Conference Proceedings

“World Englishes in Language Teaching, Literature, and Translation in the Context of Asia”

UNNES in collaboration with AWEJ and University of Southern Queensland

Semarang, 8-9 October 2016

Faculty of Languages & Arts
State University of Semarang
2016
The 5th ELTLT CONFERENCE PROCEEDINGS
Faculty of Languages and Arts, Unnes

Published by:
Faculty of Languages and Arts
State University of Semarang
Gedung Dekanat FBS, Jl. Raya Sekaran Gunungpati
Semarang, Jawa Tengah 50229
Email: eltlt.unnes@gmail.com
Web: www.eltlt.org
Telp & Fax: (024) 8508071

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First published in October 2016

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Layout: Thomas Sugeng H
Cover Design: Thomas Sugeng H

Library of cataloguing in Publication Data:
ELTLT Conference Proceedings published by English Department of the Faculty of Languages and Arts, Unnes
includes bibliographical References

Distributed by:
English Department of Unnes
B3 Building, Faculty of Languages and Arts, Unnes
Jl. Raya Sekaran, Gunungpati, Semarang 50229
Telp. & Fax. (024) 8508071
Email: eltlt.unnes@gmail.com
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Preface

ELTLT has become one of the greatest annual events for State University of Semarang. It can be seen from its improving participants and presenters year by year. ELTLT 2016 has successfully invited leading linguists, researchers, scholars, and lecturers to present varied topics with its main theme ‘World Englishes in Language Teaching, Literature, and Translation in the Context of Asia.

The objectives of the 5th International Conference on ELTLT are to exchange and share ideas as well as research findings from all presenters. Also, it provides the interdisciplinary forum for those involved to present and discuss the most recent innovations, trends, concerns, practical challenges encountered and the solutions adopted in the field of English Language Teaching, Literature, and Translation.

As the chairperson of the conference, I would like to express my sincere gratitude to all keynote speakers – Associate Professor Robyn Henderson from University of Southern Queensland, Subur L. Wardoyo, Ph.D from University of PGRI Semarang, and Prof. Dr. Said from American University of Sharjah, UEA. My gratitude is also addressed to two featured speakers – Ms. Julija Knezevic from Tokyo University of Foreign Studies, and Associate Professor Adrian Rodgers from The Ohio State University. Then, it is my honor to say welcome to 200 presenters coming from many universities in Indonesia and some from other countries.

On behalf of the organizing committee, we express our thank to Prof. Dr. Fathur Rohman, M.Hum as the Rector of UNNES and Prof. Dr. Agus Nuryatin, M.Hum as the Dean of the Faculty of Languages and Arts for their support.
Welcome to the 5th ELTLT 2016.

Arif Suryo Priyatmojo
Chairperson of ELTLT 2016
English Department
Faculty of Languages and Arts
State University of Semarang
Welcome 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 2016.

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 pre-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 organizing committee who have been working to prepare the conference, and to all keynote speakers, featured 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, October 2016

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

We are privileged to organize this annual conference. This year ELTLT is actually the fifth conference; the first, namely ELTL (English Language Teaching and Literature) Conference, was last 4 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 4 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. Rudi Hartono, M.Pd.
Head of English Language and Literature Department
Faculty of Languages and Arts
Semarang State University (UNNES)
CONTENTS

Preface .......................................................................................................................... vii
Welcome from the Dean of Languages and Arts Faculty ........................................... ix
Welcome from the Head of English Language and Literature Department ............... xi

“I TRY TO UNDERSTAND THEM, BUT THEY DON’T”
DYNAMICS AND CHALLENGES OF TEAM LEARNING IN MAKING VIDEO
IN LANGUAGE CLASSROOM
Adi Suryani ................................................................................................................ 1

JAVANESE PHILOSOPHY AS AN ALTERNATIVE IN TEACHING
CHARACTER BUILDING
Adnan Zaid ................................................................................................................ 10

AN ANALYSIS OF ENGLISH STUDENTS’ COMPETENCE IN USING
CONJUNCTION IN PERSUASIVE TEXT AT MAJALENGKA UNIVERSITY
Afief Fakhruddin ......................................................................................................... 14

PROACTIVE CLASSROOM MANAGEMENT IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE AT A SECONDARY SCHOOL (A case study of SMPN 1
Jakarta in the Academic Year of 2014/2015)
Afit Dwi Jayanti ......................................................................................................... 16

GENDER REPRESENTATIONS IN AN ENGLISH TEXTBOOK FOR THE
SEVENTH GRADERS ENTITLED BRIGHT: AN ENGLISH COURSE FOR
JUNIOR HIGH SCHOOL STUDENTS
Agni Kusti Kinasih ..................................................................................................... 22

ADDRESSING LOCAL KNOWLEDGE AND LOCAL WISDOM THROUGH
WRITING USING PROJECT BASED LEARNING VIEWED FROM
STUDENTS’ LEARNING STYLES IN CROSS CULTURE UNDERSTANDING
CLASS
Agung Wicaksono and Yunik Susanti ................................................................. 31

CHALLENGES OF PRESERVICE TEACHERS IN
THE 21ST CENTURY
Agus Satoto ............................................................................................................. 43

TEACHING ENGLISH USING LIVE ACTION ENGLISH (LAЕ)
MATERIAL ON HIGH BEGINNER LEVEL OF COMMAND
PERFORMANCE LANGUAGE INSTITUTE
Ahmad Mubais ........................................................................................................ 50

COMPATIBILITY OF LESSON PLAN AND LEARNING ACTIVITY
IN THE IMPLEMENTATION OF CURRICULUM 2013
The Case of Classroom Activity Video of Tenth Graders in SMA N 1 Boja
Aida Widyawati Wardhananti ................................................................................. 55
EVERYDAY CONVERSATION EXAMPLES IN SHORT DIALOGUES TO LEAD STUDENTS’ PARTICIPATION IN SURVIVAL ENGLISH CLASS
Aisyah Ririn Perwikasih Utari ................................................................. 59

ADULT FANTASY IN PERRAULT’S CINDERELLA, JACOB’S CATSKIN AND GRIMM’S RUMPELSTILTSKIN
Aji Yogi Panggayuh and Fatma Hetami .................................................. 64

SCAFFOLDING INSTRUCTIONS IN READING CLASS
Alief Noor Farida, Girindra Putri Dewi Saraswati, Izzati Gemi Seinsiani and Pasca Kalisa............................... 73

STUDENTS’ PERCEPTIONS ON THE USE OF PHONETIC SYMBOLS TO TEACH PRONUNCIATION (A DESCRIPTIVE ANALYSIS ON THE SOPHOMORE OF ENGLISH EDUCATION DEPARTMENT STUDENTS, SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA)
Amalia Putri and Ismi Putri Rahmah ...................................................... 78

GUIDED QUESTIONS: A SOLUTION FOR SPEAKING DIFFICULTIES (A CLASSROOM ACTION RESEARCH)
Anita Fatimatul Laeli ........................................................................... 83

ENHANCING ENGLISH PROFICIENCY FOR NON-ENGLISH LECTURERS IN HIGHER EDUCATION
Atik Rokhayani ..................................................................................... 88

ENHANCING STUDENTS’ SPEAKING PERFORMANCE BY USING YOUTUBE VIDEO
Aulia Hanifah Qomar ........................................................................... 92

AN ANALYSIS OF COHERENCE IN CASUAL CONVERSATION
Bagus Dwi Pambudi, Betari Irma Ghasani, and Bety Mawarni.................. 95

DECISION MAKING IN TRANSLATION AND ITS CONSEQUENCE: THE IMPACT OF TRANSLATION TECHNIQUES ON THE QUALITY
Bayu Budiharjo and Liberty Minggus...................................................... 100

DEVELOPING YOUNG LEARNERS’ PERCEPTION OF FUNDAMENTAL GRAMMAR THROUGH TOTAL PHYSICAL RESPONSE
Betari Irma Ghasani ............................................................................ 109

MODEL OF TEACHING ENGLISH FOR TOURISM SERVICE PROVIDERS THROUGH ROLE-PLAYING METHOD AT VOCATIONAL SCHOOL
Budi Purnomo ...................................................................................... 114
MUSIC IN TEACHING ENGLISH TO YOUNG LEARNERS
C. Murni Wahyanti ................................................................. 121

POETS’ SENSITIVITY TOWARDS ECOLOGY
Christinawati ................................................................. 124

SUPPLEMENTARY MATERIALS FOR ONLINE RECIPROCAL PEER
TEACHING FOCUSED ON EXTENSIVE LISTENING
Dewi Cahyaningrum ............................................................ 131

‘MOMMY, LET’S READ THE BOOKS’: ENGAGING YOUNG LEARNER IN
READING ALOUD ACTIVITY
Dewi Puspitasari ................................................................. 138

DEVELOPING AN INSTRUCTIONAL GUIDELINE USING PROJECT BASED
LEARNING TO TEACH SPEAKING TO JUNIOR HIGH SCHOOL STUDENTS
Diani Nurhajati and Widiarini .............................................. 143

DISCOURSE MARKERS USED BY MULTILINGUALISM STUDENTS
Dias Andris Susanto ............................................................. 149

DISCOURSE ON EXPLOITATION OF WOMEN AROUND THE GLOBE
Djoko Sutopo ................................................................. 157

DEVELOPING AUTONOMOUS LEARNING USING WEB 2.0 IN A DIGITAL
AGE: BUILDING LANGUAGE LEARNERS’ CONTENT KNOWLEDGE AND
IMPROVING WRITING SKILLS
Djoko Sutrisno ................................................................. 162

ENGLISH SELF-ACCESS CENTRE’S FUNCTION IN
FOSTERING AUTONOMOUS LEARNING
Dony Marzuki and Hendro Saptopramono ................................ 168

DEVELOPING PROCEDURE TEXT MATERIAL CONTAINING FUN
ACTIVITIES TO STRENGTHEN THE STUDENTS’ CHARACTERS
Dwi Anggani Linggar Bharati .................................................. 181

THE EFL TEACHERS’ PRONUNCIATION OF ENGLISH WORDS
CONTAINING SPELLOPHONONETIC PATTERNS
Dwi Rukmini and Jumaroh .................................................. 185

THE USE OF ‗SIS‘ ON INDONESIAN ONLINE SHOP
Eka Noraisa Putri Corina and Nurtamin ................................. 191

THE EFFECTIVENESS OF PEER ASSISTED WRITING TO TEACH
WRITING VIEWED FROM STUDENTS’ CREATIVITY
Eka Nurhidayat .................................................................. 195
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVELOPING FUNCTIONAL MODEL FOR THE TRANSLATION OF CHILDREN LITERATURE</td>
<td>Eko Setyo Humanika and RY Radjaban</td>
</tr>
<tr>
<td>CULTURAL IDENTITY CRISIS AS RESULT OF GIVING NAME VALUE REFLECTED IN JHUMPA LAHIRI’S THE NAMESAKE</td>
<td>Eli Priyanti, Slamet Prasojo and Mohamad Ikhwan Rosyidi</td>
</tr>
<tr>
<td>A BRIEF HISTORICAL SKETCH OF THE DEVELOPMENT OF THE NOTION OF COMMUNICATIVE COMPETENCE</td>
<td>Endang Fauziati</td>
</tr>
<tr>
<td>SOME SYMBOLS ON THE SECRET GARDEN BY FRANCES HODGSON BURNETT (SEMIOTIC APPROACH)</td>
<td>Endang Susilowati</td>
</tr>
<tr>
<td>THE USE OF GROUP WORK STRATEGY IN CLASSROOM MANAGEMENT OF LANGUAGE HOUSE TEFL IN PRAGUE</td>
<td>Ernidawati</td>
</tr>
<tr>
<td>CLASSROOM MANAGEMENT STRATEGIES IN AN EFL CLASS</td>
<td>Eva Fitriani Syarifah and Raynesa Noor Emiliasari</td>
</tr>
<tr>
<td>ANALYSIS OF PARATAXIS AND HYPOTAXIS CONSTRUCTION OF THE STUDENTS’ WRITTEN TEXTS</td>
<td>Farikah</td>
</tr>
<tr>
<td>ANALYSIS OF TRANSLATION TECHNIQUE USED TO TRANSLATE METAPHORS IN LASKAR PELANGI INTO THE RAINBOW TROOPS A Stylistic Approach on Translation Studies</td>
<td>Firqo Amelia, Ahmad Yusuf Firdaus and Sufil Lailiyah</td>
</tr>
<tr>
<td>THE USE OF GAMES IN ENHANCING STUDENTS’ MOTIVATION IN ENGLISH LEARNING</td>
<td>Fitri Aliningsih</td>
</tr>
<tr>
<td>THE POETICS OF REPRESENTATION OF “AMERICA” IN UMAR KAYAM’S COLLECTION OF SHORT STORIES SERIBU KUNANG-KUNANG DI MANHATTAN</td>
<td>Fitria Akhmerti Primasita</td>
</tr>
<tr>
<td>IMPROVING STUDENTS’ READING COMPETENCY USING SQ3R STRATEGY IN HOTEL MANAGEMENT CLASS SECOND SEMESTER THE INTERNATIONAL BALI TOURISM INSTITUTE</td>
<td>Gede Eka Wahyu and Putu Evi Wahyu Citrawati</td>
</tr>
</tbody>
</table>
RECIPROCAL TEACHING TO IMPROVE STUDENT'S MOTIVATION IN POETRY READING COMPREHENSION
Gina Larasaty ...................................................................................................................... 263

INTERCULTURAL COMMUNICATION EMBEDDED IN TEACHING SPEAKING MATERIAL USED IN ENGLISH DEPARTMENT OF SEMARANG STATE UNIVERSITY AND ITS IMPLEMENTATION
Girindra Putri Dewi Saraswati, Mohamad Ikhwan Rosyidi, and Hartoyo .......................... 268

IMPLEMENTATION AND EFFECT OF FORMATIVE AND SUMMATIVE EVALUATION IN ONE OF THE COURSES IN GARUT
Hanifah Oktarina ................................................................................................................. 274

AN INVESTIGATION OF TEACHER'S WAY IN DEVELOPING ENGLISH CURRICULUM AS THE LOCAL CONTENT: A QUALITATIVE STUDY
Hardiansyah ......................................................................................................................... 280

THE PROGRESSIVE ASPECT IN THE GRAMMATICAL COMPETENCE OF 1ST SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT
Hendra Tedjasuksmana and Susana Teopilus ...................................................................... 286

AN ANALYSIS OF INFLECTIONAL ERRORS OF VERB CONSTRUCTION IN STUDENTS’ RECOUNT WRITING
Henni Rosa Triwardani ......................................................................................................... 291

EQUIVALENCE OF DERIVATIONAL VERBS MENG- IN THE TRANSLATION OF THE STREET LAWYER
I Gusti Agung Istri Aryani and Sri Widiastutik ..................................................................... 297

EVALUATING TEACHER THROUGH STUDENTS’ PERSPECTIVE
Imas Suparsih and Ni’mal Fuyudloturrohmaniyah ................................................................ 302

THE LEGEND OF VODNIK (WATER GOBLIN): SLAVIC TRADITION AND CULTURAL ADAPTATION
Imron Wakhid Harits and Stefan Chudy ................................................................................ 307

ON THE INTEGRATION BETWEEN CULTURE AND LANGUAGE TEACHING
Indrawati ............................................................................................................................... 312

APOLOGY: A CROSS CULTURAL SPEECH ACT REALIZATION (CCSARP) PATTERN A CASE ON INDONESIAN SEAFARERS
Irma Shinta Dewi .................................................................................................................. 318

STUDENTS’ COMMON ERRORS IN TRANSLATION
Issy Yuliasri ......................................................................................................................... 325
INTERCULTURAL COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH FOR BUSINESS
Ivo Novita S Br Silalahi and Sri Lestari............................................................... 330

THE USE OF DOMESTICATION AND FOREIGNIZATION IN ANDREA HIRATA’S LASKAR PELANGI AND ITS TRANSLATION INTO ENGLISH “THE RAINBOW TROOPS”
Izzati Gemi Seinsiani and Dies Oktavia............................................................... 330

“THE TIDE’S TRUE DAUGHTER”
SAYA ZAWGYI’S THE HYACINTH’S WAY (BEIDA LAN) AS AN ECOLOGICAL TEXT
John Charles Ryan .................................................................................................. 336

THE APPRAISAL ANALYSIS OF NATIONAL EXAM ISSUES (A DISCOURSE ANALYSIS)
Kardi Nurhadi .......................................................................................................... 341

AN ANALYSIS OF A LESSON PLAN “PAST MODAL” IN THE LANGUAGE HOUSE TEFL
A Qualitative Descriptive Mini Research
Khomsa Bintana .................................................................................................... 346

GETTING THE STUDENTS INVOLVED IN MAKING THE CLASSROOM POLICIES: WHY NOT?
Kurniawan Yudhi Nugroho ..................................................................................... 350

USING TOTAL PHYSICAL RESPONSE IN TEACHING ENGLISH TO YOUNG LEARNERS
An Analysis of English Teaching and Learning Process of Spanish Children
Latifa Ika Sari ........................................................................................................... 354

TEACHING WRITING THROUGH JAZZ CHANTS AND FILM
Lestari Ambar Sukesti ............................................................................................. 359

CONTENT LITERACY PRACTICES IN MULTICULTURAL CONTEXT
Lilis Sholihah ............................................................................................................ 364

BRINGING SHIDNEY SHELDON INTO THE WRITING CLASS
Lina Mariana ............................................................................................................ 369

WEB 2.0 TOOLS FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN HIGHER EDUCATION
Listyaning Sumardiyani, Laily Nur Affini and Ajeng Setyorini.............................. 374
EVALUATING INSTRUCTIONAL MATERIALS FOR ELT RESEARCH
PAPER WRITING: TEACHERS’ AND STUDENTS’ PERSPECTIVES
M. Ali Ghufron ................................................................. 379

THE DILEMMA OF TEACHERS’ CODE-SWITCHING IN INDONESIAN EFL CLASSROOM
Maria Septiyani .......................................................................................... 390

THE INEQUALITY IN DIVIDING HOUSEWORKS IN I DON’T KNOW HOW SHE DOES IT BY ALLISON PEARSON
Maya Kurnia Dewi .......................................................................................... 395

ASSESSING SPEAKING FOR A LARGE NUMBER OF STUDENTS BY USING BINGAR APPLICATION
Melania Wiannastiti .......................................................................................... 402

GENDER VIEW ON PORNOGRAPHY ON DISNEY’S FAIRY TALES: A CASE STUDY ON ENGLISH DEPARTMENT UNSOED
Mia Fitria Agustina, Tribuana Sari and Dian Ardiati .................................................. 407

THE ECOLINGUISTICS-BASED PROCEDURAL TEXT TEACHING MODEL TO TEACH ENGLISH PROCEDURAL TEXTS TO JUNIOR HIGH SCHOOL
Mochamad Rizqi Adhi Pratama, Akbar Syahbana .................................................. 413

A CHALLENGE TOWARDS TRADITION RELATING TO CHILDREN TREATMENT DIFFERENTIATION AS REFLECTED ON RABINDRANATH TAGORE’S HOME-COMING
Mohamad Ikhwan Rosyidi and Alim Sukrisno .................................................. 418

THE USE OF SCIENTIFIC APPROACH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN SMPN 1 JAKARTA
Muh Imam Shofwan .......................................................................................... 424

ISLAMIC SHORT STORIES ON COMPARATIVE LITERATURE
Muhammad Arief Budiman .................................................................................. 429

PROBLEM-BASED LEARNING IN TEACHING ENGLISH AS FOREIGN LANGUAGE
Muhammad Khoirul Fuadi .................................................................................. 434

PROMOTING READING MOTIVATION TO BUILD CONCEPT THROUGH INTERVIEW AND SELF ASSESSMENT
Muhimatul Ifadah, Siti Aimah .................................................................................. 440

DEVELOPING STUDENT’S WORKSHEET OF NARRATIVE TEXT USING TEAM GAME TOURNAMENT FOR TEACHING READING
Najib Khumaidillah, Istiqomah Khoirul Ilmi, and Citra Putri Utami .................................. 443
SPEAKING IMPROVEMENT AND UNDERSTANDING CULTURAL DIFFERENCES THROUGH “FIELD TRIP” OF CROSS CULTURAL UNDERSTANDING CLASS  
Nanik Rianandita Sari .................................................................................................................. 448

TASK-BASED LANGUAGE TEACHING APPROACH TO TEACHING ESP: A CLASSROOM PRACTICE  
Ni Putu Era Marsakawati ........................................................................................................... 453

INTERNATIONAL PUBLICATION AND TRANSLATION: STRATEGIES OF INDONESIAN LECTURERS FOR PUBLISHING ARTICLES  
Ninuk Sholikhah Akhiroh ............................................................................................................. 456

THE USE OF L1 IN EFL CLASSROOM: PERSPECTIVES OF JUNIOR HIGH SCHOOL TEACHERS AND STUDENTS  
Nizar Ibnus ................................................................................................................................... 461

INTEGRATING EXTENSIVE READING INTO CONTENT SUBJECT COURSE TEACHING IN TERTIARY LEVEL  
Novia Trisanti.............................................................................................................................. 466

INTEGRATING INTERCULTURAL COMMUNICATIVE COMPETENCE INTO ENGLISH LANGUAGE TEACHING  
Novian Zaini.................................................................................................................................. 471

THE USE OF FOLKLORE TO IMPROVE CHILDREN’S SOCIAL EMOTIONAL COMPETENCE IN KB TPA AYAH BUNDA  
Nur Asiyah, Lilik Untari, Novianni Anggraini, Luthfie Arguby Purnomo......................... 477

AN ANALYSIS OF WOMAN’S ROLE IN MODERN ERA, “HABIBIE AND AINUN”, IN TEACHING LITERATURE  
Nurhaedah Gailea, and Siti Hikmah.......................................................................................... 483

AN INTERCULTURAL ANALYSIS OF TURKISH AND KYRGYZ STUDENTS IN ENGLISH TEACHING  
Nurjannah Mutiara Gayatri, Pangku Dinirizqi Nurulhuda...................................................... 488

TEACHING PRAGMATIC : USE OF SURE TO PROMOTE PRAGMATIC COMPETENCE IN REQUESTING  
Pangkuh Ajisoko ......................................................................................................................... 493

TEAM PAIR SOLO TO IMPROVE THE STUDENTS’ WRITING ABILITY  
Pindha Kaptiningrum .................................................................................................................. 497

HOW INDIVIDUAL ACCOUNTABILITY IN COOPERATIVE LEARNING HELPS EFL LEARNERS LEARN THE TARGET LANGUAGE  
Puji Astuti..................................................................................................................................... 502
TOWARDS SELF-ALIENATION TO COLLECTIVE APTITUDE: WEST JAVANESE’ FOLKLORE PUTRI KANDITA
Putriyana Asmarani ........................................................................................................ 509

THE EFFECT OF DIRECT - INDIRECT CORRECTIVE FEEDBACK IN SPEAKING CLASS OF IAIN PAMEKASAN MADURA
Rahmi Lailatul Mubarokah and Rini Listyowati .................................................................. 514

TEACHING ENGLISH THROUGH CONTENT-BASED INSTRUCTION
Rama Dwika Herdiawan ...................................................................................................... 523

FRIENDSHIP, WORK, AND SHORE FOR THE JAPANESE FEMALES IN MITSUYO KAKUTA’S WOMAN ON THE OTHER SHORE
Ratna Asmarani ................................................................................................................. 528

STUDENTS’ LOGICAL INACCURACY IN WRITING SQ3R METHOD OF READING AS A WAY TO IMPROVE
RB. Edi Pramono and Reimundus Raymond Fatubun ......................................................... 535

CONTEMPORERIZING THE SIGNIFICANCE OF DANTE’S INFERNO FROM HIS THE DIVINE COMEDY: A READER RESPONSE - MIMETIC READING WITH SPECIAL REFERENCE TO INDONESIA
Reimundus Raymond Fatubun ............................................................................................. 542

WHAT DO THE STUDIES SAY ABOUT THE FACTORS OBSTRUCTING EFL/ ESL STUDENTS’ PARTICIPATION?
Riana Permatasari ................................................................................................................ 551

LANGUAGE POWER in THE CLASSROOM
Ribut Surjowati and Bekti Wirawati .................................................................................... 558

INTERCULTURAL COMMUNICATION AND TRANSLATION: A STUDY CASE OF STUDENTS’ TRANSLATION PROJECT OF ENGLISH STUDY PROGRAM OF TRIDINANTI UNIVERSITY PALEMBANG
Ridha Ilma ......................................................................................................................... 564

THE EFFECT OF INDUCTIVE DISCOVERY LEARNING THROUGH E-LEARNING AND THE INTERNET IN GRAMMAR TEACHING
Rika Riwayatiningsih .......................................................................................................... 569

REPRESENTATION OF WOMEN ANNIHILATION IN NADINE GORDIMER’S A FIND
Rini Susanti W .................................................................................................................... 573

CONSTRUCTING CONSTRUCTIVISM: HOW STUDENTS CONSTRUCT DEVELOPMENT AND KNOWLEDGE IN BILINGUAL LEARNING WITH BCCT APPROACH
Ririn Ambarini, Subur Laksmono Wardoyo and Sri Suneki .................................................. 578
IMPROVING TEACHING ENGLISH QUALITY ON HIGH BEGINNER LEVEL THROUGH LESSON PLAN ANALYSIS
Rofiq Fuaidi .................................................................................................................. 583

THE USE OF EDMODO AS ONLINE MEDIA FOR BLENDED LEARNING
Rohani ............................................................................................................................ 588

IMPROVING STUDENTS’ TRANSLATION PRODUCTS BY APPLYING TRIPARTITE CYCLE MODEL
Rudi Hartono .................................................................................................................. 593

TRANSLATION AS DISCOURSE
Said Faiq ....................................................................................................................... 599

E-PORTFOLIO: BEYOND ASSESSMENT FOR ENGLISH STUDENT TEACHER
a Preliminary Study of E-portfolio Implementation in Micro Teaching Class
Sarlita D. Matra .............................................................................................................. 607

AN APPROACH TO DEVELOP WRITING SKILL THROUGH LISTENING
Setyo Prasiyanto Cahyono .............................................................................................. 613

PRACTICAL STRATEGIES TO IMPROVE STUDENTS' WRITING SKILL
Singgih Widodo Limantoro ............................................................................................ 618

TEACHERS’ PERCEPTION ON STUDENTS’ DISRUPTIVE BEHAVIORS:
A QUALITATIVE STUDY
Sinta Dewi ....................................................................................................................... 623

TEACHERS’ PERCEPTION ON STUDENTS’ DISRUPTIVE BEHAVIORS:
A QUALITATIVE STUDY THE DISREGARD OF IDEAL WOMEN AS
REPRESENTED IN LAHIRI’S THE NAMESAKE
Slamet Prasojo, Eli Priyanti, and Mohamad Ikhwan Rosyidi ........................................ 629

AN ANALYSIS OF THE 2013 CURRICULUM ENGLISH COURSEBOOK FOR
THE 11TH GRADERS
Sri Meiweni Basra ........................................................................................................... 636

LOGICAL CONTINUITY: MANIFESTATION OF STUDENTS’ DISCOURSE
COMPETENCE IN FINAL PROJECT WRITING
Sri Wuli Fitriati ................................................................................................................ 642

COMMUNICATION STRATEGIES IN A JOB INTERVIEW:
A CASE STUDY OF MADIUN STATE POLYTECHNIC STUDENTS
Steffie Mega Mahardhika ............................................................................................... 648
DISTURBING THE INDONESIAN HUMAN ECOLOGY IN FORESTS, PHOTOGRAPHY, HISTORY, AND FICTION
Subur Laksmono Wardoyo, Ph.D. ................................................................. 662

THE STUDENTS’ ATTITUDE TOWARDS LEARNING ENGLISH IN RELATION TO THEIR LEARNING STRATEGIES AND ACHIEVEMENT
Sunarlia Limbong ......................................................................................... 672

HOW TO GET STUDENTS’ ATTENTIONS?: LITTLE TRICKS FROM 15 ENGLISH TEACHERS IN LABUAN
Suriani Alland Rice Oxley ........................................................................... 682

USING L1 RETELLING STRATEGY TO IMPROVE STUDENTS’ COMPREHENSION IN READING NARRATIVE TEXT
Surya Asra .................................................................................................... 685

The Power of Story Telling in Story Writing (THE CASE OF STUDENTS OF ISLAMIC PRESCHOOL TEACHER EDUCATION DEPARTMENT)
Taranindya Zulhi Amalia ........................................................................... 693

AN ANALYSIS OF TEACHING-LEARNING PROCESSES ON REPORT TEXTS AT GRADE XI OF STATE MADRASAH ALIYAH (MAN) 2 OF SEMARANG
Testiana Deni Wijayatiningsih and Susilowati ................................................. 697

COHESION AND COHERENCE IN ESSAYS: AN ANALYSIS OF ESSAYS WRITTEN BY INTERMEDIATE STUDENTS
Tri Okta Ervina, Ida Dian Sukmawati and Yuliana Zakiyah ......................... 702

TEACHING LEARNING PROCESS ON INTERPRETING CLASS: AN INSIGHT ON DESIGNING THE MATERIAL, MEDIA AND LEARNING OUTPUT (A CASE STUDY)
Umi Pujiyanti ................................................................................................ 700

COLA PEER EDITING IN ENHANCING WRITING SKILL OF NARRATIVE (SHORT STORY) TEXTS
The Case of Tenth Graders of State Senior High School 2 Purbalingga in the Academic Year of 2015/2016
Upik Hastuti ................................................................................................ 704

A MODEL OF ALTERNATIVE ASSESSMENT IN READING FOR SENIOR HIGH SCHOOL
Wiyaka, Entika Fani Prastikawati, and Jafar Sodiq ......................................... 710

THE IMPLEMENTATION OF DOMESTICATION STRATEGY TO MAINTAIN BAHASA’S ROLE IN ADOPTING NOVEL TERMINOLOGIES FOR SCIEN-TECH UNDERTAKING
Yan Mujiyanto ............................................................................................... 720
ANALYSING STUDENTS' SPEAKING ACHIEVEMENT OF ACCESS - ES KAMPUNG INGGRIS BY USING NATURAL APPROACH
Yayah Nurhidaya ........................................................................................................................................ 728

MULTICULTURAL LITERATURE IN AMERICAN CLASSROOMS AND ISSUES OF DIVERSITY AND PLURALISM
Yosep B. Margono Slamet ...................................................................................................................... 733

HOBBIES OF LISTENING ENGLISH SONGS AND WATCHING ENGLISH MOVIES AND THE CORRELATION TO STUDENTS’ ACADEMIC LISTENING ABILITY
Yosi Handayani ........................................................................................................................................ 739

THE IMPACTS OF GLOBALIZATION ON HIGHER EDUCATION POLICY IN INDONESIA
Yuliati ....................................................................................................................................................... 744

THE COMPARISON OF USING TPR AND PICTURE TO IMPROVE THE FIFTH GRADE STUDENTS’ VOCABULARY MASTERY AT SDN 179 PALEMBANG
Yuyun Hendrety ....................................................................................................................................... 747

ENHANCING STUDENTS’ WRITING ABILITY WITH PEER TUTORING
Yuyus Saputra, Arini Nurul Hidayati, Neni Marlina and Nita Sari Narulita Dewi ............... 752
"I TRY TO UNDERSTAND THEM, BUT THEY DON’T"
DYNAMICS AND CHALLENGES OF TEAM LEARNING IN MAKING VIDEO IN LANGUAGE CLASSROOM

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Abstract
Learning is a social process. This indicates that they need their friends, teachers or other people around within social environment to learn with or to learn from. Therefore, students should be able to grow their social capacities. By developing their social skills, students can learn individually and interdependently by cooperating and collaborating with others. Second language classroom should not only be a place to facilitate students’ English language development, but also for developing students’ social learning skills. A learning method which can be used is facilitating students to engage in team learning to accomplish certain group tasks. Through this facilitation, students can learn from team learning experiences, especially when they encounter some difficulties in learning together. This study aims to explore how engineering students learn together in teams, what problems they encounter and how they manage these challenges/what they learn during their video making process. The data are collected through twenty-five students’ reflective writing after they accomplish their video. The data show that the students encounter several issues relating to self-group identification, group coordination and team conflict. Through learning in team, they learn to develop shared vision, goal, identity, coordinated action, group energizing and self management. This team learning can be means for students to develop intrapersonal and interpersonal relationship. To continue and expand their learning, students should perform self-group mirroring, generative learning and adapt to their social environment. Team learning in making video can stimulate other forms of learning: observational, ICT and affective learning.

Keywords: team learning, self-group identification, social learning skills, affective learning, ICT learning

Introduction
Social environment is significant for supporting students’ learning process. Learning is a social process. To develop themselves, students need other people. They need their parents, teachers and friends. In order to get, share and transfer knowledge with others, students should develop their social competences. They should know how to work with other people. They should understand how to establish, develop and maintain social relationship with others. This social capital is vital for students’ academic success. How students behave and treat other people around them in academic context will affect their learning outcome. Moreover, these social capacities also affect their future life. Their success within their job environment will be determined by their capacity to learn from their colleagues and how they build effective social relationship in their job community.

This indicates that classrooms/schools should prepare their students to acquire these social competences. Teachers should facilitate students’ social learning and enable them to construct their own way or their own
understanding on learning in social surrounding. Frequently, teachers may find students who are good at their subject contents, but find difficulty in their social life, are rejected/are not accepted by their peer community. This situation may indirectly affect these students’ personal/individual learning. Students’ continuously learning process should be facilitated by balancing their inner and outer contexts. Inner represents students’ self dimension and outer is their social aspect. This is because self and social learning are interrelated.

A method which teachers can adopt to facilitate students’ social learning is building teamwork by encouraging students’ to accomplish group tasks. Within this team, they can learn to work together with their peer, how to adapt their “self” to their group, build shared vision, interest and objectives, coordinate with their peers, manage conflict, learn to be tolerant and respect diversity. By allowing them to work in groups, they can have real experiences instead of just reading from books or listening to their teachers. This study aims to explore how some students work in teams, what difficulties they encounter and how are the potential benefits they can get when they are successfull in their team learning process and potential danger/threat they will face when they fail. This study is focused on exploring students’ mental states in working together in their teams.

Research Problems
There are two main issues I intend to examine in this study. Those are:
How do the students engage and learn in their teams, what difficulties/barriers they encounter and what easiness they find which potentially furnishes their teamwork?
What are the potential benefits they find and danger/threat they face when they fail?

Theoretical Framework
A. Team Learning
Within their stages of their life development, students meet more and more people. They scope of environment is expanding. To be able to develop themselves, they should possess capacity to learn from their social milieu. An approach to expose students to social learning is through small group/team learning. A team can be formed when some individuals (two or more people) are grouped together (Sessa & London, 2006, pp. 113-115). Furthermore, Sessa and London (2006, p. 115) argue that team learning takes place when there is shared action in which all members form, obtain, communicate knowledge and information. Similarly, Bondarouk (2006, p. 44 artikel action oriented group learning, p. 44) identifies several activities which support group learning: shared action, reflection, knowledge spreading, collective understanding and reciprocal adaptation. Team learning covers several basic behaviours, including sharing, storing and retrieving (Wilson, Goodman & Cronin, 2007, artikel group learning). A team is not just a collection of individuals who perform certain social process, but they should build shared mentality. They should develop collective team identification which tie individuals to the team/group (Van Der Vegt & Bunderson, 2005, p. 533, artikel learning and performance, p. 533). Team members should also develop value and emotional attachments to their groups (Van Der Vegt & Bunderson, 2005, p. 533). Similarly, Van der Linden, et., al. (2000, Dolmans & Semidt, 2006, p. 322) maintain that team learning can occurs whn there is common objective, collective obligation, reciprocally contingent and shared understanding through socilaization. To work successfully, team members should integrate their skills, competences and arrange their activities to respond to challenges (Kozlowski, Gully, Nason & Smith, 1999, cited in Kozlowski & Bell, 2008, p. 3).

Learning in team does not always proceed without any obstructions. Team can be crack because of social processing problems. Livingstone and Lynch (2000, p. 327) cites Healey, et., al. (1996) and Parsons and Drew (1996) who clarify several problems in team learning, including smart member may not receive worth recognition, unfair distribution of the task, lazy member can protect themselves behind active members, the work progress is impeded because of ineffective time, teamwork takes a lot of students’ time, group’s diversity. Team development can be divided into several phases based on how team can face the obstacles: forming stage in which there are cold conflict, storming which is indicated by poor interaction, norming stage which is indicated by more effective interaction and performing is characterized by productive outcome (Tuckman, 1965, cited in Livingstone & Lynch, 2000, p. 328). Team learning also faces challenges of unifying diversity and distinctiveness (Van den Bossche, Gijselaers, Segers & Kirschner, 2006, p. 491).

B. Peer and Social Learning

In team learning, students can learn each other. They are engaging in peer learning. Boud, et., al. (1999, p. 413, cited in Hammond, Bithell, Jones & Bidgood, 2010, p. 202) define peer learning as “the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of teacher.” Students can get the advantages of becoming cooperative group members when they interact actively and exchange their different views (Kruger, 1993, cited in Fawcett & Garton, 2005, p. 29). This also indicates that peer learning highlights cooperation instead of rivalry and acknowledge others’ differences (Boud, Cohen & Sampson, 1999, p. 415). Slavin (1990, cited in Boud, Cohen & Sampson, 1999, p. 415) argues that peer learning can lead to collaboration, team learning, reflection and improved communication competence. Learning through peer interaction within teamwork allows students to learn from their everyday life or situation. It encourages students to learn from environment. Boud and Lee (2005, p. 502) view environment as source of pedagogy. This is similar to ‘distributed learning’ in which students learn from environment without teachers’ guidance (Lea & Nicoll, 2002, cited in Boud & Lee, 2005, p. 503). Peer learning is an effective place for growing socially shared metacognition in which individuals develop capacity to be socially aware, examine social context and control social behaviour (Iiskala, Vauras & Lehtinen, 2004). Peer learning can also be effective event for students to grow their
social and emotional competences which are the basis for further academic success.

“the single best childhood predictor of adult adaptation is not school grades, and not classroom behaviour, but rather, the adequacy with which the child gets along with other children. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children and who cannot establish a place for themselves in the peer culture are seriously at risk” (Hartup, 1992, p. 1, cited in Linke, 2011, p. 14).

Cooperating with other friends enables students to develop their social-emotional competences. There are five areas of social-emotional learning: self-awareness, social awareness, responsible decision making, self-management and relationship skills (CASEL, 2003, cited in Zins & Elias, n.d., p. 3). To work harmoniously, a team needs reciprocal trust, mindfulness, collective mentality and cohesion (Sessa & London, 2006, pp. 134-135).

**Methodology**

To examine the research problems, I adopt qualitative research method. Phenomenology is applied as the epistemology of the research, which is based on teaching practice. The data are gathered from students stories on what they have experienced after they are working in a team/small group to accomplish video making task. They are asked to make a video on social, cultural and technological issues in groups. The students write their experience after they finish their group video. The data are collected from 26 written experiences. The data are extracted and conceptualized by linking to relevant studies (theories) to understand the meaning of the collected data. The students are working in small team to make video on socio-cultural and technological issues.

**Data Presentation and Discussion**

**Some Samples of Data**

This section presents some samples of data and analysis/discussion of the data. There are two main problems explored from the data. Those are difficulties/challenges and its dynamics and potential benefits of learning and failure impact on learning.

The data show that the students face various types of difficulties/challenges which include task barriers (relating to technology, content of video and time management), emotional obstacles (members’ characters, for instance lazy, overdependene, burntout, adaptation problems) and social hindrances (no group cooperation, no coordination, unfair job distribution, social tension and group working culture). Below are several samples of data showing some group learning barriers and its dynamics and potential benefits of learning and failure impact on learning.

“...and the photo story must be done with team work so in the group, so I must understand a character all the member so I can finish the task on time. But one of them usually not understand my character and the other member in the group so there are some problems in the group. And that problems can make our task cannot submit on time. For to finish the task in the group not easy. So many characteristics of the member, there are a member with a egoist character, individual character, lazy character and a flat character... The First is about what I can learn when I and my friends do a photo story. I think to do photo story with group must have a good character and I don’t have that character. So sometime I feel disappointed with my member in a group if the member not understand about my opinion of the topic in the photo story. I just give a opinion but sometime my friends in my group always reject my opinion. It is not problem for me because I just give a opinion...” (Student-5).
“But I still feel sad when I saw my friend there is still a dependency on duty already has its own right but the job is the same duties handed to me. And I hate when choose the words to match with the picture, it’s really confuse and made me lazy to thinking. But overall I like with the assignment.” (Student-19)

“When doing a task in the group, there is always some feel to hanging the process to others, it makes the process to make the task done spend much time. Because the member throw the task each other, until there are no body will do it. So it make the finish of the task delayed. Beside that in the task group often there is a dominance of members against other members. At the task group, usually the time given was not comparable to the duration of the actual time to do the task, the system is often used in Sistem Kebut Semalam, it is because the busy of each member in the group, so that the duration of the face-to-face to discuss very minimal.” (Student-22)

The data from student-5 shows that she finds problems with other’ members’ undesired characters, adapt their characters and feel the need to regulate herself. Differently, student-19 feels the tension because his other friends does not do their job. Student-22 finds task barrier problems which is intertwined with group’s social culture since they adopt sistem kebut semalam approach to finish the task. The students feel that effective team learning contributes to their individual learning/development. The data show that there are three main potential learning positive impacts that the students can achieve. Those are cognitive, affective and social impacts. Below are several samples of data on learning impacts.

“When making photo story, I can learn to find the solution of some issues Individually, but to find the best solution I have to find it with my group. When in group I can learn to express my opinion and comment other opinion of my friend in group. That was what we can learn cognitively. When in group, we can try to solve a problem together, so the chemistry is starting to appear. That was what we can learn affectively or emotionally in group.” (Student-1)

“We learned how to combine each other ideas and appreciate each other ideas, such as what kind of picture is suitable for the background of our video and what sentences we decide to add in the picture corresponding the background and our topic we have chosen. And I conclude that we enjoyed to make the assignment so much. There are so many laughs and jokes we made while in the process of making the assignment. Those laughs and jokes amused me and I enjoyed it so much. I think that kind of moment are rare. So I could conclude that was not only fun for me but also fun for the whole team.” (Student-3)

“It can give some benefits to me. The first benefit is increase my productivity and performance, my skills can be applied to practical activities. Sharing and discussing ideas play a pivotal role in deepening my understanding of particular subject area. Then, the second is develop my skill, being part of a team will help me to develop my intrapersonal skills such as speaking and listening, team working such as leadership and motivating the others. Some of these skills will be useful in my academic career and social relations in a society. The other benefit is knowing more about myself, collaborating with others will help to identify my strengths and weakness. In it, I find my strengths to be a good at coming up with the big ideas. But I am no so good in putting them into an action.” (Student-11)

Student-1 finds that team learning can lead to problem solving which impacts on her cognition and social learning. Student-3 feels that team learning learns him to appreciate
each other (have affective and social effects). Student-11 finds that collective learning allows her to exercise their leadership skills and motivating each other. This indicates that social learning/interpersonal learning can affect her individual learning.

**Discussion**

The data show that team learning can potentially enhance students’ affective, social and cognitive capacities. However, the students are not progressing without any obstacles. They are experiencing task-related barriers, affective/emotional barriers and social barriers. The task-related barriers relate to technical problems, including the programs used, incompatibility, machine error, ICT-related behaviour and topic issues, including selecting good perceived good topic, difficulties in exploring the topic (depth of video content subject), working habit (tendency to postpone doing assignment) and time management. The affective obstacles include certain character which may hinder cooperation, for instance egoistic, lazy, too flat, too dependent, or selfish, adopting members’ personality to group character which stimulate tension between individual and team. The other barrier is social hindrance, which includes unfair distribution of group task, uncontrolerl emotion which impede coordination, over dependency on one culture, group culture, individual working preference versus team working orientation.

The following figure represents the barriers.

![Figure 1 The challenges of team learning](image)

The data also show that the students feel they can learn socially, affectively and cognitively. Cognitively, they find that they can learn to solve problems in groups, brainstorming, learn new programs from their team friends, be more creative, acquire some soft skills, for instance leadership, be more critical on understanding and analyzing content subject, excite imagination, expand their technological skills, develop their learning experiences skills. Affectively, the students feel that they can develop their sense of care, feel happy, fun, motivated and excited while they are learning, grow their senses of art and aesthetic, control their feelings/emotions, manage selfishness, adapt their personality/character/distinctiveness to their group. Team-based learning allows students to respect diversities and view differences as team resources (Johnson, Top & Yukselturk, 2011, p. 2336). Socially, they mention that they learn to appreciate and support each other, connect/exchange their ideas, understand other members’ characters, adapt self to group, manage team including leadership-followership, task distribution, expertise specification, develop shared identity, emotion, vision, objective, cooperate and collaborate, give and receive mutual help and develop social communication.

The data indicate that social and individual learning are intertwined. They are supporting each other. Individuals’ learning may contribute to team’s success. These contributions may include individuals’ capacity to coordinate, control/regulate their emotion/adapt to differences, understand leadership and followership, self-group identification, build shared identity, collective emotion and sense of belonging. Team learning also contribute to individual building since they learn to be responsible and reliable. To work successfully, each individual should learn individual-task skills and team-task skills (Johnson & Gonzalez, 2014, p. 2317).

Team learning also provides social experience for students. They are not only
orienting to produce good video, but they experiencing the process. They are expected to learn from authentic learning activities. Students should be given chances to search, socialize, produce and contemplate in teams (Fink, 2002, cited in Johnson, Top & Yukselturk, 2011, p. 2330). The success of students’ team learning is also indicated by their satisfaction/pride after finishing their job. Some students can express what they feel during the task completion and convey what they do. Team effectiveness needs more than sharing, it needs reflectivity. Within sharing activity, there are main activities, team reflectivity and learning across the lines (Decuyper, Dochy & Van den Bossche, 2010, p. 115).

During their team working, the students experience several things which they cannot/do not predict beforehand. They are experiencing potential team conflict. Team conflict occurs when group members in disagreement when they share activities (Decuyper, Dochy & Van den Bossche, 2010, p. 117). This is as experienced and felt by a member of a team as follows.

“The First is about what I can learn when I and my friends do a photo story. I think to do photo story with group must have a good character and I don’t have that character. So sometime I feel disappointed with my member in a group if the member not understand about my opinion of the topic in the photo story. I just give a opinion but sometime my friends in my group always reject my opinion. It is not problem for me because I just give a opinion. But I was so angry if the member had been chosen one the topic but they didn’t continued the task with that topic. Their reason because they don’t know, how to do the photo story with the topic because the topic is very press. their topic is about Japan culture, I don’t agree with that topic because the topic show a story in other country, not Indonesia...”(Student-5)

Conflict can be potentially arise from different ideas or ways to work. It can destruct or flourish team performance. Conflict involves negotiation process to solve members’ diversities (Decuyper, Dochy & Van den Bossche, 2010, p. 117). However, this conflict can lead to emotional conflict. This emotional conflict can be percieved by team members as a matter of like and dislike instead of relating to tasks. Working in team also potentially generate feeling of unfair. This can happen when the member feel that they work harder than other members and get same reward. This unfair feeling can lead to feeling of unmotivated to work in group which can potentially endanger his/her social learning development. This also indicates that other group members do not have strong commitment. Members can develop sensemaking based on their social interaction with other members (Guiette & Vandenbempt, 2013, p. 730). The other dynamics happens when one member is being too dominant. It can impede cooperation and other members’ participation since dominant member will exert strong power on group decision making and it is possible that he/she finishes group work alone. This may happen because this member prefers to be single fighter or he/she does not trust other group members to finish the task. This behaviour tend to impede other members’ participation. Team power can be increased by evoking members’ participation which also impacts on individuals’ capacity, productiveness growth, interest and dedication (Lam, et., al., cited in Shagholi, Hussin, Siraj, Naimie, Assadzadeh & Moayedi, 2010, p. 256). Moreover, unwillingness to share task can cause communication problem. Teamwork can be strengthened by increasing effective communication and socialization (Moultrie, et., al., 2007, cited in Guchait & Hamilton, 2013, p. 19) and lead to information dissemination problems (Akgün, Lynn, Keskin & Dogan, 2014). Moreover, distributed active participation of members
can stimulate shared leadership. The other problem is there will be no shared emotion which can lead to commitment building. A team should develop social interdependency and attachment to group which induces affective, continuance and normative commitments (artikel Meyer & Allen, 1997, cited in Dhurup, Surujlal & Kabongo, 2016, p. 487).

The other peril is relating to the formulation of ineffective team culture. It can be a threat for teamwork when they integrate and share ineffective individual value which then form undesired team culture. The data show that team culture of sistem kebutsemalam may endanger team performance. Culture is one of several elements which ensure learning happens in team (Sessa & London, 2006, p. 188). Team leadership/leader has central role in directing/forming team culture (Sessa & London, 2006, p. 188). This culture can be formed along/as team members are sharing. The following figure encapsulates the potential benefits and dynamics of team learning.

![Figure 2. The benefits and dynamics of team learning](image)

**Conclusion**

The study shows that when students are given task to work in team to make video, they are processing various affective, social and cognitive learning. Their team performance is depending on how they can handle various affective, social and cognitive barriers. Behind these difficulties, they can get potential benefits of affective, cognitive and social learning. The affective learning includes developing sense of care, feel happy, fun and motivated, growing their sense of art and aesthetic, controlling or regulating their feelings/emotion, managing selfishness and adapting their personalities and distinctiveness to their group. The cognitive learning covers brainstorming, learning new programs, being more creative, acquiring soft skills, being more critical, expanding technological skills and learning experience skills. Socially, the students can learn how to appreciate and support each other, connect and exchange ideas, understand other characters, adapt self to group, manage team, task distribution, expertise specification, build shared identity, emotion, vision and objective, cooperate and collaborate, help mutually and develop social communication

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JAVANESE PHILOSOPHY AS AN ALTERNATIVE IN TEACHING CHARACTER BUILDING

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Abstract
Schools are always blamed for failing to carry out their obligation to prepare qualified output when there is a problem in the society. When the number of unemployment keeps increasing, schools are blamed for failing to produce qualified workers for the job market. It is said that schools fail to link and match their output to the society’s need. At a time when there is moral degradation, schools are blamed for failing to produce output with good morality. And now that people commit bad conducts such as corruption, lying, cheating, hedonism, anarchism, and terrorism, schools are blamed for failing to teach character building. This article will try to explore on how the local wisdom, in this case Javanese philosophy, can contribute to teaching character building. It will deal with some efforts to teach character building mainly by using Javanese philosophy. Why is it necessary to revisit the local wisdom in teaching character building? How can a teacher make use of Javanese philosophy in the frame of teaching character building? What techniques may be applied to enhance character building via local wisdom?

Keywords: Javanese philosophy, local wisdom, character building

Introduction
It has been a worry across the country that a great number of people are now conducting bad practices such as juvenile delinquency, corruption, fighting among ethnic groups or gangs, free sex, cheating, hedonism, rule breaking, lack of discipline, anarchism, and mass brawl (Asmani, 2011). People are concerned with the causes and ways out of the paramount problem. Some experts go to see what is going at schools in terms of preparing young generation for their future. Others blame schools for failing to prepare a better generation with good morality. Schools are supposed to educate young generation to possess good characteristics such as trustworthiness, respect, responsibility, fairness, caring, honesty, self-discipline, perseverance, and citizenship (Lickona, 1991). Moreover, the success of the young generation is not only determined by their intelligence quotient, but also by emotional intelligence. Success is determined much by emotional intelligence (soft skill). It is about 80%, while 20% comes from intelligence quotient (hard skill). Success is determined by mental, rational, and emotional values (Hartadi, 2011). Consequently, teacher character building plays an important role in preparing the young generation to face their future life.

It cannot be denied that young people are now exposed to digital life where local, national, and international information can be gained in a relatively easier way. They may try to imitate the good and bad ones. Hedonic life in the modern world, for example, can influence young generation so that they want to enjoy their life more and more instantly. Accordingly, they do not work hard but they want to enjoy good life. The impact of modern life is the shift from social-religious society into a materialistic and egocentric one (Herusatoto, 2009). Globalization, to some degree, can cause weak character among young generation, and it leads people to hedonism (Muslich, 2011). As the consequence, it will enhance instant culture in which people want to get things instantly.
without putting much effort to gain them. To avoid such a bad practice, it is necessary to educate young people to be tough, responsible, trustworthy, pious, hardworking, tolerant, and so forth. In this case, the young generation need character education so that they can show good conducts when they are grown up. As one of the ways to teach character building, local wisdom may serve as an alternative for the reason that what has existed in the society may fit better than what comes from other countries. In this relation, Javanese philosophy can serve as an alternative to teach character building to the young generation.

Javanese Philosophy
The tendency to copy what is globally trendy has been paramount. Things that come from a more developed country are more valued than the local ones. However, not all coming from other countries are exactly suitable for the young generation. Among Javanese, there are good principles such as *rukun* (living in harmony or conflict avoidance), *kurmat* (respect), *gotong royong* (working together), *andhap asor* (humble), and *tata krama* (etiquette), which can be taught to the young generation (Magnis-Suseno, 1997). Widyawati (2012) points out that there are some good Javanese principles which are worth teaching. They include *tata krama* (etiquette), morality, patriotism, leadership, behavior, dedication, and giving good examples. The Javanese principles are usually depicted in Javanese songs (*asmaradana, kinanthi, pocung, gambuh, megatruh, maskumambang*), wayang (puppet) show, Javanese play (*kethoprak*), wayang wong (shadow puppet play but played by people), *geguritan* (poem), or *sanepa* (anecdote).

Here are some examples of Javanese philosophy which can be used to teach character building.

1. God (tauhid)
*Pangeran iku ora ono sing podho. Mulo ojo nggambar-ngambarake wujuding Pangeran.*

2. Self Esteem
*Rame inggawe, sepi ing pamrih.*
Working hard without hoping something in return.
*Gemi, setiti, ngati-ati.*
One has to be economical, careful and alert.

3. Life
*―Urip iku ing donya tan lami. Umpamane jibeng menyang pasar tan langgeng neng pada wae, tan wurung nuli mantuk maring wasmane sangkane uni kesasar‖*
Life does not last long. It is just like someone who goes to the market, and then he will return to his own house.
*Ajining dhiri saka lati lan budi.*
The value of someone depends on his words and good conduct.

4. Family
*Wong tuwo kudu memulang kang prayogo marang putra wayah.*
Parents should teach good things to their children and grandchildren.
*Anak polah, bapa kepradah.*
Parents should be responsible for what their children do.

Nothing is similar to God. So do not compare God with anything else.
*Sangkan paraning dumadi.*
One has to know where he/she comes from, and where he/she will go.
*Pangeran iku ora mbedak-mbedakke kawulane.*
God does not discriminate His servants.

2. Self Esteem
*Rame inggawe, sepi ing pamrih.*
Working hard without hoping something in return.
*Gemi, setiti, ngati-ati.*
One has to be economical, careful and alert.

3. Life
*“Urip iku ing donya tan lami. Umpamane jibeng menyang pasar tan langgeng neng pada wae, tan wurung nuli mantuk maring wasmane sangkane uni kesasar”*
Life does not last long. It is just like someone who goes to the market, and then he will return to his own house.
*Ajining dhiri saka lati lan budi.*
The value of someone depends on his words and good conduct.

Sing sopo gelem gawe senenge liyan iku bakal oleh pinwales kang luwih gedhe tinimbang opo kang di tindhak’ake.
Those who like making others happy will get something bigger than what they do.

*Urip Iku Urup.*
Life is Light. Life should provide benefits to others around us; the greater the benefits we can give, we will be much better.

*Cakra manggilingan.*
Life is like a rotating wheel.
*Aja Adigang, Adigung, Adiguna.*
Do not feel that you are the most powerful, the biggest, the smartest.

4. Family
*Wong tuwo kudu memulang kang prayogo marang putra wayah.*
Parents should teach good things to their children and grandchildren.
*Anak polah, bapa kepradah.*
Parents should be responsible for what their children do.
5. Neighbor

Tonggo iku podho karo bapa biyung. Neighbours are just like parents.
Pager mangkok luwih kuwat tinimbang pager tembok.
We will have a strong relationship with our neighbors if we often exchange gifts.

6. Knowledge
Ngelmu iku kalakone kanti laku. Lekase lawan kas.Tegese kasunyantosani. Setya budya pangekese durangkoro.
Science is realized in action. It starts from willingness. Willingness creates strength.
Good conduct demolishes all evils.
Sakabehing ngelmu iku asale saka Pangeran kang Maha Kuasa.
All knowledge originates from God, the Almighty.
Ngelmu kang nyata karya reseping ati.
True knowledge can create happiness.

7. Leadership
Ing ngarso sung tulodho, ing madyo mangun karso, tut wuri handayani.
A leader, in front, must be a good example; in the middle, must be a creator; behind, must be a motivator.

8. Responsibility
Sapa nandur mesthi ngundhuh.
Those who plant will harvest.
Becik ketitik, ala ketara.
Those who conduct good or bad things will see the result.
Ngundhuh wohing pakarti.
One receives the result of his/her good deeds.

9. Clothes
Ajining sarira gumantung ing busana.
You are what you wear.

10. Gratitude
Nrima ing pandum.
Accept what is given by God.
Aja melik darbeking liyan.
Do not envy other’s belongings.

Teaching Character Through Javanese Philosophy
Teaching character building should be taught integratively. It cannot stand alone for it is a kind of hidden curriculum, meaning that every single aspect at schools or universities, at home and in the society may serve as a material to be learned. At school, to some degree, it is a transformation of the culture and life to school (Elkind, 2004).

1. Integrated Class
Some principles of Javanese can be inserted into some classes, be it at the beginning, in the middle, or at the end of class. Some topics in any class can be related to Javanese philosophy. In language class, for example, for speaking, a teacher can pick out a Javanese philosophy to be discussed in his/her class. Teachers of language, civics, sociology, psychology, and religion may make use of Javanese philosophy to be discussed.

2. Banner
A teacher may put up a banner bearing Javanese philosophy at school where the students can read the display when entering their school. It can be in Javanese with its translation in Indonesian or English. The banner should be changed regularly with different philosophy.

3. Running Text
A certain Javanese philosophy can also be written on a running text displayed at school. It is translated Indonesian or English. The texts are changed from time to time so that the students can learn more about Javanese philosophy which can enrich the students’ knowledge about character.

