. Thus the special treatment can not be considered as “very useful”, or “very useless” either. Why this being that way is that this special treatment needs special teachers and contexts. The first mean teachers who are very “serious” in holding the Psycholinguistic principle that states “one should say what one means.” This means a speaker should be quite sure that what he is saying is based on what he has been planning (in his head) to say, or it is a language construction which really expresses who does or says what, where, when, how and why. The second, which is context, whether the school or class circumstances really induce and enable the teacher to implement this special treatment, e.g. in cases where the students themselves want to have speaking exercises as they feel they do not get a real or special speaking class in the formal schedule. Another example could be a condition where teacher is not satisfied with students’ speaking achievement, as in his/her opinion they are not speaking in accordance with their level, e.g. 6th semester students talk like 2nd semester ones.

Related to the second research question, which is; “What are the problems faced by both teacher and students in carrying out that activity?”. Problems will occur when the teacher and the students happen “not to have” those positive characteristics. In other words, this special
treatment will create problems when students’ cognitive morality is in negative condition (disinterested in learning English) and thus they are not concerned/worried about whether they are making progress or not, and the teacher does not care about it.

The last question, which is; “How can the existing problems be overcome to achieve better results?” To overcome this problem, it needs teacher’s special creativity to make Listening classes more interesting, e.g. by listening to songs and discussing the meanings of the song-words and phrases using “near to correct” forms. Another example can be asking students to create a dialogue from the listening material, and the dialogue should pay attention to standard forms needed in “good and acceptable” English communication. Lastly, the teacher should try hard to make students realize that learning second language means learning new habits if they really want to be successful learners. The new habits here mean they have to have the eagerness to always increase their knowledge of Structure, Vocabulary, Pronunciation, and Sociolinguistic items to be able to produce what is “acceptable” and achieve “near to native” level in their oral performance of English.

**Conclusion**

Having finished the discussion the conclusion is the fact that The Principles of Linguistic Speech can not be implemented without careful preparation, i.e. students have to be made aware of the purpose of this relatively “new” approach in the Teaching of Listening Comprehension, i.e making them “more able speakers” through paying attention to *what* they hear, the Linguistic elements (structure, vocabulary, pronunciation) in its content, and these two should be used to make them *create* dialogues as everyday exercises to improve their speaking ability.

**Suggestion**

It would be very ideal that the teaching of Speaking is not/never separated from the teaching of Listening Comprehension, meaning that the two subjects should be considered as one set or a pair of inseparable “tools/instruments” in the teaching of English as a foreign language.
STYLISTIC VALUE OF DEIXIS IN SOME SELECTED
POEMS OF EDGAR ALLAN POE

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congbudiharto@gmail.com

Abstract

Deixis constitutes the phenomenon whereby the tripartite relationship between the linguistic system, the encoder's subjectivity and contextual factors is foregrounded grammatically or lexically. It is not only viewed as the main function in the construction of world view and the expression of subjective reference, but a fundamental aspect of human discourse as well. The present study tries to investigate the stylistic value of deictic words in encoding aspects of meaning and aesthetics of the texts from some selection of well-known poems' Edgar Allan Poe, viz : ‘Alone’(1829), ‘A Dream within a Dream’(1849), The Raven (1845), and Annabel Lee (1849). Poe was the great American poet and considered part of the American romantic movement. He was a master at containing his reader’s attention through his poetic maneuvers and was mostly recognized as a literary critic. The analysis of the texts is based on M.A.K.Halliday’s discipline, particularly by adopting his systemic functional linguistics as the analytical model in this study. The study demonstrates that the deployment of personal pronouns viz: ‘I’, ‘me’, ‘we’, and ‘us’; locative adverbs such as ‘there’, ‘here’, and temporal adverb ‘now’, assists the poet to relate his experiences, visions, and propositions within specific spatial or temporal frameworks, such as to specific persons, time and place which not only makes the texts experiential and realistic, but also enhances their understanding and interpretation. Then the aim of the study is to show that lexico-grammatical patterns of language use such as deictics precisely have the potentials to combine with other elements of language in conveying textual message and also achieving artistic beauty.

Keywords: Deictics, Edgar Allan Poe, Poetry, Stylistic function

Introduction

In the words of Akmajian, et al (2010:225), state that a language is as a conventional system for communication and for conveying messages. Then they add “human language is a highly structured system within which an enormous amount of flexibility or creativity is possible” (ibid:306). It is certainty that language is extremely important to literary procreation and discourse. Todorov (1977) views that literature as a verbal work of art. The implication is that, to fully grasp the meaning and aesthetics of a literary text, there must be recourse to
language at all levels of linguistic description, because it is the singular medium of its expression. The present study, therefore, seeks to fill the gap left by Edgar Allan Poe’s works in the area of lexis and grammar, by investigating the role deictic words play in encoding the meaning and aesthetics of the texts. In creating any text, literary or non-literary, we must combine words to express complex ideas or relationships in sentences (Dever, 1998). Edgar Allan Poe is a master at holding his reader’s attention through his poetic maneuvers and his ability to transfer feelings of deep unpleasant life experiences into clear, mine trapping words. His writings have remained in his audience’s minds for years. His very strange and unusual works are an illustration of his imagination for supernatural or unnatural themes. It seems he may be a mysterious author because of his literary works.

**Literature Review**

Levinson (1983:54) opines that deixis is emphasis on languages encode or grammaticalize features of the context of utterance or speech event as well the interpretation of the utterances from various situation or context. There are five types of deixis; person deixis, time deixis, place deixis, discourse and social deixis. Those kinds of deixis have a closer relationship with deictic expressions. Deictic is the lexical items that encode the context (Grundy, 2000:23). The term of deixis is important to build the meaning and the assumption of the hearer. Deixis is broadly comprehended to be the encoding of the spatiotemporal context and subjective experience of the encoder in an utterance and it is much more easily subsumed under a pragmatic theory. Traditional accounts make a distinction between the indexical (pronouns and adverbs that indicate three transient notions viz: the participant roles, the place, and the time of the utterance, labeled person, place, time deixis, respectively) and symbolic meanings of deictic terms. Green (2006) says “the symbolic meaning of a deictic term might be said to be its semantic aspect, while the indexical meaning is its pragmatic aspect”.

Every writer has a peculiar way of expressing himself or herself through his or her writing. Style constitutes the trademark of an author. Since every author has a unique way of expressing himself which makes him distinct among other writers. It seems that style describes the characteristic pattern of choices associated with a writer’s mind-style, or the pattern associated with certain periods, genres or literary movements (Aarts and McMahon, 2006:746). Another opinion is also stated by Bilal and Cheema that style can be defined as the
manner of expression which is different in various contexts (2012:25). Whereas Leech and Short view that style is the way in which language is used in a given context, by a given person, for a given purpose (2007:9). Further, they say that “style can be applied to both spoken and written, both literary and non-literary varieties of language but by the tradition it is particularly associated with written literary texts” (ibid:10). While according to Bilal, et al (2012:435) the use of language by a speaker or a writer in a specific way is called style. It implies that style is a manner of expressing words in speaking and writing.

Stylistics is a study of style which discusses both written and oral texts. It is a subfield of general linguistics which focuses on the specific way how a particular writer or speaker expresses himself in works of literature particularly. Yeibo expresses that stylistics is the subfield of linguistics which concentrates on style, especially in literary works (2012:107). It means that stylistics is the study of language in literature. It seeks to account for the interpretative effects of a text through close study of its linguistic detail, such as syntactic structuring, semantic deviation, deixis, modality, etc. Bradford (2005:xi) explains that “Stylistics enables us to identify and name the distinguishing features of literary texts, and to specify the generic and structural subdivisions of literature”. It means that stylistics is concerned with the differences among the messages generated in accordance with the roles that code. Stylistic function, on the other hand, constitutes an aspect of language function. Alo (1998) describes that language function can be explained in two ways. Firstly, it is the specific use to which a writer or speaker puts the language (i.e. description, explanation, argument etc). Secondly, it refers to the communicative value or role of specific language categories (i.e. sentence, clause, word group, collocations, word and morpheme), in given social situations. Therefore, language function implies varieties of language that are defined according to use. However, because the chief concern of the present study is on the functional aspect of language, we shall adopt M. A. K. Halliday’s Systemic Functional Grammar, as our analytical model, in the sense that it focuses not only on the structure of language, but also on the properties of discourse and its functions in specific social and cultural situations. Particularly, the study adopts Halliday’s three metafunctions of language viz: ideational, interpersonal, and textual for the textual analysis. The ideational metafunction focuses on the subject matter or field of discourse, while the interpersonal metafunction refers to the tenor of discourse i.e. the social relationship that exists among participants in a given discourse.
situation, which has the potentials to influence or shape language use. The textual metafunction is particularly relevant to our study, as it focuses on the internal organization and communicative nature of a text. The analysis of the texts would demonstrate that Edgar Allan Poe’s poetry under study is dense with deictic words which not only preserve the expressive beauty of the works, but also help to capture intentions more vividly and produce desired meanings and effect on the audience or readers.

**Discussion**

The analysis in this section is based on the four poems: ‘Alone’ (1829), ‘A Dream within a Dream’ (1849), The Raven (1845), and Annabel Lee (1849), in order to strike a temporal balance between the writer’s early, later and latest poetry. The critical point is that, in Edgar Allan Poe’s poetry, the use of the personal pronouns such as ‘I’, ‘me’; the locative adverbs ‘here’, ‘there’, and the temporal adverbs ‘now’, is a significant discourse strategy. These deixis run through the entire texts and help the poet to relate his propositions to specific persons, places and times, respectively, which is absolutely relevant for their understanding and interpretation. In other words, they help the poet to relive his experiences and register his visions within specific spatial or temporal frameworks. We shall now discuss each of these aspects of deixis in the following sections, to show their stylistic and pragmatic value or significance in the texts under study.

**Person Deixis**

Gelderren (2010:37) states that using a pronoun is another way to shorten the sentence and it is called pronominalization. As quoted by Leech (2006:95) that the pronominal can be defined as the adjectival term that relates to pronoun. Person deictics include pronouns (I, you, him; mine, yours, hers; myself, yourself, herself), possessive adjectives (my, your, her). Person deictics appoint the basic roles in a speech event, namely the speaker as the first person, the person(s) spoken to as the second person, and the person or persons who are neither speaker nor addressee as the third person. Personal pronouns can have singular and plural forms. A plural form may apply even if only one referent is designated, provided that the referent can be taken to represent a group. As an example, the first person plural we is normally produced by a single speaker who represents a group. Some languages have a different first person plural form according to whether the represented group includes both the speaker and the
One stylistic feature of the poems under study is the predominance of inclusive pronominal expressions in the writer’s poetry. In the four poems (Alone, A Dream within a Dream, The Raven and Annabel Lee) are dense with such pronouns as ‘I’, ‘you’, ‘we’, ‘me’, ‘us’ and adjectives such as ‘my’ and ‘our’. This indicates clearly that these collections are biographical materials, which are about the writer’s life story, other than collections containing texts of creation. For clarity and easy reference, we shall draw samples of features from the texts in table below (all are italicizing):

<table>
<thead>
<tr>
<th>text</th>
<th>source</th>
</tr>
</thead>
<tbody>
<tr>
<td>From childhood's hour I have not been</td>
<td>Alone</td>
</tr>
<tr>
<td>As it pass'd me, flying by</td>
<td>Alone</td>
</tr>
<tr>
<td>Of a demon in my view</td>
<td>Alone</td>
</tr>
<tr>
<td>Thus much let me avow</td>
<td>A Dream within a Dream</td>
</tr>
<tr>
<td>'All' that we see or seem</td>
<td>A Dream within a Dream</td>
</tr>
<tr>
<td>And I hold within my hand</td>
<td>A Dream within a Dream</td>
</tr>
<tr>
<td>While I nodded</td>
<td>The Raven</td>
</tr>
<tr>
<td>Thrilled me—filled me with….</td>
<td>The Raven</td>
</tr>
<tr>
<td>For we cannot help agreeing….</td>
<td>The Raven</td>
</tr>
<tr>
<td>Than to love and be loved by me</td>
<td>Annabel Lee</td>
</tr>
<tr>
<td>I and my Annabel Lee</td>
<td>Annabel Lee</td>
</tr>
<tr>
<td>Of many far wiser than we</td>
<td>Annabel Lee</td>
</tr>
</tbody>
</table>

As we can gather some samples of the text from the table above, the repetitive use of the pronouns such as ‘I’, ‘me’ and ‘my’ particularly, foregrounds this aspect of meaning, as it continually draws our attention to the autobiographical character of the poems, as the pronominal referent centers on the poet.

**Spatial or locative Deixis**

It indicates location or place in space relative to the speaker. Cruse (2006:166) states “the most basic spatial deictics are the adverbs here and there”. They can be glossed ‘place near to the speaker’ and ‘place not near to the speaker, which are main deictic forms found in Edgar Allan Poe’s poetry. These deictic words essentially help the poet to differentiate his propositions about the specific locations which constitute the core of his poetry. The significant point here is that, the subject, phenomenon or place the author is writing about, determines whether he uses ‘here’ (proximal deictic) or ‘there’ (distal deictic). Proximity, in
this sense, could be determined either by the poet’s physical position or mental or imaginative position. The latter implies that the poet could imagine himself to be in a specific place and write from that perspective. As we have mentioned earlier, it is this inherent variability in usage, or meaning, in response to situational or contextual constraints, that engraves the importance of deixis in stylistic and pragmatic analysis. In “The Raven, for instance, the deictic locative adverb “here” refers to the bedroom, while “there” refers to outside the house. In this poem, Poe feels both scared and excited at the thought of the visitor who is going to enter his chamber door. As he gathers strength he asks the 'Sir' or Madam' why they are tapping at his chamber door while he is napping and also why they are tapping so faintly that he finds it hard to hear it, but when he opens the door wide there is darkness there, outside the house. For clarity and easy reference, the poem is presented below:

Presently my soul grew stronger; hesitating then no longer,
"Sir," said I, "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you” here I opened wide the door;
 Darkness there and nothing more.

The locative adverbs ‘there’ also enable the poet to locate and contrast his thoughts and guesses concerning life and death. This pattern of signification is also found in ‘Annabel Lee’. The poet and Annabel Lee fell in love when they were young ‘in a Kingdom by the sea.’ Their love is challenged by Annabel Lee’s death, but the poet does not give up on her. Although they were not married in life, but now they can be united in death. Instead, he continues to dream about her, believes that their souls are intertwined, and sleeps in her tomb at night:

And so, all the night-tide, I lie down by the side
Of my darling--my darling--my life and my bride,
In her sepulchre there by the sea,
In her tomb by the sounding sea

The use of the deixis ‘here’ and ‘there’ in the texts is strategic stylistic employed by the poet. It means that Poe uses the locative adverbs to express his views, thoughts and propositions about contrastive socio cultural events and experiences in these places.
Temporal Deixis

It indicates the timing of an event relative to the time of speaking. The only ‘pure’ English temporal deictics are *now*, which designates a time period overlapping with the time of speaking, and *then*, which basically means ‘not now’, and can point either into the future or the past (ibid:179). In Edgar Allan Poe’s poetry, the temporal adverb ‘now’ assists the poet to situate the event and issues highlighted in the poems within specific time frames or periods. This is very strategic to the cumulative meaning of his texts because, whether a poet documents events, reflects on or recalls his experience, or comments on socio-cultural or political phenomena, poetry derives more relevance, concreteness and social appeal if specific time boundaries are clearly delineated. Specifically, in Poe’s poetry, the temporal deixis ‘now’ is used to highlight present time. For clarity and easy reference, the poem is presented below:

In ‘A Dream within a Dream’, the poet writes the temporal deixis, ‘now’ to show in the present times:

Take this kiss upon the brow!
And, in parting from you *now*,
Thus much let me avow—
You are not wrong, you deem
That my days have been a dream:

Also In ‘The Raven’,
And the silken, sad, uncertain rustling of each purple curtain
Thrilled me—filled me with fantastic terrors never felt before;
So that *now*, to still the beating of my heart…. (3rd stanza)

This I sat engaged in guessing, but no syllable expressing
To the fowl whose fiery eyes *now* burned into my bosom's core;
This and more I sat divining, with my head at ease reclining...(13th stanza)

Conclusion

The deictics’ stylistic value in Edgar Allan Poe’s poetry has been shown in the foregoing discourse. Particularly that deictic words run through the entire texts and that the poet
employs the lexico-grammatical patterns of language use to relate his propositions to specific persons, time and place which not only makes the texts experiential and realistic, but enhances their understanding and interpretation as well.

References


JEREMY ALAN’S THE JAKARTA JIVE: TRAVEL LITERATURE AND NEW-IMPERIAL AMBIVALENCE

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Abstract
Travel literature is a sort of narrative with first person point of view that spreads out information about a new place throughout the world. It is a genre in literature which has unique characteristics one of which is its position between fact and fiction. Some postcolonial theorists believed that travel literature was involved in European colonization and has continually taken part in maintaining the colonial hegemony in the new imperial era. The Jakarta Jive is a travel book written by Jeremy Alan which sees contemporary Indonesia from new imperial cultural perspectives. With post colonialism, especially with Said’s proposition that Western travel writing is a colonial agent, this travelogue is assumed for carrying a colonial message and is potential at performing certain cultural strategies to cope with global dynamics. Additionally, with Homi Bhabha’s argument that ex-colonizers also face postcolonial impacts and Lisle’s ideas about travel writing and its political role in global era, the text will be taken as a case which reveals some forms of adjustment of the colonial strategies in maintaining colonial authority with the global demand. The study also shows how The Jakarta Jive bears specific narrative tropes to convey the strategies. It is expected that postcolonial critics pay more attention to the booming of travel literature in Indonesia by conducting more studies over the narratives to figure out the position of Indonesian culture in the international affairs.

Keywords: post-colonialism, travel literature, colonization, new imperialism, strategy

Introduction
One of the literary genres which are booming nowadays is travel literature, which is simply defined as:

Travel literature is travel writing considered to have value as literature. Travel literature typically records the people, events, sights and feelings of an author who is touring a foreign place for the pleasure of travel. An individual work is sometimes called a travelogue or itinerary. (Chtatou, 2013)
With the development in transportation and tourist industries, the production of travel literature is so incredible (Holland and Huggan, 2003:vii-ix). The two critics reminded that Evelyn Waugh’s prediction that the number of travel literature will decrease when the decolonization is voiced (1984) is not proved. With the number of travel books increasing, Holland and Huggan say that a discussion on travel literatures is worthwhile.

Travel literature according to Edward Said (2003:166-226) is closely related to colonial discourse. In his book Orientalism, Said argued that European colonialism played important roles in the establishment of orientalism. With the reports of the explorers and scientists’ travels around the world, the European people were attracted and ambitious to make a voyage to conquer the new places. This ambition, in turn, forms an identity of the I (the European) and the “other” consisting of people from remote, exotic places they dominated. Knowledge about the West and the East followed the identity and was confirmed through the subsequent travelogues. Faruk (2007) added that Western travel stories and reports published in European magazines which were brought to Indonesia were finally read by the local elites changing the local people’s traditional worldview into a modern one.

Supporting Said, Marie Louise Pratt (2008:viii) emphasized that within Western travel literature, imperialists’ messages were directly or indirectly integrated. The closeness of travel literature to the colonial authority makes Barbara Korte calls it imperialist travelogue. It does remind people that this genre was an agent of European imperialist practices. Within the new era, postcolonial theories implied that the colonial discourse within Western travel literature is repeated and reconstructed by the new ones. Said argues that the tradition will make the message in the previous works continually passed down through generations.

**Orientalism and Hybrid Identity**

Taking travel literature into the study requires at least two main theories of post colonialism. Firstly by Edward Said with his identification of Orientalism and secondly. Homi Bhabha with his ideas on split and hibridity. In Orientalism, Edward Said notices a created geographical and ideological dichotomy of the world called the West and the East.

Said’s basic thesis is that Orientalism, or the ‘study’ of the Orient, ‘was ultimately a political vision of reality whose structure promoted a binary opposition between
the familiar (Europe, the West, “us”) and the strange (the Orient, the East, “them”). So, it is assumed that travel literature is an observation of I in order to emphasize the difference between the land and culture of “I” and the ones of “others”. Thus modern literature is regarded as conveying the colonial message especially when the object of the visit is the once-colonized country.

Following Edward Said, Homi Bhabha presents his ideas on split and hybridity. In Bhabha’s proposition (1984) the impact of colonialism is not absolute so that it is not following the binary opposition. Bhabha argues that, basically there is no purely fixed dichotomy but is actually unstable and interrelated. The implication is that the cultural subjects and products are “in between” meaning that within the western strong and superior identity there are worries of losing the “other” as this also means losing their identity. Thus the existence of the “West” is dependent on the existence of the “East”.

Explaining Bhabha’s proposition, Ania Loomba (2005) says:

Postcolonial studies have been preoccupied with issues of hybridity, creolisation, and mestizaje—with the in-betweenness, diasporas, mobility and cross-overs of ideas and identities generated by colonialism. However, as some recent debates will serve to illustrate, there are widely divergent ways of thinking about these issues. Robert Young reminds us that a hybrid is technically a cross between two different species and that therefore the term ‘hybridization’ evokes both the botanical notion of inter-species grafting and the ‘vocabulary of the Victorian extreme right’ which regarded different races as different species (145-150)

Thus there two possibilities born by contemporary travel literature: whether it bears the continuity of colonial discourse or whether it shows split identity in the form of ambivalence and cultural Diasporas.

**The Jakarta Jive, a Summary**

Jeremy Allan is an expatriate in Indonesia. He was born in North Vancouver, Canada, in 1953. He moved to Indonesia in the mid-1970 after being hired by an oil company and was
posted in Kalimantan. He was then moved to Jakarta in 1982 and lived to work as a trade correspondent and freelance corporate copywriter and a travel journalist. In 1990s he was hired by a local company to produce English language printed and video materials for presentations for foreign investors.

This travel writing is about his experience living in Jakarta. It took place in May 1998 when Indonesia had a big transformation. In his book he expresses various feelings on the turbulence of the capital city of Indonesia. The narration is spiced with the conflicts faced by some characters who bet their lives in the metropolitan city of Jakarta in that era where lay off becomes popular nightmares towards the city dwellers. The narrator poses himself as an expatriate who works part time for Trisakti University and a correspondence for some magazines in Europe. He narrates his travel story based on his observation and involvement with some friends, the local people of Jakarta who come from some parts of Indonesia and represent diverse ethnic groups such as Javanese, Chinese, Batavians, and some other expatriates.

His story represents the city of Jakarta, the people’s perspective on life, politics, and belief as the citizens of Indonesia. The method of representation is through his communication with some characters like Siti, a young woman from the suburban area who works in Jakarta, Monica, an ethnic Chinese girl studying at Trisakti University, who were active in the reform movement in Jakarta, and some middle class gentlemen who were struggling amidst the economic turbulence in Indonesia.

The Colonial Tropes in the Story

Colonial tropes are typical characteristics or metaphors which indicate the existence of colonial discourse. This is usually visible in a text that involves people or products related to the history of modern European colonialism. An image of a mother surrounded by their dependent babies is a colonial trope indicating the hegemony of a mother country over the ex-colonized ones. The stereotypes of an ex-colonized people are also colonial tropes.

As explained before, travel writing or travel literature has very close relation to the history of colonialism. Thus a colonial trope in such texts possibly exists both in a whole absolute form
or split / hybrid. However, the profound voice of global era for equal position for all the world

citizens lately might conceal the tropes altogether.

As a multi-cultural person, Allan has most possibly been free from the bound of the colonial
discourse. In his work *The Jakarta Jive*, he almost always tries to show balanced evaluation
over several matters. Even, since the first page, Allan has tried to look through two angles at
an object he encounters along his journey. He has also admitted his being an ambivalent when
he moved to Indonesia (2001:4).

He opens the story by describing a group of people in Jakarta that brings him into a dejavu of
Batavia in the eighteenth century he might have been told before. But, then he shocked the
readers by changing the dream into a reality of what is going on with the people in Jakarta. He
wrote:

> Against a back drop of two hundred year old buildings, the men could have been
> coolies hauling wares to a Europe-bound schooner anchored at the nearby harbor.
> (2)

From the depiction, a sign that this narration is related to colonial discourse can be captured.
The readers catch a situation of Jakarta under Dutch colonization in which people were often
labeled as stupid and lazy so that they could do nothing to earn a living but become a
farmhand to a rich Dutch plantation owner or a coolie. However this is not what Allan really
means by the description as he continues:

> However instead of bags or coffee or sugar, the man carried modern consumer
> goods like electric fans, fax machines and office chairs. One slightly built man,
bent almost double under the weight of a refrigerator, could have stepped from a
historical lithograph depicting wiry, immensely strong laborers dwarfed by the
loads they carried (2001 : 2)

Here Allan seems to emphasize that he is not anymore in a colony but in an independent
country where people can call their own. Not anymore does he describe the people as lazy
and submissive but an ambitious, opportunist, and cruel ones.
He also uses the balanced-information strategy when he describes the national authority at that time:

While Suharto’s rule fostered widespread corruption and human rights abuses, he was also responsible for three decades of steady economic growth and improvement of public welfare, which the crisis notwithstanding, had brought his nation to within shouting distance of self-sustaining industrial development (3)

And:

How about Indonesians themselves? The interviewer might ask. Are they a race of brutal savages, or are they among the gentles, most hospitable people on earth? Again I would answer “yes”. Besides the slaughter in the riots of May 1998, Jakarta would see other senseless massacres throughout the year. But even the foreign journalists hunting sensational stories of unrestrained butchery were impressed by Indonesian generosity and kindness. (3)

The quotations show the inhibition mode of the narrator that he cannot talk about Indonesian people in a clear cut / binary oppositional way but through a double-vision observation. In another situation he performs himself as a wise observer when Farid, one of his local fellows, criticizes the bias of international mass media when talking about Indonesia.

As we sipped our coffee, Farid. An avid and critical reader of an international newsmagazines, voiced concerns about the slant and even the accuracy of the reports being filed by the international press corps members trading war stories at the other tables. Farid told me of listening to a breathless radio correspondent the previous evening proclaiming “fire is all around in a vain attempt to sound like Walter Cronkite on the roof of the continental or Peter Arnett leaning out the window of the Baghdad Hilton. News report gave the impression that the centre city was in ruins, which was plainly not the case, as we had seen,

At that time, I thought Farid was overstating the case. The foreign journalists were not entirely to blame for presenting a sensationalistic view of Indonesian
social unrest. One of the stories we heard in the Cemara cafe shop that afternoon was of an international news crew being stopped and threatened by an armed gang as they drove along the deserted toll road from the airport the previous night. (25)

Besides trying to balance the information, Allan’s other strategies in reporting his observation is by creating characters that will help him talk to the readers. This is actually a way of making the local people under the travel gaze active subjects. They are not described but they are describing themselves throughout the story. For this, there are female characters like Monica and Siti who is described as having opposite characters and fate. Through Siti, he gets the information about the life and belief of the local people. For example, he almost always pays attention when Siti and her Indonesian friends talk about Islam. From Siti, he understands the ambivalent life of muslim women who can change types of outfit to adjust the situation (2001:199). Through Monica, he tells the readers about the work ethic of the Chinese in Indonesia and their religiosity of a Christian.

With the strategies that he uses, he is almost too flawless to show any colonial tropes in his book. However, there are several signs that Allan is unable to avoid his being related to his position as a western man talking about the East that can be outlined as follows;

1. He maintains the colonial strategy of racial classification. Monica is an ethnic-Chinese whereas Siti is a West Javanese. With his description or information about Siti and Monica that he chooses to present, he is repeating the colonial strategy of “divide and rule” that is European/white (the highest rank), Chinese or other foreigners from Eastern and Middle Eastern regions (the middle rank), and the local people called pribumi (the lowest level). Between the two women, Siti is attached with the characteristics of the pribumi (if not lazy then rowdy) while Monica is described as an educated girl who is always serious and well-organized in her life and is also a religious person.

The following is how Allan describes Siti’s religious life:

Siti had undergone a remarkable transformation in the taxi. Her baggy pullover had disappeared into her oversize handbag along with her prayer
robe, and a few deft tucks, folds, and pins of her blouse, headscarf, and sarong had created a form-fitting outfit capable of turning the most jaded male head. Margarita glass in hand, she held her own in conversations with expat and Indonesian alike. Watching her, I marveled at her ability to slip between dissimilar cultures with the ease of a bird hopping from acacia tree to coconut palm.

2. His description of his Javanese friend, Pak Trisno, is of no difference from that of Siti. A gentleman who is not really care about his religious teaching:

Siti’s bi-culturalism and the religious diversity of her family were on my mind when I met Pak Trisno the following afternoon, about an hour before sunset. When he offered the customary beer, I declined, citing good manners and respect for another’s religious belief. I knew the old man was fasting, and I was reluctant to drink in front of him, especially during the final excruciating minutes of a long, hot day without a drop of water. To my surprise, Pak Trisno popped open the cap and placed the bottle in front of me. (199)

Such a description is not only addressed to Pak Trisno but also to his other friends such as Farid.

3. His curiosity and interest in Islam is quite clear. Almost all description about his local friends, who are mostly Muslims, includes the illustration of how they perform Islamic teachings. However, he does not present anyone of their representatives as his informer just like for other groups. To know about Cristian life he has Monica, to get first-hand information about the village people’s life he has Siti. But for the Islamic group that he is curious, he does not present anybody. This indicates that Allan has left a gap unanswered in his depiction of Jakarta.

The way he poses the information for different groups under his observation shows a kind of anxiety that becomes the tropes of colonial discourse.
Ambivalence

With the strategy used in the story, there is a sense of ambivalence experienced by the narrator or the author of the travelogue. The ambivalence here is not the one that he acknowledges in his story on page 4. It is something that he might not realize, that is, although he says he has been in Jakarta for two decades and has been living very close to the people there, he is still unable to escape from the colonial bound. Regardless of his superiority as a western observer and reporter within the new imperial era, he still faces at least two kinds of threats reflected in his work: first, the rupture of classification of races (so that he keeps this tradition intact), second, the explanation about the “Islamic Group” from first hand observation that he avoids doing (so that he seems to keep it mysterious).

Conclusion

The Jakarta Jive by Jeremy Alan is a piece of travel literature written by a Western author about the people of Jakarta that can be discussed in terms of its relation to the colonial discourse. It has indeed shown an attempt to change the image of a lazy and submissive nation as often labeled to the people of Indonesia as an ex-colonized nation into an image of a dynamic one within the economic turbulence in the country. However this work has revealed the split identity of the author as a Westerner observing an ex-colonized country in a new imperialism era. On one hand, the author is a cosmopolitan who has a multi-cultural background. On the other, he cannot conceal his need to preserve the racial classification in his description and his leaving a gap in his report for letting one big question about Islam that he himself leaves unanswered. Homi Bhabha calls it colonialists’ anxiety of losing power both because of the broken strata that has been created and has put them in a dominant position and of the anxiety of losing a mystery that will maintain their power.

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VICTORIAN FEMME FATALE IN MARY ELIZABETH BRADDON’S NOVEL ENTITLED LADY AUDLEY’S SECRET

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Abstract

The aim of the paper entitled “Victorian Femme Fatale in Mary Elizabeth Braddon’s Novel Entitled Lady Audley’s Secret” is to analyze the intricate life of the female main character as a representation of Victorian femme fatale. Feminist criticism and gynocritics are used as a frame of analysis supported by the concepts of femme fatale, fatalism, and Victorian femininity. The result indicates that although femme fatale is fatal to men, she leads a fatalistic life in a patriarchal Victorian society. Her success to pursue a wealthy life using her femininity is short-lived followed by years of exile in a private and luxurious asylum. Through her portrayal of the female main character’s life as a femme fatale, the female writer launches two-edged criticism. She criticizes the woman who exploits her femininity to get excessive material gain and at the same time she criticizes the Victorian society which prevents a single (-parent) woman to have a decent life using her skills not her femininity.

Keywords: femme fatale, feminist criticism, gynocritics, femininity

Introduction

Women are endless subjects for discussion in novels both by male and female authors. Mary Elizabeth Braddon’s novel entitled Lady Audley’s Secret focuses on the life of a young poor English woman who dreams of living happily in wealth. She uses her beauty and femininity to get rich husbands. Changing her name several times and concealing her background, she finally achieves an honorable position as Lady Audley. The unexpected return of the first husband puts her recent achievement into jeopardy. Trying to keep her position as Lady Audley safe, she involves from one crime to another leading to her downfall through the investigation of her first husband’s best friend who by chance is also the nephew of her second husband. Based on the focus of the novel, it is interesting to analyze Lady Audley as a representation of Victorian femme fatale created by a female Victorian writer.
Literary Review

Taking into account that the novel being analyzed is about women and the author is also a woman, feminist criticism is used as the frame of analysis leading to the application of gynocritics. According to Humm: “Feminist criticism reads writing and examines its ideology and culture with a woman-centred perspective” (1995: 51). Showalter classifies Gynocritics as “the second type of feminist criticism” which: “is concerned with woman as writer—–with woman as the producer of textual meaning … Gynocritics is related to feminist research” (1986: 170, 172). Gynocritics is used to help analyzing the female writer’s purpose of constructing a specific female character. To support the analysis, several concepts are used; namely, the concept of femme fatale, the concept of fatalism, and the concept of femininity in the Victorian era.

The term femme fatale in general refers to the image of a beautiful woman “who lures men into danger, destruction, even death by means of her overwhelmingly seductive charms” (Allen, 1982: vii). This term “became popular during the closing decades of the nineteenth century” (Allen, 1982: 1) and Stott states that “the social context of the rise of the femme fatale seem to be feminist agency and agitation” (1992: 11). Thus it can be said that the emergence of the femme fatale figure in art and literature is as a response to the rising of feminism that supports women’s independency of men’s control.

Reaction to women’s freedom is implied in the characteristics of femme fatale figure. Besides the specific appearance of femme fatale, Bade points out the hidden cruelty of femme fatale: “They are pale, proud, mysterious, idol-like, full of perverse desires yet cold at heart” (1979: 8). Hanson and O’Rawe add another characteristic of femme fatale, that is: “sense of mystery, of a concealed identity always just beyond the visible surface” (2010: 1). Stott emphasizes the Other-ness of femme fatale: “The femme fatale comes in many guises, but she is always Other … she represents chaos, darkness, death, all that lies beyond the safe, the known, and the normal ….” (1992: 37-38). According to Stott, a femme fatale with her dark power never belongs to a certain group.

Grossman emphasizes the strong motivation of femme fatale: “It is the leading female’s commitment to fulfilling her own desires, whatever they may (sexual, capitalist, maternal), at
any cost, that makes her the cynosure, the compelling point of interest for men and women” (2009: 3). Grossman also indicates that femme fatale is the victim of normative society because of her strong will: “tough women as victims whose strength, perversed by conventional standards, keeps them from submitting to the gendered social institutions that oppress them” (2009: 3). Thus, a femme fatale, according to Grossman, is a victim because she is a woman with an intense motivation not approved by the society she lives in.

Referring to Genesis 3, about Eve’s eating of the forbidden fruit resulting in Eve’s reference as femme fatale, Edwards invents a redefinition of femme fatale as follows: “The archetypal femme fatale: a knowing woman, skilled at telling stories, irresistibly attractive to an immature man, whom she leads into the difficult and dangerous possibility of growing up, a possibility he first embrace and then reject, with disastrous consequences for himself and for her” (2010: 35). Thus, Edwards emphasizes the role of the femme fatale to mature men, while Allen summarizes femme fatale as “seducer and destroyer of men” (1982: 1).

The concept of fatalism, which underlines the life of femme fatale, is defined as follows:

The belief that "what will be will be," since all past, present, and future events have already been predetermined by God or another all-powerful force … Fatalists teach that there is a blind, impersonal force, over which no one has control—not even God—and that events are swept along by this blind, purposeless power (Houdmann, 2014)

This concept indicates that a person under the grip of fatalism cannot escape from the predetermined destiny whatever that person does in his/her life to avoid it.

Concerning femininity in Victorian era, Smith briefly and precisely states that “Femininity is a strait-jacket, a ludicrous set of rules designed to keep women in their place, but it is certainly not hard to live up to. All a woman has to do is be passive, incompetent, helpless and whining – the last thing that is expected of the feminine woman is that she should actually achieve anything” (1989: 153).
Combining the concepts of femme fatale, fatalism, and femininity in Victorian era, it can be summed up that whatever a Victorian woman pursues in her life, if it is not in accordance with the Victorian codes for women, the woman will have a fatalistic life leading to her destruction and that of the men having affairs with her. Thus, it is interesting to analyze a Victorian femme fatale who is a fatalistic one in Mary Elizabeth Braddon’s novel entitled *Lady Audley’s Secret*. The analysis will focus on the motivation, its execution, its impacts to the men and the femme fatale herself, and the Victorian solution. Another focus is on the purpose of the female writer in constructing such a Victorian femme fatale.

**Analysis of the Victorian Femme Fatale**

The focus of analysis is on the main female character, born as Helen Maldon, then become Helen Talboys when she marries George Talboys, then changes her name into Lucy Graham when working as a governess, and later known as Lady Audley after she marries Sir Michael Audley. The analysis on the main female character will be divided into four phases of her life.

The First Phase of the Femme Fatale

This phase covers the period of Helen Maldon’s life until she marries George Talboys, the first husband. Helen is the daughter of Captain Maldon, a drunken half-pay naval officer (Braddon, 1997: 17) and a very beautiful mother who turns to be insane and locked in an asylum (Braddon, 1997: 277-278). Helen and her father live in poverty in a small town called Wildernsea, Yorkshire. Poverty and the secret of her mother’s insanity become the fatalistic seeds that she wants to shake off from her life.

In this unfavourable financial and psychological condition, Helen Maldon receives excessive praises of her beauty by the people around her “I was told that I was pretty – beautiful – lovely – bewitching” (Braddon, 1997: 278). The narrator explains in details Helen’s characters as follows:

> to look upon her loveliness as a right divine … fairy dower of beauty had first taught her to be selfish and cruel, indifferent to the joys and sorrows of others, cold-hearted and capricious, greedy of admiration, exacting and tyrannical … the master-passions of her life had become her rulers, and the three demons of Vanity, Selfishness and Ambition had joined hands (Braddon, 1997: 235).
All these lead to a kind of ambition to use her beauty to achieve a much better, if not luxurious life. The way to obtain this is through getting a rich husband “I learned that my ultimate fate in life depended upon my marriage” (Braddon, 1997: 278). This is Helen’s starting point as a femme fatale.

After waiting impatiently, she meets young George Talboys who is “a cornet in a cavalry regiment … father is a rich man” (Braddon, 1997: 17). Eventhough George is directly falling in love with Helen, he is still a perceptive person who can clearly see that Helen’s father “was ready to sell my poor little girl to the highest bidder” (Braddon, 1997: 17). Madly in love, George Talboys immediately marries Helen without telling and asking permission from his father.

For Helen, her marriage to George Talboys is expected to serve as a ticket to elevate her to a wealthy situation she dreams of for so long: “He was the only son of a rich country gentleman. He fell in love with me, and married me three months after my seventeenth birthday. I think I loved him as much as it was in my power to love anybody” (Braddon, 1997: 279). These words indicate how cold and calculated Helen’s feeling is. Her materialistic craving is obviously shown in her next words: “I loved him very well, quite well enough to be happy with him as long as his money lasted, and while we were on the Continent, travelling in the best style and always staying at the best hotels” (Braddon, 1997: 279). It can be summed up that as “selfish and heartless” (Braddon, 1997: 278) woman, Helen is not capable to love others, her marriage to George Talboys is for having an easy life.

However, shortly after Helen enjoys a happy marriage, the shadow of her fatalistic life starts haunting her. George Talboys’ father is raging at his son’s sudden decision, resulting in disowning George Talboys of inheritance, yearly income, and family bond (Braddon, 1997: 17). To Helen, it shakes the financial security that she strives to achieve in marriage.

To make his young wife happy, George Talboys sells his position in the regiment and uses the money to take his wife to a luxurious life in Italy. Soon, financial problem forces them to return to England and they have to face the fact that it is not easy for George to get a job with satisfying payment (Braddon, 1997: 17). Back to live in poverty with a baby boy, the hidden
character of Helen comes out uncontrollably: “she fairly broke down, and burst into a storm of sobs and lamentations, telling me that I ought not to have married her if I could not give her nothing but poverty and misery; and that I had done her a cruel wrong in making her my wife” (Braddon, 1997: 18). Helen’s accusing words expose her secret motivation in marrying George Talboys. She only wants wealth and comfortable life in marriage.

Staggered by his wife’s reaction to their financial hardship, the broke George Talboys’ emotion is harshly provoked: “her tears and reproaches drove me almost mad; and I flew into a rage with her, myself, her father, the world, and everybody in it, and then ran out of the house, declaring that I would never enter it again” (Braddon, 1997: 18). His desperation is a bit lessened when he overhears two strangers’ discussion about gold-digging in Australia. Leaving a note to his sleeping wife, he boards the next-day ship heading to Australia (Braddon, 1997: 18). Helen is left with the baby boy without much money in his drunken father’s home.

The In-Between Phase
This phase covers the moment Helen Maldon, then Helen Talboys, is abandoned by George Talboys until she becomes Lady Audley of Audley Court. At this phase, Helen again lives in poverty with her drunken father, but now there is another mouth to feed, her baby boy. It can be said that at this phase, the fatalistic fate of living in poverty has come back to Helen’s life, however, this poverty is much worse than the previous one. This phase of poverty is so bitter after she has tasted a moment of luxurious life abroad with George Talboys. It is as if she is momentarily lured into lavish life style to fall headfirst into poverty again afterwards.

To such a materialistic woman like Helen, her present condition is unbearable. She blames and hates everyone she considers responsible for her downfall to poverty again: “I resented it by hating the man who had left me with no protector but a weak, tipsy father, and with a child to support … I do not love the child; for he had been left a burden upon my hands” (Braddon, 1997: 280). Helen’s cold heart is intensely shown in her hating her own son. Helen is a type of woman who does not tolerate any burden on her life. She is the type of woman who seeks for easy life.
Unable to bear the disgusting poverty and the condescending and pitying look of others, Helen leaves her baby boy to her drunken father. She goes to London to work as a governess, the only approved profession for women who must support herself. Helen dislikes very much the job as a governess: “I had to work hard for my living, and in every hour of labour – and what labour is more wearisome than the dull slavery of a governess?” (Braddon, 1997: 279). She equates the job as a governess with slavery, something that is degrading humanity.

Finally Helen Talboys, who changes her name into Lucy Graham, gets a position as a governess in the family of Mr. Dawson, a surgeon, who lives in a village near Audley Court in Essex. In there, Lucy becomes famous as “blessed with the magic power of fascination by which a woman can charm with a word or intoxicate with a smile. Everyone loved, admired, and praised her” (Braddon, 1997: 7). The popularity of Lucy as “the sweetest girl that ever lived” (Braddon, 1997: 7) becomes the invisible link that will connect her to Sir Michael Audley, the owner of Audley Court.

**The Second Phase of the Femme Fatale**

Sir Michael Audley is a fifty-five years old baronet who has becomes a widower for seventeen years. He has an only daughter, aged eighteen, called Alicia Audley. His first marriage is “a dull, jog-trot bargain, made to keep some estate in the family that would have been just as well out of it” (Braddon, 1997: 8). He lives peacefully so far until he sees Lucy inside the church on one Sunday (Braddon, 1997: 7). His intention to know Lucy better is immediately facilitated by Mr. Dawson. The sight of Lucy with “the tender fascination of those soft and melting blue eyes, the graceful beauty of that slender throat and drooping head, with its wealth of showering flaxen curls; the low music of that gentle voice; the perfect harmony which pervaded every charm” totally mesmerizes Sir Audley who feels that he “had fallen ill of the terrible fever called love” (Braddon, 1997: 8).

The marriage that soon takes place transports Lucy to a different position long desired for. She is now Lady Audley: “No more dependence, no more drudgery, no more humiliation” (Braddon, 1997: 12). Lucy enjoys her new position and everywhere she becomes the focus of attention: “abroad, with a crowd of gentlemen always hanging about her; Sir Michael not jealous of them, only proud to see her so much admired … She set everybody mad about her
wherever she went. Her singing, her playing, her painting, her dancing, her beautiful smile, ad sunshiny ringlets! She was always the talk of a place” (Braddon, 1997: 24). In Audley Court, Lucy also has all the luxurious things she desires so much all the time. Her personal room is located separately from the others with only one access that is always locked by her. Inside, it is full of expensive pantings, furniture, clothes, and of course jewelries (Braddon, 1997: 25-26). As Lady Audley, Lucy gets respectable social status, personal wealth, control over the Audley Court, and devotion from Sir Michael Audley.

In the middle of achieving and enjoying all of these craved things, the dreadful shadow of fatalism pursues Lucy’s existence as Lady Audley. Lucy reads in a newspaper about the return of George Talboys, her first husband, from Australia with an immense fortune (Braddon, 1997: 281). Knowing that he will surely search for her with all his might, the cunning Lucy fakes her own death using Mrs. Plowson’s dying daughter whose age is almost the same as her and who looks like her as an alibi. Mrs. Plowson is the nanny of Lucy’s little son who lives with her drunken father (Braddon, 1997: 283-284). The crestfallen George Talboys has to accept that his dear young wife has died after he visits her grave although he is a bit curious that the lock of hair kept by Mrs. Plowson is straight not curly (Braddon, 1997: 35). His plan to return to Australia as soon as possible to divert his grief fails because he misses the ship.

The dispirited George Talboys then lives in Robert Audley’s apartment. Robert Audley is George Talboys’ close friend during college days and he is the person whom George meets accidentally in London after he leaves the ship and who helps him when he faints after reading the death news of his wife in The Times (Braddon, 1997: 29). Robert Audley, the barrister, is the nephew of Sir Michael Audley, Lucy’s second husband. When Robert Audley gets an invitation to visit Audley Court from his cousin Alicia Audley who is not in good terms with her father’s new wife, Robert urges the spiritless George to go with him.

The panicked Lady Audley, who knows that Alicia invites her cousin and his friend, already known with the name George Talboys, always finds reason to postpone meeting the two visitors. For example, she insists that she does not want them to stay in Audley Court although there are many vacant rooms (Braddon, 1997: 43). Alicia who is upset with Lady
Audley’s secrecy especially about her personal room that is always locked, lets Robert and George slip into Lady Audley’s room through a secret passage known only by Alicia and Robert to see all the good things kept in that room and the almost-finished picture of her (Braddon, 1997: 55).

Seeing the picture is a turning point for the lives of George Talboys and Lady Audley, once known as Helen Talboys. George Talboys’ reaction upon looking at the picture is so strange: “he sat before it for about a quarter of an hour, with the candlestick grasped in his strong right hand, and his left arm hanging loosely by his side. He sat so long in this attitude” (Braddon, 997: 58). His thunderstruck expression indicates how shocked he is staring at his wife’s picture whose grave he visited last year. After this event, George persistently, without Robert’s knowledge, tries to meet Lady Audley face to face and alone. Cornered by George Talboys who wants to disclose her secret to Sir Audley, Helen pushes George, who is not aware of her evil intention, to an unused well in the Audley Court (Braddon, 1997: 312-313).

The missing George makes Robert Audley feel puzzled and his profession as barrister drives him to find out the fate of his best friend. Without Helen’s knowledge, her vicious action is seen by her maid who accidentally looks outside from the maid room in the second floor (Braddon, 1997: 342).

Helen’s seeds of fatalism grow wildly from this point onwards. Robert Audley insistently gathers information concerning the suddenly missing George Talboys while her maid, Phoebe Marks, starts asking money in which the sum is getting bigger because she is encouraged by her husband who wants to own a public house (Braddon, 1997: 90). Robert Audley’s investigation is increasingly leading to Lady Audley involvement and he grills Lady Audley with tricky questions (Braddon, 1997: 97). However, the cunning Lady Audley distorts the facts and slander Robert by telling Sir Audley that Robert has no good intention to her and she does not want to see Robert in the Audley Court. The blindly devoted husband asks her nephew to go from Audley’s Court (Braddon, 1997: 104). This expulsion increases Robert’s suspicion to Lady Audley.

Cornered by Robert Audley’s insistence and the piling-up data leading to her involvement in the missing of George Talboys and by Phoebe Marks and her husband’s incessant
blackmailing, Lady Audley takes the last desperate action. Intend on killing two birds with one stone, she uses the information that Robert Audley stays at the inn owned by Luke Marks, Phoebe Marks’s husband, to get rid of Robert Audley and Luke Marks all at once. Using Phoebe’s increasing fear to her husband who has an increasing rough temper, Lady Audley forces Phoebe to accompany her to visit the inn secretly in the middle of a dark, cold and windy night without telling Phoebe her real purpose. Lady Audley just informs Phoebe that she wants to personally give the money asked by Luke Marks to stop him from asking for more (Braddon, 1997: 254).

Without Phoebe’s knowledge, Lady Audley locks from the outside the room where Robert Audley is supposed to sleep while leaving a burning candle near a curtain (Braddon, 1997: 257). Lady Audley then quickly leaves the inn with Phoebe, ignoring Phoebe’s wish to check all the candles before leaving (Braddon, 1997: 257). On the way back to Audley Court, Phoebe sees something on fire in the direction of the inn, but Lady Audley insists that it is in the other direction. At this moment, Lady Audley feels that she is totally free from all the obstacles so that she can enjoy her position as Lady Audley forever peacefully.

**The End of Adventure: Fatalistic Life**

Lady Audley’s hope is not totally fulfilled as she wishes. Surely, the inn is severely burnt, however Robert Audley is survived by chance. He moves to a different room because his room is very windy (Braddon, 1997: 272-273). The burnt victim but still alive turns to be Luke Marks. The appearance of Robert Audley in Audley Court, armed with the latest information from Phoebe Marks about Lady Audley’s secret visit to the inn the night before the fire, makes Lady Audley cannot deny anymore of her involvement.

Hopeless and helpless as well as realizing the grips of the fatalistic fate that she cannot shake off, Lady Audley makes a shocking confession to the shocked Sir Michael Audley. Responding as an honorable Victorian gentleman, Sir Michael Audley refuses to have any relationship with Lady Audley and he trusts his nephew, Robert Audley, to handle the affairs of Lady Audley without any public fuss while he is going away to have a long journey: “Will you take upon yourself the duty of providing for the safety and comfort of this lady, whom I have thought my wife?” (Braddon, 1997: 284). Considering the honor of his uncle and the
evil doings of Lady Audley, Robert Audley summons an expert in psychological problems to examine Lady Audley’s sanity. At first, based on Robert’s narration of Lady Audley’s actions, Dr. Mosgrave diagnoses that Lady Audley is a sane woman (Braddon, 1997: 299). However, when he has a face to face examination with Lady Audley, he decides that she is dangerously insane:

There is latent insanity! Insanity which might never appear; or which might appear only once or twice in a lifetime. It could be dementia in its worse phase perhaps: acute mania; but its duration would be very brief, and it would only arise under extreme mental pressure. The lady is not mad; but she has the hereditary taint in her blood. She has the cunning of madness, with the prudence of intelligence. I will tell you what she is, Mr. Audley. She is dangerous! (Braddon, 1997: 301).

Dr. Mosgrave considers that Lady Audley should be sent to an asylum. Following Dr. Mosgrave’s suggestion, secretly Robert Audley transports Lady Audley, under the new name of Madame Taylor, to a private and expensive asylum in Belgium (Braddon, 1997: 302). The comforting side of this horrible event is the new information that George Talboys is still alive. The dying Luke Marks confesses that he incidentally helps George, who is seriously wounded, out of the well. However, the wounded man refuses to stay near Audley Court a moment longer although he needs a medical treatment (Braddon, 1997: 336-339). With the reappearance of George Talboys, everything is restored and back to order.

**Conclusion**

Based on the analysis of the main female character in Mary Elizabeth Braddon’s novel entitled *Lady Audley’s Secret*, it can be concluded as follows. Lady Audley is a femme fatale who has a cold heart and is not capable to love sincerely since her main purpose is to escape poverty using her dazzling look and femininity. Her first victim, George Talboys, does not only lose his family ties and inheritance, but he also almost loses his life in the hands of his own wife. Her second husband, Sir Michael Audley, in his blind love to his young pretty wife estranges his relation with his only daughter and suspects his own nephew of bad intention to his young wife. Thus, as a femme fatale, Lady Audley, used to be known as Helen Talboys, brings a negative if not fatal effect to the targeted men.
However, she also reflects the Victorian type of femme fatale, since her action is motivated by the limitation faced by women in a Victorian society. As a poor Victorian woman, there is no other respectable way to live comfortably except through marriage, since the profession as governess which is the only profession approved by the Victorian society for women, does not give a chance to live comfortably let alone luxuriously. On the other side, her actions make her victims experience a hard lesson that make them become more mature or wiser and not dictated by a fleeting infatuation of an enchanting beauty. Nevertheless, whatever she does, she is always the Other, she never really belongs to the old, respectable family, whether it is Talboys or Audley.

In constructing a Victorian femme fatale, as a female writer, Mary Elizabeth Braddon has a hidden, two-edged purpose. On one side, she criticizes the females who exploits beauty and femininity to get material benefit greedily. However, on the other side, she also criticizes the Victorian society which does not provide any opportunity for single women to be able to live comfortably using their skills to make a living. Marriage to a wealthy man is the only way for a single woman to have a descent life in Victorian society and this kind of life does not empower a woman at all. The fatalistic fate, such as hereditary madness and poverty, curbs women’s desire to live independently and comfortably. Thus, even though a femme fatale is fatal to the males, the Victorian femme fatale is also fatal to herself because of the grips of the fatalistic fate.

References


KRASHEN’S LANGUAGE ACQUISITION HYPOTHESES: A CRITICAL REVIEW

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Abstract

Krashen’s five hypotheses have been influential in the field of second language acquisition studies. The paper reviews each component of the hypotheses and examines their effects in the field of second and foreign language teaching. The hypotheses include distinction of acquisition and learning, natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. A brief reflection of empirical teaching experience follows each hypothesis.

Keywords: SLA, Second Language Acquisition, Krashen

The acquisition - learning distinction

Krashen (1982) differentiates the ways adults develop their competence in a second language into two distinctions, namely acquisition and learning. Acquisition is subconscious and operates similarly to the way a child gains his proficiency in his first language. Learning, in contrast, is conscious knowledge of the second language’s rules. Lightbown & Spada (1999) note that to Krashen acquisition is far more important than learning as according to him fluent communication can only occur with the acquired language. Krashen furthermore claims that ‘learning can not turn into acquisition’.

Krashen cites evidence showing that L1 speakers ‘acquire’ their language subconsciously. Many of them speak very fluently without knowing the rules governing the language. They can also feel that ungrammatical sentences are incorrect without being able to identify what rules are violated. Nevertheless, this may not be the case with an EFL speaker who attains his competence by ‘learning’ the language in a formal language course. The fact that he is able to
speak fluently seems to reject the claim that learning can not turn into acquisition. The distinction between learning and acquisition, therefore, seems to be difficult to be proven with empirical data.

I am of the opinion that conscious learning and acquisition are not separable. In an EFL context, most learners acquire the language by learning its rules and being exposed to it at the same time. The conscious learning is essential in raising awareness of the different systems of the native language and the target language. Conscious learning also enables learners to recognize the correct structures from the incorrect ones. Exposure, on the other hand, provides learners with examples on how the language is used. Such examples allow the learners to ‘pick up’ the language.

**Natural order hypothesis**

Referring to the studies conducted by Dulay and Burt (in Krashen, 1982, p.12) and some other studies investigating the acquisition of grammatical morphemes Krashen comes to a hypothesis that second language learners, regardless of their first language, acquire English grammatical features in a predictable sequence. The first rules to acquire are not always the ones that are easiest to state or to learn. For example, advanced second language learners often fail to apply the rule of adding –s ending to the verbs for the third singular person in the simple present. The rule is, in fact, easy to state (Lingtbow & Spada, 1999, p. 39). Mason (2002) argues that the studies on which Krashen based his hypothesis provide no sound evidence as to whether a morpheme has been acquired or not. He contends that ‘the fact that a learner uses a specific grammatical feature does not necessarily mean that he uses it in an appropriate fashion, or that he understands how it works’.

The order of ESL grammatical morphemes acquisition confirms the fact that learners throughout stages of learning tend to commit predictable grammatical errors. Krashen himself, however, does not recommend that ESL syllabi should be structured based on the order found in the studies (Krashen, 1982, p.14). He further points out that grammar sequencing is not suitable for the sake of acquisition. In the natural approach that he and Terrel develop, classroom activities are not suggested to be organized by grammatical structure, but by topic (Krashen & Terrel, 1983, p. 20-21).
The monitor hypothesis

The monitor hypothesis puts forward that utterances in second language are initiated by acquisition and are monitored by learning. Acquisition is responsible for fluency. Krashen maintains that language performers may be able to use conscious rules if they have enough time, focus on the forms, and know the rules. He further asserts that there are three types of monitor users, namely monitor over users, monitor under users, and the optimal monitor users. Monitor over users pay so much attention to accuracy that they may speak without real fluency. On the contrary, monitor under users are not concerned with conscious rules. The optimal monitor users only use monitor when necessary and when it does not hinder the communication. Krashen (1982) suggests that EFL teaching should encourage learners to be optimal users.

This hypothesis explains the phenomenon that I observed in my students. Some students speak hesitantly and often correct themselves in the middle of their speeches. Those students are supposedly monitor over users. Some other who seem to be monitor under users sound fluent but make a lot of grammatical errors.

Giving direct error corrections seems to increase the awareness of students to use monitor. Often they are demoralized by direct correction and are not willing to take risks any more. Giving no correction at all, on the other hand, seems to encourage them to be monitor under users. The goal to produce optimal monitor users may be well suited with the lesson skill focus. Writing skill may be one that requires more monitor use since students have ample time to think. In speaking class where spontaneous oral communication is required, students may be better encouraged to take risk, that is not to overuse their monitor.

The input hypothesis

Krashen (1982) states that in order for acquisition to happen, learners must be exposed to the target language which is comprehensible and contains structures that are beyond the learners’ current competency (i + 1). He also asserts that fluency in speaking can only be taught by providing comprehensible input. The evidence that he cites to support his hypothesis is from child acquisition in L1. Children receive input from their caretakers. The input is adjusted to the children’s level of competence and gets more complex as the children grow. Besides, he
cites evidence from second language acquisition where learners get modified input from their teachers or foreigners.

Krashen also comes to the idea of silent period which posits that children gain competence in second language through listening and understanding the language around them. In relation to second language teaching, he refers to the study conducted by Wagner-Gough and Hatch (in Krashen, 1982, p.30) which concludes that for second language acquisition, the class room is a better place for beginners as it may provide more comprehensible input than the outside. Lightbown & Spada (1999), however, point out that the evidence Krashen cites is mostly based on intuition and has not been verified by empirical research.

My learning experience in ESL shows that comprehensible input promotes acquisition. I started learning English in my high school where English was taught mainly with grammar translation method. Having finished the study, I was still unable to spontaneously communicate in English. It was likely due to the lack of comprehensible input. In the university, I experienced teaching methods which provided more input, such as total physical response (TPR) and natural approach. At the end of my study, I felt ready and comfortable to use the language.

Learning from my own experience, I constantly use English as the medium of instruction in my teaching. Adjustment in lexical and grammatical complexity has always been my concern to ensure that the input I provide is comprehensible. In an EFL context, the need for comprehensible input from the class room is apparent since the language is not spoken outside the class room.

**The affective filter hypothesis**

Krashen asserts that affective variables, such as motivation, self confidence, and anxiety affect the learners’ success in second language acquisition. It means that learners who are highly motivated, confident, and relaxed are likely to be more successful in second language acquisition than those who are not. Krashen suggests that EFL class should encourage a low affective filter as well as provide learners with comprehensible input (Krashen, 1982, p. 31-32).
Though the affective filter is an imaginary concept, this hypothesis explains learners’ individual differences. Learners with high motivation, for example those who must attend English class because they need to study abroad immediately tend to do better than those coming to the class without any specific motivation. Confident learners who produce much output tend to improve their fluency and accuracy faster than those who are shy. Output, as Swain (1995) notes, enables students to test their understanding of the language, get feedback from the interlocutors, and make necessary modification.

In a second language class, learners’ anxiety may be affected by the way the teacher delivers the lesson. A relaxing and less threatening manner in teaching is likely to lower the students’ affective filter which then facilitates the acquisition. In addition, class atmosphere which is less stressful may initiate meaningful communication between teachers to students and students to students.

In conclusion, though the hypotheses that Krashen proposes are criticized as lacking sound scientific evidence, for EFL teachers his ideas have shed light on how foreign language is acquired. What the teachers understand and believe will ultimately bring influence in their teaching practice.

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APPLICATION OF GRAMMAR TRANSLATION METHOD (GTM) IN TRANSLATING NARRATIVE TEXTS FROM ENGLISH INTO INDONESIAN LANGUAGE

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Abstract

The essential problem of this research was rigidity of translation result of narrative text from English into Indonesian language. The main objective of this research was to apply the Grammar Translation Method (GTM) to improve the quality of narrative text translation result from English into Indonesian language that would be more natural and accepted in the target language users. This research used Classroom Action Research Method applied four steps in each cycle: 1) Identifying the problem, 2) Data gathering, 3) Data interpretation, and 4) Action, 5) Observing, and Reflection. Sources of data in this research were translation documents, field notes, interviews and questionnaires. The research data were the translation of narrative texts, questionnaire answers, result of interviews, and observation notes. The data were obtained by using test, interview, questionnaire, and observation. Based on the result of research it was found that application of GTM could improve students’ translation products of narrative texts from English into Indonesian significantly. It can be seen through the progress score 13.43 gained from the preliminary average score 71.21 (Good) to the final average score 84.64 (Very Good). Thus the GTM can improve students’ translation ability and the result of the research is very significant.

Keywords: Grammar Translation Method, translation, narrative text, English, Indonesian language

Introduction

Translating literary texts, including narrative texts, has a noticeable difference when compared to translate non-literary texts. Translating scientific texts is not as complicated as translating literary texts (Purwoko, 2006, p. 19). Literary texts contain unique and distinctive aspects that are hard to translate. Literary texts have different text structures and linguistic
characteristics from non-literary texts, so translating these texts has its own difficulties and complexities (Soemarno, 1988, pp. 19-21).

A literary text is the work that contains messages and styles. Messages that contain connotative meaning and style in the form of aesthetic-poetic mechanism is the characteristic of literary text. Literature is itself a series of papers that describe the history of a community, containing artistic and aesthetic values and read as references (McFadden in Meyer, 1997, p. 2).

A translator of literary texts will face a variety of difficulties, such as difficulties associated with meaning, such as lexical meaning, grammatical meaning, the meaning of contextual or situational, meaning textual, and socio-cultural significance. There are meanings that are easily translated (translatable) and not even difficult to be translated (untranslatable). Furthermore, if a translator is already well aware of his role, he will produce a good translation, namely the qualified translation that is easy to understand and looks like a natural translation product and helpful as a source of information (Kovács, 2008, p. 5).

Narrative text as a work of fiction that belongs to the fairy tale type is one genre that is widely read and told. A Fairy tale contains values and cultural contents of a community. This text type is read by a lot of students as a medium of entertainment and teaching materials. In Indonesian context this is supported by the presence of a new curriculum in the education unit from elementary to secondary schools that includes fairy tales or narrative texts as one of the genres that must be learned. English narrative texts from various countries are also sources of reading and teaching materials used as a comparison with the works of fairy tales in Indonesia. For the purposes of English teaching and learning and dissemination of information about cross-cultural understanding, English narrative texts need to be translated into the Indonesian language accurately and naturally based the culture and context.

Therefore, to produce the qualified translation of narrative texts in Indonesian language, since the beginning, English education students are directed to apply the Grammar Translation Method (GTM) in the process of narrative text translation from English to Indonesian language. The application of this method is very much in line with the use of native language
(mother tongue) as an effective and natural medium of communication (Larsen-Freeman, 1986, pp. 9-11).

Each translation experts has different versions of the definition of translation. Nida (1969) states that translating is a reproduction with reasonable and closest equivalence to the source language message into the target language, the first and the second relate to the sense associated with style. "Translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style." (p. 12)

Larson (1984) adds that "Translation is transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It means that this is being transferred and must be held constant. "(p. 3). In this case Larson (1984) gives opinions on the completeness and harmony between language forms and structures of meaning. This is a package that is capable of delivering a form of understanding the meaning of the text contained by the source that should be able to be transferred to the target text with full responsibility.

**Narrative Text**

According to Gerot and Wignell (1995), a narrative text is a discourse that has the purpose of entertaining and fun to share experiences in a variety of ways (p. 56). Further narrative text has the text structure or schematic structure that consists of:

- **Orientation**: sets the scene and introduces the participants (Who, when, where)
- **Complication**: a crisis arises (What was the problem?) (How was the problem resolved? How did the story end?)
- **Resolution**: the crisis is resolved, for better or for worse
- **Re-orientation**: optional stage
Then the text also has lexicoi-grammatical features or linguistic features which include and focus on specific participant(s), action verbs, linking verbs, verbal verbs, mental verbs, behavioral verbs, past tense, temporal conjunctions, temporal circumstances, and spatial circumstances.

**Translation of Narrative Texts**

Translating narrative texts differs from translating ordinary texts. A narrative text translator must have the linguistic knowledge of the source and target languages and cultural understanding and deep appreciation of literary works. In addition he must have skills in the areas of languages, literature and aesthetics, and social cultures, so that it can be said that if he does not have those factors, he will have difficulties in translating literary works (Suryawinata, 1996, p. 173). Translating narrative texts is not only transferring the message or looking for the equivalent of the source language into the target language, but also translating the ideas and purposes of the author, so that the original message and intention can be transferred to the readers or receivers (Nord, 1997, pp. 80-84). Accordingly, Hu (2000) asserts that "Translation of fiction is much more complicated than the translation of other genres, as it deals not only with bilingual, but also bi-cultural and bi-social transference" (p. 1).

In addition Reiss in Nord (1997) adds that "A literary translation orients itself towards the particular character of the work of art, taking as its guiding principle the author's creative will. Lexis, syntax, style and structure are manipulated in such a way that they bring about in the aesthetic effect of the target language's the which is analogous to the expressive individual characters of the source text "(p. 69).

From the above it is known that literary translation orients itself to the nature of literary works in accordance with the will of the creative writer. Lexis, syntax, style and structure have a role of bridging the aesthetic effects to the target language an analogue of the expressive nature of the individual in the source language. This means that the translation of a literary work must be in accordance with the principles, ideas and purpose of the author of works that tends to introduce literary and aesthetic values as an expression of the character contained in the literature.
Grammar Translation Method (GTM)

Related to the translation of foreign literatures, in this case the translation of English narrative texts into Indonesian language, it is assumed that Grammar Translation Method (GTM) is the most effective methods to aid understanding of the source text into the target text with tools of native language (mother tongue) (Larsen-Freeman, 1986, pp. 9-11). Furthermore Brown (1994) mentions the characteristics of Grammar Translation Method as follows:

a. Classes are taught in the mother tongue, with little active use of the target language.
b. Much vocabulary is taught in the form of lists of isolated words.
c. Long elaborate explanations of the intricacies of grammar are given.
d. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
e. Reading of difficult classical texts is begun early.
f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
h. Little or no attention is given to pronunciation (p. 53)

In addition, Larsen-Freeman (1986) proposes some principles Grammar Translation Method, in which (pp. 9-11):

1) The main purpose of learning a foreign language is capable of reading literary works.
2) The main purpose for the students is able to translate the text of one language to another. If they are capable, meaning they are successful foreign language learners.
3) The ability to communicate in the target language is not the purpose of learning a foreign language.
4) Key skills developed are reading and writing.
5) The teacher has an important authority in the classroom and is very important for students to be able to answer questions appropriately.
6) It is impossible to find equivalent words in exactly the same native language to the target language.
7) In the teaching-learning process more priority to look for similarities between the source language and the target language.
8) It is important for students to know the shape of the target language.
9) Application deductive rules of grammar in the form of an explicit pedagogical techniques.

10) Learn the language contains mental exercises.

11) Translator-students should be aware of the rules of grammar of the target language.

12) If possible, students should remember konjungasi verbs and grammar paradigm in its memory.

**Methodology**

The research method used was action research based on Ferrance Models (2000) with the following steps of cycle: Firstly, in identifying the problem, the researcher identified the issues in detail of the students’ translation of narrative text from English into Indonesian. Secondly, after the identification of the translation problems on the students’ translation products, the researcher tried to collect the data obtained from the test of translation. Thirdly, the obtained data were thoroughly integrated and interpreted. Fourthly, because the interpretation of the data showed a negative condition, the researcher conducted the action by applying Grammar Translation Method (GTM). In this stage, the researcher gave the translation practice of narrative texts by applying the Grammar Translation Method (GTM) and conducted a classroom observation to see the conditions and interactions during action performed. Fifthly, the researcher further noticed the results of translation tests. Sixthly, after the researcher gave a set of questionnaires to all translator students, he conducted them as an effort of reflection about the impact of Grammar Translation Method (GTM) application in in the translation process of narrative texts from English into Indonesian.

The data used were obtained from the test scores of preliminary and final test, students’ responses from the questionnaires and interviews and field notes from classroom observation results. All data were categorized and analyzed by using contrastive analysis model (James, 1998) and all data were analyzed based on the model in general taxonomy and komponensial (Spradley, 1980).
Findings

Result of the initial observation

Based on initial observations (O-1) on the teaching of translation without applying the Grammar Translation Method (GMT) it is found the information as follows:

![Diagram of teaching translation before the GTM application](image1)

*Figure 1. Teaching translation before the GTM application*

Result of the initial interview (I-1)

In addition to the initial observations as a measure to determine the main difficulties of the students in the process of translating text from English to Indonesian, researchers also revealed other information about some of the obstacles to the translation of narrative texts. From the initial interview, it is found that the translator students had problems when they translated narrative texts. These problems can be illustrated in the following diagram:

![Diagram of the condition of translation before the GTM application](image2)

*Figure 2. The condition of translation before the GTM application*
**Result of the preliminary test**

Here are the results of the initial tests were performed to the application of Grammar Translation Method (GTM) in the class of translation. This initial test was given to fourteen students who attended the class of Translation. The students were given the identity ranging from code 1 to code 14 as participants in this study. The initial test was in the form of translation test translating a narrative text from English into Indonesian without using Grammar Translation Method (GTM). The test of each participant was given a score of the initial test or preliminary test score. The score here is as an indicator of the initial students’ ability of translating the narrative text from English into Indonesian without using Grammar Translation Method (GTM).

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant</th>
<th>Score of the preliminary test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Code 1</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>Code 2</td>
<td>73</td>
</tr>
<tr>
<td>3.</td>
<td>Code 3</td>
<td>72</td>
</tr>
<tr>
<td>4.</td>
<td>Code 4</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>Code 5</td>
<td>74</td>
</tr>
<tr>
<td>6.</td>
<td>Code 6</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>Code 7</td>
<td>72</td>
</tr>
<tr>
<td>8.</td>
<td>Code 8</td>
<td>71</td>
</tr>
<tr>
<td>9.</td>
<td>Code 9</td>
<td>70</td>
</tr>
<tr>
<td>10.</td>
<td>Code 10</td>
<td>73</td>
</tr>
<tr>
<td>11.</td>
<td>Code 11</td>
<td>72</td>
</tr>
<tr>
<td>12.</td>
<td>Code 12</td>
<td>70</td>
</tr>
<tr>
<td>13.</td>
<td>Code 13</td>
<td>70</td>
</tr>
<tr>
<td>14.</td>
<td>Code 14</td>
<td>70</td>
</tr>
</tbody>
</table>

**Table 1. Result of the preliminary test before the GTM application**

Average score: 71.21

**Result of the final observation (O-2)**

Based on the final observation (O-2) done after the application of the Grammar Translation Method (GTM), it was found that, during the teaching translation process and from the products of narrative text translation, the observation result is as follows:
After the action research was taken by applying the Grammar Translation Method (GTM), the progress of translation was very significant. Many changes in grammar, sentence structure, and meaning were adjusted to the rules, patterns and acceptability in the target language. Here is the result of the final test obtained from the translation test using the Grammar Translation Method (GTM). In this final test the participants translated the same text as well as in the initial tests. The result can be seen in the following table:

**Table 2. Result of the final test after GTM application**

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant</th>
<th>Final test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Code 1</td>
<td>84</td>
</tr>
<tr>
<td>2.</td>
<td>Code 2</td>
<td>87</td>
</tr>
<tr>
<td>3.</td>
<td>Code 3</td>
<td>85</td>
</tr>
<tr>
<td>4.</td>
<td>Code 4</td>
<td>84</td>
</tr>
<tr>
<td>5.</td>
<td>Code 5</td>
<td>88</td>
</tr>
<tr>
<td>6.</td>
<td>Code 6</td>
<td>83</td>
</tr>
<tr>
<td>7.</td>
<td>Code 7</td>
<td>86</td>
</tr>
<tr>
<td>8.</td>
<td>Code 8</td>
<td>84</td>
</tr>
<tr>
<td>9.</td>
<td>Code 9</td>
<td>82</td>
</tr>
<tr>
<td>10.</td>
<td>Code 10</td>
<td>86</td>
</tr>
<tr>
<td>11.</td>
<td>Code 11</td>
<td>88</td>
</tr>
<tr>
<td>12.</td>
<td>Code 12</td>
<td>83</td>
</tr>
<tr>
<td>13.</td>
<td>Code 13</td>
<td>82</td>
</tr>
<tr>
<td>14.</td>
<td>Code 14</td>
<td>83</td>
</tr>
</tbody>
</table>

**Average score 84.64**
The comparison between the result of preliminary test and final test

Here is table of the progress scores of the translation results before and after the application of the Grammar Translation Method (GTM). In this table it is mapped the fourteen participants with Code 1 to 14 with respective scores in the column initial test scores and final column test scores, while scores that describe the ability of translation progress after the application of Grammar Translation Method contained are in the column of the progress score and the average progress scores of individuals and groups represented in the columns of mean progress scores (average scores progress).

Table 3. The progress of translation test result

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant</th>
<th>Initial test score</th>
<th>Final test score</th>
<th>Progress score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Code 1</td>
<td>70</td>
<td>84</td>
<td>14</td>
</tr>
<tr>
<td>2.</td>
<td>Code 2</td>
<td>73</td>
<td>87</td>
<td>14</td>
</tr>
<tr>
<td>3.</td>
<td>Code 3</td>
<td>72</td>
<td>85</td>
<td>13</td>
</tr>
<tr>
<td>4.</td>
<td>Code 4</td>
<td>70</td>
<td>84</td>
<td>14</td>
</tr>
<tr>
<td>5.</td>
<td>Code 5</td>
<td>74</td>
<td>88</td>
<td>14</td>
</tr>
<tr>
<td>6.</td>
<td>Code 6</td>
<td>70</td>
<td>83</td>
<td>13</td>
</tr>
<tr>
<td>7.</td>
<td>Code 7</td>
<td>72</td>
<td>86</td>
<td>14</td>
</tr>
<tr>
<td>8.</td>
<td>Code 8</td>
<td>71</td>
<td>84</td>
<td>13</td>
</tr>
<tr>
<td>9.</td>
<td>Code 9</td>
<td>70</td>
<td>82</td>
<td>12</td>
</tr>
<tr>
<td>10.</td>
<td>Code 10</td>
<td>73</td>
<td>86</td>
<td>13</td>
</tr>
<tr>
<td>11.</td>
<td>Code 11</td>
<td>72</td>
<td>88</td>
<td>16</td>
</tr>
<tr>
<td>12.</td>
<td>Code 12</td>
<td>70</td>
<td>83</td>
<td>13</td>
</tr>
<tr>
<td>13.</td>
<td>Code 13</td>
<td>70</td>
<td>82</td>
<td>12</td>
</tr>
<tr>
<td>14.</td>
<td>Code 14</td>
<td>70</td>
<td>83</td>
<td>13</td>
</tr>
</tbody>
</table>

Average of the progress score 71.21 84.64 13.43

Result of the final interview (I-2)

The result of the final interview that describes the condition and ability of translating narrative texts after the GTM application can be seen in the following picture:
Result of the questionnaires

The results of the study derived from the questionnaires taken from 14 respondents can be seen in Table 4 below. All responses in the table are the information after the application of the Grammar Translation Method (GTM). The questionnaire consists of five questions that describe the condition and ability of translation conducted after the application of the Grammar Translation Method (GTM). In this case the number of YES and NO were calculated into a percentage (%) that shows a comparison between the positive and negative response.

Table 4. Result of the questionnaire after the GTM application

<table>
<thead>
<tr>
<th>Question</th>
<th>Statement</th>
<th>Response</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>According to Narrative Text me translate English into Indonesian was difficult.</td>
<td>1</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Translating Narrative Text as a literary work of fiction is more complicated than translating plain text (non-literary).</td>
<td>11</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Translating literary works, especially Narrative Text, requires knowledge of language, literature, and culture of the source and target (English and Indonesian).</td>
<td>14</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Grammar Translation Method (GTM) ease the burden on me to translate literary works, especially the Narrative Text translation from English to Indonesian.</td>
<td>12</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>After using the approach of Grammar Translation Method (GTM) in the translation process, the translation I was much better.</td>
<td>12</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4. The condition of translation after the GTM application
Discussion

This discussion illustrates the results of the study before and after application of the Grammar Translation Method (GTM). The discussion covers three important findings that can be known directly as indicators of the research results. The three findings consist of the quality of students’ translation after the application of the Grammar Translation Method (GTM) obtained from the results of contrastive analysis of the translation products, percentage of students’ responses to the Grammar Translation Method (GTM) application obtained from the interview (interview), the benefits of Grammar Translation Method (GTM) in teaching translation process obtained from observations and the questionnaire questionnaire.

**Quality of the students’ translation**

In general, students who performed the translation before the application of Grammar Translation Method (GTM) showed a good category with an average value of 71.21 (good), but the translation was still stiff, idioms error still occurred. There are some non-standard use of the terms and some spelling mistakes. Furthermore, the translation was still a little awkward, not natural, and not adaptive to the sociocultural target language. Some terms were translated literally. There were some grammatical errors and distortions of meaning.

On the contrary, after the application of the Grammar Translation Method (GTM) the students’ translation product improved better and there was a very significant change. It was indicated by the progress scores between the initial test and final test in the ration amount 13:43. It means that the translation after the application of the Grammar Translation Method (GTM) has increased up to 84.64 (Very Good). This indicates that the students’ translation after the application of the Grammar Translation Method (GTM) got progress towards better products, more natural in the target language and accepted in the target readerships. There is no distortion of meaning, no literal translation, more flexible. There is no mistake in the use of the term. There are one or two grammatical errors or spelling but not too significant.

**The students’ Responses on Grammar Translation Method application**

Based on the results of interviews with the respondents, it was found that there is a difference between translating applied before and after the application of the Grammar Translation Method (GTM). The significant difference is:
A. Prior to application of Grammar Translation Method (GTM)
   1) Equivalent lexical more dominant;
   2) The results are more literal translation;
   3) Grammar used is not standard;
   4) Structure of sentence patterns are more inclined to source language.

B. After application of Grammar Translation Method (GTM)
   1) More contextually dominant counterparts;
   2) The translation is more prevalent and natural;
   3) No rigid grammar;
   4) Structure of sentence patterns are not biased toward the target language.

Conclusion

From the results of research and discussion, it can be concluded that based on the results of the initial test and final test after the application of the Grammar Translation Method (GTM) the scores increased progressively up to 13:43 in ratio. The result shows a very significant improvement as the impact of the GTM application. The average of the initial test score is 71.21 (Good) and the final test score is 84.64 (Very good).

Based on observations, the teaching of translation before the application of the Grammar Translation Method (GTM) indicated that the lexical meaning was used more dominant, meaning was still distorted with a rigid grammar and the sentence structures used tended to pattern the source language sentence, the translation was still stiff, whereas after the application of the Grammar Translation Method (GTM), there is a very significant improvement, for examples, the translation is more flexible and natural, the words has tended to contextual, the sentence structure follows the pattern of the target language, and the grammar used is standard.

Based on the results of interviews it was known that before the application of the Grammar Translation Method (GTM), the lexical equivalences were more dominant, the translation results were more literal, using non-standard grammar, and sentence structure patterns were more inclined to the source language, while after the application of the Grammar Translation Method (GTM) it is found that the translation is more contextual and matching to the target
culture, more prevalent and natural, not stiff grammatically and sentence structure patterns are appropriate to the target language. So, with the application of the Grammar Translation Method (GTM) it was also found that some changes go better than before and after the action performed.