4. Competition
A competition of Javanese poetry reading, writing, and singing with the emphasis on Javanese philosophy can be held regularly with the hope that the students may learn good principles contained in the material for the competition.

5. Example
Giving good examples reflecting Javanese principles from the side of the teachers plays an important part in teaching character building. No matter how well a teacher delivers character building, it will not be effective if she does not show good character in front of her students.
Concluding Remark
It is undeniable that it is important to teach character building to the students because they are, in the current environment, exposed to things which are unfavorable for their moral development. To teach character building, a teacher may apply a holistic approach that integrates character development into every aspect of school life. A teacher cannot stand alone in teaching character building. She must be backed up by school system, parents, authorities, and business. Good examples or models play an important role to conduct character education. Good models from teachers, parents, business people, and authorities for the younger generation to gain strong character are badly needed. At school, character building needs to be taught holistically. It is integrated in all subjects taught at school. Every single teacher has to take part to succeed it by teaching good personal qualities through his/her subject. Sound and fair business in the society is also needed as a model for the younger generation.

Javanese people have deep-rooted principles which have been tested over times, and they can serve as alternative in teaching character building. The principles can cover many aspects of life such as the concept of God, self esteem, life, neighborhood, leadership, responsibility, family, knowledge, clothes, gratitude, and so forth. Teaching character building through Javanese philosophy can be conducted in some ways. Students need to be exposed to Javanese philosophy through some activities with the hope that they can internalize the values embedded and practice them in the society.

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AN ANALYSIS OF ENGLISH STUDENTS’ COMPETENCE IN USING CONJUNCTION IN PERSUASIVE TEXT AT MAJALENGKA UNIVERSITY

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Abstract
The field of this research is applied linguistics. According to Brown (1996: 231), applied linguistics is quite often considered synonymous with language teaching; however, the applications of linguistics certainly extend well beyond pedagogical concerns. This research is a quantitative research comprises every kind of research due to percentage, average and other statistic operation. And this research is also using descriptive method to analyze the data. The researcher collects the data by using three kinds of method: test, questionnaire and interview. The analysis of the data is divided into two sections. First, the students’ competence in using conjunctions analysis was conducted by giving completion test. The second, the students’ problems and causal factors that influence students’ competence in using conjunction in persuasive text was conducted by using questionnaire and interview to the students. The conclusion of this research are: (1) the students’ competence in using conjunction in persuasive text was in good category (52.5 %), (2) the students’ problems and causal factors that influence students in using conjunction in persuasive text were in their motivation and vocabulary mastery.

Keywords – Writing Ability, Conjunction understanding, Persuasive text.

Introduction
The existence of language components, such as grammar, vocabularies, spelling and pronunciation are thought as supporting components for the improvement of those skills. The researcher focused on three types of conjunctions: coordinating conjunction, subordinating conjunction, and transition expression (Thomson and Martinet, 1986:290). This research focuses on: a) How well is the fourth semester students’ Majalengka University on conjunction? b) What are the causal factors that influence students’ competence in using conjunction in persuasive text? The purpose of these researches are to discribe competence of Majalengka University students and to findout the causal factors that influence students’ competence.

Methodology
This research used quantitative method. Quantitative research comprises every kind of research due to percentage, average and other statistic operation. Related to descriptive method, Ary et.al (1972:26) stated that descriptive research describes and interprets what is. The researcher conducted the research at Majalengka University. For collecting the data, the researcher use test, interview and questionnaire. In analyzing the data which has been collected, the researcher used descriptive statistic by the manipulating of scores of the test given. The steps are asfollows: Measuring the students’ competence, tabulating the students score and measuring descriptive statistic.

Finding and Discussion
These instruments were used to measure the students’ competence in using conjunction in persuasive text. The researcher was accessing the students’ worksheet to measure the individual students’ competence in using conjunction in persuasive text. The result of completion test is 73.33%. It was shown that
the number of students who had the competence in using conjunctions was 37 students (those whose scores belong to very good, good, and fair) or 92.5% of the total sample. From the table, it could be seen that majority of the students had an average mastery of conjunctions, about 52.5% of the students had good mastery and only 7.5% of them who still found the difficulties to learn and understand conjunctions. Based on the data questionnaire it can be concluded that most students have good mastery in English because there are some factors that support them in teaching and learning process. Based on result of interview it can be said that the students’ motivation, vocabulary, nervousness and in a hurry became the problems that the students faced in conjunction understanding especially by inserting conjunction in persuasive text.

Conclusions
The students’ competence in using conjunction in persuasive text was in good category (52.5 %), (2) the students’ problems and causal factors that influence students in using conjunction in persuasive text were in their motivation and vocabulary mastery.

It can be seen that 52.5% from the total students belong to good category and it can be said that most of the students were able to understood conjunctions.

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PROACTIVE CLASSROOM MANAGEMENT
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
AT A SECONDARY SCHOOL
(A case study of SMPN 1 Jakarta in the Academic Year of 2014/2015)

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Abstract
This present study aims to describe the classroom management conducted by an English teacher of Foreign Language teacher at a secondary school. The majority of this study focuses on how proactive classroom management applied in teaching English which implements 2013 curriculum. The design used in this research is qualitative approach. The subject of this study is 7th grade students and the teacher of SMPN 1 Jakarta and the object is the classroom management used by the English teacher. This study used observation checklist and field note as the instruments of collecting the data. The source of the data is events arouse in the classroom. The data gathered is analyzed and described based on the activities of the students from the video. The video recorder is also used to help the researcher to capture the teacher and students’ interaction in the classroom. The findings demonstrate that proactive classroom management empowers the students’ participation because the teacher can expand the connection with the students. The students become discipline and confident because they are allowed to take a part in all activities in the classroom. They have opportunities to ask questions and get confirmation. In conclusion, proactive classroom management gives a good impact to teaching and learning English process.

Keywords – Proactive Classroom Management, Case Study, 2013 Curriculum, Student Participation

Introduction
Education in Indonesia is controlled by Education Minister and it makes all formal schools have to obey the regulation in the form of curriculum. Since Indonesia got its independence in 1945, the curriculum has been changed for several times in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and recently 2013. The changes of curriculum make most teachers are confused with the syllabus, lesson plan, and how to implement it in the classroom. The approach used is also changed from teacher-centered to student-centered approach. So, the students are invited to participate in all classroom activities. This approach stimulates the teacher to create a fun and active learning to increase the student participation.

Even though it has been more than a decade since the communicative approach is implemented in curriculum 2004, most of students are still passive and the learning process is dominated by the teachers since English is a foreign language (EFL). The teachers use teacher-centered approach which the teachers speak mostly and the students only read, write, and do the exercises. This condition decreases the student participation.

There are some reasons why students’ participation is essential in language classroom. (1) active participation can aid acquisition (Aidinlou & Ghobadi, 2012), (2) an active classroom participation increases the students’ interest, motivation, learning and academic performance (Murray & Lang, 1997), (3) participation can foster students’ cognitive development based on cultural theory (Rugoff, 2003; Vygotsky, 1986). In short, students’ active participation during...
the language classroom learning is important to help the students develop their skills.

The basic purpose of a learning process is to make the students more skillful. To gain the teaching and learning goal, the teacher should pay attention to the components of teaching including the steps, media, techniques, and classroom management. However, classroom management is a substantial component of teaching. “It refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur”. (Martin & Sugarman, p. 9. 1993). Classroom management created by the teachers determines the success of teaching and learning activity. It can be seen from the student participation. The lack of improvement in student participation is because the teacher-centered teaching and rote learning are deeply embedded in Indonesian school settings, and the Indonesian teachers are trapped into employing pedagogy which stresses students’ memorization for success in the examinations, especially in elementary to high school levels (Zulfikar, 2009).

Student participation is essential to determine the success of learning in the classroom. That is why some researchers conducted some researches to find out the appropriate method, strategy, and techniques to improve the student participation. In this case, classroom management will be the major discussion of teaching strategies. Tracey Garret (2008) proves that student-centered classroom management gave a good impact toward the success of teaching and learning process.

In this study, proactive classroom management was chosen by the instructor as a strategy to create a good atmosphere in the classroom. This classroom management focuses on (1) preventing the classroom problems, (2) facilitating the students to learn English using appropriate methods and techniques, and (3) emphasizing on the group discussion to make the student active in the learning process.

Proactive classroom management is the art and science of transforming a collection of young people into a cohesive group of learners. Proactive teachers do not avoid problems in learning or problems with behavior. These teachers accept responsibility for their students’ successes and their students’ failure (Brophy, 1983). Such teachers take pride in their ability to stand by all the students in their class, not just those who succeed. Proactive teachers understand that each student comes with strengths and weaknesses. Their challenge is to bring out the best in all students. When students get problems, proactive teachers accept responsibility for finding solutions. Proactive teachers are distinguishes by their positive approach to dealing with disciplinary problems. Rather than waiting problems to develop, and then reacting, proactive teachers organize their classrooms to promote positive behavior.

The object of this study is to determine how proactive classroom management applied in the classroom. This can be seen from the way of teacher prepares and conducts the learning process. The implication of the classroom management is also can be seen from the student reaction during the class.

The significance of this study is to show how classroom management is important to be used to manage the students during the lesson. The well preparation teaching and the way of teacher manages the student activities take an important role. In short, the other teachers should pay attention to the classroom management.

**Methodology**

This research was conducted in the 7th Grade class of SMPN 1 Jakarta which implements
Curriculum 2013. This case study was designed to describe deeply the classroom activity which is focused on the classroom management directed by the teacher.

This study focused on the students’ participation as a result of classroom management designed by the teacher. The sources of the data itself were the students’ participation and also the teacher. All the teacher’s strategies in delivering the material and also the students’ activities as the impact of the teacher’s strategy of managing the classroom were observed closely.

In this research, observation check list and field note were the instruments of collecting the data. The researcher captured the situations of the teaching and learning activity from the video recording of the class. In this research, the data was analysed based on Miles and Huberman Model. Miles and Huberman (1984) elaborate the activities in analyzing qualitative data. The steps of analyzing the data are data collection, data reduction, data display, and drawing conclusion. Data collection means collecting the data from observation. Data reduction means summarizing the data, choosing the main issues, and finding the patterns and losing the unimportant issues. Data display is used to display the qualitative data from data reduction in order to know the pattern of data so that it is easy to understand. In conclusion drawing, the researcher made an initial conclusion. It was hope that this initial conclusion was able to answer the research question based on the qualitative data taken from observation, so this research would be credible.

Finding and Discussion
From the observation conducted during the class, there are some findings related to proactive classroom management applied by the teacher. As stated before that proactive classroom management can be analyzed from three points of view.

The first aspect is how the teacher prevented the classroom problems. The prevention in this case focused on the preparation of the teacher before conducting teaching and learning process. The preparations of the teacher are providing the media such as LCD projector and speaker active to play the song and video and also to display power point. Power point and song were able to take the student attention. The students were involved in by singing together and paying attention to the power point that was used to display the materials. In addition, the teacher also prepared the material well. As stated in the lesson plan that the lesson would be about day, date, and month. The documents were relevance to the activity in the class.

The second one is how the teacher facilitated the students using appropriate methods and techniques. At the end of the lesson, the teacher used task-based instruction in which the students were given a chance to communicate their result. This task was done in pair. Dian Larsen and Freeman (2001: 144) states that a task-based method aims to provide learners with natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. The interaction allows the students to work together and understand each other and express their own meaning. By doing so, they can check to see if they have comprehended correctly, and at times, they can get clarification from friends and teacher. The other method used in the teaching activity is direct method. Dian Larsen and Freeman (2001: 23) proved that no translation is allowed. From the observation, it can be seen that the teacher used full English from beginning until the class ended. The meaning was conveyed directly in the target language through the use of demonstration and visual aids, with no resource to the students’ native language.
The last point is about how the teacher made group discussion to activate the students in the teaching and learning activities. From the observation, it could be concluded that the teacher asked the students to make group discussion. By using group discussion, the students could share ideas and help the other students. This method also can increase their confidence.

Moreover, this study also focuses on some strategies of the teacher in delivering the materials related to the proactive classroom management. The first is active supervision. The teacher moved about the classroom and interacted with students to increase academic engagement and reduce behavior problems. In this case, the teacher traveled through the classroom and regularly engaged students in conversation, including providing behavioral reminders and prompts.

The second strategy is choice-making which the teacher provided the class or individual students with choice-opportunities when completing in class academic tasks. The teacher identified appropriate choice-opportunities that can be offered to students as they undertake particular academic tasks (e.g., small-group cooperative learning activities; independent seatwork). Some examples of choice including alternative assignments (students choose an assignment from among two or more alternative equivalent offerings), task sequence (students are directed to complete several tasks as part of the assignment, but can choose the sequence in which they do them), materials (students are assigned a task and allowed to choose the materials that they will use to complete it), and collaboration (students can choose who they will work with to complete an assignment). Based on the observation, the teacher did not give any opportunity to choose certain assignment or material. However, the teacher allowed them to choose partners they will work with. This can make the students feel comfortable to work.

The third one is opportunities to respond. In this aspect, the teacher increased the rate at which students actively respond to instruction. The teacher gave opportunities the students to ask and also gave them chances to answer question from other students.

The fourth strategy applied by the teacher is the teacher chose to ignore minor behavioral infractions that do not negatively impact the classroom. The teacher ignored the students who were talking as long as they did not disturb the others and they did their task.

The fifth is praises given by the teacher. Teacher praise is performance feedback that includes verbal or non-verbal communication of teacher approval of student behavior. Praise is easy to implement and fits into the natural pattern of classroom communication (Hawkins & Heflin, 2011). The teacher gave positive reinforcement in verbal communication by saying ‘very good’, ‘excellent’ and asked the other students to give applause when one of them succeed doing something.

The next strategy is pre-correction which the teacher headed off a problem behavior by proactively prompting or reminding students to show appropriate behaviors. Before a time, situation or setting when problem behaviors are mostly occur, the teacher pre-correct by using any several strategies to remind students of appropriate behavioral expectations. In the classroom activity, the teacher provided a verbal prompt, such as restating a classroom rule. In the beginning, before the teacher delivering the materials, the teacher asked the students to be grateful being lucky because they had a chance to learn English. This pre-correction leaded them to learn well. This also could motivate them.

The seventh strategy is response effort. In this case, the teacher gave feedback of the
students’ work. The teacher corrected when mistake occurred as a process of learning. The teacher also used chunk assignment in which the students started to learn the simpler material to the higher level one. From the beginning, the students learnt name of days, date, and month and after they acquired them, the materials were developed to the next level. They learnt how to use it in daily communication. Then, the students were assigned to make time schedule in group. The teacher went around checking their understanding. The teacher gave good response when they found difficulties. At the end, the teacher asked them to create a text to tell their daily activities.

The following strategy is scheduled attention which the teacher provided the students with brief positive attention on a fixed-time scheduled. The teacher managed the time when the students sang together, worked in group and then in pair. The teacher also controlled the time for having discussion with friends and for presenting the works. They were scheduled well by the teacher. The last strategy is verbal commands. The purpose is to have the students follow the instructions from the teacher. The commands were brief, used simple and clear language, and directed the students to perform a specific task. Those commands were also stated in a positive or neutral tone of voice. In the classroom activity, the teacher asked the students to sing together, work in group, and work in pair clearly so that the students could catch the meaning easily. The tone was also appropriate for the students. This made them work happily without any under pressure.

Conclusions
From the research conducted in the secondary level, it can be drawn that proactive classroom management allows the teacher (1) to prepare the classroom need in order to be an effective English class by composing lesson plan, providing LCD and speaker active, and using video, power point, and song, (2) to use direct method and task-based method that was appropriate to use in the classroom, (3) to make group discussion so that the students are able to share ideas and get feedback from their friends and teacher. Moreover, this study also focuses on some strategies of the teacher in delivering the materials related to the proactive classroom management. They are: 1) active supervision; 2) choice-making; 3) opportunities to respond; 4) planned ignoring; 5) praise; 6) pre-correction; 7) response effort; 8) scheduled attention; and 9) verbal commands. Those strategies lead the students to participate well in all activities. In conclusion, teaching and learning activity using proactive classroom management make the students participate well during the class.

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GENDER REPRESENTATIONS IN AN ENGLISH TEXTBOOK FOR THE SEVENTH GRADERS ENTITLED BRIGHT: AN ENGLISH COURSE FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract
This study aims at investigating gender representations in an English textbook entitled BRIGHT: An English Course for Junior High School Students designed by Erlangga Publisher, published in 2013 in Indonesia, and used in teaching the seventh graders. To analyze how gender is represented, seven different categories are formulated. These are: a) occurrence of female and male characters in texts and illustration, b) occupational roles, c) domestic roles, d) hobbies/leisure-time activities, e) firstness in conversation, f) adjectives used for males and females, and g) number of utterances in conversation. The result of the study shows that gender bias and stereotypes have been found in the representation of females and males in occupational roles, hobbies/leisure-time activities, and adjectives used to qualify both genders.

Keyword - gender representations, gender stereotypes, textbook evaluation, content analysis

Introduction
A good English textbook does not only consist of a source of activities for learner practice and communicative interaction (Cunningsworth in Richards, 2001) with ready-made texts and tasks (Penny Ur, 2009), but it must also promote life skills development (Pusat Perbukuan BSNP Indonesia, 2007) where each text and communicative action must motivate learners to possess some attitudes to develop their life skills such as personal, social, academic, and vocational. In terms of social skill, students must be cooperative, tolerant, promote peace, become anti-violence in communicating and interacting with others, and appreciate gender equality. All these social values must be fairly incorporated within a textbook design.

To comprehend the concept of gender representations, the terms ‘sex’ and ‘gender’ must be clearly differentiated. Giddens in Diktas (2011: 1745) clarifies that sex is an anatomical difference between men and women, while gender is related to the psychological, social, and cultural differences between males and females.
Textbooks as course materials are sometimes not balanced in light of gender and tend to rely heavily on masculine terms, which may reinforce the idea that females are not as important contributors as males in the classroom, and later lead to the bias in gender representations (Bursuc, 2013: 67-68). UNESCO in Wu & Liu (2015: 116) asserts that gender biases in the content of textbooks will impede the socialization of gender equality in education. Bursuc (2013: 68-69) states that in most countries, textbooks constantly display a collection of occupation considered as restrictively suitable for only males and females. For example, women are often associated with low-paid, less-prestige, or low-risk jobs such as school teachers, models, and singer. On the other hand, men are often represented as holding more successful occupations with higher income and risk, such as policemen, doctors, athletes, and construction workers. Such stereotypical characteristics which are assigned to different genders need to be evaluated when using a certain textbook, so that teachers can create equality between genders in the classroom.

Some studies have been conducted to evaluate gender stereotypes and representation in English textbooks. Gailea & Rasyid (2015: 97) evaluated gender equality of four English textbooks used in Serang City during the implementation of 2013 Curriculum in four areas, namely visibility of males and females in the main character and the historical development; the use of sexist language; domestic and public roles; and art talent, sport, and intellectual competency. Bursuc (2013: 71-72) analyzed seven Romanian English textbooks published from 1997 to 2004 focusing on five gender-based interests covering male versus female representation ratio, profession displayed for each gender, age, interaction type, and type of activities. Wu & Liu (2015: 117-119) evaluated gender representations in three Chinese English textbooks within five dimensions comprising visibility of men and women, occupational roles, domestic roles, number of utterances, and firstness in conversation. Similarly, Toci & Aliu (2013: 36) evaluated gender stereotypes in children’s English books in the Republic of Macedonia within five areas namely profession, appearance, sports or hobbies, personality traits, and family roles or housework. Diktas (2011: 1747-1751) investigated gender representation in an English language course book designed by the Turkish Ministry of Education using eight different categories encompassing occurrence of female and male characters in pictures and texts, amount of talk, family activities and responsibilities, occupations, adjectives used for females and males, spare time and leisure time activities, family roles, and content analysis of pictures.

The present study has been conducted to investigate gender representations in an English textbook for the seventh graders of Junior High School in Indonesia called BRIGHT. To analyze how gender is represented, the researcher established seven categories selected from the five previous studies above covering: a) occurrence of female and male characters in texts and pictures (Diktas, 2011 and Wu & Liu, 2015), b) occupational roles (Bursuc, 2013, Gailea & Rasyid, 2015, and Wu & Liu, 2015, Toci & Aliu, 2013 and Diktas, 2011), c) domestic activities (Gailea & Rasyid, 2015, Wu & Liu, 2015, and Toci & Aliu, 2013), d) hobbies/leisure time activities (Diktas, 2011 and Toci & Aliu, 2013), e) firstness in conversation (Wu & Liu, 2015), f) adjectives used for males and females (Diktas, 2011 and Toci & Aliu, 2013), and g) number of utterances in conversation (Wu & Liu, 2015 and Diktas, 2011).

Methodology
This study is mainly a descriptive research based on the content analysis (Ary. et. al., 2010: 29) to investigate gender representations in an English textbook.
entitled *BRIGHT: An English Course for Junior High School Students* which is designed by Erlangga Publisher Indonesia and used in teaching the seventh graders. The textbook for the seventh graders is selected according to the view that the students at these ages (13-15) are experiencing a critical period where children start to develop into adolescence, categorize concepts of gender, and get through the gender construction process (Diktas, 2011: 1746). To investigate the gender representations, seven categories are formulated. Those are: a) occurrence of female and male characters in texts and illustration, b) occupational roles, c) domestic activities, d) hobbies/leisure time activities, e) firstness in conversation, f) adjectives used for males and females, and g) number of utterances in conversation. These categories are used to calculate the frequencies and the percentages. The quantitative data analysis is applied to the findings and the frequencies are analyzed using descriptive statistics. The results are then described qualitatively.

**Findings and Discussion**

This section elaborates the gender representations in the English textbooks for the seventh graders of Indonesian students entitled *BRIGHT: An English Course for Junior High School Students*.

### Table 1: Occurrence percentage of female and female characters in texts and illustration

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Neutral</th>
<th>Total</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts</td>
<td>94 (43.9%)</td>
<td>101 (47%)</td>
<td>19 (8.9%)</td>
<td>214</td>
<td>61 (34.46%)</td>
</tr>
<tr>
<td>Illustration</td>
<td>73</td>
<td>43</td>
<td>24.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sadker & Porreca in Wu & Liu (2015: 117) state that the invisibility of female in school textbooks is one of the most harmful forms of gender bias, because if the number of women and the number of men is at least not slightly equal, it implies that women’s existence is not very significant. Singh in Diktas (2011: 1747) also suggests that in most of global ELT course books, the representations of men and women are imbalanced particularly in reading passages, learning activities, and visuals.

In this study, it can be seen in table 1 that 214 female and male characters are mentioned in the textbook, with 43.9% are represented by females and 47% are represented by males. Most of the characters are people’s names, such as Firman, Mr. Steward, Lia, Ms Hidayah, etc. and kinship, such as father-in-law, wife, niece, nephew, etc. In 8.9% of the whole characters, the gender is not specified, meaning that the nouns and pronouns used can refer to both genders, such as I, they, we, parents, children, friend, partner, member, class captain, tourist, classmate, person, adult, passengers, people, baby, cousin, etc. It can be inferred from the percentage of male and female in the texts that the representations of both genders are slightly equal, meaning that there is no gender bias in terms of the occurrence of male and female characters in texts. In other words, the existence of women is considered as significant as that of men.

Meanwhile, in terms of illustration, male characters seem to be visualized more often than female ones. Of 177 times from the total appearance of both genders, males are visualized 73 times which accounts for 41.24%. On the other hand, females are visualized 61 times which accounts for 34.46%. It indicates that males have outnumbered females in terms of illustration, which might imply the dominance of masculinity over femininity. However, considering that the ratio between the two
genders is not very significant (F:M=1:0.8), the dominance of masculinity remains vague. In addition, the author has attempted to maintain the equality of representation between females and males in illustration by visualizing them together. Of their total appearance, males and females are visualized together 43 times, which accounts for 24.3%.

### Occupational roles

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher (17)**</td>
<td>Teacher (20)*</td>
<td>Flight attendant (1)</td>
</tr>
<tr>
<td>Headmaster (3)*</td>
<td>Headmistress (1)**</td>
<td>Shopkeeper (1)</td>
</tr>
<tr>
<td>Clerk (1)*</td>
<td>Clerk (1)**</td>
<td>Sales assistant (1)</td>
</tr>
<tr>
<td>Athlete (3)*</td>
<td>Athlete (2)**</td>
<td>Poet (1)</td>
</tr>
<tr>
<td>Doctor (2)*</td>
<td>Doctor (1)**</td>
<td>Head teacher (1)</td>
</tr>
<tr>
<td>Nurse (1)**</td>
<td>Nurse (3)*</td>
<td>Dentist (1)</td>
</tr>
<tr>
<td>Salesperson (1)*</td>
<td>Saleswoman (3)**</td>
<td></td>
</tr>
<tr>
<td>Racer (1)*</td>
<td>TV announcer (1)**</td>
<td></td>
</tr>
<tr>
<td>Janitor (2)*</td>
<td>Head teacher (1)**</td>
<td></td>
</tr>
<tr>
<td>Keyboardist (1)*</td>
<td>Model (1)*</td>
<td></td>
</tr>
<tr>
<td>Violinist (1)*</td>
<td>Cashier (1)*</td>
<td></td>
</tr>
<tr>
<td>Musician (2)*</td>
<td>Seller (3)*</td>
<td></td>
</tr>
<tr>
<td>Businessman (1)*</td>
<td>Actress (1)*</td>
<td></td>
</tr>
<tr>
<td>Sprinter (2)*</td>
<td>Chef (1)**</td>
<td></td>
</tr>
<tr>
<td>Gardener (1)*</td>
<td>Cook (2)**</td>
<td></td>
</tr>
<tr>
<td>Mechanic (2)*</td>
<td>Tailor (3)*</td>
<td></td>
</tr>
<tr>
<td>Footballer (3)*</td>
<td>Hairdresser (2)*</td>
<td></td>
</tr>
<tr>
<td>Driver (1)*</td>
<td>Singer (1)*</td>
<td></td>
</tr>
<tr>
<td>Policeman (1)*</td>
<td>Dancer (2)*</td>
<td></td>
</tr>
<tr>
<td>Carpenter (1)*</td>
<td>Librarian (2)*</td>
<td></td>
</tr>
<tr>
<td>Firefighter (1)*</td>
<td>Tour guide (1)**</td>
<td></td>
</tr>
<tr>
<td>Fisherman (1)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilot (1)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postman (1)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soldier (1)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmer (1)*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: List of occupations in *BRIGHT: An English Course for Junior High School Students* (Grade VII)

*Occupations defined as traditional & **Occupations defined as non-traditional by Alberta Human Services (2013) in Woman in Non-traditional Occupations.*

### Table 3: Percentage of females and males’ occupational roles

<table>
<thead>
<tr>
<th>Gender</th>
<th>Traditional Occupations</th>
<th>Non-traditional Occupations</th>
<th>Number of Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>36</td>
<td>69%</td>
<td>16</td>
</tr>
<tr>
<td>Male</td>
<td>33</td>
<td>62.26%</td>
<td>20</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>5.4%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Percentage of females and males’ occupational roles

Toci & Aliu (2013: 36) defines occupations as a choice for professional activities made either by males or females that categorizes the work they accomplish for living. Porreca, Esen, & Huang in Wu & Liu (2015: 118) emphasize that the biased portrayal of women’s occupation in textbooks is one of the forms of sexism in the representation of females and males, making occupational roles an important criterion to be evaluated, since it serves as a model for students and influences their life aspiration. Besides, as Bursuc (2013: 71) has highlighted, most textbooks tend to reinforce stereotypes on males and females’ career choice and expectation. Some occupations belonging to
gender-appropriate category or generally labeled as traditional for both genders also need to be evaluated.

A total of 111 occupations have been identified, with males performing 46.89% and females performing 47.75% of the total occupations. Referring to the percentage, the number of occupation is almost equally distributed to both genders, with 5.4% of the occupations is considered neutral because no genders are specifically attached to them. However, referring to the occupation types, both females and males tend to lead more traditional occupations rather than the non-traditional ones. Females are more frequently featured in their traditional and low-prestige occupations, such as teacher, singer, model, cashier, seller, nurse, tailor, and hairdresser, with the percentage 69%.

Despite the fact that they are also represented to perform non-traditional jobs, such as headmistress, doctor, and athlete with the percentage 30.77%, males still outnumbered them in these three occupations. In addition, males tend to be portrayed to perform more successful and highly-paid occupations such as businessman and pilot, or occupations with high-level risks such as policeman, firefighter, fisherman, and soldier. Occupations related to sport and music such as footballer, sprinter, racer, keyboardist, and violinist are solely attached to males; while females seem to be excluded from such jobs. This result suggests a stereotype that by holding successful, risky, and well-paid professions, men imply a certain degree of leadership and power. The sole inclusion of men and the exclusion of women in sport- and music related professions also reinforce a stereotype that women are less energetic and less talented than men. This does not necessarily reflect the current facts in the real life that there have been a relative number of females working as a pilot or a police officer, being a talented musician or a creative song writer, and participating in the Olympic Games as sprinters, swimmers, or even fighters in martial arts. The progress of women’s careers does not seem to be well portrayed and represented in the textbook.

### Domestic activities

<table>
<thead>
<tr>
<th>Domestic activities</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Sweeping the floor</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Washing the dishes</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Dusting</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mopping the floor</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Gardening</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Serving the dish</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Doing the laundry</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4: List of domestic activities in BRIGHT: An English Course for Junior High School Students (Grade VII)

<table>
<thead>
<tr>
<th>Domestic activities performed</th>
<th>Female Tokens</th>
<th>%</th>
<th>Male Tokens</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking</td>
<td>2</td>
<td>55.5</td>
<td>1</td>
<td>44.5</td>
<td>18</td>
</tr>
</tbody>
</table>

Table 5: Percentage of domestic activities

Gaff & Deliyanni-Kouimtzi in Wu & Liu (2015: 118) state that traditional society tends to associate women to family and men with career and females are more restricted to kitchen and expected to be found at home than men. Hartman, Judd, Ansary & Babit in Wu & Liu (2015: 188) add that in most textbooks, women are likely to be adjusted towards more traditional stereotyped roles such as doing the dishes, cooking, serving food, setting the dinner table, and taking care of children, and are assigned to do settled domestic tasks, such as baking, cleaning, mending, sewing, and washing.

Based on the information in table 5, the distribution of domestic activities to females and males is almost equal. Of the total 18 domestic activities, males are portrayed to do 8 activities and females are found to do 10 activities. Referring to table 4, almost all domestic activities are done by both genders. The slight difference only lies on one activity that is doing the laundry, where females are found to do it twice, while males do not
perform this activity at all. Based on the result, it can be concluded that domestic roles are assigned equally to both genders and are not restricted to females only. Therefore, no gender bias is found in this aspect.

Hobbies/leisure time activities

<table>
<thead>
<tr>
<th>Hobbies/leisure time activities</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dancing</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Reading books/newspaper/magazines</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Singing</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Listening to music</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Going to the library</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Telling stories</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Playing music instruments (piano, keyboard, violin, drums)</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Playing chess</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Going shopping</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Collecting stamps</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Watching TV</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Telling stories</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Steering the boat</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Traveling</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Going for a picnic</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Going to the cinema</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Swimming</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Doing exercise</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Playing football</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Playing futsal</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Riding a bicycle</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Playing basketball</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Playing tennis</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ice skating</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Practicing Tae Kwon Do</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Playing roles in dramas</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Selling prawns and crabs</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 6: List of leisure time activities in *BRIGHT: An English Course for Junior High School Students VII*

<table>
<thead>
<tr>
<th>Leisure activities performed</th>
<th>Female Tokens</th>
<th>Female %</th>
<th>Male Tokens</th>
<th>Male %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>39.72</td>
<td>44</td>
<td>60.27</td>
<td>73</td>
</tr>
</tbody>
</table>

Table 7: Percentage of leisure time activities

Diktas (2011: 1751) explains that social learning theory regards gender identity and role as a set of behaviors learned from the environment through the process of observational learning. Hobbies or leisure time activities performed by males and females as portrayed in textbooks are one among the other aspects that can manifest this gender behavior. Therefore, equal and balanced distributions of such activities which should not be ‘gender-suitable’ in textbooks need to be maintained to minimize gender bias and stereotypes (Toci & Aliu, 2013: 36).

As shown in table 7, out of 73 leisure time activities, males seem to be more actively involved. They are found to carry out 44 activities with the percentage 60.27% and females are found to carry out 29 activities with the percentage 39.72%. This imbalanced and unequal distribution indicates that females are underrepresented in terms of hobbies. In addition, the presence of masculinity in the outdoor activities is stronger than females. In table 6, females seem to be excluded from activities related to sports such as playing football, playing futsal, riding bicycle, playing basketball, ice
skating, and practicing Tae Kwon Do. The exclusion of women in sports might create a stereotype that women cannot be as energetic as men, which is very contradictory to the present situation where a relative number of female students have involved themselves in basketball and football teams or joined martial arts such as Karate and Tae Kwon Do. It is also very normal for females to go biking and do ice skating.

As shown in table 6, females are excluded from adventurous and fun activities such as traveling, going on picnic, going to the cinema, and watching TV. This may build an impression that females are less adventurous than men and have less interest on entertainment than men. Apparently, males are more engaged in activities regarding to music such as listening to music and playing music instrument. Males are found to be able to play keyboard, violin, and drums, while females are only found to be able to play piano. This imbalanced representation may also create an impression that women cannot be as variedly talented as men in music. However, surprisingly, females are portrayed to do a risky stuff which requires a special skill such as steering the boat. This indicates the author’s attempt that women can be as skillful and as brave as men.

For shopping activities, there is also unequal distribution, with females doing 10-time shopping while males doing only 3-time shopping (F:M=3:1), which may build a stereotype that women have a more-intense spending habit and are more consumptive than men. In addition, males are excluded from dancing activities, which is not relevant to the fact that a lot of males have been working as dancers, as seen on TV entertainment shows. However, as shown in table 6, in terms of reading habit, males and females are represented equally. This has reflected the author’s attempt to highlight a crucial point that women are as intelligent as men.

### Firstness in conversation

<table>
<thead>
<tr>
<th>Firstness in conversation</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tokens</td>
<td>%</td>
<td>Tokens</td>
<td>%</td>
</tr>
<tr>
<td>Firstness in conversation</td>
<td>14</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>%</td>
<td>48.27</td>
<td>51.72</td>
<td></td>
</tr>
</tbody>
</table>

Table 8: Percentage of firstness in conversation

Wu & Liu (2015: 119) defines firstness as the order of mention when both genders are mentioned at the same time. Lee, Collins, Hartman, & Judd in Wu & Liu (2015: 119) emphasize that placing the males first when females are simultaneously mentioned indicates that males are supreme to females which can reinforce that women are in the second-place status. Studies done by Ruddick, Porreca, and Hartman, & Judd in Wu & Liu (2015: 119), show that male firstness is commonly more than woman firstness, masculine word is always mentioned first, and males appeared before females more often.

However, males firstness and females firstness in the present study are nearly equally represented with females hold 48.27% and males hold 51.72% of the total firstness in conversations. As shown in table 8, of the total 29 tokens, females start 14 of male-and-female conversations and males start 15 of them. Therefore, in this textbook, males are not portrayed as more supreme to females. In other words, females are not marginalized and are not put in the second-place status.

### Adjectives used for males and females

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handsome</td>
<td>Beautiful (2)</td>
</tr>
<tr>
<td>Bossy</td>
<td>Popular</td>
</tr>
<tr>
<td>Moody</td>
<td>Unique</td>
</tr>
<tr>
<td>Reliable</td>
<td>Quiet</td>
</tr>
<tr>
<td>Friendly</td>
<td>Cute</td>
</tr>
<tr>
<td>Helpful</td>
<td>Tall</td>
</tr>
<tr>
<td>Funny</td>
<td>Slim</td>
</tr>
<tr>
<td>Busy</td>
<td>Wrinkled</td>
</tr>
<tr>
<td>Serious</td>
<td>Healthy</td>
</tr>
<tr>
<td>Smart</td>
<td>Interesting</td>
</tr>
</tbody>
</table>

Table 9: List of adjectives for males and females

Toci & Aliu (2013: 36) state that men are frequently represented as humans who do not
cry, who are occasionally illogical, and who are emotionally tougher, while women as being emotionally weaker. According to Diktas (2013: 1749), adjectives are essential indicators of gender representations, because by identifying the adjectives to qualify males and males, clues concerning with stereotypes and attitudes towards both genders, such as how they should look like and what they are meant to be, can be obtained.

As shown in table 9, attempting to combat the bias that males are emotionally stronger than females, the author used adjective ‘moody’ to qualify men’s emotional state. However, males are still represented as more dynamic, more determined, and more intelligent than females through adjectives ‘busy’, ‘serious’, and ‘smart’, because none of these adjectives are used to qualify females’ characters. In terms of personality traits, males are portrayed to have warm personalities through adjectives ‘friendly’, ‘reliable’, ‘funny’, and ‘helpful’. Meanwhile, females’ personality traits are less explored in the textbook. There are no adjectives used to describe how females behave or how they treat others when dealing with certain social situations. In addition, males’ dominance is contextualized through adjective ‘bossy’. On the other hand, females are portrayed as passive through adjective ‘quiet’.

Most of the adjectives used to qualify females are related to physical appearance, such as ‘beautiful’, ‘cute’, ‘tall’, ‘slim’, and ‘wrinkled’, giving the impression that having good look should be important. Adjective ‘popular’ also carries a stereotype that popularity should be important. In other words, the textbook is lack of representations of dynamic, high-achiever, and powerful women existing in the society.

<table>
<thead>
<tr>
<th>Utterances in conversation</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tokens</td>
<td>142</td>
<td>72</td>
<td>214</td>
</tr>
<tr>
<td>%</td>
<td>66.35</td>
<td>%</td>
<td>33.64</td>
</tr>
</tbody>
</table>

Table 10: Percentage of utterances in conversation

Mineshima in Wu & Liu (2015: 119) defines utterance as a series of words within a person’s talking turn in dialogues which can be as short as a word or as long as a paragraph. Cincotta in Wu & Liu (2015: 119) emphasizes that fewer female utterances will deprive female students to practice the target language. Therefore, the amount of talk in conversation should at least be equal between females and males. However, as shown in table 10, the result of the study has indicated that the author might have overdone the representation equality of males and females’ utterances. Of the total 214 tokens, females are found to talk twice more often than males, with the ratio F:M=1.9:1. Though there is a stereotypical view that females are considered to be the more talkative sex compared to males (Swann in Diktas, 2011: 1747), the number of females and males’ utterances must be equally distributed to ensure equitable opportunities in sharing thoughts and ideas among the two genders.

Conclusion
In the English textbook for the seventh graders of Indonesian students entitled BRIGHT: An English Course for Junior High School Students which is designed by Erlangga Publisher, it has been found out that female and male characters are nearly equally represented in texts and illustration. In terms of occupational roles, the number of occupation is almost equally distributed to both genders. However, there is a strong tendency for the issue of gender-appropriate jobs, since both genders hold more traditional occupations instead of non-traditional ones, with most of successful, risky, and well-paid occupations dominated by males. Domestic activities are assigned equally to males and females. In light of hobbies and leisure-time activities, males are more actively engaged; with the exclusion of females in most of outdoor activities related to sports and the minimum involvement of females in adventurous and fun activities. In addition, females are represented as more...
consumptive than males through shopping activity with the ratio F:M=3:1. In terms of firstness in conversation, both genders are nearly equally represented. Regarding to adjectives used to qualify both genders, the textbook is still lack of adjectives to represent the profiles of dynamic, intelligent, and active women, with the physical-oriented qualities dominantly attached to them. Related to firstness in dialogues, females have outnumbered males with the ratio F:M=1.9:1, indicating the author’s overdone attempts to promote females’ dominance. In conclusion, there is unfair gender representations and blatant sexism in the textbook concerning with occupational roles, hobbies/leisure-time activities, and adjectives. Further studies related to gender representations in education can investigate gender stereotypes in the assignment of classroom activities or teacher and student perception or attitudes regarding to gender issues.

Bibliography
ADDRESSING LOCAL KNOWLEDGE AND LOCAL WISDOM THROUGH WRITING USING PROJECT BASED LEARNING VIEWED FROM STUDENTS’ LEARNING STYLES IN CROSS CULTURE UNDERSTANDING CLASS

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Abstract
It is important to integrate the local knowledge and local wisdom into the lesson. This research aims to investigate the effect of addressing the local content and local wisdom through project based learning viewed from the students’ learning styles to the students’ writing ability. It is hoped that by completing the writing project both students’ awareness about their local knowledge and local wisdom and writing’s ability improve as well. This experimental research using one group pre-test post-test design conducted in CCU class of English Department Nusantara PGRI Kediri University. The procedures were: first, the students was given a questionnaire to know their learning styles in order to put them in the group based on the learning styles, then the pre-test was given to know their initial writing ability, in the intervention the students were asked to finish the project about the local wisdom and local content. The last step was giving a post-test to know the students’ writing skill after the intervention. To analyze the data, the t-test computation using SPSS 17.0 is used. The result of the research showed that the students learning styles were varied, and most of them were communicative and analytical oriented learners. From the results of the pre-test and post-test, the average scores of the students’ writing ability after being given the treatments was 71.02. It means there was improvement on the students’ writing ability after they were taught writing of local knowledge using PjBL viewed from the students’ learning styles.

Introduction
In this globalization era, many young generations in Indonesia forget about their local knowledge and local wisdom. This phenomenon happens because many people want to be global people and they work hard to meet the requirements so they forget or has no time to learn the local knowledge. This situation makes the governments work hard to introduce the local knowledge and local wisdom into our curriculum. By integrating the local knowledge and local wisdom into our curriculum, the government hopes the young generations will learn more...
about local knowledge and local wisdom. The Government concerns about the young generation who is losing the local knowledge. The young generation without local knowledge means they do not know who they are. Local knowledge is the knowledge that people has given to community and has developed over time, and continues to develop. This development is based on experience, often tested over centuries of use, embedded in community practices, institutions, relationships and rituals, held by individuals or communities, dynamic and changing. This is in line with Warburton and Martin (1999) who states that local knowledge is a collection of facts and relates to the entire system of concepts, beliefs and perceptions that people hold about the world around them. This includes the way people observe and measure their surroundings, how they solve problems and validate new information. It includes the processes whereby knowledge is generated, stored, applied and transmitted to others. As we know that local knowledge and local wisdom walk hand in hand, learning local knowledge means learning local wisdom. The local knowledge has passed to generation to generation in the form of culture. In society there is a set of cultural beliefs concerning what is good, what is bad. Culture is one of the identities of a community. All people are members of at least one culture. Whether or not we realize it, the culture we belong to affects how we think, interact, communicate, and transmit knowledge from one generation to another. So incorporating culture in ESL/EFL classroom is important. There are at least three fundamental reasons according to Politzer ( as cited in Brooks, 1960 ) are; First: Culture and language are inseparable. As language teachers we must be interested in the study of culture not because we necessarily want to teach the culture of other countries, but because we have to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the students attaches the wrong meaning; for useless he is warned, useless he receive cultural instruction, he will associate American concepts or objects with the foreign symbols. Concurrent with that, Brown (1994: 164) emphasizes a language is a part of culture is a part of a language. The two are intricately interwoven so that one cannot separate the without losing the significance of either language or culture. The second reason for the inevitability of incorporating cultural matters into an ESL/EFL program is the premise that since language and culture are inseparable, language teaching is teaching culture teaching. Valdes ( as cited in Baker 2003) states: everyday language lesson is about something and that something is cultural. The third reason for the inevitability of incorporating cultural matters into an ESL/EFL program is the fact that major goal of a foreign language program is the mastery of communication competence. To achieve this, a learner should be able to conceive of the native speakers of target language as real person. For many people, this is difficult to do for although grammar books gives so called genuine or real examples from real life, without background knowledge those real situations may be considered fictive by the learners. In other words, one needs a sound grasp of the background knowledge of the target culture in order to communicate successfully with the speakers of another language. His understanding of culture would help him relate to abstract sounds and forms of a language to real people and places (Chastain, 1971). Other researchers argued the above such as Lengkanawati (2004) reported that the choice and the intensity of using teaching and learning strategies are influenced by many factors, one of them is about ‘ the students’ cultural background, she argued that the association of local culture
and English language teaching might help foreign learners/students build better learning strategies. It will lead foreign learners/students to grasp deeper meaning of the target language and use it efficiently and productively. In line with Linkanawati research findings, Barfield and Uzarski ‘findings (2009) also showed that the students in pairs and group works were more interactive when they had to discuss on their local cultures than when they had to discuss on different stories or texts which they were not familiar with.” Contextualization will further enable the learners to be proficient in the language at a faster pace. The learners will understand how a different language is not very different from one’s own. This methodology needs to be applied to the learners at least at the beginning. The learners must be given opportunities to interact in the target language. This is only possible if the content that is being used is related to local context or culture. If the target language culture is given as a topic of interaction, the learners may have nothing to contribute and will be less willing to proceed further. The findings above also supported by Li’ theories based on her study (2004) revealed that the cultural background and the mindset of the learners should be considered while teaching English. Subsequently, it also indicates the integration of local context and culture of the learners for smoother and more effective teaching learning experience. If the learners of English are only familiar with their own experience based on their own cultural and local setting, trying to incorporate a different language with a different setting will make it literally ‘foreign’. The ‘foreignness’ can be significantly eliminated if local context and culture of the learners are being used in the target language. Thus integrating the cultural and contextual setting in language learning will be important. Some researchers in Indonesian context have studied about the use of local culture by using different kinds of research methods. Due to the findings above, it can be said that the use of students’ local culture cannot be neglected in EFL classroom because it is not only to help students to expose the new language but also it is demanded for the students to preserve, communicate and share their culture with other people.

The researcher is going to improve the students’ understanding on local knowledge and local wisdom together with the students’ writing ability by completing the project on writing the local knowledge and local wisdom. It is hoped that by completing the writing project both students’ awareness about their local knowledge and local wisdom and writing’s ability improve as well. Wohl (1985:2) states that writing process is a process which writer begins to write down their ideas on paper which is valuable aid to the whole learning process. By writing the students must know the idea what they are going to write, they must understand about the topic then they can write. The students have to complete the writing through the process such as finding the idea with inquiry, jotting down some details information and must conclude to end the writing. Using the idea and the topic relate with local knowledge and local wisdom will make the students learn a lot on local knowledge and local wisdom, so they will be able to write about them. This is in line with the objectives of Cross Culture Understanding class subject which aims to learn students’ own culture, to learn other cultures, to enhance the students’ awareness of other cultures. So the researcher expects the students’ awareness about local knowledge and local wisdom improve when they finish the project on them. The consideration on increasing the students’ knowledge on local cultures is in line with Tamaela (2014) who has conducted her research specifically about the material development in this case local culture material (learning English through local song). After trying out of her product, she
found out that it was easier for the students to understand the content because the students were familiar with the content). Furthermore, Prastiwi (2013), whose pilot research focused “on using Indonesia folktales in translation for EFL teaching at primary level, showed that the teachers involved believe that familiarity with the content of such stories facilitates students’ mastery of English and make them more comfortable using a new language. Due to the findings above, it can be said that the use of students’ local culture cannot be neglected in EFL classroom because it is not only to help students to expose the new language but also it is demanded for the students to preserve, communicate and share their culture with other people.

The project that the students have to finish is given through steps of a teaching method called Project based Learning. Project Based Learning is a teaching method which is considered has different characteristics than the conventional method. Doppelt (2005) states Project-based learning that has authenticity in the pupils’ world enables the teaching of science and technology to pupils from a variety of backgrounds. According to Scheneider (2005) Project Based Learning is a teaching and learning model (curriculum development and instructional approach) that emphasizes student-centered instruction by assigning projects. It means that Project Based Learning is method or strategy to demonstrate to the learners’ idea and create a real thing that is based on the teaching material then producing a product. Here, the learners are given opportunity to express their ideas and develop it by producing a product. Therefore, it is a model that organizes learning around projects. As conclusion, Project Based Learning is a teaching method that centered on project from the result of teaching learning process.

There are steps to be implemented in the Project Based Learning that should follow by teacher when they teach using Project Based Learning method. According to the George Lucas Educational Foundation (2007) the steps for implementing Project Based Learning includes: starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students and the progress of the project, assessing the outcome, and evaluating the experience. In addition, Jackson (2012) states that the teacher’ roles in Project based Learning are in two sides, as facilitator and as manager. As a facilitator , the teacher works with the students to frame relevant and meaningful questions and to present logical arguments, guides students in seeking, answers and researches, structures knowledge builds task, coaches necessary social skill, and assesses the students’ progress. As a manager, the teacher directs small groups and independent work experiences. Often, there are multiple activities in the classroom at one time. It is hoped that by using project based learning method in finishing the project of writing local knowledge and local wisdom, the students can improve their writing ability. Besides that Project Based Learning is rooted on investigation. The investigation in writing may involve the writing ideas, generic structure of the text written, grammar, organization of ideas, and mechanic. By investigating them, the students discover how to write a good writing product. It also directs the students to think critically when they write. It makes them be able to practice in their writing and finally produce qualified writing product. By using project based learning in cross culture understanding class the students are learning how to get the information on local knowledge and local wisdom by inquiry, knowledge building and resolution.

In assigning the project, the teacher should also cater to the different of the students’ learning styles. The term learning styles refers to learners’ habitual or preferred ways of learning. It is “an individual’s natural,
habitual, and preferred ways of absorbing, processing and retaining new information and skills” (Kinsella in Nunan, 2005:162). Styles can be defined in various ways (Christison in Nunan, 2005:162) on way is in terms of sensory style. Some individuals are visual learners, in which they learn best through seeing, while others are auditory learners, in which they prefer learning through listening to the target language. Another way to define learning styles are in the terms of cognitive style. There are two types; field dependent learners and field independent learners. Field dependent learners learn best when new language is presented in context. They prefer to learn by doing. On the other hand, field independent learners often prefer more formal approach to learning. Furthermore, in the 1980s, Willing (1987) identified four different language learning styles. There were concrete learners, analytical learners, communicative learners, and authority-oriented learners. By taking into account to these kind of the learning strategies, the completing of the project that is assigned will be effective.

Generally this research investigates the effect of addressing local content and local wisdom through Project based learning viewed from the students’ learning styles to the students’ writing ability. The general problem is elaborated into more specific problems which is to investigate kinds of students’ learning styles, then it also tries to find out whether there is a significant effect of addressing local content and local wisdom through problem based learning viewed from students’ learning styles to the students’ writing ability or not.

Methodology
The main purpose of this research is to find whether or not there is significant effect of addressing local content and local wisdom through project based learning viewed from the students’ learning styles to the students’ writing ability. The dependent variable is the students’ writing ability. Writing ability is defined as the ability to express the idea and communicate in written form. The indicators of success writing is adapted from Walker (2010: 1): in writing there are some components such as grammar, organization, mechanic (punctuation, capitalization, and spelling), word choice/vocabulary, and the content. The independent variable of this research is addressing local content and local wisdom using project based learning viewed from the students’ learning styles. Project based learning is one of the methods grounded in constructivism by supporting student engagement in problem-solving situations. In teaching using Project Based Learning, the learners were given opportunity to express their ideas and create a real thing that is based on the teaching material then producing a product. The indicator of Project Based Learning itself includes helping the students to improve their writing ability, the students could work routines, solving the problem, learning in the real life situation and the can create real thing a product. Learning styles is defined as learners’ habitual or preferred ways of learning, it is “an individual’s natural, habitual, and preferred ways of absorbing, processing and retaining new information and skills and the indicators are adapted form Willing (1987) that identified four different language learning strategies. There were 1) concrete learners; 2) analytical learners, 3) communicative learners, and 4) authority-oriented learners.

This research uses experimental research. A experimental research is used to determine whether a causal relationship exist between two or more variable, it is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables, and observes the effect of the manipulation on the dependent variables (Ary, 2010: 312).
The procedures of this research are: first giving pre-study questionnaire to know the students’ learning styles, it is done to identify the different learning styles used by the students, then the pre-test to know the students’ writing ability. Secondly, an experiment is conducted to give intervention on addressing local content and local wisdom through project based learning, then the post-test to know whether or not there is any effect of addressing local content and local wisdom through project based learning viewed from the students’ learning styles to the students’ writing ability.

The experimental design of this research is pre-experimental design, using One Group, Pretest-Posttest design. The procedures of this research is: the students were given a pre-test to know their degree writing ability, then the intervention about addressing local content and local wisdom through project based learning viewed from the students’ learning styles to the students’ writing ability was given. The last is given a post-test to measure the degree of the students’ writing ability after the intervention had been given to the class. The approach of this research is quantitative research, because the data are in the form of number so they were treated using statistical analysis. To know whether there or not is significant effect of addressing local content and local wisdom through project based learning viewed from the students’ learning styles to the students’ writing ability the t-test computation was used.

This research was conducted in English Department Nusantara PGRI Kediri University, it is chosen because in the higher education the addressing of the local content and local wisdom must be promoted. This research was conducted in six months. The research instruments used in this research are writing tests and closed-ended questionnaires. The first is pre-study questionnaire, it was designed to know the students’ learning styles. This questionnaire is adopted from Willing, National Centre for English Language Teaching and Research, 1987). There are 24 items, in which there are six (6) questions in each learning styles. The learning styles are communicative learners, Authority-oriented learner, Concrete learner, and Analytical learner. The options such as: like this best, good, average, and dislike. They are scored 4, 3, 2, 1. The second is writing tests.

In order to collect the data, there are some procedures conducted in this research: The first step was given was given the pre-study questionnaire, it was given to know the students learning styles, the students’ learning styles was important to be revealed because it determined the groups of conducting the project. After knowing the data of the learning styles used by the students, the group were designed to do the project in the intervention. The last step was giving the post-test to know the students writing ability after the intervention. It was administrated individually.

All of the data in this research were in the form of quantitative data and they were analyzed with the following ways: The data from the pre-study questionnaire about the students’ learning styles was scored then it was analyzed using percentage formula to get the data about the students’ learning styles individually.

The data from the pre-test and post-test are scored using writing scoring rubric. Then it is analyzed using t-test computation using SPSS 17.0 version in order to know whether there is significant or not of addressing local culture and local content through project based learning viewed from the students’ learning styles to the students’ writing ability.
Finding and Discussion
This research investigated the effect of addressing local content and local wisdom through Project based learning viewed from the students’ learning styles to the students’ writing ability. So the first step is finding the students’ learning style, then it also tries to find out whether there is a significant effect of addressing local content and local wisdom through problem based learning viewed from students’ learning styles to the students’ writing ability or not.

1. Data of the Students’ Writing Ability before being Taught using Project Based Learning
The data of the students’ writing ability were got from a written test in the form of essay writing. The students were asked to write an essay on the topic about free topic on food, customs or javanese cultures. The indicators of giving the score was adapted from Walker (2010: 1) who states that in writing there are some components that can be scored such as grammar, organization, mechanic (punctuation, capitalization, and spelling), word choice/vocabulary, and the content. The following are the frequent table of the students’ writing score before being taught writing using PJBL viewed from their learning styles.

Table 4.1
The Students’ Writing Score before the Treatment

<table>
<thead>
<tr>
<th>Interval</th>
<th>F</th>
<th>F%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>

The average score of the students’ pre-test was 61, so from the table and graphic above, it can be seen that there 20 or 50% students whose scores were below the average. In details it can be stated as follows: there were forty two (42) students as the sample of the research. Futhermore there were 9 or 21 % students whose score was between seventy (70) and seventy nine (79) and there were only 2 students whose score was above 80. It means most of the students’ writing ability were poor.

2. Data of the Students’ Learning Styles
Before conducting the treatments, the finding of the students’ learning styles was administrated. The goal was to group the students based on the same learning styles. In order to know the students’ learning styles in learning English a closed-ended questionnaire was given to the students individually for 20 minutes. The following the frequent table are the result of the questionnaire to know the students’ learning styles.

Table 4.2
Description of the Students’ Learning Styles

<table>
<thead>
<tr>
<th>X</th>
<th>F</th>
<th>F%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10</td>
<td>24%</td>
</tr>
<tr>
<td>B</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>C</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the table above it can be seen that there are 10 or 24% students whose learning style was Concrete-Learners. Then, there are seventeen 14 or 33% students whose learning style was Analytical-Oriented Learners. It is the same number of the students whose learning styles was Communicative-Learners, there were 14 or 33%. Finally, there were only 4 or 10 percent students whose learning style was Authority-Oriented Learners. It means that most of the students’ learning style is Analytical-Oriented Learners and Communicative learners. But the main goal of giving this questionnaire is to group the students into the groups which have the same learning styles. So in group 1 and 2 consists 5 students in each group whose learning styles was concrete learners. Group 3 and 4 consists 7 students in each group whose learning styles was communicative learners, Group 5 and 6 consists of 7 students whose learning styles was Analytical oriented learners, and the last is group 7 consists of 4 students whose learning styles was authority oriented learners.

After knowing the students’ learning styles, it was continued with conducting the treatments or teaching of writing using project based learning. The processes of the treatments were as follows:

a. Asking the important points.

The important question that was asked was about the Javanese customs. The example of the questions such as: “Can you mention three cultural moments that you have ever experienced?” “What moral values can you get from those activities?”

b. Asking the students to make design a plan for the project.

The students were given guidelines of a good writing and the standard of their writing product. The guidelines consisted about the scoring rubric and the requirements of completing the project. The students were also given guideline on what they write and how they do it. In this research the students had to write about the local wisdom in Javanese Cultures, including the foods, folklores, and Javanese festivals. They had to find literatures, interview the sources, then write the report in the form of essay.

c. The students created a schedule of their project.

The students were told that they were given two weeks to finish their project in one month, they had to make a schedule of their own group. It involved when they started, showed the content or materials of their writing, made draft, and gave final product.

d. The teacher monitored the students and the progress of the project.

The students were taught how to work and cooperate by asking the students to make a clear job description of each members. Asking the students to choose who became a leader and deciding what their responsibilities in the project. The teacher then assessed the outcome. The teacher assessed the process and product of the project. In addition, the teacher also conducted the individual assessment and group assessment.

e. Evaluating experience.

Asking the students to make reflection when they finished the first project, it was written in the form of students’ journal.

3. Data of the Students’ Writing Ability after being Taught Writing Using Project Based Learning.

After being taught writing of local wisdom viewed from their learning styles, the students were given post-test in order to know their writing ability. The following are the frequent table of the students’ post-test score.
Table 4.4
The Students’ Writing Score after the Treatment

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>F</th>
<th>F%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50-54</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>55-59</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>3</td>
<td>60-64</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>65-69</td>
<td>11</td>
<td>26%</td>
</tr>
<tr>
<td>5</td>
<td>70-74</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>6</td>
<td>75-79</td>
<td>11</td>
<td>26%</td>
</tr>
<tr>
<td>7</td>
<td>80-84</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>8</td>
<td>85-89</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Graphic of the Post-Test

The average score of the students’ post-test score increased from 61 of the pre-test score became 71, from the graphic above, it can be seen that there were 24 or 57% students whose writing score were above the average score, in other side there were 18 students or 42% whose writing ability score was below average (71), furthermore there were 4 or 10% students got score above 80.

Data Analysis
1. Data Analysis Procedure
This research used t-test paired samples to analyze the data. The following are the results of the SPSS computation from both data:

Table 4.5
The Result of the t-test paired samples SPSS 17.00

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Pair VAR001</td>
</tr>
<tr>
<td>VAR0002</td>
</tr>
</tbody>
</table>

From the table above, it can stated that the students’ writing ability before and after the treatments increased, from 60.61 into 71.02.

Then in order test the hypothesis, the paired samples t-test computation was used, the following table shows the result of the computation:

Table 4.6
Paired Samples Test Result

<table>
<thead>
<tr>
<th>Pair 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAR0001</td>
</tr>
<tr>
<td>Paired Mean Differences</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></td>
</tr>
<tr>
<td>T</td>
</tr>
<tr>
<td>Df</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
</tbody>
</table>

From the table above it can be stated some points as follows:

a. Significant level $\alpha = 5$

b. Norm: $t_{observed} > t_{table}$: HO rejected, $t_{observed} < t_{table}$: HO rejected, $\alpha < \alpha$: HO rejected

c. Statistical analysis
Sig = 0.000 < 0.05

t = 5.081

t table = 2.02

Sig (0.000) < α (0.05) or t observed (5.081) > t table (2.02)
d. Test Decision

Because Sig. < α or t observed > t table so the HO is rejected. So it can be concluded that at the level of significant 5% there is significant effect of addressing local content and local knowledge through PjBL viewed from the students’ learning styles to the students’ writing ability.

From the result of the data analysis, it can be proved that addressing local content and local knowledge through Project Based Learning viewed from the students’ learning styles affected significantly to the students’ writing ability. This result is in line with the previous research conducted by Tamaela (2014) who found that it was easier for the students to understand the content because the students were familiar with the content, further Prastiwi (2013) found that the familiarity with the content of such stories facilitates students’ mastery of English and make them more comfortable using a new language. Furthermore, the other research conducted by Lengkanawati (2004) reported that the choice and the intensity of using teaching and learning strategies are influenced by many factors, one of them is about ‘ the students’ cultural background, she argued that the association of local culture and English language teaching might help foreign learners/students better learning strategies. It will lead foreign learners/students to grasp deeper meaning of the target language and use it efficiently and productively. It is in line with the result of this research. In addition, Barfield and Uzarski ‘ findings (2009) also showed that the students in pairs and group works were more interactive when they had to discuss on their local cultures than when they had to discuss on different stories or texts which they were not familiar with.” Contextualization will further enable the learners to be proficient in the language at a faster pace. Due to the findings above, it can be said that the use of students’ local culture can not be neglected in EFL classroom because it is not only to help students to expose the new language but also it is demanded for the students to preserve, communicate and share their culture with other people.

The result of this research also related to the theory of catering the students’ learning styles in designing and implementing teaching activities and tasks stated by Nunan (2005:164). In addition, it can be said that the result of this research also strengthen the previous research conducted by Susanti and Wicaksono (2014) who found that catering the students’ learning styles is useful and helpful in the task accomplishment.

In the connection with the implementation of project based learning in ELT class the result of this research is also in line with the previous research conducted by Ketatanun (2015) who found that project based learning yielded not only positive learning outcomes, but also helped the students to improve their cognition, work ethic and interpersonal skills.

Conclusions

The result of the research showed that the students learning styles were varied, and by catering the variation of the students’ learning styles in grouping them, the finishing of the project is effective. Secondly, the implementation of PjBL in teaching writing is effective, and the integration of local knowledge and local wisdom into the lesson is considered important in the efforts to improve the students’ target language mastery and contextualize the lesson. This research proved that addressing the local content and local wisdom through project based learning viewed from the students’ learning styles affected the students’ writing ability. It is
showed that by completing the writing project both students’ awareness about their local knowledge and local wisdom and writing’s ability improve as well. Based on the conclusion above, it can be suggested to the English teacher: in grouping the students, the students’ learning style should be catered. As it helps the students to learn based on their ways and habitual preferred idea. However, in catering the students’ learning styles is quite difficult, because their learning styles can’t be balanced in term of the number, so it is suggested to put the students’ learning styles that are almost similar in their characteristics. It is also suggested to the English teacher to consider the use of the local content and local wisdom as one of the sources in teaching English. In addition, in applying the project based learning the teacher should pay attention on the time allocation. In addition, to the other researcher it is suggested to do further research in the way how to select and arrange the suitable local content and local wisdom that are going to be used in the teaching learning process.

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CHALLENGES OF PRESERVICE TEACHERS IN THE 21ST CENTURY

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Abstract
The 21st century offers new English teaching and learning practices around the globe. Teaching adult learners in this digital era has become a more challenging job. So has learning English for adult learners. This paper discusses the challenges faced by PETs (Preservice English Teachers) in providing learning activities and materials that are suitable to the learners’ needs. The discussion describes learning theories that should be well understood by PETs and it explains why learning activities should be designed, developed, and delivered effectively so that they correspond to various learning theories (or how the learners learn) such as behaviorism, constructivism, multiple intelligences, cognition, adult learning, and technology or elearning theories. In addition, they have to possess a sound understanding on the learners, subjects, and technology. PETs’ ability to integrate these learning theories and adult learning principles will to a great extent improve the efficacy of classroom activities and learning outcomes. Adult learners’ learning can then be engaging, enriching, problem-based, and relevant to the learning objectives.

Keywords: digital age, learning theories, preservice teachers, adult learners

Introduction
Are today’s Preservice English Teachers (PETs) prepared to do their job effectively? Do they have adequate knowledge about how learners learn? Do they have sound understanding about language curriculum designs? Are they knowledgeable about teaching theories? Are they digitally or technologically literate? Are they communicative?

Answering the above questions seems not easy and not simple. When the answers are all ‘yes’, the discussion can possibly stop here. Otherwise, the fact shows that PETs (Preservice English Teachers) are now faced with even greater challenges and their jobs are not getting any easier, specifically in the 21st century in which digital advances are flourishing and English Language Teaching and Learning approaches are considerably changing. This paper will look into some learning theories that PETs, especially Indonesian PETs, should be familiar with and be able to implement them in their classes. The discussion will present some theories of learning that are philosophically important in teaching. It is through the understanding and implementations of these learning theories will both PETs and their learners benefit much from their classroom activities. In addition, it is also expected that the discussion will result in a new and more suitable landscape and platform of ELTL (English Language Teaching and Learning).

Ennis-Cole (2004) writes “Pre-service teachers need knowledge of learning theories, knowledge of the impact of these theories on the development of software, educational tools, and classroom practices.” PETs may have been born and raised during the golden age of CLT (Communicative Language Teaching) approach. When they were students, they might also have been exposed to their teachers’ mixed teaching methods, which possibly include the grammar, audio-lingual, translation, and
communicative approaches. This however does not promise that they have the required knowledge when they have to teach their own classrooms. Wang (2002, in Ennis-Cole, 2004) explains “Preservice teachers are exposed to computers, but they are often unaware of the impact of teaching approaches on use.” Both Ennis-Cole and Wang emphasize that PETs should be knowledgeable respectively in learning theories and in teaching approaches. They are required not only to know the ‘what’ factor but also the ‘why and how’ factors in language teaching and learning. This can be quite challenging and demanding for PETs in general but it’s the only choice that they can make. The environment of their previous learning is far much different from that of their teaching. What they have learned during their study might have significantly changed by the time they start to teach their classes. Therefore, PETs should equip themselves with the latest development of ELT approaches and practices. The Chart below shows the four types of knowledge that PETs should develop:

<table>
<thead>
<tr>
<th>Knowledge of Learners</th>
<th>Knowledge of Teaching</th>
<th>Knowledge of Technology</th>
<th>Knowledge of Subjects</th>
</tr>
</thead>
</table>

Having a sound understanding or knowledge about things that are closely related to their job will certainly be a great help for PETs in conducting their classroom activities. On the other hand, not knowing well or knowing them a little can be a tragedy for their career.

**Learning Theories**

The development of learning theories seems to be as dynamic as that of teaching theories, and the rapid advancement or development of ICT (Information and Communication Technology) and its impacts on the global education system have prompted the development of new approaches to language learning and teaching. Technologies have changed the way people live, including the way they teach and the way they learn. PETs should not unnecessarily cling to what they have been taught or what they have learned in their previous study. They are also obliged to keep on updating and improving their knowledge on the teaching and learning areas. With adequate knowledge of learning theories and sound understanding of how to utilize and implement the theories in actual classroom activities, PETs have a strong philosophical and psychological foundation and beliefs in conducting their job. This will positively ensure that their classrooms are effectively and efficiently managed, and the learning output is *par excellence*, excellent.

Richardson (1996, in Chiang 2010) reviews that a teacher’s beliefs usually develop from three different forms of experience: (a) personal experience, (b) experience with schooling and instruction, and (c) experience with formal knowledge. These experiences will become a strong reference in his or her teaching.

Ennis-Cole (2004) proposes six theories of learning that PETs need to learn. They are *Behaviorism, Constructivism, Cognitive-Social-Radical Constructivism, the Theory of Multiple Intelligences, Situated Cognition, and Technology and Learning Theories.* These theories are established and considered to be the emerging theories of learning (Ennis-Cole, 2004). By understanding these theories, it is expected that PETs would be able to help themselves in developing their own beliefs in educational philosophy, and they would later do well in selecting and utilizing the right tools to make their classes effective and efficient.

1. **Behaviorism**

J. B. Watson, the father of Behaviorism, defines learning as ‘*a sequence of stimulus*
and response actions in observable cause and effect relationships’. It is a theory which considers that what an organism does is a behavior. An interesting claim is made by this theory which says that there are no philosophical differences between publicly observable processes and privately observable processes. Behaviorists believe that there are three assumptions in language teaching and learning: (1) Learning is manifested by a change in behavior, (2) The environment shapes behavior, (3) The principles of and reinforcement are central to explaining the learning process. (Mohammed, 2011).

According to this theory, learning is called learning if there is a change in behavior that is observable in the learner. The change can be either physical or non-physical, or both. For example, a student will automatically and naturally learn when he or she is faced with learning material. However, a teacher can make the learning activity more observable or the learning can be accelerated, according to Skinner, through an arrangement of contingencies or reinforcement. In other words, such reinforcement can speed up the learning process. This theory can be used to address observable behaviors but it fails to explain the internal process of human learning. In the teaching implementation, this theory can be observed in the use of tests or exams to measure observable learning behavior. The reward and punishment method in teaching can also be attributed as the practice of this theory.

Despite the drawbacks of this theory as one of the founding theories in language learning, PETs should be able to translate this theory in actual learning programs in their classrooms so that they will also be able to observe and measure the changes that may take place in their students’ learning processes.

2. Constructivism

This theory is also another way of knowing. It’s a way of thinking how to know. It’s a very interesting way of learning and it strongly believes that learning is an active process of knowing in each individual learner. The process of learning is different individually, or there are no two persons who study by using an exact way of learning. This can be the case because inside each learner’s mind there is already some information or concepts. So when there is an external stimulus, a negotiation or reconciliation may occur. In this case the stimulus can be accepted or discarded because it is probably irrelevant to what is already believed. In other words, each learner is the creator of his or her own knowledge, and the creation can be done through asking, exploring, or assessing what is known.

According to Jean Piaget, the founder of constructivism, processes of accommodation and assimilation are the most important factors in individuals as they construct new knowledge from their experiences. A number of principles of Constructivist Learning are as follows:

(1) The learner uses sensory input and does something with it, ultimately making meaning of it. (2) Learning consists of both constructing meaning and constructing systems of meaning. Learning is layered. (3) Learning occurs in the mind. Physical activity may be necessary, but is not sufficient alone. (4) Learning involves language. Vygotsky believed that language and learning are inextricably inter-meshed. (5) Learning is a social activity. (6) Learning is contextual. We do not isolate facts from the situations and environments in which they are relevant. (7) Knowledge is necessary for learning. It is the basis of structure and meaning-making. The more we know, the more we can learn. (8) Learning takes time; it is not spontaneous. Learners go over information, ponder them, use them, practice,
experiment. (9) Motivation is a necessary component, because it causes the learner's sensory apparatus to be activated. Relevance, curiosity, fun, accomplishment, achievement, external rewards and other motivators facilitate ease of learning.

This theory is very progressive as it is fairly different from what was earlier believed to be great in the traditional way of learning. Below is a list of differences between Traditional and Constructivist Classrooms:

<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>Constructivist Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum begins with the parts of the whole. Emphasizes basic skills.</td>
<td>Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.</td>
</tr>
<tr>
<td>Strict adherence to fixed curriculum is highly valued.</td>
<td>Pursuit of student questions and interests is valued.</td>
</tr>
<tr>
<td>Materials are primarily textbooks and workbooks.</td>
<td>Materials include primary sources of material and manipulative materials.</td>
</tr>
<tr>
<td>Learning is based on repetition.</td>
<td>Learning is interactive, building on what the student already knows.</td>
</tr>
<tr>
<td>Teachers disseminate information to students; students are recipients of knowledge.</td>
<td>Teachers have a dialogue with students, helping students construct their own knowledge.</td>
</tr>
<tr>
<td>Teacher's role is directive, rooted in authority.</td>
<td>Teacher's role is interactive, rooted in negotiation.</td>
</tr>
<tr>
<td>Assessment is through testing, correct answers.</td>
<td>Assessment includes student work, observations, and points of view, as well as tests. Process is as important as product.</td>
</tr>
<tr>
<td>Knowledge is seen as inert.</td>
<td>Knowledge is seen as dynamic, ever changing with our experiences.</td>
</tr>
<tr>
<td>Students work primarily alone.</td>
<td>Students work primarily in groups.</td>
</tr>
</tbody>
</table>

PETs must be well aware of what has happened in the past, what is ongoing at present, and what will happen in the future. In Constructivism, learning is social and contextual, and the role of the teacher is neither authoritative nor directive. Teachers should become a facilitator. However, there is an objection to the way Constructivism sees the process of learning. It focuses on the process of the learning itself, thus ignoring other factors that influence the learning itself.

3. Cognitive, Social, and Radical Constructivism

Jean Piaget(2004) was not at all pleased with behaviorism as it focuses only on what is observable. So, together with William Perry, as educational psychologists, they developed an approach that could pay more attention to what “goes on inside a learner’s head”. From here they developed a cognitive approach focusing on mental processes rather than observable behavior. Then, they divided Constructivism into many, three of which are Cognitive, Radical, and Social. Cognitive Constructivism focuses more on how an individual learner makes meanings. So the emphasis is on the psychological and biological elements. A learner in this category will make use of his or her cognitive ability to create or negotiate meanings. Then, unlike the cognitive approach which focuses on an individual learner, Social Constructivism is more ‘outgoing’. Learning in context, social context, is more recommended as it naturally reflects the real need of humans, i.e. interaction. It is in this social context lies the real meanings that should be understood and learned.

Another type of Cognitive Constructivism is the Social Constructivism. It’s a theory suggesting that a learner learns the meaning of texts through interacting with other learners, teachers, and people around him or her. This constructivism category affirms that only through interactions, personal interactions, can learning be achieved. The interactions can be personal, social, cultural, or historical and they are done in collaborative projects or tasks and other meaningful activities.

The third category of constructivism is Radical Constructivism. According to Von Glaserfeld (1990 in George Bodner and Michael Klobuchar), who developed the theory on two principles - knowledge is not passively received, and the goal of cognition is to organize our experiences of the world by making these experiences meaningful – the real thing does not really exist. It is not possible to know the ‘real’ reality. It is hidden and it is therefore not understandable until it is shared.

Based on the above elaboration, it is understandable that PETs should also be able to provide activities that facilitate
interactions between persons and groups in collaborative learning programs. In addition, as meanings are constructed socially and culturally, it is also advisable that social and cultural interaction is also encouraged in classrooms.

4. The Theory of Multiple Intelligences

Human ability is unlimited. Howard Gardner (2009), the founder of this Multiple Intelligences Theory, proves that there are at least nine intelligences that a person has:

1. Verbal-linguistic intelligence (well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words). 2. Logical-mathematical intelligence (ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns). 3. Spatial-visual intelligence (capacity to think in images and pictures, to visualize accurately and abstractly). 4. Bodily-kinesthetic intelligence (ability to control one’s body movements and to handle objects skillfully). 5. Musical intelligences (ability to produce and appreciate rhythm, pitch and timber). 6. Interpersonal intelligence (capacity to detect and respond appropriately to the moods, motivations and desires of others). 7. Intrapersonal (capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes). 8. Naturalist intelligence (ability to recognize and categorize plants, animals and other objects in nature). 9. Existential intelligence (sensitivity and capacity to tackle deep questions about human existence such as, What is the meaning of life? Why do we die? How did we get here?

These intelligences are human strengths, and they can tell us the type of personality a learner is if his or her intelligence is clearly identified. PETs are therefore also encouraged to have an adequate knowledge on how to identify such intelligences within his or her students. One advantage that can be reaped from this theory is that it can provide PETs with different ways or approaches to how learning should ideally be carried out. In other words this theory may suggest other ways of presenting the learning material in accordance with the type of learners.

5. Situated Cognition

This theory (Hasan 2002 in Ennis-Cole, 2004) relies on scenarios of realistic problem solving. The atmosphere whereby this theory is implemented is real and contextual. Learners take part in learning activities that require them to discover new information, solve problems, and share ideas or opinions. Like constructivism, this theory also emphasizes learning that is done in context and not in isolation. This theory has helped learners learn in real situation with their friends about authentic matters. Authenticity is very important as it can put the learners face-to-face with authentic needs, authentic problems, and authentic solutions. Above all, the learning is authentic, not artificial.

PETs should be very careful in implementing this theory, especially if most of the learners are beginners or elementary students who still need a lot of guidance in doing their learning.

6. Adult Learning Theory

Adult learning is characterized by at least five assumptions (Malcolm, 1980, in Cercone, 2008). They include self-concept, learning motivation, learning experience, learning orientation, and learning readiness. With a strong self-concept, an adult is able to do a self-directed learning activity. This is possible as he or she is an experienced and resourceful person with a strong learning motivation and a clear learning objective.

PETs should seriously take Malcolm’s four principles of andragogy into account when teaching adults: involvement, experience, problem-centeredness, and relevance. They should be aware that adults need and like to be involved in the planning and evaluation of
their learning activities. This can be accommodated through a syllabus negotiation between PETs and the adult learners. Through this negotiation, the learners’ vast experiences can be tapped and be used as the basis for the classroom activities. Then the learning programs will directly relate to their professional or academic life as the activities are all problem-based.

7. Technology and Learning Theories
These are the most multidimensional and multifaceted theories as they can be merged with the other theories that are discussed earlier in this paper. These technology and Learning theories can harmoniously go with Behaviorism. They can also be blended with Constructivism, Multiple Intelligences, and Situated Cognition. They can even be used to eliminate the weaknesses of the other theories, especially at their implementation in classrooms.

Hung (2001) and Roblyer (2003), as cited in Dementria (2004), confirm that technology can be used to remedy weaknesses, promote fluency, and support practices through tutorials. It can also be easily used to drill and practice learning materials in a way that other tools cannot do. For example, writing and listening activities can be easily programmed in such a way so that learners can find it easy to practice as frequently as they like. The availability of this facility can definitely enhance learners’ exposure to the target language.

Conclusion
Learning theories need to be learned and be implemented in classrooms. Technology can be used to facilitate and enhance the implementation. With this regard, PETs should be familiar with both the learning theories and technology, thus they can improve the effectiveness and efficiency of classroom activities. The 21st century with its digital or technological era is rapidly changing the way learners learn and the way teachers teach, and the world of language learning and teaching is significantly impacted. PETs should continually update their knowledge of learners, subject matters, teaching, and technology.

Bibliography


TEACHING ENGLISH USING LIVE ACTION ENGLISH (LAE) MATERIALS ON HIGH BEGINNER LEVEL OF COMMAND PERFORMANCE LANGUAGE INSTITUTE

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Abstract
English textbook materials have a significant role to achieve the purpose of teaching and learning English activities. The conformity of the material and the method used by the teacher is substantial and determine the teaching and learning process to achieve the target language. This study aims at investigating the video of language teaching and learning process on high beginner level of Command Performance Language Institute using Live Action English Book Materials with Total Physical Response as the method of teaching. The researcher used observation as the method of investigation by watching the video of teaching and learning process to get the information and the data. In the video, the teacher used Total Physical Response in teaching the materials. The students are very enthusiastic when they practicing the material by using Total Physical Response method in learning English. The teacher also used the instruments related to the topic to engage students with joy and enthusiasm while the materials of the textbook carefully and clearly guide the teacher. The result of this study shows that Live Action English Book Materials is appropriate and suitable teaching materials to teach English with Total Physical Response method. In light of this, the study recommends the adoption of using Live Action English Material with Total Physical Response Method in learning English for teachers in school.

Keywords - Teaching English; Live Action English Material; High Beginner Level.

Introduction
There are many factors that have an impact on success of teaching and learning English as a second language. Textbooks or materials play an important role in language teaching and provide a useful source for both teachers and learners. Davison (1975), for example, suggests that after the teacher the textbook is the most important component in the foreign language classrooms. Learning material is an important element. Material selected should be authentic, purposeful, culturally relevant and suitable for the multilevel classroom in order to promote interaction in a language-rich environment. In a word, in order to organize successful a collaborative language class, teachers have to consider all the issues mentioned above and show the creativity.

The materials with proper method used in teaching and learning process significantly affected on success of students’ achievement. Dian Larsen-Freeman and Michael H. Long (1991) stated that some differential success among second language learners are language aptitude, social-psychological, personality, cognitive style, hemisphere specialization, and learning strategies. It does not mean to imply that these are the only factors that have an influence on learning English process. Teacher qualification, the methodology of teaching, classroom management, the lesson plan and also the materials are the factors that influence on success. Some materials of the textbook seem to be easy and some are not difficult but might be challenging. The important of the textbook material used in teaching English is deal with the method or learning strategies used in the classroom. Some materials can be used with many methods with the same textbook. Live Action Textbook by Elizabeth
Kuizenga Romijn and Contee Seely forward James J. Asher is the first textbook ever published using Total Physical Response. The newest edition offers 75 lessons. The teacher will be accompanied by Recurrent Action Grammar Book that will guide the teacher how to use all of the Live Action English Material. The materials in the textbook can be used together or can stand alone.

Meanwhile, Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Live Action English Material was published to introduce and practice TPR effectively. This book was adapted with TPR method to make student enthusiasm although they are at high beginner level. At this level, students of ESL grammatically are good but not at phonology. As stated by Krashen, Long and Scarcella (1979) that older is faster, but younger is better. In short-terms studies also revealed that older learners are at advantage in rate of acquisition (adults faster than children, and older children faster than younger children). The rate advantage is limited in several ways, however; it refers mainly to morphology and syntax, while the findings by Oyama, Asher, Garcia and Major, together with those Payne (1980) for the acquisition of phonology in a second dialect, suggest that SL phonological attainment is strongly conditioned by learner age. Student at high beginner level tend to think faster than the younger. Asher states that "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (1977: 4).

Command Performance Language Institute (CPLI)
CPLI was founded in 1979 by Contee Seely, who co-authored (with Blaine Ray) Fluency through TPR Storytelling — now considered the bible of the TPR Storytelling method. Drawing on more than 30 years of classroom experience, Contee also co-wrote (with Elizabeth Kuizenga Romijn) the Live Action series of books and TPR Is More Than Commands, a teacher's resource. With a team of language acquisition experts and teachers, he and Elizabeth in turn developed the Live Action Interactive software.

High Beginner Level
High beginner level student are difficult to acquire the phonology and seem to be distress of attaining native-like SL abilities (Dian Larsen-Freeman and Michael H. Long; 1991). As the instructor, teachers need to know how to instruct and encourage high beginner level student to motivate in producing a good phonology, produce new vocabularies, using imperative and tenses correctly, and attain native-like SL abilities with TPR method adapting with Live Action English Material.

There were numerous researchers have reported that textbook material is important impact on success learning English as Second Language. Allwright (1990) emphasizes that materials control learning and teaching. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom. Mike Bruner (2001) found that a high quality survey textbook can help students maintain perspective and also help them exercise their intellectual freedom. Tomlinson (1998) found that teaching materials have crucial role in developing quality of education. Related to the TPR method combined with Live Action English Material, Ghani and Ghaus (2014) found that TPR approach is effective to help slow young learners with
low achievement acquire English as a second language.

This study aims at investigating the video of English teaching and learning process on high beginner level of Command Performance Language Institute using Live Action English Book Materials where the student uses English as a second language and using Total Physical Response method in teaching process. There are several problems that are will be discussed:

What are the contents of LAE Material presented to be learned by students?
How did the teacher present the LAE Material using TPR method?
How did the students response to the teaching and learning process?

In this regard, this study conducted to answer those questions and to conclude whether teaching English using LAE material which Total Physical Response as the method in teaching is effective to High Beginner Level in Command Performance Language Institute.

The result of this study are expected to give contribution in the field of English Language Teaching and Learning, and recommends the adoption of using Live Action English Material with Total Physical Response Method in learning English for teachers in school.

Methodology
This study is categorized as qualitative case study research. It means that the research does not use statistical formula for analyzing the data. According to Sharan Merriam (1991: 27) “Case is a thing, a single entity, a unit around which there are boundaries”, and it can be a person, a program, a group, a specific policy and so on. And still, Sharan Merriam (1991: 13) stated that qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit. She also stated that several characteristics defining case study are as follow: (a) Particularistic (focusing on particular situation, event, program, or phenomenon); (b) Descriptive (yielding a rich, thick description of the phenomenon under study); (c) Heuristic (illuminating the reader’s understanding of phenomenon under study). Qualitative case study researchers utilize three data collection techniques conducting interviews, observing, and analyzing documents. In this study, researcher used observation to get data to be analyzed.

The subject of this study is Live Action English Material used by the teacher in teaching and learning process in the video. There were many additional books used in the video to accompany LAE Material, but the researcher focus on the main book used in the teaching and learning process that is LAE Material with Total Physical Response as the method in teaching. The duration of the video is 38-minutes-length. The video of teaching and learning involved 15 students of high beginner level and one teacher located in CPLI (Command Performance Language Institute) as the other subject. The researcher used observation to get the data to be analyzed by watching the classroom activity of Teaching and Learning process in the video. To get the valid data to answer the first question, the researcher also searching the content of the LAE Material in the website www.cpli.net. The researcher recorded the information from the overall video by writing that information as the data to be analyzed. The analysis will involve the suitability content of the book with the principle of Total Physical Response method.

Finding and Discussion
This section presents the findings based on the data obtained majorly through the observation. The first question is “What are the contents of LAE Material presented to be learned by students?” in the video, teacher...
practiced the material of LAE with Total Physical Response method clearly and carefully while the student enthusiasm to follow the study. LAE Material consist of 75 lesson using TPR Method. Each page has an illustrated action series of imperatives in a logical order, telling how to do an activity that everyone is familiar with (get up in the morning, chew a piece of gum, iron a shirt, open a present, eat an orange, clean house, take a hike, 75 in all). Each lesson is basically an excellent vocabulary lesson which teaches the words in a fun context to be acted out in class. Instructions are included for getting students to the point where they can tell each other what to do, one person giving the “instructions” and the other performing each action as it comes.

The second is “How did the teacher present the LAE Material using TPR method?” The teacher, firstly introduces her class to the lesson “Making an Omelet” from pp.58-59 in the book Live Action English, according to the instruction on pp. xi-xviii. She uses props and actions to make all the language crystal clear to the students. In this section the vocabulary lesson of Live Action English are fleshed out and the basic verb tenses are introduced and practiced. The teacher demonstrated the vocabulary of the omelet lesson using the present progressive tense. Here, instead of giving each other direction (in the imperative) - as principle of TPR method - the student also talking what are happening right now. After that lesson, students are asked to perform various actions from the lesson. Here, in this section spelling dictation for the present progressive form of the 17 verbs in this lesson were practiced. The teacher also asked students to come to the board to write their answers to correct the answer together. There were several students missed their spelling dictation, for example, they should write “chopping” instead of “shopping”, and “sautéing” instead of “sauting”, etc.

Next, the teacher made a plan by asking individual students to each perform one of the actions until the actions in the lesson have been assigned. Then, students are asked to write each student’s name on the board, teacher asked the entire class who is going to perform each action in the lesson, and continue to practice with the future tense. Based on the finding, the teacher presented the lesson using the principle of TPR method to teach the lesson in the LAE Material i.e., she gave the “instruction” and the other performing each action as it come.

The third, students outperform of the prior and actively perform the instruction given by the teacher. They can take part the lesson and increasingly comfortable with vocabulary, spelling dictation, answer the question that have just been practicing, and finally put into action by practicing the present progressive along the way. The students also practicing the pronunciation of past forms in discussing the action they have done. They were practicing the instruction lesson from the teacher about “How to Make Omelet” by doing as they are making an omelet while they also learn about how to use present progressive, past and future form of verb. That is very interesting for student to learn by doing. Finally, LAE Material is the textbook that applicable and effective to teach with Total Physical Response method.

Conclusion
The result of this study explored the process of teaching and learning activities using LAE Material that Total Physical Response used in the activities is effective and suitable. The result revealed that LAE Material contain 75 lessons adapted with Total Physical Response. The lesson is appropriate and suitable to present with TPR method. Most LAE Material contain Instructions for getting students to the point where they can tell each other what to do, one person giving the “instructions” and the
other performing each action as it comes. Instead of the appropriateness of the material in the textbook, the suitability of the material with the method also play significant role in learning activities to achieve on success. Finally, LAE Material that the first book published with Total Physical Method is contain good lessons which consist of 75 lessons and has been designed with TPR. The teacher presented the lesson used props and actions to make all the language crystal clear to the students. It also mostly contain “imperative” as instruction and four basictenses; present, past, future, and present progressive that principally used in TPR method. The students actively response the teacher with curiosity how to practice the teacher’s instruction. Finally, it will be concluded that thereresearcher recommends the adoption of using Live Action English Material with Total Physical Response Method in learning English for teachers in school.

Bibliography


COMPATIBILITY OF LESSON PLAN AND LEARNING ACTIVITY IN THE IMPLEMENTATION OF CURRICULUM 2013
The Case of Classroom Activity Video of Tenth Graders in SMA N 1 Boja

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Abstract
Through this qualitative study, this essay explores the compatibility of Lesson Plan and the learning activity in the process of implementing the Curriculum 2013. The data was taken from the video uploaded by SMA N 1 Boja as an example of curriculum 2013 implementation and the lesson plan made by the teacher. The reason of taking the data is that the video is an example of curriculum 2013 which should be perfectly flawless since it will be used as a guidance for other teachers. However, is it really perfectly flawless? This study tries to examine the compatibility of the lesson plan and the real classroom activity based on the video. Since curriculum 2013 follows 5M steps (Mengamati ‘Observing’, Menanya ‘Questioning’, Mengeksplorasi ‘Exploring’, Mengasosiasi ‘Associating’, and Mengkomunikasikan ‘Communicating’), the writer focuses on comparing the steps in the lesson plan and the steps of the real classroom activity. The result shows that there are some incompatibilities. Some steps of the video are not arranged properly based on the lesson plan. It is hoped that a correction will be made for the sake of Curriculum 2013 implementation improvement.

Keywords – Compatibility, Lesson Plan, Learning Activity, Curriculum 2013

Introduction
Nowadays, the hottest issue related to education in Indonesia is the implementation of Curriculum 2013. There were many cons when it was firstly implemented in the mid of 2013. Some people argued that there should be some corrections before applying the curriculum in all academic level in Indonesia. The curriculum was assumed to burden the students. Then, after a thorough review of implementation conducted by the Education Ministry, the implementation was stopped. Government decided that 6221 schools which had implemented the curriculum for the past three semesters could continue according to new guidelines while more than 100,000 schools were required to return to the 2006 curriculum instead. The stoppage is done in order to do some more review and reassessment of the curriculum.

The 6221 schools are prepared to be the pilot schools for the improved version of the curriculum. They were designed as both the research data for curriculum 2013 review and the examples of curriculum 2013 implementation. One of the schools is SMA N 1 Boja. This school is intended to be an example of the implementation. In other words, SMA N 1 Boja is designed to be a good model for curriculum 2013 implementation. Thus, they need to show a good example.

There have been many strategies used by both the government and SMA N 1 Boja to promote curriculum 2013. One of the strategies is by uploading a short video of classroom implementation and showing the world what a good classroom is. Since it is intended to be a good example which hopefully will be used as example by other
schools, this video needs to be nearly flawless. Every single aspect of the teaching and learning activity needs to be included perfectly.

There are many aspects of teaching and learning, two of which are lesson plan and learning activities. Lesson plan is defined as the teacher’s detail description of the course/classroom. It has some components one of which is learning activity. Lesson plan is designed by the teacher as the guidance of the learning; what should be done first, what material should be delivered, etc.

In many cases, there are some gaps between what has planned in lesson plan and the condition of real situation. Because of some reasons, teacher are often unable to follow the direction of the lesson plan well which is a normal situation; we can plan but what happens next is out of our control. However, what is shown in the video is different case. It was scripted; they could edit, stop, or cut the video. Thus, it should have been nearly flawless. Every single aspect should be managed well.

The research question of this paper are (1) How are 5M applied in the lesson plan and the video? and (2) How is the compatibility between 5M in the lesson plan and 5M in the video? This paper is aimed (1) 5M applied in lesson plan and video and (2) the compatibility of 5M lesson plan and 5M of the video. It is focused on 5M displayed in the video and 5M planned on the lesson plan. It is hoped that a correction and improvement will be made for the sake of Curriculum 2013 improvement.

**Methodology**
This research uses qualitative approach. According to Mujiyanto (2011: 23), qualitative approach tries to reveal the phenomenon comprehensively and appropriate with the context trough the natural data collection employing the researcher as key instrument of the study.

**Data**
The data was taken from youtube entitled “Tourism Spot”. The duration was 13’5”. The video was uploaded on December 6th 2013 by Produksi Direktorat Pembinaan SMA, Kemdikbud.

Since it is example of the implementation, the lesson plan was also provided. The focus of the research was on the learning activity, thus, there are two data: (1) Learning activity on the lesson plan and (2) Learning activity on the video. The steps of both were listed. Time allotment would not be discussed more not only because the focus was on the learning activity but also because the video was only example of implementation; there would be some part which were skipped.

The steps of learning activity in Curriculum 2013 has been established by the government so-called 5M (Mengamati, Menanya, Mengeksplorasi, Mengasosiasi, and Mengkomunikasikan). Curriculum 2013 adopts the scientific approach whose the step order is so crucial. Thus, both lesson plan and the real learning activity need to follow the designed order.

**Analysis Technique**
The data, which were in form of activity list, was compared. Since lesson plan was the planning of what should happen in the classroom, the orders need to be compatible one and another.

**Finding and Discussion**
Learning Activity on the Lesson Plan
Based on the lesson plan, the learning activity was devided into three parts: opening, core, and closing. The core itself consisted of 5M:

a. **Mengamati (Observing)**
In Observing, students are given the examples of what they will learn or produce in the following activity. Based on the lesson plan, the students watched some examples of text or movie
b. **Menanya (Questioning)**

In Questioning step, the students are encouraged to ask questions related to the material and based on what they see and hear in Observing step. Based on the lesson plan, in this step, the students questioned the differences of some descriptive text given and some information of the descriptive text.

c. **Mengeksplorasi (Exploring)**

In Exploring, students explore the materials by doing the experiment themselves. In this lesson plan, the students were intended to describe a tourism spot.

d. **Mengasosiasi (Associating)**

In this lesson plan, the students were intended to analyze and compare various kinds of text. They were also expected to group the descriptive texts based on the social functions.

e. **Mengkomunikasikan (Communicating)**

In this lesson plan, the students were intended to arrange a descriptive text in form of brochures based on the social function, generic structure, and the linguistic features.

The 5M steps is the characteristics of Curriculum 2013. They are based on the scientific approach applied by Curriculum 2013.

**Learning Activity on the Video**

The video duration was about 13’5” consisting of opening, core, and closing. Since the focus of this research was only on the learning activity, the finding of the learning activity based on the video is shown as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Second</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>00:01:55</td>
<td>Opening</td>
</tr>
<tr>
<td>2</td>
<td>00:02:08</td>
<td>Exploration Through Question and Answer</td>
</tr>
<tr>
<td>3</td>
<td>00:03:01</td>
<td>Core</td>
</tr>
<tr>
<td>4</td>
<td>00:04:02</td>
<td>The students worked in group and were</td>
</tr>
<tr>
<td></td>
<td></td>
<td>given the worksheet</td>
</tr>
<tr>
<td>5</td>
<td>00:05:50</td>
<td>Observing</td>
</tr>
<tr>
<td>6</td>
<td>00:06:21</td>
<td>Asking</td>
</tr>
<tr>
<td>7</td>
<td>00:07:07</td>
<td>The teachers showed a slide of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>social function, generic structure, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>language features of descriptive text</td>
</tr>
<tr>
<td>8</td>
<td>00:08:00</td>
<td>Associating</td>
</tr>
<tr>
<td>9</td>
<td>00:08:32</td>
<td>The students were discussing the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>materials with their group</td>
</tr>
<tr>
<td>10</td>
<td>00:10:52</td>
<td>Communicating</td>
</tr>
<tr>
<td>11</td>
<td>00:11:29</td>
<td>Reflecting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher gave homework</td>
</tr>
</tbody>
</table>

Since the focus of this research was only on the learning activity, the finding of the learning activity based on the video is shown as follows:
From the table above, it is concluded that there were some activities related to 5M. They are exploration, observing, asking, associating, and communicating. There were also some other activities such as apperception and reflecting.

Comparison
Based on the learning activity of both video and lesson plan, it is concluded that there were some similarities and differences. The similarities are as follows:

a. There were opening, core, and closing. Both were compatible in term of how to open, what was in the core, and how to close.

b. There were some similar steps: exploring, observing, asking, associating, and communicating. Both learning activities used these curriculum 2013 steps.

The video seemed the same as what the lesson plan had planned. However, if we take a deep look at the video once again, there were some dissimilarities. Here are some dissimilarities:

a. Different steps
There were some steps which were based on the lesson plan such as Apperception and Reflection. In apperception, the students were asked the material on the meeting before. However, there was no apperception on the lesson plan. Moreover, in the end of the video there was also an activity so-called reflecting where the students were asked to make some note of what they had understood and what they had not understood. These two steps were not found in the lesson plan. Thus, they were incompatible.

b. Different order
Based on the lesson plan, the order of the activities were based on 5M: observing, questioning, exploring, associating, and communicating. The order of the steps were based on the curriculum 2013 which adopts the scientific approach. Thus, following the order is a must for the teacher. However, based on the video, there were some steps which did not follow the order. On the video, there order were exploration, observing, asking, associating, and communicating. There was one step “exploring” which was positioned incorrectly. The incorrect order would lead some incoherence of the learning activity; the activities would not run well because of the jumping step.

Conclusions
Based on the analysis, it is concluded that there were some similarities and dissimilarities between learning activity on the lesson plan and the one on the real video. The similarities was on the opening, core, and closing. There were also some same steps. However, the dissimilarities were lied on the arrangement of learning steps. Since the order of learning steps is so important in curriculum 2013 which adopts scientific approach, some corrections are needed for a better example of Curriculum 2013 implementation.

Bibliography
EVERYDAY CONVERSATION EXAMPLES IN SHORT DIALOGUES TO LEAD STUDENTS’ PARTICIPATION IN SURVIVAL ENGLISH CLASS

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Abstract
A successful speaking class leads active students’ participation involved in the activities. Survival English is a speaking subject of the English Education Department in Muria Kudus University which has to be taken in the first second semester by the students. As well as other speaking class, this aims to lead the students to improve their basic speaking ability through various topics of everyday conversations. Some examples of dialogues are needed to be shown as the guide points for them to recognize the appropriate expressions such as the formality or informality of a talk. The beginning of the class activities covers some expressions of introductions and small talk, for instance, formal and informal greetings or introductions, a telephone call, weather report, and so forth. The next dialogues examples can go in broader topics like the activities around town such as ordering a meal, asking directions, calling for help, shopping, transportation, and many more. Students are also can be drilled in some dialogues of pastimes and activities like special events of vacation, weddings, hobbies, and other attractive matters. Those examples of dialogue are presented in short so that the students can make some improvisation of having some relax conversations with their peer class participants.

Keywords - everyday conversation, dialogue examples, students’ participation, Survival English Class.

Introduction
This chapter aims to discuss the research background, statement of the problem, research objective, significance of the research, scope and limitation, and operational definition.

Background of the Research
Skills are very basic for English as second or foreign language. As well as the first language, the steps of learning the skills of this language are alike. Listening and reading are receptive skills, while the other two are speaking and writing. The second crucial thing to be learned is speaking. Children learn to imitate the first language by listening first. The things they listen should be in correct way, both structure and pronunciation as the basic construction of a language, as well as English. In Indonesia, English is a foreign language and there should be some difficulties caused by first languages of Indonesian if they learn English. This is why Indonesian English language learners need some examples of expressions to make English mastered well. As stated by Roseshines (2012: 12) that teacher needs to support the teaching materials in manageable amount, modeling, and guiding students’ practice.

In English Education Department of Muria Kudus University, in its new curriculum, there is a subject called Survival English. This subject should be taken by the second semester students to improve their speaking skill. Survival English is the other form of Intermediate Speaking subject that is concerned to the basic skills of using expression for everyday conversation like
introduction, purchasing something, asking for directions, going to see a doctor, and many more. But it is still limited by the lesson plan in one semester. Because the subject is involved for the students who have just started their study in university level, the teaching technique should be applied to achieve the goals. Here, some expressions of everyday conversation are used to drill the students so that they can use the expressions properly.

Imitating the language in a correct way is crucial in speaking class. The examples given should be correct and real. It is called as topical knowledge that provides information which enables learners to use language with reference to the world in which they live (Tuan and Mai, 2015: 9). In fact, a language, especially English, have some degrees of formality: formal and less formal. Contextually, the students can apply the expressions based on the situation of formal and less formal. More practice will be very useful for the students after the examples are given to them. They can choose any example and situation to have it practiced. Improvisations are also allowed to make the conversations more natural. What they need to do is not merely translating what they want to talk from their first language into English. It aims to have them speaking English in its original expression contextually, not a forward translation, for example, from Bahasa Indonesia into English. Survival English is a proper way to introduce original English expressions with the assumption they can survive using English when they are in the area with English as the only one language used. The idea leads to a simple case study for applying more examples of everyday conversation which is wrapped in a research title “Everyday Conversation Examples in Short Dialogues to Lead Students’ Participation in Survival English Class.

Statement of the Problem

Problem investigation based on the fact described in the research background is represented into one problem to answer: “How does the everyday conversation examples in short dialogues lead the students’ participation in survival English class?”

Objective and significance of the Research

The research problem stated should be discussed through a leading objective as follows: “to describe how the everyday conversation examples in short dialogues lead the students’ participation in survival English class.”

The significance of the research is described theoretically and practically. Theoretically, the research is expected to enrich the knowledge and information about how to improve the productive skill of English: speaking, through the examples of short dialogues. Practically, the result of the research can be the reference for everyone who teaches or learns English as well about using everyday conversation examples in short dialogues.

Scope and Limitation

The research covers the discussion about everyday conversation examples in short dialogues to achieve the students’ participation in an English Speaking class. The speaking class is limited for the students who take Survival English Subject in the second semester of English Education Department of Muria kudus University.

Operational Definitions

The first term that aims to be described is everyday conversation examples in short dialogues. It is some expressions which are used to lead the students to apply and participate actively in speaking class. The next term is to lead the students’ participation: it is described as an activity in doing or creating something which can result a response in the form of students’
participation. The last term is Survival English Class: it is a subject which has to be taken by the second semester students in English Education Department of Muria Kudus university.

**Review of Related Literature**

This chapter covers the aim of convincing the readers that the research is academically conducted. So it needs some theories that support the research analysis and result. The theories chosen are English Speaking Class, Students’ Participation, and Everyday Conversation in Short Dialogues.

**English Speaking Class**

Speaking class can be renamed with many terms. In English Education Department of Muria Kudus University, there are some integrated subjects to improve the students’ speaking skill. One of them is Survival English. It should be taken in the second semester to achieve the students’ ability to speak and use basic expressions that are mostly used in daily life. The expressions are provided in some contextual conversation, in short dialogues for sure, and it should be practiced everyday based on the topic considered in the lesson plan. The very best teachers are those that demonstrate all of the content knowledge, quality of instruction, classroom climate and management, teacher beliefs and professional behaviours (Coe et al, 2014: 2).

There are many things can be discussed from various everyday conversations, but, again, there should be limitations of the priority of the crucial things to be learned by the students. In survival English class, the topics cover introductions, asking for directions, seeing a doctor, purchasing some stuffs, going on vacations, some important events in life, and various fun games to support enjoyable learning.

**Students’ Participation**

Student is one of the requirements of a teaching and learning process which is involved in a class. Every lesson plan should be designed to support the students to participate actively in the class. If there is no or even less students’ participation, a class can fail. The learning process should be centered to the students. The activities are dedicated to the students. Teachers only lead them to be creative in searching and developing the materials that they get in the classroom.

Interactive materials can be chosen to make them participate actively. It is impossible for the students to do something without any example from the teacher. Through examples, students have the things in their mind what they have to do and learn. Classroom participation requires students to speak and interact in the classrooms to indicate that they are actually learning and paying attention (Simanjalam, 2008: 16). There should be something to imitate, especially in improving speaking skill. Everyday conversation examples in short dialogues can be the starting point for the students to express the original expressions of English in speaking class.

**Everyday Conversation in Short Dialogues**

There are many forms of everyday conversation examples which can be taken as the materials of speaking class. Here are the following examples:

**Greeting and Introduction**

The first material of greeting and introduction which is recognized by the students is the formal one as the following short dialogue:

Giselle : Good Morning, Ma’am. How are you doing?
Teacher : Good morning, Giselle. I am doing well. And you?
Giselle : I’m great, thank you. This is my friend, Ana. She is thinking about joining your additional English
class tomorrow. Would you mind telling us about the process please?

Teacher: Hello, Ana! It’s a pleasure to meet you. I’m more than happy to speak with you. Please directly fulfill the registration form.

Ana: It’s a pleasure to meet you too, Ma’am. Thank you so much for helping us.

Teacher: Don’t mention it. Hopefully, we will meet up in the class tomorrow.

A Telephone Call

Telephone call is one of the various materials prepared for the class because it is quite common to call someone to ask for help or ask some questions.

Luke: Hello? Hi, Stephanie, how are things in the office?

Stephanie: Hi, Luke! How are you? Can you please stop and pick up extra paper for the computer printer?

Luke: What did you say? Can you repeat that, please? Sorry, the phone is cutting out.

Ordering A Meal

Restaurant English also covers the necessary expressions to know.

Waiter: Hello, I’ll be your waiter today. Can I start you off with something to drink?

Ralph: Yes. I’ll have iced tea, please.

Anna: And I’ll have lemonade.

Waiter: OK. Are you ready to order, or do you need a few minutes?

Ralph: I think we’re ready.

Asking Directions

Asking directions can be the very important one in the materials of Survival English because it will help somebody to survive in everywhere.

Mark: Excuse me. Could you tell me where the library is?

Nancy: Yes, it’s that way. You go three blocks to Washington Street, then turn right. It’s on the corner, across from the bank.

Nancy: Oh, I know how you feel. We moved here in a year ago, and I still don’t know where everything is!

Research Methodology

This chapter describes the Research Design, Research Instrument, Data and Source of the Data, Data Collecting and Analysis. The design of the research is qualitative. The data is qualitatively taken and analyzed from the observation sheet as the research instrument. The things written on the observation sheet are the source of the data, and it is directly sorted to be the data of the leading students’ participation using the everyday conversation examples in short dialogues in Survival English class.

Some steps of data collecting and analysis are also considered to state the result of the research: 1) preparing the materials; 2) making the research instrument; 3) applying the materials in the class; 4) taking notes based on observation sheet; 4) sorting the data needed; 5) analyzing the data; 6) stating the result.

Finding and Discussion

The observation sheets show positive notes about the students’ responses of being active in the participation in all activities in the class. All students have clear examples about the real English expressions which are commonly used in everyday life conversations. The expressions can be used in any topics because some of them are generally stated in any occasions just like how to say “thank you” and “please” properly. They know what and how to say the examples given and make them into some various creative dialogues because they surely need colleagues to talk with.
The participation covers from the very shy students until the very active ones. They have the same skill and expressions to apply and improve. It becomes a new challenge for the students to make their English speaking skill varies and real, not forwardly translated from Bahasa Indonesia anymore. Students follow all of the instructions provided by fulfilling all of the portfolio of practicing the examples of the conversation given.

Limited time also takes the crucial factor of improving the conversations into broader topics. Since the expressions consist of some in which people generally use in everyday life, students do not find any significant problem in making their own dialogue without changing the essential part of real English. The result of this research is clearly shown when the students realize and recognize that learning English as a foreign language is not merely memorizing the vocabularies but also using it when it is needed based on the real usage by the native speaker.

Examples can draw the students’ imagination of contextual things based on the topic. In addition, students’ participation is still lead by how the instruction works to them. Everything can be explained by examples. Examples can give clear information and model to be applied by the students.

**Conclusion and Suggestion**

Examples become a common thing in teaching and learning process. It will be so crucial and positively significant to the result of the process if it is properly made and delivered to the students. The examples make the students know what they learn and develop. Teachers open the door and students enter the room by themselves, but they also need some instructional materials and media to do what they need in learning.

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ADULT FANTASY IN PERRAULT’S CINDERELLA, JACOB’S CATSKIN AND GRIMM’S RUMPELSTILTSKIN

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Abstract
The objectives of this research are (1) to explain adult fantasy as a result of Bourgeois cultural hegemony’s view on aristocratic life represented in Cinderella, Catskin and Rumpelstiltskin, (2) To describe the effect of adult fantasy represented by the main characters, (3) the similarities of adult fantasy depiction in Cinderella, Catskin, and Rumpelstiltskin. The research used a descriptive qualitative method by using two different approaches, sociology of literature and comparative literature. The result indicates that adult fantasy represented in Cinderella, Catskin and Rumpelstiltskin can be seen through general pictures of main characters, symbols and social life construction available in the settings, plots and conflicts. Meanwhile the Adult fantasy brings psychological problems, known as Cinderella Complex and Peter Pan Syndrome. Lastly, there are similarities of adult fantasy depiction in Cinderella, Catskin and Rumpelstiltskin that rely on how female characters of the stories are being rejected, how male characters are respectful and considered as rulers, and concept of symbols that lead to luxury.

Keywords: Adult Fantasy, Bourgeois Cultural Hegemony, Fairytale, Cinderella Complex, and Peterpan Syndrom

Introduction
Fairy tale is a fiction story tells anything about miracle which ends by happy ending. According to Zipes (2012), fairy tales serve a meaningful social function, not just for compensation but for revelation: the worlds projected by the best of our fairy tales reveal the gap between truth and falsehood in our immediate society. Fairy tales remains people about what problems come to the society so that readers are considered to analyze the incidents well and solve the problem. Fairy tales teaches children morals or lessons usually by example. They teach the difference between good and evil, that life can be very unfair, but one can find happiness regardless. Fairy tales teach us lessons, and they entertain us with tales of mystical wonder.

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Abstract
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Fantasy commonly uses magic and other supernatural phenomena as a primary plot element, theme, or setting. It is a popular genre, having found a home for its, moreover the fantasy stories were filmed and accepted as the interest of society is high. Todorov (1975: 31) states “the fantastic ... implies an integration of the reader into the world of the characters; that world is defined by the reader’s own ambiguous perception of the events narrated”. Mostly, “seeing is believing” is being practiced by people. Seeing here does not always mean visually using eyes right away, but imagination as well. Todorov here tries to solve this problem by assigning the hesitation to an implied reader.

Fantasy can be illogical things inside. The children very like to play the illogical things without knowing whether it is true or untrue. The fantasy which is in the fairy tale will help the children to develop their imagination related to the background and plot of the story in the fairy tale. In the each era, the story of each fairy tales can be developed by the people who are in the certain era. In short, the fantasy which is in the fairy tale is very useful to develop the imagination of the children in each era.

Adult fantasy is a fantasy which appears in children’s mind containing fantasy about what they want to be or do when in their adulthood. Children are often believed to think fantastically about the behavior of and interactions between physical objects (Woolley, 1997: 6). The fantastical thought is obtained from what they see and what they experience, and then unexpectedly they begin to create a fantasy as the further action or as the result of their observation. After observing the activities, events and cultural condition around their society, they try to imitate some trending behavior that is happening in a society into their personality. This idea is supported by Triandis and Suh (2002: 133) who conclude “Ecologies shape cultures; cultures influence the development of personalities. There are both universal and culture-specific aspects of variation in personality”. The portraits of society will influence individuals to acknowledge and copy the social tendency as a conceptual fantasy. In children stories like fairy tale, adult fantasy can lead into a looking for role figure, romantic vision and dream for the future. But there is also negativity as the effects of adult fantasy such as syndromes or complexes. For the boys, they may have a maturity problem called peter pan syndrome and the girls may possess Cinderella complex. Both of them should be recognized early to prevent children from a psychological disorder.

In line with this, the researchers are interested in analyzing the depiction of adult fantasy as represented in Perrault’s Cinderella, Jacob’s Catskin and Grimm’s Rumpelstiltskin fairytales. In revealing the depiction therefore, the researchers will focus on (1) how the adult fantasy as a result of Bourgeois cultural hegemony’s view on aristocratic life is represented in the fairytales, (2) the effect of adult fantasy represented by the main characters, (3) the similarities of adult fantasy depiction in the fairytales.

With regard to hegemony, Gramsci’s most interesting ideas cluster around the concept of cultural hegemony is when he used to address the relation between culture and power under capitalism (Lears, 1985: 568). Gramsci used the word ‘hegemony’ to say the dominance of one social class over others. Thomas (2010: 351) states that “The basic promise of the theory of hegemony is one with few would disagree: the man is not ruled by force alone, but also by ideas”. In the simple language, hegemony can be described as the influences of leadership or dominance of the certain group. The mechanism which is used by the upper class is that the upper class gives some ideologies
that have to be accepted by the lower class. In addition, Thomas (2010: 352) states, “The concept of hegemony is really a very simple one. It means political leadership based on the consent of the led”. It is very clear that in the concept of hegemony there are two groups. The first acts as the leader and the second acts as the follower. The higher class is always in the leadership position. The higher class always leads the lower class in every aspect; ideology, politic, economic, etc. Hegemony is processed and applied during the political transformation. In the political transformation, people need new ideology, furthermore the upper class or the dominance created ideologies which have to be accepted by the lower class. Dylan (2011: 4), “Typically, hegemony is created in a process of decisive political transformation: revolution”. The ideology is about the norms and culture of the society. Gramsci divided the society into two groups; intellectual society and civil society (Alex, 2013: 4). Intellectual society is they who always create the ideology and civil society is they who always accept and do the ideology. In transferring the ideology, the intellectual society often gets the ignorance from the civil society. Furthermore, the intellectual society often forces the civil society to accept the ideology they created. In Gramsci’s cultural hegemony, understanding how ideas actually function in society is a vivid approach. This concept of hegemonic consensus acknowledges differences in wealth and power even in “democracies” and seeks to show how those inequalities have been maintained or challenged in the sphere of culture (Lears: 527). This concept was created as Gramsci’s critics about the government in his era, its purpose was to identity those elements in dominant culture that serve existing power relation and some groups that disagree and want to subvert them.

Capitalism is one of the most influential factors that define economic classes today. It is a structure in which the means of production and distribution are privately owned and operated for profit. Capitalists believe that increasing GDP (per capita), the main unit in measuring wealth, is set to bring better standards of living, including better availability of food, housing, clothing, and health care. Capitalism came in Europe to replace feudalism which was not effective anymore. Aristocrats were the class who lost the benefit from economic and social transformations during the collapsing of feudalism. Bourgeoisie, the urban merchant and manufacturing class, also expanded in size and social significance. Aristocrats and bourgeois shared many values and interests in common, though they were in conflict afterwards. Indeed, this conflict played an important role in the French Revolution at the end of the 18 century. Katz (1993: 370) assumes “The fundamental contradiction of the feudal relations of production lay in the cleavage between the nobility's monopoly of political and military power and the peasantry's role in organizing the economy”. Feudalist focuses in agrarian system where the control of traditional farming was totally under the control of the landlords. Its currency was a land rented from the landlord or aristocrat to the peasants or vessels with the crop and taxation as the payment. Time after time, a new social class came up in Europe between aristocrat and peasant, they were bourgeois. Bourgeoisie as the middle class began its new role as a merchant that slowly replacing the position of landlord owned by aristocrat.

Bourgeoisie as the activist of capitalism ended the domination of feudal aristocracy who were pressing down the labors by high taxation. They focused on the business purpose in economy and industry this led the birth of industrial era in European countries like England, France and Germany. This condition gave more opportunities to labors to feed their families. As capitalist economy is empowered by a political authority to own
and control the use of property for private gain subject to a set of laws and regulations. It has been a great interest that in capitalist economy workers are free to work for wages, capital is free to earn a return, and both labor and capital are free to enter and exit from various lines of business.

In Gramsci’s point of view, bourgeois cultural values were tied to folklore, popular culture and religion. In the western world, since the late capitalist economy development, the bourgeoisie describes a social class characterized by their ownership of capital, and their related culture. For the individual, the word "bourgeois" belongs to masculine and bourgeois is feminine. According to Marxist philosophy, the term bourgeoisie denotes the social class who owns the means of production and whose societal concerns are the value of property and the preservation of capital, in order to ensure the perpetuation of their economic supremacy in society.