References


**Biodata:**

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THE MESSAGES IN THE SONG OF YUSUF “CAT STEVENS” ISLAM’S BISMILLAH TO ENRICH STUDENTS’ INTEREST IN LEARNING ENGLISH

A Classroom Action Research in the 7B Students of SMPN 6 Bantarkawung in The Academic Year 2013-2014

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Abstract

The objective of this classroom action research are to find out the messages conveyed by the song of “Bismillah” written by Yusuf Islam which people recognized him as Cat Stevens and to enrich students’ interests in learning English. This is based on the basic competence number 3.11 and 413 as stated in the 2013 curriculum book that is to find out the messages of the song. In this research the teacher has applied the “Bismillah” song in the two cycles. The teacher has applied comprehension question tests both in the first cycle and the second cycle to assess students’ achievements in this research. The result of students’ comprehension question after the song of “Bismillah” being applied in classroom in the first cycle was 70, 71 % achievement, it was below the achievement level based on the assessment of school kkm which is stated 75. The result of students’ comprehension question after the song of “Bismillah” being applied in classroom in the second cycle was 78, 21 % achievement, it was above the achievement level based on the assessment of school kkm which is stated 75. The Students percentage of enrichment comprehension test result from 70,71 % in the first cycle become 78,21 % in the second cycle reaches, significant enrichment about 7,5 %. The messages conveyed by “Bismillah” song based on students ideas both in the first cycle and the second cycle are as follows: praying bismillah before doing activities, bismillah before eating, bismillah before drinking, bismillah before sleeping, bismillah on leaving home, praying alhamdulillah after doing activities, alhamdulillah of full, alhamdulillah of done, alhamdulillah of rise, alhamdulillah of coming home.

Keywords: bismillah song, praying bismillah, classroom action research

Introduction

In this global era, we could see how significant it is the role of English as an international language which is communicated by people all over the world. The 2013 curriculum have
considered the important roles of English as an international language. English is also one of compulsory subject which is taught in the level of SMP besides other subjects.

Recently 2013 curriculum applied scientific approach in the teaching and learning process in which in this approach, learning process are centered to the students. In other word, students reach their curiosities to the learning process. Students are considered to be active in the learning process. It means, the teachers have to vary teaching approach to gain appropriate process of teaching and learning which are regarded more on students’ potencies. In this curriculum, teachers accomodate students’ interests/ students’ enthusiasm in the process of learning.

Scientific approach which is stated in 2013 curriculum consists of observing, questioning, experimenting, associating, and networking, (Buku Guru Kelas VII, 2003, 8). One of basic competence which have to be achieved by students based on the 2013 curriculum is to understand the messages of the songs. Basically, there is not an easy way to catch the messages. There are difficulties for students to understand the messages of the songs.

Based on the above background, in this study, the teacher has applied the process of teaching and learning by applying the song to find out the messages conveyed by the song. Based on consideration that the little song is usually used after praying moments before starting the teaching learning process in which the song familiar to the students, the students have choosen the ‘Bismillah’ song written by Yusuf Islam whose popular/ well-remembered name is Cat Stevens to be applied in the process of teaching and learning process for the basic competence to understand the messages of the song.

In response to see the students difficulties in catching the messages of the song, the teacher identifies general factors usually influencing the students in learning English commonly, the factors are internal and external.

a. Internal factor, is a factor that comes from within the students themselves, such as intelligence, interest, desire, talent, and bravery.
b. External factor is a factor that comes from outside of the students, such as social environment, background of the family, linguistic differences between English and
Bahasa Indonesia, and the role of teachers in carrying out the teaching learning activities/process.

Based on above problem identification, the teacher intends to conduct a classroom action research which focuses on how to understand/comprehend the messages/moral values found in the ‘Bismillah’ song to enrich students’ interest in learning English.

Research Questions

This classroom action research is intended to answer the following questions:

1. What are the messages found in the song ‘Bismillah’?
2. Does the song enrich students’ interest in learning English?

Objective Of The Study

1. To understand what are the messages found in the song ‘Bismillah’
2. To analyze does the song enrich students’ interests in learning English.

Significance Of The Study

a. For Students : The result of the study will be beneficial for them because it will suggest a better way for them to improve and enrich their English learning so that they will finally be able to master English well by communicating their comprehensions of understanding the implies ideas
b. For The Teacher : The result of this study will be very useful to improve her teaching and learning process
c. For The School : The result will be very useful for school in improving teaching learning process. It relates to the quality of the school.

Research Method

In this research the teacher has applied the classroom action research by applying two cycles. The analysis of this research is qualitative analysis which describes the data. A qualitative analysis is procedure of investigation which results in descriptive data, namely written/spoken words and observables attitudes.
Review of Related Literature

Songs in the English Classroom

Songs in the English classroom: a useful tool. Based on Hans Mol on www.fracasenglish.com (downloaded, Dec.26, 2013) Stated that songs are part of daily life for most people. Most people enjoy music everywhere, i.e. at home, in travelling, studying, works, etc. Language teachers can use song to open, close their lessons, to illustrate themes and topics, to add variety/ change of pace, present new vocabulary, etc. Further Mol wrote that there are many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music. There is also a lot of music written specifically for English language teaching. A criticism of the letter is that they often less originality & musical appeal but there are good examples to be found of stimulating, modern, ‘cool’ music, appealing to the real tastes of language learners. ‘Real’ music that children hear & play everyday can be extremely motivating in the classroom, too. However, the lyrics may not always be suitable: they may, for instance, contain slang/ offensive words, they may be grammatical mistakes and they may only marginally teach the language points you want to focus on.

Howard Gardner cited by Mol said: “It’s not how intelligent you are, but how you are intelligent.” No two students learn in exactly the same way. Any classroom there will be a mix of learning styles, and one student may use more than one style, depending on what the assignment/topic is. To appeal to these differences is a huge teaching challenge. Gardner distinguished eight styles of learning, and students in his ‘aural/musical’ category will have a lot of benefit from learning through songs. They are strong in singing, picking up sounds, remembering melodies and rhythms; they like to sing, hum, play instruments and listen to music.

Murpy cited in Mol stated that the research has found that pop songs have characteristics that help learning a second language: they often contain common, short words; they are written at about 5th grade level (US); the language is conversational, time and place are usually imprecise; the lyrics are often sung at a slower rate than spoken words and there is repetition of words and grammar. Songs are also considered to lower the ‘affective filter’/ in other words to motivate learners to learn. The following are some of positive contributions of using songs to language learning:
Socio-emotional growth

You are going to often find learners of any age singing together socially--when they are visiting friends, i.e.: at party. Teenagers and young adults seem to see an endless number of songs by heart and share them continuously through the internet and portable music players. Even though it is not always easy to copy this spontaneous live in music in the classroom, singing songs in & with a class is a social act which allows learners to participate in a group and express their feelings, no matter with their English is like.

Cognitive training

We all see the phenomenon of the song-that-is-unmoved-in-my head. With the right kind of song it is easy to stimulate that in the classroom. Interacting in the songs again & again is as important to language learners as repeatedly practicing a tennis technique is for a tennis player. The skill which develops from this is called ‘automaticity’. Learners get to be familiar what to say and to produce language rapidly without pausing.

Cultural literacy

Now that most music is accessible to almost anyone anywhere, either through radio, CDs, DVDs and downloads from the internet, learners can enjoy songs from all corners of the globe. Songs used in English classes can, in that way, shed light on interesting musical traditions in countries, but can also teach teens, young adults and adults to appreciate other cultures. For adult learners they can be “a rich mine of information about human relations, ethics, customs, history, humor, and regional and cultural differences’ (Lems, 2001 cited in Mol.)

Language Learning

In a world where non-native speakers of English are likely to produce the majority of songs in English, learner have to opportunity to listen to pronunciations in a wide range of varieties of the language. Songs will help learners become familiar with words stress and intonation, & the rhythm with which words are spoken/sung also helps memorization. Again, this will enable learners to remember chunks of language which they can then use in conversations/ in writings. As language teachers, we can use songs to practice listening, speaking, reading, and writing.
Further Mol proposed some of the practical tips for using songs in learning process.

**Focus it**
Start with a focusing activity: anything that will get students thinking about the subject of the song. Have them think about the title of the song, in groups of pairs. Find a picture that relates to the subject of the song and have students make guesses about it.

**Highlight it**
Let students put, circle, underline or highlight of specific/important words/words categories from the song on your board. Have students discuss each other what the words mean. Then, have students in groups write/tell a quick story that uses the words.

**Stop it**
Again, write a selection of words on the board. Students must shout stop any time they hear one of the new words.

**Lip sync it**
Have students lip sync the song before a team in a class idol show. This allows them to become familiar with the words, rhythm, stress and intonation before actually singing the words out loud.

**Strip it**
Cut the song into strips. Give each student one strip to memorize. Student put the strips in their poskets. They get up and tell each other their part of the song, without looking at their part or showing their part to anyone else. Students then organize themselves in the right order, speak the song and then listen and check. You can also have students put the strips on a table in order.

**Question it**
Have students ask each other questions about the song (about the words, about the topics or about characters in the song). For more advanced students you could two songs of a similar theme, and split the class into two teams. Have each group listen to their song and draw up a
list of (open or True/False) question, pair each student with a member of the opposite team and have them take turns asking their question.

**Gap it**
You can prepared a gapped version of the lyrics and let studens complete them before listening and then check afterwards.

**Write it**
Have students write a letter to the main character or the singer, send an answer to a person referred to in the song, rewrite the song as a story, write a story which began before the story in the song and led to it, or write a story which will continue after the song.

**Change it**
Change words (adjectives, adverbs, nouns-names, places or feelings), and invent new lyrics for the melody. If you have karaoke versions of the songs you can then let students sing their own versions.

**Draw it**
Get students to draw/ collage the song and compare the visualisations in class.
The possibilities are endless. Music and songs are fun, & most people enjoy them. Make songs a regular feature in your lessons!

**Definition of Classroom Action Research**
Action research which is sometimes known as classroom research nowdays is populer in educationnal field. According to Wibawa (2003 : 6) the first poeple who the idea is Kurt Lewin (1946) and Kemmis and Taggart (1988), Jhon Elliot, Dave Ebbutt, etc. Action research has spread Australia in 1980’s and to other countries after in Indonesia it has been introduced in the end of 1980’s.

Kemmis and Taggart (1988) as quoted by Wibawa (2003:7) stated that Action Research is a form of collective self-reflective inquiry undertaken by participant in social situation in order to improve the nationality and justice of their own social or educational practices, as well as their understanding of these practices and situations in which these practices are carried out.
Meanwhile, Nunan (1992:229) defined that An Action research is a form of self-reflective inquiry carried out by practitioners, aimed at solving problem, improving practice, or enhancing understanding. It is often collaborative.

From above definition, the writer intends to point out that an action research is conducted in a class done by a teacher, involving a group of students in a certain classroom. It is continuously done to improve a learning and teaching process. For example, a teacher finds a certain problem when her student doing exercises, they are still confused with the verb for the third person singular. To solve the problem she tells them clearly. After that she gives another exercises of a similar kind. Based on the students’ work result, she makes an evaluation. From the evaluation she will know whether or not the students need further treatments, if half of students still fail in understanding that particular lesson she has to find another way to make the lesson understood by her students. This way can be done through a research. Such a research is called an action research.

**Action Research For Teacher**

The effect of technology which is increasing rapidly demands people to follow the existing stream. Here, people are demanded to get any information globally, therefore, they are required to work more professionally. Otherwise, they will be left behind by the rapid global development. Nevertheless, to be a professional teacher is considered to be a difficult task for most teachers. The reason is that they must be disciplined in time, good models for their students.

A teacher has to be constantly aware of the situation in his/her class or his/her students’ problem in learning, because she is the one who knows the real situation and condition in the classroom. Therefore, if a teacher feels that her students has not achieved the target she expected, she has to find out the problem and try to solve it. One of the ways to overcome the problem in teaching and learning is by conducting an action research. Through an action research, a teacher can not only solve the problem related to her teaching but also improve her performance.
Aim of Conducting an Action Research

An action or a classroom research is very different from other researches. An action research is conducted in a class and done by a teacher, involving a group of the students in a certain classroom. Action research is continuously done to improve teaching and learning process. Starting from the teacher’s own problem in the class, she is going to find the way to solve the problem. By evaluating the problem she can get a solution.

The aim of doing a classroom research is to teaching and learning process is related to Borg cited by Fatima (2002:12) who points out that the goal of action research is to gather evidence that can help the teacher or administrator make decision related to the local school.

The statement above is also supported by Elliot as quoted by Fatima (2002:12) who pointed out that fundamental aim of action research is to improve rather produce knowledge.

From the two statement above, the writer comes to the conclusion as mentioned before that the aim of this action research is to improve teaching and learning process. A teacher may make a contribution in determining a good or bad condition for her students. She is the one who can control the teaching and learning process in the class. Student’s success or failure in learning very much depend on her. A successful teacher is the one who is listened to, obeyed, and respected by her students. A good teacher can be called a manager because she leads the teaching and the learning process when her pupils have any problems, whether they are about lessons or family, personal or classroom problems, a teacher has to do an action. The aim is to help students solve the problems. By doing an action she will get some benefits for herself and also for her students as well for other teachers.

Benefit of Conducting an Action Research

The action research which is done by teacher is related to her own desire and attention. A teacher can determine what she will observe and make the result of the observation as a teaching consideration. Action research will also be useful for other teachers. This is because they might have the same problem as a researcher doing an action research. Suyanto as quoted by Fatima (2002:14) stated that the advantages for a teacher who does a classroom research can be seen and observed in some educational component/learning process. The benefit are:

1. Learning innovation
2. The curriculum improvement at school level and at class level, and
3. In learning innovation a teacher intends to change, improve and
Keep modifying teaching method so that she is able to find a new method which is suitable for her students in her class. A teacher will always want to succeed in her teaching process. Therefore, she will always improve her teaching and learning process.

Curriculum also plays a very important role in educational field. It is a mean to develop teaching. A good and professional teacher will always be prepared before delivering a lesson to her students. One of her preparations is that she has prepared the material which she going to teach to her students. The material she takes are based on the curriculum which is offered. If she feels that the material to be taught is difficult or not suitable for her class level, she has to find the easiest way to present the lesson but which is relevant to the curriculum.

The third benefit of doing an action research is to increase the teacher’s professionalism. One of the characters of a professional teacher is to carry out a research, and a suitable research for a teacher is an action research or classroom research. If the teachers are willing to conduct an action research seriously, they will have to do their best to improve their teaching and learning process.

**Types of Action Research**

Types of action research based on Oja as quoted by Fatima (2002:20) are as follow

1. Teacher is a Research
2. Collaborative Action Research
3. Simultatives-integrated

The first type is teacher as a researcher. In this case, a teacher conduct an action her own class. In this type, the subject is her own class, so that all of the responsibility is her hand. Starting from her daily observation in the classroom, she will find a problem & search a way to solve the problem.

The other type is Collaborative Action Research. In the first type, a teacher becomes a researcher but the other type the teacher doesn’t do an action research by herself. She collaborates with her colleagues/she will involve other people, such as school principal, lecturer, etc. They may contribute to the professional career.
The third, a researcher who is conducting research. In this case, the problem do not originate from the teacher but the problems and idea come from the researcher. Therefore, a teacher is not an innovator. However, the teacher be a part in conducting the research.

**Action Research on ‘Bismillah’ Song**

Based on the application of the 2013 curriculum, understanding the messages conveyed in a song is a basic competence have to be achieved by students in the 7th class. Basically, students still find difficulties to understand the messages which are conveyed in a song without learning the song comprehensively, particularly how to express their ideas in catching the messages of the songs. That’s why the teacher tries to lessen their problems by conducting this classroom action research.

Applying ‘Bismillah’ song have been conducted to find out the messages of the songs. Hopefully, by applying ‘Bismillah’ song which are basically full of messages, both moral & religious messages can enrich students interests in learning English. By applying this study/action research, students could comprehend the song, catch the implied messages of the song and their interest to be actively in learning process of English are being enriched. Finally, the students are going to consider that English is a subject in which it could be learnt in such favourable, fun, being pleasure ways. It means that the students will no longer consider English to be a difficult subject.

**Method of Investigation**

This research is qualitative analysis which describes the data. A qualitative analysis is a procedure of investigation which results in descriptive data, namely written or spoken words and observable attitudes. In this action research, the writer obtained the data by applying the song in the teaching and learning process. The song which has been applied entitled “Bismillah” written by Yusuf Islam which has been popular too with the name of Cat Stevens.

The purpose of applying the song to the student are to find out the messages conveyed by the song. It also to analyse that the song could enrich student interest in learning English. This classroom action research is conducted by 4 steps they are planning, acting, observing and reflecting. The cycles of the research are two cycles where the activity on each cycles uses above steps.
The action of both two cycles based on analysis of the data of the test on the basic two cycles based on analysis of the data of the test on the basic competence of finding out the message of the song based on observation data of the learning process in the first semester students of the 7th class in the academic year 2013 – 2014. The technique of collecting data have used the comprehension tests based on the application of the song “Bismillah” in the learning process of English.

**Research Planning**

a. Planning

This action research was carried out through the planning and the observation, & the reflection. The following are the explanation of each activity.

b. Action Planning

- Teacher makes the lesson planning completely, it is on applying “Bismillah” song.
- Teacher conduct the classroom research by applying such planning. This action research is carried out through two cycles. The reasons to give two cycles are to assess the students’ comprehension & progress in every step during the research. Each cycle consists of two activities.
  - Applying ‘Bismillah’ Song
  - Doing Comprehension Test Based On ‘Bismillah’ Song

**Conducting The Action**

a. The First Cycle

1. The First Activity of The First Cycle

It was held on 29th November, 2013 this is a first condition of student by knowing the Bismillah song as an introductory song in every opening/starting the class. In this cycle, the song is only as daily application without particular comprehensions.

2. The Second Activity of The First Cycle/ The Second Comprehension Question/ The Second Comprehension Test o of The First Cycle

After practising the songs, memorizing, and discussing the song, comprehension questions were given to the students. The comprehension question consists of five items. The second activity of the first cycle also has been done on 29th November 2013

b. The Second Cycle
1. The First Activity of The second Cycle

It was done on 6th Desember 2013, in this activity, the song of “Bismillah” was being applied comprehensively. The students comprehend the song both to be fluency on singing the song, ie, by word per word practising/singing, meaning, etc and to get the meaning and messages of the song. Here the student comprehend to apply the songs among individually drill and group practising/drilling.

2. The Second Activity of The Second Cycle

Similar to the activity on the second activity in the first cycle, here the students are doing the comprehension question/test. With the similar comprehension of the first cycle they are, the question number 1 ask about the title of the song. No 2 was about students comprehension the language of the songs, whether easy or not for them to catch/to understory the language of the song. No 3 asks about whether the students like or dislike to the song. No 4 was about students comprehension on the theme of the song. No 5 was about what were the messages could students understand/ from the song (the students could answer based on their ideas/their own words) after practising and comprehending the Bismillah song.

Research Setting

This classroom action research was conducted at SMP N 6 Bantarkawung, Brebes. Where the research teaches. The class which is tajen for this research is the 7th class of B. There are 28 students: 20 boy and 8 girl in this class. The social Background shows that most of their parent are farmer. They go to school on foot about 1 up to 5 kms. While the students who lived in more distances, the students go to school by motorcycles and public cars.

Data Collection

This research is a qualitative analysis which describes the data. Qualitative analysis is a procedure of investigation which result in descriptive data, namely written or spoken words and observable attitudes.

In this study the teacher gathers the data by applying the “Bismillah” song and giving comprehension question/test to assess the students comprehension to the song, to find out the messages of the song based on students own ideas.
The comprehension questions also were giving chances for students to express their comprehensions to the song with the purpose whether students comprehension of the song increases/enrich students english learning process.

**Analysis Data**

The analysis data in this research uses descriptive comparative, to compare the process of the assessment before and after conducting the classroom action research. The students assessments in the activities are assessed by referring to the school ‘kkm’/minimum passing criteria which is decided by the school. The criteria says a students can be said to be successful if he/she achieves the score of 75.

**Data Analisis**

**Description of The Result**

In this chapter the writer would like to present each of the data found from the activities above, the following are the elaboration of each activity.

**Analysis of The First Cycle**

a. Analysis of The First Activity of the First Cycle.

The applying “Bismillah” song based on the choice of the students. The teacher usually open/start the class by singing little song of “Bismillah” and “Mother How Are You Today”. When the teaching learning prosess come into Basic Competence of 3.11 and 413 where the Basic Competences are about understanding the message of the song, I have proposed going the students about what the song is going to be favorable for being applied in the teaching learning proces, the students chose “Bismillah” song.

The applying of the song for the first cycle was on 29th november 2013. The following are the steps when the song of “Bismillah” being applied in the classroom.

First : Write first the lyrics verse by verse

Second : Read first word by word, sentence by sentence to lead them being familiarly & fluently before singing the song

Third : Sing out the song sentence by sentence before sing out it overall, here the teacher be a model in practising the song, and then the students repeat after the teacher.

Fourth : share each other to quess the meaning the theme of the song in their words.
The Analysis of The Second Activity of The First Cycle

After the song of Bismillah Being practised on the first activity, then students come to do comprehension questions individually. The comprehension question has been explained in the previous chapter. The following are the result of the students comprehension test of the first cycle.

Table 1. The result on the students comprehension test of the first cycle.

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>N</th>
<th>NX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>22</td>
<td>154</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>198</td>
<td>7.07%</td>
</tr>
</tbody>
</table>

The result of the first students comprehension questions of the first cycle was 4 students got 8 : 22 students got 7 : and 2 students got 6.

The explanation was as follows

X = Students score
n = number of the students
nx = students score x number of the students who got the score.

To know the achievement of the test, the writer used a simple formula as follows :

\[ \frac{\sum nx}{n} = \text{the average score} \]

The average of the first result is as follows :

198 : 28 = 7.07%

Based on the school KKM the first question test was below the average level in which it must reach 75, it could be concluded that the first comprehension question test below the average level.

b. Students’ Ideas on The Message/The Moral Messages/Moral Values of ‘Bismillah’ Song in The First Cycle
Table II. Students’ Ideas on The Messages/The Moral Messages/Moral Values of Bismillah Song in The First Cycle

<table>
<thead>
<tr>
<th>Messages of Bismillah Song</th>
<th>Numbers of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pray Bismillah before doing activities</td>
<td>28</td>
</tr>
<tr>
<td>2. Bismillah before eat</td>
<td>28</td>
</tr>
<tr>
<td>3. Bismillah before drink</td>
<td>28</td>
</tr>
<tr>
<td>4. Bismillah before sleep</td>
<td>28</td>
</tr>
<tr>
<td>5. Bismillah on leaving home</td>
<td>3</td>
</tr>
<tr>
<td>6. Alhamdulillah after doing activities</td>
<td>28</td>
</tr>
<tr>
<td>7. Alhamdulillah of full</td>
<td>28</td>
</tr>
<tr>
<td>8. Alhamdulillah of done</td>
<td>11</td>
</tr>
<tr>
<td>9. Alhamdulillah of rise</td>
<td>9</td>
</tr>
<tr>
<td>10. Alhamdulillah of coming home</td>
<td>6</td>
</tr>
</tbody>
</table>

Based on the table it could conclude all students stated pray bismillah before & pray alhamdulillah after doing activities, i.e.: Praying bismillah before eat, drink, sleep. However, for specific things of praying alhamdulillah, the students are still rarely stating the pray, i.e.: Alhamdulillah of done, 39.28% of Students, alhamdulillah of rise, 32.14% students, alhamdulillah of coming home, 21.42% of students, it could be seen by paying attention on the table. These were the resuls of the students ideas on the messages conveyed by Bismillah song on the first cycle.

The Analysis of the Second Cycle

a. First Activity

The step on applying ‘Bismillah’ song was almost same to the steps on applying it in the first cycle. There is an additional step in this cycle since in this cycle the teacher must treat the students’ achievements on the previous cycle. The teachers apply five steps here, the following are brief explanation of the steps,

1. Rewrite the lyrics of Bismillah by students to refresh students’ memorizing on the song.
2. Reread the lyrics fluently
3. Sing out the song fluently too

4. Share among the students by grouping them in pairs, students in pairs share to have better understanding on the meanings of the song word by word, sentence by sentence, verse by verse, hopefully, they have better comprehensions on the song

5. Teacher giving comments and clarifies on students’ ideas & students’ comprehensions

This first activity of this cycle was doing on 6th December 2013.

b. The Analysis on The 2 Activity of The 2 Cycle

In this activity, the students have comprehended the song, they have already done the comprehension questions with the same questions and its items’ numbers, the following is the result of the students’ comprehension test on this cycle

<table>
<thead>
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<td>21</td>
<td>168</td>
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<tr>
<td>4</td>
<td>7</td>
<td>6</td>
<td>42</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>0</td>
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</tr>
</tbody>
</table>

28 219
78, 21%

The result of the students’ comprehension question on the 2 cycle as follow, 1 student got 9, 22 students got 8, 6 students got 7. The average was: 219 : 28 = 78, 21 %. According to the same criterion of the school kkm of 75, it could be concluded that the result of this activity was on above achievement level.

Comparing to the comprehension question test in the first cycle in which the result, 70, 71 % was below achievement level, while in this cycle it reach 78, 21 % there was an enrichment, it was about 7,5 % of students’ enrichment result
c. The students’ Ideas on Understanding the Messages of ‘Bismillah’.

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</tr>
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<td>10. Alhamdulillah of coming home</td>
<td>28</td>
</tr>
</tbody>
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Based on the table it could concluded that all students stated pray bismillah before & pray alhamdulillah after doing activities, i.e.: Praying bismillah before eat, drink, sleep. For specific things of praying alhamdulillah,in which in the first cycle stated that the students are still rarely stating the pray, i.e: Alhamdulillah of done, 39,28% of Students, in this cycles the students’ understanding reach outstanding achievement level, alhamdulillah of rise, 32,14% in the first cycle become outstanding achievement of students, alhamdulillah on coming home, 21, 42% of students in first cycle, become outstanding level of achievement in this cycle , it could be seen by paying attention on the table. These were the resuls of the students ideas on the messages conveyed by Bismillah song on the 2 cycle, and it could be concluded that the students have understood the messages conveyed by “Bismillah” song well. By these students’ results, it comes to conclude that the students’ english learning interests are being enriched significantly. It could be concluded by this 2 cycle.

**Conclusion & Suggestion**

**Conclusions**

Based on the data analysis in the previous chapter, the teacher come to conclusions

1. The result of students’ comprehension question after the song of “Bismillah” being applied in classromm in the first cycle was 70, 71 % achievement, it was below the achievement level based on the assessment of school kkm which is stated 75
2. The result of students’ comprehension question after the song of “Bismillah” being applied in classroom in the t cycle was 78, 21% achievement, it was above the achievement level based on the assessment of school kkm which is stated 75.

3. The students percentage of enrichment comprehension test result from 70,71% in the first cycle become 78,21% reaches significant enrichment about 7,5%

4. The message, moral messages, moral values conveyed by “Bismillah” song based on students ideas both in the first cycle and the second cycle are as follows, praying bismillah before doing activities, bismillah before eating, bismillah before drinking, bismillah before sleeping, bismillah on leaving home, praying alhamdulillah after doing activities, alhamdulillah of full, alhamdulillah of done, alhamdulillah of rise, alhamdulillah of coming home

Suggestions
Based on the conclusion above, the teacher come into suggestions,

1. It is good for applying song both native English songs and translated Indonesian songs into English to vary the teaching learning process of English

2. It is important for English teacher to vary their methods & approaches of teaching learning process, moreover the effect of recently applying 2013 curriculum

3. Let enrich our English classroom by giving chance for students to broad their curiosities and enthusiasms by mindsetting that learning English is enjoyable

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SELF-REGULATED LEARNING: AN APPROACH TO IMPROVE STUDENTS’ CRITICAL THINKING IN READING

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Abstract
This study aimed to investigate how to apply self-regulated learning through critical thinking in reading activities conducted in the second semester students of Semarang Muhammadiyah University. Further, an in-depth research was conducted to find out students’ critical thinking in reading by having a good motivation and an aptitude as self-regulated learners to cope any kinds of learning problems that they face. This research was conducted by a classroom action research consisted of two cycles. Each cycle had four stages: planning, action, observation, and reflection. This research guided the learners to be active and autonomous in learning individually or in groups, as a part of learner’s responsibility in triggering their critical thinking as autonomous learner. Moreover, some factors also influenced the students’ aptitude, motivation, and potential in optimizing the learning purposes. In fact, many external aspects which indirectly gave significant result on the students’ performance, and it was forced by their environment, such as friends, lecturer, family background, and also the knowledge background which had settled on their mind. Though, as lecturer, it was a beneficial for understanding and adjusting the external factor in achieving learning purposes.

Keywords: self-regulated learning, critical thinking, reading

Introduction
Reading is a kind of activity for the students in order to enhance their knowledge. No matter what they read, it is important for them as many advantages of reading that they will get. By reading, someone can express their opinion and or deliver argument about something well. Besides that, the activity can build their critical thinking.
Anderson, Krathwohl, and Bloom cited in Petress mentions that critical thinking is closely related to knowledge and comprehension. Someone is said as a critical thinker if s/he has a good knowledge and comprehension about something. The way of conveying statements or arguments becomes a part of it. It is needed clearly for everyone especially the students to have critical thinking in their academic life. They need to solve the problems of English class include completing the assignments given.

Being a critical thinker is basically not easy for the students. There are many kinds of activities to do for supporting it. One of them is reading the references given by the lecturer to expand their own knowledge and comprehension about the material they learnt. It happens when students also have ability in assessing the statements or arguments conveyed by the others.

Unfortunately, many students do not realize that those activities given become a need for them in studying. Expanding their knowledge by reading some references as though only a normative supplement of certain subject that does not need to obey. Consequently, they do not read any kind of them at all. They still rely on the lecturer’s teaching in the classroom very much. They prefer listening to the lecturing to reading by themselves.

Based on the phenomena above, it is needed to give a chance to the students to expand their knowledge with their own way by doing self-regulated learning. In this case, the students need to formulate their learning from the beginning. Principally, the students’ success of learning depends on themselves. Pintrich (2000) cited in Artino states that the students need to formulate their learning by setting the goal for their learning, attempting to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of the environment.

In line with Schunk and Zimmerman (1994, 1998) cited in Artino explains that self-regulated learning is generally characterized as active participants who efficiently control their own learning experiences in many different ways, including organizing and rehearsing information to be learned, and holding positive beliefs about their capabilities, the value of learning, and the factors that influence learning.
**Methodology**

This research was conducted by using a classroom action research. It was done in two cycles. Each cycle consisted of four steps; they are planning, action, observation, and reflection.

The subject of this research was the second semester students of English department of Unimus who took Intermediate Reading Comprehension in the academic year of 2013/2014. There were 13 students who involved in conducting this research.

The instruments used were the test of cycle I and cycle II, and students’ self-report. The test was given to know the students’ critical thinking of reading. It was also given in each cycle in order to know whether or not there was an improvement of their critical thinking. While self-report was used to note the students’ activities, findings, or problems(individual or in groups) both in the classroom and outside of the classroom.

**Discussion**

Based on the initial condition, it was known that most students who took the subject of Intermediate Reading Comprehension did not have awareness to be self-regulated learners. Mostly they relied on the others in learning. They also preferred and enjoyed to study with their friends in groups. They commonly felt uncomfortable to study individually. The tendency of relying on the others had the impact of learning such as not being autonomous learners. The students also did not have a good bravery in conveying their arguments to others. Consequently, they tended to be passive learners in the classroom. From those problems, it was needed to stimulate the students to be self-regulated learners who have ability in comprehending and conveying their arguments to the others actively and autonomously. In this case they needed to formulate the goal that they wanted to achieve, plan the activities supporting it, monitor what they have done, and reflect all the activities.
Based on the figure above, it showed that 15.4% students’ response in answering the questions seen very simple. The students’ ability in expressing their opinion was still low. There, they did not deliberate the arguments of statements given. They just answered by giving their agreement of the questions. While 84.6% students deliberated their arguments directly and asserted the reasons supported it. There were 27.3% students who were able to analyze the problems simply and relate it with other reasons, gave comparison of their arguments, function, and mention other references to verify the arguments.

From self-report they wrote, it could be seen that the students had the ability to formulate their learning atmosphere in groups even though it was not in detail. They had determined the goal of learning but they had not plan and listed the activities in achieving the goal or priority in learning. The students mostly did not know how to choose the strategies of their learning and how to apply them. Consequently, they could not monitor and note what had been done and the problems that they faced. This part was important for them in order they could reflect the activities to be productive and optimum, because by doing reflection, someone can revise all things that must be done.

While based on the result of test in cycle 2, it could be seen that there was an improvement of students’ critical thinking. From the test given, the average of the test was 7.66%. Here, the
students’ way in delivering their arguments improved significantly. They tended to be active in the class discussion. They also did not feel ashamed to ask or convey their opinion to the others. From 13 students joining the test, there were 38.7% students showed the changing of learning well. They did not answer the questions with the agreement, but they conveyed their reasonable reasons supported the problems.

In cycle 2, the students had been able to arrange their program of learning by setting the goal, arranging activities to help them in optimizing the understanding and comprehension of the reading. As the autonomous learner and critical thinker, someone should be able to clarify and demonstrate the ability in explaining, because he/she should be able to give the reason or logical thinking. However, the question or problem would be appropriate if it was in the kind of expanding argument, not only agreement as well. However, questions which were based on discrepancy between theory and practice, or policy and implementation could be used to promote students’ argument. The higher the gap, the better it could be stimulus for students in developing critical thinking.

**Conclusion**

Critical thinking is part of habit that can be forced through process. In the process, the students can be triggered since the first meeting in the classroom setting. The trigger can be in kind of
productive performance, starts from simple performance like giving perception, disappointment, alternatives for problems, or pretends to make policy. Challenging needsto be given to broaden the students’ bravery in expanding their thinking and delivering their opinion to others. Moreover, to be critical thinker and autonomous learner, the students need to be given a chance in raising their self-confidence to create positive atmosphere in the classroom. The condition helps the students to minimize their inconvenience to cover their weaknesses in comprehending the material and also when they have to be involved in the classroom. However, the lecturer has authority to control and manage the classroom in order to achieve the goal of learning as classroom’s characteristic.

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PARAGRAPHS DEVELOPMENT THROUGH MASS AND MISS Of THE TEACHER CANDIDATE STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF THE UNIVERSITY OF PGRI SEMARANG

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Abstract

This study mainly aims at describing the expository paragraph development through Major Supporting Sentences (MASS) and Minor Supporting Sentences (MISS) of the teacher candidate students of the English Education Department of the University of PGRI Semarang in the academic year 2013-2014. This study also aims at finding out whether or not the paragraphs reach completeness through the MASS and MISS. The type of this study is descriptive qualitative research. The object of the study was expository paragraphs written by the third semester students of the English Education Department of the University of PGRI Semarang in the academic year 2013/2014. Documentation was used to collect the data; it was the teacher candidate students’ writing result. In analyzing the data, there were three steps done, namely data reduction, data display, and drawing conclusion. The result of the study shows that The MASS and the MISS had been used well by the 10 teacher candidate students or 40% in developing expository paragraphs, and the completeness was reachable. There were 6 paragraphs or 24% which were categorized half complete; it means the MASS and the MISS had been less appropriately applied. The last categorization found in the paragraphs was incomplete. There were 9 paragraphs or 36% belong in this categorization. Therefore, the MASS and the MISS of these paragraphs did not reach completeness.

Keywords: paragraph development, MASS and MISS, teacher candidate students

Introduction

Writing is one of language skills which has to be mastered by the teacher candidate students instead of speaking, listening, and reading. For students who learn writing, especially for teacher candidate students, they should acquire more knowledge of writing. It is needed to be
developed because in the future they will be a teacher and have to transfer their knowledge to their students. Therefore, they should have more skill than the non-teacher candidates. The mastery of good skill in writing is needed to minimize the errors in delivering the knowledge to students whenever the candidates teach them writing in the future.

Substantively not only the mastery of good skill in writing which has to be mastered by the teacher candidate students, they should keep on mastering it theoretically as well. The mastery of knowledge in writing is needed to support the skill of writing. It means that by mastering the materials in writing, it makes them easier to write because they have known the background knowledge of such materials. For example, the teacher candidate students who want to write a paragraph should be easily in writing it because they have known that a paragraph should consists of one main idea, and it usually has three parts: a topic sentence, supporting sentences, and a concluding sentence. In addition, the experience in getting the knowledge on how to write from their lecturers should automatically help them write their ideas fast. Therefore, in this case, both theory and practice are necessary for them.

Although basically the teacher candidate students have known the theory of writing English well, the skill of writing itself has to be developed by them because learning English, especially writing, cannot be separated from learning how to write well. It takes times and processes in learning to be a good writer. This skill can be developed with some ways, one of which is by practicing a lot. Therefore, it is not mistaken to say that “practicing makes perfect”. It means that to write well needs some processes (Checkett & Checkett, 2005, p. 21); Meyers (2005, p. 2). This skill thus is not a talent; it can be developed through some strategies. It is in line with Bram (1995) who states that the strategies applied in writing is not talent-oriented, and every writer can learn and apply them in her or his writing. Furthermore, Oshima and Hogue state that we can learn to write effectively if we are willing to learn some strategies and practice them (1999, p. xi). In short, they need to practice these strategies in order to be able to write well.

There are many strategies that can be used by the students in writing. According to Reid (2000, p. 28), strategies are steps that we take to achieve a goal more quickly, more easily, more effectively. He gives some examples done by some ESL students in developing
language learning strategies. Those are by asking questions, guessing intelligently, taking notes, or using their first language in order to learn a second language. He adds that other students may prefer such strategies as repeating ideas or reading aloud, memorizing, and reflecting about ideas. The result of his analysis shows that by practicing those strategies can make the students more active learners; they become responsible for their own learning; then the result includes not only successful learning but also increased self-confidence.

Learning writing skill can be started from writing clauses to sentences and finally writing paragraphs or texts. Students in the third semester focuses on writing paragraphs. The paragraphs include descriptive, narrative and expository. Therefore, they had learnt clauses and sentences in the previous semester, and it was hoped that the theory and practice had been mastered by them. A paragraph is a group of sentences which contain relevant information about one main or central idea (Bram, 1995). In line with Bram, Broadman and Frydenberg (2002, p. 4) state that a paragraph is a group of sentences that works together to develop a main idea. In writing a paragraph the third semester students learned how to develop a paragraph by stating a topic sentence which has a controlling idea and develop it through Major Supporting Sentences (MASS) and Minor Supporting Sentences (MISS). MASS and MISS is one of the techniques to develop a paragraph so that the paragraph will be complete. The MASS is the main details that tells us about the topic sentence, and the MISS tells us more about the major supporting sentences. All major supporting sentences do not need to have the same number of minor supporting sentences, and sometimes we will not have minor supporting sentences at all.

There are four characteristics of a good paragraph as mentioned by Broadman and Frydenberg (2002). They are coherence, cohesion, unity, and completeness. When a paragraph has coherence and cohesion, all the supporting sentences “stick together” in their support of the topic sentence. In addition, when a paragraph has unity, all the supporting sentences relate to the topic sentence. It means that all sentences within the paragraph relate to the main point—only one main idea is discussed. Then the paragraph is complete when it has all major supporting sentences; it is needed to fully explain the topic sentence and all minor supporting sentences; it is needed to explain each major supporting sentence. In conclusion,
they are needed to make the paragraph well-developed. Therefore, the paragraphs will reach completeness when they have all MASS and all MISS.

In relation to the previous explanation, this study would be focused on the analysis on expository paragraphs. This kind of paragraph is used to explain something to the readers (Broadmand & Frydenberg, 2002). They add that in explaining something, there are many ways, such as by comparing two things or people, by showing the steps in a process, by analyzing something, etc. Hence, the problems of this study are stated as follows:

1. How are MASS and MISS used by the teacher candidates in developing an expository paragraph?
2. Do the paragraphs developed through the MASS and the MISS reach the completeness?

Therefore, this study aims at describing the MASS and MISS used by the teacher candidate students in developing the expository paragraphs and finding out whether or not the paragraphs reach completeness.

**Methodology**

The type of the study is descriptive qualitative research. The writer used qualitative research because it only focused on identification of the collected data. Cohen (in Musarokah & Hawa, 2013) states that qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities. The writers employ qualitative design to describe the use of MASS and MISS in an expository paragraph development written by the teacher candidate students and to find out whether or not the MASS and MISS used reach the completeness.

The object of the study was the expository paragraphs written by the third semester students of the English Education Department of the University of PGRI Semarang who enrolled Writing 2 Subject in the academic year 2013/2014 and who were also assigned to write an expository paragraph. In this study, the writer used purposive random sampling to get the sample. The total number of the sample was 25 paragraphs.
The instrument of the study was the writers themselves. Sugiyono states that in a qualitative research “the researcher is the key instrument” (2011, p. 223). In the study, the writers used documentation to collect the data. It was the students’ writing results. The writers used data reduction, data display, and draw conclusion in analyzing the data. In reducing the data, the writers summarized, chose, and focused on the application of the MASS and MISS in the expository paragraph development by the teacher candidate students. In addition, in displaying the data, the writers narrated how they developed the expository paragraph through the MASS and MISS. After the data was displayed, then the writers drew the conclusion, so the problem statements were answered.