Research Methodology
In designing this research, the writer used a descriptive qualitative method by employing two approaches, sociology of literature and comparative study. By using the first approach, the researchers highlight conditions of society in Cinderella, Catskin and Rumpelstiltskin and reveal how Bourgeois cultural hegemony’s view on aristocratic life results in adult fantasy. Meanwhile the second approach was used to find the similarities of adult fantasy depiction represented in Cinderella, Catskin and Rumpelstiltskin. The data were in the form of words, phrases, sentences, and dialogues dealing with topic of analysis.

Finding and Discussion
Adult Fantasy as a Result of Bourgeois Cultural Hegemony’s View on Aristocratic Life Represented in Perrault’s Cinderella, Jacob’s Catskin and Grimm’s Rumpelstiltskin

Cinderella, Catskin and Rumpelstiltskin perform adult fantasy in children literary work. Adult fantasy is a fantasy which appears in children’s mind, containing fantasy about what they want to be or do in their adulthood. The fantastical thought is obtained from what they see and what they experience, then unexpectedly they begin to create a fantasy as the further action or as the result of their observation. After observing the activities, events and cultural condition around their society, they try to imitate some trending behaviour that is happening in a society into their personalities. This concept can be seen through the analysis of the main characters in the fairytales, symbols that represent adult fantasy and social life construction implied in the fairytales’ setting, plot and conflict.

General Picture of Main Characters
Cinderella, Catskin and Rumpelstiltskin show a complex story which apparently uses gender role difference between male and female that may be strongly implemented in the background society, resulting strong characterization which make it successful. A basic element in the stories is beauty. Although the prince knew nothing about the girl’s personality, he instantly fell in love with her simply because of her beauty. For the first time, she had secured her position as an honored lady only by showing up her stunning look in the grand ball held by young lord where all attendants praised her much. This general picture implies that a girl or woman does not need to be well educated or having a compatible personality, as long as she can show them her beauty she will be both respected and wanted (Jacob, 1894: 2).

Yet, in daily life she had no place to show up her beauty and grace. She portrayed how women were despised by society and even family. Women were helpless and powerless that they could not stand by themselves. Cinderella lived the days in a catastrophe. It started to ruin her life when father as the only...
man who love her began to lose his attention. She could not help herself for being treated wickedly by the step family. It caused her loneliness and hardship (Perault, 1697: 1). Catskin itself indirectly told that woman is considered as a vulnerable creature so that many parents prefer to have son than daughter (Jacob, 1894: 1). As experienced by Catskin, because his father wanted a son so that Catskin was ignored entirely by his father and he even wanted Catskin to immediately go out of his house by marry her to anyone who proposed her for the first time (Jacob, 1894: 2). The character of Catskin is almost like Cinderella where she is powerless, and she can only gain her desires through the aid of somebody else. The miller’s daughter in Rumpelstiltskin got a terrific accusation by her father that she could die because of her father’s deceit. This illustrates that woman is only valued as a tool rather than a human being, just like a poor who had no rights to speak or deny an intimidation (Grimm, 1812: 1). Though she was probably too young, the intimidation could happen in domestic circumstance and workplace. Girls and women at that time used to work as maid, spinner or labor in mill and factory. In one hand, female labors were considered as the lowest quality, made them were paid in very low wage. Many factories had more female labors than male labors because they were considered more profitable and they could reduce company expenses. Other than that female labor was also easy to push, intimidate and governed. As there were more female labors than men at that time, intimidation struck them more often.

On the other hand, men were given privilege in social life. They have power over women. The male main characters are shown as the king and prince whose command is everything, the orders should be done perfectly (Perault, 1697: 8). When there was a time for young lord hosting the grand ball, Catskin’s interest to go there was influenced by its glamor. It was true that wealth can influence somebody else’s mind (Jacob, 1894: 4). Wealth also creates a strong figure of person. This influence also inflicted the girl in Rumpelstiltskin who was threatened by the greedy king (Grimm, 1812: 1). The ending of those stories showed a cultural concept of society. For aristocrat families, exogamy was not really implemented. They prefer to wed a person from the same level in order to preserve the class of society. Yet for a certain reason, to marry a lower class woman would be alright with one condition. If she could lift the people’s acknowledgement on the man’s honor. Cinderella and Catskin were very well respected as the most beautiful and fashionable figure among all of the women. Their background was not so important anymore since the people only saw the positive appearance they brought to the eyes at the grand ball. Everybody said the prince and young lord were so lucky to wed them. The prince became more famous and loved by his people. While the girl in Rumpelstiltskin could make the king richer and richer (Grimm, 1812: 1).

Adult Fantasy Symbols

As shown in Cinderella, Catskin and Rumpelstiltskin, adult fantasy can lead into a further creation of dreams. It can be a looking for role figure, romantic vision and dreams for the future. There are several dominant adult fantasy found in those stories. It happened that the king’s son gave a ball, and invited all persons of fashion to it. Ball is a symbol of luxury, a place for mature aristocrats having fun and showing off their power, wealth and self-esteem. This celebration event used to be an event to compete in dignity (Perault, 1697: 2). In Catskin, ball is a symbol of an honor celebration in welcoming the arrival of a grand figure. This celebration of rich clan attract the attention of fine figure, mature men and women from the well-known family. To go to this grand ball is a dream for
every men and women as they can find their best partner easier in that occasion, pick up or be picked up (Jacob, 1894: 2).

The second dominant symbol is fashion. Fashion as a symbol of appearance can increase somebody’s good look and boost their pride. A natural physical appearance which is covered and polished by good taste fashion will look stunning and more eye catching. Cinderella and Catskin were very beautiful but nobody noticed until they underwent the grand ball wearing best dresses and clothes that made them were praised by the very fine figures and wanted by the prince. In Rumpelstiltskin, gold and jewelry became a very dominant symbol regarded to adulthood. Gold is a symbol of wealth. With that gold someone will be considered as a rich and successful man, by having gold it means they can role anything since gold was the most valuable transactional thing. Jewelry mentioned in the story were necklace and ring belonged to the miller’s daughter. Necklace and ring are symbols of grace for woman. They were needed as well as make up and fashion. By wearing these jewels, a lady will look more beautiful and graceful. It can be an asset for women that is why Rumpelstiltskin agreed to help the girl as she would give it as the return (Grimm, 1812: 1).

The last but not least adult fantasy symbol is marriage. In Cinderella, Catskin and Rumpelstiltskin, marriage is a symbol of success, it is believed as a way to reach happiness and get out of the problem, especially for women. Getting married will elevate a woman which means she can stop looking for spouse whom they needed a protection from. She has been ready to be his dependant, and for him, this marriage will give him pride to have the new heir as well as it symbolizes self-preservation regarding to one’s heredity (Perault, 1697: 9); (Jacob, 1894: 4); (Grimm, 1812: 1).

Social Life Construction: Bourgeois Cultural Hegemony

The social life construction in Perault’s Cinderella, Jacob’s Catskin and Grimm’s Rumpelstiltskin took place in around 17th century where the land was ruled by a king and the aristocrat dominated all aspect in life. The government applied feudalism system that relied on agrarian as their most resource, is proven by the main setting of Rumpelstiltskin when the king put the girl in a room full of straw (Grimm, 1812: 1). The 17th era in Western Europe was having a movement that might lead into a power reshuffle. Once the tax was considered too high, peasantry could not afford their asset to cultivate the land. Trend of Bourgeois as the class of merchants develops and result the construction of their cultural hegemony in society. Bourgeois respected the process of hard work while aristocrats was born in wealth and got everything instantly without hard work. So they cut this symptom infected the society by writing their ideas in children story. They were pretty sure that younger generation could use their common sense in analyzing values in literary works. Addressing a “madam” call for a noble woman was commonly practiced in 17th century. European people were still practicing in using French word as a result of language civilization (Perault, 1697: 1). Meanwhile, Catskin father’s behaviour represents society’s conservative culture where only a boy who can be a heir of the family. He showed how Society implemented a tradition to free a young girl to live without her parent. A 15 years old girl was ready for a marriage, it described that mentally that girl had to have a standard criteria of a maturity. (Jacob, 1894: 1).

Effects of Adult Fantasy Experienced by Main Characters in Cinderella, Catskin, and Rumpelstiltskin

There are some negative effects of adult fantasy such as syndromes or complexes. The
adult fantasy obtained from fairy tale can affect boys and girls or even men and women to be engaged in psychological problems. For the girls and women, they may posses Cinderella complex while boys and men may have a maturity problem called peter pan syndrome. Both of them should be recognised early to prevent children and even adult from a psychological disorder.

**Cinderella Complex**

Cinderella Complex is a psychological dependency syndrome. This complex internalized deeply and naturally in women’s mind. Women with this complex would willingly give over their own growth, preferring dependence to independence. Besides, they feel that they need a man to lean on. In other words, women with the Cinderella complex have both the deep wish to be taken care of by others either physically or psychologically (Dowling, 1981: 21). Hence, like Cinderella, this woman was always waiting for someone or something external to change her life. Dowling believes that the Cinderella complex makes women retreat from the full use of their minds, their potential, and their creativity.

Cinderella complex in Perrault’s Cinderella is indicated firstly by the absence of rights which happened to Cinderella. She never spoke about what she wanted or felt, and chose to grieve over her distress instead. Apparently she had a wish to get to the ball but pretty sad that she did only supposing ‘what if I could’ without planning anything to make it real. The lack of courage and confidence put herself into an irritating life that she was always being dreaming and was never been able to help herself out (Perault, 1697: 3). Having excellence ideas in doing make up for her sisters yet not enough to make herself confident and optimist. All the misery she had undergone everyday had swept away her confidence so that she could not acknowledge any potential that actually she really had. In line with Cinderella, Catskin always relied on henwife anytime she was in trouble. Be back in the time, 15 years old girl was mature enough to be a bride which means she should be ready for standing with her own opinion to find out a solution. Catskin’s act of limiting minds and potential leads her into dependence (Jacob, 1894: 1). Meanwhile, the miller’s daughter from Rumpelstiltskin also sustained this psychological dependency syndrome. She was very surrender about her destiny when her father mentioned that she could spin the straw into gold. And when she had been locked in a room by the King for spinning the straw into gold in just one night, she just cried without pleading for her independency. She should have told the truth to the King that she was just an ordinary girl (Grimm, 1812: 1).

**Peter Pan Syndrome**

Peter Pan Syndrome affects people who do not want or feel unable to grow up, people with the body of an adult but the mind of a child. They do not know or want how to stop being a child and grow as an adult. They are unable to grow up and take on adult responsibilities, and even dress up and enjoy themselves as teenagers when they are over 30 years old. Some characteristics of the disorder are the inability of individuals to take on responsibilities, to commit themselves or to keep promises, excessive care about the way they look and personal well-being and their lack of self-confidence, even though they don’t seem to show it and actually come across as exactly the opposite. The male main characters in these stories imply the peter pan syndrome because the prince or king never grew up according to the maturity not age. These men want to function both as a man and a child. When it benefits them like a matter of love and other manly pursuits, they claim themselves as gentlemen who are strong and assertive. But when there is a circumstance that faces them into a requirement of responsibility, they will play a
role of a child. A sufferer of Peter Pan syndrome is also very childish.

The King’s son was attracted and much wanted to know who Cinderella is, yet his big curiosity did not ignite his enthusiasm. Instead of looking for her with his guards and messengers, he just waiting until they found her. As the result, he did not witness how smooth Cinderella put the glass slipper to her foot and more she pulled out the other one from her pocket. He had known her but it did not drive his manly instinct to be brave or a little bit gentle to pick up the princess, because again he commanded the guards to bring her to the palace. He did not have responsibility over his desire. Of course this is not a good moral of the prince figure, and it potentially not to be a genuine relationship, having less sincerity and efforts (Perault, 1697: 8). A young lord should have a brave and resilient nature but what the young lord showed was the opposite, instead of looking for ways to marry Catskin he was sulking his mother with whimper and words (Jacob, 1894: 4). A man with Peterpan syndrome is going to be very egoist. As seen in Rumpelstiltskin when the king marry a girl just because of a chance to gain his wealth. His greed is not an example of good deeds, he just concerned with his personal pleasure. It is a proof that Peter Pan Syndrome can attack even the most powerful gentleman because of an absence of responsibility. A king has to be wise so that he can rule the kingdom, land and its people into a prosperity. But what happened was unpredictable, the king made his people under pressure with the power that he possessed. He manipulated people’s trust simply in order to increase his riches. He should be wise when the miller told him that his daughter could do impossible work. But he was actually not a wise man, he forced a girl to spin straw into the gold, locked her by himself in a room for three times. His decision was too emotive as he blinded by the greed. And he made it worse by threatening the girl with a death penalty. After knowing the girl can spin the straw into gold the King wed her just because he wanted to gain his wealth. His concern to a personal pleasure without thinking how the other’s feeling is an example of an irresponsibility. It was told that the king did not show any attempt to fight for his daughter when a manikin come to take her. A king generally must have a great strength and power, but his response for the obligation to the family did not came up like it seemed to be unimportant to him. In this conflict, the role of husband and king was being absent, no story about him tried to help his queen and little princess. He was not able to be care man in the family, he had just gone. This problem should be for the family not only for her as they had already married and both of the king and the queen should help each other (Grimm, 1812: 1).The fact said the truth that she had to fight without her husband’s assistance. He represented the absence of man in the family. It was a shame for the king did not bestow his family with protection. This remarks the biggest disadvantage of the syndrome, the person who is suffering peter pan syndrome does not feel that they are part of the problem, they are not aware of it.

Similarities of Adult Fantasy Depiction and Its Effects as Represented in Cinderella, Catskin and Rumpelstiltskin

Similarities among Cinderella, Catskin and Rumpelstiltskin are in adult fantasy depiction and adult fantasy effects. Adult fantasy depiction carries general pictures of main characters and symbols. The main characters of Cinderella, Catskin and Rumpelstiltskin are in adult fantasy effects. Adult fantasy depiction carries general pictures of main characters and symbols. The main characters of Cinderella, Catskin and Rumpelstiltskin had similarities in both gender, male and female. Female main characters lived with rejection from the people surrounding. But there was a similarity known to be a culture of fairy tale, the main character girl was beautiful. This quality of her became a basic element, which in the end it took her into a new life where rejection and ill treatment
changed into warm love and joy. The second similarity came from male main characters. Either the king’s son, young lord or the king was a man with authority on the land. Their orders were to be obeyed, anything they wanted always be done. The similarity in symbol they used was properness valued by luxury.

The similar effects of the three stories are divided into Cinderella complex and peterpan syndrome. There is one similarity in Cinderella complex represented by Cinderella, Catskin and the miller’s daughter. Those women wished to be saved. Not only women in story who represented the similarity of adult fantasy effect, but also the men. The king’s son, young lord and the king were all having the same behaviour. They tend to be passive and not working hard. The power they had, made them effortlessly doing action. The way they chose in pursuittung a goal was an opposite of manhood and leadership. However, they still got what they asked for.

Conclusion
First, adult fantasy as a result of Bourgeois cultural hegemony’s view on aristocratic life represented in Cinderella, Catskin and Rumpelstiltskin is influenced by general pictures of main characters, adult fantasy symbols and social life construction. Second, the finding of this study also shows that adult fantasy brings effects on society as represented by the main characters in these stories. They are psychological problems, known as Cinderella Complex and Peter Pan Syndrome. Third, the similarities of adult fantasy are indicated from adult fantasy depiction and its effects. From the depiction, it is obtained that there is a similarity known to be a culture of fairy tale, beauty is the main attribute of female main character and the male character is always described as a ruler or aristocrat man. This culture of fairy tale reveals the same ideology of symbol that they appreciate properness by luxury.

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SCAFFOLDING INSTRUCTIONS IN READING CLASS

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Abstract
Reading is one of language basic skills which will help the students in their life, especially in their academic life. Developing students’ reading skills need to be done as early as possible because the skills will help the students in comprehending the texts they are reading. The preliminary study shows that the scaffolding instruction done by the teacher in reading class help the students to use the reading skills themselves and build the students’ confidence when they do independent reading and find difficult words which have possibility in hindering their comprehension. Reading skills like using context clues to guess meaning, making inferences, identifying main ideas, and summarizing were taught in the classroom to equip the students for their better reading comprehension. This paper intends to describe the scaffolding instructions done by the teachers in reading classrooms in order to teach reading strategies and develop students’ reading skills at the same time. The description will give guidance for the student-teachers to teach reading in their classroom in the future.

Keywords - Scaffolding instruction, Reading skill

Introduction
Reading is one of language basic skills which will help the students in their life, especially in their academic life. Reading is an active activity as it is an exercise dominated by the eyes and the brain in which the eyes receive messages from the text and the brain identify the significance of these messages. The facilitator, in this case the lecturer, needs to facilitate the students in the classroom (Harmer, 2001). There are four indicators of success in reading. They are obtaining main ideas, obtaining specific information from the written text, recognizing the word meaning, and finding the textual reference.

Developing students’ reading skills need to be done as early as possible because the skills will help the students in comprehending the texts they are reading. In Elementary Reading Comprehension course in Universitas Negeri Semarang, the students are introduced to the skills needed to comprehend the text they are reading. Reading skills like using context clues to guess meaning, making inferences, identifying main ideas, and summarizing are taught in the classroom to equip the students for their better reading comprehension.

One of the program in English Department of Universitas Negeri Semarang is English Teacher Training. The skills the students developed for their own personal development will also be needed when they teach their students in the future. Therefore, the students have to develop their understanding on the skills and use the skills when they read. In order to do so, the
lecturer should give the right instructions that the students can refer to. Scaffolding instruction can be used to move from “guided by others” stage to independent stage (Stone, 1998: 351).

Based on the preliminary study, in spite of the students’ basic ability in English, the students in the Elementary Reading Comprehension course felt that the reading skills they have learned in the classroom help them in comprehending the texts they are reading better. Therefore, this study aims to provide a clear description on how the lecturers give scaffolding instruction on how to develop reading skills in the classroom, so that the student-teachers will have guidance in teaching reading.

Methodology
This study aims to describe the scaffolding instruction done by the lecturer in the Elementary Reading Comprehension classroom. In order to give full description, field observation was conducted on two different classrooms of Elementary Reading Comprehension course. The classrooms were chosen as the result of the test in both classes were good. Moreover, the result of observation and interview show that the students actively applied the reading strategies they have learned in the classroom when they do independent reading. The students felt that the reading strategies they have learned improve their reading comprehension.

To do the field observation, the researcher recorded the classroom activities in order to get natural instruction done by the lecturer. The recordings were then transcribed to get description on how the classroom was conducted. Not only observation but also interview was done to give better understanding on how the students feel about the instruction given by the lecturers. Therefore, interview guide was also used to guide the researcher in acquiring the information needed.

Finding and Discussion
The result of the field observation which was done by recording the teaching reading activities in the classroom will be described as follows. The description below will cover how the lecturers did scaffolding instructions on the reading skills that need to be mastered by the students in the Elementary Reading Comprehension Course in English Department of Universitas Negeri Semarang. They are using context clues to guess meaning, making inferences, identifying main ideas, and summarizing.

Basically, scaffolding instruction done in the Elementary Reading Comprehension course classrooms follow the scaffolding instruction structure proposed by Ellis dan Larkin (1998):

First, the lecturer models how to do use the strategy; second, the lecturer and the students practice the strategy together; third, the students practice using the strategy in groups; and fourth, the students use the strategy independently.

Scaffolding instruction given in teaching “using context clues to guess meaning” skill
When students read, they sometimes find difficult words. The difficult words will hinder the students’ comprehension on the text. Therefore, they should learn how to use the clues from the context (context clues). In teaching this skill, the lecturer uses the following instruction to scaffold the skill.

The lecturer displays or give the students a text to read. Then she asked the students...
whether they find difficult words. Following that, she asked the students what the students usually do when they find difficult words.

The lecturer showed the students that there were something the texts, near the difficult words that would help the students understand the meaning of the words.

The lecturer gave some examples of different kinds of context clues that usually appear in texts.

Using the text given in the beginning of the class, the lecturer guided the students how to find the context clues. She verbalized what was on her thinking (think-aloud) when she wanted to show which words can be the clues.

After several practices on different examples of context clues, the students were divided into groups. In the smaller groups, the students were given some sentences with difficult words and clues so they could practice using the context clues they learned in the previous stage. In the group, the students practiced using the context clues by verbalizing how they did the task in using context clues. This will help the students in the group to memorize the steps and kinds of clues they could use in guessing difficult words.

Finished with the group work, the lecturer discussed the result of the students’ work to check whether they had used the context clues or not, and whether they understood how to use the context clues.

After group practice, the students were given a text with some difficult words to practice using context clues individually. In this stage, the students could verbalize what they were thinking when they tried to guess the difficult words. This stage will help the lecturer to check whether the students have understood how to use the context clues or not.

**Scaffolding instruction given in teaching “making inference” skill.**

Making inference skill will develop the students higher order thinking skill. It is a difficult skill so the students need to be taught using explicit instruction on how to make inferences. The following are steps the lecturer done in scaffolding the skill.

The lecturer asked the students whether the students know what inference means and what is needed to make inference.

The lecturer showed the students some pictures and asked some questions that led the students to make inferences. This activity will help the students feel confident as they experience it and feel that they actually have done it before.

The next step was practicing making inference on texts. The lecturer asked some comprehension questions related to the text. While doing so, the lecturer asked the students in the classroom some questions to help the students realize what support them in making inferences: Why did you make the inferences? and What information did you use to make the inference? (Marzano (2010))

The lecturer asked the questions so many times so the questions would stuck in the students’ mind.

The next activity was group work. The students practice making some inferences to answer some comprehension questions on some texts assigned to them. When they did the group work, they were asked to use the questions to make sure they had strong evidence on the inferences they made.

The last was practicing the skill individually. The students were given some texts and some questions from which the
students could practice using the inferencing skills.

**Scaffolding instruction given in teaching “identifying main ideas” skill.**
A paragraph always has a main idea. It can be in the beginning, in the middle, in the end of the paragraph, or even implicitly stated. The students’ ability to identify what the main idea of the paragraph is should be developed as it will also help the students comprehend the text better. The following are the scaffolding instructions done by the lecturer in teaching “identifying main idea” skill.

The lecturer provided a paragraph and asked the students to read the paragraph. After the students read it, the lecturer asked what the main idea of the paragraph and also the details were. By doing so, the students will know what the difference between main idea and details are.

After that, the students were exposed with some paragraphs with one missing sentence from each paragraph. The students were asked to provide the main idea for the paragraphs based on the details they had in the paragraphs.

After they practiced classically, they also practiced in groups and individually. By doing so, they will get used to finding the main idea of a paragraph.

**Scaffolding instruction given in teaching “summarizing” skill.**
Summarizing skill is another skill that the students should develop. Summarizing is making the text they read shorter, and the students should use their own words. Using their own words will increase their comprehension on the texts they read. The following are the steps of instruction given by the lecturer to develop the students’ summarizing skill.

The lecturer provided a text for the class. The lecturer asked the students to read and identify what important thing they could find in the texts.

The lecturer gave an example by making a statement on one of important thing in the text in her own word. By doing so, the lecturer showed the students that summary is different from main idea.

The students wrote the other important things from the texts and share it with the class in their own words.

The next is the students practiced making summary in groups. They read some texts and made summary on the text.

To make sure that the students understand what summary is, the students were assigned to make summary on some texts individually.

**Conclusions**
Based on the previous findings and discussion, it can be concluded that the scaffolding instruction done by the lecturers in the Elementary Reading Comprehension classes were done step-by-step. The lecturer first gave examples on how to do it, then the students practice the skills in group, and finally they practiced the skills individually. The group example given by the lecturer helped the students to do the right things in developing the reading skills. The group work helped the students practice the skills and develop their confidence, and the individual work is to make sure whether the students are able to use the reading skills independently or not. Moreover, the scaffolding instruction also built the students’ comprehension when they read texts and their confidence when they do independent reading. The description of the scaffolding instructions in the reading classroom will help the student-teachers to give the right instructions in their future classroom.
Bibliography


STUDENTS’ PERCEPTIONS ON THE USE OF PHONETIC SYMBOLS TO TEACH PRONUNCIATION
A Descriptive Analysis on the Sophomore of English Education Department Students, Syarif Hidayatullah State Islamic University Jakarta

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Abstract
Despite the fact that phonetic symbols are valuable tools to teach and to learn pronunciation, the roles of phonetics have been debated for many years. Some experts in English language teaching doubt its effectiveness as they believe these symbols can only add confusion when students learn English. This study aims to examine how students perceive the use of phonetic symbols to teach pronunciation. The subject of this study is the sophomore of academic year 2015-2016 English Education Department, State Islamic University Jakarta. Data are gathered through questionnaire and interview to 20 students as the respondents and are underpinned by some related literature in the process of data analysis.

Keywords – students’ perception, phonetic symbols, pronunciation, intelligibility

Introduction
A pronunciation teaching is one of debatable topics in English language teaching for the last couple decades. A lot of scholars were arguing on the importance of pronunciation teaching in context of ELT, even though lots of students who concerns more on English need it as a means to improve their communication skills. Closely to the era of World Englishes, nowadays, English has changed radically. It is, now, not only owned by the native speakers but also mostly owned by the non-native speakers which replaced the status of nativeness to be intelligibility. As stated on Jenkins (2000) that EIL learners should not have to adopt to native speaker norms but should adjust their speech to suit an audience of primarily non-native speakers.

As far as the emergence of World Englishes, English, now, has become the lingua franca in many countries to be used for educating, finding a job, seeking and implementing technology, etc., where people do need to master it to be able to communicate with the global community. Related to the context of ELT, the communication skills, logically, can be achieved altogether with the good concept of able to sound the words in English that is pronunciation. Gilakjani (2012) was also stated that pronunciation shifted the meaning of a language. It is closely to the way people speak the language. Nevertheless, because of the changing status of English language in the world, the standard of pronunciation which formerly led to the RP (Received Pronunciation) style has changed to be the intelligibility style. It means that there are so many styles of English pronunciation regarding to the effect of culture and native language of a country.

Gimson (1989) said that teachers who teach pronunciation have the obligation to present
the students with as faithful model of English pronunciation as possible. Meanwhile, the acceptance of numbers of accents, dialects, the styles in speaking English which comes up with the concept of intelligibility has no exact standard defining that the pronunciation said by the speakers has been understood or not. As stated by Murphy (2014), *there are many challenges associated with trying to identify the intelligibility/comprehensibility of NNE speech sample. These include a listener’s: L1, familiarity with NNE speech, receptivity, attentiveness, level of fatigue, familiarity with the topic being spoken about, etc.* To reveal the problem, hence the aid is needed in order to teach a pronunciation, which is by using a phonetic symbol.

The use of phonetic symbols on teaching is offered to help measuring the standard of pronunciation by mentioning the exact pronunciation through the symbols. It is because every single phonetic symbol represents a single unit of sound, so that, the students will get a clarity of the sounds of a language and easily pronounce it. Besides, Brown (1992) points out an intensive teaching of phonetic symbols guide the students to be independent in learning a new word, difficult words; mispronounce words, spelling differences, word stress patterns and idioms. A support was also given by Por and Fong (2011) that learning phonetic symbols helps the students in improving both their pronunciation and confidence. Otherwise, there is an argument stated that phonetics symbols create a confusion for the students (Dansereau, 1995). Due to the issues of measuring the concept of intelligibility and the use of phonetics symbols to improve students’ pronunciation for communication skills led the researchers to raise the case on the perspective of the students. Whether or not the use of the phonetics symbols to teach pronunciation helps them to improve and get clarity on it.

**Methodology**

This research is a small scale research done in Syarif Hidayatullah State Islamic University Jakarta in order to survey students’ opinions or perspective in using the phonetic symbols to teach pronunciation. The 20 respondents are taken from the English Education Department students who have got the subject of pronunciation and phonology on their study.

The research is fulfilled by using a mix-method both the quantitative and qualitative approach. All the data are collected from the questionnaire which was analyzed by using a numerical scale and categorized by using a Likert scale (SA: Strongly Agree (4 points), A: Agree (3 points), D: Disagree (2 points), and SD: Strongly Disagree (1 point)). To give details on the result, it, then, explained descriptively to further see the students’ perspectives by the addition of the interview data to 5 students.

**Finding and Discussion**

**Data Description**

The data obtained through a questionnaire which consists of 6 indicators from 15 statements. The questionnaire is arranged to see the response of students’ beliefs, and perceive about the use of the phonetic symbols. The data were analyzed by using the Likert Scale, then, it converted to the following rating in order to interpret the perception of the students.

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Students' Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 - 1.50</td>
<td>Very Negative (VN)</td>
</tr>
<tr>
<td>1.51 - 2.50</td>
<td>Negative (N)</td>
</tr>
<tr>
<td>2.51 - 3.50</td>
<td>Positive (P)</td>
</tr>
<tr>
<td>3.51 - 4.00</td>
<td>Very Positive (VP)</td>
</tr>
</tbody>
</table>

**Data Analysis**

Indicator 1: Knowing how to read phonetic symbols increases students’ autonomy in learning pronunciation.
Indicator 2: Knowing how to read phonetics symbols enables students to be more intelligible speakers of English.

Indicator 3: Knowing how to read phonetics symbols improves students’ confidence to speak English.

Indicator 4: Phonetic symbols teaching give students burden.

Indicator 5: Teaching phonetics symbols to English Education Department students

Indicator 6: Knowing how to read phonetic symbols gives students benefit in learning pronunciation

All the average score of each indicator are summed up and divided by the numbers of indicators on the questionnaire, so that, the overall result of students’ perception is produced.

Discussion
The findings show a positive perspective in using phonetic symbols to teach pronunciation by the score around 3.05. Most of the indicators show a good point above 3.00 which is answering the research question that phonetic symbols is applicable and improves students’ competence in pronunciation. Also, it obviously answered that the use of phonetic symbols is effective for the pronunciation teaching in against of the opposite perspective.

Previewing the first indicator which purpose is to see students’ autonomy after knowing how to read the pronunciation, most students agree that by having known the way to read the pronunciation, it led them to avoid the mistake in pronouncing the words, able to do a self correction and decrease the fossilized errors (Miller, 2012; Mompean, 2005).

Students also give their beliefs in the case of the intelligibility after knowing how to read the pronunciation. Through the phonetic symbols, they got a visualization of the proper sounds of the words in English and
hence they are able to know the various sounds in English by the symbols (Mompean, 2005). Furthermore, students are also able to understand the pronunciation because of the guidance of the phonetics symbols. Students can easily predict the correct sounds in English by the phonetics symbols. Thus, it helps them to improve their pronunciation and confidence in speaking English (Rajadurai, 2001; For and Fong, 2011; Pei and Qin, 2005).

On one side, students also feel a burden in the implementation of phonetic symbols to teach pronunciation. Whether it still reached a positive point, the average score did not reach approximately 3 points as the other indicators had. It stated that the using of phonetic symbols still also left a difficulty for a half of the students because they are not yet familiar with the looks of the symbols and sounds but when they have to pronounce it, they found no serious problem to be practiced.

Lastly, as English education department students, they feel that it is significantly important for them to be taught by using phonetic symbols. As far as their got the standard of how to pronounce the words correctly in the case of variation of pronunciation in the World Englishes era, they also found that it helps them a lot to be more confidence in improving their communication skills, to making the meaningful meaning of the conversation and effectively guide them as a student to learn pronunciation. Hence they agree to continue the use of phonetic symbols in their own teaching afterward because of many advantages that can be got after (Mompean, 2005).

**Conclusions**

This article has shown the importance of students’ perspective in the using of phonetic symbols to teach pronunciation. Based on the result, students gave their positive perspective in the using of the phonetic symbols as their beliefs it could improve their pronunciation, speaking skills and technique for teaching pronunciation.

They also found that the using of phonetic symbols can give a burden because of the newest exposure to the students who have not got the symbols on their previous level of study. Yet, they feel that it is efficient enough to be used. Moreover, the benefit that the students can get based on the interview and the analysis of the questionnaire, the use of phonetics symbols give them a clear standard in context of intelligibility.

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GUIDED QUESTIONS: A SOLUTION FOR SPEAKING DIFFICULTIES
(A Classroom Action Research)

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Abstract
Learning to speak has always been problem for English language learners, for both young learners and adult learners. It is also still being experienced by students in English department, especially those that still are in the first year of college. Even though they have acquired the basic knowledge while in school or junior high school, but they still find difficulties in improving their speaking ability. Based on observations in teaching speaking courses in semester 1 and 2, there are some problems that they face, including lack of the confidence to perform in front of the class, lack of vocabulary, etc. This classroom action research is conducted to overcome these problems, the researcher give guided questions to assist them in improving their speaking ability. Guided questions can help students to get vocabulary input and practice its use in communication. Further, it can help the students to use the appropriate phrase for certain situation correctly. In this study, guided questions are provided by the teacher, it’s taken from several sources and compile it based on the students’ needs and the learning outcome that has been design for the students.

Keywords – Guided Question, Speaking Skill

Introduction
Chaney (1998:13) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In other words, speaking means an ability to use a particular language to communicate and express idea orally in building and maintaining social relationship or exchange information. The importance of mastering speaking in learning a language is stated by Richards (2008:19); he says that the mastery of speaking skill is a priority for many second-language or foreign-language learners. Learners are considered mastering the language if they are able to use the language in communication correctly and appropriately. Further Ur (1996) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because —there is no point knowing a lot about language if you can’t use it! (Scrivener, 2005, p.146).

From the above statements, it can be seen that the speaking is one of the most important skills to be developed and enhanced as means of effective communication. Due to its importance, this research focuses to look deeply the students’ speaking ability are improved.

In contrast, learning to speak has always been problem for English language learners, for both young learners and adult learners. It is also still being experienced by students in English department, especially those that still are in the first year of college. Even though they have acquired the basic knowledge while in junior or senior high school, but they still find difficulties in improving their speaking ability. Based on observations done
by the researcher, during the teaching and learning process in speaking class in semester 1 and 2, there are some problems that the students face which is caused by the external factors and internal factors. The internal factors are including lack of the confidence to perform in front of the class, lack of vocabulary mastery, grammatical error, etc.

The external factors such as lack of self-consciousness which make most of the learners felt nervous and embarrassed when asked to speak English and the students’ self-motivation still low in solving their own problem in improving speaking skill.

Further, the researcher also found that during the teaching learning process, most of the students produce few sentence or short respond in the conversation practice, it is normally caused by the internal factors such as the difficulty of expressing ideas verbally, producing limited vocabulary, grammatical errors, mispronouncing the words and the students are afraid to make mistakes. As a result, those aspects effect their motivation to speak. They spent much time to speak and difficult to speak fluently. Those factors make the student passive speaker.

To overcome this problem, the researcher used the Guided composition/question the speaking class. A previous research was done by Vieta (2015) shows that the guided composition is able to improve the students’ production in writing. Guided composition is one of type of controlled writing technique which can be applied either in speaking or writing skill, since speaking and writing is included to productive skill. This is supported by Paulston and Bruder (1976:206) states that typically a controlled composition consists of a written model of some type with directions for conversions or specific language manipulations in rewriting the model. According to Raimes (1983: 96) there are five types of controlled technique; they are controlled composition, question and answer, guided composition, parallel writing, and sentence combining.

Concerning with this research, the researcher focuses on applying the guided composition/question in speaking class. It is because this type can stimulate the students to produce sentences or phrase. The students will find some clues, instructions, questions or pictures that will help the students in speaking. So, in the speaking class activity the students can actively involve in practicing the oral skill. The students have an idea to ask some question (that is taken from the guided question). It will help the students to decrease their passiveness in the practicing process. Moreover, in this technique the students will get some idea to start a conversation. Besides, the students will get some vocabulary input and grammatical input in producing the sentences; since those aspects are the students’ problem that they faced in speaking class.

**Methodology**

Classroom Action Research is a model of professional development in which educators examine the students’ learning related to their own teaching, a process that allows them to learn about their own instructional practices and to continue to improve the students’ learning (Ferrance, 2006:1). Action research has the purpose of developing new skills or new approach to solve students’ learning problem by using direct implementation. The function of an action research is basically as a tool for improving the quality and efficiency of the application of the educational activity.

The subject of this research is students at the first semester in English education program of Muhammadiyah University of Jember. The data was taken form the result of the students’ speaking test. Therefore the instrument of this research is speaking test. Then the result of the test was analyzed using
percentage formula to know the students’
improvement.

According to Lewin (1990) in Hemas
(2010:20), action research in cycle process,
which covers the following activities:
Planning, action, observation, and reflecting.
The procedure of this research is described as
follow.

Before planning the action, the researcher did
preliminary study to know the students’
difficulties in speaking class. Since the
researcher is the lecturer for the subject, the
data was taken from the pretest that is given
in the first meeting of the class, it also done
by interviewing the students and the result of
the researcher class observation. Then the
next step is the cycle process:
Planning of the action. In this stage
researcher design the lesson plan, prepare the
material and designing the instrument.

Implementation of the action. This is the
stage where the action is implemented. The
action in 1 cycle was conducted in three
meeting during the speaking class. Each
meeting was about 90 minutes.

Observation. In this stage, the researcher
takes data and analyzes the data.
Reflection. After analyzing the data, the
researcher begins to interpret the result of
speaking test to know whether the cycle has
success in achieving the criterion of success
for the research. The criterion of success of
this research is 85% students get 75. The
consideration to decide this criteria is based
the university regulation in which students
are called pass the subject if they get
minimum score 75 or B.

Finding and Discussion
The action was implemented in 2 cycle in
which each cycle was done in 4 meeting. In
the first cycle, they were given the guided
question, they should practice it with their
partner. After 4 meeting, they were given
speaking test. In the test the students were
asked individually about their daily activity.
The result of the speaking test shows that,
only 11 (64.8%) students out of 17 students
who can achieve the target score (75). Based
on the reflection, it shows that the students
still find difficulties in understanding the
question and answer it appropriately with
good sentence arrangement grammatically. It
caused by, the group cannot help each. Based
on the observation, the students choose their
partner by themselves without considering
the partners’ speaking ability. So that’s why,
in the second cycle, the researcher grouping
the students based their speaking ability, in
order; the active students can help the passive
student.

After implementing the other 4 meeting the
second cycle, the result of the students
speaking test reveals that 15 (88%) students
out of 17 students could achieve the target
score.

Table 1: students score improvement

<table>
<thead>
<tr>
<th>Target score</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>64.8%</td>
<td>88%</td>
</tr>
</tbody>
</table>

The implementation of guided question can
improve the students speaking ability is
supported by Raimes (1983:103) that guided
composition gives students some but not all
of the content and form of the sentences they
will use.
Based on the research result, it is found that: In this technique the student will have the vocabulary input concerning with the topic design in the class. Concerning with the grammatical input, the students can at least know what is the grammatical feature that is used and the input on how good sentences is arranged grammatically. Students can help each other between passive and active students.

The lecturer is easier to control the class, since the students work in group and have focused to discuss about the topic. Further, this technique engage all students actively participate in the speaking practice since this technique provide the same opportunities to every student event for passive students in which sometime only active students who are actively engage in the speaking practice, where passive students sometimes only producing few words on responding the conversation practice. It is supported by Weimer (2011) says that Participation encourages dialogue among and between students, students can be asked to comment on what another student has said.

The most important thing, this technique help the lecturer design an effective speaking class. According to Ur (1996) an effective speaking activity has the following features: Learners talk a lot. Classroom activities must be designed in such ways that provide opportunities for learners to talk a lot.

All get a chance to speak. A minority of talkative students should not dominate Classroom discussions, and contributions must be fairly distributed. Classroom activities must be designed in ways that help all the students to take risk.

Motivation is high. Learners are eager to speak because they are interested in the topic, and want to contribute to achieving a task objective.

Language is comprehensible. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. The teacher must also base the activity on easy language so that the students can use the language fluently without hesitation.

Students speak the target language. The teacher must keep students speaking the foreign language.

So, these research finding suggested lecturer speaking to implement guided question in the teaching and learning process, moreover for the elementary level/first year students’ collage.

Conclusion
Based on the research finding and discussion, it can be concluded that guided speaking can improve the students speaking skill.

Bibliography

ENHANCING ENGLISH PROFICIENCY FOR NON-ENGLISH LECTURERS IN HIGHER EDUCATION

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Abstract
The demand of global need is very closely related with English. English plays a crucial role in every level of area including education. In Higher Education, English become a tool for communicating and connecting with other universities all over the world. In addition, the role of English is also used in writing articles for publication in international journals and for presenting articles in international conference. In another case, English is used when the lecturers continuing their study in abroad/English speaking country. So, the lecturers as the human resources in higher education should be able to master English well. In fact, most of them who are from non-English Department still have a problem with English. There are some problems faced by non-English Department lecturers. Most of them are concerning with speaking and writing. Those two skills are important for lecturers in higher education. They need some activities or programs to develop their English. It is a task for university to motivate and create an English atmosphere at campus. This study is an investigation of the English program held by Muria Kudus University. It belongs to a descriptive qualitative method. The descriptive qualitative method covers the English proficiency for non-English lecturers in Muria Kudus University. The description of the English programs namely English Coffee Morning and English Training Program will be discussed in this study.

Keywords - English Proficiency

Introduction
In this globalization era, many people are required to master English as their needs. In academic context, especially in higher education, English becomes a tool for communicating and connecting with other universities all over the world. Communicating to other people from universities all over the world is not an easy thing to do by non-English Department lecturers. In addition, the role of English is also used in writing articles for publication in international journals and for presenting articles in international conference. In another case, English is used when the lecturers continuing their study in abroad/English speaking country. So, the lecturers as the human resources in higher education should be able to master English well.

Mastering English is very essential for lecturers nowadays since we live in 2016. This year asks us to be active in using English. Every particular aspect uses English as the needs. So, we have to prepare ourselves to be ready for this global language. English as the global language has a considerable impact on policies and practices (Nunan, 2003). So, all of the educators are the main players in the changing the world.

In education, university is the highest level. It gives chance to the educators especially lecturers to take part in changing the campus atmosphere. The atmosphere should give the contribution to lecturers to be active in every situation related to the improvement of teaching and learning process. Ideally, lecturers are the people who are competent in everything including mastering English. In fact, they have a problem with English. They think that English is difficult to be mastered. So, it is a big task for universities to force their lecturers to master English well.
This study addresses one research question; How does Higher Education enhance English Proficiency for Non English Lecturers? This topic is very relevant to this year toward ASEAN Economic Community. In this year, the competition is growing rapidly. In the education aspect, the university must compete with the other universities. For this reason, the skills in mastering English are needed.

Universitas Muria Kudus as the highest level of education is responsible to the lecturers. The lecturers are required to enhance their English. Universitas Muria Kudus provides the program related to English. English programs are essential to support the lecturers’ task to publish the article in international journal and international conference.

The purpose of this study is to investigate the programs in Higher Education (Muria Kudus University) to enhance English Proficiency for Non English Lecturers. Academic English proficiency refers to the ability to use language in academic contexts (Hakuta, 2000). English proficiency can be influenced by some factors. The use of target language and their beliefs toward English are the factors which give high influence in acquiring English. The lecturers’ beliefs support their performance when they learn English. In addition, (Asassfeh, Khwaileh, Al-Shaboul, & Alshboul, 2012) stated learners’ belief is fundamental aspect to make sure about the successful result of teaching and learning process. In addition, teachers and learners should understand the goal of teaching and learning (Nguyen, Warren, & Fehring, 2014).

Language proficiency is the basic professional confidence of non-native teachers (Eslami & Fatahi, 2008). Furthermore, English proficiency levels had a substantial relationship with all of the English teaching-specific efficacy dimensions (Sabokrouh, 2013).

Methodology
The design of this study is descriptive qualitative. It belongs to case study. The descriptive qualitative method is used to analyze the data obtained in this study. It is to unfold the description of English Program. It describes the programs held by Universitas Muria Kudus to enhance English proficiency for non-English lecturers. English training program and English Coffee Morning.

The subject of this study is the non-English lecturers of Universitas Muria Kudus who are joining the programs. They are from different major and faculty of Universitas Muria Kudus. English Training Program and English Coffee Morning Program is held in one period. Every program is conducted in fifteen meetings.

In data collection procedures, the writer of this study observed the process of the program and distributed questionnaire. In doing the observation, the writer took part in the participants’ discussion. This is to get the valuable and comprehensive data. After the writer got the data, she analyzed the result of the data.

The instruments of this study are questionnaire and observation. Questionnaire is given to the non-English lecturers who are joining English coffee morning program, while observation is done in the English training.

In data analysis, the writer describes the result of the observation and questionnaire. The writer of this study notes the observation in English Training Program while in Coffee Morning Program, the participants were asked to fill the questionnaire.
Finding and Discussion
This study discusses the program held by Universitas Muria Kudus in conducting the English program. Universitas Muria Kudus assigned Language Centre to handle this program. The English training program and Coffee Morning are the name of the programs. In this study, the writer will discuss about each program.

1. English Training Program
   English Training Program is conducted once in a week. It is the program about learning English comprehensively. The instructor comes from English Education graduates. The participants are the non-English lecturers who are registering in this program. This program takes two hours in every meeting. It is held fifteen meetings for one period.

   In the process of English Training Program, the non-English lecturers are seriously participated in the class. They joined the program regularly, but sometimes some of them could not participate because of some reasons. Teaching schedule, meetings and campus activity are the reasons of being absent in the program. In every meeting, the total numbers of participants are different. Although not all of the participants are present, English Training Program categorized to be successful program since the non-English lecturers got the benefit from this English Training Program.

   The participants of English Training Program followed and did the instructor’s instruction. The instruction is regarding to the needs of their educational background. This program is designed based on lecturers’ needs. It consists of General English and English for Specific Purposes. General English considered being the basic learning materials for the non-English lecturers. It covers the theory of English skills and components. In English Training Program, the participants also study about English skills and English components. Presenting the topic about their educational background is one examples of enhancing speaking skill. By doing that activity, the participants can explore their idea in speaking skill. It also asks the other participants to join in the presentation. In addition, they are also asked to write text to build their competency in writing skill.

2. English Morning Program
   English Coffee Morning Program is also one of the programs held by Language Centre of Universitas Muria Kudus. It is the English program to share the opinion in English. This program is also conducted once in a week.

   The participants of English Coffee Morning Program are the lecturers of Universitas Muria Kudus. They are not only from English lecturers but also non-English lecturers. Every week the participant and the topic are different. Woman and career, How personal perception works and Social Commerce are some example of the topics in English Coffee Morning Program.

   Based on the result of the questionnaire, the participants of English Coffee Morning Program got many benefits from this program. They can express their ideas, experiences and knowledge. In addition, their speaking skill will automatically improve. This program also can be used to enhance the lecturers’ confidence since they could take part fully. By joining English Coffee Morning Program, the lecturers can practice their English with the other lecturers.

Conclusion
Universitas Muria Kudus always support the lecturers to be active in every academic program especially English. It can be proved by facilitating English programs namely English Training Program and English Coffee Morning Program. Those English programs are prepared for facing the global world. The lecturers are required to publish in international journal and attend to the
international conference. So, by joining English programs held by institution, the lecturers of Universitas Muria Kudus can enhance their English proficiency. It covers English skills, components and knowledge. In addition, it can also improve their confidence in speaking in front of public.

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Sabokrouh, F. (2013). The Effect of EFL Teachers’ Attitude toward English Language and English Language Proficiency on Their Sense of Efficacy. *English Language Teaching, 7*(1), 66.
The objectives of this research are (1) to identify whether or not and to what extent YouTube video enhance students’ speaking performance, and (2) to analyze the situation when YouTube video is implemented in the speaking class. The Classroom Action Research which was carried out at Muhammadiyah University of Metro for the Third Semester in the academic year of 2015/2016. In collecting the data, she used interviews, observations, questionnaires, diaries, documents, and tests. The data were analyzed through Constant Comparative Method and descriptive statistics. The research findings showed that YouTube can enhance students’ speaking skill. The improvement in students’ speaking skill includes: 1) Students had right intonation and stress in pronouncing sentences. 2) Students used accurate structure in grammatical accuracy. 3) Students used effective and appropriate word choice. 4) Students were able to keep the conversation going without hesitation, or inappropriate pause, or repeating words. 5) Students were well organized and clear ideas in interactive communication. The final result of the tests showed that their score were improving in the mean score; from 60 (pre-test) to 70 (test in cycle 1), 78 (test in cycle 2), and 80 (in cycle 3). Related to the strengths of YouTube video, includes: a) the class situation more life and fun; b) there were interaction between student–student and lecturer–student; c) the students more active and enjoy the lesson; d) students’ confidence increase, they not shy again when perform forward in the class; e) students’ speaking proficiency improved.

Keywords: Speaking Performance, YouTube Video

Introduction
Now days, English students are supposed to master four English basic skills, such as listening, speaking, reading, and writing which are emphasized in University. Moreover, mastering four skills will support the successful in learning language and speaking is not the exception. In other word, speaking is as one of the important skills which have to be mastered by students. In fact, the students were still difficulties to speak English. They still confused to use right intonation and grammar in speaking. Then, they used inappropriate word choice and their ideas weren’t clear enough in communication.

Some problems of this research dealing with the research are drawn as follows:

1. Can the use of YouTube video improve students’ speaking skill? If yes, to what extend is its improvement?
2. What are the strengths and weaknesses of YouTube video in this research?

The objectives of this research are to identify whether or not and to what extent YouTube video enhance students’ speaking performance, and (2) to analyze the situation when YouTube video is implemented in the speaking class. In this research, the researcher offers the solution to solve students’ speaking problems using YouTube video.

Methodology
Based on Kemmis and Taggart (in Hopkins, 1993: 48), the procedure of action research can be explained as follows:
a. Identifying Problems and Planning
   The activities are:
   1) Pre-observation toward the teaching speaking class in Muhammadiyah University of Metro.
   2) Preparing the material, making lesson plan, and designing the steps in doing the action
   3) Preparing list of students’ name and scoring
   4) Preparing teaching aids
   5) Preparing sheets for classroom observation
   6) Preparing test
b. Implementation the Action
   The lecturer applies the action of the teaching speaking by using YouTube video. In this step, the researcher implements the activities written in the lesson plan.
c. Observing
   Observation is one of the instruments which are used in collecting the data. The writer as the researcher observes the students’ activities while teaching and learning process occur. The result of the observation is recorded on observation sheets as the data.
d. Reflecting
   After carrying out the teaching process, the researcher recites the occurrence in classroom as the reflection of the action. The researcher evaluates the process and the result of the implementation of YouTube video in English teaching.

Finding and Discussion
1. The improvement of students’ writing skill in developing
   The use of YouTube video had enhanced the students’ speaking. Referring to the result of the pre test and post test, the students mean score was enhanced 4%. However not all aspects of speaking were constantly improved. The complete mean score was presented in the table below.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>F</th>
<th>G</th>
<th>WC</th>
<th>P</th>
<th>C</th>
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<tr>
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<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
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</tr>
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<td>Posttest1</td>
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<td>6</td>
<td>7</td>
<td>6</td>
<td>6</td>
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<td>7</td>
<td>8</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Posttest3</td>
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</table>

Based on the table it can be concluded that the students had a good achievement at the end of the research. Their score was increasing from cycle 1 to cycle 3. Furthermore, the number of the students who passed the test increased up to 100% in the posttest 3. It was indicated for each elements of scoring.

2. The Strengths and the weaknesses of YouTube video
   The applying of YouTube video in students’ speaking skill had some strengths and the weaknesses. Those are some strengths and weaknesses of YouTube video.
   1. The strengths of YouTube video
      a) the class situation more life and fun; b) there were interaction between student–student and lecturer–student; c) the students more active and enjoy the lesson; d) students’ confidence increase, they not shy again when perform forward in the class; e) students’ speaking proficiency improved.
   2. The weaknesses of YouTube video
      a) The students were not controlled when they used internet; b) The students frequently opened another sites for teaching and learning process; c) The time management related to the classroom situation (internet connection); d) Teaching and learning process became noisy.

Conclusions
   The final discussion in the previous chapter can be drawn into two conclusions. Firstly, the use of YouTube video to teach speaking can enhance students’ speaking ideas. It is taken into account that the students had positive progress in speaking skill as
mentioned in the research findings. 1) Students had right intonation and stress in pronouncing sentences. 2) Students used accurate structure in grammatical accuracy. 3) Students used effective and appropriate word choice. 4) Students were able to keep the conversation going without hesitation, or inappropriate pause, or repeating words. 5) Students were well organized and clear ideas in interactive communication.

Supporting the statement, the students had higher mean score in the final post test (post test 3), which was 80.00. This score was above the passing grade which was settled at 65.00. The mean score had gradually improved since the second and the first post test. The students got 78.00 in post test 2 and 70.00 in post test 1. The result of pre test was 60.00.

The second conclusion is that the strengths and the weaknesses of YouTube video during the teaching and learning process. Referring to the research findings, the strengths of YouTube video were: a) the class situation more life and fun; b) there were interaction between student–student and lecturer–student; c) the students more active and enjoy the lesson; d) students’ confidence increase, they not shy again when perform forward in the class; e) students’ speaking proficiency improved.

Meanwhile, the weaknesses of YouTube video during the teaching and learning process were: The students were not controlled when they used internet. The students frequently opened another sites for teaching and learning process. The time management related to the classroom situation (internet connection). Teaching and learning process became crowded.

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English Education Department, Universitas Ahmad Dahlan. ISBN: 978-602-18907-1-4


AN ANALYSIS OF COHERENCE IN CASUAL CONVERSATION

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Abstract
Spoken text requires turn-taking as it is language as action. In spite of uttering dynamics and spontaneity signed by such natural features as hesitation, repetition, and clarification, the speakers co-operate to ensure what they say is relevant to what has been said before to transfer information. Analyzing coherence in conversation of foreign-language learners emphasizes how the text makes sense. This study purposes to reveal the micro-level coherence and macro-level coherence of casual conversation. Using qualitative descriptive approach, the study analyzes recorded casual conversation among learners of postgraduate program of Semarang State University. The results show the information can be successfully conveyed through spoken text since the context of dependency in spoken text principally supports the language even some grammatical mistakes are found. It is expected that the results of this study can help the foreign-language learners to obtain better meaning making, particularly in spoken text by focusing on how each clause is connected.

Keywords – casual conversation, micro-level coherence, macro-level coherence

Introduction
As socialized people, we make our day by communicating our needs and interacting to others. Communication which happens every day with other people in our life is created through language and produce a product called a text as the result of discourse. The term text, according to Eggins (1994: 5), refers to “a complete linguistic interaction (spoken or written), preferably from beginning to end”. As a result of interaction, text is brought out based on our schemata to gain a specific purpose.

Interacting, in addition, according to Hapsari (2015: 1), refers to “a process of making meanings as a result of semantic activity”. The process of making meanings is motivated by each speaker aim in doing the conversation itself. People tend to make conversation to gain their own intention such as buying or selling something, making appointment, finding out information and so on.

Due to the fact that texts are used to exchange meaning, when there is a mismatch
in transferring meaning, it can cause problem. Therefore, in order to make a good and understandable text, the writer must make it clear by considering coherence and cohesion. By all means, coherence and cohesion are interrelated and cannot be separated in making a text. The former deals with the result from the interaction between the reader and the text, while the latter deals with some features of texts.

Cohesion refers to the resources within language that provide continuity in a text, over and above that is provided by clause complex. On the other hand, coherence deals with connection between text and context. It refers to the way a group of clauses or sentences relates to the context. Thornburry (2005: 36) points out that the capacity of a text to ‘make sense’ is called as coherence. It can be figured out by using micro-level of coherence (dealing with theme and rheme) and macro-level of coherence (dealing with vocabulary).

In contrast, people sometimes also do conversation by talking simply for discussing simple issue. Talking simply for the sake of talking itself then is called as casual conversation (Eggin and Slade 1997: 6). They define casual conversation as “the kind of we talk we engage in when we are talking just for the sake of talking” (Eggin and Slade 1997: 8). Furthermore, they add that “we treat conversation as an exchange of meanings, as text, and recognize its privileged role in the construction of social identities and interpersonal relations”.

Since in casual conversation people talk a simple issue, it relates to the social environment surrounding motivated by interpersonal needs (Hapsari 2015: 1). She adds that casual conversation is a critical linguistic site for the negotiation of such important dimensions of our social identity as gender, generational location, sexuality, social class membership, ethnicity, and subcultural and group affiliations motivated by interpersonal needs continually to establish who we are, how we relate to others, and what we think of how the world is.

Here, by using a casual conversation done by three students of postgraduate program, we are going to analyze micro-level and macro-level coherence produced by both speakers.

**Methodology**

The study aimed to investigate the micro-level and macro-level coherence found in the text produced by the speakers. A qualitative descriptive study is used and applied for describing and explaining the phenomenon. Creswell (1994: 145) states that qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through word or picture. In unfolding meaning, data analysis is considered to be a systematic search. Moreover, Hatch (2002: 148) describes that it is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationship, develop explanations, make interpretations, mount critiques, or generate theories.

In this study, we analyzed conversation done by three students of postgraduate programs of Semarang State University in the Academic Year 2015/2016. The duration of the conversation was 10 minutes 23 seconds. In this study, an observation instrument was used as the main method of collecting data. The data collected was based on observing the recorded conversation chosen. Analyzing the data was done right after gathering the data had been finished well. There were some steps done in doing this study based on the recorded conversation chosen such as coding, and writing the findings following the analysis.
Coding as the first step was done by investigating the recorded conversation. In doing investigation, field note was used for making a written record of the data to make sure that the data gathered was collected completely. After collecting the data by using field note, the analysis was done based on it. Writing the findings as the last step was done after the analysis complete.

Findings and Discussion

Coherence deals with connection between text and context. It refers to the way a group of clauses or sentences relates to the context. Thornburry (2005: 36) points out that the capacity of a text to ‘make sense’ is called as coherence. It can be figured out by using micro-level of coherence (dealing with theme and rheme) and macro-level of coherence (dealing with vocabulary).

The first step to analyze thematic progression that displays the way themes are linked to previous themes or rhemes is classifying segments of talk that contain complete independent clauses. Once themes were analyzed, they were connected to find out if there were relations to the previous or following themes. At least two main patterns may be recognized in this study: ‘theme re-iteration’, when the theme is kept constant in succeeding sentences, and ‘zigzag’, when the rheme of a sentence is made the theme of the next sentence.

Two patterns described above can be perceived in the sample conversations, but in most cases, they occur only in a short sequence of units. There are only 6 instances of theme re-iteration as in the following examples. However, in most instances the pattern is broken after only two or three identical themes.

F: There’s no way. There’s too much work.
B: But you look so exhausted. You need break, Am I right?
F: Absolutely, but I’m sure that is not the time. Maybe in other chance.

B: There will be a football match tomorrow at stadium. Do you like football?
E: (laugh) No, I don’t. I prefer badminton than football. I think football is less attractive sport because sometimes it is very tedious seeing people fighting over a ball.

The other main pattern, zigzag, occurs two times, and all of those are minimal chains with only two links.

F: Yes, I’m happy to watch a football game, especially with my friends. Surely it will be fun when we support our favorite team. Then why do you love badminton?
E: Badminton is a sport that most attractive.
E: I’m serious. One day you have to play this game.

F: What makes you love badminton?
E: I like badminton because of its benefit. By playing badminton, our body will be healthy and fit because we are forced to keep moving while playing badminton.

The rest of themes that displays neither re-iteration nor zigzag patterns show that the great majority of them still serve as connecting links with previous talk.

At macro level coherence, a text can be called coherence when it is obviously about something. Even without a title or mentioning something, a good text can be still identified as having a topic. There are some clues which help indicate topical coherence, such as key words and lexical chain that will be explained further on the following discussion.

Generally, key words are those words that occur with a frequency that is significant when compared to the normal frequency of these same words as determined by corpus data. When someone mentions a word in many times, it can be a chance that mentioned words deals with the topic. Some keywords found in this text are
Table 1. List of Key words

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Key words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Food</td>
<td>Tahu gimbal, Taste, Delicious, Garlic, Shrimp, Price</td>
</tr>
<tr>
<td>2</td>
<td>Holliday</td>
<td>Vacation, Time, Refreshing, Plan, Idea, Weekend</td>
</tr>
<tr>
<td>3</td>
<td>Sports</td>
<td>Football match, Stadium, Football, Ball, Tactics, Coach, Game, Badminton, Healthy</td>
</tr>
</tbody>
</table>

Based on the table above, the speakers mentioned some topics such as food, holiday and sports. In order to talk further about those topic, the speakers also used some supported words. Since this conversation is a casual one, there is no exact topic which exactly needs to be explained.

Beside key words, the other element which can be proved macro-level coherence is schema. Schema relates to the reader expectation. Widdowson (2007: pp 28-33) explains that a schema is a construct of familiar knowledge. Schemata are cultural, taken for granted constructs, and they become so entrenched in our consciousness that we often find it difficult to envisage any alternative ways of thinking. The mind is naturally inclined to interpret things by relating them to what is schematically established as normal and customary. What schemata do is to provide us with a convenient framework for understanding. Here, as the speakers need to continue the conversation, it means that the speakers have the same schema. By having the same schema on their mind, they can continue the conversation well.

Conclusions

Micro-level coherence deals with thematic structure and thematic progression in which theme functions as the ‘launch pad’ of a clause. Development of theme in each clause signals communication strategy to keep the text coherent to what has been said. Even though not all of the utterances shows particular patterns, communication runs well because there are another components, key words and schema, which support the flow of message. In addition, the conversation is not only limited in a particular topic, but it goes with upcoming topics.

It is the writers’ hope that the present account of coherence in the conversation will contribute to our general understanding of what participants in a conversation do. It is clear that coherence is vital importance for both spoken and written interaction.

Bibliography


DECISION MAKING IN TRANSLATION AND ITS CONSEQUENCE: THE IMPACT OF TRANSLATION TECHNIQUES ON THE QUALITY

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Abstract
Every single decision a translator makes bears consequence, be it concerning micro units of translation, the macro units or even decision dealing with components larger than those translation units. One of the various decisions which has to be made by a translator when working on a translational task or job deals with the possibility that a single translation unit can be translated in many different ways. In deciding on how micro units of translation (which range from words to sentence) are translated, the concept termed by Molina and Albird “translation technique”, a translator is required to consider several noteworthy factors as each technique that he or she decides to use brings about effect, the impact on the translation quality. This paper aims at revealing how the decisions made by a translator regarding what techniques to use affect the quality of the translation that he or she produces. There are two existent chances: correctly chosen and employed translation techniques heighten the quality and on the contrary, incorrect application of techniques in some ways damages the work of a translator. Through this paper, it can be recognized how translation techniques work in determining quality and in what way they can be taken advantage of to produce the desired result, translation works with high level of quality. The wider knowledge and insight about translation techniques and quality a translator or anyone translating texts has, the better proficiency he or she has in the decision making with regard to producing high quality translation works.

Keywords - translation, decision making, translation techniques, translation quality

Introduction
In brief, translation can be said to be a process of transferring message from a language and culture to another. In a translating activity, the one performing the process (translator) always faces problems, ranging from those which can be solved in a matter of seconds to those involving complex and complicated stages of problem solving. Besides involving problem solving, translation is always characterized by options and alternatives.

One of the many and diverse options in translating activity is whether a translation is made closer to source language (SL) and culture or closer to the other end, target language (TL) and culture. With the aim of producing translation with high quality, a translation has to be able to choose the right option. In addition to the option encountered by a translator at the early stage of translating activity (and even before the activity starts) mentioned above, options emerging during translating activity exist.
The options between producing translation closer to source or target language or culture deal with text as a whole. Meanwhile, the other ones, occurring during the translation activity deal with smaller (micro) units of translation, ranging from word to sentence. In translating these small units of translation, it occurs before a translator that a single unit of translation can be translated in more than one ways. An idiomatic expression in the SL, for example, can be translated by substituting it with its equivalent and natural expression in the TL whenever possible. Such expression can also be translated by substituting the expression with the meaning it refers to (translating it into non-idiomatic expression). In another case involving currency, a translator has the options to preserve it or to convert it into the more familiar one in the TL culture.

What a translator has to consider is that each of such options available to choose shapes how the translation will be. The right decision made by a translator brings positive effect on the translation he or she produces while wrong decision results the opposite effect. The key to dealing with such decision making is the knowledge possessed by translator.

This paper attempts to provide a picture about how decision making performed by a translator affects the quality of his or her translation. Each of a translator’s decisions brings about impact on the equivalence between the message of the SL text and that of the TL text, the naturalness of the translation and how easily the translation can be understood by its readers.

Decision Making in Translation

Aissi (1987: 76) states that in translating a text, “the decision making process is very active in the synthesis or reexpression phase during which the translator constantly makes choices between alternatives so as to match the SLT [Source Language Text]”. The statement is followed by another statement “the translator is often compelled to make a choice whenever he [or she] is confronted with a number of alternatives in conveying the meaning of an expression”.

Decision making dealing with and affecting the bigger unit of translation (text) also exists. Translator has to create equivalent between SL and TL messages at textual level. This idea is put forward by Baker through the concept of “textual equivalence”, in which equivalence needs to be established at the level of text regarding the type and the purpose of the text and who the target audience are (1992:, 12).

We can see then, that decision making lies at all levels and stages of translating activity. Decision making in translation very much depends on the knowledge of the translation. The more knowledge a translator possesses, the better decision he or she can make and the better the quality of the result is. A translator with wider and more comprehensive knowledge will be able to consider the risks of his or her decision better than a translator having less knowledge.

Translation Technique

In this section, we start to move to the specific part of our discussion. We mention in our title the terms “decision making” and “technique”. We have provided brief account related to decision making in translation in the previous section and here, we focus on translation technique. The term “translation technique” we use is derived from the same term used by Molina and Albir (2002).
Translation technique refers to “the way micro-units of the text are translated” (ibid: 508). Prior to the link between the term “technique” to the above definition (by Molina and Albir), experts use different labels to refer to the similar (if it is not to be said “the same”) concept, among which are translation strategy and translation procedure.

We use the term “technique” by Molina and Albir (2002) because the term is clearly distinguished from the other two concepts, translation strategy and translation method. In brief, translation technique is characterized as how the result of the translation functions in relation to the corresponding unit in the source text. It is different from translation strategies, which refers to how a translator solves the problems emerging during translation process. It can be seen that translation technique is associated with the result or the translation product while translation strategy deals more with translation process. Meanwhile, translation technique differs from translation method in the way that both operates at different level. Technique operates at micro units of translation and method affects the macro unit of translation, the whole text.

Translation techniques have five basic characteristics (ibid: 509), namely:
1) They affect the result of the translation
2) They are classified by comparison with the original
3) They affect micro-units of text
4) They are by nature discursive and contextual
5) They are functional

Of the five characteristics listed above, we deal the most in this paper with the first one. They (translation techniques) the result of the translation. Let us relate the characteristic to our statement we present in the abstract that each decision made by translator bears consequence. The consequence we mean is the one dealing with the effect on the result of the translation, more specifically the quality of the result. The more detailed account about the consequence is presented in the later section in our paper.

One of many theories proposed regarding translation techniques is VanCoillie’s model of translating propername (2006: 123), consisting of: (1) reproduction, (2) nontranslation plus additional explanation, (3) replacement of personal name by a common noun, (4) phonetic or morphological adaptation to the target language, (5) exonym, (6) replacement by a more widely known name from the source culture or an internationally known name with the same function, (7) substitution, (8) translation of names with a particular connotation, (9) replacement by a name with another or additional connotation and (10) deletion. We label the ten “technique” as they point to how micro unit, the proper names of a SL text, is translated. These techniques are designed exclusively for dealing with proper names.

Another theory of translation technique is from Gottlieb (in Ghaemi, 2010: 42), focusing on techniques applied in the case of movie subtitle. There are ten of them, namely: (1) expansion, (2) paraphrase, (3) transfer, (4) imitation, (5) transcription, (6) dislocation, (7) condensation, (8) decimation, (9) deletion and (10) resignation.

Unlike the translation techniques we previously list, the following translation techniques apply to more general and wider translation situations. The techniques we mean are those proposed by Molina and Albir (2002: 509-511). Among the techniques put forward by experts in the field of Translation Studies, we use this set of techniques in presenting details of how translation techniques give impact on translation quality. The brief account about the 18 techniques is provided below:
adaptation
Adaptation replaces a cultural element in a SL text with the one originating from TL culture which makes the translation of the original more familiar in the TL.

amplification
Amplification is the technique applied by adding or introducing information item that is not present in the SL text. This technique can be used to provide necessary additional information.

borrowing
Borrowing is taking original words or expressions existing in SL text and using them in the TL text. The words or expressions can be presented in the TL text with or without any modification (spelling and/or pronunciation).

calque
Calque is the technique employed by applying literal translation of a foreign word or phrase, either structurally or lexically.

compensation
Compensation is used whenever there is a linguistic or stylistic element in the SL text reproduced in the different part in the TL text. This technique is usually used if the original linguistic or stylistic element cannot be reproduced and reflected in the same part in the translation.

description
Translating using description is done by replacing a term or expression with the description of the items’ form and/or function.

discursive creation
The technique of discursive creation is used when a translator establishes a temporary equivalence that is “totally unpredictable out of context”.

established equivalent
Established equivalent refers to translating SL term or expression using a recognized equivalent term or expression (either in dictionaries or in language in use) in the TL.

generalization
This technique is the label for the one applied by using more general or neutral term in the TL text. In other words, translating using superordinate term.

linguistic amplification
Linguistic amplification is applied by adding linguistic elements to the translation. This technique is frequently used under the contexts of consecutive interpreting and dubbing.

linguistic compression
This translation technique is the opposite of linguistic amplification, that is applied by synthesizing linguistic elements in the TT. This technique is usually used in different situations: simultaneous interpreting and in subtitling.

l literal translation
This translation technique is applied by translating a word or an expression word for word.

modulation
Using modulation means changing the point of view, the focus or cognitive category in the SL text; the change can be lexical or structural.

particularization
This translation technique is applied by using more specific term to translate a term in the SL.

reduction
Reduction is the technique applied by suppressing or reducing information item which is found in the SL so that it does not appear in the TL text.

substitution
This technique is used by substituting linguistic elements with paralinguistic elements (for example intonation and gestures) or vice versa.

transposition
Transposition means to translate units of translation by applying changes in grammatical category. This technique is often used because of the difference between the grammar of the SL and that of the TL.

variation
This is the technique in which translator changes linguistic or paralinguistic elements that affect aspects of linguistic variation.
Translation Quality
Nababan, Nuraeni and Sumardiono (2012) affirm that the quality of a translation is measured from the quality or the level of the following three aspects, namely accuracy, acceptability and readability. Below are the details of the three aspects used as the parameters in measuring translation quality.

(1) accuracy
According to Shuttleworth and Cowie (1997:3), “accuracy is a term used in translation evaluation to refer to the extent to which a translation matches its original.” From the statement, it can be known that translation corresponds to the original text. As translation at the core is the process of message transfer, the correspondence between translation and its original deals with the preciseness in terms of the message contained in the two: translations have to convey equal message to the message of the originals. The statement can be linked to the following: a statement or a text can be called a translation if it has relation in terms of equivalence with another text. The relation points to similarity in message and language form (Nababan, Nuraeni and Sumardiono, 2012: 43). Similarity in message is associated with accuracy while similarity in form is more related to the second aspect determining the quality of a translation presented below.

(2) acceptability
In brief, the aspect of acceptability can be said to be the degree of how a translation conforms to the norm and cultural value of the TL. According to Nababan, Nuraeni and Sumardiono (2012: 44) acceptability points to how a translation is expressed within the norm and cultural value existing in the target language. The acceptability of a translation covers both how natural a translation is at the micro level and macro level. Further, Nababan, Nuraeni and Sumardiono (ibid: 45) assert that acceptability is not only a matter of culture but it also relates to the grammatical rules in the TL. Acceptability works in the following way. The more a translation fits the norm, cultural value and grammatical rules in the target language’ the higher degree of acceptability it has. An acceptable translation (translation having high degree of acceptability) sounds natural to the readers, does not sound like a translation. Therefore, there is a possibility that a completely acceptable translation is not recognized as a translation by its readers.

(3) readability
According to Richards, Platt and Platt (2002: 442), readability points to the aspect of “how easily written materials can be read and understood”. The aspect of readability does not originate from Translation Studies and its use is not limited only in translation quality assessment. In the field of Translation Studies, readability is understood as how easily a translation, which takes form of written material, is understood by its audience. The readability of a translation product is used as one of the parameters to assess the quality of a translation product is caused by a reason. A translation work is produced with the purpose of assisting (or often helping) readers understand materials incomprehensible to them. Therefore, to be able to achieve its purpose of being helpful to the audience, translation works need to be easily understood.

The Impact of Translation Techniques on Translation Quality
In the previous section, we present the characteristics of translation techniques and one of the five reads “they affect the result of the translation”. In this section, we would like to affirm and emphasize that the choices made by a translator dealing with what techniques he or she uses will influence the quality, or the level of accuracy, acceptability and readability, of his or her translation. We use the modal “will” in our statement here to indicate the unconditional effect of the use of techniques on the quality of the result.

The effect we mean consists of two kinds, positive and negative. This effect is highly
dependent on the knowledge, including experience, of a translator. By nature, translation techniques are not good or bad; there is no good technique and there is also no bad technique (Molina and Albir, 2202: 509). The use of a technique can be “right” and brings about positive effect and vice versa. A translator’s knowledge drives his or her use of translation technique to one of the following possibilities: right or wrong.

A translator possessing a lot of knowledge tends to make the right decision regarding the choice of technique he or she uses. With his or her knowledge, a translator is able to determine what technique he or she should choose within a particular circumstance to produce translation which is accurate, acceptable and readable for the readers.

As stated in the previous section, the evidence we provide here is demonstrated by presenting how the techniques put forward by Molina and Albir affect translation quality. This set of techniques is chosen based on the consideration that the 18 techniques are proposed to be applied in wider and more general situations. The examples we present in this paper are taken from the translation of three children books entitled I Love Snow, George Shrinks and I Spy.

Example 1:
SLT: I can catch snowflakes!
TLT: Aku bisa menangkap butiran salju!

Example 1 is the example of the use of generalization. In the TL culture, snow is divided into several types, among which are snowflakes, hoarfrost, raupel and polycrystals. The use of the more general term “butiran salju” as the equivalent of “snowflakes” is unable to carry the complete meaning of the original meaning in the TL text. This is because the TL term may refer to any ice crystal while the original points to a certain ice crystal which is more specific. This means that the use of generalization in the example above brings negative effect on the accuracy of the translation. However, the use of the technique in this case has positive effect on the acceptability and readability of the translation. As snow does not exist in the TL culture (because of its being a culture in a tropical region), readers are not familiar to such division of snow. The more familiar and understandable term is “salju”.

Example 2:
SLT : I can slide down the hill.
TLT : Aku bisa meluncur bukit.

In Example 2, reduction is used to translate the expression “slide down the hill” into “meluncur bukit”. Here, it can be seen that there is a reduction in information item, which is the direction of the action “slide”. The message of the direction “down” can still be drawn from the context and common knowledge that gravity pulls objects downwards, which means that there is no problem with the equivalence in terms of message in both SL and TL. However, the use of reduction here causes negative impact on the acceptability of the translation. The absence of the direction of the action in the TL results an unfamiliar expression “meluncur bukit” and therefore, the technique reduces the level of acceptability of the translation. Speakers of the TL would likely express such message with the expression “meluncur menuruni bukit” to form a more natural expression.

Example 3:
SLT : Eat a good breakfast.
TLT : Sarapanlah.

We can see from Example 3 that there is a change in grammatical category. The change of noun in the SLT into verb in the TLT indicates the use of a technique called transposition. The original expression in the TL text “breakfast” is a noun, functioning as an object, that refers to something (food) to eat, while the translation “sarapanlah” occupies the position of predicate (a verb instead of noun) of the TL sentence. We need
The discussion here is limited on the expressions in bold since the translation of the sentence involves more than one techniques. The use of transposition in the example above brings positive effect on all of the three, the accuracy, acceptability and readability. The change in grammatical category is able to deliver the message carried by the SL expression in the TL, which is a command to have breakfast. In the TL, the word “breakfast” takes form of noun and is always preceeded by verb (have, get, etc.) to be able to function as predicate. Unlike the SL term, the word “sarapan” in the TL can take either noun or verb so the translation is an acceptable translation. Speakers of the TL also likely not to find any difficulty in understanding the translation.

Example 4:

SLT: Make sure you water the plants.
TLT: Jangan lupa menyiram tanaman.

Modulation is applied in the translation of the expression in bold. Modulation is the technique which involves change in the point of view. The expression “make sure” is a verb refering to taking action to be sure that something is accomplished. The SL expression is translated into “jangan lupa”, which literally means “do not forget”, changing the point of view from being sure that something is accomplished to not to forget to perform the action (the “something”). This change occurring in the translation of the term does not alter the message that “the ‘something’ has to be done”. Therefore, it is justified to say that the use of modulation in the case presented above gives positive effect on the level of accuracy of the translation. In addition, the technique also affect the accuracy and readability in a positive manner. The expression used to convey the message of the SL text is the one commonly used and understood by the speakers of TL.

Example 5:

SLT: A horse’s wheel.
TLT: Roda milik kuda.

The technique used to translate the term in Example 5 is an example of inappropriate use of translation technique. The SL term “a horse’s wheel” is translated using literal translation into “roda milik kuda”. We make a judgement that the use of literal translation is inappropriate based on the fact that the technique lowers the level of accuracy, acceptability and also the readability of the translation. In other words, the use of the technique brings (seriously) negative impact on the quality of the result. The translation is inaccurate in the way that both the SL term and its translation convey messages that do not match each other. The original term points to a type of tractor while the translation denotes to the wheel possessed by a horse, two completely different objects. To make matters worse, the translation is a term which is unnatural and even odd in the TL as such object is unlikely to ever exists in TL culture. In addition, the translation bears irrational meaning that a wheel is owned by a horse. This irrationality can cause problem to the readers in understanding the message beyond the expression. The last two arguments underlie the judgement that in addition to producing low level of accuracy, the technique results translation of low level of acceptability and readability.

Example 6:

SLT: A green and yellow dress.
TLT: Baju warna hijau dan kuning.

It can be clearly noticed in the example 6 that the translation contains detail which is not formulated in the SL text. It is the word “warna”, the counterpart of which can not be traced in the original sentence. Introduction of detail not formulated in the SL indicates the use of amplification. It does not mean, however, that the introduction of the extra word causes the translation to convey different message from that contained in the SL expression. It is because the meaning of “colour” can be implied from the presence of “green” and “yellow”. In other words, the meaning exists but it is not expressed
The use of the technique makes the meaning of “colour” explicit. The technique of amplification used to translate the sentence does not alter the message contained within. In addition, the technique does not produce any inconformity to the norms in the TL, both linguistic and cultural. As a consequence, the translation sounds natural. This means that the use of the technique contributes positively to the accuracy and acceptability of the translation of the sentence. More than just contributing positively to accuracy and acceptability, the use of amplification in the translation does not lower the degree of the translation’s readability. The word “warna” and the concept it bears tends to be well understood by the target readers since normally, colours are already recognized by children, even those in their early stages.

The six examples we have presented and discussed show the result of the decision making performed by the translator. We will not go further to discuss the decision making taking palce during the process of translating the six expressions as we are unable to trace what was inside the translator’s mind when the process took place. What we are sure is that there were options, many techniques among which can be chosen. One of the examples of the available options is the one to preserve the term “snowflakes” (Example 1) in the TL text. Another option is to translate “a horse’s wheel” into “traktor” (Example 5). The choice to pick those two alternatives is of course followed by its own consequence (impact on translation quality).

Those six examples provide picture how translator’s decision on choosing which translation technique(s) to use brings either positive or negative impact on the quality of the translation he or she produces. The “cause and effect” relationship between technique and quality not only exists in the cases involving the set of techniques we use as examples but it also exists in other cases, for example translating proper names and movie subtitle, whose techniques are listed in the previous section.

Closing Remarks
Decision making is one of the features of translating activity and following each decision a translator makes is consequence. Among many kinds of decision making which has to be performed by a translator is the one involving the choice of translation technique. We have seen a little how the decision regarding which technique(s) to choose to be applied shapes the result of the translating activity. As a consequence a translator needs to consider each of his or her choice of translation technique.

Translators always want their works to have high quality. This can be achieved by applying techniques which best suit the micro units of translation in the texts they translate. Knowledge and also experience are required in determining which techniques are the best. Knowledge and experience are important because it is not a matter of good techniques or bad techniques but it is about the correct or incorrect choice of techniques.

The ability of a translator to make the right decisions, including choosing the right techniques is one of the important factor supporting his or her role as the one who fills the gap between authors of original works and the audience lacking of access to the SL. Such gaps are still there in many cultures and the role of translator is needed. The task to fill these gaps is done through producing high quality translations. Translator, therefore, needs to be aware that he or she has to make the best of his or her decision making to produce translation works fulfilling the need and expectation of the audience.
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DEVELOPING YOUNG LEARNERS’ PERCEPTION OF FUNDAMENTAL GRAMMAR THROUGH TOTAL PHYSICAL RESPONSE

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Abstract
Reconsidering the role of grammar as a fundamental aspect in second language learner have become important nowadays. It is argued that acquiring grammar can build their basic skill as second language learner. In addition, developing their correct perception of fundamental grammar is also needed in order to expand learners’ ability in using grammar precisely in foreign language teaching and learning process. These beliefs have led to an increased interest in teaching grammar, especially fundamental grammar, including teaching grammar for young learner. In teaching fundamental grammar to young learners, it is needed an activity which shows context clearly. Here, total physical response plays its role. Activities in total physical response are designed to challenge and motivate students. By stimulating and involving students, fundamental grammar is introduced and developed well. This paper focuses on the status of fundamental grammar in teaching and learning process for foreign second language learner, the importance of grammar for young learner, and how to develop young learners’ perception of fundamental grammar. It is also reports the analysis of implementing total physical response for teaching fundamental grammar to primary students.

Keywords – young learner, perception, fundamental grammar, and total physical response

Introduction
In foreign language teaching and learning process, one of the most discussed and debatable phenomenon is how to teach grammar to students. The way to learn grammar explicitly through a formal presentation grammatical rules or implicitly through meaningful language use is influenced enormously by the status of grammar itself in foreign language pedagogy faithfully believed in a country.

In spite of the fact that studying foreign language needs grammar mastery, there is no exact agreement as to how this goal will be reached when the learners also learn their first language. Although it has been acknowledged that learning target language cannot guarantee high levels of grammatical competence, some research shows the need for teaching grammar effectively. Consequently, grammar teaching becomes an important issue in foreign language classroom development.

In teaching English, especially to young learners, grammar is supposed to be taught naturally. By learning grammar naturally, learners will not be aware that they are learning second language grammar. The main aim is on building up the grammatical awareness rather than grammatical knowledge on them. Teachers should provide a good condition for young learners to discover sentence patterns in this stage. Introducing part of speech is suggested as well as a fundamental grammar. This stage can be done by providing creative language activities which is appropriate on their age. Here, Total Physical Response (TPR) which is introduced and developed by Dr. James J. Asher plays role. Asher (1968) states that TPR is a method of teaching language using physical movement to react to
verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress.

In other words, TPR considers that one learns best when he is actively involved and grasp what he hears (Haynes, 2004; Larsen-Freeman, 1986; Linse, 2005). According to Malone (2011), in early TPR lessons, students hear and see and then hear and do.

1. Hear and see. Students hear the teacher say a command and see the teacher demonstrate the action. They hear the command again and see the teacher for the second time and then student demonstrate the action voluntarily.

2. Hear and do. The students hear the command a third time and they do the actions

Towards this study, the main objective is to determine whether total physical response can be applied by English teacher in teaching second language. Moreover, the study also investigate status of fundamental grammar in teaching and learning process for foreign second language learner, the importance of grammar for young learner, and how to develop young learners’ perception of fundamental grammar. Furthermore, the significance of this research is to explain that total physical response is useful for teaching fundamental grammar.

Methodology
A qualitative descriptive study is used and applied for describing and explaining the phenomenon. According to Creswell (1994: 145), qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through word or picture. In unfolding meaning, data analysis is considered to be a systematic search. Hatch (2002: 148) describes that it is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationship, develop explanations, make interpretations, mount critiques, or generate theories.

In this study, I analyzed a video entitled “Shaping the Way We Teach English: From Observation to Action” produced by University of Oregon, USA in 2012 which was given as an assignment of English for Various Instruction course on Postgraduate Program in the Academic Year 2015/2016. The duration of the video was 23 minutes 27 seconds.

In this study, an observation instrument was used as the main method of collecting data. The data collected was based on observing the video chosen. In addition, the teaching and learning process was investigated in order to know the implementation of total physical response as a main focus in the video.

Analyzing the data was done right after gathering the data had been done well. There were some steps done in doing this study based on the video chosen. Coding as the first step was done by investigating the video. In doing investigation, field note was used for making a written record of the data to make sure that the data gathered was collected completely. After collecting the data by using field note, the analysis was done based on it. Writing the findings as the last step was done after the analysis complete.

Finding and Discussion
In foreign language teaching field, it is important to teach grammar. According do Cameron (2001: 96) states in Wahyanti (2015), grammar is something much more than the lists of labels and rules found in grammar books, and that grammar is closely tied into meaning and use of language, and is
inter-connected with vocabulary. Savage et al. (2010: 2-4) proposes some roles of grammar which show the importance of grammar itself as follows:
1. Grammar is an enabling skill
2. Grammar can support self-sufficiency
3. Grammar can motivate learner

Fundamental grammar as a main focus has an important role in foreign language learning process. Without acquiring and applying fundamental grammar, learners cannot communicate to others effectively and efficiently. Based on the data, the writer found out that total physical response was applied well for teaching fundamental grammar in this video. Total Physical Response can be applied towards some activities which can be categorized into some classification (Maroto et. al.: 2014). It can be seen from the following explanation.

First, this video was used TPR-S by applying story telling. Though each students did not make full story, they produced an imaginative sentence. Here, the teacher wanted to teach fundamental grammar by making a sentence.

The teacher provided some words depicted part of speech. Those are adjectives, nouns, verbs, adverbs and preposition. In adjectives, teacher gave some words, such as colored, big, bad, small, happy, sad, brown, white, yellow, poisonous, angry, hungry, wild, sleepy, and so on. Jaguars, monkeys, insects, snakes were included into nouns. Furthermore, teacher also uses words such as “eat, run, sleep, hunt, walk, catch, swing, fly, swim, yell, and hang” for completing sentences related to the “animal nouns” used. For adverb, she provided “quickly, slowly, badly, happily, sadly, madly, hungrily, and quietly. Not to mention, she also provided some prepositions such as “on the ground, on the yard, and so on”.

By using some words above, the teacher taught the students how to make a good sentence. She did not only teach how to make a good sentence by using provided words, but she also paid attention to the punctuation. She asked the students to correct the mistake happened when she forgot to use capital letter in the beginning of the sentence and put full-stop to end the sentence. Some sentences made by students can be seen as follows

Poisonous red snakes eat quickly on the ground.
Bad green insects play quietly on the bus.
Big yellow jaguars fight madly on the ground.
Small poisonous monkeys scratch quickly in the canopy.

Second, this teaching and learning process used TPR-B. TPR-B related to the body. Everything that learners do can be done with body movement. In this video, the teacher asked students to move their body by standing up or doing other movement. Teacher showed some movement in water cycle based on the words pronounced by her and learners.

Furthermore, learners also was requested by the teacher to do the other movement such as standing up when they are practicing or presenting a movement based on the sentence on the whiteboard. For example, when a student produced sentence “Poisonous red snakes eat quickly on the ground”, teacher asked all of students to act or present how to “eat quickly” based on the sentence.

Third, TPR-O was used by asking students to point out which part of realia provided on that class based on the sentence produced by one student. The teacher requested the student to show her by using an order “show me”. It can be seen when a student produced a sentence “Small poisonous monkeys scratch quickly in the canopy”. Teacher asked
students which canopy was on the realia provided.

Fourth, this teaching and learning process used TPR—but with music. Basically, children loves music. By adding melody, they can learn and memorize the fundamental grammar faster and better. Singing together as a class is a great memory-enhancing tool, especially for young learner.

In this teaching and learning process, the teacher used “hippo song” to gain students’ attention and awareness. She changed the lyric of “hippo song” by sentence produced by students. In order to make it clear, she practiced by herself first, and asked her student to practice together with her and sing it together. She applied the other sentences and sing it together with her students.

By using some TPR methods above, the teacher tried to develop the fundamental grammar through listening and speaking skill. In listening skill, students must aware the teacher instructions. Furthermore, the teacher tried to increase the students speaking skill by asking them speak up to present their sentence.

In Total Physical Response, young learners do some roles. They are acting as listener and performer. They are listening to the instructions and performing it directly. Since there is little influence in the content and production, young learners can make self-monitoring and self-assessment for themselves as a feedback. Sometimes, as it is done quietly, without producing much more words, it is also called as Krashen’s Silent Period.

Moreover, feedback is also needed in teaching and learning process. Teacher also plays role as feedback provider. She provides feedback such as reinforcement in engaging and appreciating students work.

**Conclusion**

Fundamental grammar is an inseparable part in learning second language. The process of teaching grammar has gained a new insight, not only in teaching grammar for adults, but also in teaching grammar for young learners. It is totally agreed that fundamental grammar plays an important role in young learner classroom. Teachers of young learner can help developing learners understanding of grammar through total physical response. When TPR is applied, the teacher is required a model which does not force the learner to speak. Through movement done by learners, they can also improve their fundamental grammar naturally. The TPR emphasizes movement and instruction. Movement is used as a memory enhancer in memorizing fundamental grammar, while instruction is used to direct the learners.

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MODEL OF TEACHING ENGLISH FOR TOURISM SERVICE PROVIDERS THROUGH ROLE-PLAYING METHOD AT VOCATIONAL SCHOOL

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Abstract
This research aims at creating a model of teaching English for Tourism Service Providers through role-playing method at vocational school. This study is of an action research (AR). It uses four steps: planning, acting, observing and reflecting along with five techniques for collecting data: test, in-depth interviewing, observation, questionnaire and researcher diary. The research findings show that: (1) role-playing method is a good model for teaching English for Tourism Service Providers at vocational school. It gives students the opportunity to demonstrate how to use English in real life as if in tourism industry situations and make them focus more on communication skills and (2) comparing the average scores of the pretest and post tests in cycle 1 and in cycle 2, they indicate that at the end of learning-teaching process, most of the students have improved their English for Tourism Service Providers significantly. The findings indicate strongly that not only do the model of teaching English for Tourism Service Providers develop the students’ English speaking skills, but also increase their hospitality skills.

Keywords – teaching English for Tourism Service Providers, role-playing method, vocational school

Introduction
Since 2015 Indonesia has started to do more to boost the competence and competitiveness of graduate of vocational school (SMK) students. The government has prepared as much as 700 million IDR ($54,000 USD) for every SMK to help improve the quality of learning (Global Business Indonesia Guide, 2016). It is to fulfill the industry demand on specialized labors that have higher level of skills. Therefore, English that has been the first requirement to join the work field has to be mastered by SMK students.

English teachers at SMK are required to be creative, innovative and may adopt distinctive teaching methods to meet the specific goals, i.e. to prepare graduates to be ready to compete in the work force. So, the teaching quality of the teachers is very crucial to conduct. Unexpectedly, as reported by Purnomo (2013), during the students’ duties of internship in tourism industries, there were still many complaints from the supervisors and the guests related to the the students’ poor ability in using English for oral communication.

To the best of my knowledge, there has been no research served information of how the teaching of English for Tourism Service Providers done in tourism vocational schools in Indonesia. Thus, this study would be the first research about a teaching method in tourism vocational schools in this country. On the other hand, up to now many interesting studies have been done on role-playing method. Hua (1991) found that the use of simulation and role-play stimulates students’ self confidence and most of students including the weaker students who speak less are participating in the learning process. Jarvis, Odell & Troiano (2002) described that role-play makes students more
interested in the learning materials. In addition, Harmer (2007) stated that simulation and role-play have distinct advantages, it can be good, fun and motivating. It can be used to encourage the general oral fluency or to train students for specific situations.

Related to the issue, I investigated the teaching and learning English in Grade XI class at Tourism Competency Program of SMK Sahid Surakarta, Central Java, Indonesia. Based on my observation speaking skill was a difficult skill for most students. It was indicated by their low scores in the pretest. The results of observation also indicate weaknesses in the classroom situation during the teaching and learning process. Many students do not pay attention fully to the classroom activities. They tend to be busy with their own business such as chatting, speaking and others. The classroom situation reflect less joyful process of teaching and learning either for the students and for the teacher.

Furthermore, my observation infers two main problems founded. The first was the contents of coursebook was not specific for tourism program. It was for general vocational programs. The second was the method that the teacher gave in the teaching and learning process was monotonous. It caused no interaction in the class. The dominant activity was the teacher’s explanation in front of the class.

Based on the above problems, the research was intended to (1) implement materials of coursebook containing English for Tourism Service Providers and (2) implement role-playing method in the teaching and learning process in Grade XI class at Tourism Competency Program of SMK Sahid Surakarta. The method was presented within the framework of action research (AR).

It is expected that the results of this research provide theoretical and practical benefits to develop a model of teaching English for Tourism Service Providers through role-playing method at tourism vocational schools.

**Theoretical Review**

Among the recent innovations in the field of teaching English for Tourism Service Providers, role play is very important because it gives students an opportunity to practice communicating in different social contexts and in different social roles. Role play is a technique in which students are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in the form of roles. Moreover, Dorathy and Mahalakhsmi (2011) found that role play is an instructive method which serves as a multi-skill developing weapon where the students not only develop a broader perspective about a task or new role but also the horizon of understanding others behavior resulting into empathy, team work, better communication, interpersonal skills and management development.

In relation with the AR, there is growing evidence that language teachers from all over the world get immense satisfaction from doing action research, especially when they can work collaboratively with other colleagues to explore common issues (Edge & Richards, 1993; Wallace, 1998; Burns, 1999; Mathew, 2000; Edge, 2001; Tinker Sachs, 2002; Rochsantiningsih, 2005; Burns & Rochsantiningsih, 2006; Purnomo, 2015). In the tourism study program, materials of English for Tourism Service Providers mainly consist of conversations between tourist(s) and tourism service providers in the activities of handling reservations and doing activities during tourists staying in Indonesia until checking out.
This study aimed to explore the following areas: (1) teachers’ and students’ perceptions of whether role-playing method is a good model for teaching English for Tourism Service Providers at vocational school and (2) students’ competency improvement of English for Tourism Service Providers at the end of learning-teaching process. It is expected that the results of this research provide benefits as a proper model of teaching English for Tourism Service Providers at vocational schools in Indonesia.

Methodology

This study is of an action research (AR). AR is research carried out in the classroom by the teacher of the English for Tourism Service Providers with the purpose of solving a problem or improving the teaching/learning process. It is carried out by the teacher in his context, in his classrooms. The teacher identifies a problem or an area he wishes to improve and based on theory or experience or a hypothesis he thinks of an intervention. He documents the intervention and results of it. If the results are positive he could lead to the dissemination of the information. If not, the cycle may be started again. Action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified. One of the aims of action research is to improve the teaching practice and in the long run the whole curriculum.

In order to do action research it is necessary to carry out a rigorous study in which the problem has to be clearly specified, an action plan has to be described and carried out, and finally an evaluation has to be contemplated in order to show if the decisions taken were the adequate ones (Burns, 2010).

The design of classroom action research based on the consideration that the researcher attempts to solve the problem of the particular classroom. It provides a way of thinking systematically about what happens in the classroom, implementing critically informed action where improvements are thought to be possible (Kemmis & McTaggart, 1998). The model of Kemmis & McTaggart consists of four steps: (1) planning of the action, (2) implementing of the action, (3) observing of the action and (4) making analysis and reflection as indicated in the following figure.

![Cycle of Action Research Model](image)

**Figure 1. Cyclical AR model based on Kemmis & McTaggart (1988)**

The advantage of this model is that within the model, a new cycle covering those above stages can be implemented if satisfactory results of the teaching and learning process are not achieved.

This study uses four steps: planning, acting, observing and reflecting along with five techniques for collecting data: test, in-depth interviewing, observation, questionnaire and researcher diary.

There were 32 of Grade XI of Tourism Competency Program of SMK Sahid Surakarta, Central Java, Indonesia who were prepared for duties of internship in tourism industries and an English teacher as research subjects supported by hotel and travel laboratories as venues for learning-teaching activities instead of ordinary classrooms.

Through role-playing method students play the part of a tourism service provider and tourist(s) in the activities of (1) handling reservations, (2) meeting tourists at the
airport/railway station, (3) providing information upon arrival on the way to the hotel, (4) handling checking in, (5) handling telephone inquiries, (6) giving directions, (7) giving information about art performances and entertainment, (8) beginning a tour and describing the itinerary, (9) describing points of interest on the tour route, (10) serving meals at restaurants, (11) describing process used in making art objects, (12) bargaining for souvenir prices, (13) describing tourist sites and (14) handling checking out (Purnomo, 2013).

**Finding and Discussion**

The data used tests as the instruments to measure the progress of students’ English for Tourism Service Providers. This action research was done in two cycles. Each cycle consisted of five meetings including the test. During the implementation of role-playing method, the teacher provided the students topics from handling reservation to handling checking out.

**First Cycle**

The first cycle was conducted in five meetings. The topics are: (1) handling reservations, (2) meeting tourists at the airport/railway station, (3) providing information upon arrival on the way to the hotel, (4) handling checking in and (5) handling telephone inquiries. At the end of the cycle, the teacher conducted a test in order to assess their speaking ability and to see the progress of their speaking. At this test, the teacher let the students act as a tourist(s) and a tourism service provider(s) with one of the five conversation topics chosen. To assess students’ speaking ability, the teacher made a collaboration with the researcher. After assessing the students’ speaking ability, both the teacher and the writer (assessors) calculated the results to get a final result.

**Second Cycle**

Like the first cycle, the second cycle was also conducted in five meetings. The topics used in this cycle were: (1) beginning a tour and describing the itinerary, (2) serving meals at restaurants, (3) bargaining for souvenir prices, (4) describing tourist sites and (5) handling checking out. The students were very enthusiastic to the topics given.

Adapted from Huang (2008), the model of teaching was formulated into the following six steps.

1. **Decide on a topic of teaching materials.** The teacher must decide which topic of teaching materials will be used for role play activities. The teaching materials are taken from the course book entitled *English for Tourism Based on Local Needs* written by Samiati, et.al. The topic is selected ahead of time by the teacher. The teacher can also create his or her own authentic teaching materials for role play activities.

2. **Select situations and create dialogs.** Then a situation or situations to be role played should be selected. For every role play situation, dialogs should be provided (by the teaching materials or by the teacher) or created by the students themselves.

3. **Teach the dialogs for role plays.** The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.

4. **Have students practice the role plays.** Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.
5. Have students modify the situations and dialogs. Once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.

6. Evaluate and check students’ comprehension. Finally, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs. There are several ways to do student evaluations. Students can be given oral and listening tests related to the role plays. Example oral tests can include the following: (a) students are asked to answer some simple questions related to the role plays; (b) students are asked to reenact the role plays; and (c) students are asked to translate the role plays into their native language.

At the end of the second cycle, the assessors gave a test. The results show that the students obtained good improvement in fluency and language control. They had achieved the indicator of success where 92% of them obtained scores among 85 – 100 and proved that role-playing method was successful and useful for the students to improve speaking skill in the teaching of English for Tourism Service Providers.

The students’ progress from cycle 1 to cycle 2 can be seen in the following table.

Table 1. Students’ Progress from Cycle 1 to Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Cycle 1 (Average)</th>
<th>Cycle 2 (Average)</th>
<th>Progress (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Highest score</td>
<td>80.5</td>
<td>95.0</td>
<td>10.05</td>
</tr>
<tr>
<td>2.</td>
<td>Lowest score</td>
<td>50.5</td>
<td>85.0</td>
<td>45</td>
</tr>
<tr>
<td>3.</td>
<td>Average</td>
<td>70.23</td>
<td>86.28</td>
<td>34.95</td>
</tr>
</tbody>
</table>

The students’ progress from the prior condition to cycle 1 and cycle 2 can be seen in the following table.

Table 2. Students’ Average Scores in the Pretest, Post Test in Cycle 1 and Post Test in Cycle 2

<table>
<thead>
<tr>
<th></th>
<th>Pretest Score (Average)</th>
<th>Post Test Score in Cycle 1 (Average)</th>
<th>Post Test Score in Cycle 2 (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55.33</td>
<td>70.23</td>
<td>86.28</td>
</tr>
</tbody>
</table>

Based on the results of in-depth interview, students mentioned that role-playing method is interesting, fun, stress free, easy to understand and make them engage in learning English.

Based on the response to the experience of conducting role-playing method, the teacher stated that the method is interesting and enjoyable for both the teacher and the students.

Similarly, the responses to the experience of practicing role-playing method varied among the students, all 32 indicated that the method which is used by the teacher help them to increase their vocabulary, grammar, pronunciation, understanding the materials easily, developing students’ self-confidence, motivating, interesting, fun and improving their speaking ability. The responses are in line with the teacher’s expectation that the strategy was used in order to let students get involved in the conversations and have encourage to speak English.

Answering the open-ended questionnaire, the students claim that their speaking ability is improving than before. They presume that learning English for Tourism Service Providers should involve interesting method, fun, stress free and involving lots of speaking practice.

Conclusions

Based on the findings and discussion, I draw conclusions as follows.

1. Role-playing method is a good model for teaching English for Tourism Service Providers at vocational school. It gives
students the opportunity to demonstrate how to use English in real life as if in tourism industry situations and make them focus more on communication skills.

2. The analysis has indicated that teachers’ and students’ perceptions prove that role-playing method is a good model for teaching English for Tourism Service Providers at vocational school. Moreover, the role-playing method has proven successful to improve the students’ competency of English for Tourism Service Providers at the end of learning-teaching process.

3. Comparing the average scores of pretest and posttests in cycle 1 and in cycle 2, they indicate that at the end of learning-teaching process, most of the students have improved their English for Tourism Service Providers significantly.

4. Role play is really a worthwhile learning experience for both the students and the teacher. Not only can students have more opportunities to act and interact with their peers trying to use the English for Tourism Service Providers, but also students' English speaking, listening, and understanding will improve. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English. Role play is indeed a useful teaching method which should be experimented and applied by SMK teachers more often in the English classrooms.

4. The findings indicate strongly that not only do the model of teaching English for Tourism Service Providers develop the students’ English speaking skills, but also increase their hospitality skills. Referring to the results of this research, I recommend the English teachers at tourism vocational schools in Indonesia to adapt this model in the teaching of English for Tourism Service Providers to make their students well prepared before having duties of internship in tourism industries.

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MUSIC IN TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract
Music and language share similar characteristics. They are used to communicate messages, and both of them are learned through exposure. Spoken language and songs come from the processing of sounds. They have melody, tempo and pitch. It is believed that using music in the classroom can enhance foreign language learning. The common forms of music used for teaching English are songs. They provide comprehensible input that can maximize learning, and they can be used effectively in classes with limited resources. This paper begins by discussing why music can be considered as valuable pedagogical tools. In particular, it shows why songs can facilitate young learners in learning English. It then identifies some common features of music and language. Finally, it reports the result of a survey on how English teachers of young learners use songs; to what extent they can apply the basic features of music appropriately.

Keywords - language, music, melody, tempo, pitch

Introduction
Music is a language that everybody understands. Every culture has a great collection of music, including children’s songs. Children love music and singing. They can imitate the melodies, rhythms and other musical features of a spoken language and songs. Music can have benefits for acquiring a language, improving memory and for focusing attention. It encourages learning and enhances communication. Foreign language learners can benefit from singing songs. The songs provide a meaningful context for the vocabulary. Words presented by songs can be better remembered than when presented by speech. Even listening to music can in turn strengthen one’s language skills. In listening to foreign language songs, learners might not understand the words and the meaning immediately. However, they can hear, feel and respond to the melody and rhythm. These musical features facilitate learners in the learning. The rhythmical and musical feel makes it easy and natural to use music in the English classroom. Music also allow for lots of repetitions of the language which are vital for young learners learning a foreign language.

Understanding commonalities between language and music is necessary to make effective use of music in the classroom. As stated by Patel (2008:9), both language and music involve sound production. They have complex and meaningful sound sequences. Language has words and music has chords to convey meanings. To form vocabulary, languages use letters or symbols. To compose a melody, music has eight different notes in an octave. Language uses right combination of sounds or letters to make meaningful words, phrases or sentences. The same is true for music. It uses sequences of right notes to compose harmonious melody. Some note sequences sound good together. Another feature which is present in music and language is intonation. In music, intonation is correctness of pitch (Stainer & Barrett, 2009:242). Pitch accuracy means whether a tone is played in tune or not. Intonation may be flat, sharp, or both, successively or simultaneously. Sharp intonation has higher frequency than the target tone whereas flat intonation has lower frequency than the target tone. Intonation can be used to color or give mood to music. The role of intonation in performing music is the...
same as the role of pronunciation in reading aloud.

In language, intonation refers to the music of a language. It describes how the voice rises and falls in speech. Each language has its intonation and some are more musical than others. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation. Intonation is not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, signalling the difference between statements and questions, and between different types of questions. Intonation is primarily a matter of pitch variation. Awareness of intonation aids communication whereas incorrect intonation can result in misunderstandings.

Since language and music have several similarities, there should be a relationship between proficiency in a second or foreign language and musical ability. It is expected that language teachers have the ability to use music for teaching. This paper reports the result of a small-scale survey which purpose is to find out to what extent Elementary School teachers can apply the basic features of music appropriately in teaching English using songs.

**Methodology**

Three Elementary School teachers participated in the study. They came from three different state Elementary Schools in Semarang. The first is a state Elementary which is considered as having a good education quality (SD Pembina). It is located in the centre of the town. The second is a school in the town considered as having an average education quality, and the third is a school in the countryside regarded as having an average education quality.

**Method of Data Collection**

To collect the research data, the observation method was employed. This involved observing the behaviour of the teachers in teaching using songs and systematically recorded the results of the observations. Each teacher was observed twice. They were introduced to five songs before the study. The type of the observational method was the covert observation. The teachers did not know that they were being observed in singing so that they behaved naturally. The technique applied was the direct observation; the observer watched the teaching learning processes. To make the observation systematic and structured, a checklist was used. This checklist consisted of a list of musical features to listen to when observing the teachers singing. The musical features were taken from the result of identifying similarities between language and music. There are several similar features between language and music but for this study, only three of them were observed. These three features were considered important in singing children’s songs. These were melody, tempo and pitch.

Melody in speech refers to organized pitch patterns in speech. It is also known as intonation. Speech melody can convey affective, syntactic, pragmatic, and emphatic information (Patel, 2008:182). Melody in music is an agreeable succession of simple sounds, produced by a single voice or instrument, and so regulated as to give a pleasing effect (Stainer and Barrett, 2009:285). A melody shows the highness or lowness of a musical sound.

Speech tempo is a person’s speaking rate. It is a measure of the number of speech units produced within a given amount of time. (https://en.wikipedia.org/wiki/Speech_tempo). The tempo of a piece of music is the speed of the underlying beat. It shows how fast or slow a music is played or a song is sung. The beat is the regularly occurring
pattern of rhythmic stresses in music. Tempo is usually expressed in Beats Per Minute (BPM).

Pitch in language is the degree of highness or lowness with which one speaks. For example, some people naturally have a high-pitched voice. Emotional factors can also affect the pitch of someone's voice. In music, pitch is that property of a sound that enables it to be ordered on a scale going from low to high (Patel, 2008:12). In other words, pitch means how high or low a note is.

**Method of Data Analysis**

As mentioned, to assess the teachers’ singing performance, a checklist was used. The checklist used a four point Likert scale format. Likert scale is a frequency scale which uses fixed choice response formats and which are designed to measure attitudes or opinions (Bowling, 2014:306). In this checklist, the observer specified her opinion about the extent to which the teachers applied some musical features appropriately in using songs for teaching English. The response categories for different levels of ability ranged from ‘meets expectations in all respects’ to ‘meets expectations in few or no respects’. To score the scale, the categories were weighted. The responses were coded and weighted as follows:

- 4 - meets expectations in all respects;
- 3 - meets expectations in most respects;
- 2 - meets expectations in some respects;
- 1 - meets expectations in few or no respects.

To analyze the questionnaire data, the following steps were taken:

a. Identifying the distribution of the observation result in the Likert type scale.
b. Calculating a numerical average, or mean value of the result to show the position of each musical feature under observation.
c. Identifying the mode, or the most frequent category. For example, if "meets expectations in most respects" was the most frequent category in the result, the mode would be the numerical value assigned to that category.

**Finding and Discussion**

The result of the observations indicated that there were variations in the teachers’ ability in following the melodies, tempos and pitches of the songs. Table 1 shows the mean, mode and verbal interpretation of the three musical features.

<table>
<thead>
<tr>
<th>Musical features</th>
<th>Mean</th>
<th>Mode</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melody</td>
<td>3.8</td>
<td>4</td>
<td>Meets expectations in all respects</td>
</tr>
<tr>
<td>Tempo</td>
<td>2.1</td>
<td>2</td>
<td>Meets expectations in some respects</td>
</tr>
<tr>
<td>Pitch</td>
<td>3</td>
<td>3</td>
<td>Meets expectations in most respects</td>
</tr>
</tbody>
</table>

The mean of the teachers’ ability in recognizing the melodies of the songs was 3.6 and the mode was 4. It showed that all the teachers were quite good at following the melodies of the songs. Their ability qualifies the criteria ‘meet the expectations in all respects’. The songs that the teachers had to sing were traditional children songs or such kinds of songs which had a little modification. These songs generally have memorable melodies. These may make the teachers have no difficulty in remembering the songs.

The mean of the teachers’ ability in following the right tempos was 2 and the mode was also 2. It fits the criteria ‘meets expectations in some respects’. This indicated that the teachers were not good at keeping the right tempos of the songs. They might lack the ability to perceive or hear the beat of the songs. This also showed that the teachers were unable to sing with the right tempo. Most of the time they sang the songs slower than the right tempos or they could...
not hold a steady tempo. They started singing the songs with the correct tempos or beats but then they sang the songs slower and slower. Sometimes they found difficulty to coordinate their movements to the rhythms of the songs when they were singing action songs.

As for pitch accuracy, it revealed that all the subjects of the study had a problem with pitch accuracy. The mean for this aspect was 3 and the mode was also 3. This finding fits the category ‘meet the expectations only in some respects’. The teachers could not reproduce some of the pitches accurately. Some of the notes that they sang were a little bit lower than the intended notes. Although they had been given a model of how to sing the songs, and they had also practiced singing the songs together with the researcher, they often could not carry the right tunes. Sometimes they knew that they were off-key, but they found difficulties to imitate the right notes. Dziezynski (2014) states that term for this error is ‘imitative deficit’. He further explains that ‘pitch is measured in cents (100 cents = 1 semitone = ¹⁄₁₂ octave), and pitch errors can be defined as the number of cents a sung note differs from the intended note’. There is a possibility that these teachers have tone or tune deafness. They are unable to distinguish between musical notes that differ only slightly despite the fact that they have normal hearing. Since the differences in pitches are not perceived, the melody of the song is not well distinguished. Therefore, the singing sounds uninteresting.

The explanation for pitch errors can be related to a comfort zone in which the singers prefer to sing (Kayes, & Fisher, 2002:26). This zone is usually in the middle and lower parts of their ranges. If the pitch of the song rises at any point above this comfortable and familiar range of notes, the teachers become uncertain about their ability to sing in the higher notes. They then attempt, either consciously or subconsciously, to begin singing a few notes below the correct pitch. Poor breath management may also cause pitch errors. If the flow of air leaving the lungs of the singer is not steadily regulated, the pitch might be affected. Managing the breath more efficiently may help overcome the problem with pitch errors. Another possible reason is lack of early exposure to music. This can also limit the teacher’s ability to sing in tune. The teachers might not have been exposed to a variety of music or songs to enable themselves to hear different intervals, tempo and pitch changes.

It is suggested that when the teachers are going to use a song to teach, they need to learn or to listen very carefully to the song so that they can really understand the melody and rhythm of the song. Choosing songs that have a good rhythm and which words fit well with the beat is important since it would be easier for the teachers to follow the right tempo. Furthermore, it is easier for children to learn the words when the rhythm of the song is consistent and follows a regular pattern. To be able to keep the right tempo, the teachers can tap along to the beat of the music when they are singing.

Having ear training exercises can also help the teachers recognize the sounds and sense of pitch when it is both incorrect and correct. Once their techniques have shown some signs of improvement, hopefully they will feel more confident and comfortable in singing.

The conclusion

Music can be used to enhance the teaching of English to young learners. It provides a fun and relaxing way to learn the language. It also helps young learners recall knowledge through the use of melody, tempo, pitch and repetition. Songs are easily learned and provide young learners with chunks of language that can be easily remembered.
Teachers of young learners need to use songs in their teaching. However, the result of the study indicated that the teachers observed had problems especially in singing using the right tempo and pitch. The root of the problems seems to be on the technical limitations rather than on cognitive inabilities. These teachers lack of practice in singing. With some ear training, practice or vocal technique instruction these teachers can have better abilities in remembering melodies, following tempo and singing in tune.

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POETS’ SENSITIVITY TOWARDS ECOLOGY

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Abstract
Life goes on, human’s needs are increasing along with time that goes by. Human beings are more creative to complete their needs, even when the primary and secondary ones have been achieved they still want to fulfill their tertiary needs in various goals and ways. Nevertheless, creativity is continuously evolved until running into an extreme limit of the norms. The creativity is seen when humans struggle to get the benefit of nature’s worth. Everything provided by nature is maximally made use until the nature has no room for recovery. Using eco-poetry conceptual approach, the writer is going to discuss the sensitivity of the poets who were born at the end of the twentieth century and in the twenty-first century in their poems towards ecological condition of natural environment. Those poems raised issues about ecological system, environment, earth’s future, etc. Through eco-critical reading it is found that the poets are very critical toward the ecosystem damage without claiming at which party should be responsible to. But it is implied in the poems that the suffered ecosystem is the impact of humans’ “creativity”. Actually, nature does not need humans but, in reverse, humans need nature. When nature has not presented the pleasure anymore, humans will neglect it without giving it process of self-mending.

Keywords - creativity, dependent, ecocritical, harmony, ideology

Background of the problem

Introduction
Ecology is often talked recently. Natural disaster, forest destroy, global warming, are becoming warm topics. What happens in every dry season, forest fire; and when in rainy season, there are flood and landslide. God creates nature/world to be a media for His creatures. All creatures living in this world are mutually dependent, that is why, they have to cooperate in order to make a harmony. In fact, humans are more dominant towards the nature because they have mind. In fact, humans are more dominant to nature, because they have intelligence to create something new for their life. While animals and plants can live with their instinct and seriously depend on natural condition.

Along with the increasing number of human population, humans think hard to guarantee their life. Space to live is becoming limited that makes them think creatively. The creativity is affected by the phases of thinking from time to time, and there are shifts of western thinking orientation. The ancient orientation is to nature (cosmocentrism); the midcentury people oriented to God (teocentrism); the 20th century people to human beings (anthropocentrism); and modern people oriented their thought to symbols (logocentrism) (Harsono in Mu’in 2).

In order to get space for living and having activities, humans created technology. This is they way humans develop themselves, and they always compete to create and apply technology that in their development is not friendly with ecology. On the other hand, to fulfill the living desire of many people, industry, then, is built. Humans do not aware that machinery, motor vehicles might produce air pollution; while industrial waste will pollute soil when it is not handled well. Nowadays, era of technology develops greatly to respon natural phenomena as the impact of human’s creativity. And the product is called green technology.
In literature, many authors who are aware of their environment through their writings can be read since English Romantic age, as well as in America and other countries in almost the same age. Until this age, there are works raising nature/environment as the theme, even there are more varieties of topics. Works which are being the objects of this discussion are poems written by poets who take care of their ecological environment. They are Sylvia I. Stults (1917), Gordon J.L. Ramel (1957), and Charles Martin (1942). In their poems they do not find the faults of natural damage, but they express their feeling and impression when they witness that the place they see now is different from what they saw some times ago. It is almost the same as what Wordsworth said in his poem “Line, Composed a Few Miles above Tintern Abbey on Revisiting the Banks of the Wye During a Tour, July 13, 1798”; Mathew Arnold’s “Dover Beach”, Robert Frost’s “Never Again Would Birds’ Song Be the Same”, in reflecting environmental condition during Industrial Revolution and in the era of industrialization. They felt that nature has betrayed. In this condition, the culture of society formerly lived in village activities, then they have to bring into line to industrial life. Not only does environment change but humans’ life style changes unconsciously as well (Carter and McRae 77).

Many authors wrote about how to keep nature clean and healthy. Young people have been aware of keeping their environment. In this writing, the discussion will focus on how the poets present nature or ecology in their poems, and how they perceive nature as ideology. Using eco-poetry conceptual approach, the writer is going to discuss the sensitivity of the poets, who were born in the twentieth and twenty-first centuries, in their poems towards ecological condition of natural environment. Those poems raised issues about ecological system, environment, earth’s future, etc.