Discussion

The data collected in this study was documentation which was expository paragraphs written by the third semester students of the English Education Department of the University of PGRI Semarang in the academic year 2013-2014. The data was then analyzed by focusing on describing the MASS and MISS used by the Teacher Candidate Students of the English Education Department of the University of PGRI Semarang and finding out whether or not the expository paragraphs developed by them reach completeness. There were 25 expository paragraphs which were analyzed by the writers. The 25 paragraphs had different ways in explaining something, namely comparing two or more things or people, explaining the reasons or factors, and showing the steps in a process. To answer the first statement of the problem, the writers analyzed the paragraph development through the MASS and MISS by labeling each sentence in the paragraphs. For example, Intro was the label for introductory sentence; TS was for Topic Sentence; MASS was for Major Supporting Sentence; MISS was for Minor Supporting Sentence; and CS was for Concluding Sentence. In analyzing the paragraphs, the writers carefully examine them; even the writers pay attention to the transitions and the grammar used in the paragraphs. Then the writers categorized the paragraphs based on the level of completeness to answer the second statement of the problem. The category was complete when the MASS and the MISS were used completely. Half complete was given when the MISS was used less complete, and incomplete was labeled when there was the missing MASS in the paragraphs. The MASS and the MISS used by the Teacher Candidate Students and the level of completeness will be shown in the following table.
<table>
<thead>
<tr>
<th>No</th>
<th>Sentences</th>
<th>Paragraph Development</th>
<th>Level of Completeness</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>10</td>
<td>-. MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MISS 2. MISS 3. CS</td>
<td>Incomplete</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>TS. MASS 1. MISS 1. TS. MASS 2. MASS 2. MASS 3.</td>
<td>Incomplete</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>Intro. TS. MASS 1. MASS 2. MISS 1 of MASS 1. MISS 1 of MASS 2. -</td>
<td>Incomplete</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>TS. MASS 1. MISS 1 of MASS 1 &amp; MISS 1 of MASS 2. MASS 2. MISS 1. CS</td>
<td>Incomplete</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>TS. Fragment. MASS 1. MASS 2. MASS 3. MISS 1 – 8. -</td>
<td>Incomplete</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
<td>Intro. Intro. TS. MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MISS 3. MISS 1. MISS 2. MISS 3. CS</td>
<td>Complete</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>TS. MASS 1. MISS 1. MISS 2. MISS 1. MISS 2. MASS 3. MISS 1. CS</td>
<td>Complete</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>TS. MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. -</td>
<td>Complete</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>Intro. Intro. Intro. TS. -. MISS 1. MISS 2. MASS 2. MISS 1. MISS 1.</td>
<td>Incomplete</td>
</tr>
<tr>
<td>16</td>
<td>10</td>
<td>TS. MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. CS</td>
<td>Complete</td>
</tr>
<tr>
<td>17</td>
<td>7</td>
<td>TS. MASS 1. MASS 2. MISS 1. MASS 3. MASS 4. CS</td>
<td>Half complete</td>
</tr>
<tr>
<td>18</td>
<td>9</td>
<td>TS. MASS 1 – 8</td>
<td>Half complete</td>
</tr>
<tr>
<td>19</td>
<td>12</td>
<td>Intro. TS. MASS 1. MISS 1. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. MISS 2. MISS 3. CS.</td>
<td>Complete</td>
</tr>
<tr>
<td>20</td>
<td>10</td>
<td>TS. -. MISS 1. MASS 2. MISS 1. MISS 2. -. MISS 1. MISS 4. MISS 1. MASS 5. MISS 1.</td>
<td>Incomplete</td>
</tr>
<tr>
<td>22</td>
<td>13</td>
<td>TS. MASS 1. MISS 1. MISS 2. MASS 2. MISS 1. MISS 2. MASS 3. MISS 1. MISS 2. MASS 4. MISS 5. MISS 1. CS.</td>
<td>Complete</td>
</tr>
<tr>
<td>23</td>
<td>10</td>
<td>Intro. TS. MASS 1. MISS 1. MASS 2 – 6. CS</td>
<td>Half complete</td>
</tr>
<tr>
<td>25</td>
<td>9</td>
<td>Intro. TS. MASS 1. MISS 1. MASS 2. MISS 1. MASS 3. MISS 1. CS.</td>
<td>Complete</td>
</tr>
</tbody>
</table>
From the table above, it shows that each paragraph has different number of sentences, but this did not become the consideration for the writer to decide whether or not the paragraph complete, half complete, or incomplete. The table also shows how the MASS and the MISS were used by the teacher candidate students. The writer found that in developing the paragraphs, most students had applied the MASS and MISS well. From the 25 expository paragraphs analyzed, there were 10 paragraphs or 40% which had used MASS and MISS well. They were paragraphs number 3, 8, 10, 12, 16, 19, 21, 22, 24, and 25. In means that those paragraphs are well-developed starting from the topic sentence, supporting sentences (MASS and MISS), and the concluding sentence. The topic sentences which they stated and the concluding sentences as the closing sentences were relatively good. The transitions used in each MASS were correctly used as well although the writer found some errors in grammar in some of the paragraphs. Therefore, these 10 paragraphs were categorized complete. In other words, the use of the MASS and the MISS in these paragraphs reach completeness.

In addition, it can be seen that there were 6 paragraphs or 24% of 25 analyzed paragraphs categorized half complete. They were paragraphs number 1, 9, 14, 17, 18, and 23. It means that there were some missing MISS in the paragraphs. Even the writers also found that some of these paragraphs had MISS but it was irrelevant or the sentence did not directly discuss or prove the MASS. Therefore, these paragraphs less developed, or the use of the MASS and the MISS in the paragraphs were lack in reaching completeness.

On the other hand, the MASS and the MISS had not been well applied by 9 students or 36% of 25 paragraphs written by them. They were paragraphs number 1, 2, 4, 5, 6, 7, 11, 12, 14, 15, 17, and 20. The result of the analysis shows that these paragraphs were not categorized complete because of some missing MASS. The missing TS (topic sentence) was also found in some of them. The writers met with some problems faced by the students developing the paragraphs as well. For example, their capability in grammar was still low, and there were many fragments found by the writers. Even they also found some mistakes in using punctuation, such us comma, period, etc. In short, these nine paragraphs fail to reach completeness.

The following is the example of the fully developed paragraph through the MASS and the MISS written by one of the teacher candidate students.
Figure 1. The example of the fully developed paragraph

Five Easy Ways to Keep our Health

... (introductory sentences)
There are five easy ways to keep our health (TS). First, we have to think positively (MASS 1). With positive thinking, it can keep our health because our brain does not work too hard (MISS 1). Second, we have to eat a healthy breakfast (MASS 2). The energy from a healthy breakfast can carry us pass our morning in a stable way than by eating stimulating foods like sweets and coffee (MISS 1). We also have to eat fruits and vegetables (MASS 3). Fruits and vegetables supply many nutrients that are important for our health, such as vitamin A, vitamin C, calcium, etc (MISS 1). Then, we have to drink enough water (MASS 4). Water is very important for our body because it is used in every function of the body, including circulation, digestion, absorption of nutrients, and the transmission of electrical currents in the body which control our muscles and hormones (MISS 1). The last, we have to exercise everyday (MASS 5). It is no need to be too hard (MISS 1). It is enough with little walk for about 10 – 15 minutes (MISS 2). In short, those are the ways which we can do to keep our health and being healthier (CS).

The paragraph above is a good one. As we can see, sentence (1) is the topic sentence (TS). Sentence (2) is the first major supporting sentence (MASS 1); it develops the TS directly. Sentence (3) is the first minor supporting sentence (MISS 1); it develops the MASS 1 directly and develops the TS indirectly. Sentences (4), (6), (8), and (10) are subsequently the second, third, fourth, and fifth major supporting sentences; they develop the TS directly. The rest of the sentences (5), (7), (9), (11), and (12) are the minor supporting sentences; they develop the previous MASS directly and develop TS indirectly. The last sentence is the concluding sentence (CS). In addition, there is no irrelevant sentence in this paragraph, and the grammar used is good as well. The writer's “five promises” in the topic sentence is fulfilled through the use of the MASS and the MISS. Thus, the MASS and the MISS which are used well help the paragraph have good development, and the paragraph reach completeness, finally. Now we can compare with the following incomplete paragraph written by the other student.
Figure 2. The example of the incomplete paragraph

UNNES VS IKIP PGRI SEMARANG

An University State Semarang (UNNES) and IKIP PGRI Semarang have differences and similarity (TS). For instance, UNNES has large buildings at Gunungpati, while IKIP’s buildings have only a quarter of an UNNES (MISS 1 of MASS 1). The difference is also about the location (MASS 2). UNNES is located in a village and it is far from the top of the town, while IKIP is a strategic place (MISS 1). It is located in a center of Semarang city (MISS 2). Then, an UNNES students pay an administrative only at once in a semester, whereas IKIP pay it twice in a semester (MISS 1 of MASS 3). UNNES is higher quality than IKIP. Because UNNES is an university which is stated in Semarang, while IKIP is a private university (MISS 1 of MASS 4). The similarity is the program of the study between UNNES and IKIP (MASS 5). Both of them are about education (MISS 1).

The paragraph above is categorized incomplete because there are three missing major supporting sentences (MASS 1, 3, and 4), so the body of the paragraph (the MASS and the MISS) does not develop well. This also has fragment, and the grammar used is not really good. Thus, we can say that this paragraph fail to reach the completeness because of the missing MASS.

Conclusions

From discussion above, the writers then draw some conclusions as follows:

1. The MASS and the MISS had been used well by the 10 teacher candidate students or 40% in developing expository paragraphs, and they were categorized complete. There were 6 paragraphs or 24% which were categorized half complete; it means the MASS and MISS had been less appropriately applied. The last categorization found in the paragraphs was incomplete. There were 9 paragraphs or 36% belong in this categorization. Therefore, the MASS and the MISS do not reach completeness.

2. The paragraphs will not reach completeness when there are some missing parts in them, in this case the MASS and the MISS although the number of the MASS and the MISS
used in the paragraphs depends on the writer himself. Therefore, the use of the MASS and MISS really help in developing the paragraphs.

References
THE LEVEL OF DISCUSSION AND COMPREHENSION ABILITIES WITH PACA (PREDICTING AND CONFIRMING ACTIVITY) AMONG POST-RSBI JUNIOR HIGH SCHOOL STUDENTS IN MAPEL CIVICS IN SEMARANG

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Abstract
This research is developing the level of discussion and comprehension abilities with PACA (Predicting and Confirming Activity) for the students of post - RSBI in SMP N 9 Semarang in Civics subject. The theory of the Discussion and Comprehension Level with PACA (called ‘TDPdP’) begins with the need analysis stage, the development of TDPdP draft, the construction and the validation of the contents of TDPdP draft to the experts, the revision of TDPdP draft, the formulation theories about the characteristics of TDPdP expected to be used by junior high school teachers, especially Civics subject teachers, as a reference to improve the students’ capabilities of the discussion and comprehension when having the problem solving activities related to Civics subject.

This research is classified as qualitative research with purposive sampling method as the technique of selecting the subjects that are the 7 grade students of Post-RSBI SMP N 9 Semarang. The main instrument is the researchers themselves equipped with the instruments of argumentation items, interview guides, and data analysis using constant comparative method.

When doing the assessment of discussion and comprehension abilities on the students in problem solving activities, it is needed the guidance of levelling the discussion and comprehension abilities combined with PACA (TDPdP) that can categorize them to the level of expert, functional, near functional, sub-fungsional, and unstructured/alternative.

Keywords: Level, Discussion and Comprehension, PACA, Post-RSBI, Civics Subject
Introduction

The ability to solve problems related to problems in the subjects of Civics is influenced by several factors, both internal and external factors. Internal factors include: intelligence, motivation, interests, talents, and math skills as well as gender differences. External factors, among others are facilities, infrastructure, media, curriculum, faculty, learning facilities, and so on. Students who have diverse backgrounds and abilities in the discussion and understanding of learning Civics, also has the ability to resolve the problem and argumentation of Civics differently.

The research problem is how the level of ability of discussion and comprehension with the PACA (TDPdP) and the process of discussions among RSBI students of SMP N 9 Semarang in resolving the issues presented in Civics subject bilingually. The purpose of the study is to describe the level of ability of discussion and comprehension with PACA in solving problems in Civics learning materials delivered by bilingual techniques. Levelling the ability of discussion and comprehension with PACA can also be used as the guidelines and the design models or learning strategies to improve discussion and comprehension of students in the post – RSBI classroom.

Literature Review

Discussion and Comprehension

Problem solving is the main purpose of the discussion. As what have been stated by Maier, (in the Department of Education, 1983:29) that "The issues are appropriate for learning the method of discussion that generates a lot of alternative solutions. The number of alternative and or variables can lure children to think". Stages of understanding are divided into 4 terms, namely: Receptive Stage, Discovery Phase, Stage Memory, Stage Full of Meaning. A full understanding of the meaning is defined as the acquisition of new meaning as potentially meaningful for students. Acquisition of new meaning into meaningful occasion if the materials being studied relate to the things that have been known to the students.

Discussion and understanding of the PACA (Predicting And Confirming Activity)

To enhance the discussion process, the role of discussion leader is crucial. Leaders are asked to clarify the discussion topics that are not clear. If the discussion is not running, the
discussion leader is obliged to take the initiative by asking the ideas that could provoke the opinion of the participants. Similarly, if there is tension in the process of discussion, the discussion leader's job is to relieve tension. To avoid problems in the use of discussion methods teachers should pay attention and give motivation to the students so that all students participate in the discussion. To overcome the disadvantages or negative aspects of this method, discussion is given and set in rotation. (Roetiyah NK, 1988:23). The role of the teachers is to strive so that all students participate in the discussion. Ensuring that all students have a turn to speak, while other students learn to listen to others’ opinion.

The Civics Lesson

The stand point of ontology develops the concept of 'Civics' which literally means citizens in ancient Greece and later recognized academically as embryo 'Civic Education'. In Indonesia it was adapted into a 'citizen ship education' (Civics). According to Barr, Barrt, and Shermis (1978) in Sapriya (2012) and Winata putra(2001), Civics is a development of one of the five traditional 'social studies' in which there are three domains of 'citizenship education' namely: academic domains, domain-curricular, social and cultural domains.

Civics purpose can be seen in the Law of the Republic of Indonesia Number 20 of 2003 on National Education System in the explanation of Article 37 paragraph (1) that 'Citizenship Education is intended for students form a human being has a sense of nationalism and patriotism' (Winataputra, 2001; Sapriya 2012). Domain Civics as academic programs is a program of scientific studies that use scientific research methods and approaches to solve the problems of conceptual and operational in order to produce generalizations and theories to build Civics scientifically or so.

Bilingual Learning of Civics

Bilingual according to the Indonesian Dictionary (2007:151) is able to use two languages well and concerned with the two languages. Bilingual in Bialy stok, Luk and Mc Bride-Chang (2005) refers to the mastery of two languages at once. Based on these two opinions, it can be concluded that bilingual is the ability to use two languages at the same time with a good combination.
The advantage of bilingual programs in terms of education is that bilingual programs benefit all students. Students can be highly competent in two languages. Next, in term of Cognitive terms, Students gain an advantage in cognitive and language abilities that will enhance creativity in problem solving. Then, in term of Socio-cultural terms, Students can find out the global in sight and communicate globally. The last is in Economic terms, there are some jobs that require bilingual capability. Therefore, bilingual programs provide wider opportunities for students to prepare themselves to obtain these jobs.

Based on the description above it can be concluded that the bilingual program is very beneficial for students. Bilingual programs are very useful in dealing with the current global developments. The implementation of bilingual programs need to be implemented as early as possible in order to prepare human resources that can compete globally.

"Bilingual education is education that uses and promotes two-language" which means that the bilingual learning is learning to use and develop the two languages. "Bilingual education would seem to describe a situation where two languages are used in school "which means that bilingual teaching is intended to illustrate the use of learning two languages.

Understanding the process of the discussions in Mapel Civics with PACA
Students will be an active reader when using the reading strategy called PACA (Predicting and Confirming Activity). This strategy is based on the idea that a reader can predict what the contents of a text is. After predictions have been made, the students will find information that will confirm whether the predictions that they have made is true or false (Kinsella, 2001:6).

There are three steps that must be performed by students in the implementation of PACA strategy (Kinsella, 2001). The steps are as follows:

Step1 prediction what will you read.
Step2. Read and confirm the results of your predictions.
Step3. Support your prediction.

Research Methods
Types of Research
This study was classified as exploratory qualitative study conducted on students of SMP N 9 Semarang post-RSBI class. This means that this study illustrates or describes events that
become the center of attention based on qualitative and qualitative data. The data generated in the form of words are obtained from interviews.

**Research Instruments**

The main instrument in this study is the researchers themselves and equipped with instruments of evidence and guidelines about the interview. Researcher is as the main instrument, so that by the time of doing the field data collection researchers participate during the research process and actively follow research activities related to the subject of data collection. The instrument is a matter of proof set in Civics test verification form, while the interview guides are used to direct the digging process of discussion and comprehension of students with Predicting and Confirming Activity (PACA).

**Data Analysis Techniques**

The data analysis process steps are: (1) transcribing student discussion and argument, (2) reviewing the data discussion and argumentation students students from a variety of sources, namely interviews, observation based on the record of events in the field, (3) doing the data reduction and the categories of data, (4) analyzing the discussion and comprehension of students with PACA, and (5) drawing conclusions.

**Findings of the study**

1.1 Student – participants’ Level in the Implementation of TDPdP theory

The students’ level of ability in discussion and comprehension is made on a five-point scale rating (Scale Linkert) that is 1 = unstructured/alternative, 2 = sub functional, 3 = near functional, 4 = functional, 5 = expert.

**Leveling the students’ ability in discussion and comprehension with PACA**

Leveling the students’ ability in discussion and comprehension with PACA applied in VII E class in SMP N 9 Semarang, a school that applied RSBI program in the past. Leveling the students’ ability in discussion and comprehension when the materials were in the area of chapter VII and VIII adopted from the book of Pendidikan Pancasila designed for junior high school students published by the Minister of Education and Culture in 2013.
Table 1. Chapter VII Student Response Summary to PACA Organizer that address the theme of Maintaining the Spirit of Unity of Indonesia

<table>
<thead>
<tr>
<th>Themes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintaining the national unity</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2. Mentioning the songs of the national anthem</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3. Attitudes &amp; behaviour to establish personal care and love of the nation and the state</td>
<td>-</td>
<td>1</td>
<td>7</td>
<td>17</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>4. National unity formed by the growth of social and cultural elements of Indonesian Society</td>
<td>-</td>
<td>2</td>
<td>6</td>
<td>18</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>5. Cultural influx from outside occurs through a process of acculturation (cultural mixing)</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>16</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>6. The third principle of Pancasila reaffirms the Indonesian people realize how the nation's commitment to Indonesian unity.</td>
<td>2</td>
<td>5</td>
<td>13</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>7. The principles of ‘Belief in the One and Only God’ and ‘Just and Civilized Humanity’.</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>4.5</td>
</tr>
<tr>
<td>8. Principles of Responsible Freedom</td>
<td>2</td>
<td>6</td>
<td>14</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>9. Principles of Archipelago</td>
<td>5</td>
<td>13</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>10. Principles of the Unity of Development to Realize the Ideals of Reformation</td>
<td>2</td>
<td>14</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Note. The leveling of students' ability in discussion and comprehension is made on a five-point scale rating (1 = unstructured/alternative, 2 = sub functional, 3 = near functional, 4 = functional, 5 = expert.)

Table 2. Chapter VIII Student Response Summary to PACA Organizer that address the theme of Tolerance in Diversity

<table>
<thead>
<tr>
<th>Themes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The forms of behavior that respect the diversity and tolerate the diversity of the Indonesian nation.</td>
<td>2</td>
<td>5</td>
<td>15</td>
<td>8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The description of the diversity of the Indonesian nation.</td>
<td>-</td>
<td>2</td>
<td>6</td>
<td>16</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>3. Causes of the Diversity of the Indonesian Nation</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>3.5</td>
</tr>
<tr>
<td>4. The Spirit and the Behavior of Nationality in the Diversity of Religious life.</td>
<td>-</td>
<td>6</td>
<td>14</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>5. The Spirit and the Behaviour of Nationality of Race Ethnicity in Indonesia</td>
<td>4</td>
<td>11</td>
<td>11</td>
<td>6</td>
<td>-</td>
<td>2.5</td>
</tr>
<tr>
<td>6. The Spirit and Nationality Behaviour in Social and Cultural Diversity</td>
<td>3</td>
<td>5</td>
<td>16</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>7. The Spirit and the Behaviour of Nationality in Gender Differences</td>
<td>-</td>
<td>2</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>3.5</td>
</tr>
<tr>
<td>8. The Commitment to the Importance of the Spirit of Unity in Diversity (Bhinneka Tunggal Ika)</td>
<td>4</td>
<td>6</td>
<td>14</td>
<td>8</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

Note. The leveling of students' ability in discussion and comprehension is made on a five-point scale rating (1 = unstructured/alternative, 2 = sub functional, 3 = near functional, 4 = functional, 5 = expert.)
1.2 Teacher – participants’ views about TDPdP theory

The second source of data for answering the research question on Leveling the students’ ability in discussion and comprehension with PACA or TDPdP theory was the views of teachers collected through unstructured interview items. The responses to teacher were analysed qualitatively due to the small number of respondents.

Item no 1 on their unstructured interview item asked teacher-participants to respond to what extent they believed TDPdP theory was meeting the academic literacy and learning needs of their students. In their comments, all three teachers pointed out that it was surprising to see most of the students were quite enthusiastic in participating all of the activities designed in the implementation of TDPdP theory in which the medium of instruction was English in the subject of Civics Education subject.

Item 2 asked respondents to comment on the instructional approaches they used in teaching civics education subject, including resources, materials, activities, and tasks. In their responses, teachers pointed out that although the format of teaching they used was predominately bilingual language – based, they made their teaching learning process communicative by using role-plays, mock meeting, and other similar types of tasks that can arouse the students’ willingness in discussion and comprehension of the materials being learned.

The third and last item on the unstructured interview item asked respondents to give their suggestions about the improvement in the implementation of TDPdP theory. Three teacher suggested increasing the civics education capability in English literacy that is designed in civics education matters so that bilingual language will be able to implemented effectively. With regard to the instructional approach including resources and activities/tasks, all three teachers suggested that the implementation of TDPdP theory in the future would be more effectively taught if the theoretical teaching was made as more interactive by using a communicative language teaching approach such as that applied in this research. Ms. Sri was of the view that the TDPdP theory could be improved when applied in the daily teaching of Civics education subjects if it followed a communicative approach.
Discussion

Regarding the content of TDPdP theory, in this case leveling the students ability in comprehension and discussion with PACA in their civics education, student-participants stated that they liked the learning model implemented because there were more discussion and this kind of discussion really help them to comprehend the content of civic education materials compared to the individual work that they have to think by themselves. Students reported a series of advantages when they were having the better comprehension and discussion when it is done in group work that were similar to the ones reported in the study by Randy Fall and Noreen Webb (1997). An assessment that includes group discussion cannot be understood in the same way as a traditional assessment, as a measure of how students can perform without assistance from others. At the same time, an assessment that includes collaboration improve students’ social interactions and classroom functioning that cannot be found in traditional assessment.

Regarding the instructional approaches, students saw little value in a traditional teaching learning that was implemented in a traditional way. A large number of participants showed a great desire for participating in group or pair task which is the fundamental feature of the communicative approach to the effective process of teaching learning, a proposed approach that can be applied in civics education class (Browne, 2013). Before the discussion activity was given to the students, they would see some videos and songs that represented the theme of the materials being discussed. For example, they would see some videos and folksongs about traditional cultures in some parts of Indonesia to make them understand better about the diversity in Indonesia. Here, teaching media in the forms of media such as videos, songs, PPT, and many others will help the students understand the content of the materials being discussed better (Arevalo, 2010; Hackathom, et.al., 2011; Valencia, et.al., 2011). After that, before the students went to the core of materials and have the assignment to discuss some issues related to civics matters, they would get PACA organizer and it was time for them to recall their previous knowledge and used it to predict the things related to the materials and confirm them so as to develop their discussion and comprehension skills (Irvin, 1998; Black, 2008). The purpose of giving PACA organizer as the part of TDPdP theory implication is for the students to improve their ability in discussion and comprehension.
The implication of TDPdP theory in this study is leveling the students’ ability in discussion and comprehension with PACA in the process of teaching learning in Civics class and the medium of instruction was both English and Indonesian. Bilingualism is an opportunity, not an obstacle to literacy and it also seems to provide the heightened skills necessary for literacy (Dehouwer, et.a., 2013; Ramirez, 2000; Filippi, et.al., 2012). It is not a big problem for the students in their ability of discussion and comprehension when discussing the materials in civics education done in bilingual language. They really enjoyed their performance in front of the class to convey the results of their discussion and comprehension of the given materials in English in front of the class. The most important thing that should be done in the implementation of TDPdP theory is to improve students’ motivation so that they are willing to communicate with their peers or partners in their group or pair work in bilingual language.

The main source of motivation is a meaningful and interesting class, i.e. carefully planned task in which the students actively participate and there is quality pedagogical interaction (Markovic & Axmann, 2007; Ramires, 2010). Teachers should be aware of the need of helping students to develop their autonomy and a sense of self responsibility own learning which motivate them to participate in class. The students were also enthusiastic to do the discussion and comprehension assignments and perform the results of their discussion and comprehension in front of the class.

**Conclusion and Recommendations**

Keeping in view the suggestion of Murphy, et.al., (2009) that discussion approaches produced strong increases in the amount of student talk and cocomitant reductions in teacher talk, as well as improvements in text comprehension, it is suggested that results of this study that is the theory of TDPdP should be utilized for guiding inclusion of such material in the curricula which may help learners meet both their learning (academic, current) and target (occupational, future) needs.

Leveling the junior high school students’ ability in discussion and comprehension with PACA (Predicting and Confirming Activity) in Civics education subject is effective and it also fits the level of students’ cognitive and need, especially for grade 7 students. According to Murray (2007), Cognitive tools can be used for communication and this collaboration can
support the ability to reflect upon the quality of a communication where these thinking skills contribute to the quality of knowledge building and decision making.

A further implication of the model of learning civics education subject conveyed in bilingual method is implemented with PACA strategy in interesting and fun ways so that the students will not rely on the handbook as the material of learning but also to learn how to interact and to arouse communication with teachers and classmates both in English and Indonesian. The activities designed in TDPdP theory of how the leveling of students’ ability on discourse and comprehension is measured are able to maximize the students’ cognitive in the discussion and comprehension of the problems related to the materials dealing with civics education.

The implementation of TDPdP theory implemented in Civics Education subject should also use the teaching materials, resources and instructional approaches according to the prescribed features for a standard Civic Education course in literature.

According to the general view on how to conduct effective teaching learning especially in civic education done in bilingual ways, the content of a syllabus deals with the subject matter to be taught in a course. CAELA (2006) defines that in teaching Civics Education conveyed in bilingual language, it is important that teachers or practitioners understand ways to teach the subject, including the design of curriculum or the development of a lesson plan, the choices of regarding topics, approaches, and materials. In this case, teaching materials have to portray the students’ specific subject matter in Civics Education and their needs. And the implementation of PACA strategy will give the great help for students to improve their ability in discussion and comprehension. Because of that the materials intended for a particular group of learners has to be demanding and challenging to sustain and maintain motivation and interest among the learners.

References


THE UNDERPINNING ASPECTS OF THE SUCCESSFUL PARTICIPANT IN THE NATIONAL STORY TELLING COMPETITION OF JUNIOR HIGH LEVEL IN 2014

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Abstract

This study aims at determining what are the underpinning aspects of the successful participant in the national story telling competition participant of junior high level in 2014 as well as the background of the emergence of these underpinning aspects and benefits of the aspect itself. It is hoped this research can also have a positive impact on the reader as a reference so that the next story telling competition can help the deficiencies of the participants and be able to develop the potential that has been owned by the participants in order to win a storytelling competition in the future. Therefore, the population of this study is the national story telling competition participant of junior high level in 2014 as well as the teacher. Samples were taken from the participants who made it into the top ten. Data were obtained through questionnaire to determine the aspects which support their success as well as in-depth interviews of the teacher.

The results obtained show that there are five aspects that underpin the success of participants namely cognitive, creativity, infrastructure facilities, support and motivation aspects. The top ten participants highly own those aspects by using almost all the time to communicate in English in their daily lives. Moreover, none of them who bring the story by memorizing the text but they understand the story and the flow of the story as well. The height of creativity they proved by telling the story with their own style and improvise more without changing the idea of the story. Moreover, the ideas of stories they bring in the competition emerged from the participants. Similarly to aspects of infrastructure and support facilities, they get the costume and property as well as the full support of the school, teachers, families and government. Their motivation was not material but performance, and they always accept the challenge as a positive thing and not easily satisfied with what they have accomplished.

Evaluation criteria such as communication, expression and creativity as well as environmental factors which also support the participants are found as the winning background. In fact, the appearance of those aspects is the benefits that can bolster their success more superior than other participant who are already loose.

Thus, it can be concluded that by having those aspects, participants are able to know their lack in order to reach the victory. Therefore, it is hoped that this study can be socialized
Introduction

Educations is seen and considered as the very important tool and means to develop and increase the skilful quality of Indonesian human resources, which has competitiveness both in its country and abroad, are able to meet changing and increasingly global developments as well. To achieve these goals, it is necessary that there are some efforts must be made to improve the quality of our national education. In order to improve the quality of education, participation and support of all sides, including government, schools, and the community are needed. The government, in this case, is the authority which has fulfilled-right to make and legalize the educational policies that potentially improve the quality of education. While the school is an institution that is directly has a great participation with the students. This means that the school plays an important role in generating qualified output (graduates).

One of the activities which is organized by the government in an effort to improve the quality of the national education is the Festival and the National-Student's Art Competition, is referred to FLS2N (Festival dan Lomba Karya Seni Siswa Nasional). This competition is an annual event which is organized by the Ministry of Education and Culture, General Directorate of Primary Education - Directorate of Secondary School. It is expected that through these art activities the students are able to sharpen their sense of heart-sensitivity and conscience that will eventually soften their manners and behaviour.

This is in line with the theme of the 2014 FLS2N " The Nation-Character Building through efforts to develop a sense of unity and love of the nation and the Republic of Indonesia (Kemendikbud: 2014). The 2014 FLS2N is held in June 2014 in the Province of Central Java. By conducting these activities in Semarang City, the researchers have the opportunity to meet and get the data in accordance with science researchers with the hope that the English language will be able to answer questions in the minds of the researchers on the competition in the FLS2N, is that story telling.
Nowadays, there are a lot of researches that discuss the story telling as a way to increase the interest of the students. Hidayati (2012) states that story telling is an art of telling-story that can be used as a means to put the life and character values in children without no need to force them. According to Bunanta (2009: 5), there are wide concepts of storytelling that can be used to encourage children to read. They are, such as the concepts of story telling and playing, story telling with playing music, then making festival of a story telling with the concept of children's theatre for children, and so forth. With so many concepts in the story telling that can be carried, story teller or narrator is able to tell and show the story in interesting and creative ways, so that students do not feel bored. Learning by playing is a thing that can never be separated from a child; this is what should be remembered by the narrator.

Similar to other competition, the selection of storytelling young generation (students) which were started in the schools throughout the district/city continued to the provincial level and finally at the highest national level, is an effort that deserves to be said as the best way. The criteria of evaluation, communication, expression and creativity require participants to be able to talk in English orally. Not only that, the participants should also be able to properly communicate with the audience as in proper storytelling way. It is undeniable that English is the international language used among nations now, and it is considered very necessary for the people of Indonesia, especially the students to be able to use English as a means of functional communication as well. Therefore, this national storytelling competition is one of the very positive efforts in improving the English language skills of the students.

The participants of this story telling competition are indeed smart children who have much more ability than other children. Therefore, the researchers are interested in finding out what the aspects are those supports their successful and bring them at the national level, so as to motivate other participants who have lost at previous levels and can be beneficial for the participants in the next storytelling competition.

Based on the introduction mentioned above, there are some general objectives of this research are as follows:
a. Achieving the underpinning aspects of the participant's success of the national story
telling competition of junior-high level in 2014
b. Knowing the background of the underpinning aspects of the participant's success of the
national story telling competition of junior-high level in 2014.
c. Knowing the benefits of those aspects as the underpinning success of the national story
telling competition of junior-high level in 2014.

Research Methodology
This research used a descriptive research with qualitative data. The population of this research
was all participants who joined the national storytelling competition, and they were 35
(thirty five) participants according to the number of the provinces in Indonesia plus one
international school. This research took the best ten or ten participants who came to the final
round, as the sample or as much as 34%. The instruments and techniques of data collection
used in this study were observation, questionnaire, interview, and documentation. All of the
data were processed and made in field notes in the form of main findings, and then the
researchers developed them descriptively.

Results and Discussion
1. The underpinning aspects of the successful participant of the national story telling
competition of junior-high level in 2014.

The main data in this study is obtained from the questionnaires distributed to the ten
participants who enter the final round or were the top ten, while the supporting data are
obtained through interviews conducted by the participants themselves and their teacher-
assistants. Here is the recapitulation of the supporting aspects of the participant's success of
story telling competition at the national-junior high level in year 2014 as outlined in the
table.
### Table 4.1. Recapitulation of the underpinning aspects

<table>
<thead>
<tr>
<th>NO</th>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>1</td>
<td>I use English to communicate every day</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>In telling-story, I tend to memorize the text</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>In telling-story, I tend to understand the story-line/plot</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>I make my own story text</td>
<td>80%</td>
</tr>
<tr>
<td>5</td>
<td>My teacher make the story text</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>In telling-story, I tend to tell with my own style and improvise</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>In telling-story, I tend to follow the style of the original story</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>I also give an idea in compiling the text of the story</td>
<td>100%</td>
</tr>
<tr>
<td>9</td>
<td>I choose the title of the story for the competition</td>
<td>90%</td>
</tr>
<tr>
<td>10</td>
<td>The story that I use is always interesting</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td><strong>ASPECTS OF CREATIVITY</strong></td>
<td><strong>YES</strong></td>
</tr>
<tr>
<td>11</td>
<td>I need costume to win the competition</td>
<td>100%</td>
</tr>
<tr>
<td>12</td>
<td>I need property in order to win the competition</td>
<td>100%</td>
</tr>
<tr>
<td>13</td>
<td>I get sufficient costume from the school</td>
<td>100%</td>
</tr>
<tr>
<td>14</td>
<td>I get sufficient property from the school</td>
<td>100%</td>
</tr>
<tr>
<td>15</td>
<td>I do not participate in getting right costume and property for story telling competition</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td><strong>ASPECTS OF INFRASTRUCTURE FACILITIES</strong></td>
<td><strong>YES</strong></td>
</tr>
<tr>
<td>16</td>
<td>In preparation for the competition, I have a mentor (in addition to English teachers at school) to increase my English language skills</td>
<td>20%</td>
</tr>
<tr>
<td>17</td>
<td>In addition to school, I attend tutoring / private-course to face the story telling competition</td>
<td>0%</td>
</tr>
<tr>
<td>18</td>
<td>I receive full support from parents</td>
<td>100%</td>
</tr>
<tr>
<td>19</td>
<td>I receive full support from the government</td>
<td>100%</td>
</tr>
<tr>
<td>20</td>
<td>In preparation for the competition, my English teacher intensively trains me at school</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td><strong>ASPECTS OF SUPPORT</strong></td>
<td><strong>YES</strong></td>
</tr>
<tr>
<td>21</td>
<td>I take the story telling competition to get the coaching / foundin-fund.</td>
<td>20%</td>
</tr>
<tr>
<td>22</td>
<td>I take the story telling competition to get the achievements.</td>
<td>100%</td>
</tr>
<tr>
<td>23</td>
<td>I take the story telling competition selected by the school.</td>
<td>90%</td>
</tr>
<tr>
<td>24</td>
<td>I take the story telling competition to get a scholarship.</td>
<td>70%</td>
</tr>
<tr>
<td>25</td>
<td>I take the story telling competition because I like challenge.</td>
<td>100%</td>
</tr>
</tbody>
</table>

In the cognitive aspects, it can be described that the use of English in everyday communication is not only one of the decisive thing for being the winning indicator in the competition of story telling. However, this can be concluded that the ten participants who...
came into the 'the big ten' obviously use almost all the time to communicate in English in their daily lives. In addition, none of those who tell the story by memorizing the text but they really know and understand the big-line or plot of the story. They really love their stories and it makes them to be able to understand the details of the story being told. That makes them to be easy to take both the audiences and the juries to go deeper of the story. This proves that the participants of the national story telling competition of junior high-level in 2014 have very high cognitive aspects.

Creativity aspects greatly affects the participant's win because they do not only present the story to the juries and the audiences of the original source of the story, but the participants are also required to make the juries and the audience to be interested in listening to the story's line or plot that is delivered from the beginning to the end. Therefore, this is the place in which the creativity must be owned by the participants of national storytelling competition. Creativity can be proven from their way of telling stories by using their own style and improvise more without changing the story's idea with no referring to the style of the original story. In addition, the ideas which come up in the story that they bring up in the competition, emerge from the participants themselves. It is also seen in the selection of the title of the story that is carried by the participants themselves. The fact about the high creativity of the participants of this storytelling competition makes them worthy of being the winner.

The third of the success underpin aspect is the aspects of infrastructure facilities. All participants of the national storytelling competition of junior-high level in 2014 say that they really need costumes and properties as a means to achieve the winning in the competition. They also say that the full support of the school is adequate in providing this third aspect. In this turn, the participants get involved in the selection of the costumes and properties because almost of them say that the costumes and properties used by them in this competition is the convenience of using the costume and property during the competition so that their performance on stage of competition can be maximized.

Support aspect is also important similar to other aspects. These aspects include the support of several sides, of course, the school, parents or families and the government for the support of these sides the junior high school students in Indonesia can be encouraged in exploring the
potential of their self-owned, especially in the national story telling competition junior-high level 2014. Therefore, according to the researchers, the continuity between some sides for the students to take the competition is very important. This can be seen from the success of the participants who enter at the national level which has the support aspect. Almost all participants feel that the additional mentor who is outside of the participant's English teacher is probably unnecessary. Likewise, the participants do not feel the need for additional points in following the tutoring or private course to face this competition. Thus, this shows that participants who have been elected from each province in Indonesia is the best of the best participants who is selected from the low level, is that school's level until represent their province.

Motivation aspect is an aspect that is highly expected by the researchers to determine the results obtained. In this aspect, the researchers initially predict that the competition held now is this same with the other competition in general, is that led to the motivation to get the award in the form of the material. At this point, there is one positive thing that can be seen in the national storytelling competition in 2014. In fact, almost none of the participants in this national storytelling competition emphasize the winning to earn some money. Self-motivation possessed by the participants is to achieve the award as their accomplishment in reaching their great potential. The researchers also find that the participants in the national storytelling competition of junior-high level 2014 always have the champion mental by receiving any challenges as a positive thing and also the participants here do not easily feel satisfied with what they have achieved.

2. The emergence background of the underpinning aspects

The results of the interviews that the researchers have described above indicate that there are two things that emerge in the underpinning aspects of the successful participant in the national storytelling competition participants, namely:

a. Assessment criteria.

The evaluation's criteria for the national storytelling competition in 2014 are generally equal to the provincial assessment criteria, namely communication, expression and creativity. Three aspects belong to this; cognitive, creativity, and infrastructure facilities aspects.
b. Environmental factors.

The aspects included in this environmental factor is the aspect that is not in the assessment criteria, despite that environmental factors are no less important and cannot be avoided. Those are aspects of support and motivation. The results of the questionnaire of the participants show that the participants get 100% support from the environment such as school, teacher-assistant, parents and friends. The questionnaire's results also show the high motivation of the participants, is that 100% of the participants do the exercises intensively with teachers in preparing for this competition.

3. Benefits of the underpinnig success aspects

The biggest benefit is clearly seen, is that the finalists of the national story telling competition of junior-high level 2014 level have had the underpinning success aspects that the researchers have described so that they are more superior or excellent than twenty-five other participants. For example, the first (1st) winner of this competition is the participant who has the highest cognitive aspects the other participants. In addition, this participant is very creative and expressive. He tells the story with a very interesting improvisations and he has his own original style even though he is an albino patients who his view is only 2cm. The second (2nd) winner in this competition is very high in the aspect of creativity. With creativity that she possesses, she is able to attract the attention of the juries and the audiences in the story that she brings up. Also, the third (3rd) winner has a combination of the cognitive and creative aspects. Her ability to interact with the juries and audiences makes her seems good without memorizing the text which is considered as an additional score.