**Ecological Poetry or Ecopoetry**

Ecological poetry might also be the same as ecological living—it concerns with materials, functions with an intense awareness of space, seeks an equality of value between all living and un-living explores multiple perspectives as an attempt to subvert the dominant paradigms of mono-perception, consumption and hierarchy, and utilizes powers of concentration to increase lucidity and attain a more transparent, less anthropocentric mode of existence (Bach in Mosena and Pierangeli 112). One of the chief characteristics of ecopoetry, as defined by James. Engelhardt, is that it is connected to the world in a way that implies responsibility. As with other models that explore and assume engagement (Marxism, feminism, etc.), ecopoetry is surrounded by questions of ethics (Engelhardt 5). Glotfelty and Fromm give the preliminary definition of ecocriticism in the introduction of The Ecocriticism Reader: Landmarks in Literary Ecology that ecocriticism is the study of the relationship between literature and the physical environment (xviii).

The concept of ecocriticism such as eco-consciousness, ego-consciousness, anthropocentrism, or ecocentrism is then becoming the sight whether humans should be aware of the existing ecology, or they can exploit nature freely based on their “creativity”.

**The Representation of Ecology in the Poems**

Sylvia I. Stults (1917) wrote a poem entitled “Warned”. She said that nature we live now has been full with plants of high buildings. Sky that formerly is clean and starlight can be seen by bare eyes, now is becoming overcast and blur; fish cannot be seen in clean seawater, the sea as if was neglect; birds’ songs could not he heard anymore. So who is blamed, nothing, none, because it is
not only pollution causing them. In her poem, Stults invites readers to plant trees and keep environment well.

In line one; *The sands of time have rendered fear*, Stults wrote in personification to show that the longer the time goes on, the fear is more deeply felt. Then the following lines: *Stars were bright whence they came/ Now dimmed, obscured, pollution's hazel* (lines 3-4) are also in personification. If it is noticed, the speaker in the poem is actually fierce about the sustainability of the nature, especially the world where we live, due to the pollution. But in the last two stanzas, *One can't blame pollution alone*, as if she changes her mind that is not only pollution as the only cause. This can be assumed that pollution is only one of the causes but the more serious natural damage might be caused by other humans’ activities. It happens because of humans’ progress in thought that is less sensitive toward environmental effects related to humans’ future themselves.

Cheryll Burgess points out that there are three crises in the last thirty years, one of them is environmental degradation (in Glotfelty and Fromm 226), and pollution is one of the causes (Ashby in Glotfelty and Fromm 227). And in the last three lines of stanza three: *paper joined pollution's team*, can be interpreted that the word *team* is indicated that it is not only one cause of natural damage. Stults’s request means that humans themselves are the main point of natural preservation to always conserve the life of ecology. That is the philosophy of *carpe diem* raised in the poem.

With other situation, Ramel wrote “Wet Land”. Any kinds of animal and plant like this land, especially those that can live on it. Beetles, bees, and butterflies come to perched flowers. The trees as the place for living or just staying for a while, are the place to play those animals, and they live together peacefully. The third line: *it has a very special grace*, shows their thank indirectly to the Creator of this World. Ramel also feels calm when he enjoys that place. The use of *bleeding to the sea* in the last stanza can be assumed that the land is not wet anymore because water has flown to the sea. Or the area has changed its function. It was not expressed in vulgar language as the characteristic of work of literature that is always in figurative language though containing protest. There might be actions to preserve “God’s grace” to keep the habitats safe.

In his third poem, Ramel wrote about the seen and unseen beauty. He feels peace by uniting himself with nature, and he does not want nature to get damage. Beauty is not only enjoyed from the seen object, but if we know its benefit and philosophy, the unseen is actually more beautiful. . . . yet, in the moonlight until/ The aspens’ leaves quite suddenly grew still,/ shows that nature is facing difficulty for there is something strange has damaged it. This is a form of the poet’s astonishment that ecology has been decreasing, but in the following line, there is a hope from the very small leaves that grow. It can be assumed whether *the leaves that grew still* here is caused by the tired earth or because of other damage (*Strangers*). Nature is waiting for something to make it fresh and recover. It seems *aspens’ leaves* need the sun light to grow, they do not want to wait the night end too long. According to Howarth, humans should recognize ecology that life may speak to give information through signs (in Coupe 163). That is why, human should understand the ecological signs.
The other poem, “Mankind Does Not Agree”, talks about human who has different perception in looking a bird in a cage. Although the bird is kept in a gold cage, for instance, it can be assumed as a domination of human toward other creature like a bird. It is an illustration of human’s power to dominate nature. Ramel wants a bird to be let free and sing freely. Ramel has thought that every bird’s organ has its own function. The following lines: and wings that cannot open/are the colour of despair,/and an anger in me rages/and I long to set them free,/but it’s the sadness of the ages/that mankind does not agree.// (lines 11-16) are dominated by personifications. The poet illustrates that part of the bird’s organ such as wings, if it is not functioned will be a deep regret. He combines a personification with a metaphor in colour of despair to show that nature is in a very bad hearted, has no hope, no good feeling, etc. and makes the speaker extremely angry. The second line from below seems to be the poet’s regretful thought. It is also expressed in a combination of a personification and a metaphor, sadness of the ages, as if the life has no future.

Ecology presented in the above poems should have been preserved well but there are irresponsible “hands” thak make its beauty destroyed. Humans’ mind in the above poems has been fulfilled with desire to complete their individual pleasure that unconsciously, it is a negligence to make sustainability of ecological system bothered.

Nature as Ideology

The ecological concern shown by those poets can be interpreted that nature has been the ideology. It means that they are able to read the signs of nature and use nature as their way of life. It is in line with the principle in ecocriticism that literature does not float above the material world in some aesthetic ether, but, rather, plays a part in an immensely complex global system, in which energy, matter, and ideas interact (Glotfelty and Fromm xix).

How far the poets’ level of eco-consciousness is, can be seen from their poems. They use symbols, figurative language, and signs to replace a piece of mind that makes readers find the meaning of those expressions. Ecocriticism is the theory related to the real life. Griffith said that ecocritere is a work of literature reflecting nature as real life (207). The expressions in those poems are about their disappointment in seeing the nature damage. It bothers the poets’ feeling, how “creative” the humans are, that makes ecological system change from natural to imitated. Ecology is not natural anymore since it can be managed with technology, for instance air conditioning, green house, etc. Works of literature are not written in open, direct and vulgar expression, but the authors express their feeling by using indirect expression such as satire or other figurative language to keep literary values. That is why, a work of literature, though it talks about real life it is a reflection of the author’s mind.

Nature is greatly inspiring the authors to enrich their imagination. In this paper, the writer notices that the poets whose works being the object of this study, have deep sensitivity toward ecology. The writer thinks that they have been an ecocentrism since their works are discussing about their awareness of seeing the changing of ecological condition. Nature gives them idea to explore their thought by presenting their disappointments toward what happened in their environment. Their mind was annoyed by natural imbalance such as pollution or the changing function of public green spaces. Those spaces have formerly been natural drainage then it changes to be an object of
human’s need like housing, industry, mall, etc.

**Conclusion**
The harmony among the living creatures is very important. Naturally, people who live in the world should pay attention to their ecological condition in order to get benefit from the nature. Ideology that nature brings peaceful life should be the human’s mindset. It will make humans unite firmly with nature. This attitude is expected by some poets in their works.

From the above discussion it can be inferred that Sylvia I. Stults in “Warned” is ecocentrism because she is so ecoconscious towards natural existence. She seems to be disappointed with environment disaster although finally she reminds other people to take care of nature’s sustainability by planting trees to make nature green and fresh. Good ecology has made human grow as trees and other living creatures. As a person who has empathy toward environmental ecology, consciously, she has to write what she has has seen in her surroundings.

The same feeling is also found in Charles Martin’s work that told about dry soil. He wants plants and trees still grow to keep the city fresh.

While Ramel (1957), because he is an ecologist, he is very sensitive toward what happens in a certain area its soil is wet. He notices the causes of losing some habitats in that area. And when he saw a bird in a cage, he was very angry and heartsick. He imagines if it happens to humans, it is a form of restrain. He thinks that nature and human beings are the same living creatures. They have to work together in harmony, they can take and give to make the world in peace.

**Bibliography**


SUPPLEMENTARY MATERIALS FOR ONLINE RECIPROCAL PEER TEACHING FOCUSED ON EXTENSIVE LISTENING

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Abstract
Being fluent in listening, processing aural input automatically and reaching a reasonable degree of comprehension, for EFL learners is not easy. Students have limited opportunities to speak and listen to English both inside and outside of the class since they have less immediate English needs. In this situation, they require regular practice and abundant exposure to spoken language over time. This article is focused on accommodating Supplementary Materials for Online Reciprocal Peer Teaching Focused on Extensive Listening to support the students in comprehending spoken text and gain real progress. Supplementary materials here are focused on Extensive Listening to compensate the limits of classroom practice time and face-to-face discussion while online instruction incorporates WhatsApp, an instant messaging application for smartphones becoming a more frequent component in universities. Supplementary materials for Online Reciprocal Peer Teaching requires students to develop their listening skill as they attempt to understand spoken text in order to coach others. In general, this paper is a case study result paper discussing about (1) the idea of accommodating Supplementary Materials for Online Reciprocal Peer Teaching Focused on Extensive Listening to build students’ listening skills by fostering them to be self-directed learners, (2) practical models of Reciprocal Peer Teaching as Supplementary Activities in Listening Class (3) practical way to construct supplementary materials for online reciprocal peer teaching in listening class completed with its challenges.

Keywords: listening in EFL context, supplementary activities, online reciprocal peer teaching, extensive listening

Introduction
Compared to teaching listening in context of English as native or first language, teaching listening in EFL context has more challenges in providing effective exposure for students’ learning. Based on the data collected from observation on students’ learning process, it is found a situation in which some students aren’t comfortable yet to be exposed in spoken language for any length of time. It is quite common for students to find difficulties or even fail in comprehending listening input. They often find themselves worried too much or even frustrated facing listening tests. These conditions are caused by the difference process of L1 and L2 students in processing aural input. According to Stephens (2010), the aural foundation of L1 and L2 learners is different since L2 learners do not share the same oral foundation as L1 learners. L1 learners are exposed to abundant aural input and their foundation of oral skills has usually been established before literacy skills while L2 learners’ literacy and oral skills are normally introduced at the same time. Moreover, related to challenge in listening to the spoken monologue texts, students sometimes also find greater task in comprehending listening input since they don’t always have the chance to ask for repetition, have no time to go back and forth to check the meaning of words, re-skim the text, or use the context to predict the meaning.
of an unknown word and unfamiliar pronunciation

To support the students in EFL context to comprehend spoken text and gain real progress, teacher needs to provide enough listening exposure and opportunities. Students in EFL context need exposures that enable L2 learners to move from the slow and controlled processing of language elements (e.g., sounds, words, phrases) to the faster, and automatic processing of these elements (Renandya, 2012). Furthermore, since language is complex and varied, students also need more learning time compensating the limits of classroom (Harmer, 2000). Concerning these facts, in order to support the students in comprehending spoken text and gain real progress, teacher needs to provide extended listening exposure and opportunities for use this skill visualized in the form of supplementary listening materials.

The effort to provide extended listening exposure in this case is by accommodating the strength of extensive exposure to spoken language becoming balance of the classroom activities often focused on intensive listening. According to Renandya and Farrell (2011: 55), “extensive listening is defined to mean all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input”. Its main goal is to provide our students with a massive amount of comprehension practice considered effective for students’learning. Besides, reciprocal Peer Teaching is part of collaborative learning method. It is structured learning activity tied up by the framework of social constructivism having concerns to improve students’ learning. Both ideas here then modified with the current trend of communication technology for learning. It specifically discusses about incorporating WhatsApp, an instant messaging application for smartphones becoming a more frequent mobile learning activities in universities. According to Jimoyiannis, Tsiotakis, Roussinos, &Siorenta (2013), educational mobile technology today is frequently used in online instruction in universities worldwide.

In general, this paper is reporting the result of case study focused on (1) accommodating Supplementary Materials for Online Reciprocal Peer Teaching Focused on Extensive Listening to build students’ listening skills by fostering them to be self-directed learners (2) practical models of Reciprocal Peer Teaching as Supplementary Activities in Listening Class (3) practical way to construct supplementary materials for online reciprocal peer teaching in listening class completed with its challenges..

Methodology
This research was conducted in listening class of English Department of FKIP, UNS while the subject of this research was the third semester students of academic year 20014/ 2015. It uses descriptive case study as the research design in which the researcher gained an in-depth understanding of the subject’s perspective using case study method. Yin (2003) states that a case study is used when a “how” or “why” question is being asked about a contemporary case over which the investigator has little or no control, and when the focus is on a contemporary phenomenon within some real life context.

In this research, the researcher sought to gain an in-depth understanding of the case by collecting multiple forms of data (Creswell, 2012). In this research, the sources of the data needed by the researcher are events, and documents. Besides, the research data were collected using qualitative method. There are data collection techniques, namely document analysis, interview, and non-participant observation. The technique used in analyzing the data is qualitative data analysis. Miles and Huberman (1994: 10-11) proposes the
steps in analyzing the data in qualitative data analysis as the following: (1) Data reduction, (2) Data display, (3) Conclusion drawing and verification.

Finding and Discussion
(1) Accommodating Supplementary Materials for Online Reciprocal Peer Teaching Focused on Extensive Listening to build students’ listening skills by fostering them to be self-directed learners

In EFL context, students have limited opportunities to speak and listen to English both inside and outside of the class since they have less immediate English needs. In everyday life, it is not easy for students to find natural communication context with native speakers though to support effective learning, ideally they need to interact on meaningful tasks with one another and with native speakers of the target language. Dealing with regular listening exposure, the more students listen to aural text, the more they find listening problem then deal with it and the more they internalize the process of comprehending spoken text. To make up this condition, teacher can accommodate the strength of Supplementary Materials Focused on Extensive Listening and collaborative learning in the form of Online Reciprocal Peer Teaching to provide students with supportive and conducive atmosphere for effective learning.

According to Spratt, Pulverness, and Williams (2005: 114), supplementary material is used in additional to the textbook. Besides, the teacher needs to supplement materials to promote motivation, which is one of the key factors in learning (Brown, 1994, p. 152). Referring to these two ideas, in order to engage students to listen in sustained listening practice, teacher needs to lead the students to find additional listening materials or spoken texts that are fit and appropriate with their language level (comprehensible input) and have interesting content (derived from students’ interest and motivation). Supplementary materials here are in the form of extensive listening to authentic materials.

Extensive listening is about listen as much as possible covering quantity and variety or diversity of spoken input. According to Renandya and Farrell (2011: 55), “extensive listening is defined to mean all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input”. Its main goal is to provide our students with a massive amount of comprehension practice considered effective for students’ learning. Besides, listening materials are focused on the use authentic material in the form of video since it provides support for students’ learning. According to Harmer (2001: 205), authentic material is natural language used by native speakers that is like what students will find in real life as they come into the context of English as native or first language. In this case, the more students interact meaningfully with the aural text that fit with their language level and interest, the more listening strategies they used with which students’ learning results were also upgraded.

To accommodate students’ supplementary activity, listening extensively to supplementary materials of listening subject, teacher chosen online reciprocal peer teaching. Reciprocal Peer Teaching is part of collaborative learning method tied up by the framework of social constructivism. Collaborative learning, then, is a structured learning activity having concerns to improve students’ learning. Kessler (1992: 57) underlines that in learning second language, learners also need opportunities to learn from and to teach one another. Adapting this second language learning process, students in EFL classroom are grouped in small heterogeneous language proficiency groups.
In more detail, Online Reciprocal Peer Teaching here refers to the conventional reciprocal peer teaching modified with social media application. WhatsApp (from the English phrase "What’s up?”, meaning “What’s new?”) is an instant messaging application for smartphones. It allows users to exchange images, videos, and audio or written messages using their Internet connection. Facilitating students’ group discussion, Mobile educational technologies provide online learners with opportunities to communicate and share knowledge (Nelson, Christopher, & Mims, 2009). Besides, the information and communication technologies shared between online students through social interactions on mobile tools promote opportunities for online cooperation and collaboration (Barhoumi & Rossi, 2013).

Assigned in Online Reciprocal Peer Teaching as supplementary activities for listening class, students interact with peers who serve as language models to finish the task. This Reciprocal Peer Teaching also requires students to develop their listening skill as they attempt to understand the spoken text in order to coach others at any time. By doing both, share their listening strategies (position self as teacher) and learn new ones from their classmates (position self as leaner), students gain exposure for their listening skill development and find the needs and meaningful reason to use English in real life communication as well as foster their self-directed learning habit. In this case, as the students develop their own learning strategies, they help themselves become autonomous learners (Harmer, 2001: 335).

(2) Practical models of Online Reciprocal Peer Teaching in Listening Class

In general, this practical model refer to Learning Cell techniques for reciprocal teaching (Barkley, 2005:135-141). The modified model of online reciprocal peer teaching below is proposed based on the data obtained from theoretical review of techniques for reciprocal teaching and from the field of research. Some modifications are done to accommodate students’ condition, need and effective learning process.

Table 1: Practical Models of Reciprocal Peer Teaching (Learning Cell)

<table>
<thead>
<tr>
<th>Learning Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal and Focus:</strong> Learning Cell is mainly used “to engage students actively in thinking about content, to encourage students to generate thought-provoking questions and to teach students how to check their understanding” (Barkley, 2005:140). Moreover, since creating questions needs high order thinking process or more than just simply takes notes on what is listened and seen, students will find further listening exposure accommodating bottom-up and top-down processing. Concerning the pleasure aspect of the listening activity, the background purpose for listening, that is teacher assignment, and the further activities of exchanging questions and answering questions of peers, students will find this activity as meaningful and joyful process scaffolding their listening development.</td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
</tr>
<tr>
<td>1. Students form groups of 3 members at teacher’s direction.</td>
</tr>
<tr>
<td>2. Students sit together as a group, browse and find a video that they are interested in. Then, each student listens over times and develops a list of questions about certain point (e.g. characters, content/plot, or setting) and answers.</td>
</tr>
<tr>
<td>3. Teacher explains the process by which students alternate asking and answering each other’s questions.</td>
</tr>
<tr>
<td>4. Student A leads first cycle of discussion. He/ She begins by asking the first question, student B and/ or C answer question. Student A offers corrections and additional information until a satisfactory answer is achieved.</td>
</tr>
<tr>
<td>5. When student A has done with his/ her set of questions, student B continues the cycle by asking the next question. Student A and/or B answer. The process repeats until all questions have been asked and answered.</td>
</tr>
</tbody>
</table>

*Adapted from Barkley (2005:140-141)*
Based on the explanation above, Learning Cell needs teacher to consider students’ condition and language proficiency level to choose which one coming first in classroom. Moreover, in this context, these instructions do not only require enough preparation covering options of listening materials, scenario of learning implementation, and assessment but also consume longer time so that it is considered more effective to be set as supplementary activities.

Learning instruction above goes online since teacher accommodated social media application, WhatsApp. Students are grouped into small discussion group and setting individual WA then collectively sign in WA group account. In the field of online teaching and learning, a community is a group of learners who cooperate and collaborate to participate in course activities (Cross, 1998). The principal objective of this community is to advance the construction and sharing of knowledge between groups through collaborative learning activities (Bielaczyc & Collins, 1999). They get more opportunities to question and negotiate meaning, work cooperatively and collaboratively as a community with which students’ listening skill were also improved.

(3) Practical way to construct supplementary materials for online reciprocal peer teaching in listening class completed with its challenges.

Supplementary materials can be encouraged in English Listening course to enhance strategy use and facilitate learning results. Specifically talking about listening material, Richard (2008:10) states that a typical lesson in current teaching materials involves pre-listening, while-listening and post listening and contains activities that link bottom-up and top-down listening. In this case, the pre-listening phase prepares students for both top-down, and bottom-up processing through activities involving activating prior language, making predictions, and reviewing key vocabulary. The while-listening phase focuses on comprehension through exercises that require selective listening, gist listening, sequencing etc. While, the post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic.

Moreover, Tomlinson (2008) underlines some points considered as the challenge in designing listening materials using the reciprocal peer teaching as follows:

1. A pre-requisite for language acquisition is that the learners are exposed to a rich, meaningful and comprehensible input of language in use. The learners need a lot of experience of the language being used in a variety of different ways for a variety of purposes. They need to be able to understand enough of this input to gain positive access to it and it needs to be meaningful to them (Krashen 1985).

2. Listening material appropriate to students’ level and interest is suggested to support this supplementary listening activity since it can promote students’ enthusiasm for learning. In this case, when the students successfully handle the learning material brought to them, they will feel more positive about their learning or even become more confident with their skill. These joys of learning then stimulate students’ motivation to continue their learning in their own way. In other words, it can be said that the more enthusiasm the learner feels about the learning process, the more time they will spend on it, the higher self-directed learning habit they will build, and finally the more success they will gain.

3. Listening input is contextualized. In this point, teacher is proposed to use authentic materials in which language use is determined and interpreted in relation to its context of use such as containing enough information about the user, the
addressee(s), the relationships between the interactants, the setting, the intentions or the outcomes for them to be of value to the language learner.

Conclusions
In order to engage students to listen in sustained listening practices, teacher needs to lead the students to find additional listening materials or spoken texts that are fit and appropriate with their language level (comprehensible input) and have interesting content (derived from students’ interest and motivation). To accommodate students’ supplementary activity, teacher may develop additional material accommodating the strength of extensive listening to authentic materials and tailored in Online Reciprocal Peer Teaching instructional. Assigned in Online Reciprocal Peer Teaching, students interact with peers who serve as language models to finish the task. By doing both, share their listening strategies (position self as teacher) and learn new ones from their classmates (position self as leaner), students gain exposure for their listening skill development and find the needs and meaningful reason to use English in real life communication as well as foster their self-directed learning habit.

Bibliography


‘MOMMY, LET’S READ THE BOOKS’: ENGAGING YOUNG LEARNER IN READING ALOUD ACTIVITY

Dewi Puspitasari

Abstract

The purpose of my article is to report on how the reading aloud activity engages a young learner in her learning activities and what obstacles - strategies are employed in the process. Grounded in participatory action research paradigms, this Action Research documents how the young learner emotionally and cognitively engaged in the activity. Think aloud protocols and dialogic talks are being used in the processes, revealing the evidence of the learner’s enthusiasm and motivation during the learning process.

Introduction

The reason why I conduct the research is since I concern on reading literacy that is should be started from the early year of a child’s life. The field of the research is on the young learner’s English teaching, particularly on reading skills. A theory of literacy of Natural Learning Model proposed by Donald Holdaway (1930 - 2004) is known believing that all children can learn how to read by experiencing the text over and over. He states that literacy begins with engagement in an environment in which the skill is used in a purposeful, active, and meaningful way (1979), that young children learn literacy skills through interactions with the adults around them and gain the most when those adults, particularly parents and teachers as they support and nurture early literacy, and this is in line with Vygotsky’s Social Learning Theory or what is known as Zone of Proximal Development (ZPD) views that “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978). However, in reality, the parents – children reading culture is occasionally replaced by substituting it by reading aloud through gadget, means there is no interaction in the process. In other cases, children don’t find reading as a fascinated activity and prefer spending the hours by addicted in playing games and watching all channels of tv. This combination of visual and audio text through the forms of television and all kinds of gadget, all become magnets for children. Reflected on this, then, an activity to build reading literacy through parents-children reading aloud activity combining the aural, visual and verbal texts in gaining a child’s attention is established, posing the research question: in what way the young learner engage in the process of reading aloud. The current study differs to previous researches (Kindle, 2010 and Olievera, 2015) in terms of focus and locus. The focus of the research is on how a 6.5 years young learner takes part in her learning in an informal setting. I hope that the research-result may contributeto the development of home based reading literacy.

Methodology

This 6-months experience was implemented at a home-learning in Semarang, Central Java, Indonesia because of a consideration: the young learner as the participant in the research is a 6.5 years old girl, studying in second grade of State Elementary School in SemarangIndonesia, has a high appreciation on English but has not learned English as School Subject. The present study has a descriptive qualitative design (Cresswell 2003), centered on how the young learner engages emotionally, behaviorally and
cognitively, observed via the lens of a participatory action research in which dialogic talk was employed.

**Finding and Discussion**

Having conducted the research for 6 months in reading aloud with a young child, I experienced certain stages of learning process and dialog talk to build a learner’s engagement, emotionally, behaviorally and cognitively. Pedagogically speaking, different cycles of instructional activities informed by a systemic functional linguistics-inspired genre approach include: 1. building knowledge of the field: I do modeling of reading to the learner, and activating her prior knowledge by responding to images related; 2. Text deconstruction: the stage of vocabulary development of the learner; helping her understand the language or lexico-grammar of a story; 3. joint construction: the use of use strategies from think aloud/statements to guiding questions to support the learner, I help the young learner in her reading aloud of the text, doing scaffolding to the learner to read the story; and 4. independent construction (reading aloud: allowing the learner to do individual reading aloud, record their own voices, and listen to the recording (Widodo, 2015).

Reading aloud is chosen since as some researchers have worked with, such as Kindle (2010), Oliveira (2015), and Peterson & Chamberlain (2015) indicate that reading aloud to children is a recommended practice in early childhood and primary-grade classrooms that is supposed to enhance vocabulary growth, provide spaces where teacher can help children develop, design, and deepen ways of knowing (Wiseman, 2011) and it should engage the learner. The fact is that on early practice R experienced nervousness then I did a dialogic talk with her, asking reasons underlying her feeling. At this point, she mentioned that she wanted to know English, but she was not fully confident in reading books especially the small letters book. After I found that R preferred big book having pictures in it, I set up a plan that might help this young learner on how to engage her in a reading process. Reflected on her problem, I let R choose favorite book to read together. The book is the ‘Happy Baby Elephant’. Navigating process was done, and according to her, the book is so lovely to read, since she likes the picture as in her sentence that ‘it’s about a mother and the baby. It’s just like you and me, ma..].

![Picture 1](image)

In the reading aloud together, I always invite R to sit on my lap, this to build her emotional engagement. Emotional engagement in this term refers to the young learner’s affective reactions in the learning process, including interest, boredom, happiness, sadness, and anxiety (Frederick, 2004 in Sherab, 2013). Regarding this, at first, I gave her example of how to pronounce word by word in this. I did not force her to finish the whole book. For early some minutes, R stopped me from reading the verbal text, in fact she liked the picture story only, since she said [I can’t do like you, ma] in a sad expression. What I stick in my mind is that reading process should be fun, and I don’t have to finish a story if the child loses attention, so what I focused on the activity was that R engaged emotionally in the process. Hence, I let R opened page by page, enjoying and concentrating on the plot of story. A pleasant activity is important in building the child’s motivation. As states by
Kiely (2014) that “it is of paramount importance that story reading is an enjoyable experience for the child. Enjoyment of reading generates motivation. If motivation to read exists, it is likely that children will learn to read without stress. They will also develop habits of reading that will advantage them greatly as learners and bring both added joy and richness to their lives”.

Instead of teaching her literal meaning, I sometimes stopped and asked about the illustrations on what she thought will happen in the next pages. This is called as predicting story, all was done through dialogic talk, it is dialogic engagement with readers opens up or closes down space for the negotiation of meanings (Chen, 2010). The interaction between the two is very important in the process of reading aloud, since “an interactive read-aloud is … where the teacher models vocabulary development, reading fluency, and comprehension strategies, and requires the students to interact and become participants in their own learning” (Fountas & Pinnell, 2006). In this case, Dickinson and Tabors (2001) supported this idea of interactive read-louds in which children were not just passive listeners, but were actively involved making predictions and asking and answering questions.

The emotional engagement is entailed with a stage of building the child’s behavioral engagement. Davis, Chang, Andrzejewski, and Poirer (2010) noted that behavioral engagement covers the young learner’s effort, persistence, participation, and compliance during the learning process. Forcing R to read will not encourage her to build the reading literacy, hence we usually stop when she finds boredom. In other words, I will accompany her to read any books she chose. R’s mood affects her participation of learning. Considering this, I let her select any books that she wants to look at. Among some books, there are another 3 books that attracts her curiosity, ‘Why I Love My Mommy’, ‘Look Out, Little Chicks!, ‘The Beautiful Butterfly’ in which all are in big visual text.

In the reading aloud process, I conduct and create opportunities for R to ask and answer questions, engage in analytic thinking and talk, dramatize and retell, and play with objects related to concepts and characters; defining words and asking children to use the definitions; and using a “point-act-tell” technique in which I point to vocabulary words, acts out the word if possible, and then explains the meaning of the new vocabulary word (McGee & Schickedanz, 2007).

Through my observation, R picks ‘The Happy Baby Elephant’ storybook to others since she likes the pictures in it. She imagines that the characters represent her family through her sentence ‘[this is you, this is me, this is daddy, this is grandfather, and grandmother]’. Reflected on this interest, I let her do reading me time, that she reads the book over and over in her spare time.

M : “[Look at the mother. What is she doing?]”
R : “[It is holding the baby elephant]”
M : “[Why is it?]”
R : “[The baby can’t walk yet, ma]”
M : “[a, good girl. Wonderful..]”
R : “[ok, let’s check the fact about an elephant here]”

Picture 2

This process of reading aloud as I develop with R is beneficial to support R’s critical literacy. Though she is grabbing on the text’s meaning in this stage, she develops the foundation for later development. She does
not only interact with me as the teacher, but also does the inter textuality to the text, and as reported by Rao, Haus, and Ehrhardt (2016) that “interactive read-aloud is used in a broad sense to describe contexts where teachers create and use opportunities for dialogic strategies to promote active engagement of children with reciprocal sharing of information.” R’s critical question usually involves to the visual text that she observes, as in the question stating whether the mother of elephant is angry or not since she notices that the picture shows that the mother of elephant is not smiling.

In the text-deconstruction stage, we did the following activities: checking the vocabulary for R’s language development as well as the pronunciation. I introduce her to the use of audio mode that is Google Translate. I do not find this is done by other researchers, but mainly as the step to raise both her motivation and curiosity. This act was done from the reflective stage when I interrupted R for the mispronounced words. She was not comfortable and unmotivated in receiving it. On this point, Google Translation acts as the media which helps R in navigating the correct pronunciation as shown in Picture 3. The increased confidence motivates R to do repetitive independent read aloud. It is the occasion when R reads for me, this again usually performed according to her excitement. A note for me is that I may not force her practice the reading aloud every day, respecting on her right (psychologically). As stated by Johnston (2016) that “an effective read-aloud involves more than simply opening up a book and reading to a class of student, reading aloud positively affects literacy development when delivered interactively.” in this case R is free to read the book for some minutes in her pleasure way and in the process, she occasionally asks some vocabulary of the book. Aid is given but minimally. After some months, R finds that reading the Story Book of “The Happy Baby Elephant” is a fascinating activity. For some moments, during her to school, before she went to sleep, she held the book and gave it to me. This is what called as independent construction stage. R did not only memorize the vocabulary, but also the rhyme of each sentences. R occasionally records her own voice using my Android device, and replays for checking the sentences. She asked me “[Mommy, do I look like a British?]” one day, asking my opinion, and for me from her repetitive practice, she has made it better than before.

Conclusions
Reading aloud as a good way to develop a child’s literacy is successful in a condition: that the learner engages in the process, emotionally, behaviorally and cognitively. Reading is not a matter of opening the book pages however it covers how to do it in an interactive activity.
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International Journal of Environmental & Science Education. 429 – 451


DEVELOPING AN INSTRUCTIONAL GUIDELINE USING PROJECT BASED LEARNING TO TEACH SPEAKING TO JUNIOR HIGH SCHOOL STUDENTS

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Abstract
Learning language means learning how to use the target language in actual communication. Various kinds of activities should be provided to give experiences to the students in using English. One of the activities that stimulate students to use English is by giving a project. Some advantages can be gained through doing a project such as leads to the authentic integration of language skill and processing from multiple sources (Simpson, 2011). Driven by the importance of project for providing more experiences in using target language, the current research and development aims is to develop an instructional guideline using project based learning to teach speaking in junior high school. The main contributions of this study are to develop an instructional guideline for teacher in using project based learning to teach speaking which is appropriate with teaching objectives, and to provide empirical evidence concerning to the implementation of using project as challenging learning for student, especially on speaking.

Keywords- instructional guideline, project based learning, speaking, junior high school students

Introduction
The 2013 curriculum has been published by ministry of education and culture of Indonesia to replace the previous one namely the competency-based school level curriculum based on national standard of education. The new curriculum is intended to encourage teacher to develop meaning learning activities that relevant to the leaners’ need. In addition, the teaching process should be conducted in an interactive, inspiring, fun, challenging, motivating learner to participate actively in learning process. Along with the implementation of 2013 curriculum, teaching process also should provide enough space to develop initiative, creativity, self-reliance, talents, interests, and physical and psychological development of the students. Closely associated with the implementation of 2013 curriculum, there are several methods that are considered as appropriate methods to meet the intended teaching process. Some of these methods are inquiry-based learning, problem-based learning, task-based learning, discovery learning and project-based learning. Furthermore, this paper discusses intensively about project-based instruction.

Project-based learning has been popular in the early 1900s. It has been widely used in general education. Beckett (2006) noticed that project based learning was first conceived by David Snedden to teach science in United Stated vocational agricultural classes. It was later developed by William Heard Kilpatrick to involve the students creating knowledge in order to solve problem
that arise while they are engage in purposeful and real-world activities (Dionne & Horth, 1994). Markham et al. (2003: 4) defined project based learning as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structures around complex, authentic questions, and carefully designed products and tasks. In sum, it can be said that project based learning facilitates students to construct knowledge by producing the product based on their interest and individual differences.

In one side, project based learning has been introduced in second language teaching in response to perceived inadequacies in Krashen’s (1981) input hypothesis. Krashen argued that students need more exposure to the target language, as is the case when children learn their first language. However, Swain’s (1985) study revealed that years of comprehensible input did not enable students to achieve competence in target language. Finally, this condition led her to propose that students need to produce comprehensible output (Beckett, 2002). In other word, it can be said that the students need to be provided variety of communicative opportunities and interaction using target language. Hence, project based learning has been applied in second language teaching to provide students with the opportunities to interact and communicate with each other in authentic context.

On the other side, project based learning has been also introduced into English language teaching because it is appropriate to meet the needs of the 21st century challenge in education. Furthermore, project based learning is beneficial for students to develop communicative, critical thinking, and problem solving skills (Fauziati, 2014). Ribe and Vidal (1993) contend that project based learning is a systematic instruction method that develops students’ language skills, cognitive domains and global personality skill through valuable projects. Fauziati (2014) explains the project here refers to a wide range of tasks which integrate language skills work through a number of activities. By working on the project, students enable to learn and practice their English and also they also develop various life skills such as teamwork, critical thinking, and communication.

Various classroom techniques and procedures to applied project based learning have been available in the literature. Wrigley (1998) proposes the basic procedure of project based learning including selecting a topic, making plans, researching, developing products and sharing results with others. In the first step (selecting topic), teacher identify the topic areas or issues and skills to be developed. The next is making plan how to do the project and how to create an end product. This step is followed by researching is that searching, finding and gathering information needed to create an end product. After the topic is selected, the information are collected and analyzed, the students are asked to develop the product. Then, at the end of the learning process, students share the end product with other using a number of ways such as oral presentation, posters, or any other written products.

In addition, Stanley (2000) and Markham, et al. (2011) divide project development into four stages, they are starting the project, developing, reporting to the class, and assessing the project. Starting the project covers selecting the topic, and then the students outline the project, the method of development, the final outcomes, and individual’s responsibilities. The next stage is developing the project includes the research for searching information. In this process, students are expected to practice all language skills (listening, speaking, reading, and writing as well as various language functions. Next is reporting to the class which includes presenting and receiving feedback from other students. The last stage
is assessing the project that can be done by individual students, students as a group, a teacher, or external audience. Both procedures proposed for applying project based learning actually closely similar. The difference is only the presence of assessing the project that proposed by Stanley (2000) and Markham, et al. (2011).

Considering on the procedures in applying project based in the classroom, it can be used to teaching writing as well as speaking skill. This paper focuses the discussion on the how project based learning applied to teach speaking in junior high school level. In line with the 2013 curriculum for junior high school students, the English subject especially for seventh grade students is aimed to introduce the students with English and familiarize the students to use English in spoken communication through various activities. However, the material and activities available in English book which provided by the ministry of education and culture for seventh grade students is less spoken activities. Nurhajati and Widiarini (2015:155) reported their content book analysis, the weakness of the existing English book is the activities is more written activities rather that spoken activities. As the result, in order to provide spoken activities, teacher should create their own guideline.

Brown (2004) categorizes the classroom speaking performances. These performances include imitative, intensive, responsive, interactive: transactional (dialogue), interactive: interactive: interpersonal (dialogue), and extensive (monologue). Imitative performance focuses in phonetic level of oral production. The role of students is only to repeat what they listen from teacher as well from the tape recorder. Intensive performance leads the students to produce the language by themselves by responding to teacher question or interacting with others at minimal length of utterance. Responsive performance requires students to respond to teacher or other students’ question. The respond is commonly short, meaningful, and authentic. Interactive: transactional (dialogue) performance is longer and more complex form of responsive performance. The purpose of this performance is to accustom students to be able to convey or exchange fact, information, or opinion with other. Interactive: interpersonal (dialogue) is the performance for maintaining social relationship. The last performance is extensive speaking (monologue). This activity is generally planned and the participant’s role is as listener. The activities can be realized in form of: (1) oral presentation, (2) picture cued storytelling, (3) retelling a story, (4) news event, and (5) translation. Based on the importance of project based learning in English language learning and various kinds of performances in speaking, this paper is aimed to develop an instructional guideline for teacher in using project based learning to teach speaking for junior high school students.

Research Methods

This research is aimed to produce an instructional guideline for teacher to teach speaking using project based learning, therefore research and development is appropriate design to be applied in this research. Model R2D2 was selected to develop supplementary material for English subject for Junior high school students. The acronym of R2D2 is Recursive and Reflective, Design and Development (Willis, 2000). It covers some general principles and procedures that help the design process. Basic principles of R2D2 are (1) recursion- the steps taken in design need not follow a linear sequence; (2) reflection- this is a continual cycle in framing the problems that occur in the design process, finding a solution, and finally implementing the solution; (3) participatory design- all stakeholders, including students are involved in every aspects of designing process. More
information and knowledge gathered to produce more meaningful design. Furthermore, the general procedures cover: (1) define. Define is the first activity in designing instructional material. This activity focuses on creating and supporting a participatory team, identifying problems and proposing solution, and the last is contextual understanding. To identify a problem and proposing a solution, researchers conducted survey by distributing questioner to English teachers and students; observation, and interview to English teacher. In addition, they also conducted discussion to find the solution. To get information about the English book “When English Rings a Bell”, researchers and team did book analysis; (2) design and Development. Design and development occur together to allow feedback and modification between the two. It covers selection of a development environment (includes: tool design and process design); cooperative inquiry and product design and development; and (3) dissemination. This step has the design group focus on planning and methods of distributing the product, developing guidelines for adoption of the product into local contexts, and making final adjustments to make the product fit those contexts.

Instructional Guideline for Project based Learning to Teach Speaking: A Prototype

The result of need analysis reveals that most of students were enjoy doing their project; however they had difficulties in communicating the end product orally. Generally, students create their complete text before they present their product in the classroom. As a result, when they present their product, it seems they are like memorizing the text that they created before. So, their oral presentation do not runs naturally. In order to solve this problem, the researchers promote to use graphic organizer to help students in organizing the idea needed to be presented.

Graphic organizer is visual tool commonly used in writing to help the students to organize their thought. Takalochta & Leibhea (2008) contend graphic organizer is a visual method of developing, organizing and summarizing students learning. They facilitate to structure disjoined information. Applying graphic organizers in writing enable students focus on the relationships between main ideas and details, main ideas and other ideas, and so forth. In sum, graphic organizer is beneficial for writing process especially in organizing the ideas. Similar with the process of writing, in order to communicate idea and thought orally, idea and thought need to be organized. Well organized ideas and thought enable the listener to understand the content easily. Keeping the importance of well-organized idea and though for speaking in mind, graphic organizer is promoted to be used in planning speaking activity, especially oral presentation. Furthermore, the researchers propose the following guideline to apply the collaboration between project based learning and graphic organizer to teach speaking.

The first step in project based learning is starting the project. This step involves selecting the interesting topic, deciding the end product, and making plan how to do the project. Teachers have primary role in this step. The success of the project based learning is depend on how teachers provide clear instruction and explanation dealing with learning objectives, expected learning outcome, expected end product, and the procedure to create end product. Hence, the teacher’s roles in the first step of project based are: (1) selecting the interesting topic for the students; (2) deciding the teaching objective and learning outcome; (3) deciding end product should be created by students; (3) planning the project. Meanwhile, students’ roles cover collecting information required to create the product, making plan how they will create the product.
The second step is developing the project. After information collected, students develop their end product. The activities involve drawing, picturing, and arranging the pictures. In this step, students actively create end product based on the instruction from the teacher. Teacher role is helping students and guide them to create the product.

The third step is presenting the project. Since the objective of teaching is practicing the speaking skill, end product is presented in oral presentation. Oral presentation needs preparation such as making draft, selecting vocabularies, practicing pronunciation, and organizing the idea. To help the students to prepare their presentation teacher should select the appropriate tool. The appropriate visual tool is graphic organizer. This is the example of graphic organizer used to help students organizing idea, selecting vocabularies, and at the same time they also create a draft for presentation.

The last step is assessing the project. Assessing project work can be conducted by students, teachers, and other people such audience. Assessing involves the product and students’ performance in oral presentation.

Conclusion
Project based learning is very beneficial for students. It provide students with more space to integrate various skills both language skill and life skills to produce end product. English teachers have important roles to the project based learning success. These roles cover selecting the interesting topic, proving clear instruction how to do the project, guiding students finishing their project, and assessing student’s end product. Clear instruction is really required since it guides students to do the project.

References


DISCOURSE MARKERS USED BY MULTILINGUALISM STUDENTS

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Abstract
This small research is aimed to know the discourse markers used by multilingualism students at Bina Bangsa School. The instruments used were the survey and interview conducted at the school. The respondents were students and teachers (not only English teachers). The sample were the student of junior high schools grade two. The results of the small research is that shows some discourse markers used by students are; the most frequently used and popular discourse markers among the subjects are - but, so, and, therefore, however, then, anyway, whereas. In the written texts, the subjects have often used the discourse markers namely consequently, as a result, in addition, nevertheless, moreover, furthermore, regarding. Those discourse markers used in written texts on an examination texts produced by students. The conclusion is that discourse markers frequently used by multilingualism students while doing their writing examination on any subjects.

Keywords: discourse markers, multilingualism, written texts

Introduction
Multilingualism is now a legitimate reality in the world. (Cook V, 1995) Given that multilingualism is a norm rather than the exception, maintaining and developing multilingual competence has become a necessity. A majority of students arrive in schools with multilingual competence and hold multiple identities. And even if they arrive as monolinguals, it is imperative that they have opportunities to acquire additional languages from peers or from instruction. Multilingualism has been excessively discussed and often linked to the ability of an individual or a community of speakers to use multiple languages (Jessner, 2006). To appreciate language diversity, most nations have designed their language policy to reflect and accommodate their multilingual nature. (De Angelis, 2007) This in no way gives equal status to all the languages that exist in that society because national identity, nationalism and education are given much consideration. As a result, multilingualism has remained a complex phenomenon. There are a number of challenges that affect multilingualism.

Language policy and globalization, although being the main catalyst for the promotion of multilingualism, also affect multilingualism in many ways (Cenoz 2009). In many schools and societies, multilingualism has been emphasized but the result has not been positive since only the national language is promoted (Dewaele, 2010). Therefore, as part of the effort to explore them, this paper reports the observation about the impact of nationalism on multilingualism in Indonesia and how it affects foreign language teaching. Indonesia is a multilingual society with over 700 hundred indigenous languages. Bahasa Indonesia (Indonesian language) is the national language used for communication, education and for all government affairs throughout the archipelago. Other indigenous languages are neglected and usually used in the villages for no official purposes. The nationalist stance to strengthen the Indonesian language has led to a recent proposal by the Ministry of Education to stop teaching English in primary schools starting two last year when the new curriculum is implemented. Since 1955, Indonesia has embraced English as the first foreign
language taught at all levels of education. The proposal, if implemented, will have grave consequences to multilingualism and foreign language teaching in the country.

Bina Bangsa School is a young, growing and vibrant school. Established in 2001, Bina Bangsa School has quickly distinguished itself for its academic excellence. In BBS, students undergo a rigorous program modelled after the Singapore curriculum. BBS provides quality education to students ranging from Pre-School to Junior College levels. Our students sit for the International General Certificate of Secondary Education (IGCSE) and the International 'A' Levels examination offered by Cambridge University. BBS aims to nurture leaders who strive to be the best that they can be through lifelong learning, and also grounded in the Word of God. The BBS family consists of 5 campuses located in Jakarta, Bandung, Semarang and Malang and has a total enrolment of more than 3000 students. Our teaching fraternity is staffed by 250 qualified and experienced teachers representing over 12 countries, bringing with them diverse cultures and experiences to enrich students' learning.

Besides, pursuing academic excellence, BBS also has a framework to develop our students holistically through the following programs:
1. Music (Chinese or Western Instruments)
2. Performing Arts and Drama
3. Sports and Fitness
4. Community Service
5. Faith Builder

Within a short span of 10 years, BBS students have accomplished countless achievements, such as:
1. Cambridge Brilliance Awards (Best in Indonesia)
2. Cambridge CIE (Top of the World Awards)
3. University of New South Wales
4. ICAS (Numerous Gold Awards and High Distinctions)
5. Ranked 1 for ICAS performance by University of New South Wales, Sydney, Australia

In addition, many of our students have received full scholarships from prestigious schools in Singapore such as Hwa Chong International and Nanyang Girls School. Bina Bangsa's alumni have also gone on to further their studies in world renowned universities such as: Nanyang Technological University, Singapore Management University, Hong Kong University, University of Melbourne, University of New South Wales, University of California, University of Alberta and University of Toronto. Despite these achievements, Bina Bangsa School continues to strive for excellence and improvements because we believe every BBS student deserves our best. We invite you to make Bina Bangsa your school where you can learn and grow.

Problem statement
The problem of this paper is what are the discourse markers used by multilingual students at Bina Bangsa School?

Related literature
To support the paper, the writer states some supporting areas of theories like this follows:
1. The Terms Bilingualism and Multilingualism
   This section is devoted to analyzing the terms bilingualism and multilingualism, a distinction that will pave the way for the following section in which I intend to examine how this terminological clarification bears on different types of bilingual and multilingual education models.

   Multilingualism is traditionally used as an umbrella term that includes bilingualism. The Oxford dictionary, however, defines a bilingual as the person who is able to
speak two languages equally well, whereas a multilingual person is described as the person able to speak or use many languages. Based on these definitions, two main conclusions could be drawn. Firstly, we can conclude that bilingualism refers to two languages and multilingualism to many. In fact, the dictionary includes an entry that leads the reader to “compare bilingual, monolingual” and the word compare implies that the terms “bilingual” and “multilingual” are not used as synonyms. Moreover, the Latin prefixes “bi” and “multi” literally mean “two” and “many” respectively, which would underpin our first conclusion. Secondly, our attention is drawn to the fact that whereas the bilingual person is supposed to speak or use both languages “equally well”, this adverbial phrase is obliterated in the case of the multilingual. One could also infer that it is quite habitual to speak two languages equally well, but that this is a much convoluted task when three or more languages are involved. This latter idea is closely linked to the concept of multicompetence (for further information, see Cook 2006), which unfortunately falls beyond the scope of this chapter. I will focus then on the first conclusion in the following lines.

It could be advocated that researchers should attempt to avoid using both bilingualism and multilingualism interchangeably, as this lack of precision may lead to misinterpretations of research data. A second reason to propose this distinction is based on empirical research. Those researchers (Jessner 2006; De Angelis 2007; Aronin and HuFeisen 2009; Cenoz 2009; Dewaele 2010) who actively work on multilingualism have highlighted that there are significant differences between the acquisition of a second language and the acquisition of third or a dditional languages. De Angelis (2007), for example, provides abundant evidence illustrating the existing differences between L2 and multilingual acquisition. Jessner (2006: 13) happens to be very assertive and concludes that “nowadays it is known that learning a second language differs in many respects from learning a third language.” This conclusion is also valid for bilingual and multilingual education and both terms should preferably be distinguished.

2. Discourse Markers

Discourse markers are the word insertions that provide continuity in conversations. Discourse markers are also known as words or short ‘lexicalized phrases’ (Schiffrin, 2001) that organize texts. Discourse markers help to create ‘cohesion’ and ‘coherence’ in a given text by establishing a relationship between the various ideas that are expressed within the text (Schiffrin, 2001). Schiffrin (1987) operationally defines discourse markers as sequentially dependent elements which brackets units of talk. Examples of discourse markers in English would include ‘oh’, ‘well’, ‘and’, ‘but’, ‘or’, ‘so’, ‘like’, ‘because’, ‘now’, ‘then’, ‘I mean’, ‘you know’, ‘uh’, ‘anyway’, ‘yet’ etc. ‘Discourse markers’ is the term linguists give to the above mentioned words that break our speech up into parts and show the relation between parts. Discourse markers are found in various grammatical categories including conjunctions, interjections and adverbs. Discourse markers can ‘connect’ various units of dynamic meaning (coherence) as well as the surface structure of the text (cohesion). For example, ‘oh’ prepares the hearer for a surprising or just-remembered item, and ‘but’ indicates that sentence to follow is in opposition to the one before. However, these markers don’t necessarily mean what the dictionary says they mean. Some people use ‘and’ just to start a new thought, and some people put ‘but’ at the end of their sentences, as a
way of trailing off gently. Discourse markers also occur when speakers shift their orientation to information. In this case the markers alert the listener that something within the speaker has changed.

Discourse markers are usually polyfunctional elements. Discourse markers can be understood in two ways: First, as elements which serve towards the union of utterances. Secondly, as elements which serve a variety of conversational purposes, discourse markers are linguistic expressions used to signal the relation of an utterance to its immediate context, with the primary function of bringing to the listeners’ attention a particular kind of linkage of the upcoming utterance with the immediate discourse context.

Simone Muller (2005) made a list of how discourse markers function. He stated that discourse markers are used -to initiate discourse, -to mark a boundary in discourse (shift/partial shift in topic), -to preface a response or a reaction, -to serve as a filler or delaying tactic, -to aid the speaker in holding the floor, -to effect an interaction or sharing between speaker and hearer, -to bracket the discourse either cataphorically or anaphorically, -to mark either fore grounded or back grounded information.

For a long time, English was considered a language that lacked particles (Lenk, 1998). Subsequent studies of discourse markers in English have meanwhile pointed out that this is indeed not the case: although the propositional content of a sentence might not be altered by the addition or deletion of a discourse marker, discourse markers in English, nevertheless, fulfill an important pragmatic function in the conversational interaction (Lenk, 1998). Discourse markers are linguistic expressions used to signal the relation of an utterance to its immediate context, with the primary function of bringing to the listeners’ attention a particular kind of linkage of the upcoming utterance with the immediate discourse context.

Thus, it is seen that discourse markers help to create ‘cohesion’ and ‘coherence’ (Schiffrin, 2001) in a given text by establishing a relationship between the various ideas that are expressed within the text. During the last two decades, analyses of discourse markers have occupied a large space in the literature on pragmatics. And discourse markers have been considered from a variety of perspectives and approaches.

Some of the functions of the most commonly used discourse markers are as follows-

**Well**

“Well” serves various functions in discourse depending on the context and its position in the utterance. “Well” at the beginning of a turn serves as a response marker to what has gone before.

**Now**

“Now” at the beginning of a turn is used as a transition marker, introducing a new topic and changing the direction of the discourse. In the case of automated dialogues, where the application may be very specific, "now" can be used to move from one part of the dialogue to another.

**Actually**

“Actually” gives processing instructions to a listener about how the particular utterance should be understood. "Actually" can therefore be used to signal to the hearer that although what follows is relevant to the ongoing discourse, it will contain (in the opinion of the
3. English Language Teaching and Discourse Markers

Teaching of English in the schools in Indonesia is in a confused state today. Students from the urban vernacular medium and rural vernacular medium are taught English for about six periods per week. So they face problem in forming structures of English. A teacher’s so called target is to “prepare” the students for the examination and not to make the students competent in the use of the language they are learning. In reality neither the student nor the teacher is anxious to learn or to teach English. So the student is nervous only about his/her success in the examination and the teacher’s sole problem is to see that the pass percentage does not go down. People care more for diplomas than for knowledge. It is not learning that we want, but the prize that learning brings - wealth, prestige, status, and so on.

Generally, the students in the government schools are assessed in all the states in Indonesia by means of a single examination conducted towards the end of the year. In this system students usually work hard for a few days just before the examination and get through the examination. But, such last minute preparation does not help in the case of language. Language needs constant practice over an extended period and this can be ensured only if examinations are held at frequent intervals. The present system of relying solely on an all important annual examination therefore does not serve the purpose. Moreover the question papers are set in such a way where all the questions can be answered with the help of guides available in the market. For such an examination, students require no thinking, no originality, no imagination and no skill, though the vital aspect of language learning is integrated skill. Nevertheless, the situation in English medium schools are little better. And, there are institutes which follow TESOL (teaching English to speakers of other languages). The goal of this experimental text is to introduce the students (and lay men and women who would like to help those who do not know English) to some basic ideas, methods, and tools of teaching English as a second or foreign language. TESOL includes TESL and TEFL. TEFL-Teaching English as a foreign language, that is teaching in a country where English is a foreign language. For example: Indonesia, China, Mexico, and Korea).

As mentioned before, the most interesting feature in a multilingual setting like Indonesian is that irrespective of the language, the people are conversing in, the discourse markers ‘ok’, ‘oh’, ‘well’, ‘and’, ‘but’, ‘or’, ‘so’, ‘like’, ‘because’, ‘now’, ‘then’, ‘I mean’, ‘you know’, ‘uh’, ‘anyway’, ‘yet’ are seen to be used. The discourse markers do help a student in forming better structures in English as discourse markers or linking words indicate how one piece of discourse is connected to another piece of discourse. The discourse markers help to develop ideas and to relate them to one another. They show the connection between what has already been written or said and what is going to be written or said. Some are very informal and characteristic of spoken language. Others are quite formal and characteristic of written language. There are some discourse markers which help in presenting complicated information in writing.

Methodology
An inductive method of research based on a sample survey was used for the present
study. The collection of data was done in the following sequence:

a. Existing literature related to ‘Discourse Markers’ were collected and read.

b. After the above analysis was done, first, a questionnaire containing both subjective as well as objective questions, was prepared.

This questionnaire was taken to the field and the subjects (students) were asked to fill it up. Second, a cloze test was prepared, where in a portion of a text with the discourse markers removed, was given to the students (subjects). The students were asked to replace the missing words with appropriate discourse markers. Third, the students of junior high schools were asked to write a letter, story and an essay. Taking their (the subjects) letter, story and essay as a specimen, the frequency of their usage of ‘Discourse Markers’ was analyzed. The subjects were selected by simple random sampling.

c. After the data was elicited and collected, it was categorized and tabulated. This tabulated data formed the basis of the final analysis.

Data Analysis
The sample of this small study was the students of second grade of junior high schools of Bina Bangsa School. There were 3 classes as the population and sample, the writer randomly took the participants being interviewed and asked filling the questionnaire. There was a teacher became a participant being as well as interviewed and asked filling the survey. Form the surveys distributed, there are about 60 participants who gave it back to the researcher. After the analysis, it was seen that the most frequently used and popular discourse markers among the subjects are- and, but, so, therefore, however, whereas, then, like, anyway, because (both in oral and written texts). Again, the subjects often used the discourse markers consequently, as a result, in addition, nevertheless, moreover, furthermore, nonetheless, regarding more in their written texts and less in their oral texts.

Findings
The subjects used these discourse markers sentence initially, (other than one-two exceptions, it was seen in all the scripts of students). A large chunk of the subjects in the written texts used the discourse marker ‘and’ to coordinate idea units and to continue the speaker’s action. The discourse markers however, nevertheless, nonetheless were used by the subjects to emphasize contrast. The subjects used ‘therefore, as a result, consequently’ for the same purpose, to show that the second statement follows logically from the first statement. But the frequency in the use of the discourse marker ‘therefore’ was much higher than the discourse marker ‘as a result’, ‘consequently.’ Technically, ‘whereas’ give expression to two ideas which contrast but do not contradict each other. But after the analysis, it is seen that the discourse marker ‘whereas’ is used by the subjects to both contrast and contradict two ideas. The subjects used ‘anyway’ for dismissal of previous discourse or idea unit. The subjects used ‘furthermore’, ‘moreover’ to add more information. They also used the discourse marker ‘in addition’ in the same line but it was used for more formal purpose in their texts.

Other than these discourse markers, the subjects are seen to have used some discourse markers occasionally. Those discourse markers are as follows – The subjects used ‘at the same time, on the other hand, conversely’ to balance contrasting points. The subjects used ‘At least, in any case’ to dismiss the previous discourse or sentence unit. The subjects used ‘similarly, in the same way’ to show similarity, comparison between idea units. The subjects used ‘after all’ for persuading. The subjects used ‘I mean, actually’ to clarify or give detail of an idea unit. The subjects used
‗basically, generally‘ to summarize a discourse unit. ‘Yet‘ is seen to be used by the subjects to emphasize a contrast. The subjects used ‘by the way, incidentally‘ for change of subject. The subjects used ‘lastly, finally‘ when they were talking about the end.

Conclusion
On the basis of the present study it was found that the most frequently used and popular discourse markers among the subjects are - but, so, and, therefore, however, then, anyway, whereas. Again, in the written texts, the subjects have often used the discourse markers namely consequently, as a result, in addition, nevertheless, moreover, furthermore, regarding. The study reveals that the Discourse markers in English do serve as connectors and aid successful communication in the mother tongue and other languages of the student. Skutnabb Kangas (2000) says that English is a killer language in Indonesia. But it is seen that English is not usually the direct cause of language death in Indonesia. Rather, it is seen to be a driving force in the globalization of the economy, which forces people to switch to English as a means to improve their social mobility. Today, be it education, business or administration, English plays a very important role. It is the medium of instruction for higher education both academic and technological. Proficiency in English is mandatory for jobs in private companies. Today, the reality is such that it is difficult to think of success in any career in India without adequate proficiency in English.