From the explanation above, we can see that the participants of the national story telling competition of junior-high level in 2014 have five aspects that underpin the success of it. Thus, the assessment criteria and environmental's factors that contribute to the winning participants is the background of the emergence of those aspects that has clear benefits that can be used by the reader as a reference for the huge progress in the next story telling competition.
Conclusion And Suggestion

1. Conclusions

a. There are five aspects that underpin the successful participants of the national storytelling competition of junior-high level in 2014, namely, cognitive aspects, aspects of creativity, aspects of infrastructure, support aspects and motivational aspects.

b. There are two things that become the emergence background of the aspects that underpins the success of the participants in the storytelling competition, namely, the assessment criteria and environmental factors.

c. Of some aspects given above, it can be concluded that every participant in the storytelling competition has the ability to master these aspects differently. As for the things we need to know from the ability of every student in mastering these aspects is to provide an appropriate portion of the capabilities possessed by the participants of the competition, because it seems that the winner of this storytelling competition of junior-high level in 2014 tends to referring to the participants who has much higher cognitive than the other participants.

d. There are several criteria that are subjective assessments, they are communication and creativity in which based on the own assessment or judgement of each of the jury. This makes the competition to be different and interesting every year.

e. By knowing the benefits of underpinning successful aspects, the participants are able to know their own disadvantages so that they have chance to win the similar competition next time.

2. Suggestion

a. Referring to the conclusion no. 3 that the ability of each student is different, of course, it is recommended that the reader can provide a suitable portion for the participants as needed rather than providing intensive practicing that is not on target.

b. It is hoped that the results of this study is able to be published to all participants, interested person, and even the storytelling observers, so that the results of this study can be used as a reference to develop and seek for the new potentials associated with the storytelling competition.
c. The results of this research can be developed into further research in the future in order to become an indicator in the process of developing one of the educational quality improvement through story telling competition.

d. It is needed to study the similar competition which has primarily been carried out in previous years in order to increase the learning to improve the self-owned quality and achieve the winning.

References


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Abstract

Communicative language teaching (CLT) is well established as the dominant theoretical model in ELT. With the popularity of this approach in the 1970s, misconception also emerged that the teaching of grammar was considered undesirable. Recent research in second language acquisition (SLA), however, has led to a reconsideration of the importance of grammar that language learning needs some degree of consciousness and that teaching approaches focusing only on meaning are inadequate. Recent SLA research has also demonstrated that instructed language learning has major effects on both the rate and the ultimate level of L2 acquisition. Particularly, research has shown that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context.

This article, therefore, aims to share collaborative output tasks as alternative ways of integrating grammar in CLT with English teachers who are attempting to improve their learners’ communicative competence. These activities are designed to push learners to produce output accurately by performing tasks that require them to pay attention to both meaning and forms. Some examples of collaborative output task activities will also be presented to provide clearer concept. This method is assumed that during collaborative output activities learners get collective help and guided support as a result of interacting with each other in order to solve linguistic problems and produced output accurately.

Keywords: Collaborative Output Tasks, Teaching Grammar, Communicative Language Teaching

Introduction

Why does a child learn his L1 with relative ease while a learner finds it very difficult to learn an L2 in the classroom? One of the possible reasons for this is that the classroom environment is often an artificial setting and language teaching and learning lacks authenticity.
The challenging question is whether we can recreate authenticity in the classroom through our teaching. In the traditional classroom instructional environment, the focus is on the language itself. Learners must master the grammatical rules of the target language where the emphasis is on learning the language rather than using the language for communicative purposes. On the other hand, many CLT practitioners have assumed that grammar should be taught. They assumed that grammar can be acquired through natural language use. However, it is proved not enough. Communicative instruction should recreate the same conditions of a natural setting and place more emphasis on interaction, conversation, and language use but also include learning the language.

Some researchers propose alternative ways of integrating grammar in CLT to promote both meaning and forms in a lesson called collaborative output tasks. Collaborative output task is defined as instructional options that push learners to produce output accurately by performing tasks that require them to pay attention to both meaning and forms. It is an integration of task-based learner collaboration and output-based interaction in L2 classrooms. There are some contributions of output as summarized by Skehan (1998): output generates better input, promotes syntactic processing, helps learners test their hypotheses about grammar, facilitates automatization of existing knowledge, helps the development of discourse skills, and helps learners develop their personal voice by focusing on topics that they are interested in. Some examples of the forms of collaborative tasks are dictogloss, reconstruction cloze tasks, text-editing tasks, and collaborative output jigsaw tasks. These activities are found to be effective.

The following sections will briefly describe the concepts of communicative language teaching, researches on teaching grammar and the more focused description of collaborative output tasks.

**Communicative Language Teaching**

Richard (2006:2) states “Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”. The goal of communicative language teaching is the teaching of communicative competence which includes aspects of language knowledge such as knowing
how to use language for a range of different purposes and functions, knowing how to very our use of language according to the setting and participants, knowing how to produce and understand different types of texts, and knowing how to maintain communication despite having limitations in one’s language knowledge, Richard (2006, p.3).

In recent years, language learning has been viewed as a result from processes such as interaction between the learner and users of the language, collaborative creation of meaning, creating meaningful and purposeful interaction through language, negotiation of meaning as the learner and his or her interlocutor arrive at understanding, learning through attending to the feedback learners get when they use the language, paying attention to the language one hears (the input) and trying to incorporate new forms into one’s developing communicative competence, and trying out and experimenting with different ways of saying things, Richard (2006, p.4).

The types of classroom activities proposed in CLT require learners to participate in classroom activities that were based on a cooperative approach to learning. This includes pair work activities, role plays, group work activities and project work. Learners were expected to take on a greater degree of responsibility for their own learning and teachers took a role as facilitator and monitor rather than a role model for correct speech and writing. The main activity types that were one of the outcomes of CLT can be classified into accuracy and fluency activities.

Fluency, one of the goals of CLT, is defined by Richard (2006, p.14) as natural language use occurring when a speaker engages in meaningful interaction and maintain comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency can be developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct understandings, and work to avoid communication breakdowns. Accuracy practice, on the other hand, focuses on creating correct examples of language use. Richard further summarizes the differences between fluency and accuracy activities as follows:

*Activities focusing on fluency*

- Reflect natural use of language
Focus on achieving communication
Require meaningful use of language
Require the use of communication strategies
Produce language that may not be predictable
Seek to link language use to context

Activities focusing on accuracy
Reflect classroom use of language
Focus on the formation of correct examples of language
Practice language out of context
Practice small samples of language
Do not require meaningful communication
Control choice of language

Richard (2006, p. 15-16) recommends that teachers use a balance of fluency activities and accuracy and use accuracy activities to support fluency activities in which accuracy work could either come before or after fluency work. Accuracy work could be assigned to deal with grammatical or pronunciation problems on the fluency performance the teacher observed while learners were carrying out the task. In doing fluency tasks, the focus is on getting meanings across using any available communicative resources which often depends on vocabulary and communication strategies, and there is little motivation to use accurate grammar or pronunciation. Therefore, the teachers need to prepare students for a fluency task, or follow-up activities that provide feedback on language use. They are also encouraged to make greater use of small-group work because group work activities are assumed to give greater opportunities to use the language and develop fluency.

The three different kinds of practice are mechanical, meaningful, and communicative. Mechanical practice is a controlled practice activity which learners can successfully carry out without necessarily understanding the language they are using (e.g. repetition drills and substitution drills). Meaningful practice is then an activity where language control is still provided but learners are required to make meaningful choices when carrying out practice. For example, to practice the use of prepositions to describe locations of places, learners might be given a street map with various buildings identified in different locations. A list of
prepositions such as across from, on the corner of, near, on, next to is provided. They then have to answer questions such as “Where is the book shop? Where is the café?” etc. And communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, learners might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest cafe, etc.

Similarly, Littlewood (1981, p.20) group activities into two kinds: pre-communicative activities and communicative activities. Pre-communicative activities involve structural activities and quasi-communicative activities while communicative activities involve functional communication activities and social interactional activities. Functional communication activities require students to use their language resources to overcome an information gap or solve a problem. Social interactional activities require the learner to pay attention to the context and the roles of the people involved, and to attend to such things as formal versus informal language. These requirements have been reflected in CLT activities such as information gap activities, jigsaw activities and other types of activities including task-completion activities, information-gathering activities, opinion-sharing activities, information-transfer activities, reasoning-gap activities, and role plays, Richard (2006, p.19).

Most of the activities in CLT are designed to be carried out in pairs or small groups which provide learners with several benefits that they can learn from hearing the language used by other members of the group, produce a greater amount of language than they would use in teacher-fronted activities, have the chance to develop fluency, and heir motivational level is likely to increase.

**Research in Teaching Grammar**

The role of grammar in the L2 classroom has become a reconsideration and reevaluation as a necessary component of language instruction. The claim is that teaching approaches which focus primarily on meaning-focused communication is inadequate. Extensive research on learning outcomes in French immersion programs by Swain and her colleagues showed that, the learners did not achieve accuracy in certain grammatical forms even though long-term exposure to meaningful input, (Lapkin, Hart, & Swain, 1991). This research suggested that to
develop high levels of accuracy in the target language, some type of focus on grammatical forms was necessary. This means that communicative language teaching should not purely focus on meaning but also accommodate the need of forms (Ellis, 1997).

Besides, the 1980s hypothesis reveals that language can be learned without some degree of consciousness has been found theoretically problematic. Skehan (1998) and Tomasello (1998) have presented their findings which indicate that language learners cannot process target language input for both meaning and form simultaneously. They need to notice target forms in input in order that they process input for both meaning and specific forms, not either of them. Thus, noticing or awareness of target forms plays an important role in L2 learning.

Krashen (1993, p.725), on the other hand, argued that explicit grammatical knowledge about structures and rules for their use may never turn into implicit knowledge underlying unconscious language comprehension and production. He suggests that studies showing an effect for formal instruction present only low increases in consciously-learned competence. Truscott (1996:120) also rejects the value of explicit grammar instruction on similar grounds, arguing that its effects are short-lived and superficial and that grammar instruction alone may not promote what he called “genuine knowledge of language”.

However, Spada (1997) notes that when learners receive communicative exposure to grammar points introduced through formal instruction, their awareness of the forms and their accuracy of use improves. A combination of form focused instruction and meaningful communication can therefore be suggested to become a part of a task-based communicative curriculum.

**Collaborative Output Tasks**

Research by Swain and her colleagues has shown that although they were much exposed to meaningful input, French immersion students often lacked high levels of accuracy in certain grammatical forms. Swain (1985) suggests that this is because the learners were not pushed beyond their current level of interlanguage. She therefore argues that output of the L2 plays an important role in SLA (1985). Thus, when learners attempt to produce the L2, they notice that they are not able to say what they want to say (Swain, 2001), and this “pushes” them to
achieve greater accuracy. Pushed output also provides opportunities for formulating and testing hypothesis.

Thus, the importance of the role of output in L2 learning, as well as opportunities for collaborative negotiation, provides important arguments for incorporating tasks into language classrooms that meet these requirements. This can be achieved through collaborative output tasks, that is, activities that are designed to push learners to produce output collaboratively and also reflect on and negotiate the accuracy of their language production. Such activities are beneficial to L2 learners because when output is produced collaboratively, learners are not only pushed to use the target structure, but they will also get help from their peers when trying to make their meaning precise (Kowal & Swain, 1994; Swain & Lapkin, 2001). Collaborative output will also provide learners with opportunities to reflect on language consciously and to talk about language forms, which raises their awareness of problematic forms. Swain and Lapkin (2001) noted that, through collaborative output, not only is meaning co-constructed but the language itself is developed as well. Several collaborative output tasks, including dictogloss, collaborative jigsaw, and text reconstruction tasks are described as the following:

**Dictogloss**

Dictogloss is a kind of output task that encourages students to work together and produce language forms collaboratively by reconstructing a text presented to them orally. Wajnryb (1990, p.6) defines such tasks as a task-based procedure designed to help language-learning students towards a better understanding of how grammar works on a text basis. It is designed to expose where their language-learner shortcomings (and needs) are, so that teaching can be directed more precisely towards these areas.

In a dictogloss, the teacher reads a short text at a normal pace while students jot down any words or phrases related to the content as they listen. Learners then work in small groups or pairs to reproduce the text as closely as possible to the original text in terms of grammatical accuracy and cohesion. Generally, a dictogloss activity involves four stages: the preparatory stage, the dictation stage, the reconstruction stage and the analysis and correction stage, Wajnryb (1990).
The aim of a dictogloss task is not only to push learners to produce output collaboratively, but also to promote negotiation of form and meaning. The advantages of the dictogloss are promoting verbal interaction in a realistic communicative context as a result as communicating and helping each other to reconstruct the passage, pushing students to reflect on their own language output and get engaged in meta-talk, encouraging learners to pool their knowledge together and learn from each other and it also enables them to find out what they know and what they do not know about the language. Thus, it raises learners’ consciousness of specific aspects of language use.

Dictogloss uses an authentic text or a text that the teacher constructs or modifies which preferably contains several instances of a particular grammatical form to facilitate learners’ attention to form. The complexity of the text varies depending on learners’ linguistic level. And the number of times a text is read can also be adjusted to suit learners’ proficiency level.

**Reconstruction Cloze Tasks**

Collaborative output tasks can also be designed in the form of reconstruction cloze tasks which is similar to a dictogloss in many respects. However, it differs from it in that during the reconstruction phase, learners receive a cloze version of the original text. In the cloze version, certain linguistic forms that are identified by the teacher as the focus of the task can be removed from the text. Thus, the task involves two versions of a text: an original version, which is read to learners, and a cloze version. Learners are then asked to reconstruct the text and also supply the missing items in the cloze version. The advantage of a cloze reconstruction task is that it requires learners to reproduce specific target structures.

The procedure for completing the task is as follows:

1. The teacher reads the original version to learners at a normal pace.
2. Learners listen carefully for meaning and also jot down notes related to the content.
3. Learners receive a copy of the cloze version of the text.
4. Learners are asked to work in pairs to reconstruct the text and also supply the missing words or phrases as correctly and as closely as possible to the original text.
5. Finally, students compare their reconstructed text with the original text and discuss the differences.

**Text-editing Tasks**

Another way of pushing learners to produce certain target items accurately is by using text-editing tasks. Text editing requires students to correct a text in order to improve its accuracy and expression of content. This task can be used either individually or collaboratively. However, when conducted collaboratively, the task has been shown to generate more attention to form and to promote the learning of targeted items more effectively (Nassaji & Tian, 2010). In this task, the teacher can read a text that contains instances of certain target forms and ask students to listen for comprehension (the reading comprehension component of the task is optional, but it is useful because it would ensure that the task has a meaning-focused dimension).

Then the teacher gives learners a version of the task that contains errors. Learners are asked to edit the text collaboratively by making any changes they feel are needed in order to make the text as grammatically accurate as possible.

**Collaborative Output Jigsaw Tasks**

Jigsaw tasks are a kind of two-way information gap task in which students hold different portions of the information related to a task to share and exchange the different pieces of information to complete the task. According to Pica et al. (1993), for a jigsaw task to be an effective output task, it should also be goal oriented and generate negotiation of meaning andable to push learners to reproduce a particular linguistic target embedded in the tasks.

Collaborative jigsaw tasks are often designed in the form of segmented texts that students have to put together to create the original text. Pica et al. (2006) described the steps in designing and implementing such tasks. An authentic or related to the course text is selected. Then two versions of the text are prepared (e.g., versions A and B), with each version containing some sentences that are exactly the same as the sentences in the original passage. Other sentences are modified in that a target form in the original passage appears in a different form or order in the students’ version. The task is then carried out as follows:

1. The teacher reads the original passage to learners.
2. Pairs of learners receive the modified versions of the passage, with one learner receiving version A and the other version B.

3. Learners attempt to choose the correct order of individual sentences as they appear in the original version.

4. Learners attempt to choose between different sentences in versions A and B and find those that are the same in terms of grammatical accuracy as those in the original text. They also attempt to justify their choices.

5. Learners compare their assembled passage with the original passage and identify any possible differences.

For a jigsaw task to become an output task, learners are required to produce a certain linguistic form while completing the task for example by adding a cloze component to the jigsaw task by removing some of the target forms in the learners’ version. Learners would then attempt to complete the jigsaw by supplying the missing words. When completing the task, the learners choose not only the correct order of the sentences but also attempt to choose the sentences that are the same as the ones in the original passage. They have also to provide the missing items. In all these steps, learners’ attention can be drawn to the target forms.

**Effectiveness of Collaborative Output Tasks**

Based on a number of studies investigating the effectiveness of collaborative output tasks, positive effects for promoting attention to form and L2 development are significant. Kowal and Swain (1994), for example, examined whether collaborative output tasks such as dictogloss can promote learners’ language awareness. The intermediate and advanced learners of French who worked collaboratively to reconstruct a reading text showed that when constructing a text they noticed gaps in their language knowledge, their attention was drawn to the link between form and meaning, and they obtained feedback from their peers.

Swain and Lapkin (2001) compared the effects of dictogloss with jigsaw tasks with two groups of French immersion students. The researchers did not find any significant distinction between the dictogloss and jigsaw tasks in terms of the overall degree of attention to form they generated, but it was found that the dictogloss led to more accurate reproduction of target forms than the jigsaw task. Pica et al. (2006) investigated the effectiveness of jigsaw tasks...
with six pairs of intermediate-level English L2 learners. Their results showed evidence for the effectiveness of such tasks for drawing learners’ attention to form and also for helping learners to recall the form and functions of target items. In a recent classroom-based study, Nassaji and Tian (2010) examined the effectiveness of a reconstruction cloze task and reconstruction editing task for learning English phrasal verbs. Their results showed that completing the tasks collaboratively led to greater accuracy than completing them individually.

Conclusion

The current discussion has talked about the innovative ways of teaching language. This aims to bridge the gap between traditional grammar and pure communicative language teaching. In term of activities, collaborative output tasks are beneficial and applicable for any level of language proficiency. Importantly, they are significant in combining the grammar practice and communicative needs. Therefore, this alternative ways can become a solution for problematic classroom.

References


**Biodata:**

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SPORT SCIENCE STUDENTS’ BELIEFS
ABOUT LANGUAGE LEARNING

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Abstract

There are many reasons for students of Sport Science to use English. Yet, knowing the importance of learning English is sometimes not enough to encourage them to learn English well. Based on the experience in teaching them, erroneous belief seems to be held by many of them. It arouses curiosity about the beliefs which might be revealed to help the students to be successful in language learning. By investigating sport science students’ beliefs about language learning, it is expected that types of the beliefs which they hold can be revealed. Understanding students’ beliefs about language learning is essential because these beliefs can have possible consequences for second language learning and instruction. This study is expected to provide empirical evidence. The subjects of this study were 1st semester students majoring in Sport Science of Sport Science Faculty. There were 4 classes with 38 students in each class. There were approximately 152 students as the population of the study. The sample was taken by using random sampling. All members of the population received the questionnaire. The questionnaire which was later handed back to the researcher is considered as the sample. The instrument in this study is the newest version of Beliefs About Language Learning Inventory (BALLI), version 2.0, developed by Horwitz to asses the beliefs about learning a foreign language.

Keywords: belief, sport students, BALLI, language learning

Introduction

There are many reasons for students of Sport Science use English. First, English is one of their important subjects in college since there are many information about sport which are usually exposed in English. Learning English enables them to learn many things about sport, such as the latest news and knowledge which are related to their skill in sport. Second, based on their experiences, they also realize that in particular situation --- for instance, when they
become athletes and join competition around the world --- their ability to communicate in English is essential. They may meet other athletes, coaches, and sport practitioners from different countries who speak other languages. Thus, having a good grasp of English enables them to communicate better with these people in order to share experience and knowledge. Third, when an athlete grows in achievements and fame, he is more exposed globally with fans all around the globe. Since English is the most spoken language in the world, being able to express one's self with an easy way in it is important.

In addition, knowledge of English is a requirement for this decade. There are many companies which require their employees to have highly functional language skills to be able to perform their business efficiently. Many jobs require the applicants to be fluent in English.

Yet, knowing these importances of learning English for Sport Science students is sometimes not enough to encourage them to learn English. Many students think that English is very difficult to learn and do not feel comfortable to converse in English mainly because of their lack of confidence in speaking English. They think that they have to master not only many vocabularies but also grammar rules before they practice speaking in English. Such erroneous belief seems to be held by many Sport Science students. It arouses curiosity about other beliefs which might have not revealed yet.

Horwitz defines beliefs about language learning as language learners’ preconceived ideas or notions on a variety of issues related to second or foreign language learning. It refers to learners’ insights, concepts, opinions, representations, assumptions, expectations or mini-theories of the nature of language or language learning (1987: 119). Some of these beliefs are influenced by students’ previous experiences as language learners and other are shaped by their own cultural backgrounds (in Wenden & Rubin, 1987: 119)

The beliefs that learners develop and hold to be true about their capabilities and skills have an immediate impact on their learning behaviors. It is stated by Horwitz that preconceived notions about language learning would likely influence a learner’s effectiveness in the classroom. It has obvious relevance to the understanding of student expectations of, commitment to, success in, and satisfaction with their language classes (Horwitz, 1988: 283).
For instance, if students believe that languages can only be learned through translation and explanation, they will expect the language instruction to be based on translation and explanation and will reject any approach adopted by the teacher which does not correspond to this expectation. Learners choose to engage in activities when they perceive that they have sufficient competence to fulfill the task requirements. Learners who believe that language learning requires a special ability which they lack, would naturally not be motivated towards learning a foreign language.

Understanding students’ beliefs about language learning is essential because these beliefs can have possible consequences for second language learning and instruction. Knowledge of student beliefs may be useful for teacher because when students hold erroneous beliefs, the teacher can confront them with effective ways such as providing the students with new information concerning about certain belief, to clear up some misconceptions about language learning.

In an early attempt to identify the types of beliefs held by language learners, Horwitz (1987) administered the BALLI (Beliefs About Language Learning Inventory) to groups of learners. Five general areas of beliefs emerged from the analysis. The classifications are: difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies, and motivation and expectation (Horwitz in Wenden & Rubin, 1987: 122-125 & Horwitz, 1988: 286-290), each of them will be presented in Discussion section.

Methodology
This is a descriptive study which employs qualitative approach. The subjects of this study were 1st semester students majoring in Sport Science of Sport Science Faculty who took English 1 in academic year 2012/2013. There were approximately 152 students as the population of the study. The sample was taken by using random sampling. All of the population received the questionnaire. There were two requirements which were set to determine the sample. First, the subjects were students who submitted the questionnaire. Second, the subjects were taken as the sample when they had answered all statements in the questionnaire. From the two requirements mentioned above, the subjects who met the
requirements were 104 students. The instrument which was used in this study is the newest version of Beliefs About Language Learning Inventory (BALLI), version 2.0, developed by Horwitz (2012). The BALLI employs a 5-point Likert-scale ranging from answers indicating “strongly disagree” to “strongly agree”. BALLI, as a self-reported instrument to assess learners’ beliefs, has been quite extensively employed in many researches. It has become a popular instrument for investigating beliefs about language learning (Mohebi & Khodadady, 2011: 99).

Discussion

Since BALLI does not produce a single composite score of students’ responses, the overall frequencies of the total students are showed in percentage, whether the students disagreed or strongly disagreed with an item, agreed or strongly agreed with it, or were neutral about it. Horwitz in Wenden & Rubin, 1987: 122-125 & Horwitz, 1988: 286-290 classify the categories as follow:

1. Difficulty of language learning

It concerns general difficulty of learning a foreign language and the specific difficulty of the student’s particular target language. Students' judgments about the difficulty of language learning are critical to the development of students expectations for and commitment to language learning.
Table 1 Response Frequency for Difficulty about Language Learning

<table>
<thead>
<tr>
<th>Stat. No</th>
<th>Item description</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>Some languages are easier to learn than others.</td>
<td>1% 20% 8% 49% 22%</td>
</tr>
<tr>
<td>4</td>
<td>English is an easy language</td>
<td>4% 32% 13% 42% 9%</td>
</tr>
<tr>
<td>6</td>
<td>I believe that I will learn to speak English very well</td>
<td>0% 3% 1% 66% 30%</td>
</tr>
<tr>
<td>15</td>
<td>If someone spent one hour a day learning a language how long would it take for them to learn that language very well?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. less than a year.</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>2. 1–2 years.</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>3. 3–5 years.</td>
<td>11.5%</td>
</tr>
<tr>
<td></td>
<td>4. 5–10 years.</td>
<td>11.5%</td>
</tr>
<tr>
<td></td>
<td>5. You can’t learn a language in one hour a day.</td>
<td>21%</td>
</tr>
<tr>
<td>27</td>
<td>It is easier to speak than understand English.</td>
<td>7% 29% 14% 39% 11%</td>
</tr>
<tr>
<td>35</td>
<td>It is easier to read and write English than to speak and understand it.</td>
<td>0% 26% 5% 48% 21%</td>
</tr>
</tbody>
</table>

As the students in this study agreed that some languages are easier to learn than others (71%), many of them also agreed that English is an easy language (51%). It is good to know that most of the students do not think English as a difficult language. This reason makes the students believe that they will learn to speak English very well. In other words, they consider that success in language learning is achievable. This finding in line with Horwitz who stated that how students judged the difficulty of learning a language likely influences their expectations and commitment to the learning task (1988: 286).

It is proven when the students were asked about the time requirements for language learning, 56% of the students felt that with an hour a day studying English, it would take 2 years maximum to learn English well, as they believe in their ability and consider that English is an easy language.

With regard to ease of skills, 50% students felt that understanding was easier than speaking, while nearly 36% students disagreed, and the rest (14%) neither agreed nor disagreed. Sixty-
nine students stated that it is easier to read and write English than to speak and understand it, whereas 26% students disagreed with the idea and only 5% showed no opinion.

2. *Foreign language aptitude*

It concerns with the general existence of specialized abilities for language learning and beliefs about the characteristics of successful and unsuccessful language learners. The items address the issue of individual potential for achievement in language learning.

<table>
<thead>
<tr>
<th>Stat. No</th>
<th>Item description</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is easier for children than adults to learn a foreign language.</td>
<td>3% 11% 3% 57% 24%</td>
</tr>
<tr>
<td>2</td>
<td>Some people have a special ability for learning foreign languages.</td>
<td>1% 10% 6% 57% 26%</td>
</tr>
<tr>
<td>5</td>
<td>People from my country are good at learning foreign languages.</td>
<td>1% 37% 19% 36% 7%</td>
</tr>
<tr>
<td>10</td>
<td>It is easier for someone who already speaks a foreign language to learn another one.</td>
<td>2% 41% 9% 40% 8%</td>
</tr>
<tr>
<td>24</td>
<td>Women are better than men at learning foreign languages.</td>
<td>34% 40% 11% 9% 6%</td>
</tr>
<tr>
<td>38</td>
<td>People who are good at mathematics or science are not good at learning foreign languages.</td>
<td>23% 49% 11% 14% 3%</td>
</tr>
</tbody>
</table>

The study found that the students tended to be positive about their foreign language learning aptitude. They felt strongly that people have some special ability in language learning (83%), believed in the superior language learning ability of children (81%), and in the overall ease of learning a particular language. Conversely, they disagreed with female superiority in language learning (74%).

The most common belief held by current and past language learners is that children have a special aptitude for language learning. Perhaps one cannot say that the view is erroneous, but for adult learners who are enrolled in an academic English course the responses reflect an
attitude that could have a negative impact on their learning. If students believe that additional language learning is easier for children, they may perceive the learning to be difficult to comprehend.

Table 2.2. Response Frequency for Foreign Language Aptitude (Personal Aptitude)

<table>
<thead>
<tr>
<th>Stat. No</th>
<th>Item description</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>I have a special ability for learning foreign languages.</td>
<td>4%</td>
</tr>
<tr>
<td>41</td>
<td>People who speak more than one language are very intelligent.</td>
<td>4%</td>
</tr>
<tr>
<td>42</td>
<td>Everyone can learn to speak a foreign language.</td>
<td>3%</td>
</tr>
</tbody>
</table>

When asked about their own potential special ability for learning English, many students in the present study were not confident about having their special ability, 39% did not believe that they have that special ability, 21% were neutral. Such response indicates that the students have fairly negative assessments of their own language learning abilities (Horwitz, 1988: 287). It may have much to do with their individual differences related to individual self-confidence in learning foreign languages.

On the other hand, although a large number of students did not believe that they have special ability, the majority of the students agreed that everyone could learn to speak a foreign language (85%). Taken together, the responses of these two items would appear to indicate that many of the subjects did not see themselves as particularly gifted language learners, but that average ability is adequate to meet the task of language learning. It means that the students have sufficient confidence about their ability in learning English.

3. Nature of language learning

The statements include a broad range of issues related to the nature of the language learning process. It concerns the role of cultural contact and language immersion in language achievement, assess the learner’s conception of the focus of the language learning task, determines the learner views about language learning (as different from other types of
learning), and addresses the students’ perceptions of structural differences between English and the target language.

Table 3.1. Response Frequency for the Nature of Language Learning
(Perceived value and nature of English learning)

<table>
<thead>
<tr>
<th>Stat. No</th>
<th>Item description</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>It is necessary to know about English-speaking cultures in order to speak English.</td>
<td>3%</td>
</tr>
<tr>
<td>11</td>
<td>It is best to learn English in an English-speaking country</td>
<td>3%</td>
</tr>
<tr>
<td>13</td>
<td>In order to speak English, you have to think in English.</td>
<td>5%</td>
</tr>
<tr>
<td>19</td>
<td>It is better to have teachers who are native-speakers of English.</td>
<td>2%</td>
</tr>
<tr>
<td>30</td>
<td>Learning a foreign language is different from learning other academic subjects</td>
<td>2%</td>
</tr>
</tbody>
</table>

The students felt that learning a foreign language is different from learning other academic subjects (81%) as they previously agreed that learning language requires certain special ability (see Table 2. Foreign Language Aptitude). They highly valued certain aspects of the nature of learning English such as the importance to know about English-speaking cultures in order to speak English (72%), to learn English in an English-speaking country (82%), and to have teachers who are native-speakers of English (67%). In summary, they considered learning atmosphere as an important factor for successful language learning.

Table 3.2. Response Frequency for the Nature of Language Learning
(Formal Structural Learning)

<table>
<thead>
<tr>
<th>Stat. No</th>
<th>Item description</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>The most important part of learning English is learning vocabulary words.</td>
<td>1%</td>
</tr>
<tr>
<td>22</td>
<td>The most important part of learning English is learning the grammar.</td>
<td>2%</td>
</tr>
<tr>
<td>32</td>
<td>The most important part of learning English is learning how to translate from my native language.</td>
<td>1%</td>
</tr>
</tbody>
</table>
Concerning formal structural learning, many people believe that learning another language is merely a matter of translating from English or learning grammar rules or new vocabulary words. The respondents in this study shared these opinions about language learning. Most of them agreed that the most important part is learning how to translate from their native language into English (83%).

With respect to grammar and vocabulary, the majority of the students (94%) feels that the most important part of learning English is learning vocabulary words. Yet, there seems to be conflicting beliefs among the students as they also placed grammar as the most important part in learning English (77%). A belief that learning vocabulary words and grammar rules is the most important part of language learning certainly lead students to spend the majority of their time memorizing vocabulary lists and grammar rules at the expense of other language learning tasks.

4. Learning and communication strategies

It addresses learning and communication strategies. It is directly related to a student’s actual language learning practices.

Table 4.1. Response Frequency for Learning and Communication Strategies

(Perceptions about speaking in English)

<table>
<thead>
<tr>
<th>Stat. No</th>
<th>Item description</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>It is important to speak English with an excellent accent</td>
<td>0% 12% 3% 50% 35%</td>
</tr>
<tr>
<td>9</td>
<td>You shouldn’t say anything in English until you can say it correctly</td>
<td>33% 44% 2% 15% 6%</td>
</tr>
<tr>
<td>12</td>
<td>I enjoy practicing English with the people I meet</td>
<td>2% 43% 7% 37% 11%</td>
</tr>
<tr>
<td>21</td>
<td>If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on</td>
<td>8% 24% 3% 40% 25%</td>
</tr>
<tr>
<td>43</td>
<td>I feel timid speaking English with other people</td>
<td>19% 47% 8% 23% 3%</td>
</tr>
</tbody>
</table>

The students highly valued the importance of speaking English with an excellent accent (85%). However, most of them rejected the statement that “you should not say anything in
English until you can say it correctly” (77%). This may indicate that many language learners agreed that even though speaking English requires good accent and correct pattern, it is impossible to speak a foreign language without making any errors. This is considered as a positive attitude because the students would not restrict themselves from the communication. Research has shown that language learning is more successful if learners interact and communicate freely without any fear of making mistakes, but instead are able to laugh at their mistakes (Brown, 2000:114).

Yet, there seems to be conflicting belief here since a large number of students also agreed that it will be difficult for them to speak correctly later on if in the beginning they are permitted to make errors without correction (65%). The result showed that many students were concerned with the correctness of English.

Table 4.2. Response Frequency for Learning and Communication Strategies
(General Strategies in Learning English)

<table>
<thead>
<tr>
<th>Stat. No</th>
<th>Item description</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>It’s ok to guess if you don’t know a word in English</td>
<td>8% 11% 4% 64% 13%</td>
</tr>
<tr>
<td>18</td>
<td>It is a good idea to practice speaking with other people who are learning English</td>
<td>1% 1% 1% 33% 64%</td>
</tr>
<tr>
<td>23</td>
<td>It is important to practice with multi-media</td>
<td>1% 14% 7% 60% 18%</td>
</tr>
<tr>
<td>26</td>
<td>I can learn a lot from group activities with other students in my English class</td>
<td>0% 9% 7% 66% 18%</td>
</tr>
<tr>
<td>29</td>
<td>I can learn a lot from non-native English teachers</td>
<td>3% 28% 9% 44% 16%</td>
</tr>
<tr>
<td>31</td>
<td>It is possible to learn English on your own without a teacher or a class</td>
<td>17% 36% 3% 27% 17%</td>
</tr>
<tr>
<td>33</td>
<td>Students and teachers should only speak English during English classes</td>
<td>4% 53% 7% 23% 13%</td>
</tr>
<tr>
<td>34</td>
<td>I can find a lot of useful materials to practice English on the Internet</td>
<td>1% 2% 4% 72% 21%</td>
</tr>
</tbody>
</table>
The students strongly supported the importance of practicing with somebody else who are also learning English (97%). It is also consistent with their responses for statement number 43 in which 66% students stated that they do not feel timid speaking English with other people. They did not hesitate to practice speaking in English.

However, 26% of the students sometimes felt timid speaking English with other people. Their timid perception about the importance of the correctness in using English might be the reason why they felt shy when speaking a foreign language with other people. In other words, although students had desires to practice English, they were afraid of making mistakes, which would interfere their progress.

In addition, the students endorsed various strategies in learning English. They agreed that it is ok to guess if they do not know a word in English (77%). It is considered positive as stated by Brown that successful learners are willing to make intelligent guesses (2007: 114). They also agreed that they could practice with multi-media (78%), learn a lot not only from group activities with other students (84%) but also from non-native English teachers in English class (60%). Outside the class, they stated that it is also possible to learn English on their own without a teacher (44%) as they can find lot of useful materials to practice English, for example, from on the Internet (93%).

Their interest in using those activities mentioned above is considered positive responses. They can find ways and materials to practice English outside class. This shows that the majority of the students are able to be responsible in their own learning. This is a positive step towards successful language learning since Rubin & Thompson stated that good language learners can find their own way, take charge of their learning, make their own opportunities to practice using language inside and outside the classroom (1982: 21).

5. Motivation and Expectations

It concerns with the desires and opportunities the students associated with the learning of their target language.
Table 5. Response Frequency for Motivation and Expectations

<table>
<thead>
<tr>
<th>Stat. No</th>
<th>Item description</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>If I learn to speak English very well, I will have better opportunities for a good job</td>
<td>0% 5% 2% 34% 59%</td>
</tr>
<tr>
<td>25</td>
<td>I want to speak English well</td>
<td>1% 0% 1% 20% 78%</td>
</tr>
<tr>
<td>28</td>
<td>I would like to learn English so that I can get to know English speakers</td>
<td>5% 23% 9% 41% 22%</td>
</tr>
<tr>
<td>37</td>
<td>It is important to speak English like a native speaker</td>
<td>2% 26% 8% 52% 12%</td>
</tr>
<tr>
<td>39</td>
<td>People in my country feel that it is important to speak English</td>
<td>2% 12% 6% 57% 23%</td>
</tr>
<tr>
<td>40</td>
<td>I would like to have English-speaking friends</td>
<td>1% 4% 3% 58% 34%</td>
</tr>
</tbody>
</table>

The students generally believed in the importance and usefulness of speaking English and expressed a strong interest in learning spoken English. Almost all of these students (98%) felt (78% strongly) that they want to speak English well. Over 64% even felt that “it is important to speak English like a native speaker.”

One of the reasons may be based on their assumptions that “people in my country feel that it is important to speak English” (80%). A large number of these students also associated the ability to speak English with better job opportunities (93%); whereas over two-thirds of them associated their intention to speak English well with their interest in having English-speaking friends or even English speakers. In brief, many students placed a very high value on the importance of learning English, especially spoken English.

Strong motivation which is endorsed by the subject is considered encouraging, because motivation is one of the factors that aid successful language learning (Ellis, 1985: 118).

Yet, conflicting beliefs are also found in this study. One of the possible explanations is that while the students hold some positive beliefs, the awareness about them was not strong enough. For example, when 85% of them belief that it is important to speak English with an excellent accent, only nearly 26% of the students try to talk like a native speaker, even though 56% reported that they practice the sounds of English. This means that they realize that
talking native-like is necessary, but they are reluctant to do that, for a certain reason. One possible explanation which can be given is that because the subjects are Indonesian.

Indonesian culture is highly collectivistic and group oriented which has many rules dealing with human interactions and public behaviour such as avoiding public disagreement, maintaining group harmony, saving face, obeying people in authority, and teaching positive regard (Reisinger & Turner, 1997: 142). Apparently, the subjects tended to reply the statements by giving ‘correct answer’. They did not give their own opinion because they thought that it would not be acceptable. They were trying to give ‘positive’ reply in order to ‘save their face’ even though the answers did not reflect their actual thoughts or their attitude. Thus, it may perhaps the reason why the conflicting beliefs exist. This fact suggests that there should be some sort of effective ways in revealing students’ actual beliefs, mostly in dealing with Indonesian students.

**Conclusion**

Students generally endorsed positive beliefs about language learning. They hold positive beliefs about language learning aptitude in general, including the belief about their own aptitude. This also relates to students’ belief about motivation. They are reported to have strong motivation which is considered encouraging as it relates to their ultimate achievement in language learning.

Conflicting beliefs are found in this study. Because of Indonesian culture which tends to avoid disagreement and save faces, the subjects tended to reply the statements by giving answers which are not based on their own opinion. They were afraid that their replies were considered as wrong or unacceptable as they were not the same as others. Thus, there should be some sort of effective ways in revealing students’ actual beliefs.

**References**


THE SWINGS OF SELENDANGIN

RONGGENG DUKUH PARUK AND THE DANCER
SCRUTINIZED THROUGH DECONSTRUCTION

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Abstract

Known as an adornment and beautification for women in dancing costume, a scarf (selendang – Javanese/Indonesian) in RonggengDukuhParuk and The Dancer has two contradictory meanings. On the one hand, it represents the shackle of the dancer, Srintil. On the other hand, the scarf can be a symbol of Srintil’s dominance against the patriarchal system. As far as patriarchal society is concerned, subjugation towards women tends to occur. Believed to be born as a ronggeng dancer, Srintil goes through oppressions since her early adolescent. However, employing Derrida’s deconstruction theory, this paper will argue that Srintil attempts very hard to achieve her liberation and to overturn the control. The swings of the scarf during the dancing denote the domination of the dancer’s fated life and her self-determination as a woman. Under a strong influence of Javanese female negotiation, Srintil endeavors to liberate herself – although she is rendered to be unsuccessful – yet, there are some efforts done by her. Through some discussion the readers are supposed to observe that Srintil – who is treated unjustly by patriarchal society – manipulatively resists and fights for her freedom.

Keywords: deconstruction, patriarchal system, subjugation, resist

Introduction

As far as patriarchal society is concerned, oppression towards women is not something new. Patriarchal ideology could be understood as an idea system that says men are in charge and women are secondary. In a broader boundary, patriarchal system is one system that tends to subjugate women and or those who are weak in which the oppressors could be men or even women as they claim to be the ones who hold power and authority.

It has been a fact that reading literary texts is less popular than other entertainment forms such as movies and television programs (Sawyer, 2000). However, with its universal themes and
values throughout the centuries and nations around the globe, literature persists significant as literary texts offer the readers valuable entities to learn.

On the one hand, reading literary texts may lead readers to mainly follow the author’s intent which usually occur when someone reads with lower level of thinking skills. On the other hand, in order to develop the higher level of thinking skills, appreciation and interpretation are required (Bloom in Jao, Limpingco&Tiangco, 1998).

Deconstruction is one of the literary theories which is believed to permit and enhance the readers to think critically. Instead of reading the text with the mind of the author’s purpose, deconstruction emphasizes interpretation with a subjective approach (from the reader’s side). Furthermore, deconstruction comes in due to the fact that readers perceive things with different point of views and perspectives.

Deconstruction is described differently by different critics and thinkers. But it is believed that deconstruction is, to some extent, reaction of Ferdinand De Sauussure and Claudi Levi Strauss’s concept of structuralism. Structuralism deals language as the main feature of human understanding whereas deconstruction believes that through language not only we can understand the phenomena but it also gives shape to it. As a consequence, structuralism finds the systems in the language and it construes the world accordingly but deconstruction decodes the systems and its hidden messages inherent in language.

**Methodology**

The term deconstruction is becoming a part of familiar vocabulary (Stephen, 1991). The reputation of using Derridean deconstruction is undisputable in order to enhance the critical reading skills of the readers. In order to achieve satisfaction in viewing literary texts from alternative viewpoints and perspective, deconstruction is considered to be successful as one of the most effective instruments. Whereas structuralism makes the meaning of a text definitive, deconstruction assists the readers to come up with their own interpretation that may be justified through the use of the organizing principles of language and signification (Hall 2001).
This study employs library research. The method applied is qualitative approach in the form of descriptive method. Since the study employs deconstruction as a method of analyzing, the methodology of the research in analyzing two novels entitled *Ronggeng Dukuh Paruk* and its translated version entitled *The Dancer* will follow these steps:

1. Identifying the parts of the novel showing the unstable relationship between the terms in the binary opposition.
2. Deconstructing each binary opposition.
3. Producing interpretations of some parts of the text.

**Discussion**

Reading the trilogy against the grain, the following discussion may illustrate how actually Srintil, the protagonist main character, attempts her liberation from being shackled by her *selendang* into someone who dominates the people whom readers thought to be the oppressors.

*Papaya and ‘BukakKlambu’ Ritual*

Hellwigin Fajarini (2011) indicates three symbols in the text used by Tohari in relation to Srintil’s *bukakklambu* ritual, one of which is the offering of papaya from Rasus to Srintil (Hellwig, 1994). According to Hellwig this symbol actually leads the readers to infer that later on it is Rasus who is the person to have the honor. Analyzing the symbol proposed by Hellwig using deconstructive literary criticism, I associate them to Srintil’s effort to achieve liberation. Further lines are quoted from Hellwig’s discussion followed by my interpretation.

Srintil is deflowered three times, but only Rasus is the “fortunate one.” Three indications in the text foreshadow that he is destined for this task. First, when it is made known that Srintil will be initiated as a *ronggeng*, everyone in the village showers her with presents. Whereas all the other boys offer her mangoes and jambu fruit, Rasus gives her a papaya, a fruit that has erotic symbolic significance. An open papaya resembles the female genitals. Moreover, on Java there is a myth that a woman who wants to please a man sexually must not eat any papaya. We can interpret this gift from Rasus as an expression of his
displeasure that in the future, as a ronggeng, Srintil will have to serve any man sexually; he would rather have her for himself.

While Hellwig associates the papaya to female genital that refers to Srintil’s femininity, in this study I propose a different opinion. Employing the setting of the trilogy is a rural area of Banyumas where Banyumasan dialect is supposed to use, the conversation would be as follows.

(1) “Srin, kiyetakgawaknagandul.” [(Srintil) Here I bring you a papaya]
(2) “Srin, kiyegandulnggokowe.” [(Srintil) I have a papaya for you]
(3) “Srin, kiyeanagandul.” [(Srintil) Here is a papaya (for you)]

The word gandul in Javanese has another meaning of hanging, dangling, or clustering. In my perception, the word, then, resonates more to male genitals rather than female genitals. Accordingly, my interpretation on the gift of papaya (or gandul in Banyumasan dialect) is Rasus presents himself to Srintil rather than to show his displeasure to Srintil’s being a ronggeng. In my opinion, Tohari uses the metaphor of papaya to show how Rasus bestows his masculinity before Srintil. It is also supported by Rasus’s statement: One time, I thought I had found a sly method for regaining her attention. His gift is presented to repossess Srintil’s attention after she shows negligence towards him due to people’s attention showered to her and cause Rasus to feel jealous of it. Apart from that, readers learn that Rasus cannot join the competition on mosquito netting ritual as he does not have any golden ringgit. That’s why he is lowering himself in order to have Srintil for himself.

Attached to the above discussion regarding papaya, Hellwig observed the incident before the bukakkelambu ritual. Hellwig notes along these lines:

Third is an incident that occurs on the afternoon before the bukakkelambu. When Srintil and Rasus meet by chance on the holy grave of their ancestor, Rasus sees a mosquito on Srintil’s cheek. On her request, he kills it: “I pressed Srintil’s cheek. When I took my hand away, there was a small line of blood, a red spot on a white cheek.” The red blood on the virginal white cheek is evocative enough, but there is also the association of the mosquito with the bukakkelambu. Rasus will be the first to open Srintil’s “mosquito net”.
The idea of Rasus will be the first to open Srintil’s “mosquito net” is confirmed by readers later. However, the one who has the initiative is Srintil, not Rasus. Her decision to give the honor to Rasus – despite her immaturity – shows how Srintil holds her power to break the sacred ritual which is upheld by Paruk people. One chain of long established value concerning the ritual of bukakklambu is already shattered on that particular night. Should readers follow the lines in the text with the grains a quick assumption will be extracted that Srintil is weak and submissive in her immaturity. Nevertheless, reading against the grain, it is proven that Srintil is a decisive young maiden. Instead of letting other man/men to initiate her, she is consciously let Rasus to be the first to deflower her.

A character is a channel for the writer to express the writer’s ideas and opinions. In those particular scenes, Srintil is rendered into the portrayal of a rebellious woman from patriarchal society which is the reverse of dominant principle in Javanese society in which men have the control. Though it seems that Srintil is depicted as the victim of life in order to show that woman is weak, reading against the grains I observe that Tohari’s intention to plot Srintil’s life in such a way is to show how appalling the patriarchal system is.

The Term ‘Mewisuda’

Fajarini (2011) writes that regarding the ‘bukakklambu’ ritual which symbolizes Srintil’s initiation to undergo losing her purity, Tohari, captivatingly, use the word mewisuda instead of memerawanani (from the stem word perawan meanings maiden) or menggagahi (from the stem word gagah meanings being a mannish man over a woman, euphemism of English phrase to rape). The following lines will show how the word mewisuda is brought into play.

"Siapa yang akan menyalahkan Kartareja bila dukun ronggeng itu merasa telah menang secara gemilang. Siapa pula yang akan menyalahkan Dower bila dia kelak berteriak-teriak bahwa dirinyalah yang telah mewisud aronggeng Srintil. Sesuatu telah terjadi di belakang rumah Kartareja sebelum Dower menyingkapkan kelambu yang mengurung Srintil. Hanya aku dan ronggengitu yang mengetahui segalanya. (RDP, 75)"
[Who could blame Kartareja for feeling that he had done so well? And who could blame Dower for later claiming that he was the one who deflowered Srintil? But something had happened behind Kartareja’s house before Dower opened the mosquito netting that encircled Srintil. Only Srintil and I knew what it was.] (TD, 77)

According to KamusBesarBahasa Indonesia, the word mewisuda – from the stem word wisuda – has the meaning ‘to inaugurate officially with a formal ceremony either in academic sphere or in career promotion’. Therefore, when I read it for the first time, I personally thought that the word does not fit the paragraph as it sounds too intellectual and ornamental regarding who Srintil is and what she is experiencing. What I mean by intellectual and ornamental is the word is not a common word I usually find in newspapers regarding the idea of ‘to deflower’, such as meniduri (from tidur – meanings to sleep on), menodai (from noda – meanings to stain), or memerawani (from perawan – meanings to deflower a maiden). Therefore, I have thought the word is ornamental too, it does not fit the description of Paruk people as humble, simple, and ignorant people. The word then becomes artificial in the whole narrative.

Nevertheless, reading against the grain I perceive irony and cynicism expressed by Tohari by using the word which I considered too intellectual and artificial. I have two clarifications for the use of the word mewisuda. The first clarification is the mosquito net ritual is described as an inauguration of Srintil from a maiden to be a ronggeng dancer, from being an innocent girl to a woman. Referring to KamusBesarBahasa Indonesia, then, despite how sarcastic the diction mewisuda is, the text narrates the fact of Srintil’s initiation. The second reason is the word wisuda – in Javanese – can be a deformation of a word pun wis (w)uda which means is already naked. Thus, mewisuda can be a cartoon of someone has unclothed someone else, say in the context discussed it is narrated that Dower believes he has unclothed Srintil.

Further searching of the the word wuda (English: to be naked), it originally comes from Arabic word hudan (English: to be naked) which then in Javanese is pronounced as wuda. Considering that Tohari has grown up in Islamic orthodox family, I supposed he learns Arabic to some extent. He knows the meanings of the word hudan and wuda and how close the word
wuda is to the be twisted to Indonesian word mewisuda. Whether Tohari choose the diction mewisuda intentionally or unintentionally from other terminology, my very argument for it is the text has completely been written, detached from the author, and the text itself gives the readers freedom to interpret it.

Literally, mewisuda has a positive attitude. I learn from the context that the word is used to criticize the patrirachy. Men who adore virginity think they elevate the maiden’s status by mewisuda, on the contrary they actually destroy the girl’s purity through deflowering her. Hence, the word mewisuda in the context is a decline of the condition.

The Shackle of ‘Indang’

To the people of Dukuh Paruk, having an indang possessed dancer is very special. Their belief and old tradition do not consider a ronggeng dancer as a vulgar, degrading, or improper woman. In fact, a ronggeng for Paruk people is their tradition and without ronggeng they would lose their prestige (TD, 169). Using Bandel’s terms, the people of this small poor hamlet live in their own ‘world’ without realizing that their life practice and value are considered immoral by the outsiders (Bandel, 2006). Tohari’s describes the ‘oddity’ related to Paruk people’s moral values in a natural way, wrapped in being illiterate and isolated that readers can accept the explanation as an ordinary cause-effect.

Being portrayed as primordial isolated community, the people of Dukuh Paruk strongly believe that Srintil’s sudden ability to dance is a result of the indang’s infiltration [the dancer spirit that possesses Srintil]. The Javanese philosophy of kebetulan – coincidence – which is closely related to luck works for Srintil’s life. For its believers, a luck is really something they neither can achieve nor avoid. A luck comes to a particular person from the supreme being or power beyond human capacity, as in Srintil’s case when she is possessed by the indang. Thus, coincidences become the way how Srintil – from being nobody – turns out to be a famous ronggeng dancer later on. Coincidences that lead Srintil to be designated as a ronggeng can’t be explained unless as part of the indang-related mysticism believed by the people of Dukuh Paruk.
Back to Srintil’s emergence as a village dancer, in my understanding, Tohari shows the eleven years of vacuum and the sudden appearance of Srintil as a ronggeng to emphasis how significant and important Srintil is in the trilogy as a dancer. She plays an important role, becomes the central figure of Dukuh Paruk and the trilogy, give comfort and pride to Paruk people, and moves the narrative itself. Just like a mother longs for a baby, and after more than a decade the baby is born, so is Srintil to Dukuh Paruk. She fulfills the thirst of the people, she completes the missing piece of puzzle they used to have. Her aura as a new ronggeng dancer is a kind of consolation for the people of Dukuh Paruk. Therefore, the people of Dukuh Paruk adore Srintil and feel blessed that finally they have this young girl to give identity to this small village.

With their ignorance and superstitious values as it is portrayed in the trilogy, people of Dukuh Paruk cannot rationally understand Srintil’s capability and talent that appear in a sudden. They simply understood as ‘spirit sent by their ancestor’ to reside in Srintil’s body.

Despite Srintil’s significance and existence is adored and appreciated by Paruk people, and at the same time she is exploited by the Kartarejas, Srintil is not accepted by the outsiders, especially by women of higher status. They consider her as a rival. Srintil – who is considered a mascot and heroin by Paruk people especially by the women – is only considered an object of pleasure and desire for men off this impoverished backward village. To these men, Srintil is an object who ‘can be paid and get pleasure from’, a sexually charged dancer. However, at the same time Srintil actually overpowers these men and entraps them in her intimate magnetism.

Applying deconstruction literary theory, it can be said that Srintil, an enchanting young woman who is adored and loved by the villagers of her birth place, dominates men and women off her tiny village. Men, especially the local bureaucrats, are infatuated with her. Their wives, conversely, in their envy, bitterness, and antipathy consider her as a rival. The women from higher status consider Srintil as an intimidator. Srintil, the young woman shackled by the indang, swings her selendang of life from being dominated by her fate, by the Kartarejas to someone possessing a power and subjugatesmen under her charisma.
Nevertheless, after being imprisoned, Srintil attempts to unchain herself from her destiny as a ronggeng dancer. She rejects men’s invitations to have love adventures. She also gets rid of NyiKartareja’s domination. Her refusals to serve men’s passions indicate that she does not let herself be regarded as ‘a gulp of water for every man’s thirst. The refusals also prove that she decides to manage her life herself.

Conclusion

A person is aware there are problems in her/his life when s/he comprehends that something is wrong. Readers learn that being constrained in the male-dominated society Srintil is aware the troubles she has, and negotiates her liberation. Srintil is not passive and submissive. The proofs in discussion indicate her efforts. Balkin identified that deconstruction shows that texts are overflowing with multiple and often conflicting meanings, not a single meaning as they are written. Deconstructive arguments do not necessarily destroy basic concept, rather, they tend to show that conceptual oppositions can be reinterpreted as a form of nested opposition (Balkin, 1990).

Excavating the problems experienced by Srintil, readers will easily conclude that she is shackled by her misfortune in spite of her endeavors to free herself from her destitution. However, scoop out the dirt and scrutinize her struggles, the discussion in this paper shows and confirms how Srintil manipulatively fights and solves the problems. Employing Derrida’s deconstruction, Srintil’s endeavors can be said as movements of her control over the patriarchal society.

References


“A Ba Ta Tsa” MUSIC ALBUM BY NENNO WARISMAN FOR CREATING A MUSICAL DRAMA SCRIPT AND PLAY IN TEACHING SPEAKING SKILL OF ISLAMIC PRESCHOOL EDUCATION STUDENTS OF STAIN KUDUS

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Abstract

English Practicum belongs to one of subjects in the second semester of Islamic Preschool Education students. Dealing with this Personality Development subject/Mata Kuliah Pengembangan Kepribadian (MPK), the students who are prepared to be preschool teachers are challenged to apply songs and drama in learning English. They are worked together through Musical Drama, both for the script and the play.

This musical drama was used “A Ba Ta Tsa” Music Album composed by Nenno Warisman. Moreover, the bilingual album consists of ten songs that are sung by Nenno and Aulade Gemintang Choir. The song lyrics helped the Preschool Education students creating a musical drama script and practice how to play it. The students got ideas by listening to the songs and developed English dialogues in the drama script. Then, this process could increase the speaking skill of the preschool teacher candidates.

According to Preschool Curriculum, there are some aspects related to this educational level. They are religious and moral development aspect, Physical development aspect, Language development aspect, Cognitive development aspect, socio-emotional development aspect, and art development aspect. In addition, this research focuses on all aspects, especially religious and language aspects. Hopefully, it will facilitate preschool teacher candidates in teaching English for Young Learner while enclosing religious values.

Keywords: A Ba Ta Tsa Album, Islamic Preschool Education, Musical Drama

Introduction

Music for children represents something fun and harmonious. Everytime children have movements, parents and teachers mostly give them in line with music. It turns out to be a p
art of their lives. It faces them to be more active and creative if it is an energetic musics. On the contrary, they are going to be calm if it is slow musics. While it turns to be a magnet for these young generations, teachers and learners take it as an alternative method for teaching and learning activity. This could be as an art as well which helps activating human right brain. Amalia (2013:128) states that human knows musics as harmony of sounds that are produced by voices or instruments. Its effect is going to a part of arts. This art can be stated as music when it is able to entertain others and creates happiness and satisfaction. A composer/songwriter composes music from musical notations. The notations show duration, pitch, rhyme, and tone to harmonize the sound effects.

Moreover Manal Al Harb (http://faculty.ksu.edu.sa) mentions arts into:

1. major arts ("fine arts"): music, literature, painting, sculpture, architecture.
2. minor arts ("applied arts"): ceramics, furniture, weaving, photography, metal work, etc

Then, they are categorized into:

1. performing arts. They are in the forms of movements such as plays e.g. live music, dance, opera, movies.
2. visual arts. They are usually in the two-dimensional form, e.g. drawing, graphic design, interior design, paper art, mosaic, silkscreen, photograph, poster, computer art.
3. Literature. They need the use of language that affects imaginations and make the users thinking and feeling differently, e.g. poetry, music.
4. Sculptural arts. These are made of solid-object that can be touched in the three-dimensional form, like building, relief, carving, rock garden, pottery, or sculpture.

According to the statements before, musics takes place in art performance and literature. The blend of both can create some more arts, such as music dance show, traditional dance, opera, or drama. Then at this point, the last (read:drama) is going to be given in details. Yet, it focuses on children drama on the musical script and play.

This paper has an aim to analyse “A Ba Ta Tsa” Music Album by Nenno Warisman for Creating a Musical Drama Script and Play in Teaching Speaking Skill of Islamic Preschool Education Students of STAIN Kudus.
English for non-English Department Students

English encounters as Personality Development subject/Mata Kuliah Pengembangan Kepribadian (MPK) and Mata Kuliah Perilaku Berkarya (MPB), at STAIN Kudus (Islamic State College of Kudus). One of departments available is Islamic Preschool Education. The vision is preparing professional teachers in Islamic Preschool Education (Kindergarten/Playgroup). And the missions are (1) developing educations and teaching, (2) increasing researches/developments in Islamic Preschool Education (Kindergarten/Playgroup), and (3) improving cooperatives with any substances especially Islamic Preschool Education (Kindergarten/Playgroup).

This non English department has English as a compulsory subject which is taken on second semester. There are three main occasion at this time, such as English I bringing Grammar together with English II that is directed on Reading Competence. While English Practicum focuses on English for Practice, especially speaking. Dealing with this language competence, the writer would like to ask the students to play musical drama by applying Islamic values.

Based on http://islam.uga.edu/IslArt.html, Muslims’ arts are as follows:

1. **Qur’anic Chanting** is the most central form of music in the Muslim world.
2. **Adhan** (call to prayer, pronounced “a-dhaan“) heard at prayer times, it is the second major genre of Islamic music.
3. **Madh Chanting** (poems of praise of the Prophet Muhammad, pronounced "mad-h"), *madh* is most commonly done during the celebration of the birth of the Prophet (*mawlid al-nabi*).
4. **Vocal Dhikr** (lit. remembrance) is the chanted repetition of a name or names of God such as *La ilaha ill Allah* (There is no god but God).

On the other hand, religious musics nowadays do not identically indicate those Qur’anic chanting, Adhan, Madh chanting, or vocal dhikr but also some music genres that we are familiar with. There are so many popular singers that sing religious songs such as Maher Zain, Debu an Islamic contemporary music group, Hadad Alwi featuring Sulis as Indonesian duo singers, and many more who introduce Islam and do da’wa through lyrics and musics of songs. Subsequently, people learn them and unintentionally practice speaking competence.
Is Speaking the Most Famous Language Competence?

“Is Speaking the Most Famous Language Competence?” this question belongs to anybody who like to learn a kind of languages (non mother tongue). A group of researchers maybe say “yes”, and the others think “no”. No matter what arguments they have, the writer is striving by analysing this due to childhood characteristics. Scott and Ytreberg (1990:1-2) list them which are relevant for language teaching. Five to seven years olds can talk about what they are doing, tell you what they have done or heard, plan activities, argue for something and tell you what they think, use logical reasoning, use their vivid imaginations, use a wide range of intonation patterns in their mother tongue, and understand direct human interaction.

From the point of views, they can be highlighted that children do speaking activities more, like talking, telling, arguing, and imitating intonations low or high. By paying attentions to what they do, the writer is going to expect Islamic Preschool Education students to be familiar with their next educational subjects, preschool/kindergarten students that learn language as one of its education aspects. It is going to be initiated through drama as its learning method.

Drama (Script & Play) in Speaking Class: Back to Learning by Doing

This project of the study is on three sections. Section one is making an easy drama script, second is playing the script, and the last is producing it as the classroom masterpiece. In general, drama is a performance/play of a script which produces some scenes and takes time to be practiced.

Andersons (1997:23) states that the drama text uses acting to communicate ideas and experiences. Dramas can be spoken or written and can have a set lines or allow the actors to improvise—that is to make up what to say and do as the drama happens. They visualize through facial expressions, body language, costumes, and sets to express the ideas and make audience think about life.

Furthermore, they (1997:24-28) analyse the structures of a script which is designed to be performed on a stage. There are source of the play, introductory information that gives the reader an orientations, production information, information about the characters, informations from the playwright about the setting, recount of first production, explanation recount and information...
n about production, beginning of script, procedural text to give instructions to actors, opening dialogue to give orientations for audience, directions for actors in brackets, and each character’s dialogue is identified.

By means of the guidelines above, the students of Islamic Preschool Education are asked to make the simple one. Here are the steps:

First week, the writer asked who had been making a drama script before. Five students as a team finally assists the writer to create the script. The play takes half an hour. Previously, the class is introduced by some songs composed by Nenno Warisman featuring Aulade Gemintang Choir in “A Ba Ta Tsa” music Album.

There are ten bilingual songs entitled A Ba Ta Tsa, Allah Makes the Rain Fall, Always Remember, Assalamualaikum, Hello My Dear, Masjid Masjid Here I Come, Delighted Reading Qur’an, Share our Happiness, Do you know who taught, Do You Know who Taught...?, and the Creator.

Second week, after listened to these ten songs, we agreed to use four of them like A Ba Ta Tsa, Allah Makes the Rain Fall, Hello My Dear, and Masjid Masjid Here I Come songs and adapted the English version excepting A Ba Ta Tsa because of its cohesion. Now let us take notice the lyrics (http://liriknasvid.com):

**A Ba Ta Tsa**

Munysid : Neno Warisman ft Anak-Anak Aulade Gemintang

A Ba Ta Tsa, Allah Maha Kuasa
Ja Ha Kho, mari belajar Iqro
A Ba Ta Tsa, Allah is the Al Mighty
Ja Ha Kho, we use Iqro for study

Da Dza Ro Za, dengar perbedaannya
Sa Sya Sho, tentu lain bunyinya
Dho Tho Dzo A Go Fa Qo, itulah lanjutannya
Ka La Ma Na Wa Ha A Ya, ulang dari pertama
Ya ... ya ... ya ... ya ... ya ... ya ...

A Ba Ta Tsa Ja Ha Kho,
Da Dza Ro Za Sa Sya Sho,
Dho Tho Dzo A Go Fa Qo,
Ka La Ma Na Wa Ha A Ya

A Ba Ta Tsa, Allah is the Al Mighty
Ja Ha Kho, we use Iqro for study
Da Dza Ro Za, listen to them carefully
Sa Sya Sho, we say them with clearity

Dho Tho Dzo, coba ulang Dho
A Go Fa Qo, hafalkan segera
A Ba Ta Tsa Ja Ha Kho
Da Dza Ro Za Sa Sya Sho
Dho Tho Dzo A Go Fa Qo
Ka La Ma Na Wa Ha A Ya
Ka La Ma Na, alangkah mudahnya
Wa Ha A Ya, oh lengkaplah semua huruf Hijaiyah

La ... la ... la ..., Allah Maha Kuasa
Li ... li ... li ..., Allah is the Al Mighty
Da Dza Ro Za, how beautiful the Hijaiyah
Sa Sya Sho, it’s the guidance from Allah
Dho Tho Dzo A Go Fa Qo
Ka La Ma Na Wa Ha A Ya
Itu kunci rahasia
Al Qur’an yang mulia

A Ba Ta Tsa, Ja Ha Kho Da,
Dza Ro Za Sa, Sya Sho Dho Tho,
Dzo A Go Fa Qo, Ka La Ma Na Wa Ha A Ya
Huruf Hijaiyah, semua pandai membacanya

**Allah Turunkan Hujan**

Allah makes the rain fall
From clouds up in the sky
The rain falls to the ground
And wets the earth that’s dry
The rain makes the earth rich
The plants grow all around
Our garden are so full of life
The rain makes the earth rich
The plants grow all around
We thank God for beauty that’s abound

**Hello My Dear**

Hello my dear my sisters and brothers
Let’s pray to Allah x2
five times a day we do everyday we’ll be happy in Gods way x2
Masjid-Masjid Here I Come

From where I hear the calling adzan
from where I hear the holly Quran
from where people praise the only one
Allah, Allah, the Mighty One
masjid, masjid, here I come
peace in my soul that’s what I found
I feel your love and kindness without bond
glory to Allah the Mighty One

Third week, we also decide to put some well-known songs, such as Pelangi (read; rainbow), cublak-cublak suweng (read: a traditional song) into the drama script. Accordingly, everyone who watch the drama would be familiar with.

Fourth week, the writer checked their pronunciation, intonations.
Fifth and sixth weeks, they practiced more and made an effort of doing natural acts.
Lastly, they did ‘final checking’ and after all take scenes a whole day.
Next, the following is an example of the drama script through A Ba Ta Tsa Music Album by Nenno Warisman:

**KINDERGARTEN STORY**

CLASSROOM

**SONG :** Assalamulaikum

St 1 : Hey friends look at me .!! I have a new uniform. ( while shows it)
St 2 : Hey look at me too .. my mother bought me new shoes.. for your information .. it’s limited edition !!!
St 3 : woow .. it’s so colourfull .. awesome .. so fresh and .. look good .
St 1 2 : of course ..
All : Hahaha . .
St 3 : Hey, how about playing after back from school at the park??
St 1 : Aha !!good idea .

St 4 : (shout from entrance door)

Madam Ella is coming . . . !!!!

(All go back to their desk stand and
All: morning,mam..how are you today?
Teacher1 : I’m really better than yesterday, thanks. How about you?
All: we are okay,thank you
Teacher: okay class, today we will learn "huruf hijaiyyah".
St 1: haa..what are huruf hijaiyyah,mam?
Teacher: huruf hijaiyyah are arabic alphabets. (while showing them clearly)
All: ooh
Teacher: now to make us easier learning them, let's listen to this song. Follow me...
(sing A Ba Ta Tsa song together)....

Closing

Even every students was not always being the main actreesees, however all had tried to articula
te some dialogues in the scipt. It proves that they cared about the role of friends each. As the r
esult, they were more tolerant, helpful, and collaborative.

In conclusion, the step by step practicing drama must be organized creatively dealing with the
maximum and best performance that they will act in the play. As the upshot, we have to analy
se the aim of drama as a teaching learning method before and looking at whom we are/who th
e subjects are, and in what level they are. Hence, we possibly grab the greatest masterpiece and
play for the drama.

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NOTE TAKING PAIRS TO IMPROVE STUDENTS’ SENTENCE BASED WRITING ACHIEVEMENT

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Abstract

Students had skill to actualize their imagination and interpret their knowledge through writing which could be combined with good writing structure. Moreover, their writing skill still had low motivation and had not reached the standard writing structure. Based on the background above, this research has purpose to know the influence Note Taking Pairs in improving students’ sentence based writing achievement. The subject of this research was the second semester of English Department in Muhammadiyah University of Semarang. It also used statistic non parametric method to analyze the students’ writing achievement. The result of this research showed that Note Taking Pairs strategy could improve students’ sentence based writing achievement. Hopefully this research is recommended into learning process to improve students’ writing skill especially in sentence-based writing subject.

Keywords: Note Taking Pairs, students’ writing achievement, Sentence Based Writing

Introduction

Background

Students’ achievement standard in writing skill is the basic skill to determine their skill in acquiring knowledge especially English. They can actualize their imagination and interpret their knowledge through writing which can be combined with good writing structure. Moreover, their writing skill still has low motivation and has not reached the standard writing structure.

Those statements above in accordance with Budhi Setiawan, Herman J Waluyo, and Suyatno Kartodirjo (2006: 62), “Language teaching can not be separated from teaching in general which has aims are: (1) to improve the self existence; (2) to show the self potential; (3) to
gather information; (4) to process information; (5) to solve the problem; (6) the ability to make decisions; (7) the ability to act; (8) the ability to do oral communication, and (9) to improve writing skills.”

It means that teaching writing skill needs many kinds of components which consists of speaking skill, reading skill, listening skill, grammar, vocabulary, self performance, critical thinking, teaching strategy, teaching method, and teaching media. Based on the statement above, the researcher focuses on students’language skill mastery especially writing. Students are expected to master writing sentences in achieving writing standard competence. The competence can be reached if the students have big motivation, good situation, and special time to create and convey creative ideas in writing especially sentences.

Nevertheless, the students of English Department of Semarang Muhammadiyah University especially second grade had less motivation and spirit. So, the researcher tries to modify the teaching strategy using cooperative learning especially note taking pairs.

**Statement of The Problem**

“ Does the application of note taking pairs strategy improve students’sentence based writing achievement?”

**Theoretical Review**

**Cooperative Learning**

Cooperative learning makes the students are active and creative in teaching learning process. As stated by Brown (2001: 47) cited in Wiwik Mardiana (2014: 92), the teaching and learning process asks students to cooperate and discuss coopeartively.

Suprihatiningrum (2013:191) states that the students work together in group which they have their job responsibilities in their group to finish their task called cooperative learning. Based on those statements above, it can be concluded that cooperative learning can reduce anxiety, promote higher achievement, promote students’interaction, and give students’opportunities to speak and practice, and gather more information.
**Note Taking Pairs**

Writing sentences is a kind of steps of teaching writing which needs strategy, method, and media to make teaching learning process is interesting and enjoyable. In line, the researcher uses note taking pairs as the strategy of writing sentences. It is one of reciprocal teaching which is included in cooperative learning.

Dick Harrington (2011:1) said that cooperative learning is two students work together with the common goal of mastering the information being presented. After a segment of the lecture, one partner summarizes her or his notes to the other, who in turn adds and corrects information.

According to Elizabert E. Barkley, et all (2012:200-201) note taking pairs is strategy which involves students' roles as teacher and students in group.

Moreover Rebecca & Teddler (2008:8) said that students join and make a group consists of two students which have different task. One student make a note and one student add information dan revise it.

Based on the definitions above, it can be concluded that students' notes are used to gather information and develop ideas to create well writing.

**Sentence Based Writing**

Writing is a written form to share information. In accordance with this statement, Boardman and Frydenberg (2002:2) said a communication which needs awareness of the writers about how the readers will read what they write called writing.

In addition Harmer (2001:259) stated effective learning is promoted by the journey of self discovery called writing.

Based on the statements above, it can be concluded that writing is self actualization of a person in written form which must focus on the needs of the readers.
One of the subjects in writing is sentence based writing which is used in English Department of Semarang Muhammadiyah University curriculum. It focuses on creating ideas into sentences in well structured.

According to Chaer (1994: 240) sentence is the component of words, phrases and clauses which are ended by punctuation.

**Students’ Achievement**

Students’ achievement is the combination of psychomotor, affective, and cognitive (Bloom cited in Nurhadi (2004). In addition, Nurhadi (2004) said that the result of students’ learning is achievement.

The definitions above conclude that students’ achievement involve three aspects; cognitive, affective, and psychomotor.

**Methodology**

The research subject was second semester students of English Department in Muhammadiyah University of Semarang. It used quasi experimental design especially the one group pre test post test design. The students’ writing achievement, observation, and questionnaire results were the data sources. The data analysis used statistic non parametric which using small research sample called Wilcoxon Signed Ranks Test.

The basic indicator from this research such as; 1) The students’ writing score got improvement more than 70, and 2) The mean of the questionnaire and observation result is more than 75% (Testiana, 2011:5).
It also used assessment rubric from Harris (1969:134) which can be seen below;

<table>
<thead>
<tr>
<th>Students’ Mastery</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td></td>
</tr>
<tr>
<td>excellent (A)</td>
<td>91-100</td>
</tr>
<tr>
<td>very good (B)</td>
<td>81-90</td>
</tr>
<tr>
<td>good (C)</td>
<td>71-80</td>
</tr>
<tr>
<td>medium (D)</td>
<td>61-70</td>
</tr>
<tr>
<td>low (E)</td>
<td>51-60</td>
</tr>
<tr>
<td>very low (F)</td>
<td>less than 50</td>
</tr>
</tbody>
</table>

**Discussion**

*Students’ Writing Achievement Using Note Taking Pairs*

The mean score of pre test is 61.14 and the mean score of post test is 84.86. It means that the students’ writing achievement using note taking pairs was higher than the basic indicator 70 and the category based on Harris was B. So, it can be concluded that the application note taking pairs got improvement for teaching sentence based writing. The differences between pre and post test result could be seen from the figure below;

*Figure 1. The differences between pre and post test result*

**Wilcoxon Signed Ranks Test**

The improvement could also be seen from the Wilcoxon Signed Ranks Test below:

1. Negative Ranks is the differences between before and after negative variable was 0 observation. There are no observation in less variable from before observation. The rate rank was 0 and the negative rank was 0 too.
2. Positive Ranks is the differences between before and after positive variable was 14 observation. There are 14 observations in after variable which was higher than before observation 7.5 and the positive rank was 105.

3. Ties are meant that there are no differences between before and after variable or 0 observation. The result of asymp sig = 0.001 < α = 0.05 so Ho was rejected. It means that there are differences between pre and post test using Note-Taking Pairs strategy.

**The Students’ Observation Result**
The observation result got 93.95% which is meant that it was higher than the basic indicator 75%. Almost students were participated in teaching learning process using note taking pairs. They were involved in the building knowledge of the field, modelling of the text, joint construction of the text, and individual construction of the text. They were also active when they did the task in group, such as; asking some questions, answering some questions, resuming the topics, writing the sentences, giving ideas, appreciating someone’s ideas, doing assignment, etc.

**The Students’ Questionnaire Result**
The Questionnaire results which were got from students’ questionnaire are;

Note taking pairs strategy could help students to create ideas well. It was shown from the average questionnaire result 83%. It is meant that result was higher than the basic indicator 75%. If they got difficulties in writing sentences, they felt easier after they studied writing using note taking pairs. They also felt enjoyable when they work in pairs with their friends. After they worked in pairs, they continued to finish their writing based on the discussion result. So, their writing were interesting and coherence.

**Conclusion**
Based on the research result, it can be concluded that research using note taking pairs got improvement. It can be shown from the improvement of students’ writing achievement score 84.86. It also supported by students’ observation result 93.95% and questionnaire result 83% which were higher than the basic indicator 75%. The application using interesting strategy can improve students’ achievement, students’ participation, and students’ motivation.
References


LECTURERS’ EXPLANATION: THE METAFUNCTIONS AND THE CONTRIBUTIONS OF ITS COMPONENTS ON STUDENTS’ ACHIEVEMENT IN BUSINESS ENGLISH CLASSES (THE CASE AT THE ECONOMICS FACULTY OF SEMARANG STATE UNIVERSITY)

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Abstract

This research analyzed lecturers’ explanation in Business English Classes. The objectives of the study are: to examine the types of explanation, to explain the realization of interpersonal, experiential and textual meanings in explanation, to analyze the reasons of realizing the metafunctions and to find out the component(s) which determines students’ achievement. The study used Functional Grammar to reveal the metafunctions. It also used factor analysis for data reduction. This research has six main findings. Firstly, the lecturers use question ‘what’, interpretative type. Secondly, the realization of interpersonal meaning is the dominance of full declarative which indicates the giving of information. Thirdly, the realization of experiential meaning is the dominance of relational processes which focuses on defining. Fourthly, the realization of textual meaning is the dominance of textual theme in text A and the dominance of interpersonal theme in text B. Fifthly, the lecturers realize the meanings in those ways because they want to explain the materials well. Sixthly, either in explanation A or B, monitoring feedback is the most important skill component. The conclusions are the lecturers use interpretative type, the meanings are realized with full declarative, relational processes, and textual theme in text A and interpersonal theme in text B. Thus; in the future, it is suggested to explore the thought of Javanese students.

Keywords: Business English; Explanation; Metafunctions

Introduction

English is now regarded as World English or English as an international language. More people want to know English, automatically they need teachers who will help them to understand and master the language. There are three stages in teaching and learning process;
warming-up activities, main activities and cooling-down activities. This paper attempts to analyze one of the activities in teaching-learning process which greatly affect the students’ understanding, namely explanation.

According to Brown (1978) cited in Turney (1983), ‘explaining is at the heart of teaching..’. Students will understand the materials or not depends on some factors; one of them is teacher/lecturer’s explanation. Unfortunately, sometimes teachers/lecturers in Indonesia are blamed for the failure of students to get good scores. Some people even say that there is no or little interaction between teacher/lecturer- students, the teacher/ lecturer keep talking all the time while students are like statues, keep quite but do not understand.

That is why; it is needed to find the interpersonal, experiential and textual meanings using Functional Grammar in lecturer/teacher’s explanation to find the real condition of teaching-learning process. Thus, we can solve the problems to improve the quality of education in Indonesia.

Functional Grammar grew out of the work of Firth and was mainly developed by Halliday. Furthermore, Butt et.al. (2003) says that Functional Grammar can find three meta-functions. Language seems to have evolved for three major purposes. These are: 1. to talk about what is happening, what will happen and what has happened, 2. to interact and/or to express a point of view, 3) to turn the output of the previous two functions into coherent whole.

Actually, many researchers were interested to study about the meanings of text such as Ye in June 2010 studied about “The Interpersonal Metafunction Analysis of Barack Obama’s Victory Speech” and Feng in November 2010 explored about “Analysis of Interpersonal Meaning in Public Speeches- A Case Study of Obama’s Speech”. Those researches analyzed by means of Functional Grammar. So far, I did not find researches which focused on teaching and learning process. As a teacher, it will be exciting for me to conduct this study since it focuses on explanation. I also intend to examine the three meta-functions in the classroom.
Based on the background above, the research questions are: (1) What types of explanation do the English for Specific Purposes (ESP) lecturers use in Business English Classes?, (2) How are the realizations of interpersonal meanings in lecturers’ explanation in Business English Classes?, (3) How are the realizations of experiential meanings in lecturers’ explanation in Business English Classes?, (4) How are the realizations of textual meanings in lecturers’ explanation in Business English Classes?, (5) Why do the English for Specific Purposes (ESP) lecturers realize the interpersonal, experiential and textual meanings in those respective ways?, and (6) Which component(s) of the English for Specific Purposes (ESP) lecturers’ explanation determines students’ achievement?

The objectives of the study are: (1) To examine the types of explanation of English for Specific Purposes (ESP) Lecturers in Business English Classes, (2) To explain the realization of interpersonal meanings in lecturers’ explanation in Business English Classes, (3) To explain the realization of experiential meanings in lecturers’ explanation in Business English Classes, (4) To explain the realization of textual meanings in lecturers’ explanation in Business English Classes, (5) To analyze the reasons of the English for Specific Purposes (ESP) lecturers realize the interpersonal, experiential and textual meanings in those respective ways, (6) To find out the component(s) of the English for Specific Purposes (ESP) lecturers’ explanation determines students’ achievement.

**Methodology**

The data were analyzed qualitatively and quantitatively. The qualitative approach is used for explanation the types of explanation and the meanings of lecturers’ explanation in Business English classes; whereas, the quantitative analysis is also required to know students’ satisfaction toward the lecturer’s explanation, to find out the skill component(s) which determines students’ achievement.

**Research Design**

For qualitative approach, I used discourse analysis by means of functional grammar because it emphasizes on the structure of a text. Furthermore related to quantitative data, factor analysis is applied to know the principal factor which determines students’ achievement since factor
analysis can detect structure in the relationships between variables, which is to classify variables.

**Research Site**

I recorded only two lecturers’ teaching and learning process in the Faculty of Economics, Semarang State University. Semarang State University (*Unnes*) is located in Semarang, Central Java.

**Participants**

There were 3 English lecturers in the Faculty of Economics, but I took 2 lecturers as the data sources. I also distributed students comment sheet to know students’ satisfaction toward lecturers’ explanation. Then, the data are analyzed quantitatively by factor analysis.

**Instruments**

There are three models of analysis. First, in analyzing the types of explanation, I use Brown and Hatton’s theory in 1982. Second, the systemic functional approach is used to analyze the data. Martin says (1997) a functional grammar provides the appropriate tool to understand why a text is the way is, thinking about who would say which of these clauses and in what kind of situation to whom. Thompson (1996) also agrees that Functional Grammar can recognize three kinds of meaning within a clause. It covers experiential, textual and interpersonal meanings. And third, Hair’s factor analysis in 2006 is used to analyze the component(s) of explanation which determine students’ achievement.