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DISCOURSE ON EXPLOITATION OF WOMEN AROUND THE GLOBE

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Abstract
This study aims at describing how language is used to express opinions on women exploitation in the context of situation and culture as well as the ideology behind the texts. The data of this study are collected from The Jakarta Post published online and international journals on exploitation of women. The analysis of the data is based on systemic functional approach. Analysis on context of situation includes analyses of field, tenor and mode. Context of culture is highlighted by investigating the text types of the data. The ideology of the texts is analyzed by highlighting the values held consciously or unconsciously by the participants, the bias and the perspectives expressed in the texts. The findings suggest that the topic discussed in the discourse involves the facts that The relationship between the writer and the readers is relatively equal. Their opinions are expressed in written forms with high lexical density. It concludes that the state power is inferior to the economic power around the globe. In both developed and developing countries women have been the victims of exploitations since long time in different fields in their life.

Keywords - context, culture, exploitation, ideology, women

Introduction
It is argued that Indonesian migrant domestic workers may in some instances be at risk of abuse, exploitation and human trafficking. It is likely that gender equality is still a hot issue around the globe, too. This study aims at describing how language is used to express opinions on women exploitation in the context of situation and culture as well as the ideology behind those texts. The data of this study are collected from opinions published online in The Jakarta Post and international journals on the issue of exploitation of women. The analysis of the data is based on the systemic functional approach.

Literature Review
Thornbury (2005:6) argued that that we live in a world of text and we are surrounded by text. It could be the case that the current study is relevant to Thornbury’s concern if we need to understand what language is achieving and to describe its communicative behavior.

Halliday (2004: 3) remarked that the term ‘text’ refers to any instance of language, in any medium, that makes sense to someone who knows the language. It might be suggested that Halliday’s perspective is useful to shed light endeavors to understand the notion of a text. It is useful to study that what Halliday means with instance of language could be in spoken and written complete linguistic interaction.

Eggins (1994: 2) pointed out that systemic functional linguistics views language as a resource for making meanings and puts forward its theoretical claims that language is functional and the function is to make meanings. These meanings are influenced by context of situation and culture and the process of using language is a semiotic process, a process of making meanings by choosing. It may be possible to obtain that functional grammar could help anyone to understand and produce texts.

Concerning the context, Martin (2003) argued that alongside genre, the main
The construct used by functional linguists to model context is known as register including field (what is happening), tenor (who is taking part) and mode (what part language is playing). It is important to develop that these three aspects of context make difference to how we use language.

**Methodology**

The data of this study are collected from *The Jakarta Post* and journals published online. The analysis of the data is based on systemic functional approach. The focus of this study is on the register and ideology in the texts. In order to describe the context of situation it begins with field analysis of text, followed by tenor analysis and ended up with mode analysis. Context of culture is highlighted by investigating the text types of the data. Eventually, the ideology of the texts is analyzed by highlighting the values held consciously or unconsciously by the participants in the texts, the bias and the perspectives expressed in the texts.

**Register analysis of the texts**

Halliday (1985) states that the aspects of context of situation that make difference to how we use language are field (what the language is being used to talk about); tenor (the role language is playing in the interaction); and mode (the role relationships between the interactants).

Eggins (1994:49) states that context is in text. The description of context of situation (register) is presented in Table 1. Similarities and differences between the texts at this contextual level have been allowed to specify by that evidence.

**Table 1: Register description of the texts**

<table>
<thead>
<tr>
<th>Field</th>
<th>Text # 1</th>
<th>Text # 2</th>
<th>Text # 3</th>
<th>Text # 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguing</td>
<td>although France may be the home of</td>
<td>Describing how the average American</td>
<td>Highlighting that Indonesia has one of the</td>
<td>Complaining why in the Indian modern</td>
</tr>
<tr>
<td></td>
<td></td>
<td>consumer sees over 3,000</td>
<td>highest rates of workers</td>
<td>country which is fast</td>
</tr>
<tr>
<td>'égalité' but gender equality</td>
<td>in France is still a hot issue. It is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>demanded that number one priority was to</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>bring equality to the workplace. Accepting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>that men are paid more than women was</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>regarded accepting all kinds of ineqauliti-</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>es. Women wearing flowery dress in parlai-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>nt wolf-whistle by men indicatin g sexism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in France.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Tenor                        | Unequal power relationship between employer | Formal relation between author and        | Unequal power relationship between        | Relatively formal; equal power between    |
|                              | s and female workers and between men and   | cosmetic company.                         | women and the party behind the nature of  | the author and readers; unequal power     |
|                              | women in parliament.                        |                                           | recruitment.                              | relationship between women and Indian     |
|                              | Formal relation between                    |                                            |                                           | modern country which is fast              |
|                              |                                              |                                            |                                            |                                            |

ISBN 978-602-73769-3-9
Field analysis suggests that Text #1, Text #2, Text #3 and Text #4 are similar. In other words, in a general sense all the texts share a common field of ‘discourse on exploitation of women’. It is this linguistic analysis that permits it to be more narrowly described so that the way each text approaches and constructs that field is different. It matches the definition of field that it is a situational variable that has to do with the focus of the activity in which we are engaged. It can also be glossed as the topic of the situation. As Halliday (in Eggins, 1997) claims, the field of a text can be associated with the realization of experiential meanings; these experiential meanings are realized through the Transitivity patterns of the grammar.

The tenor of the text can be associated with the realization of interpersonal meanings: these interpersonal meanings are realized through the Mood patterns of the grammar. Tenor analysis of the texts in this study suggests that Text #1 initially tends to be authoritarian with the police measure to ban the rally and explain the reason why. However, the chance to make a voice given to the activists’ representative has made equal power between the authorities and the activists. The statement made by the Muslim scholar suggesting that both the hard-liner and the activists should be seated for a dialogue indicates that the social role relationship he played is a sort of mediator. It is that social role he played in such a situation that has an effect on how he used language such as the choice of reciprocity variable. In terms of contact continuum, the roles played by the authorities, the activists’ representative and the scholar bring them into infrequent contact. The roles played by the interactants have positioned the situation where affective involvement between them is low. In other words, they are not highly emotionally involved or committed in the situation.

Table 1 indicates that Tenor can be broken down into three different continua: power, affective involvement, and contact. It means that general notion of role relationship can be seen as a complex of these simultaneous dimensions. The power continuum positions situations in terms of whether the role we are playing are those in which we are of equal or unequal power. The contact continuum positions situations in terms of whether the roles we are playing are those that bring us into frequent or infrequent contact. The affective involvement continuum positions the situations in terms of whether the roles we are playing are those in which the affective involvement between us is high or low.

Mode analysis suggests that Text #1, Text #2, Text #3 and Text #4 are similar that there is no visual or aural contact between writer and reader(s), and thus no possibility of immediate feedback and even the possibilities of delayed feedback are limited. In other words, language is all that there is. As such, the language here is used to reflect on some topic. It is in line with the definition
of Mode that it is the role language is playing in the interaction. Martin (1984) suggests that this role can be seen as involving two simultaneous continua which describe two different types of distance in the relation between language and situation.

Integration: Ideology in the texts

The impact of ideology on field relates to how the text encodes such experiential meanings as: who initiates, what kinds of actions/events, who respond to those actions, and how. Construing Text # 1, France may be the home of ‘égalité’ but gender equality in France is still a hot issue. Abstraction of being ‘égalité’ is no longer that of the map, the double, the mirror or the concept. Simulation is no longer that of a territory, a referential being or a substance. It is the generation by models of a real without origin or reality: a hyperreal.

Referring to Text # 2, "The Medium is the Message" is the very slogan of the political economy of the sign, when it enters into the third-order simulation - the distinction between the medium and the message characterizes instead signification of the second-order. It symbolically links the cosmetic with the promise of sexual allure"). The language of advertising has reinforced the notion that the ideal female is white, thin, sexily clad, and above all, submissive. The beauty beholder’s view has been fed up by the cosmetic industry. It means beauty is no longer in the eye of the beholder.

Text # 3 is concerned with the fact that Indonesia has one of the highest rates of workers seeking employment abroad, with the majority of these workers being females employed in domestic service. Due to the nature of recruitment, the process of migration and the location and characteristics of the work, Indonesian migrant domestic workers may in some instances be at risk of abuse, exploitation and human trafficking. Eagleton (1991:157) said that “any such social field is necessarily structured by a set of unspoken rules for what can be validly uttered or perceived within it; and these rules thus operate as a mode of what Bourdieu terms symbolic violence”. Since symbolic violence is legitimate, it generally goes unrecognized as violence. It is, Bourdieu remarks, ‘the gentle, invisible form of violence.

Text # 4 deals with the report that in the Indian modern country is fast emerging as a global power but for half of its population, the women across the country, struggle to live life with dignity continues. Women, irrespective of their class, caste and educational status, are not safe. In the modern society women have been the victims of exploitations since long time in different fields in their life both physically, socially, mentally and economically. The notion of ideology is extended and enriched by the concept of hegemony. Referring to Gramsci’s view, Eagleton (1991:116) said, “to win hegemony is to establish moral, political, and intellectual leadership in social life by diffusing one’s own ‘world view’ throughout the fabric of society as a whole, thus equating one’s own interests with the interests of society at large.”

Conclusion

The relationship between the writer and the readers in all the four texts is formal, low interpersonal distance and relatively equal. Their opinions are expressed in written mode with high lexical density. It concludes that gender equality in France, America, Indonesia and India is still a hot issue. The state power is inferior to the economic power around the globe. In both developed and developing countries women have been the victims of exploitations since long time in different fields in their life.
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DEVELOPING AUTONOMOUS LEARNING USING WEB 2.0 IN A DIGITAL AGE: BUILDING LANGUAGE LEARNERS’ CONTENT KNOWLEDGE AND IMPROVING WRITING SKILLS

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Abstract
In a fast-changing digital age, English language learners face increasing demands to advance their familiarity with a variety of online tools (Conole, 2008). Technologies are changing the way we teach and learn in many respects. In teaching learning we are not only cultivate the college students’ comprehensive qualities but also develop their autonomous learning ability. For this reason, the present article explored whether a Developing Autonomous Learning Using Web 2.0 could improve the college students’ overall English performance more effectively than the traditional English teaching setting. The aim of this experimental study is to determine if Web 2.0 can be an effective tool building language learners’ content knowledge and writing skills. The study involved 15 advanced students of Ma’arif Nahdlatul Ulama University of Kebumen. Both quantitative and qualitative data collected from post-surveys, transcribed digital recordings, blog reflections, and final interviews were analyzed. The findings provide the data showed that Web 2.0 empowered students to use their own writing for self-expression and self-reflection and that social interaction helped establish a sense of community in which students be able in building language learners’ content knowledge and enhancing writing skills.

Keywords - Web 2.0, Learning Tecnology, Content Knowledge, Autonomous Learning, Writing Skill

Introduction
Providing opportunities for self-study helps to increase ownership of responsibility for learning English by encouraging learners to organize self-access learning resources and search for appropriate materials to develop their own progress. Self-access or learner-centered learning refers to the change in focus in the classroom from the teacher to the learners. This shift makes it so students ultimately direct their learning through self-access facilities for autonomous learning (Sheerin, 1989). The purpose of this paper is to investigate Web 2.0 and to understand users’ perspectives of its application in language teaching and learning weather it is building language learners’ content knowledge and improving writing skills. As discussed by O’Reilly (2005), an important principle of Web 2.0 is the web as a platform that facilitates the building of web-based communities and the contribution from collective intelligence. Web 2.0 has a multitude of good features (Amol Deshpande & Alejandro Jadad, 2006; O’Reilly, 2005; Skiba, 2006). It: 1) presages a freeing of data 2) permits the building of virtual applications, 3) is participative, 4) has applications that work for the users, 5) has applications that are modular, 6) is about sharing, 7) is about community and facilitating community, 8) is about remixing, 9) is smart, 10) opens up the Long Tail. Given the fact that Web 2.0 is such a new concept, many language teachers and learners may still not be aware of this revolutionary progress in designing language curriculum. By forming an online participatory community, we expect to examine three major questions proposed and six types of tools in language teaching and learning. (Blogs vs. Wikis, Myspace vs. Facebook,
Podcasting vs. Vodcasting, Mindmeister vs. Mindomo, Mashups, and Second Life vs. Quest Atlantis). When granted access to enterprise networks and the Internet, applications can enable sharing of information within workgroups, throughout an enterprise and externally with partners and customers. Until recent years, when applications were launched only from desktop computers and servers inside the corporate network, data security policies were relatively easy to enforce. However, today’s organizations are grappling with a new generation of security threats. Consumer-driven technology has unleashed a new wave of Internet-based applications that can easily penetrate and circumvent traditional network security barriers. The Web 2.0 introduces the idea of a Web as a platform. The concept was such that instead of thinking of the Web as a place where browsers viewed data through small windows on the readers’ screens, the Web was actually the platform that allowed people to get things done. Currently this initial concept has gained a new dimension and is really starting to mean a combination of the technology allowing customers to interact with the information. The specific research questions of this literature review study are: 1. What are participating students’ perceptions regarding the use of interactive web 2.0 environments in learning English? 2. What are the advantages of using an interactive web 2.0 environment according to the participating students? 3. What are the disadvantages of using an interactive web 2.0 environments according to the participating students?

**Theoretical Framework**

**Web 2.0 and Language Learning**

The Web 2.0 increased online participation has been most commonly defined by its contrast with the concept of Web 1.0. In the first stage of the internet, or Web 1.0, users played the more passive role of a simple receiver of information. The traditional tools of Web 1.0 included email, chat rooms, and discussion boards (McLoughlin & Lee, 2007). Web 1.0 users would read static content created by “experts” who had the technical ability to write and post content (Ebner, 2007). Web 1.0 is contrasted with Web 2.0 in which general users consume, create, and edit content while easily collaborating with other users (McLoughlin & Lee, 2007). Web 2.0 tools provide users the opportunity to play a more active role of potential author, contributor, editor, or specialist. Not only are users given more opportunities to participate at a richer level, the quality and even the survival of Web 2.0 tools such as blogs, wikis, social networks, and mashups, are largely dependent on the quality and consistency of the contributions of the users. Blogs are largely made up of user-created content, wikis allow multiple users to contribute to a growing knowledge base, and social networks allow users to develop online communities of shared interests. While these Web 2.0 tools have grown in popularity with general users, some discussions focus on the continued relevance of Web 1.0 tools in today’s world (De Weber, Mechant, Veevaete, & Hauttekeete, 2007). Nevertheless, the emergence of Web 2.0 tools may not diminish the importance and usefulness of Web 1.0 tools for today’s users.

**Benefits of the Web 2.0**

The Web 2.0 allows for more exposure to the target language. Podcasts exposed students to the language both at home and at school, increasing encounters with the target language. However, there are concerns over the appropriateness of the materials students are exposed to, where not all videos are school-appropriate. Nevertheless, the computer and online environment seems to benefit students. Learners using instant messaging (IM) are more comfortable, advanced and proficient in writing (or typing) than orally. They also contributed more on social networks like Facebook (FB).
and preferred writing on computers. However, learners were not as familiar with technology as expected. Using technology for EFL also enhanced students’ language skills and aspects. Reading performance was improved. However, it was also found that the students’ reading skills did not improve significantly. On the other hand, writing skills improved using blogs and FB; and impressively, learners were able to differentiate writing styles. Web 2.0 technology also increases student motivation and interest. Students enjoyed writing and reading blogs and Facebook, while social networks reduced pressure on making language errors. Other studies demonstrated positive effects on students’ motivation to learn. However, there is a risk of the initial novelty wearing off and students losing motivation. Nevertheless, students’ confidence in the language increased when using the Web 2.0. Such confidence could come from being comfortable in communicating using technology. Self-esteem was raised due to a larger readership and participation also increased especially from introverted students. Web 2.0 technologies also allowed for more meaningful interactions. There is increased interaction and rapport between learners. They built a sense of belonging to a community. These tools served also to enhance the often-neglected communicative competence of learners. Strangely, learners seemed unable to connect their “social life” and their EFL. Students consider the writing on an online platform as “communication”, but not “writing” which is related only to academic genres. A unique feature of Web 2.0 is that it allows the exchange of feedback. The tools were found helpful in exchanging opinions and ideas, resulting in a valuable peer review culture. Students even preferred peer comments than the teacher’s as it matched their level of ability. However, students were actually dissatisfied.

There are many benefits of using Web 2.0 tools for EFL. However, what are the benefits that gifted students experience when using them? From the data, the Web 2.0 makes for interesting learning, provides an English language environment, the presence of “virtual critics”, improves language aspects and skills, it is building language learners’ content knowledge and improving writing skills.

**Content Knowledge**

Content knowledge is knowledge about the subject matter that is to be learned or taught, including, for example, middle school science, high school history, undergraduate art history, or graduate-level astrophysics. Knowledge and the nature of inquiry differ greatly among content areas, and it is critically important that teachers understand the disciplinary “habits of mind” appropriate to the subject matter that they teach. As Shulman (1986) noted, content includes knowledge of concepts, theories, ideas, organizational frameworks, methods of evidence and proof, as well as established practices and approaches toward developing such knowledge in a particular discipline. In the case of art appreciation, for example, such knowledge would include knowledge of art history, famous paintings, sculptures, the influence of artists’ historical and social contexts, as well as knowledge of aesthetic and psychological theories for understanding and evaluating art. The cost of teachers having an inadequate content-related knowledge base can be quite prohibitive; students can develop and retain epistemologically incorrect conceptions about and within the content area (Bransford, Brown, & Cocking, 1999; Pfundt, & Duit, 2000).

**The Study Participants**

Considering the advantages of Web 2.0, this section will share two classroom practices that involved the application of Web 2.0.
These practices were directed to a group of English students which consisted of youths and adult beginners, aged 18–23 years in Ma’arif Nahdlatul Ulama University. It is important to note that the students have very few opportunities to practice English outside the classroom as the English-Writing community in the city is very small. In addition, the students have never been to any English-Writing community because they lived in remote area. These practices were carried out in a classroom university where writing is a compulsory subject. In this university, the writing course consists of 16 meetings including mid and final examination. In the context of learning English as a foreign language, the amount of time allocated is insufficient for an environment that lacks natural exposures to achieve authentic.

**Method**

**Selection Criteria**

To answer the research questions, a series of selection criteria were established and followed strictly in this review study:

Research must focus on using Web 2.0 tools in the context of language learning and teaching. Published research on using Web 2.0 tools in other disciplines or areas of study was excluded from this review.

Research must consist of empirical studies reporting data derived from actual observations or experimentations. Published research that was solely focused on conceptual framework, personal opinions or anecdotal experiences was excluded.

Research must explicitly identify one or multiple Web 2.0 tools examined in its studies. Studies that examine the full courseware, such as Moodle or WebCT, or that report on any types of academic online learning program, without implicitly identifying the use of the Web 2.0 tool in such courses/programs, are also excluded in this review.

Research must provide evaluative evidence of the Web 2.0-supported activities by reporting qualitative or quantitative data in one or more of the following dimensions of learning: affective learning (i.e., whether the use of Web 2.0 affects student motivation, attitude and perception); cognitive learning (i.e., whether the use of Web 2.0 affects student achievement and performance); and metacognitive (i.e., whether learners are more autonomous and self-directed in the learning processes). Papers that did not provide any evidence on the previous three dimensions were excluded.

**Findings and Discussion**

The results of our investigation are described using quantitative and qualitative sections. The quantitative section presents aggregate information regarding students were using Web 2.0, while the qualitative section delves into a deeper analysis of the meanings behind the quantitative results. The quantitative results indicate a general tendency of Web 2.0 to shift across time. Approximately 59% of student ratings were different between the pre- and the post survey, indicating that students’ perception of their language learners’ content knowledge domains changed over the duration of the web.2.0 program. Additionally, it appears that students perceived a largely positive change in their technological, pedagogical, and language learners’ content knowledge after engaging with the web.2.0 program as indicated by the fact that out of the 14 ratings that did change between the pre- and the post-survey, 11 were positive while just 3 were negative. In addition: (a) the most positive change occurred in the technology knowledge category with five out of eight teachers indicating that their technology knowledge increased; (b) the technology and content knowledge components exhibited only positive changes; and (c) five out of eight teachers indicated that their knowledge increased in at least one of the three knowledge components. The language
learners’ content knowledge component exhibited mixed results: three teachers perceived an increase in their language learners’ content knowledge; three perceived a decrease in their language learners’ content knowledge; and two felt that their language learners’ content knowledge remained unchanged. Based on the teacher interviews, UMNU students’ perceived benefits of using Web 2.0 technologies for EFL, the professional development opportunity of the Web 2.0 program had a highly positive impact on the students’ knowledge development and confidence in teaching English with technology. The teachers immediately gravitated to discussing their experiences by reflecting on each knowledge domain (technology, writing skill, and language learners' content knowledge). In addition, our conversations with the students revealed themes of empowerment through the development of the knowledge domains, confidence through “on-demand” support of the knowledge domains, and the “dynamic” qualities of Web 2.0. These are discussed in turn.

Conclusion
With Web 2.0 tools and their interactive, social and collaborative features, language acquisition can be more engaging, motivating, and collaboration-oriented. The 43 studies in this current literature review suggest that the integration of Web 2.0 tools holds great potential to benefit language learning and teaching through multiple means, in agreement with Wang and Vasquez’ (2012) findings. Activities designed with these Web 2.0 tools may help students to develop important skills in addition to language learning-related abilities such as communication, collaboration, and problem solving, which are critical skills needed especially in the 21st century. In the meantime, as Wang and Vasquez (2012) indicated, the challenges of using Web 2.0 tools and their inherent constraints coexist with benefits and affordances. In addition to the challenges found in Wang and Vasquez’s (2012) study, new issues and their pedagogical implications were discussed in this current study. In regard to the characteristics of the reviewed studies in comparison to Wang and Vasquez’s study (2012), these studies demonstrated an increase in their theoretical linkages and in the number and scope of Web 2.0 technologies investigated. In terms of Web 2.0 use, the current study provides a new perspective to encourage future research on studying the interaction and interrelation of the use of Web 2.0 and mobile devices. Also in regard to methodological issues, the similar types of methodological concerns identified in Wang and Vasquez’s (2012) study persist in the contemporary reviewed studies, such as the lack of depth in research analysis and methodological robustness of research designs. Considering the ever-changing development of Web 2.0 technologies, reviewing and critiquing research studies over the past five years is critical to build upon the existing research base, which in turn helps to provide guidance and directions for future research and practices. In addition to these benefits, this review study also presents challenges found in the current research, such as persistent technical issues, teachers’ inability to fully leverage Web 2.0’s potentials, institutional barriers, and so on. Given these limitations, future research is much needed to corroborate the existing findings and explore the additional questions brought up by the researchers, including the various factors affecting student language learning in Web 2.0-enhanced learning processes and how to support effective means of said learning in technologically-supported environments and language learners' content knowledge.

Bibliography


ENGLISH SELF-ACCESS CENTRE’S FUNCTION IN FOSTERING AUTONOMOUS LEARNING

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Abstract
This research is based on the inadequacy of English teaching and learning process to ensure maximum achievement of students’ learning. Main factor indicated as the cause of this problem is the lack of time to practice their knowledge and skill in English. Therefore, students need to independently find their own way and provide their own specific time to practice. This is a learning strategy known as autonomous learning. The purpose of this research is to reveal the benefit provided by an English self-access center in promoting students’ autonomous learning. The research is conducted in mix method approach employing quantitative and qualitative designs. The data were gathered for ways; from questionnaire to get the quantitative data, and observation, focus group, and interview which served as qualitative data. The questionnaire was administered prior to commencing the research to get participants’ profiles in regard to autonomous learning behavior. The focus group discussion was conducted in the middle of the research to get temporary data which were used to improve the research’s practice. Interview was held at the end of the research to get conclusion of the research, and the observation was applied throughout the research. The result shows that the SAC is effective and successful in fostering and improving students’ autonomous learning skill and practice.

Keywords - Autonomous Learning, English self-access center, mix method

Introduction
Learning English in a foreign language context always becomes a challenge for many students in Indonesia. It is believed that the major cause for this problem is the rare practice and application of the language. Usually, Indonesian people use their ‘mother tongue’ and national language in their daily routines. English is rarely used, except in the weekly-limited time of English classroom at schools and campuses. Polytechnic students face similar conditions. Students generally have lower skill and proficiency. It is generally caused by limited time in the classroom to speak English and the lack of opportunities outside of the classroom to practice their English. A collaborative action from many parties in the educational system from government to educational institutions must be conducted in order to overcome this problem. Students should be the central attention on this effort. They are expected to be more proactive in solving such problem by developing effective learning strategies. Becoming autonomous learner is one strategy that students can adopt for their learning.

Autonomous learning demands more active participation from learners in their learning. Autonomous learners are able to control their
learning process from the planning, conducting, monitoring and evaluating process. They will also be able to decide which strategies to apply for their learning so that they can be adaptive to any learning contexts well and achieve better result in the learning. The growing interest to introduce ‘autonomy’ as a concept, for educational purposes is evidenced in the dynamic changes that occurred during the twentieth century in social science, education, language learning, and psychology (Pemberton et al., 1996, p.1). The concept of ‘autonomous learning’ has been developing rapidly over the last three decades, particularly in the field of education (Gremmo, 1995), and is regarded as one of the most effective strategies in the modern educational world (Scharle & Szabo, 2000) which demands more active participation and less teacher dependence.

Autonomy in Language Learning
The development of autonomous learning in foreign language learning cannot be discussed without referring to the larger contribution of Holec (1981). Holec prepared a report to The Council of Europe, which had been to improve the adult education system. The key point made by Holec in the report was the new understanding toward learning autonomy. According to Holec, autonomous learning was the ability to conduct one own’s learning and be responsible for the entire process of the learning, including the result and the consequences. Holec also mentioned that this ability was not inborn; therefore, it should be acquired by the learner naturally or through systematically and deliberately formal learning. It can be concluded then that autonomous learning is something that can be learnt, or put another way, it is about learning how to learn (Wenden, 1991). If learners are successful in applying this concept of learning how to learn, they will be autonomous in learning because they will understand the skill and strategy appropriate for them and will become more confident, flexible, and independent in their learning. In language learning, the language use is very important (Little, 2003). One can only master the target language if he/she uses the language properly. This fact is considered to be a constraint in autonomous learning because the extent of learner autonomy may be limited by what the learner can understand in the target language. That is to say that learner autonomy in language learning cannot be separated from their autonomy in language use (Dam, 1995). One solution offered by Dam (1995), in order to overcome the constraint in language learning, is to involve language learners in collaborative work. By doing so, learners will have the opportunity to improve their language use by practicing and reflecting from other learners.

Concept of Autonomous Learning
This autonomy concept can be found in many fields, such as education, medicine, and psychology. Autonomy refers to the rational ability of an individual “to make informed, un-coerced decisions” (The New World Encyclopedia, 2010). In Education, this concept is applied in educational philosophy and is known as ‘autonomous learning’, where a student is given freedom to a wide range of choices and experiences for their learning (Dickinson, 1987). The student is given the authority to evaluate the choices and experience all the consequences of those choices with limited interference from educational authority, so that he or she can broaden the awareness for the learning process (Scharle & Szabo, 2000). The important point offered by this concept is that it can encourage students to actively participate in the learning process with the freedom decision making can provide, while at the same time, encouraging them to be responsible for the learning outcomes (Scharle & Szabo, 2000).

The general idea about autonomous learning is that learners must be able to plan, conduct,
and evaluate their learning and also independently overcome any problems related to it. Learners must also be able to determine priorities in the learning process and apply appropriate strategy and monitoring in the learning process. This idea is stated by Dickinson (1995) who characterizes autonomous learners as “those who have the capacity for being active and independent in the learning process; they can identify goals, formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and to monitor their own learning” (p. 167).

Among the advantages of autonomous learning are that students are encouraged to take responsibility for their own learning and to plan and evaluate their achievement critically (Benson and Voller, 2014). However, an autonomous learner still needs help from others such as classmates in forms of collaborative works, and the teachers especially in making sure the autonomous learning process happens. If self-directed learners have gained control over learning and are fully responsible for it from the beginning of learning process, then autonomous learners receive the control and more responsibility from the teachers. This is actually the role of teachers in autonomous learning concept. Gardner & Miller (1999) mention that in autonomous learning context teachers must relinquish some of their control over learners and change their role into facilitator of learning.

Factors of Influence
Autonomous learning is an approach affected by many factors, both internal and external to the learners. Among those factors, the most influential group noted and discussed here is the learning environment which consists of the teachers and a self-access centre. Another factor which will be used as predictor of autonomous learning is learners’ background.

Learning environment
The learning environment is defined as “the place and setting where learning occurs; it is not limited to a physical classroom and includes the characteristics of the setting” (Teacher Glossary of Terms of Teaching, 2010). In this sense, the learning environment can refer to all external aspects that support learners in their learning, such as school and home. Regarding the school, the elements that play important roles in the learning environment are the teacher, the learning material, and school facilities.

The Teacher
As for many Indonesian educational contexts like a Polytechnic, the role of the teacher is central to the instructional process. In order to develop autonomous learning for students within this context, the teacher is pivotal in changing not only students’ attitude but also their own roles. In other words, the teachers must first be an autonomous teacher because learner autonomy depends on teacher autonomy (Little, 1995). Teacher autonomy in the Indonesian context may involve changing the traditional role of the teacher as the provider of knowledge, to the role of facilitator of students’ autonomous learning activity. Voller (1997) extends the role of facilitator to include the task of counselor and material resources. In addition, as revealed by Gardner and Miller (1999), the role of facilitator includes many aspects in the teaching and learning process, such as become students’ counselor, assessor and evaluator for their learning activity, and also manager and organizer for the material and instruction.

School facilities (Self-Access Centre)
School facilities are also an important element that can support the development of autonomous learning in a student. Among other facilities required as autonomous learning environment are the existence of self-access centres and reliable internet resources. The self-access centre is a place
that can be used by learners to perform self-instruction or other out-of-class learning with their own desirable learning materials, tools, style and method. This centre creates an opportunity for learners to take control of what, how, and when to learn (Gardner, 2000). Therefore, the facilities provided in this centre should accommodate the various learners’ pReferences (Dickinson, 1987). Gardner and Miller (1999) considered this self-access centre as the most common way of implementing autonomy.

Cotterall and Reinders (2001) consider self-access centre as a useful support to classroom learning where students can work on their own with a variety of materials and media. Since this centre can allow students to work on their own, there is great possibility for students to apply the concept of ‘autonomous learning’. According to Sheerin (1997), a self-access centre occurs to accommodate learner independence, learning to learn activity, and the learner as individual. Furthermore, Benson & Voller (1997) consider the self-access centre as “the most typical means by which institutions have attempted to implement the notions of autonomous and independence” (p.15). These explanations prove that there is a very close connection between autonomous learning and the availability of a self-access centre in where the absence of one will make the other task become impossible.

Cotterall and Reinders (2001) also make some suggestions regarding how to well manage a self-access centre as follow: Self-access centre administrators should explore learners’ beliefs. Students need an effective initial orientation to the self-access centre. Administrators should provide ongoing support to students. There should be more links between the self-access centre and the classroom.

*Learners’ Background.* The background factor to be included in discussion of autonomous learning of Polytechnic’s students consists of five elements; gender, department, type of secondary school, highest father educational level, and highest mother educational level. Gender and parents’ educational background are regarded as general predictors in many researches investigating students and achievement matter. While department and type of secondary school are included as they can be specific predictor for polytechnic context. These five predictors are used in this study to find out the correlation between each of them with autonomous learning behavior.

**Methodology**  
The research involved a mix method design of research. The quantitative data was taken from a questionnaire, and the qualitative data was gathered from a focus group, observation, and interview. The questionnaire and the focus group were conducted in the first year of the study while the interview was used at the end of the second year or the end of the research. The observation was applied throughout the research for two years.

In the application, all participants have been asked to use their free time during the weekdays to study in the self-access centre autonomously. The participants were monitored by supervisors acted by the researchers. The supervisors helped the participants in utilizing all materials and equipment they like to use as well as to take note of all activities performed by the participants.

In running the SAC, Cotterall and Reinders (2001) model was used. First step in the model, knowing learners’ belief, was taken by utilizing a questionnaire. After that, all participants were given orientation regarding the SAC and all activities they would conduct in it. During the SAC activities, participants were supported by resources, material and information as well as
knowledge about their learning. The last step was linking the SAC and the classroom in where tasks and assignments from listening class were assigned for the participant to be completed in the SAC individually or in group.

**Participants**
The target of this study is English departments’ students of Padang State Polytechnic with the population of 120 students. As the initial stage of the research, this study invited 50 participants, or around 40% of population, from English department of Padang State Polytechnic who were in their second semester to participate in answering a questionnaire designed to find out the students’ current state of autonomous learning in general.

**Data Collection**
There were four steps of data collection employed in this study; a questionnaire, observation, focus group discussion, and interview.

**Data Analysis**
The study applied quantitatively statistical analysis and qualitatively thematic analysis. SPSS was used to assess the normality of the data, determine the reliability of the scales using principal component analysis for the questionnaire result. Thematic analysis was used in order to better comprehend participants’ answer from the focus group and interview. Especially during the observation, researcher also took note on all supervisor and participants activities and the result of the activity. All data was reported gradually as the research commencing as can be seen on discussion section of this report.

**Finding and Discussion**
All data gathering processes have been conducted and the result is discussed in this chapter individually. Those processes are questionnaire administration, observation, focus group discussion, and interview.

**Questionnaire Data**
As explained in the previous chapter, the questionnaire consists of qualitative and quantitative data separated in 54 (fifty four) questions. There are only two qualitative questions included in order to get more comprehensive answer from students. Besides, 4 (four) background questions are also issued to know the participants better as well as to support the conclusion of the questionnaire as a whole. From 50 students invited to join, 48 of them return the answer of the questionnaire.

**Open-ended questionnaire Data.** There were only two statements put in questionnaire to collect qualitative responses from respondents. One questionnaire item contained respondent’s statements about their like and dislike about the ways they were taught during language learning in high schools. Some English teachers in vocational high school were already behaved according to autonomous learning concept such as became motivators and provided various and desirable teaching approach, as revealed by several students that their schools were supported by temporary foreign English teachers. Similar condition was informed by students from general high school who mentioning that their school already had good facility, their teachers were good facilitators, supporters and motivators. Number of students with negative responses was also significant in this item. However, positive answers came up in this part could be representative for autonomous learning practice in secondary school. This finding is supported by quantitative analysis on past learning experience section discussed later in this section.

Respondents’ opinion regarding their English teacher roles in Polytechnic was also gathered from one of the open ended
question in the questionnaire. Some positive teacher’s roles as informed by respondents indicate that Polytechnic’s English teachers are already functioning as teachers who support autonomous learning. This indication was confirmed by some students who mentioned that their teachers were able to inform the students about the objective and benefit of the lesson their teachers had been a good learning facilitator, and good motivator. Other students mentioned that their teachers applied variety of teaching approach, and showed empathy for students. All of these roles are needed by learners in developing autonomous learning behavior in their study. However, some negative responses were also revealed by some students regarding the role of their teachers. Among of the obvious negative comments were teachers who were having lack of interaction with students, not knowing students’ level of ability, monotonous in applying teaching method, and rigid and emotional. As the most informed negative comments, teachers who applied monotonous teaching approach and were ignorance to students’ level of ability must consider to change the roles into a favorable one in order to provide good support for autonomous learning.

It is common in educational research to see family influences on students’ education, especially the parents (Rothman, 2003). Descriptive statistic on the data showed that from six categories in the two variables provided, only five categories were chosen by students. There were no students whose parents possessed Doctorate degree (category 6). In term of majority and minority in parents educational level, similar condition found in father and mother variables where parents with secondary school background appeared in the data the most, while the least category was parents with Master degree background (3.5% in Father and 2.1% in Mother). One way ANOVA test conducted to these parents variables informed that there was no significant different among students from different levels of parent educational background regarding the autonomous learning behavior.

**Autonomy in High School**

Learning experience will affect current learning behavior in many extents (Oxford and Green, 1996). In regard to the important of this information, Polytechnic’s students participating in this study were also investigated to find out the condition of their past language learning experience in high school. It was revealed that 10 per cent of the participants indicated strong autonomous behavior during their high school language learning while majority of answers (44%) were at agreed opinion with this. It can be concluded then that based on the majority of students’ answers, with more than half positive responses while only 11 per cent negative, the first year Polytechnic’s students are already equipped or familiar with autonomous learning skill. Most positive responses were given by students toward statements such as their English teachers in high school ever asked them about the way they like to learn English (11% strongly agree/SA and 51% agree/A), and they often used other materials like newspaper, websites and movies to learn English (17% SA and 55% A). 80% of the students even informed that they enjoyed learning English in high school (20% SA and 60% A). However, regarding the lack of responses in strongly agree option, it can also be said that the level of autonomous learning possessed by the students are only at the beginning stages. It needs to be developed further during their time in SAC.

**Autonomy in Polytechnic**

Autonomous learning behavior can be seen from several indicators and some of them can be traced in Polytechnic, as participants current place of study, are students’ beliefs, motivation, pReferences towards their teacher’s roles, and the most important is autonomous behavior in their learning. The
finding of this study regarding students’ autonomy in Polytechnic was merely based on the data collected from the students in average computation of variables or resulted components. Some individual items were also discussed to strengthen the discussion.

Roles of Teachers
When analyzing their pReferences towards their English teachers’ roles, most students responded positively in the two sub-sets; teachers’ behavior and teachers’ assistance. In the first sub-set, most of them (8% SA and 70% A) indicated that their teachers already behaved in autonomous learning supporting ways. Half of them mentioning that their teacher sometimes asked for their opinion about what to do in the class (8% SA agreed and 42% A), and for the way in which they liked to learn (10% SA and 43% A). Meanwhile, in the second sub-set regarding teachers’ assistance, less than half of them gave positive answered (3% SA and 37% A). 86% of the students reported that the teachers always explained the purpose of a lesson (15% SA and 71% A), and 85% students mentioned that their teachers were always well prepared in class in terms of teaching material provided for a lesson (17% SA and 68% A). This finding indicates that Polytechnics English teachers have been acting in autonomous learning supporting behavior.

Autonomous Behavior
The presence of autonomous behavior among students is the strong indication about the practice of autonomous learning in Polytechnic. The four sub-sets resulted from factor analysis regarding this autonomous behavior are (1) learning reflection and planning which reveals that majority of the students (70% A and 12.5% SA) on the items in this sub-set) were already behaved in autonomous learning in term of making reflection from their past learning and implemented a good planning for the current learning, (2) learning pReferences and evaluation that indicates majority of students in the study also came up with positive answers (8% SA and 63% A) as indicator of their autonomous learning behavior, (3) learning resources and material which informs that majority of students also came up with agree statements (12% SA, 54% A), and last (4) learning approaches and activities that comes up with information that majority of the students (12% SA, 53% A) indicated that they were in favor of autonomous learning behavior. The majority (24% SA, 67% A) indicated that they were aware of variety of approach in learning, and that they were able to choose their own learning activity (17% SA, 61% A).

Analysis on this autonomous learning behavior scale showed that Polytechnic students involved in the study were already favor to autonomous learning practice although only small number showed strong indication of performing the autonomous learning practice. This could be good news for language teachers and management in their effort of making Polytechnic’s students become autonomous in their learning. If the autonomous learning behavior is going to be fostered for the students, the work will be easier since the students already have a good foundation for further development or improvement in their current autonomous learning practice.

Observation
Some conclusions revealed from the observation are as follow:
Participants were using the SAC according to the researchers’ suggestion. Most of them also used the module to guide them.
Most of assignments of Listening class given to them were done in the centre by using the available facilities. One example was when they were assigned to make a script from a YouTube video about social interaction. All six participants did the job in the SAC by using the computers, headsets, manual and online dictionaries, and printers.
At beginning, most participants showed the ability to work independently and collaboratively with the guide from the researcher. Later, they were able to do the work without any guide.

However, not all participants showed up in every meeting due to class activities or other personal needs. Number of participation on every meeting was around 3 to 4 students with average of 75% attendance.

Focus Group Discussion
The focus group discussion was conducted to get the final data for year one regarding the successful of students (participants) activities in the Self-Access Centre. Among six participants started the study from the beginning, only five of them participated in the focus group. One student did not continue the activity at her own will. The discussion about the result of this focus group is reported separately according to the topic of discussion i.e. students’ activity, lecturer/supervisor’s role, tools/equipment used, the need for independent learning module, and improvement of the centre.

As confirmed by the log book report, each student preferred different kind of activity while using the centre. Those activities were ranging from reading books and other materials from internet, listening to music, conversations and English testing, surfing the internet for websites that provide English lesson and tutorial, and watching movief. Most students also agreed that they still needed a supervisor to help them in doing their learning in the centre. They mentioned that with a supervisor around, they could be more focus and serious in doing any activity. Besides, they believed that a supervisor could be very helpful in guiding them about the materials to be used and in answering any other questions relating to English lesson. This finding is not suddenly contradicted with the above conclusion regarding students’ activity. Although that they still required the presence of a supervisor in the centre, it was only to help them in any difficulty the might find in using the facilities and other lesson related problems. Normally, they could still do the activity without a supervisor in the centre. So, this is still an indication of autonomous learning of the students.

As also confirmed by the log book report, majority of the students were favor to use the internet. They were sure that they could find various things from the internet. In order to access the internet, students preferred to use computers available in the centre. Some of them also used their own laptop because they had it and felt more convenient with it. Other than that, students also reported that they used the TV, books, headsets, and data storage like external hard disk that they used to keep files including films and song. Most of students also mentioned that they definitely required a learning module in their learning activity in the centre. They said that this learning module helped them in term of activity that they could do so that if they did not know what to do they could work with the module for learning. Learning module is also part of autonomous learning behavior that became the management responsibility in developing students’ autonomous learning behavior. One independent learning module is resulted from this first year research and become one output of the research.

Interview
As another method of data collection, interview is used to strengthen the finding of other methods explained above. The questions are guided in a way to answer the central question the study which are the students’ possession of autonomous learning behavior, the influence of learning environment in supporting students’ autonomous learning behavior, the effectiveness of English self-access centre in promoting the autonomous learning behavior.
Autonomous Learning Behavior

In regard to the purpose of finding out students’ autonomous learning behavior, the introductory question asked for all students was: “Do you feel you can work independently at the SAC?” Students’ answer to this question was almost similar that the SAC could enable them to learn and study independently, either by themselves or in group without any helps from a lecturer. One of them mentioned that: Studying in the SAC gives me freedom to decide what I want to do in my learning. Usually I use the time to make my homework because SAC has the facilities that I can use for that. It really makes it easy for me to study here. Sometimes, I can make the homework with my friends and discuss the answer too.

One important aspect of autonomous learning to be owned by students is the ability to self-determining learning method and material. Some students revealed that they came to SAC with their own purpose and agenda like activities they would do, material they would use, and the way they would do it. One student reported the following comment: I come to SAC to study English by myself and sometimes with my friends. I can make homework there, and if I don’t have any, I will learn to improve my speaking and reading which are not so good.

A conclusion remark came from one student regarding the students’ autonomous behavior in the SAC: I learn in the SAC because I want to improve my English. After the briefing given by the lecturer about the program, I began interested and promised myself to use this opportunity well. Now, I usually try to visit SAC, even without my friends at least twice a week to study English independently. I believe that the atmosphere in the SAC has enabled learning to be convenient.

All of the above answers are the representative of majority of participants in the program. Despite several answers which reveal students activities influenced by the instruction they have from the Listening 2 class, it can be concluded then that the SAC has facilitated students to learn autonomously beyond the lecturer’s instruction. Their activities in the SAC also show that most of them can perform the autonomous learning behavior.

The influence of Learning Environment. In revealing the influence of learning environment towards improvement of autonomous learning, the first question posed to the students is: "Do you think that SAC can make you an autonomous learner?" Some students came up with the answers which support many other researches in autonomous learning area (Gardner & Miller, 2010; Gardner, 2011; Morrison, 2011); SAC as learning environment influence students’ autonomous learning behavior.

When studying in SAC, I can learn any skill from any books or other resources that I want without anyone else tell me what to do. In a regular class, we only have what the teachers give us and follow all the instruction. I believe that SAC provides me the freedom in learning and support me on the way.

All other comments about the function of learning environment and the material in supporting students develop autonomous learning skill are in support of findings from many studies. It is confirmed by the participants that they highly value the centre as an important aspect of their learning life.

The Effectiveness of SAC in Promoting Autonomous Learning. Finding the effectiveness of SAC is the central purpose of this research. The question regarding this matter is put in this interview session in order to get a more comprehensive data. Participants reported a number of criteria regarding the effectiveness of SAC in improving their autonomous learning skill.
The common report about it was dealing with students’ perception of what they gain from learning in the centre, as seen on the following comment: SAC gives me opportunity to study English base on my need. I can come in there whenever I have the time and choose what to study. Previously, I only come there whenever I have friends to go there together. Now, whenever I want to learn English in campus I always want to go to SAC. I think it makes me an independent learner.

It is clear that students believe that SAC is a useful element in their learning especially when they want to learn individually or with friends. It also proves that they can do the learning without teacher’s presence or instruction. This is indication of autonomous learning.

The freedom provided by the SAC to participants was also mentioned as the cause of effective function of SAC.

In SAC, we can study by ourselves or together with other friends. It is true that we can do it in other places, but the situation in SAC makes us focus to study. We can make our homework or discuss about a lesson freely. I think, if we cannot do that in SAC, it will not be effective enough for our learning. In general, it can be concluded that all the research questions addressed in this interview have been answered by the participants. The SAC has made them act and learn autonomously and turn into their behavior. It is also proved that the environment provided by SAC has enabled them perform the independent learning. In addition, it is also reported that the SAC is effective to make students become autonomous learner.

Conclusion
The conclusion gotten from this research is based on the two years study from the beginning until the end. It is also summarized the conclusion from all data collecting and analyzing methods applied in this research. The detail is listed in the following discussion: It could be concluded that some vocational high schools, the same as general high schools, were already provided with language lab which was favored by many students as a desirable place to learn. Some English teachers in vocational high schools were already behaved according to autonomous learning concept such as became motivators and provided various and desirable teaching approach, as revealed by several students that their schools were supported by temporary foreign English teachers.

Similar fact was also found regarding the teachers’ role in Polytechnic in where most of Polytechnic English teachers are already function well as demanded by autonomous learning concept in order to support the students to become autonomous learners. Meanwhile, it is also found that Polytechnic students involved in the study were already favor to autonomous learning practice although only small number showed strong indication of performing the autonomous learning practice. This could be good news for language teachers and management in their effort of making Polytechnic’s students become autonomous in their learning. If the autonomous learning behavior is going to be fostered for the students, the work will be easier since the students already have a good foundation for further development or improvement in their current autonomous learning practice.

Comparative study conducted in two established Self-Access Centres in Yogyakarta also provided useful information about how to run a centre like that. Similarities found between the two centres are the availability of staffs in charge of running and developing the centres. Some tasks of the staffs are accepting and processing member registration, developing material for centre independent learning and
giving tutorial in a learning class in the centres.

The result of focus group discussion indicates that participants show an increase in their autonomous learning behavior by performing their independent activity or study in the centre during the first year. This first year research data can also serve as a basis to set action and any relevant planning for next year.

The observation conducted in the entire research is focused on students’ activity in the centre. It is shown that participants already, with the increasing number compare to the first year, perform well in their autonomous learning activity in the centre with the occupation around 6 to 8 students in each time. Increasing is also shown in collaborative learning conducted by students in the centre which prove that collaborative learning is part of autonomous learning behavior.

The interview data confirms all the above data interpretation which reveals that the SAC has transformed into an important element of the students studying life. It can also answer all the objective of the study that the SAC has successfully accommodated students’ autonomous learning behavior, functioned as convenient learning environment, and become an effective learning centre in improving students’ autonomous learning skill.

In general, the application of Cotterall and Reinders (2001) model is proved to be beneficial in running the SAC. Following the model, the first step applied is to know learners’ belief (taken by utilizing a questionnaire) before they were assigned in the SAC. The second one is orientation in where all participants were given orientation regarding the SAC and all activities they would conduct prior to the initial start of the research. During the SAC activities, participants were supported by resources, material and information as well as knowledge about their learning (as the third step). The last step is linking the SAC and the classroom in where tasks and assignments from listening class were assigned for the participant to be completed in the SAC individually or in group. As all steps have been applied in the research and become the model for SAC utilization in the future.

As suggestion, due to the completing of the research, the researchers hope that the funding for SAC in the future can be taken over by the institution. More support from institution is also needed in order to provide staff that can run the centre full day so the benefit can be gotten maximally. All independents learning module produced during the research will be useful in running a well fixed Self-Access Centre established in Polytechnic upon the completion of the research.

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DEVELOPING PROCEDURE TEXT MATERIAL CONTAINING FUN ACTIVITIES TO STRENGTHEN THE STUDENTS’ CHARACTERS

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Abstract
The objectives of this study are (1) to investigate the existing material for the teaching of procedure text, (2) to explore the needs of the procedure text material, (3) to develop the material containing fun activities to strengthen students’ characters, (4) to investigate the effectiveness of using that material containing fun activities to strengthen the students’ character. The design was Research and Development. The subjects were the eighth graders of Junior High School and the English teachers. The data were collected by using observation sheet, interview, and questionnaire. The result showed that the teachers only used textbooks, read them and asked the students to practice without any kind of enjoyable and fun activities and the students often felt bored. From the need analysis through questionnaire, the highest score of the activity needed was fun activities. Therefore, the writer tried to develop it based on the students’ needs. From the try out of that material it can be concluded that the fun activities based material of procedure text is effective to strengthen the students’ character.

Keywords - Character Education, Fun Activities, Procedure Text Material

Introduction
Listening, speaking, reading and writing are important skills to learn a target language especially English. One of the very important text types that should be mastered in SMP is procedural text. But in fact, when they learn that text in classes the teaching learning is not interesting. They get bored with the routine strategies used by the teachers.

The selection and use of input is the central aspect of teaching English as stated by Rost (2002: 122). How we identify sources, select among them and construct tasks around them are the most salient decisions in the teaching of English. He states that the one of important notions in the teaching of English is examining the notion of genre, how it relates to teach English. The genre being taught in the eighth graders of Junior High School is procedure text based on the recent curriculum, namely 2013 curriculum. Procedure text is a text that gives instructions to do something based on Larson (1984: 366). Another condition of procedure text is to explain how something works through a sequence of actions or steps and deals with human behavior.

According to Harmer (2007:56), within education, the term children are “used for learners between the ages of about 2 to about 14”. By examining their characteristics, teachers can choose the most suitable method or media to apply. Teachers need to be creative in selecting or even developing activities to make the students eager to learn English. English teachers need to apply various kinds of activities they used in class to motivate their learners. The English teachers need to apply some kinds of fun activities to create the enjoyable atmosphere to make the students eager to learn English. Through fun activities, it can enhance the students’ motivation to learn English of procedure text material and strengthen character education of the students.
Character education is inserted in all subjects nowadays, the burden of its distribution to all teachers, because the fact shows that most of the young people tend to do the opposite things such as doing pre-marital sex, abortion, addicted to pornographic films, consuming psychotropic substances, etc., the integration of character education in the teaching learning process should be realized within the lesson plans, materials and evaluation (Diknas 2010).

After conducting the preliminary research, the other fact is most of the English teachers in Junior High Schools less applied fun activities in the process of teaching and learning. They used only textbooks in teaching and most of them rarely teach English through fun activities. Fun activities can enhance the knowledge and English skills as well as strengthen students’ character education. As a result, the students do not feel bored anymore, especially, when their teachers teach the material of genre texts, one of them is procedure text.

Based on the background of the study and the theory given above, this study aims to develop the fun procedure text material by conducting the preliminary research of the existing material and need analysis of developing the procedure text containing fun activities to strengthen the eight year students’ character. Beside the teachers can give the knowledge and English skills to their students, they can also insert and enforce character education for the students based on 2013 curriculum.

Method of Study
In this study, the writer used stage one, two and three of research and development (R&D) proposed by Borg and Gall (1983:772). The purpose of this study is to find out what types of procedural text material were used by the eighth graders and the teachers, what procedural text materials were needed by the eighth graders, and how to develop it.

The subjects of this research were the eighth graders of Junior High School, in Semarang, Kudus, Kendal. The data were collected through three kinds of instruments, namely observation sheet, interview, questionnaire and test. The procedure of data collecting started from finding what material used and needed by the eighth graders in teaching and learning procedural text, and be continued with planning, developing, doing first revision, trying out, doing second revision, and producing the final product.

The Result of the Research
The writer interviewed, gave questionaires the English teachers of SMP and the students in Kudus, Semarang, Kendal to know what types of English Procedure text material used by them to teach the eighth graders of Junior High Schools. To know what the students’ needs in learning English procedural text material, and to know whether fun activities were necessary to teach procedural text material or not based on the English teachers and students opinion. The writer also observed the existing material used to teach and learn procedural text.

The Result of Observing the Existing Material
The result of the observation showed that they used monologue and dialogue when teaching procedural text and used one textbook provided by the government but sometimes they searched the material from internet such as a video. When using the monologue of procedural text in English textbook, they only read and students listened it and when using the dialogue of procedural text, they asked the students to read. After listening of the procedural text in the dialogue or monologue form their teacher or other students, it would be continued to the discussion, question, and answer method. In my opinion, it was very bored because there
is no fun activity that make them eager to learn. In addition, the school provided limited facilities and media for teaching. The teachers said that there is no cassette or CD in the textbook provided by government to teach. So, they only provided the material using textbook or video which searched by themselves without inserting fun activities in their teaching. The students were just asked by the teachers to listen and discuss together. In accordance with the purpose of the 2013 curriculum, the teachers thought that the material containing fun activities is necessary for students to provide a new nuance for students, increase students’ interest in learning to improve students’ character.

In fact, she also regularly tried to find out the innovative teaching material to support the process of teaching and learning at school. Actually she realized that it was not that simple to allow students to have an interactive and fun learning process. She shared that teaching a foreign language is not easy, but she never stops looking for supplement material and always welcomes the new way of interactive learning in transferring the knowledge from teacher to students. The researcher also discussed the advantages of using game to be applied outside the classroom. From the interviews it can be concluded that teacher gets some benefits of using games. They are:

Games are interesting and they motivate student to be interested in learning, but it is not easy to choose a particular game which is suitable to the character of the students, the skill or the competency, the facilities and the time.

Games help teacher create contexts that make the language is useful and meaningful. Through games, students could take part to express their own point of view or give information in a fun way. Games provide language practice for various skills and competencies.

The Result of Need Analysis
Based on the result of analyzing the data, the highest score of activities based on need analysis is various fun activities. There are some fun activities proposed in this result of need analysis. The writer made a list of them, there were kinds of fun activities from the highest score, namely jumbled text game, puzzle game, and whisper game etc.

Learners need sorts of fun activities such as fun games material; in this case procedural text material for better character development. The materials should be fun, easy, interesting and enjoyable so that learners could also learn the materials by themselves. This meant that its content should be focused on vocabulary rather than grammar.

The Model of Teaching Material Containing Fun Activities

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After creating the model, the writer developed the listening procedural text
material containing fun activities which discusses the core and basic competence, the material that can be observed by the students, and fun activities, namely whisper, puzzle, and jumbled text game. The teaching material was arranged based on the 2013 Curriculum. It was developed based on the syllabus by adding the “WHIBLED WHIZZLE” (Whisper, Jumbled game and Puzzle) game as the media for teaching and studying Procedure text. The researcher created this game which can be played digitally and manually in the classroom or outside the classroom. Considering the experts’ and teachers’ suggestion, the researcher revised some parts of the digital version of Puzzle game.

It can be concluded that the result of written assessment is very satisfying. It showed that students’ comprehension of procedure text was improving. It could be seen from the results of the pre and post test. The pretest of the eighth graders could reach 77.09 and the post test could reach 95.32. It meant that the teaching material “I Love How to Do” and the VCD entitled “Whibled Whizzle” game were completely good. This implies that developing listening of procedural material containing fun activities is effective and appropriate for the eighth graders of junior high school. The treatment given by the researcher through Whibled Whizzle game both manually and digitally, actually has contributed for the development of students’ comprehension of procedure text and strengthen the positive characters.

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Content Standard of 2013 English Curriculum for SMP in Indonesia.


THE EFL TEACHERS’ PRONUNCIATION OF ENGLISH WORDS CONTAINING SPELLOPHONONETIC PATTERNS

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Abstract
This research is a descriptive qualitative study aiming to produce an empirical evidence for the stakeholders showing the need of English teachers’ trainings on English basic skills, particularly on pronunciation. The subjects of this study are twenty-five members of junior high school English teachers’ forum of Sub-Comal, Pemalang Regency, who were chosen randomly. The object of the study is teachers’ pronunciation of English words containing spellophononetic patterns. The data were gathered by using three main instruments: pronunciation test, questionnaire, and phonetic transcription reading test. The collected data were then analyzed interpretatively. The findings of this study revealed that most of the subjects had very bad pronunciation. It was proven by the pronunciation test in which the subjects only correctly pronounced 44.32% items in the segmental part, and 42.64% items in the stressing part. The data also showed that the main problems that the subjects faced in learning and improving their pronunciation were limited exposure, the English spelling and sound systems, English word stress, phonetic transcription, low concern and awareness towards pronunciation, low motivation, and complacency. Based on the results, it can be concluded that English teachers, especially the subjects, needed to be evaluated and trained regularly.

Keywords - teachers’ pronunciation, EFL teachers, teacher evaluation, spellophononetic patterns.

Introduction
‘Being able to speak English of course includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc.’ (Nikbakht cited by Tahereen, 2015) However, he claimed that from any other English skills or subskills that should be mastered by its learners, pronunciation is considered the most important thing in English learning. He reasoned that ‘with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand despite accuracy in other areas’. Besides, pronunciation is also regarded as one of the most difficult skills to be acquired and developed in learning a foreign language (Garcia, 2007).

Despite its great importance and difficulties to be acquired, pronunciation has received the least attention compared to other English skills, such as literacy, grammar and vocabulary (Baker, 2011; Gilakjani, 2011). This condition will of course be an evident distractor in pursuing the main goal of English instruction in Indonesia, which is communicative competence.