**Procedure**

There are some steps to analyze the data, they are:

1) Collecting the data.
2) Transcribing the data (explanation part only)
3) Analyzing the data qualitatively
4) Interpreting the result qualitatively
5) Analyzing the complementary data (questionnaire) quantitatively with Hair’s factor analysis
6) Interpreting the data quantitatively
7) Drawing the conclusion.

**Discussion**

**The Types of Explanation**

Explanation is the ‘heart’ of teaching-learning process. According to Brown and Hatton in 1982, there are 3 types of explanation, i.e. generalization-specific instance (Reason-giving, answering the question WHY), Interpretative (answering the question WHAT?) and serial (Descriptive, answering the questions HOW?).

The lecturers used question ‘what’ to encourage students to understand about the materials. For example in text A, *If I say tax, what comes into your minds?, What is the purpose of tax?, What is the advantage if they pay tax?.* In text B, *What is an effective businessman?, Inventive? What does it mean?, What do you think about business morality?*

Therefore; In Business English classes of Economics Faculty, Semarang State University the lecturers use type 2, interpretative. It is a type to answer ‘what’ question.

**The Realization of Interpersonal Meaning**

Martin (1997) explains that the system of mood belongs to the interpersonal metafunction of the language and is the grammatical resource for realizing an interactive move in dialogue.
### Mood

#### Table 1. Mood in the Explanation

<table>
<thead>
<tr>
<th>Mood class</th>
<th>Text A</th>
<th></th>
<th>Text B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecturer</td>
<td>Students</td>
<td>Lecturer</td>
<td>Students</td>
</tr>
<tr>
<td>Full Declarative</td>
<td>309</td>
<td>2</td>
<td>107</td>
<td>22</td>
</tr>
<tr>
<td>Full Wh-interrogative</td>
<td>96</td>
<td>0</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>Full Polar Interrogative</td>
<td>26</td>
<td>0</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Tagged Declarative</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Imperative</td>
<td>43</td>
<td>0</td>
<td>37</td>
<td>0</td>
</tr>
<tr>
<td>Elliptical Declarative</td>
<td>65</td>
<td>41</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Elliptical Wh-interrogative</td>
<td>52</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Elliptical Polar Interrogative</td>
<td>19</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Minor Clause</td>
<td>103</td>
<td>30</td>
<td>83</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total ranking clauses</strong></td>
<td><strong>721</strong></td>
<td><strong>73</strong></td>
<td><strong>316</strong></td>
<td><strong>84</strong></td>
</tr>
</tbody>
</table>

The table 1 shows that text A and text B are almost similar in using the mood types. Firstly, they use a lot of full declarative, a pattern which is not surprising in teaching–learning process because it gives information. There are 309 full declaratives (43%) used by the lecturer in text A, a few of them are:

1. It is a very interesting topic.
2. And today we will talk about tax or taxes.
3. so we know that taxes actually not new one

While in text B there are 107 full declaratives (34%) used by the lecturer, like:

1. and also we will discuss about tenses or grammar.
2. The first is reading and, the next is grammar.
3. I mean Ok, one of you please read aloud.

Secondly, both lecturers use minor clause. There are 103 minor clauses (14%) in text A and 83 minor clauses (26%) in text B, a type which usually appears in spoken mode.

Then, the third dominance of mood class in both texts is a full Wh-interrogative, a pattern which needs answer/response/feedback from the students. But we can see on the table above that in text A, there are 96 Wh-interrogative, 26 Full polar interrogative, 52 elliptical Wh-Interrogative and 19 elliptical polar interrogative (the total are 193 questions), but the
students’ answers are only 2 full declarative and 42 elliptical declarative (the total are 44 answers). It is only 25% questions from lecturers who get answers and the rests get disclaimers.

It is an interesting finding when many teachers/lecturers in Indonesia are blamed for the students’ failure to get good scores. In fact, the lecturer in text A gives the same question more than once even twice to encourage students giving an answer.

For example:

1. L : a. So about gayus, actually what money that is he corrupted?
   a. What money that he is corrupted?
   b. Yes?

Ss : Tax

It can be concluded that they are passive students but it cannot be said that they do not understand the materials. It is possible that students are influenced by Javanese culture that teacher/lecturer/guru is someone should be respected and obeyed. Javanese students are quite because they think that quite is a symbol of obedience since they are taught to be wedi, isin and sungkan as the good traits of Javanese.

**Modality**

<table>
<thead>
<tr>
<th>Modality</th>
<th>Probability</th>
<th>Inclination/futurity</th>
<th>Ability/possibility</th>
<th>Obligation</th>
<th>Strong Obligation</th>
<th>Very strong obligation</th>
<th>Total modality</th>
<th>Total clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text A</td>
<td>3</td>
<td>17</td>
<td>23</td>
<td>8</td>
<td>32</td>
<td>1</td>
<td>84 (10%)</td>
<td>794</td>
</tr>
<tr>
<td>Text B*</td>
<td>0</td>
<td>3</td>
<td>16</td>
<td>25</td>
<td>6</td>
<td>16</td>
<td>66 (16%)</td>
<td>400</td>
</tr>
</tbody>
</table>

The table 2 shows that text A uses less modality than text B. It is almost 90% clauses in text A and 84% clauses in text B are delivered without modality. It means that the lecturers are sure if the information given to students is true.

Each modality has different meaning. ‘Will’ means at present no, but in the future may be yes, may be no. It shows low degree of certainty about the validity of a proposition. Then,
‘should’ shows obligatory, for example, *That you should not eliminate.. eliminate s yeah?*. ‘Have to’ also shows obligatory but is stronger than ‘should’. Modality indicates speaker’s feeling, certainty, opinion about something.

**Polarity**

Both texts use either positive or negative polarity with different frequency. We can see clearly at the table 3.

Table 3. Polarity in Explanation

<table>
<thead>
<tr>
<th>Type</th>
<th>Text A</th>
<th>Text B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive polarity</td>
<td>751</td>
<td>307</td>
</tr>
<tr>
<td>Negative polarity</td>
<td>43</td>
<td>3</td>
</tr>
<tr>
<td>Total clauses</td>
<td>794</td>
<td>400</td>
</tr>
</tbody>
</table>

Positive polarity is dominant in both texts which show factuality. They use only less negative polarity. There are 43 (5.4%) negative polarities in text A and only 3 (0.75%) negative polarities in text B.

**The Realization of Experiential Meanings**

Martin (1997) describes the system of transitivity belongs to the experiential metafunction and is the overall grammatical resource for construing goings on.

Table 4. Transitivity in Explanation

<table>
<thead>
<tr>
<th>Process type</th>
<th>Text A</th>
<th></th>
<th>Text B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher</td>
<td>Students</td>
<td>Teacher</td>
</tr>
<tr>
<td>Material</td>
<td>130</td>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>Verbal</td>
<td>35</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Relational</td>
<td>228</td>
<td>0</td>
<td>98</td>
</tr>
<tr>
<td>Mental</td>
<td>47</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Behavioural</td>
<td>25</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Existential</td>
<td>19</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>485</td>
<td>1</td>
<td>203</td>
</tr>
</tbody>
</table>

The table 4 shows that both texts are almost similar. Firstly, relational processes are dominant in the texts. It means that the interaction concerns to identify or define something. There are 228 relational processes (47%) in text A and 98 relational processes (40%) in text B.
Text A
1. Who is he?
2. What is it?
3. He is a corruptor

Text B
1. The first is reading
2. The last is service
3. Task is different ok with tax ya?

The second rank the lecturers used is material processes. It means that the texts are centrally concerned with actions and events, and the participants who carry them out. There are 26% material processes (131 material processes from 486 total clauses) in text A and 30% material processes (74 material processes from 243 total clauses) in text B. It means text B much concerned in tangible, physical actions.

The Realization of Textual Meaning
Martin (1997) describes that theme is one of two systems that organize the information presented in the clause, the other being that of information.

Table 5. Theme in Explanation

<table>
<thead>
<tr>
<th>Category</th>
<th>Text A</th>
<th></th>
<th>Text B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecturer</td>
<td>Students</td>
<td>Lecturer</td>
<td>Students</td>
</tr>
<tr>
<td>Interpersonal Theme</td>
<td>120</td>
<td>0</td>
<td>84</td>
<td>0</td>
</tr>
<tr>
<td>Textual Theme</td>
<td>169</td>
<td>0</td>
<td>62</td>
<td>3</td>
</tr>
<tr>
<td>Topical Theme (U)</td>
<td>140</td>
<td>1</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>Topical Theme (M)</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Both Theme</td>
<td>46</td>
<td>0</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>485</td>
<td>1</td>
<td>229</td>
<td>9</td>
</tr>
</tbody>
</table>

The table 5 shows the dominant theme in text A is textual theme while the dominant theme in text B is interpersonal theme. There is 35% textual theme (169 of 486 total clauses) in text A and 27% textual theme (65 of 243 total clauses) in text B. It means that text A scaffolding the text as repartee.
Then, the dominant theme in text B is interpersonal theme. There is 35% interpersonal theme (84 of 238 total themes) in text B and 25% interpersonal theme (120 of 487 total themes) in text A. It means scaffolding the text as interaction.

**The Reasons of ESP Lecturers Conduct the Explanation Part in Those Respective Ways**

I found that the realization of interpersonal meaning in explanation part is the dominance of full declarative. It indicates the texts share a common focus on the giving of information. Then, the realization of experiential meaning is the dominance of relational processes in both texts indicates that the texts focus on defining something. The lecturers use many relational processes because they want to define something.

Lastly, the realization of textual meaning is the dominance of textual theme in text A and the dominance of interpersonal theme in text B. The lecturer in class A used a lot of textual theme because she wanted students understand easier by using textual themes. On the other hand, the lecturer in class B used more interpersonal theme than others because she wanted to interact with students or wanted the class alive.

**The Component(s) of Explanation which Determines Students’ Achievement**

Factor analysis is used to find the component(s) which determines the students’ achievement. To get the quantitative data, I used Students Comment Sheet which I distributed after teaching-learning process. After conducting several steps of factor analysis, i.e. selecting and measuring a set of variables in a given domain, data screening in order to prepare the correlation matrix, factor extraction, and factor rotation, I got the results as the following:

*Figure 1. The Components of Explanation A which Determine Students’ Achievement*

<table>
<thead>
<tr>
<th>Component(s)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>x7 &amp; x8</td>
<td>26.54%</td>
</tr>
<tr>
<td>X1 &amp; x4</td>
<td>18.38%</td>
</tr>
<tr>
<td>X2 X3 x5 x6</td>
<td>55.08%</td>
</tr>
</tbody>
</table>
From the table above, it can be seen that there are 4 variables which are permanent and significant, i.e. x7, x8 are the 1\textsuperscript{st} factor and x1, x4 are the 2\textsuperscript{nd} factor of students achievement. The 1\textsuperscript{st} factor can explain 55.078%, and the 2\textsuperscript{nd} factor can explain 18.375% of students achievement. X7 is monitoring feedback and x8 is monitoring feedback. It means that monitoring feedback is the most important skill of explanation. Next, x1 (raising key questions) and x4 (using examples) are the second factor which determines students’ achievement.

**Figure 2. The Components of Explanation B which Determine Students’ Achievement**

In explanation B, there are only three variables which are significant and permanent, i.e. x7, x8 and x4. It means that x7 (monitoring feedback) and x8 (monitoring feedback) are the 1\textsuperscript{st} factor which can determine 50.621% and x4 (using examples) is the 2\textsuperscript{nd} factor which determines 20.046% of students’ achievement.

Monitoring feedback is the most important skill component which determines students’ achievement. If students get difficulties in comprehension, the lecturer must make adjustment to the presentation of the explanation, for example, changing the speed of delivery, giving additional examples, repeating all parts or some difficult parts of the explanation.

**Conclusion**

This spoken mode study has six main findings. This research has six main findings. Firstly, the lecturers use question ‘what’, it is type 2, functional interpretative. Secondly, the realization of interpersonal meaning is the dominance of full declarative which indicates the texts share a common focus on the giving of information. Thirdly, the realization of experiential meaning is the dominance of relational processes which focuses on defining.
Fourthly, the realization of textual meaning is the dominance of textual theme in text A and the dominance of interpersonal theme in text B. Textual theme indicates that it uses conjunctions and continuatives to make the clauses easy to be understood, while interpersonal theme indicates that it involves the students in responding. Fifthly, the lecturers realize the interpersonal, experiential and textual meanings in those ways because they want to explain the materials well. Sixthly, either in explanation A or B, monitoring feedback is the most important skill component which determines about 50% of students’ achievement in both classes.

References


**Biodata:**

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BLOG-BASED LEARNING WITH PEER FEEDBACK TO IMPROVE STUDENTS’ MASTERY IN WRITING RECOUNT TEXTS

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Abstract

The main objective of this research is to find out whether or not there is significant difference between teaching written recount texts to students of MA Ma’ahid Kudus by using blog-based learning with peer feedback and teaching written recount texts by using traditional lecturing. In this study, the population was the tenth grade students of MA Ma’ahid Kudus in the academic year 2011/2012. The number of the population was 129 students. In taking the sample, the writer used cluster sampling. She chose class X-B as the experimental group and class X-C as the control group. The experimental group was taught using blog-based learning with peer feedback in written recount texts and the control group was taught using traditional lecturing in written recount texts. The writer used a written essay test to obtain the data. The $t$ value is 3.454 and $t$ table is 2.005. Since the $t$ value is greater than the $t$ table, so the working hypothesis is accepted. It means there is significant difference on the students’ achievement between those who are taught using blog-based learning with peer feedback and those who are taught using traditional lecturing. Therefore, it can be concluded that blog-based learning with peer feedback is effective to teach written recount text.

Keywords: Peer Feedback, Blog, Writing, Recount Text, Experimental Research

Introduction

Based on the School-Based curriculum, one of the competence standards for the tenth grader in the first semester is to express meaning in short functional written texts and simple essays in the form of recount, narrative and procedure texts in daily life. Based on the competence standard, writing genre is the skill which is highlighted. In addition, recount is one of the text types that is mentioned on the competence standard above. According to Hyland (1998) Recount text is to reconstruct past experiences by retelling events in original sequence (p. 255). Retelling our own past events always happens in our daily life, so the teacher should
emphasize the process of transferring knowledge of recount text because the applications of recount text happen almost everyday.

Writing in foreign language is different from writing in native language. Foreign language students have some difficulties in writing in foreign language, it also happens to the tenth grade students of MA Ma’ahid Kudus. Those difficulties are caused by the lack of vocabulary, knowledge of grammar and mastery of putting sentences in good arrangement including the cohesion and coherence.

Burns and Joyce (2007) argue:

Strangely enough, even if in advance-level courses, many adult students remain reluctant to write and even more reluctant to share their writing with their peers. This reluctance perhaps results a view of writing as either right or wrong, a belief that imperfect writing has no value. Consequently, many students fall out of the habit of writing and seldom engage in sustained writing in any language (p. 239).

To avoid this problem, the teacher has to find out new media to help the students to be more confident to share their writing to public. Nowadays, there is a developing medium called Blog. By using Blog we can share many things in written language, the audio, and the video. Blog has a lot of advantages, but in Indonesia, it has not been developed yet as a medium in teaching English. By using blog in teaching learning process, students share their writing into blog, when their writing is read and given appreciation from the reader, it is intended to increase their confident and increase their motivation to write.

Through teaching writing, the students are expected to be able to make a good writing and the good writing needs revision. The way how to revise the writing can be found from the readers and the writers itself. However, the powerful way to revise can be found from the readers because writing is a means to communicate between the writers and the readers, if the readers understand what the message of the writer, it can be said that the writing is success, but if the readers do not understand, the writing should be revised. The process of revising can be conducted by applying peer feedback. Through peer feedback, the reader students can give feedback to the students writers, it makes the students readers becoming a critical readers to
other’s writing that makes them more critical readers and revisers of their own writing (Rollinson, 2005, p. 24). Furthermore, the students writers have right whether the feedback is to be used or not to revise their texts, and it makes them to be able to maintain the possession of their own texts, it increases their autonomy (Rollinson, 2005, p. 25).

In this study, the writer introduces a method to teach writing, which entertaining and interesting for the students, namely blog-based learning with peer feedback. Thus, in this study, the writer wants to conduct blog-based learning with peer feedback in writing recount texts (experimental research of the tenth grade students of MA Ma’ahid Kudus in the academic year of 2011/2012).

**Methodology**

This study was conducted in MA Ma’ahid Kudus from April, 7th until 14th 2012 in four meetings. The population of this study was tenth grade students of MA Ma’ahid Kudus in the academic year of 2011/2012. The sample of this study was X-B and X-C classes. The participants of this study were divided into two classes, X-B which consisted of 28 participants as experimental group and X-C which consisted of 29 participants as control group. Experimental group was taught using blog-based learning with peer feedback in writing recount texts and control group was taught using traditional lecturing. The main objective of this study was to find out whether or not there was significant difference between teaching written recount texts to students of MA Ma’ahid Kudus by using blog-based leaning with peer feedback and teaching written recount texts by using traditional lecturing.

Quantitative research is chosen in this study because this study uses computation of number or figure to present the result. For the reason that the obtained data are intentionally appeared, so the writer used experimental design. “Experimental research is kind of experiment that supposed to be good experiment because the requirement has completed” (Arikunto, 2006, p. 86).

In the first meeting, the students of experimental and control groups were given pre test to measure their ability in writing recount texts. After that the writer tried to give some treatments to improve their writing skill. The second meeting, the students of experimental
group were given treatment how to write recount text well, the writer uses class blog to teach recount text. Then, they were asked to write recount texts based on the theme given. On the other hand, the students of control group were taught using the same material in the experimental group but used power point.

In the third meeting, the students of experimental group submitted their work in the previous meeting, and then they should find partner (peer). After that, they should post their works into class blog. The next step, the writer gave explanation how to conduct peer feedback. However, initially the teacher had explained the purpose of peer feedback activity and gave peer feedback guidance to their students. Then, the students connected to the internet and did peer feedback. By giving feedback to their peer’s first draft, they were supposed to develop their critical thinking. Then, they were supposed to revise their written works based on the useable feedback to improve their first drafts into final drafts. This technique was expected have powerful ways to improve their awareness in writing good recount texts. Meanwhile, in the third meeting, the students of control group were taught using power point. The material in this meeting was sequential pictures with key words. They are asked to make recount text based on the picture and key words given.

The last meeting was by giving students of experimental and control groups post test to measure the students’ mastery in writing recount texts. In scoring pre test, students’ works during treatment, and post test, the writer used analytical scale for rating recount text which was adapted from analytical scale for rating composition by Brown and Baily. The first step after finding the result of pre test and post test, the writer made the comparison of pre test and post test scores of the experimental group to find out which aspect of writing (organization, content, grammar, punctuation, and style) was improved better by applying blog-based learning with peer feedback. The second step, the writers made computation of the mean of the gain score in both of groups. The means of the gain score were compared in order to find out whether or not there was significant difference between teaching written recount texts by using blog-based learning with feedback and teaching written recount texts by using traditional lecturing.
To determine which technique was more effective in writing recount text, the writer compared the means of the gain score of experimental and control group by using the following formula:

\[ t = \frac{M_x - M_y}{\sqrt{\frac{\sum X^2}{N_x} + \frac{\sum Y^2}{N_y} - \frac{2}{N_x + N_y}} \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]} \]

Where:
- \( M_x \) = the mean score of experimental group
- \( M_y \) = the mean score of control group
- \( N_x \) = the number of students of experimental group
- \( N_y \) = the number of students of control group
- \( X^2 \) = the total square deviation of the experimental group
- \( Y^2 \) = the total square deviation of control group (Arikunto 2006: 311-313)

**Discussion**

**The Statistical Interpretation**

The first data from the experimental group were obtained from pre test scores of the students. After doing pretest, the writer gave treatments to the experimental group. In the last meeting, the students had post test. After that, the writer scored and analyzed the result of students’ works. The writer used the analytic scale for rating recount text in scoring the students’ pre test and post test. It focuses on five items that are organization, content, grammar, punctuation and style. In addition, there are also five criteria of mastery writing skill in line with analytic scale for rating composition by Brown and Baily. The criteria of mastery as follows:

<table>
<thead>
<tr>
<th>Criteria of mastery</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>Excellent to be Good</td>
</tr>
<tr>
<td>15-17</td>
<td>Good to Adequate</td>
</tr>
<tr>
<td>12-14</td>
<td>Adequate to fair</td>
</tr>
<tr>
<td>6-11</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>1-5</td>
<td>Not College-level work</td>
</tr>
</tbody>
</table>

The table below shows the means of the students’ achievement from each aspect in the pre test and the post test of the experimental group.
Table 2. The Result of Each Aspect in the Pre test and the Post test of the Experimental Group.

<table>
<thead>
<tr>
<th></th>
<th>Organization</th>
<th>Content</th>
<th>Grammar</th>
<th>Punctuation</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre test</strong></td>
<td>14.18</td>
<td>13.75</td>
<td>10.07</td>
<td>10.86</td>
<td>9.43</td>
</tr>
<tr>
<td>Criteria of mastery</td>
<td>Adequate to fair</td>
<td>Adequate to fair</td>
<td>Unacceptable</td>
<td>Unacceptable</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Post test</strong></td>
<td>18.50</td>
<td>17.57</td>
<td>16.68</td>
<td>15.89</td>
<td>14.64</td>
</tr>
<tr>
<td>Criteria of mastery</td>
<td>Excellent to be good</td>
<td>Excellent to be good</td>
<td>Good to adequate</td>
<td>Good to adequate</td>
<td>Good to adequate</td>
</tr>
<tr>
<td><strong>Improvement</strong></td>
<td>4.32</td>
<td>3.82</td>
<td>6.61</td>
<td>5.03</td>
<td>5.21</td>
</tr>
</tbody>
</table>

It can be concluded that the greatest aspect that had been improved was grammar followed by style, punctuation, organization and content. The improvement of organization and content were from “adequate to fair” into “excellent to be good”. In addition, the improvement of grammar, punctuation, and style were from “unacceptable” into “good to be adequate”. It was said that all of aspects increased two levels. By applying blog-based learning with peer feedback, the aspect that most improved was grammar and the improvement was great enough that was two levels.

In order to compare the beginning ability and the final ability of both groups, the writer made computation. The first way to know the significant difference of the beginning ability of experimental and control group could be see through the difference of the means. The mean of the experimental group was 58.29 and the mean of the control group was 58.24. It seemed that the achievement of the experimental group in written recount text in pre test was similar with the achievement of the control group.

After knowing that the beginning ability of both groups was similar, then the writer tried to compare the result of post test in both groups in order to find out the significant difference after doing the treatment.

The mean of post test in the experimental group was 83.29 and the mean of post test in the control group was 63.79. It could be said that the achievement of the experimental group in written recount texts in post test was higher than achievement of the control group.
To make the comparison of the both group, the writer made the diagram as follows:

Figure 1. The Means of the Pre test and the Post test Results for the Experimental and the Control Groups

![Bar chart showing the comparison of pretest and posttest results for experimental and control groups.]

The mean of the experimental group’s posttest was higher than the control group. It indicated that blog-based learning with peer feedback was effective to improve students’ mastery in writing recount texts. However, it still could not be concluded that blog-based learning with peer feedback was effective until the writer counted the significance using t-test.

The students’ achievement in the experimental and the control groups before treatment were different than after treatments. Some students had some improvement and other did not. In order to describe the improvement of the experimental group, the writer made the gain score of the experimental group.

The students in the experimental group improved their achievement. The highest improvement was 52 different and the lowest was 9 different. The total different of the score was 700 and the gain means of pre test and post test was 25. Furthermore, to describe the improvement of the control group, the writer made the gain score of the control group.

Based on the data, not all of the students in the control group improved their achievement. Some students improved their achievement and the highest improvement was 37 different.
There was one student who decreased his/her achievement, the different was -5. The total difference of their score was 161 and the gain means of the pre test and post test score was 5.55. To know the significant difference of both groups, the writer computed the data using t-test.

To compute the significant difference, the writer made a table below.

**Table 3. The Statistic Data of the Pre test and the Post test Both Groups**

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score Pre-test</td>
<td>1632</td>
<td>1689</td>
</tr>
<tr>
<td>Mean Score Pre-test</td>
<td>58.29</td>
<td>58.24</td>
</tr>
<tr>
<td>Total Score Post-test</td>
<td>2332</td>
<td>1850</td>
</tr>
<tr>
<td>Mean Score Post-test</td>
<td>83.29</td>
<td>63.79</td>
</tr>
<tr>
<td>Differents (Σx)</td>
<td>700</td>
<td>161</td>
</tr>
<tr>
<td>Mean of Differents (Mx)</td>
<td>25</td>
<td>5.55</td>
</tr>
<tr>
<td>Number of Students (Nx)</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Σx^2</td>
<td>21720</td>
<td></td>
</tr>
<tr>
<td>Σy^2</td>
<td>3147</td>
<td></td>
</tr>
</tbody>
</table>

The mean of the gain score of the experimental group was 25.00 and the mean of the gain score of the control group was 5.55. Then the result of the computation was applied into the formula:

\[
t = \frac{M_x - M_y}{\sqrt{\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}
\]

\[
t = \frac{25.00 - 5.55}{\sqrt{\frac{21720 + 3147}{28 + 29 - 2} \left( \frac{1}{28} + \frac{1}{29} \right)}}
\]

\[
t = 3.454
\]

According to Best (1981), for subjects which require fixed computation such as mathematics and physics the 1 percent (0.01) alpha level of significance can be used. Whereas the psychology and educational cycles the 5 percent (0.05) alpha level of significance can be used. Therefore, the writer used the 5 percent (0.05) alpha level of the significance.

The number of subject in the both group was 57, so the degree of freedom (df) was 55, which was obtained from the formula Nx+Ny-2. For 5 percent (0.05) alpha level and 55 degree of freedom has no definite critical value in \( t_{table} \). Therefore the writer needed to find the definite
The critical $t_{table}$ was 2.005. The $t_{value}$ was obtained 3.45. Since $t_{value}$ was greater than the critical $t_{table}$ ($3.454 > 2.005$), it could be concluded that the difference was statically significant. Therefore, $H_a$ (working hypothesis) was accepted, which meant “there is significant difference on the students’ achievement between those who are taught using blog-based learning with peer feedback and those who are taught using traditional lecturing”. Then $H_o$ (there is no significant difference on the students’ achievement between those who are taught using blog-based learning with peer feedback and those who are taught using traditional lecturing) was rejected.

Based on the research finding, it could be concluded there was significant difference on the students’ achievement between those who were taught using blog-based learning with peer feedback and those who were taught using traditional lecturing. The greatest aspect which was improved by practicing blog-based learning with peer feedback was grammar followed by style, punctuation, organization and content. The level of improvement was from “adequate to fair” into “excellent to good”, it was two levels improvement. Comparing to control group, the improvement was happened. However, there was no different level of mastery.

In the post test, the mean of the experimental group was higher than the control group. It could be seen that the gain means of the experimental group score (25.00) was higher than the gain means of the control group score (5.55). Then, the $t_{value}$ of the gain score (3.454) was higher than the $t_{table}$ (2.005). It showed there was significant difference on the students’ achievement between those who were taught using blog-based learning with peer feedback and those who were taught using traditional lecturing.

Based on the fact that there was significant difference on the students’ achievement between those who were taught using blog-based learning with peer feedback and those who were taught using traditional lecturing, the null hypothesis “there is no significant difference on the students’ achievement between those who are taught using blog-based learning with peer feedback and those who are taught using traditional lecturing” was rejected. On the other
hand, the working hypothesis “there is significant difference on the students’ achievement between those who are taught using blog-based learning with peer feedback and those who are taught using traditional lecturing” was accepted. Therefore, it could be concluded that blog-based learning with peer feedback in teaching the students of write recount texts to the tenth grade students of MA Ma’ahid Kudus in the academic year 2011/2012 was effective.

The Analysis of the Experiment

During the experiment, the writer performed as the teacher. In the implementation of her experiment, first, the teacher gave pretest to the students in the control and the experimental groups. Then they were given treatments. The special treatments were given to the experimental group in form of applying blog-based learning with peer feedback in teaching written recount texts. In addition, the control group was given treatments without blog-based learning with peer feedback. Each treatment was 4 x 45 minutes which consisted of two meetings. In each meeting, the learning process was divided into three main parts, they were pre-activity, main activity and post-activity.

In practicing blog-based learning with peer feedback, the students got much knowledge. Beside got the basic knowledge of making good recount text, they also got the knowledge of blogging. The technique of blog-based learning with peer feedback provided class blog for the students, so they could post everything happened in the school to the class blog especially their English written work. By posting their written work into class blog, the students got confidence to share their written work to global world.

Moreover, when the students conducted blog-based learning with peer feedback, they developed their critical thinking by practicing learning by doing. They also did team work by sharing their work, giving feedback to peer’s work and discussing the feedback to revise their work. The teacher also gave responses to the students’ feedback after they conducted blog-based learning with peer feedback, its purpose is to help them make useable feedback and understand the mean of their peer’s feedback in order revise their writing better. Peer feedback guideline emphasized five aspects of writing, they are organization, content, grammar, punctuation, and style. It means that the students learn how to develop good recount
text from whole aspects of writing skill, not only surface level sentence –grammar, punctuation, etc- but also the meaning level sentence –organization, content, etc-.

Based on the experience, it can be concluded that teaching using blog-based learning with peer feedback had some advantages than teaching using traditional lecturing. The advantages were the students got extra knowledge to do blogging in order to engage the global world, they also developed their critical thinking by practicing learning by doing, they did team work by sharing their work, giving feedback to peer’s work and discussing the feedback to revise their work. Furthermore, after doing peer feedback they got feedback from the teacher, it helped them make useable feedback and understand the mean of their peer’s feedback in order revise their writing better. Peer feedback guideline had five aspects of writing skill, it could be said that the students learnt the whole aspects of writing skill, not only surface level sentence –grammar, punctuation, etc- but also the meaning level sentence –organization, content, etc-.

Conclusion
The experimental research in blog-based learning with peer feedback in writing recount texts of MA Ma’ahid Kudus was successful. Based on the computation, it could be seen that the gain mean of experimental group’s score (25.00) was higher than the gain mean of the control group’s score (5.55). It indicated that the experimental group improved their mastery of writing recount texts. In addition, the statistical analysis of t-test showed that $t_{value}$ for two means of the gain was 3.454. Meanwhile the $t_{table}$ at $\alpha=0.05$ and dk=55 was 2.005. Since $t_{value} > t_{table}$, Ho was rejected and Ha was accepted. It meant there was significant difference on the students’ achievement between those who were taught using blog-based learning with peer feedback and those who were taught using traditional lecturing.

Learning using blog-based learning with feedback was more effective, and it increased students’ enthusiasm in learning recount texts because they learn new media to teach. There were some advantages of conducting blog-based learning with peer feedback. First, the students got extra knowledge to do blogging in order to engage the global world. Second, students also developed their critical thinking by practicing learning by doing. Third, they did team work by sharing their work, giving feedback to peer’s work and discussing the feedback
to revise their work. Furthermore, after doing peer feedback they got feedback from the teacher, it helped them make useable feedback and understand the mean of their peer’s feedback in order revise their writing better. Fourth, Peer feedback guideline had five aspects of writing skill, it could be said that the students learnt the whole aspects of writing skill, not only surface level sentence –grammar, punctuation, etc- but also the meaning level sentence –organization, content, etc-.

References

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THE IMPLEMENTATION OF ENGLISH LANGUAGE TEACHING MODEL “DETAILED READING” AT A VOCATIONAL HIGHER INSTITUTION IN BANDUNG

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Politeknik Pos Indonesia

Abstract
This study aims to see the process and success of English learning in a Reading program at a vocational higher institution of EFL context in Bandung. The model called “Detailed Reading” is chosen because it has been utilised in programs at schools in Australia and has successfully increased the reading skills of Indigenous students. The result of the programs shows that the average development of students’ literary increases at twice the expected rate with integrating teaching of high level skills in reading and writing with normal classroom program across the curriculum (Culican, 2006). The model is adapting the Bruner’s scaffolding approach to reading and writing, which is grounded with Vgotsky’s (1978) theory of Zone of Proximal Development (ZPD) (Rose, Gray, & Cowey, Ibid), where learning takes place and that a learner can achieve far more with a support of a teacher than learn independently. In this study, the students’ responses are analysed when they follow the reading activities to see the types of interaction as the result of the preparations made by the teacher and as the basis of determining the success of the program. The data is triangulated with the data from field note made by the teacher and interviews by colleagues. The result shows that the preparations before reading lead students to a better understanding in reading and gave them the skill to comprehend English text, and elaborate it with the context of their background. However, other findings show that the culture of passive students in reading activities and problems of lack of vocabularies occurred as they needed to be further studied at next research.

Keywords: Reading Program, Detailed Reading, Scaffolding, Genre Based Approach

Background
Reading is one of the most fundamental skills that people must have to gain knowledge for wider opportunities. However, students in a polytechnic in Bandung still had the obstacles to read English text independently, even texts with easy vocabularies. So, students still do not comprehend the language functions in a text, the context in the text, and the meaning of the
vocabularies related to the context. Those students were needed to be guided to learn how to read comprehensively until they are independent.

One of the English teaching models that can help students to learn how to read is *Reading to Learn Program*, developed by David Rose (2006) at schools in Australia and Africa. In Australia, the program has successfully improved the reading and writing skills twice the expected average by integrating the teaching of reading and writing in a higher level in class (Cullican, 2006). With the success of the program, this study aimed to implement the teaching and learning model of *Reading to Learn Program* in English class at a Polytechnic in Bandung, and see how it works in helping the students how to learn to read in English.

**Theoretical Background**

Conceptually the theoretical framework of *Reading to Learn* developed by Rose, Gray, & Cowey (1999) is divided into three, speaking and writing model, reading model, and learning model. Furthermore, according to them, (1999:8), the reading model requires two level of cognitive skills. The first is to process the visual model of works that are written down without translating. The second is to predict how a text is becoming the order of meaningful words.

The learning model is adapted from Bruner’s *Scaffolding* based on the theory of Vgotsky’s (1978) *Zone of Proximal Development* (ZPD) (Rose, Gray, & Cowey, Ibid). Those theories imply that a learner can gain success with the guidance of the teacher explicitly rather than learning independently.
With the same activities and adequate preparations for students with different abilities, *Reading to Learn Program* can reduce the ability gap. The reading and writing activities among students are the first point in closing the gap and accelerating learning. According to Acevedo & Rose (2007:2) and Martin & Rose (2005), reading and writing are complex activities which involve the use of language pattern in three different levels: (i) text, (ii) sentence, and (iii) word.

The complexities of a text can be seen in the picture below:
The second theory that is as the basis of this research is Scaffolding. According to Rose (2006), students need to experience the scaffolding learning cycle to achieve the reading skills and learn something from reading. The successful learning activities coming from scaffolding cycle has become the basis of analysis in the study and in class students have been introduced on how to do the reading activities comprehensively until they can perform it independently. What it means by Rose is that scaffolding “prepares students to perform the activities in class until they succeed by showing how to do the activities explicitly” (2006:7).

The three steps of scaffolding by Rose (2006) is Prepare, Task, and Elaborate, seen from the picture below:

From the above cycle, the role of the researcher as the teacher in the program has decided the activities to gain a successful result an the step is called prepare. And then, in the task cycle, the activity focuses on the students’ progress.

Detailed Reading was conducted by David Rose (Martin & Rose, 2007:244) at school in Kwazulu-Natal Province. The analysis uses the eight types of interaction moves (Rose, 2008:33). The interactions are:

1. Query : teacher asks spontaneously or without preparation (or students ask)
2. Prepare : teacher gives information to get the expected students’ responses
3. Identify : students do the identify in a text
4. Select : students choose the elements based on their experience
5. **Affirm**: students affirm students’ responses (or students agree)

6. **Reject**: teacher rejects students’ responses by negating, ignoring, or qualifying

7. **Elaborate**: defining new meaning, explaining new concept or relating to students’ or teacher’s experiences (by the teacher or through discussion with students)

8. **Instruct**: teacher instructs an activity

From the interaction moves above, it can be seen that the preparation can give students the opportunity to involve in a text by identifying words and choosing idea from their experience. Furthermore, elaboration can give the skills to students to understand more and learn about new language and the context, including the field of the text.

The Detailed Reading phase can be seen below:

![Picture 4. The Interdependent phases of Rose’s Detailed Reading Cycle](image)

**Identify** is the nucleus, where students actively do the reading for themselves. There are two elaborating phases, prepare (initial) and extend (final) which are to direct to and fro between the written text and the spoken discourse that the students can more readily understand. The phase of preparation is conducted based on the scaffolding learning cycle above. Then, there are two inter-modal phases, Focus and Highlight, surrounding the nucleus and connecting spoken discourse of the classroom to the writing. Focus ensures students to attend perceptually to the text, and highlight increases the focus by highlighting physically the words of phrases under critical observation. Those cycles of scaffolding and detailed reading are used during the reading task in this study.

Below is how Detailed Reading was conducted in this study, which was similar to what Rose (2008) has suggested (see also Rose & Acevedo, 2006, Acevedo & Rose, 2007), where there are three steps: i) Prepare, ii) Task / Identify, iii) Affirm / Elaborate.
In this study, the first activity was the Prepare step when the whole text was read aloud first by the teacher or the students and then it was read again sentence by sentence along with paraphrasing the written words into spoken discourse. On the first cycle, the Detailed Reading stage was used to discuss the content of the text in the part of orientation to give more understanding to students on how a text started. The first sentence was read aloud and the next thing to do was to select one element of the sentence for the preparation, which was focusing on the temporal circumstance by using the transitivity category ‘when’ and telling them exactly where to find it.

Then, in the second step of Identify, students were asked where the text took place. According to Rose (et al.), the move of Identify means that students identify elements in a text. From the transcript below, students were able to identify elements in the text discussed.

The last was when teacher affirmed student responses and students concurled. Elaboration occurred when teacher defined and explained new concept related to the condition in the text. Below is how the phase is conducted:

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Now, look at the first sentence. A long time ago in the island of Madura there was almost nothing but forests. Okay, when did the text happen? When?</th>
<th>Prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>A long time ago.</td>
<td>Identify</td>
</tr>
<tr>
<td>Teacher:</td>
<td>A long time ago. Okay. Highlight A long time ago. And where?</td>
<td>Affirm</td>
</tr>
<tr>
<td>Students:</td>
<td>In the island of Madura.</td>
<td>Identify</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Is it correct? In the island of Madura?</td>
<td>Affirm</td>
</tr>
<tr>
<td>Student:</td>
<td>Yes.</td>
<td>Affirm</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Okay. What information do we have there? What information do we have there on the first sentence telling about the situation? Yes. There was almost nothing but forests? Is it true?</td>
<td>Prepare</td>
</tr>
<tr>
<td>Student:</td>
<td>Yes.</td>
<td>Affirm</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Nothing but forests. Highlight nothing but forest. If we read the sentence carefully, we will find the information that the situation at that time was nothing but forest.</td>
<td>Affirm</td>
</tr>
<tr>
<td></td>
<td>(Explaining in Indonesian)</td>
<td>Instruct</td>
</tr>
<tr>
<td>Student:</td>
<td>Nothing but forest. (In Indonesian)</td>
<td>Elaboration</td>
</tr>
<tr>
<td>Teacher:</td>
<td>And the most important thing is the time. When is the time? A long…?</td>
<td>Affirm</td>
</tr>
<tr>
<td>Students:</td>
<td>Time ago</td>
<td>Prepare</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Okay, can you imagine a long time ago in Madura when there was almost nothing but forests? Can you imagine?</td>
<td>Affirm</td>
</tr>
<tr>
<td>Students:</td>
<td>Yes.</td>
<td>Affirm</td>
</tr>
</tbody>
</table>
As it can be seen from the study of Rose and this study, Prepare move or extend or elaborate occurred all the time in preparing before reading. This had purposes to prepare students before entering the discussed text and give overall meanings or language model and the context to students (Rose, 2008).

**The Result**

Field note shows that students most of the time were passive at the beginning of the learning cycle when the teacher asked about the content of the text on each sentence discussed. Only one or two students answered when teacher was doing the prepare move to make the students understand the content of the text. However, it cannot be considered as a failure because according to the theory of Scaffolding discussed previously, beside the teacher who gave the examples explicitly, the classmates also had the role to give examples and help to others who still did not understand the context and elaboration. It was expected that the help from their friends can give ways or process to understand a text.

In this program, then the teacher helped to give the examples explicitly on how the order of words in the text can help them as a reader in the process of giving meaning contextually. Students did not immediately understand or process the explanation given, but the questions on the discussion and the feedback to find out whether they understand or not were conducted to prepare them perform independently in the future. Of questions or feedback given, derived from the answers given just one student or two students, which showed that students in the classroom had difficulties in understanding the text. Referring to the theory of Scaffolding, this becomes the beginning stages of learning when the answer is given one or two students have an aid or example to students who do not understand. Then the students are expected to
have a pattern with questions as intended, and to confirm the definition contained lecturer asked students to underline the intended answer. Students awarded this pattern is repeated and which makes the student creates his own way in the end to understand how to understand a text.

In the discussion of this text often occurs when there is no feedback on the answer at all. It is, once again, does not indicate the failure of the program, but rather shows that students still need assistance in completing their reading assignments on topics they have not known before. Thus, in this case re-elaboration or explaining contextual words contained in the text should always be done so that students can link the content of the text they have not understood the logic that they can understand.

Observations were carried out by members of the first researchers in each teaching reading done in this program. Notes from observations indicate that the students were trying to digest every act of reading by showing the expression of deep thought. Discussions of reading activities were undertaken not because of their participation because there were many things they had to understand first, such as learning patterns and understanding the contents of the text discussion. More often it can be seen that students asked their friends when the text was being discussed and they at first they were reluctant to ask the lecturer. This pattern was repeated until some students eventually had the skills to participate in a discussion following the reading done by the lecturer. All of these were confirmed during the interview given after the program ended.

Teacher was seen to understand this learning situation by continuing to improve discussion and questions and continue to connect with the scaffolding theory of activities in the classroom. Lecturers continued to help students understand the content of the text and help to elaborate explicit and explain the contents of the text to the students. Some students responded that they understood the contents of the text by stating that they understand after lecturer elaborated repeatedly to them in the sense of giving.

There are times when students are not derived from the responses given by the elaboration lecturer, or when the questions about the contents of the text is a question they already know
the answer because it has the background knowledge of the text discussed. It can be seen in this activity, students were not having a difficultly to answer the questions of the lecturer, and the lecturer is not seen often perform elaborate measures to continue to provide insight to students. But often it comes from student responses elaboration action lecturer. The answers given by the students show that they understand the text because of their background can give an example to students who still do not understand the contents of the text or reading strategy that was his way to digest a reading text.

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THE USE OF BACK TRANSLATION TO RETAIN THE STUDENTS’ AWARENESS OF LITERARY STYLISTIC FEATURES

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Abstract

Back-translation has often been utilized as a means of assessing translation quality. Source texts are compared to the result of back-translating target texts in order to see if there is equivalence or shift between the original text and the back-translation. The results of this comparison may be employed for certain purposes. In this study, back-translation is applied in stylistics classes with the purpose of retaining the students awareness of the presence of stylistic features in prose texts including lexical, syntactic, semantic, pragmatic and discoursal ones. Chunks of Indonesian translation from assorted English texts were Google-translated back to English. Then, pieces of the back-translation and the original texts were put side by side. Comparing the source texts and their back-translation, guided by the teacher the students were assigned to see how different stylistic features were applied to convey the same meaning.

Keywords: back-translation, stylistics, meaning

Introduction

Back-translation can be understood as a word-for-word translation of a target text back into the source language, often retaining the structure of the target text. This can be used to explain the translation process for an audience that does not understand the target language (Hatim and Munday, 2004: 335). Back-translation may involve taking a translated text in a target language (TL) with which the reader is assumed to be unfamiliar and translating it back to its source language (SL) as literally as possible – how literally depends on the point being illustrated, whether it is morphological, syntactic, semantic, or pragmatic. For example, if the source language is English and the target one is Indonesian, back-translation involves translating the Indonesian back to English from which it was originally translated. According
to Baker (1991: 14), a back-translation can give some insight into aspects of the structure, if
not the meaning of the original. The use of back-translation is a necessary compromise; it is
theoretically far from ideal, but we do not live in an ideal world … and theoretical criteria
cease to be relevant when they become an obstacle to fruitful discussion.

Back-translation is closely related to cross-cultural social studies as well as cognitive
linguistics. Cross-cultural social study is understood as a term that covers such fields as
anthropology, cross-cultural psychology, international marketing research, quality of life
research, etc. All of these areas use specific research instruments used basically as
measurement tools. Consequently, cross-cultural social studies require quality translation,
asking of the target text to be equivalent with the source. One of the most popular techniques
to assess the quality of translation is the so-called back-translation. It is a process whereby the
translated text (in TL) is re-translated back into the source language (SL) by a translator, be it
human or machine, who does not see the original text. If any discrepancies are found between
the back-translation and the original, this is taken as an indication of translation shift,
onequivalence or deviance in the target language version.

Back-translation has long been considered as the most popular quality assessment tool used in
cross-cultural social studies. In international nursing research, for instance, quoting
Maneesriwongul and Dixon (2004:175), Tyupa (2011) pointed out that out of forty-seven
studies devoted to instrument translation, thirty-eight used back-translation. Meanwhile,
quoting Douglas and Craig (2007:31), Tyupa (2011) stated that in the area of international
marketing, thirty-four out of forty-five international survey reports indicate the use of back-
translation technique. Nevertheless, back-translation is never used as a stand-alone tool; it is part of
a complicated translation procedure that varies depending on the research field and the purposes of
the translation project. For example, in the field of quality of life and patient-reported outcomes research,
Wild et al (2005) claim that back-translation is just one of the ten steps in the questionnaire translation
process. That can be summarized as: forward translation > back-translation
> review and discussion > finalization. The most critical stage here is the review process, whereby a
reviewer compares back-translation with the original and tries to identify possible errors or problem or
deviance areas. According to Tyupa (2011), the success of this process depends on the linguistic skills
and linguistic knowledge of a reviewer and her general understanding of what is involved in the
translation process. In other words, the back-translation procedure cannot do without the support of a
sound linguistic theory; cognitive linguistics can be successfully used as a basis for the back-translation process for describing translation phenomena in general.

The idea of bringing together cognitive linguistics and translation studies was introduced by Tabakowska (1993) and expanded by Halverson (2003). According to these two scholars, cognitive linguistics is not a specific and well-delimited theory, but rather “an approach that has adopted a common set of guiding principles, assumptions and perspectives which have led to a diverse range of complementary, overlapping (and sometimes competing) theories” (see Evans & Green 2006:3). Besides that, originated in the early 1970s primarily as a reaction to formal approaches to language, particularly to generative grammar, cognitive linguistics is also closely related to the development of cognitive science, especially to the research on human categorization, as well as to earlier traditions such as Gestalt psychology.

What makes cognitive linguistics significantly different from other schools of thought is that it treats language as a primarily semantic phenomenon; meaning is the cornerstone of the cognitive linguistics enterprise. The term cognitive in cognitive linguistics not only signals that language is a psychologically real phenomenon, but also that the processing and storage of information is a crucial design feature of language. Linguistics is not just about knowledge of the language… but language itself is a form of knowledge – and has to be analyzed accordingly, with a focus on meaning (Geeraerts 2006: 3).

As was mentioned above, cognitive linguistics is an approach to the study of language sharing some common features rather than a neat and complete theory. For the purposes of this paper, it seems appropriate to focus on a more specific and well-defined theory of language that forms one of the cornerstones of the cognitive linguistics enterprise introduced by Langacker in Cognitive Grammar (1987/2008). Contrary to what the term ‘grammar’ may evoke, this theory treats both grammar and lexicon and views them as occupying the same continuum of symbolic units, differing only in the degree of schematicity. The two important claims of cognitive grammar directly applicable in translation domain are (1) that meaning resides in conceptualization and (2) that grammar is symbolic, and therefore meaningful, in nature (Langacker 2008:161). Conceptualization presupposes that meaning is not objective in nature and that it resides both in our mental activity and in social interaction. Interlocutors actively
*negotiate* meanings ‘based on mutual assessment of their knowledge, thoughts, and intentions’ (Langacker 2008: 4). In the context of the translation process, meanings need to be negotiated not only between interlocutors (in our case, the author of the source text and the translator), but also inside the translator’s head, and the key to success here is whether the translator, in the search for equivalents, finds the proper point of access to the conceptual structures of the text. In other words, the translator needs to understand the source close enough to the way that it is understood by the author of the original message.

Regarding back-translation, its current understanding and use presupposes that in the case of successful or equivalent translation three conceptualizations – those of the author, the translator, and the back-translator – are all identical. According to Tyupa (2011), what back-translation can do is shed some light on how conceptualization operates in the translator’s and back translator’s minds and thus helps to make some inferences regarding the comparability of the source and the target versions. Back-translation is viewed as a complementary process of clarifying the meaning of items in the source and the target language. This requires from reviewers special knowledge and skills allowing them to understand the possible patterns of conceptualization and explain the differences in the original and the back-translation not by the lack of equivalence, or lack of words with the same meaning but with the help of more substantial linguistic arguments.

Returning to the second claim of cognitive grammar – that grammar is symbolic and therefore meaningful in nature – its direct implication for the back-translation process is that discussion should not focus on the lexical level only and that changes in the grammatical structure of sentences should not be explained merely by language idiosyncrasies but by the different ways of construal through which the situation in question is conceived and portrayed (Tyupa, 2011). These differences necessarily change the meaning of the utterance, but the degree of deviation from the original language wording can be negligible and in such cases the translation can be deemed equivalent.

With this brief introduction, Tyupa (2011) came to an inference that it is possible now to formulate the basic tenets of a cognitive linguistics theoretical framework for the back-translation process. Firstly, there is no inherent or objective meaning in the original
questionnaires; meanings arise through the process of conceptualization, be it that of the developers, translators, or reviewers. Secondly back-translation should be used not to establish equivalence, but to make the conceptualization process as evident as possible to all the participants of the back-translation procedure, and finally, reviewers of the back-translation should be equipped with sound linguistic knowledge so that, on the basis of clues that can be singled out with the help of the tools offered by cognitive linguistics in general and the Cognitive Grammar theory in particular, they are able to identify, explain and account for the possible deviations from the meaning that the reviewer believes is intended in the original documents.

**Relating Back-translation to Stylistics**

Stylistics can generally be considered as a bridge connecting linguistics and literary criticism. It focuses on the study of language in literature, specifically on the use of linguistic features and their related functions in the area of literary texts. Better understanding and appreciation of literary texts can thus be traced back through stylistic analysis. Other more specific notions of stylistics can be presented as follows.

Leech and Short (2007: 13) define stylistics as the linguistic study of style implying that the primary goal of literary stylistics is explaining the relation between language and artistic function. In other words, the goal of literary stylistics is to relate the critic’s concern of aesthetic appreciation with the linguist’s concern of linguistic description. A bit different from the above definition, Simpson (2006: 2) states that stylistics is a method of textual interpretation in which primacy of place is assigned to language. Toolan (1998: viii-ix) defines stylistics as the study of the language in literature. He defends his simple definition by providing an a number of hypothetic questions: If it is agreed that Hemingway’s short story “Indian Camp” … is an extraordinary literary achievement, what are some of the linguistic components of that excellence? Why should it be these word-choices, clause-patterns, rhythms and intonations, contextual implications, cohesive links, choices of voice and perspective and transitivity, etc., and not any of the others imaginable? Conversely, can we locate the linguistic bases of some aspects of weak writing, bad poetry, the confusing and so forth? Stylistics asserts that stylistics experts should be able to answer such questions.
particularly by bringing to the close examination of the linguistic particularities of a text and understanding of the anatomy and functions of the language.

In order to understand the above definitions is to understand the notion of ‘style’. The noun ‘style’ has a long history and wide range of meanings. ‘Style’ derives from the Latin word ‘stylus’ meaning stake or pointed instrument for writing, and modern meanings are an extension of this. The most relevant meaning – among the six page-columns devoted to its definitions in *Oxford English Dictionary* – is ‘The manner of expression characteristic of a particular writer (or orator) or of a literary group or period; a writer’s mode of expression considered in regard to clearness, effectiveness, beauty, and the like’ (quoted in Hawthorn, 2000: 344). Huang (2011 quoting Abrams, 1993: 203) defines style as ‘the manner of linguistic expression in prose or verse – it is how speakers or writers say whatever it is that they say’. Here the question word ‘how’ refers to the technique or craft of writing. Here, Abrams’s definition emphasizes the linguistic approach of style.

Mah (1991: 34 ff.) categorized style into lexical, syntactic, semantic, interactional styles. Lexical style can be characterized as diction, a choice between similar words. The choice could be made on the basis of appropriateness to a context. For example, *John kicked the bucket* would be more appropriate in a colloquial context and *John passed away* would be appropriate in a more formal one. Such choice may be made on the basis of aspects that are distinguished in one language but not in the other. Another example, English distinguishes between ‘compare’ and ‘contrast’ for the Indonesian word ‘membandingkan’. Conversely, Indonesian distinguishes between ‘padi’, ‘beras’ and ‘nasi’ for English ‘rice’. In order to systematically illustrate such choice, Vinay and Darbelnet (1958) has categorized lexical style into (1) duration, (2) literal versus figurative sense, (3) technical versus usual language, and (4) connotative versus denotational meaning. They added that these are only a small number of the aspects of lexical style.

Syntactic style can be referred to as the choices made in the construction of a clause or a sentence. Mah (1991) demonstrates some of the possible variations by quoting the following examples. (1) The boy loves the girl; (2) The tall, handsome boy sincerely loves the short, homely girl; (3) The boy, tall and handsome, loves sincerely the short, homely girl; (4) Tall
and handsome, the boy loves the short, homely girl sincerely. The first example is a simple and ordinary sentence. The second example adds modifiers to the first, but still leaves us with an ordinary sentence. The third and fourth sentences vary the positions of the modifiers to produce some stylistic variation by placing the modifiers in unusual positions. The positioning of ‘tall and handsome’ in the last two examples places the emphasis on ‘the boy’, and the positioning of ‘sincerely’ places the emphasis on ‘love’ in the third example, and the ‘girl’ in the fourth. The general approach of placing modifiers in unusual positions can be applied to other languages, like Indonesian, but the actual positions may be different. For example, the English expression ‘Joseph mumbled indistinctly in the depths of the cellar’ was translated into ‘Joseph bergumam tak jelas dari dalam ruang bawah tanah’ and ‘Dari ruang bawah tanah kudengar gerutu Joseph’ each of which can be back-translated into ‘Joseph mumbled incoherently from the basement’ and ‘From the basement I heard muttered Joseph’ respectively.

Mah (1991) also claims that Semantic Style is difficult to characterize as little is known about it. One possible characterization is as information flow. Two components that are useful in describing the information flow are focus (or thematization) and argument structure. Focus describes a reader’s centre of attention and how it changes from sentence to sentence and from paragraph to paragraph. It is a tool that facilitates coherence and is used to order a series of related ideas coherently. As a result, semantic style should not only be limited to focus but also to argument structure, which includes what to talk about, how much to say, what evidence to include, and how to organize it. Classical rhetoricians have thus developed a framework for describing the structure of argumentative essays. The framework divides the development of an essay into five functional parts: introduction, statement of fact, conformation or proof, refuting opposing arguments and conclusion. They have also defined standard methods for developing each part to produce known effects.

The three branches of style - lexical, syntactic, and semantic - do not exist in isolation but they interact to each other. Each branch can influence one or both of the others. Focus is a component of semantic style, but a choice of lexical style or a choice of syntactic style can influence the focus by emphasizing the choice of words or syntax. However, Mah (1991) argues that there does not appear to be a straightforward method of determining the hierarchy
of the branches. A hierarchy that places semantic style over syntactic style, and syntactic style over lexical style is logical. It emphasizes the cultural influences, like acceptable organizations of the text, over syntactic and lexical concerns. The reverse ordering, lexical style over syntactic style over semantic style, is also a logical ordering. These two hierarchies would suggest that the genre and purpose of the text, in addition to the differences in the languages, will play a role in determining which hierarchy to use.

**Style of the Translator**

Within the field of translation studies, the style of the translator has received scant and sporadic attention. Translation has long been viewed as a derivative rather than a creative activity, i.e. the translator should faithfully maintain the original style of the source text rather than have their own style (Baker, 2000). Maintaining or reproducing the original style is considered an essential prerequisite … while at the same time it is acknowledged that in any translation there are inevitably traces of the translator. The assumption that the translator cannot and should not have a style of their own is questioned by Baker (2000: 244) who contends that ‘We may well want to question the feasibility of these assumptions, given that it is as impossible to produce a stretch of language in a totally impersonal way as it is to handle an object without leaving one’s fingerprints on it’.

Some translation theorists have recently studied the visibility of translators, among whom Hermans (1996: 26) is notable. His main concern is whether ‘the translator, the manual labour done, disappear(s) without textual trace’. He acknowledges that ‘That other voice (i.e. the translator’s) is there in the text itself, in every word of it’ (Hermans, 1996: 9). Its presence is made evident in particular through paratexts – inventions by the translator, e.g. in the form of notes, comments, forewords, afterwords, prefaces, etc. In such paratexts the reader hears only the translator’s voice, whereas in the main text of the TL, he or she might ‘hear’ a fusion of the original author’s and the translator’s voices. He also writes about self-reference of translations and translator’s attempting ‘to impose new concept of translation’ and ‘staking out a position in relation to existing translations or a particular tradition of translating’ (Hermans, 2000: 264). The translator’s voice ‘may remain entirely hidden behind that of the narrator, rendering it impossible to detect in the translated text’ (Hermans, 1996: 27).

Windari (2013) claims that sometimes we find some difficulties in translation process and get confused whether the translation is fine, whether it is too literal or too dynamic. It could be sort of a challenge for translators to maintain the message in the source language text while at the same time presenting it in a natural expression in the target language text. ‘In order to see whether an equivalent is natural or directional, the simplest test is back-translation. This means taking the translation and rendering it back into the source language, then comparing the two source-language versions’ (Pym, 2010: 30). In practice, back-translation can be used to further refine the translation result especially when translating a long phrase or when feeling unsure about the translation. Errors in translation or changes in meaning may occur. Therefore, this method can be applied to ensure that there is no error made and to further polish and refine the translation result. In translation studies, this method can also be applied to investigate the equivalence between the source language text (ST) and the target language text (TT). Below is the image illustrating the back-translation process quoted from Yu et al (2003).

Figure 1 Back Translation Process (Yu et al.)

In addition to the above brief description about back-translation method, especially for academic research in translation studies, if one is investigating the naturalness, accuracy or equivalence in translation, he/she should consider that the back translator is someone who is
equally good in both SL and TL as Wild et al (2005) mention that back translators are ‘the people who develop the translations from the target language back to the source language’. They should be professional translators, native speakers of the language of the source measure, and fluent in the target language. They should have no prior knowledge of the measure, and should not see the source or any other language version before or during back translation.

Retaining Stylistic Features

Error identification, as it is stated above particularly appears in educational domain, as it is in this domain that learners along with their instructors endeavor to seek treatment to deviances in order to find out conventional rules practiced among educated circles. In the professional domain, such deviances may be considered as other ways of conveying the same meaning, albeit the presence of transposition as well as modulation as stated in Vinay and Darbelnet (1958). Translation aims at presenting in the TL meaning which is contained in the SL. Because meaning in any language can be presented in different styles, (back-)translation faces the possibilities of meaning deviances due to the different styles. As languages are comprised of lexis, grammar, meaning, intention, and coherence, (back-)translation consequently deals with such features resulting in potentially asymmetric or even opposing style.

Continuing Yu’s framework, the study of back-translation may lead to analyses of how differences between SL and back-translation (BT) show different uses of the five areas of style.

Figure 2 Back-Translation Analysis for Stylistic Retention

As can be seen in Figure 2, the purpose of comparing SL to BTs is to uncover the different uses of the five types of styles both by the original author and the translators. The term
‘retention of stylistic features’ is used as a pedagogical means of showing how original messages may have been deviated due to the influence of the (back-)translators.

In order to show the presence of such stylistic features, data in the form of SL and its BTs were chosen from chunks of utterances in a novel entitled *Wuthering Heights* written by Emile Bronte and its translations which were done by two different translators, i.e. L. Wijaya (2011) and A. Rahartati (2011). A number of samples were then drawn from the texts on purpose, i.e. by considering the variability of language uses, including that of vocabularies or rhetoric, grammar, meaning, intention, and coherence, all of which determining their authors’ styles.

*Google Translate* was used as a tool to back-translate the Indonesian extracts into English. This task resulted in two different back-translation texts (BTs). The texts were then compared to the original in order to see their similarities as well as differences. Differences between the two imply deviations in language uses, i.e. the language used by the author and that used in back-translation. Differences in the use of features in Indonesian could then be interpreted as the translators’ different angles in perceiving meanings construed by the author. Below are samples of such styles.

Formal equivalence is achieved by means of word-for-word matching. However, this is most often breached by professional translators who tend to consider the importance of dynamic or functional equivalence yielding disloyal but beautiful rendering. In sample 1, the verbal phrase ‘bring up’ reappear in BTs as ‘bring us’ and ‘bring me’, adding the object ‘us’ in BT1 and ‘me’ in BT2. Meanwhile the nominal group ‘some wine’ in SL reappear as ‘wine’ in BT1 and ‘a bottle of wine’ in BT2. In this sample, the lexical feature was retained by means of specification of meaning.

1. **(BT1):** Joseph, take Mr. horses Lockwood; and bring us wine
   **(BT2):** Joseph, care of Mr. Lockwood's horse, and get me a bottle of wine
   **(SL):** Joseph, take Mr. Lockwood's horse; and bring up some wine

In Sample 2, the nominal group ‘a visit to my landlord’ in SL reappears as a nonfinite clause ‘visiting the home owner’ in BT1 and a nominal group ‘the landlord’ in BT2. Although this
(back-)translation has caused a shift of grammatical level, meaning is retained by making the meaning definite. The use of definite article ‘the’ in both BT1 and BT2 makes this clear.

2. (BT1): I've just returned from visiting the home owner had rented
   (BT2): I just got back from the landlord.
   (SL): I have just returned from a visit to my landlord

In Sample 3, the theme or topic ‘I’ in the sub-clause ‘that I shall be troubled with’ in SL reappears as part of the rheme or argument both in BT1 and BT2. The theme in this sample has been shifted to a part of the argument causing a deviation of focus or orientation. Therefore, this shift of grammatical element has changed the orientation that yield a level of meaning retention.

3. (BT1): … the only neighbor who would disrupt my life here.
   (BT2): … a neighbor who lived alone, which will bring in a lot of trouble for me.
   (SL): … the solitary neighbour that I shall be troubled with

In Sample 4, the word ‘breast’ in the expression ‘my horse's breast’ in SL reappears as ‘chest’ in BT1 and ‘0’ in BT2. This sort of reappearance can be pragmatically interpreted in several ways. This particular word ‘breast’ may be associated with a part of woman’s body rather than a body organ in general. The translators’ reluctance to retain this word can be due to their tendency to neutralize meaning contained in the expression. Meanwhile, the word ‘barrier’ in SL reappears as ‘fence’ in BT1 and ‘crossbar’ in BT2. This implies subordination of meaning in the (back-)translation.

4. (BT1): When looking at my horse's chest was almost pushing the fence, he was issued a hand of pocket to release chain link fence.
   (BT2): When viewing my horse touches the crossbar, instead of trying to open it ….
   (SL): When he saw my horse's breast fairly pushing the barrier, he did put out his hand to unchain it.

In order to show the existence of coherence among the elements of discourse, take a look of Sample 5. In SL, the question uttered by a man (in this context, Heathcliff) is responded by repeating the utterance “What the devil”. The exchange as if does not show any cohesion causing it to lack coherence. In BT1 as well as BT2, such exchange has been modified by
means of shifting the response into ‘Like you do not know it’ in BT1 and ‘What happened here’ in BT2.

5. (BT1) : "What is this?" Heathcliff asks, looking at me with a force …
   "Like you do not know it!" I muttered.

(BT2): "What happened?" asked the employer looking at me with cruel …
   "What happened here?" I muttered.

(SL) : “What the devil is the matter?” he asked, eyeing me in a manner …
   “What the devil, indeed!” I muttered.

The presentation of five samples thus far shows how stylistic features have been retained in a number of ways. Rhetorically, lexical features are retained by means of meaning specification, while grammatical features may be retained by defining noun groups. Semantic features can be retained by focusing attention on the theme-argument relations, while pragmatic features may be retained by means of neutralizing meaning through different referencing. Discoursal features can be retained by presenting cohesive devises that may be in the form of literal rather than connotative exchanges.

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ASSESSING ENGLISH TRANSLATION OF CULTURAL WORDS IN AYU UTAMI’S SAMAN

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Abstract
Reading a well-known literature novel is delightful. It tells about specific real life condition at the time when the novel was written, especially if the novel is highly appreciated by the readers all over the world. The translation of literary texts has its own specific characteristic. A novel is a literary text. Translating a novel is one of the most difficult jobs for translators (Newmark, 1988). It consists of many cultural words, figurative languages, sentence and text coherence and cohesion that require continuous compromise and readjustment. What the translators have to do is to find the closest natural equivalent words of the source language in the target language. They have to know the culture of both languages, i.e. the source language and the target language, in order to deliver the right message in translating literary works. Since the culture of the source language and the target language have its own uniqueness, problems relating cultural words will appear in translating literary texts. The objective of the study is to find out whether the translation of cultural words is accurate or inaccurate.

Keywords: cultural words, literary translation, accuracy

Introduction
Background of study
Reading a well-known literature novel is delightful. It tells about specific real life condition at the time when the novel was written, especially if the novel is highly appreciated by the readers all over the world. Therefore, it is the job of a translator to bring the same feeling of the source language (SL) readers to the target language (TL) readers so that the readers TL will also feel the greatness of the novel.

Newmark (1988:94-95) defines culture as “the way of life of manifestations that are peculiar to a community that uses a particular language as its means of expressions Koentjaraningrat (2009) taking the idea of Kroeber and Clyde Kluckhohn mentions that culture has seven
universals elements. They are called ‘cultural universals’, meaning elements in a certain culture can also be found in other culture in the world. The seven main elements in cultural universals are equipment and technological system; occupational system; organizational system; language system; arts; knowledge system; and religion system. Based on the definitions above, culture consists of two main parts, *i.e.* behaviour and ideas. Behaviour consists of the seven elements of cultures. Ideas reside in someone’s thought and concepts. Therefore, translators should have an in-depth understanding of the elements of culture and take into consideration those aspects in translating literary works.

Connecting words and culture, Newmark (1988:193) defines cultural words as words that denote a specific material cultural object. There are some requirements to translate cultural words. First, translators must fully understand the language and the culture of the target language. Second, Nida (964:156) mentions, “there can be no absolute correspondence between language.” Nida and Taber (1974) also say that translation consists of reproducing the text in the target language the closest natural equivalent of the source language in terms of meaning and style. In other words, there is no exact equivalent of cultural words of each language. Therefore, translators should be very careful in translating cultural words.

Ayu Utami is a famous controversial author of *Saman*, who describes the real events happened in Indonesia during Soeharto’s New Regime in. It was launched few weeks before Soeharto resigned from his 32nd sovereignty in 1998. It tells vividly about Soeharto policies, labors case, religions, sexuality. In writing *Saman*, Ayu Utami uses many subject terminologies such as:

1. Javanese cultural words: *romo, eyang, lik*
2. *Wayang orang* cultural words: *Drupadi, Cangik, Buto rambut geni*
3. Cultural words related to science: *hamil anggur, cerurut*
4. Latin cultural words: *lumen de lumine*
5. Cultural words related to Roman Catholic Church: *misdinar, sakramen presbiterat, frater*

When Equinox Publishing published *Saman* English version in 2005, the writer is curious whether the book will be as good enough as the Indonesian version or not. Reading English
version of *Saman*, the writer finds that lots cultural words are not translated correctly and accurately, for example:

(6) Pawon → pavilion
(7) Balita → young children
(8) Sabuk → rucksack
(9) Penghulu → ulema
(10) Novena → rosary
(11) Frater → priest

Some other cultural words are not translated for example: (22) bungker, (23) jintan, (24) jelai. The others are translated literally without explaining briefly the information about the words such as: (25) roceh and rebab, (26) abon, (27) dewi nagagini, (28) naga kesumba, (29) buto, (30) cangik.

**Statement of the research problems**

Translating literary works is not an easy job since there are not the equivalent meanings in the source language that can be found in the target language. What a translator has to do is to find the closest natural equivalent words of the source language in the target language. He has to know the culture of both languages, i.e. the source language and the target language, in order to deliver the right message in translating literary works. Since the cultures of the source language and the target language have its own uniqueness, problems relating cultural words will appear in translating literary texts. This study focuses on how the translator copes with the problems of the cultural words in translating *Saman* from Indonesian into English. There are two questions this study:

1. What were the types of cultural words found in *Saman*?
2. Were the cultural words translated accurately?

**Objective of studies**

The objective of the study is to find out whether the translation of cultural words is accurate or inaccurate.
Scope of studies

This study focuses on cultural words based on the behavior (including the seven elements of universal cultures) and the cultural ideas (Kluckhohn’s *Categories of Cultures*). He says that every language in the world has seven elements of universal cultures. Clyde Kluckhohn in Koentjaraningrat (2009) presents a framework about seven elements in universal culture. They are equipment and technological system, occupational system, organizational system, language system, arts, knowledge system, religion system. In assessing the translation, the writer focuses only on its accuracy based on Larson’s framework.

Review of Related Literature

Assessing the texts

Larson (1984:49) continues to add that in order to evaluate a translation, there are three important elements that need to be noticed, i.e. (1) accuracy, (2) clarity, and (3) naturalness. Accuracy refers the exact translation in which the source language text is accurately translated into the target language text. A translation may be accurate when the translator understands correctly the source language text and is trying to communicate the same information into the target language text. The translator tries to find the closest equivalents of the source language text into the target language text. An accurate translation does not necessarily guarantee that the translation is also clear and natural. A translation may be accurate, but it may not be easily understood and does not sound natural to the native speaker of the target language text.

Clarity refers to whether the translated text is easy to understand. The forms of the translated text should be those, which make the message of the source language text easy to understand (Larson 1984: 487).

Newmark (1985:189) says about the difficulties of assessing a translated text. He proposes an analytical approach in detail. The test can be passed into sections so a mistake is easier to identify than a correct felicitous answer. He also divides two parts in analyzing the mistakes. They are referential mistakes and linguistic mistakes. Referential mistakes are about facts, the real word, propositions not word. Statement like ‘water is air, ‘water is black’, ‘water breathes’ etc, are referential mistake (though as metaphors they may profoundly true). Linguistic mistakes show the translator’s ignorance of foreign language: they may be grammatical or lexical, including words, collocations or idiom.
The Notion of Cultural Theories

Newmark (1988: 94) defines culture as the way of life and its manifestation that are peculiar to community that uses a particular language as its means of expressions.

Clyde Kluckhohn Theory

Clyde Kluckhohn’s *Categories of Cultures* (1953) in Koentjaraningrat (2009) mentions that culture has some universal elements. It means that some elements in certain culture can be found also in other cultures in other world. There are seven main elements in cultural universals. They are equipment and technological systems, occupational systems, organizational systems, language system, arts, knowledge system, and religion system.

First, equipment and technological system consist of productive tools; distributions tools and transportations; things or places to put some things; foods and drinks; clothes and jewelries; houses or shelters; weapons. Second, occupational system consists of hunting and gathering; fishing; cultivation; agriculture; farming; trading. Third, organizational system consists of kinships; environments; associations and organizations; states. Fourth, language system consists of written language and oral language. Fifth, arts consists of sculptures, relieves, paintings, drawing, make-up, songs, instrumental music, literatures, and plays. Sixth, knowledge system consists of science, biology, chemical, human bodies, behavior, and mathematics. Seventh, religion system consists of religions, sacred scriptures, ritual ceremonies, communities, metaphysics, values, and norms.

Research Methodology

This study is qualitative research. Strauss and Corbin (1988:11) said that qualitative research is not by statistical procedure but it is about persons’ lives, life experiences, behavior, emotions and feelings as well as about the organizational functioning, social movements, cultural phenomena, and interactions between nations. Qualitative research also relies on the researcher’s interpretation. This research is intended to analyze the text based on the theoretical framework, not interviewing the translator.
Data Sources


Data analysis

To investigate how the cultural words are translated and the strategies are applied in the translation. First, the writer found out the meanings of the cultural words in Indonesian by using Kamus Besar Bahasa Indonesia 3rd edn. (2007), Kamus lengakap Bahasa Jawa Jawa Indonesia Indonesia-Jawa (2008) and online dictionary i.e. http://www.artikata.com. Next, the writer found out the meanings of the translations of the cultural words using Merriam-Webster’s Collegiate Dictionary 2004 (11th edn.), and online dictionaries such as: http://www.merriam-webster.com, http://oxforddictionaries.com/, http://yyv.sederet.com/. Second, the writer adopted Venuti’s domestication and foreignization, Newmark’s methods and techniques. To find the accuracy of the translation, the writer asked informants who are Javanese native speakers and two raters who are native speakers and have competence in both the culture and the languages of in English and Indonesian. Then, the writer analyzed all the data. Finally, the writer drew a conclusion in order to give an overall picture and answer to the problems in translating the cultural words in Saman.
Findings and Discussion

The Findings

There are 870 cultural words found in English translation of Ayu Utami’s *Saman*. For occupational system, there are 181 cultural words or 21%. For religion system, there are 178 cultural words or 21%. For the equipment and technological system, there are 159 cultural words or 18%. For knowledge system, there are 142 cultural words or 16%. For organizational system, there are 122 cultural words or 14%. For arts, there are 55 cultural words or 6%. For language system, there are 33 cultural words or 4%.

Discussion

In this section, the writer discusses the accuracy of the translation of the cultural words in the whole cultural elements. Some samples of the accurate and inaccurate translations in the seven elements of cultural words are also given in this section.

The accurate translations

This section discusses the accuracy of the translations. It is divided into the accurate translations and adding the words. A figure and some samples and discussions are also given in this section.
Figure 2. The accuracy of the cultural words translation.

Based on the figure, the translator translates 878 cultural words or 90% are mostly accurate. There are 83 of the translations of the cultural words or only 10% are inaccurate.

**Accurate translations**

A sample of the accurate translations:

<table>
<thead>
<tr>
<th>31</th>
<th>73</th>
<th>Mereka membawa seorang dokter muda dari puskesmas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>A young doctor from the local clinic accompanied them.</td>
<td></td>
</tr>
</tbody>
</table>

The translator translates (165) *puskesmas* into *local clinic*. According to KBBI, *puskemas* is an acronym of ‘Pusat Kesehatan Masyarakat’. Most Indonesian lower economic class usually they go to the *puskesmas* if they are sick because it offers a place for cheap medication. Westerns think that if people get sick, they go to the *clinic* because a clinic is part of a hospital. It is contrary for Indonesians that going to a clinic, it is like going to the luxury hospital. Because of that translator puts the word *local* before *clinic* to show that the *clinic* is in a particular region. Conversely, the real meaning of *puskemas* is different from its translation. For that reason, the writer thinks that *puskesmas* should be translated into *community health care*. The first rater thinks that the translation is accurate. She also suggests adding the word *center* if the writer still wants to use the words, it will be community *health care center*. However, the first rater thinks that *local clinic* is more accurate than *community health care*. The second rater prefers to use the word *clinic* and thinks that the translation is accurate.
Keeping the original word of the SL and adding explanations

Here is an example:

<table>
<thead>
<tr>
<th>No.</th>
<th>ST</th>
<th>TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.</td>
<td>Matematika, ilmu alam dan ilmu sosial, juga Pancasila atau prakarya.</td>
<td>Mathematics, science, social science, the state ideology Pancasila, and handicrafts.</td>
</tr>
</tbody>
</table>

Translator still keeps the word Pancasila. She adds the word the state ideology to explain what Pancasila is.

Inaccurate Translations

Wrong Translations

<table>
<thead>
<tr>
<th>No.</th>
<th>ST</th>
<th>TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.</td>
<td>Malam terakhir itu, di bawah bulan warna jambon, aku berjingkat ke pawon, dan kurenggut ia dengan sendok teh.</td>
<td>On that last night, under a purplish moon, I crept out to the pavilion and tore it out with a teaspoon.</td>
</tr>
</tbody>
</table>

The translator translates mistakenly pawon into pavilion in (147). According to KBBI, pawon means ‘dapur’. As a translator, she should know another clue to understand the word. The clue is teaspoon ‘sendok teh’. Teaspoon is only found in the kitchen and dining room. Thus, pawon is translated literally into kitchen. The first and second raters also agree that kitchen is the right translation for pawon. Here, translator makes another linguistic mistake in choosing the right word.

Untranslated Translations

This section is divided into omitting the words and keeping the SL without any explanation.

Omitting the words

In translating the cultural words, the translator sometimes omits some words. The purpose to omit the words because the words are not so important or it is unnecessary. Nevertheless, the translations become inaccurate because some information is missing form ST. Here is an example:

It was the beginning of harvest season.

The translator does not translate the word *jintan hitam*, dan *jintan putih*. The meaning of *jintan* according to KBBI is *caraway*. Moreover, the meaning of *caraway* based on Merriam-Webster dictionary is ‘a biennial usually white-flowered aromatic Old World herb (*Carum carvi*) of the carrot family’. *Caraway* definition is suitable with the word of *jintan*. Above all, the the best translation for *jintan* is *caraway*. The equivalence of *jintan hitam* is *Nigela sativa*, while the equivalence of *jintan putih* is *Cuminum cyminum*. The first rater also agrees to use the word *caraway* and *cumin* in translating the word *jintan hitam* and *jintan putih*.

**Keeping SL words without explanation**

The translator still keeps SL words without explanation. As result, the readers will confuse and do not the meaning of SL words. Here are the samples, as follows:

<table>
<thead>
<tr>
<th>35</th>
<th>58</th>
<th>Kong Tek – begitu dulu ia menyebut orang Cina yang membuka <em>warung</em> dekat rumahnya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>Kong Tek – as he used to call the Chinese man who had owned a <em>warung</em> near their home</td>
<td></td>
</tr>
</tbody>
</table>

*The translator* does not translate the word *warung*. Instead, she keeps the word *warung* and she does not give any explanation what *warung* is. Meanwhile, second rater thinks that *warung* also is inaccurate for the translation word *warung*. She considers the word *food stall* in translating *warung*. Lastly, from the definition above, only the definition of stall is suitable with *warung* definition. Both raters agree that the translation of *warung* is *stall*.

**Inconsistency Translations**

An example of inconsistency translations:
The translator is inconsistent in translating the word Lik Dirah. First, she translates Lik Dirah into Aunt Dirah in (36). Second, she still keeps the word Lik Dirah in (37). According to KLBJ, the meaning of Lik is an aunt or an uncle. The first rater considers if the translation of Lik Dirah is aunt, while the second rater prefers to use Lik Dirah. They think also that the translation is inaccurate.

**Conclusion**

There are 870 cultural words found in English translation of Ayu Utami’s Saman. The equipment and technological have 159 cultural words or 19%, the occupational system has 182 cultural words or 21%, the organizational system has 122 cultural words or 14%, the language system has 25 cultural words or 3%, arts have 56 cultural words or 6%, the knowledge system have 144 cultural words or 17%, and the religion systems have 178 cultural words or 20%.

In term of accuracy, there are accurate translations and inaccurate translations. The translator translates 787 cultural worlds or 90 % with mostly accurate translation and 83 of the translations of the cultural words or only 10% are inaccurate.

The accurate translations are divided into:

1) accurate translation, i.e. puskesmas – local clinic, bangsal makan-mess, jelai-grains, tengkulak-broker, tukang paes-make-up person.

2) adding the words, i.e. PIR-People Nucleus Plantation, Pancasila-state ideology Pancasila, bahasa Komering-Komering, the local language, Ronggeng Gandrung ronggreng dance on demand, tayub-tayub dance.

Inaccurate translation is divided into:

1) wrong translations, i.e. mantri kesehatan-medical aide, sinom-pattern, balai-house, rumah kayu-spacious wood frame house, pawon-pavilion.

2) untranslated translations is divided into:
(1) Omitting translation, i.e. *Jagoan, bilik, bangsal, bungker pabrik*, jintan hitam and jintan putih.
(2) Keeping SL words without any explanation, i.e. *warung, arjuna, wayang orang, roceh*, and *rebab*.
3) Inconsistency translations, i.e. *intel-agent provocateur and intel, Lik Dirah-Aunt Dirah and Lik Dirah, buruh-laborer, Marsinah, workers, wirok-vermin and street urchin*, dalang-prime mover and ringleader

Finally, among the wrong translations the translator mostly the translator does linguistic mistakes based on Newmark framework in assessing the translation. In means, that she has mistake in choosing the right word when she translates the cultural words. She makes only three referential mistakes. In other words, she has mistakes in interpreting the idioms, such as: *sundal-whore, gadis-gadis ranum- the lusty girls, dalang-prime mover*.

To sum up, sometimes translations are too stiff, too literal, and they do not translate culturally. The writer thinks that although there are some minor inaccuracies as pointed out in above, overall the translations are accurate.

**References**


Koentjaraningrat, Prof. Dr. (2009). *Pengantar Ilmu Antropologi.* Jakarta: Rineka Cipta.