In many Indonesian schools, teachers’ pronunciation greatly impacts their students’ pronunciation. In remote areas, English
teachers even act as the only model of pronunciation that students have. In such a condition, the only exposure that the students have is within the English classes, and only when their teachers speak in English. Any mispronunciation made by the teacher has high potency to be copied repeatedly by the students until it becomes fossilized in their memory. Therefore, any English teacher has to possess good pronunciation. It is in line with Richards’ theory (2011) saying that the first quality to be possessed by any language teacher is the language proficiency.

However, this great demand of English teachers’ quality is not accompanied by any support to their professional development. By considering the essential role of teachers’ pronunciation in determining students’ success in communication, the government has to provide adequate support to help teachers fulfill this expectation. This study is intended to find out, describe, and explain whether or not the English teachers in Indonesia have already possessed adequate grounded skill of English pronunciation. Spellophonetic patterns (Sukrisno, 2015) are used to analyze the teachers’ pronunciation.

**Methodology**

This study is a descriptive qualitative one. The subjects of the study are twenty-five English teachers who are the members of MGMP Bahasa Inggris SMP (forum of junior high school English teachers) Sub-Comal, Pemalang, who were chosen randomly. The object of the study is teachers’ pronunciation of English words containing spellophonetic patterns.

The data were obtained in several instruments: a pronunciation test, a questionnaire, a phonetic transcription test, and interview. The gathered data were analyzed through the following procedure. Firstly, the recorded teachers’ pronunciation were transcribed phonetically, tabulated, and assessed. The segmentals features and words’ stress were tabulated, counted, and analyzed separately. All correct responses of each subject were counted. Secondly, all responses of the questionnaire and the interview were administered to find any problem faced by the subjects in pronouncing English words. Each answer of each subject was compared to the findings of the other instruments to analyze the way their problems effect their pronunciation. Thirdly, the subjects’ recordings in reading phonetic transcription were tabulated and analyzed to find another possible problem of the teachers in pronunciation.

**Finding and Discussion**

The result of the pronunciation test shows that the teachers’ pronunciation is very bad. The average scores of the subjects are 44.32 in the segmental part, and 42.64 in the word stress part.

The subjects’ failure in the pronunciation test is not because the items were unfamiliar for the subjects. All items of the test were selected from the textbooks used by the subjects’ students at schools and one of the most familiar written media in Indonesia: the Jakarta Post. Those items are the most frequently appearing words containing the spellophonetic patterns. Therefore, the items must be familiar and easy enough for the subjects to pronounce.

This failure is not also because the subjects do not know about the spellophonetic patterns. They would be able to pronounce the words properly if their pronunciation were good enough, even if they did not know the spellophonetic patterns. As evidence, one of the subjects, who did not know the patterns also, could get 94 in the segmental part and 88 in the word stress part.

The use of spellophonetic patterns in this study is not as a distractor. It is used as an indicator. If the subjects cannot pronounce
words having these most general patterns, it indicated that their pronunciation in general is bad. Besides, this set of patterns is used to narrow the scope of the analysis since analyzing the subjects’ pronunciation in general would be too broad.

The implication of this finding is worrying. Any mispronunciation made by English teachers will directly give bad impact on their students’ pronunciation. It will much worsen if the students’ dependency on their teachers is great. Therefore, the finding of this study indicates a great danger since most of the subjects had extremely bad pronunciation.

In accordance with Richards’ theory (2011), in which he described language specific competencies needed by any language teacher in order to teach effectively, most of the subjects cannot be classified as effective teachers since they do not possess ‘the ability to provide good language models, to maintain use of the target language in the classroom, to give correct feedback on learner language, and to provide input at an appropriate level of difficulty’.

Based on Richards’ theory (2011) saying that the first quality that must be possessed by any language teacher is the language proficiency, the subjects do not possess enough knowledge and skill of English pronunciation, which is one of the most important and complicated skills to be mastered in learning English.

The data also shows several problems that mostly disturb their pronunciation development. Those problems are classified into two categories: external and internal problems. External problems consist of limited exposure, the arbitrariness of English word spelling, sounds that do not exist in the subjects’ first language, English word stress, and phonetic transcription. The internal problems cover concern and awareness toward pronunciation, motivation, and complacency.

Those problems are more or less similar to the pronunciation problems of EFL learners found by Gilakjani (2012), and Tahereen (2015). The only different problem is complacency.

Since English is used as a foreign language in Indonesia, learners of English commonly lack exposure, especially the spoken form of English. Lack of exposure will of course limit the access of any learner of English, including the subjects of this study, to learn the correct form of the language, especially the correct English pronunciation. Since the exposure of correct pronunciation they got is limited, the subjects generally pronounce the words they do not recognize by guessing. However, since the subjects are English teachers, they have to be able to overcome this problem, at least for themselves.

Exposure is exactly needed by any language learner to maintain and improve their language skills. Exposure is essential since language develops and changes over time. Teachers with lack of exposure will be really dangerous because in many school, teachers often act as the only source of exposure that students have. Lack of exposure can be overcome by, for example, listening to English songs, watching English movies, chatting with native speakers through social media, having English speaking community, etc.

The other external problem is the arbitrariness of English word spelling. There is no-one-letter-for-one-sound relationship in English spelling system and pronunciation. This condition makes the learners difficult to guess the correct pronunciation of English words without looking them up at dictionary. To overcome this problem, learners of English, including the subjects of this study, must often open the dictionary to check the
The inability of the subjects in reading phonetic transcription worsen since the subjects do not even realize that English words have stress due to the inexistence of word stress in their first language, ‘Bahasa Indonesia’. Besides, Indonesian learners do not get used reading phonetic transcription because Indonesian spelling and pronunciation system is closely related. However, there is no excuse for any English teacher to be incapable to read phonetic transcription and to give stress to English words. The problems about phonetic transcription and word stress can be overcome by a lot of practice, learning, or trainings. Trainings with experienced tutors are mostly suggested because in learning and practicing pronunciation a learner will need skillful and knowledgeable tutor(s), rather than reading books and practicing alone.

The next problems are the internal problems. The first is lack of concern and awareness toward the importance of pronunciation in English learning. There are some subjects who have no awareness that pronunciation takes an important part in English learning process. In their answers of the questionnaire, they wrote that pronunciation was important, but some of them could not give explanation showing their awareness of the importance of pronunciation. Concern and awareness are really importance since both are the main requirements in learning anything. With low concern and awareness, any learner of English pronunciation will have low or no motivation to learn it seriously. Besides, pronunciation is one of the most difficult things to learn in English learning. With low concern and awareness, a learner will think that pronunciation will not worthy enough to be learnt seriously.

The next internal problem is low motivation of the subjects. Having good concern and awareness toward pronunciation does not necessarily mean that the subjects have high motivation to learn and improve their
pronunciation. There are some subjects who have good concern toward pronunciation, but have low motivation to practice it. Motivation is an essential thing in learning process. With low motivation, any learning difficulty will be much more complicated. For the subjects, raising motivation can be done by raising the concern and awareness toward the importance of pronunciation in English learning, and analyzing the possible impact of their bad pronunciation on their students' achievement.

However, the most dangerous problem faced by the subjects of this study is their complacency. The data indicate that most of them are neither knowledgeable nor skillful in English pronunciation. To overcome any pronunciation problem they had, they said that they usually opened English dictionaries. However, most of them could not read phonetic transcription at all. It indicates that they rarely check their pronunciation by opening the dictionaries, and the most possible cause is their complacency. Complacency is ‘a feeling of calm satisfaction with your own abilities or situation that prevents you from trying harder’ (Cambridge Advanced Learner’s Dictionary). It prevents the subjects to improve their pronunciation with a feeling of satisfaction of their pronunciation. It is a thought that their pronunciation is good so that they do not need any more practice. It can be reduced or solved by giving negative evidence. They need to be reminded that they do much mispronunciation. Negative evidence will encourage them to become reflective toward their own pronunciation, and it can be given easily in trainings.

Conclusions
There are several conclusions concerning the result of this study. Firstly, based on the result of the pronunciation test, the subjects’ pronunciation is very bad. By referring to Richards’ theory (2011) saying that the first quality that must be possessed by any language teacher is the language proficiency, it can be concluded that the subjects are not really qualified in being English teachers.

Secondly, there are two general types of problems that the subjects faced in learning and improving their pronunciation; those are external and internal problems. The external problems consist of limited exposure of English (especially the spoken form), the arbitrariness of English word spelling or the inconsistent relationship between English word spelling and pronunciation, English sounds that do not exist in the subjects’ first language, English word stress, and phonetic transcription. The internal problems cover the subjects’ low concern and awareness towards pronunciation, their motivation to learn and improve their pronunciation, their lack of practice, and their complacency.

The external problems appear since in Indonesia, English is only used as a foreign language, so that there are various fundamental differences between English and ‘Bahasa Indonesia’ or the other first languages of the subjects. These differences make the learning process of the language more complicated. Thus, they require greater efforts to be handled. However, those problems can be solved by practicing a lot with an appropriate guidance. The internal problems distract the improvement of the subjects’ pronunciation by preventing the subjects to practice.

Bibliography


THE USE OF ‘SIS’ ON INDONESIAN ONLINE SHOP

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Abstract
Nowadays, the function of media has been change. Several years ago, people used media as information centre, and it is broadening to selling centre too. In Indonesia, it has been public knowledge that modern society would shop in Online Shop. The use of sis is one of register in online shop. This paper, deals with two major dimensions of sociolinguistic variation: register and style. Drawing upon the view of Janet Holmes (2013), the author explores the concept of register and style, focusing on the word occasion. In linguistics, register widely used in linguistics to refer to varieties according to use. However, style refers to particular ways of using language in particular contexts. The researcher collected the data by doing depth interview with the seller and consumer about online shop. Then combining with the Janet Holmes register and style theories. Online shop stylistic done in informal way. Sis in online shop register had different meaning with sister in general English and other context.

Keywords – Online Shop, Register, Style

Introduction
The development of technologies has made the internet an innovative way for society to communicate. Social media has created the internet popular over last decade. Social media sites have created new and non-personal ways for people to interact with others. The use of social media such as Facebook, Twitter, and Instagram growing rapidly to create and sustain relationship with others (Boyd & Ellison, 2007). Media development cause changes in media’s function. Media once is only a tool to get or share the information and now develops to selling centre too. The development of media triggers Indonesian seller to sell their products in social media. As we know, everything in social media rapid went globally. That is why Indonesian seller tends to have online shops rather than rent a shop to sell their products. Online shop is a place to buy things in internet. People nowadays tends to shop in online shop rather than go to mall or shopping centre to buy their needs.

Since shopping online nowadays had become modern society needs, e-commerce is one of online media to sell the products in a new way such as salestock.com and tokomilkan.com. E-commerce makes the consumer easier to choose and buy the products, since e-commerce have a lot of products and detail information about the products. Therefore, consumer would shop comfortably. This research discusses sociolinguistics aspects, register and style of online shops in Indonesia. The researchers focused on cloth online shops, due to the object mostly appears in cloth online shops. The data were collected from two Indonesian e-commerce (adorableroject.com and tokomilkan.com) and some online shops in...
social media. In analysing the data, the researcher employ Janet Holmes (2001 and 2013).

Janet Holmes (2001:246) explained that register are specific sets of vocabulary items associated with different occupational group or the language of groups of people with common interest or jobs. Style is language variation which reflects changes in situational factors. Style is often analysed along scale of formality. The formality is influenced by some factors like the various differences among the participants, topic, emotional, involvement, etc. (Holmes:2001). Considering the fact that sis is a very popular phenomenon to happen in social media or online shops. Therefore, the researchers would find the meaning of sis in online shop register. This research conducted to answer these questions: first, what does ‘sis’ meaning in online shop register, second, how does online shop register differ from general English.

The aim of this research is to show the usefulness of a register and style in sociolinguistics in analysing online shop discourse to achieve the aims of uncovering the meaning behind utterance sis that is very popular in social media or online shop communication. This paper is absolutely beneficial for the next researchers, due to research about register is very rare. In addition, there is no research about register in social media especially in online shop yet. Therefore, this paper would very beneficial for the next researchers.

Methodology
In analysing the data, the researchers employ Janet Holmes (2001 and 2013) inferential theory of sociolinguistics, register and style. Inferential theory of register originates from Halliday (1976). Since there is no previous study about online shop register and style, the researchers doing some interviews with the seller and consumer of online shops. The researchers were also doing some observation to some e-commerce. The interview concerned on sis utterance and all things about online shop. Sis word which become the keywords or the key point of the research, were translated by using Cambridge (Digital) Learner’s Dictionary 4th Edition (n.d.) and Oxford American Dictionary for learners of English (2013). The data act essentially as observational data (Silverman:1994). The researcher analyse the data based on Holmes (2013) of “An Introduction to Sociolinguistics”. However, the analysis will be related to the theories in descriptive-qualitative research. First, the researcher would define sis semantically and morphologically. Then, the researchers define the style and register of online shop based on the data. Therefore, the findings of this study will not be ambiguous.

Finding and Discussion
In this discussion, the researchers intentionally chose certain e-commerce and online shops as evidences of online shop register.

Literally, sister is girl or woman who has the same parents as another person (Cambridge (Digital) Learner’s Dictionary 4th Edition). In religion context, sister is a member of certain female religious group, it usually uses as pronoun a nun. Utterance sister is also used in a community to show the close relationship between women who share ideas and aims.

In Indonesia, sister commonly abbreviate to ‘sis’ and ‘sista’. Indonesian tend to use abbreviation for their daily conversation or informal situation. It is proven by Indonesian have lots of abbreviation in their vocabulary such as; otw, lol, alay, lebay, etc. Selling process uses informal way of conversation. This informal way of conversation in selling process is the style of online shops. In sociolinguistics, style is a set of linguistic variants to the specific meaning are
attributed. In Janet Holmes’s book (2013), there are some factors that would influence speakers style; social class, gender, ethnicity, and age. However, online shops stylistic do not consider any factors mentioned above. Janet Holmes (2013) explained there are five types of stylistic; archaic, colloquial, humorous, formal, and ironical. Since, online shop mostly done in informal way, it includes in colloquial type of style. Colloquial style is very casual speaking style. In interview with online shop seller in Instagram, she stated that by doing informal way of speaking would make the consumer more comfortable and enjoy the selling process. In selling process, consumer satisfaction of seller services is the first concern of the seller.

Utterance ‘sis’ mostly use by online shop sellers as pronoun. Sis is one of online shop register, because this utterance only used in online shoppers’ circumstance. Semantically, the meaning of sis is broadening into consumer. Since, sis are used for boy or man too. Similar with style, the factors that would influence speakers register as mentioned above does not affect online shop register. It means, sis in online shop register has another meaning than just the literal meaning of sister. Our interview results with online shop seller and consumer confirmed that the use of sis in online shop means consumer. It is proven by this following chat (Figure 1).

By understanding our interview result and the structure above, the researchers agree that sis in online shop register means consumer. Some online shop owners argue that utterance sis they use to make the seller and consumer feel close or had intimate relationship. Prof. Mudjia Rahardjo, sociolinguistics lecturer in Maulana Malik Ibrahim State Islamic University, Malang once stated that the more people had a close relationship with others the more informal language used between them.

Beside, in online shop register there are a lot of code mixing. It because sis is easier to pronounce rather than pelanggan (consumer). In online shop, register code mixing and code switching is a daily phenomenon. In ordinary shop, seller and consumer tends to use Bahasa Indonesia. Since online shop is the form of modernity, the seller and consumer tend to use modern language too. English is a superior language which is used in cloth designs and marketed in Indonesia which have and used Bahasa Indonesia as a spoken language. Most Indonesian think use global language is a symbol of modernity.

**Conclusions**

In online shop register, sister abbreviate to sis. Sister in general English or another context has different meaning with sis in online shop register. Online shop stylistic done in informal way or colloquial type. In online shop register, sis means consumer. The seller use sis as pronoun, because the seller wants to make a good and close relation with the consumer. Thus, the consumer would comfort and enjoy the selling process.

**Template**

Figure 1.
Source: chat consumer and admin adorableproject.com

**Reference**

Bibliography

doi: 10.1111/j.1083-6101.2007.00393.x


THE EFFECTIVENESS OF PEER ASSISTED WRITING TO TEACH WRITING VIEWED FROM STUDENTS’ CREATIVITY

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Abstract
This research was conducted to find out whether: (1) Peer Assisted Writing is more effective than Direct Instruction to teach writing; (2) the students who have high creativity have better writing competence than those who have low creativity; (3) there is any interaction effect between teaching techniques and students’ creativity in teaching writing. This experimental research was conducted at SMAN 1 Kota Cirebon. The population of this research was the tenth grade students. The data analysis was done by applying descriptive and inferential statistic (ANOVA and Tukey Test) to test the research hypothesis. Referring to the summary of multifactor analysis of variance, it can be concluded that: (1) the students who are taught by using Peer assisted Writing have better writing competence that those who are taught using Direct Instruction. In other word, the use of Peer Assisted Writing is more effective than Direct Instruction to teach writing; (2) the students having high creativity have better writing competence than those having low creativity; and (3) there is interaction between teaching technique and creativity toward students’ writing competence. Based on research findings, it can be concluded that Peer Assisted Writing is an effective teaching technique to teach writing. So, it is recommended for teachers to apply this teaching technique to teach writing. Besides, the research findings also imply that creativity gives strong influence to the students’ writing competence. Thus, teacher are suggested to the teaching and learning process in the classroom which increase students’ creativity.

Keywords – Peer Assisted Writing, creativity, Experimental Study

Introduction
The researcher prefers to conduct this study on writing ability because Writing is known as an important skill for multifarious reason in education and business. Raimes (1997) states that the purpose of writing is for improving, training, and practicing language in early stage of learning to communicate fluently and accurately at intermediate and more advance level. Certainly, writing is a complicated process through which ideas are created and expressed. Learning to write in a foreign language is even harder and it takes a considerable amount of time and effort to write skillfully. Hyland (2003) states writing as the productive mode of language is a vital skill for the L2 learners to develop their language knowledge and the teaching of this skill in second language classrooms. Writing skill, to some students, is considered as the most difficult and complex skill in mastering English. Considering observation in the class revealed that to able to write well, students indicated that they should have a lot of knowledge about language and about the world. Not to mention the numbers of exercises he/she should go through. According to Alwasilah (2001), writing is the most difficult skill to be acquired by students and to be taught by teachers. Writing skill becomes one of important skills that need to be mastered by the students. Mastering writing skill is a long process, so it is a long way to become a good writer. This assumption makes many people not fond of writing. They are afraid to express their
feelings or opinions in written form. Since written language can be easily evaluated, people are scared that readers will find the mistakes they made in their writing. They underestimate their own writing skill even before they scratch anything.

Successful writing teaching is also based on teaching technique used by the teacher. Teaching technique is important to make students interested in learning writing, so they can master their writing. The teachers’ techniques to teach writing are important factors that may affect the students’ writing ability. The students always write and read the material from the board or book. After doing the exercise in the book, they will get a quiz. Therefore English lesson is not attractive for the students.

The researcher makes the conclusion that students need teaching technique which is more interesting. There are some kinds of techniques that can be applied by English teachers to develop their students’ writing ability. One of technique that can be used in teaching writing is Peer-assisted writing, a kind of technique of collaborative writing. Scarcella (2003) states Peer-Assisted writing is a technique that emphasizes teachers’ explicit instruction on both meaningful communication (such as content and organization) and specific features of the English language (such as grammar and mechanics). Many existing peer response writing activities, students are expected to proofread and edit each other's writing on their own without the teachers' intervention. Topping (2001) defines Peer-assisted writing as most commonly form of Peer-assisted learning. Peer-assisted Learning (PAL) can be defined as the acquisition of knowledge and skill through active helping and supporting among companions who are matched or equal in status. It involves people from similar social groupings, who are not professional teachers, helping each other to learn and learning themselves by so doing.

Based on explanation above, this technique allows the students to help each other, correct, and edit students’ writing related to content, organizational patterns, grammatical structure and appropriate word choice without teacher’s intervention.

Another factor that also determines the success of teaching writing is the students’ creativity. Creativity plays important role to produce a good and understandable writing. in this case, as stated by franken (1994: 369), creativity is defined as a tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problem, communicating with others, and entertaining others and ourselves. Considering this situation, it probably happens to the student when the students are studying in the class. The students need any special stimulation to encourage their writing skills and to what extent they can improve their skill in writing. In the classroom, there are students who high creativity and low creativity. Their creativity can appear when they produce or apply something new such as writing activities. According to Sternberg and kaufman (2006: 2) state that creativity is the activity to convey something new. In other words, creativity involves thinking that is aimed at producing ideas or products that relatively novel and that are, in some respect, compelling.

Considering the background above, the writer formulates the problems of this study as follows: (1) Is Peer-assisted writing technique more effective than direct instruction technique to teach writing for the tenth grade of SMAN 1 Kota Cirebon?; (2) Do the tenth grade of SMAN 1 Kota Cirebon, with high level of creativity have better writing competence than those with low level of creativity?; (3) Is there an interaction effect between teaching techniques and creativity to teach writing for the tenth grade students of SMAN 1 Kota Cirebon?.
Methodology

Experimental study is a kind of study which is usually used to compare or control the groups between two or more groups to look for the research questions. Ellis and Ormrod (2011: 6) views an experimental study as a study in which the researcher has two variables (independent variable and dependent variable) and two groups (experimental group and control group) that are treated differently, then measure the effects of something on both variables. The research design used in this research was factorial design 2x2. It allows a researcher to study the interaction of an independent variable with one or more variables (Tuckman, 1978: 135).

The population of the research was the tenth grade students of senior high school in Cirebon. There are nine classes of the tenth grade students which consist of about 324 students and each class consists of about 36 students.

The sample of this research consists of two classes; class X MIA 3 as experimental group treated by using peer assisted writing and class X MIA 4 as the control group treated by using Direct Instruction. Each class consists of 36 students which were divided into two groups based on the students’ level of creativity. The sampling technique used was cluster random sampling technique. In this study, the researcher set the experimental and control group using lottery. The data obtained are the result of verbal creativity test and writing test. Thus, there are two techniques of collecting data; creativity test and writing test. Creativity is used to know the level of students’ creativity and writing test is used to know the result of students’ writing competence. The data are analyzed using descriptive analysis and inferential analysis. Descriptive analysis is used to know the mean, median, mode and standard deviation of the scores of writing test. To know the normality and the homogeneity of the data, the writer uses normality and homogeneity test. The normality and homogeneity tests are done before testing the hypothesis.

Inferential analysis used is multifactor analysis of variance (ANOVA 2x2). It is used to test the hypothesis. H₀ is rejected if F₀ is higher than F₁. If H₀ is rejected, the analysis is continued to know which group is better using Tukey test.

Finding and Discussion

Measuring the normality using Liliefors. The result can be seen on the table 1.

Table 1. Normality Test

<table>
<thead>
<tr>
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<th>Data (Lo)</th>
<th>(Lt)</th>
<th>(a)</th>
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<td>0.200</td>
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<td>0.200</td>
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<td>0.087</td>
<td>0.200</td>
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</table>

For measuring the homogeneity test, the researcher used Bartlett formula. The result can be seen on the table 2.

Table 2. Homogeneity Test

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<th>I/(df)</th>
<th>s²</th>
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Table 3.

<table>
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<td>106,5188</td>
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<td>7.81</td>
</tr>
</tbody>
</table>

To know whether the hypothesis are rejected or accepted, the researcher measured the data using ANOVA. The result can be seen on the table 4.
Table 4. The Summary of Analysis of Variance 2 x 2

<table>
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<th>Source of Variance</th>
<th>SS</th>
<th>Df</th>
<th>MS</th>
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<th>F_t(.01)</th>
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</tr>
<tr>
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<td>1</td>
<td>288</td>
<td>7.82</td>
<td>3.97</td>
<td>7</td>
</tr>
<tr>
<td>Methods)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between rows</td>
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<td>107</td>
<td>29.13</td>
<td>3.97</td>
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<tr>
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<td>382</td>
<td>10.39</td>
<td>3.97</td>
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</tbody>
</table>

From the table 4, it can be concluded that: (a) because F_0 between columns (7.82) is higher than F_t(3.97) at the level of significance α = 0.05, H_0 is rejected and the difference between columns is significant. There is a significant difference between the students who are taught by using peer assisted writing and those who are taught by using direct instruction to teach writing. The mean score of the students who are taught by using peer assisted writing (76.83) is higher than the mean score of students who are taught by using direct instruction (72.83). It can be concluded that peer assisted writing is more effective than direct instruction to teach writing; (b) Because F_0 between rows (29.13) is higher than F_t (3.97) at the level of significance α = 0.05, H_0 is rejected and the difference between rows is significant. The students with high level of creativity and those with low level of creativity are significantly different upon the students’ writing competence. The mean score of the students with high level of creativity (78.69) is higher than those with low level of creativity (70.97). It can be concluded that the students with high level of creativity have better writing competence than those with low level of creativity; (3) because F_0 columns by rows (10.39) is higher than F_t (3.97) at the level of significance α = 0.05, H_0 is rejected and there is interaction effect between teaching techniques and the students’ creativity. Thus, the effect of teaching techniques on the students’ writing competence depends on the level of creativity.

After knowing the findings of the study, it can be concluded that Peer assisted Writing give positive effect on the students’ writing. Than, it can be states that Peer Assisted is more effective than Direct Instruction to teach writing. The students who have creativity have better writing competence than those who have low creativity. The findings of the study describes that there is an interaction effect between two variables (teaching technique and creativity) on the ability to write.

Conclusions
Presented as much as 10-15% of the length of the article, written in single space, with Times New Roman font size 12 pt. Conclusion is a brief statement of the results and findings obtained. Based on the description of the data analysis, It can be concluded that peer assisted writing is an effective technique to teach writing for the tenth grade students of SMAN 1 Kota Cirebon. The effectiveness of the technique is influenced by the students’ level of creativity.

Considering the findings of the research the suggestions as follows: (1) teachers can apply peer assisted writing to teach writing; (2) teachers have to consider that creativity is one of factors that may affect the students’ writing competence. Therefore, it is better for the teacher to know the degree of the students’ creativity and help them to develop it using various activities in class; (3)
students are expected to be more active in the teaching and learning process in order to develop their writing competence; (4) it is better for the students to practice activities that can enhance and stimulate their creativity abilities, ideas and creative result. It will give them benefits to move out of their normal problem-solving mode, to enable them to consider a wide range of alternative and to improve productivity and quality of work; (5) Other researchers can continue to investigate the effectiveness of Peer Assisted Writing from different psychological aspects which are related to the students’ writing, such as the students’ self esteem, motivation, learning interest, risk taking, anxiety, and so on.

Bibliography
DEVELOPING FUNCTIONAL MODEL FOR THE TRANSLATION OF CHILDREN LITERATURE

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Abstract
Translation is an effort to create similarity. Definitions of translation always imply ‘similarity’ as the purpose of the action. The idea of ‘similarity’ in translation, however, is not so simple as finding the similar meaning in other languages. It is complicated, covers vast spectrum and not merely a bilingual dictionary-based. Functional translation model proposes the way of finding similarity beyond the sentence level. With intratextual and extratextual analyses, referred to as looping model, functional translation gives specific and detail step to produce similarity. Those analyses enable the translators to unveil the text to get its ‘hidden’ feature and help the translators find the type of similarity the source language (SL) text requires. This paper develop the functional model for the translation of children literature. Research and Development (RD) model from Borg and Gall, with modification, is employed in two steps. In this first step, three activities, namely developing preliminary form of product, doing preliminary field testing, and revising main product are done. It produces a conceptual model of functional translation applied in the translation of children literature. The second step, consisting of main field testing and final product revision, will produce the established functional translation model for children literature.

Keywords – functional translation, looping model, children literature

Introduction
Translating children literature is very challenging. Experts agree that translating text, moreover literary text, for children is a complex assignment. Not only is the translator demanded to get the message in children perspective but he is also challenged to reconstruct the message in accordance with in children’s way of thinking. As Cascalana points out, if the translation is intended for children, the complexity increases (2006: 97).

Translators of children literature occupy a unique position. They are not the implied readers of the source language (SL) text since the text is addressed to children with the source (language) culture. The text is written by the SL text writer based on his assumption of the source culture (SC) background in the children’s repertoire. As the real readers, instead of the implied readers, of the text, the translators are demanded to grasp the message of the texts with SL children’s imagination, something that they even possibly never experienced.

When rewriting the message in the target language (TL), as the real writers, they have to be fully aware of his target pole repertoire. They have to write their translation in the way that TL children can comprehend it. When the story come to the children as a printed text, the translators (now the implied writer) have to own specific ability to tell the story to TL children with TL culture.

Iser is right when saying that a text cannot adapt itself to each reader it comes into contact with (Sousa, 2002: 17). It is the readers who tries to adapt themselves to the text. Adapting to text is a big problem for
children as children, according to Nikolaeva, have no capability to interpret foreign semiosphere, and, as Chamber states, have not discovered how to shift the gears of their personality according to the invitation offered by the book. In this respect they are unyielding readers. They want the book to suit them, tending to expect an author to take them as he finds them rather than they taking the book as they find it (Sausa 2002: 17).

Since children cannot adapt themselves to the text, it is the writer’s responsibility to make the text suited to the children. When the text is translated into other languages, the responsibility lies on the translator. The translator is required to make the translated text accessible for children. Furthermore, translator is also demanded to be the bridge between SL text and TL readers. Sousa (2002: 21) suggests that the greater the relevant cultural knowledge of the reader, the more successful is the interaction between the reader and the text. This is in line with Relevance and Scopos theory principles. Relevance theory proposes two principles: (1) the greater the contextual effect, the greater the relevance, and (2) the greater the effort needed, the lower the relevance will be. For Relevance theory if the text has (or is made to have) greater contextual effect, it will be more relevant and will be understood more easily. And, if more effort is needed to understand the text, the text is less relevance, and therefore more difficult to understand.

Meanwhile, Scopos theory highlights the functional translation. Translation is functional if it achieves the intended purpose. Functionality means that a text (in this case translation) ‘works’ for its receiver in a particular communicative situation in the way the sender want it to work. If the purpose is information, the text should offer this in form comprehensible to the audience, if the purpose is to amuse, then the text should actually make its readers laugh or at least smile (Nord, 2010).

All those principle underline what Stolze put forth that the starting point of translating children literature is a view of translation as rewriting for different audiences in different times, places and culture” (in Lefevere, 2003: 208).

Methodology
This research employs research and development model from Borg dan Gall (1983) with modification. The research and information collecting was done by identifying and analyzing translation problems faced by the students. The analysis focused on the problems caused by (1) the shift of implied readers of source text and target text, and (2) the different context of situation and context of culture of the source language and that of the target one.

The next step, develop preliminary form of product produced a conceptual model of functional translation for children literature. This was done by combining Sperer, Wilson and Gutt’s Relevance theory and Vermeer and Nord’s Skopos theory principles.

In the preliminary field testing, the researchers invited inputs and suggestions from experts and translators. It was done by sending them questionnaire, interviewing them, and inviting them in a focus group discussion.

In the main product revision, the product was revised based on the inputs and suggestions from the experts and translator as informants. This step produced a mode of functional translation for children literature, referred to as Model 1. This model will be tested in in the main field testing and final product revision to produce an established model of functional translation for children literature.

Finding and Discussion
Functional Translation for Children Literature, Conceptual model
Translation activity in functional perspective goes in a ‘top down model’. Instead of starting it by analysing a translation unit, such as sentence, phrase, or word, the activity starts from a macrostrategy. With this strategy, the translators analyze extra and intratextual factor of the text, or known as *looping model* (Nord, 2005). Extratextual factor includes sender (who send the text?), intention (what for?), recipient (to whom?), medium (by which medium?), place (where?), time (when?), motive (why?), and text function (with what function?). The result of the analysis on these factors are then compared with the corresponding factors in the prospective TT situation to give the translators insight of how they go with their translation method and strategy.

Intratextual factors of a text covers subject matter, content, presupposition, non verbal elements, lexis, sentence structure, and suprasegmental features. In intratextual analysis, functional translation underlines the importance of text analysis. Texts are classified into three; informative (such as news texts, business correspondence, official documents, technical texts, scholarly articles), expressive (literary genres such as novels, short stories and poetry) and operative (advertisements, political propaganda, satirical prose). Categorizing text into typology, however, is not easy.

In general, establishing equivalence between ST and TT becomes the purpose of translating activity (Nord, 2005). It means that when translating an informative text the translator must give a correct and complete message of the text's content and should be guided, in terms of stylistic choices, by the dominant norms of the target language and culture. Meanwhile, the translation of an expressive text requires the translator to produce an "analog" of stylistic effect, allowing the target readers to experience the same impression of the relationship between form and content as the reader of the original. Here, stylistic choices in translation are naturally guided by those made in the source text. And, in the translation of an operative text, the translator should be guided by the overall aim of provoking the same reaction in the audience: for example to purchase the relevant product or vote for a particular candidate. In this case, the translator may even change the content and stylistic features of the original if they do not serve the intended purpose.

**Functional Translation of Children Literature, A sample model**

As an application of above conceptual model, a sample model is proposed. The story of *Alice in Wonderland* is used as a case point. This children story is going to be translated into Indonesian. Parody as one of this story’s specific traits will be the subject of analysis. Extratextual analysis of the text was done to all aspects of the text. The table below show the result of the analysis and its comparison to the prospective TT.

<table>
<thead>
<tr>
<th>No</th>
<th>Factor</th>
<th>ST</th>
<th>Prospective TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sender</td>
<td>Lewis Carroll, a writer with Western culture background</td>
<td>Book publisher wishing to translate Alice’s stories</td>
</tr>
<tr>
<td>2</td>
<td>Recipient</td>
<td>Indonesia children with Indonesian language and culture background</td>
<td>Children with English language and Western culture</td>
</tr>
<tr>
<td>3</td>
<td>Time</td>
<td>1865</td>
<td>2014</td>
</tr>
<tr>
<td>4</td>
<td>Place</td>
<td>England</td>
<td>Indonesia</td>
</tr>
<tr>
<td>5</td>
<td>Text type</td>
<td>Expressive</td>
<td>Expressive with reader-orientation</td>
</tr>
<tr>
<td>6</td>
<td>Medium</td>
<td>Written, in a children story book</td>
<td>Written, in a translated novel</td>
</tr>
<tr>
<td>7</td>
<td>Motive</td>
<td>To entertain children with Western culture background</td>
<td>To entertain children with Indonesian culture background</td>
</tr>
</tbody>
</table>
Meanwhile, the intratextual analysis of Alice in Wonderland result in such description below.

Table 1: Intratextual analysis of the book

<table>
<thead>
<tr>
<th>No</th>
<th>Factor</th>
<th>ST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>Fictional, not referring to the real world, written in narrative prose, informal register (colloquial, play of word, parody)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The author presupposed that the readers were aware of Victorian culture, cricket, song and nursery rhymes in that times, social structure of Victorian era, Rich in figurative lexical items, full of puns and parodies</td>
</tr>
<tr>
<td>2</td>
<td>Presupposition</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lexis</td>
<td>Rich in figurative lexical items, full of puns and parodies</td>
</tr>
<tr>
<td>4</td>
<td>Sentence structure</td>
<td>Complex, full of dialogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some parts of the book have suprasegmental feature which give emotional load to the text (Example: bautiful soup)</td>
</tr>
<tr>
<td>5</td>
<td>Suprasegmental</td>
<td></td>
</tr>
</tbody>
</table>

One of the parodies in Alice’s is *How doth the little crocodile*. This is a prody of a nursery rhyme popular in the time of Carroll entitled *Against idleness and mischief*. This Isaac Watt’s pedagogic rhyme of a hard working little bee looking for honey from one flower to another and building her nest is parodied into a lazy crocodile, a predator on top of food chain, which is lazily lying in the stream of Nile waiting for small fishes coming into his mouth.

Carroll wrote *How doth the little crocodile* based on his presupposition of Victorian children’s familiarity to Watt’s *Against idleness and mischief*. When the children read *How doth the little crocodile* they know for sure that it is a parody of *Against idleness and mischief*. This parody gave comical effect to the readers.

Translating the parody in a mechanic way (Weaver 2006: 85) by translating on word for word basis (such as the one in the table below) will surely not give similar effect as the original. This model of translation is therefore not functional at all.

Table 3: The translation in a mechanic way

<table>
<thead>
<tr>
<th>Source Text</th>
<th>Mechanic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>How doth the little crocodile</td>
<td>Sungguh buaya yang kecil, Mengembangkan ekornya yang berkilap, Dan menyemburkan air</td>
</tr>
<tr>
<td>Improve his shining tail</td>
<td>Sengg guh buaya yang kecil, Mengembangkan ekornya yang berkilap, Dan menyemburkan air</td>
</tr>
<tr>
<td>And pour the waters of the Nile On every golden scale</td>
<td>Sengg guh buaya yang kecil, Mengembangkan ekornya yang berkilap, Dan menyemburkan air</td>
</tr>
<tr>
<td>How cheerfully he seems to grin</td>
<td>Sengg guh ceria seriangainya terlihat</td>
</tr>
<tr>
<td>How neatly spread his claws</td>
<td>Sengg guh rapi cakarnya terentang</td>
</tr>
<tr>
<td>And welcome little fishes in</td>
<td>Menyambut ikan-ikan kecil mengeliat</td>
</tr>
<tr>
<td>With gently smiling jaws</td>
<td>Dengan rahang yang tersenyum senang!</td>
</tr>
</tbody>
</table>

The recipients of the translation are Indonesian children. They are not familiar with Isaac Watt’s *Against idleness and mischief*. When the rhyme was parodied into *How doth the little crocodile* and translated as it is, the readers will not fell it as a parody. Therefore, the motive of writing the story and translating it in Indonesian, that is entertaining the readers, will not be achieved. There is a problem of presupposition in this translation. Mechanic translation as above preserves presupposition of the writer of the original text. In Indonesian background, this presupposition does not work as it did in Victorian culture and era. Other model of translation is then proposed. This translation uses dynamic equivalence instead of formal correspondence as its target.
Table 4 : Proposed translation

<table>
<thead>
<tr>
<th>The parody</th>
<th>Original song</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tikus-tikus yang rakus (The greedy rats)</td>
<td>Kupu-kupu yang lucu (Beautiful butterfly)</td>
</tr>
<tr>
<td>Ke mana engkau lari (Where do you run)</td>
<td>Kemana engkau terbang (Where do you fly)</td>
</tr>
<tr>
<td>Hilir mudik mencuri (Busy stealing)</td>
<td>Hilir mudik mencari (Busy looking for)</td>
</tr>
<tr>
<td>Simpanan padi kami (Our rice)</td>
<td>Bunga-bunga yang kembang (The blossom flower)</td>
</tr>
<tr>
<td>Berduyun-duyun (You are in throngs)</td>
<td>Tidakkah sayapmu (Don’t your wings)</td>
</tr>
<tr>
<td>Masuk ke dalam tanah (Getting into the ground)</td>
<td>Merasa lelah (Fell tired)</td>
</tr>
<tr>
<td>Tidakkah dirimu (Don’t you)</td>
<td></td>
</tr>
<tr>
<td>Merasa salah (Feel guilty)</td>
<td></td>
</tr>
</tbody>
</table>

With this way, the translator achieves similarity beyond the sentence level. No word in Tikus-tikus yang rakus indeed corresponds in a dictionary-based way with any word in How doth the little crocodile. However, this translation has great contextual effect because it can connect with Indonesian children’s repertoir. Indonesian children will directly infer it as a slipped form of Kupu-kupu yang lucu, a children song which is there in their repertoir. This translation is relevant since the readers do not need to make excessive processing effort to understand it. It works in that way because the translator presupposes the ‘accurate’ cultural background of the readers. This translation is also functional. It achieves the purpose of the text. The text is entertaining for Indonesian children. It ‘works’ for Indonesian childrens as its implied readers in a particular communicative situation in the way the translator wants it to work.

Moreover, the translation is rendered as a song. It is singable. Referring to Oittinen suggestion that in case of Alice in Wonderland, the songs in the translation must be singable too and Hancok conclusion in her article that the tunes are parts of the intended efect, adding bathos or zest to the splendid absurdity of the words. (2000: 110), this translation has played appropriate function in the target pole.

Bibliography


Abstract
This study aims at explaining the relation between the value of giving name to the newborn baby and Indian Culture, which causes the identity crisis of the major character in his homeland as a second-generation immigrant. This study is a qualitative analysis by applying a Goldmann’s sociological approach, especially in society’s social belief. The data will be collected by reading, identifying, and classifying excerpt from the novel and will be analyzed by interpreting process of signifying by relating to binary opposition, authorship, and society’s world vision represented on author’s idea. The result of this study will be the explanation of the social belief in giving name through the comparative names on origin and social acceptance reflected in The Namesake. Giving names brings certain problems that lead to identity crisis since the social acceptance required an adaptation through the dominant culture. The identity crisis is a product of influence of the combination and cultural friction in multicultural society. The opposition of first and last name of the major character creates the cultural crisis identity, and becomes the society’s world vision.

Key words: Giving names, Identity Crisis, Cultural Identity, Binary Opposition, Sociology of Literature, World Vision

Introduction
Giving names is included into a culture, which has some rules and tradition for several countries in the world especially the Eastern. Jhumpa Lahiri, the Pulitzer Prize winner for the year 2000, is a significant writer of Indian diaspora who has enriched the corpus of international writing in English. Her novel The Namesake deals with the tribulations of the immigrants in an alien land, the yearnings of exile and the emotional bafflement of cross cultural dilemmas. The novel continues to develop further the themes of cultural alienation and loss of identity (Cohen, 1997). This study is an answer to the social problem, which is related to the identity crisis of second immigrant of Indian in America who have lack of value in his name and caused many problem after. It is purposed for the society especially the Eastern to preserve their tradition in line with giving names values and cultures. Giving names brings certain problems that lead to identity crisis since the social acceptance required an adaptation through the dominant culture. The identity crisis is a product of influence of the combination and cultural friction in multicultural society. The opposition of first and last name of the major character creates the cultural crisis identity, and becomes the society’s world vision.

Methodology
This study is a qualitative analysis by applying a Goldmann’s sociological approach, especially in society’s social belief. The data will be collected by reading,
identifying, and classifying excerpt from the novel and will be analyzed by interpreting the process of signifying by relating to binary opposition, authorship, and society’s world vision represented on author’s idea. The result of this study will be the explanation of the social belief in giving name through the comparative names on origin and social acceptance reflected in The Namesake.

Finding and Discussion
Two sides have been collide through the topic. They are Indian immigrants and American society. Both sides are crashing because of giving names case. Giving name cultures between Indian and American. Gogol Ganguli here represents an Indian who should pay attention to Indian culture but he have to assimilate with the American do so. The Indian here are positioned as immigrant while American is the indigenous. Both immigrant and the indigenous have their own culture and each cultures rules owned. By having rule, both side have an intension to rule the other one and one have to be ruled. This is about an acceptance, while the one is ruling the other have to ruled either they wish or not. While their rule as immigrant accepted it would be okay, but when it is denied it brings certain problems to the subject of that culture which called as identity crisis. It means that the American dominates the Indian because of the society’s belief that they only accept what are become a common sense in their belief.

Lahiri’s parents, like the whole first generation of Diaspora, were always isolated from mainstream American Culture. Despite the fact that they spoke English, they were betrayed by their accent. They feel alone and aloof there. Lahiri has shown all this through various conflicts presented in The Namesake. But she is terrified to raise a child in a country where she is related to no one, where she knows so little, where life seems so tentative and spare. (Lahiri, 2003: 6).

It means that she also have a struggle in order to assimilate herself in the foreign country as a foreigner. For her, the pain, the longing for going back to her homeland has been freeze up in her heart that she does not like to tell it to her native friends/next door because it will hurt her husband. She learnt by herself for doing her, her husband, and children needs. It represents that, the country of English does not as cool as what she always read in novels and books. For being too cold in winter and hot in summer is not as her expectation to move to the dreamland. For immigrants, the perspective of Ashima is a crashing belief that Indian culture has to assimilate the American dream. However, Ashima tries to remember her own land by preserving their own rituals and tradition in the foreign, the land where nobody knows what about her inheritance rituals. When Gogol is 6months old, they do an Annasparan or a ritual for the new baby. Therefore, does the other immigrant traditions, the ritual also only attended by Bengals and no native come there even Ashoke’s American friends.

The alienation that experienced by his mom brought to his life since he was on the womb. The depression of being ignored and unaccepted is a kind of hereditary things in Ganguli’s family. Although there is a different case with his mother, the name, which his parents gave him when the hospital forbid him to come out without name. Ashoke gives his son with his favorite Russian author named Nikolai Gogol. His own baby turns into someone wearing Gogol Ganguli’s name. Gogol’s name is one of the main causes, which make him feel alienated. He feels like he is nowhere with no name. So does his mother think for herself as cited “She has never known a person entering the world so alone” (Lahiri 2003, p. 24) as mentioned before. After his birth, selecting a name becomes a problem for them. The difference between the naming process in Indian and American cultures pushes him into a chaos.
In addition, the struggle happens from the first generation immigrant and continues to the second generation. It means that, the strong culture of the first generation affects the second to follow their origin but in real life, they are not an origin’s anymore. They have born and live for years in the strange land. So that, it is a problem when there are American soul but have to be Indian culture. Based on that statement, Gogol Ganguli represents the Jhumpa Lahiri’s life as a second-generation Indian immigrant in America. The novel is actually a representation of the author herself. It can be seen from Lahiri’s biography, which told that she was born upon the name Nilanjana Sudeshna. The writer found that American have a rule where a baby cannot be home without a name, while it is strange for the Indian or most of Asian to do that. Asian especially Indian have their own considerations on giving name for the newborn babies. They have to consider whether the name has a good meaning, philosophy, and their elder agree or not. They have to follow the elder’s way on finding a name. They also have to see whether their elder still alive or not, if it is, they have to ask their elder to find the right name for their baby. It is also cited in the novel where Ashima (Gogol’s mother) and Ashoke (Gogol’s father) are still waiting for their parent’s letter, which there are two alternative names for their baby. However, accidentally the letter is lost so that they have to wait the new one and it takes time while the hospital asks for the name soon.

As for a name, they have decided to let Ashima’s grandmother, who is past eighty now, who has named each of her other six great-grandchildren in the world, do the honors. When her grandmother learned Ashima’s pregnancy. She was particularly thrilled at the prospect of naming the family’s first sahib. And so Ashima and Ashoke jhave agreed to put off the decision of what to name the baby until a letter comes, ignoring the forms from the hospital about filing for a birth certificate.

Names can wait. In India parents take their time. it wasn’t unusual for years to pass before the right name, the best possible name, was determined. (Lahiri, 2003: 25)

Nilanjana Sudhesna is the name of the author when she was born but she has another name that it is Jhumpa. Jhumpa is a pet name, sounds easier to pronounce by her teacher, and becomes Jhumpa Lahiri. It is hard for Jhumpa to be called as Jhumpa because her name is Nilanjana. However, she has to conceive that she lives in the land which people cannot pronounce her Indian name easily. So does Gogol Ganguli. He has another name, which is aimed for the official name Nikhil. When he was child, it is not give any bother, but when he got to school, he got confused with his identity. Her teacher represents most of American who get confused with the Indian custom of giving names (Ahmed,2015; Anita, 2013).

It means that the question of his identity is not only come from himself, but triggered by the society where he lives. It is more complicated when he knows where the root of his name Gogol or Nikhil are. Ashoke is a teacher in one of famous campus in America. He likes reading many literature until one accident brings him to make a fond of Russian author Nikolai Gogol. Based on the suggestion of the hospital nurse, which it is okay to give a name based on the name of the famous people such as Henry from King Henry, Charles from King Charles, or Eli from Queen Elizabeth. He remembers the author whose writing saved his life from the train crash, he believed. Therefore, he gives the name for the baby Gogol. Until one day of literature class, Gogol learns who Nikolai Gogol is.

…instead of being called Gogol, he will be called by a new name, a good name, which
his parents have finally decided on, just in time for him to begin his formal education. The name, Nikhil, is artfully connected to the old. Not only is it perfectly respectable Bengali good name, meaning “he is who entire, encompassing all,” but it also bears a satisfying resemblance to Nikolai, the first name of the Russian Gogol (Lahiri, 2003: 56)

He realizes that either Gogol or Nikhil comes from Nikolai Gogol’s name. He gets more depressed since the root of his name is not a good one. He thinks that name brings bad luck for his life. He cannot say anything to the girl he loves. He got nothing. His name brings him as an alien in the land. Jhumpa struggled a lot to make herself feel an American but she found just a halfway feeling. The same feeling she puts into Gogol who never likes to be called by his name. The agony felt by Gogol is the agony of Jhumpa Lahiri herself.

Stuart (2014) mentions that India in 2003 was dominated by western culture. Western culture dominates the society in India in term of women roles. It might be in domestic relationship, lifestyle, politics, and social life even in education. What happened in India which is in line with story is that the way Lahiri tells to the readers in term of assimilating the western culture by following the western way of calling someone’s name. They who have similar name with the western people more proud when they are called as it. The way of western people calling their name is making an abbreviation of their name. For example, Mike is the short of Michael so does Nick is in short of Nikhil according to Gogol himself. Besides of the uncomforverting name, he found some evidences which drive him into blaming his name for certain problems in his life.

He was reputed to be a hypochondriac and a deeply paranoid, frustrated ma. He was, in addition, by all accounts, morbidly melancholic, given to fits of severe depression. He had trouble making friends. He never married, fathered to children. It’s commonly believed he died a virgin.” (Lahiri, 2003: 91)

It is proved that the life of Gogol since he was born until he study the anthology class about the classic short story which brings him into an understanding why since he reject to wear the name Gogol, his life is so bad to survive. Accidentally, the characteristics of the real Nikolai Gogol drives him remember how he cannot make any friends, speaks to any girls, and so melancholic. After knowing the reason unconsciously derived his attitude, he got afraid if he will be the real Gogol since his name comes from his. Therefore, the afraid of his name brings him cannot live his life as an American. He becomes more neither Indian nor American.

Gogol tries to interpret himself. Yet parents’ wishes for their son to be, it is more like a curse for him. He then thinks why he never trying to flirt any American girl in his schools or even campus. He realizes that it might be his unconfident and hates of wearing the name ‘Gogol’. Being ‘Nikhil’ actually brings him to be very American. However, he has to tell anybody knows him as ‘Gogol’ to start calling him as new ‘Nikhi”. It must be hard for someone to tell everybody about his name. To be well pronounced and well remembered. The question of the appropriate name is not stop at many events happen in his past. When he tries to be ‘Nikhil’ and flirts some girls, he finally gets Ruth as his. In spite of being rejected by his parents, to be someone else at home with his girlfriend is not his desire. Until one day, they got broken and he damned his ‘Gogol’ for it.

Through the novel have been told that Gogol is a more depressed man than others are and sometimes like mad. He tries to do self-killing for times. The teacher is more
explaining the negative side of Nikolai Gogol. It means that Gogol is really influenced with Nikolai Gogol’s personality personally. The peak of the conflict found when he knows the bad side of Nikolai Gogol during his life.

As the title, “The Namesake”, Lahiri wants to deliver an idea where there are many problems caused by an unusual name in the foreign land. When people are believing that names derives their identity and personality, so then when it is not accepted it will cause a loss of both. The book also brought an idea that immigrant children have to assimilate themselves in a country where their parents are not belong. The idea becomes an autobiographical since it is portraying the author. Jhumpa Lahiri, who herself is a child of an immigrant couple, commented by one of her interviewer that “The Namesake is a powerful and original voice”. It is also addressed that Lahiri also experienced the same thing as Gogol although in different occasion.

Gogol Ganguli is called as ABCD (American-born confused deshi). But he considers himself an American. American society says, “But you’re Indian” (Lahiri, 2003: 157). Theologically speaking ABCDs is unable to answer the question of losing identity. It is not as simple as ‘where do you come from?’. Deshi in this case is an Indian for ‘countryman’. Gogol Ganguli is the fellow citizen whom India is his origin. “...For instance, although he can understand his mother tongue, and speak it fluently, he cannot read or write it with even modest proficiency” (Lahiri, 2003: 118). In other words, the term C that stands for ‘confused’ can be referred to ‘conflicted’. Nikhil resembles American names, yet ‘Gogol’ and his past follow him everywhere. He experiences a feeling of being in-between.

The first cause that leads him to ABCD is his name. Indian is culturally divided into classes, which in Indian called as “caste”. Therefore, Gogol is born as ‘Ganguli’. Bengali whom he is belong to, is classified into a high-class in India. They have their own way on giving name. It is proven when they are waiting for Ashima’s grandmother letter contained a baby boy and girl’s name inside for months. They believe that the traditional rule still exists. It is believed that they who older than them have an authority and specialty on giving name for their new member of the family. They also well known that the elderly conduct a name with many consideration related to their belief and culture. Those consideration as cited on some sources about Indian culture such as the surname is actually the name of caste. Sometimes, giving name system in India involves horoscope or the mapping planetary positions at the time of birth. That the horoscope is part of their life. In the northern of the country, every star is associated with a letter of the alphabet, and a kid’s name begins with the alphabet of the letter of the constellation he/she is born under. Then the pet and good naming is the other system in India. That, everyone in India must have multiple names.

The Indian culture related to naming, which cited on page 25-26 as follows;“Besides, there are always pet names to tide one over; a practice of Bengali nomenclature grants, to every single person, two names”. In Bengali, it is known that there are two terms of names. They are Daknam that means a pet name, and Bhalonam that means a good name. Daknam/pet name, literally, the name which one is called, by friends, family, and other intimates. Pet names are a persistent remnant of childhood, a reminder that life is not always so serious, so formal, so complicated. Then, every pet name is paired with a good name / bhalonam. This name is purposed for an identification in the outside world. Consequently, good names appear in an envelope, on diplomas, in telephone directories and all public places. It tends to
represent a dignified and enlightened quality.
Pet names are never officially recorded, or
only remembered and have no aspirations.
They are usually silly, ironic, and
onomatopoetic (Lahiri, 2003).

It means that every name is perfectly has a
meaning but Gogol and signs a daknam or
bhalonam. It is an Indian culture that there
are accepted when someone do not have any
official name until they have to sign in
school. However, it becomes a problem when
they do the same thing in the foreign land.
In this case, Gogol’s family is an immigrant in
America. Indian has its own culture. They
also like to preserve it, but America cannot
accept it. They have different culture especially in giving name. American and
most western countries defines name in two
ways. It is first and last name. Different from
Bengalis, bhaloman also consists of two
names, which are categorize as first and last
name also. This is what American cannot
understand. ‘Mrs. Lapidus frowns. “I’m
afraid I don’t understand. Good
name?”’(58). It seems like a rejection of
American culture where there is only a name
for someone. It is also proven that Ashoke
and Ashima cannot accept the American way
of calling someone through name. It is not
reasonable that American do not appreciate
other culture, but it is not an American custom. “.. when Ashima and Ashoke see
their son’s pet name typed on the label of a
prescription for antibiotics, when they see at
the top of his immunization record, it doesn’t
look right; pet names aren’t meant to be
made public in this way”(36). Taken from the
novel and kindergarten/first year of
elementary school tradition, there is the
reason why Gogol loss his identity. “There
is a reason Gogol doesn’t want to go to
kindergarten. His parents have told him that
at school, instead of being called Gogol, he
will be called by a new name, a good name,
which his parents have finally decided on,
just in time for him to begin his formal
education. The name ‘Nikhil’ artfully
connected to the old. ”It is a common and a
foundation for children to be confident after
their name and imagining their future by
name. People usually confident on
mentioning their name and decided their job
in the future will be. Yet confident, Gogol is
corfilned of his own name. His parents said
that Gogol is not his official name then he
have to tell people that he has new name. He
has no problem with his name when he was
child until the coming new name.

Cultural factors are very important in the
quest for the identity and self, especially for
immigrants. For Gogol, the American born
Indian immigrant needs American names to
be accepted in the society where he will grow
up. For the first time their parents gives him
name “Nikhil” when he enters Yale as a
freshman. It is also the first attempt for
Gogol to reject the dual identity. Even the pet
name ‘Nikhil’ also derived from the father
beloved Russian author ‘Nikholai’. Being
‘Nikhil’ is a kind of discovering his nobody.
There will be no one knows his first name as
the symbol of problem with his identity. He
wants to connect himself with American
society in line with having friends, a girl, and
no more people laughing and mispronounce
his name. Wearing ‘Nikhil’, he does many
activities without daring any bother with his
name ‘Gogol’. However, he gets a new
dilemma since changing his name but,
“he
doesn’t feel like Nikhil” (Lahiri, 2003: 105).
It is a kind of making a big wall between past
and present. He seem
s like want to forget his
old name since entering the college, but it
does not that easy. When he comes home, he
will be Gogol again.

“After eighteen years of Gogol, two
months of Nikhil feels scant,
inconsequential”(Lahiri, 2003: 105). He
hates everything that reminds him of his past
and heritage.

Gogol wants to blend in the American
society, a society where he was born, and
grows up. He need to live unnoticed. Physically he is really an Indian, but by his name, he is neither American nor Indian. He struggles to be burdened on carrying two names. When he is ‘Nikhil’ all American seem like accept him as him, but ‘Gogol’ follows him everywhere.

Until he met someone named Moushumi, a New York University student. At the end he marry Moushumi for some reasons of his parents. The question of name is continuing. Moushumi also has a problem with her name because of people mispronouncing her name. …“Moushumi argues that a name like hers is a curse, complains that no one can say it properly, that the kid of school pronounced it Moosoomi and shortened it to Moose. “I hated being Moushumi I knew”, she says”...(Lahiri, 2003: 239). Being mispronounced by the society where she live brings her into someone else or being alienated. She also told that she experienced in a relationship with someone before Gogol and broken up after the mispronouncing her name because of different nationality. The nickname had irritated and pleased her at the same time. It made her foolish and makes her sounds like stranger for foreigner. So that the term as most people did also indicated that almost the whole American she pass through cannot pronounced the strange name she has. Therefore, does Gogol, Moushumi also has the same influenced by her name? When people are calling her as ‘Mouse’, it seems like everyone wish her does her reason why they got divorced. A term ‘Mouse’ means as if she gets to do what mouse does. Doing something secret like what she did with her ex-boyfriend Dimitri behind her marriage.

One must not be excessively obsessed with one’s cultural hereditary, because it is not something meaningless; rather, it is deep rooted in one’s collective psyche.

Conclusion
It is not actually the literal name, which brings someone into certain problems. However, the society with its perception could accept the difference or not. At the end, the character shows that he proud of the name that assimilate the common sense in the society and at the same time, retaining parents’ Indian heritage with ‘Nikhil Gogol Ganguli’. In line with coping up with the situation to gain new identity which does not need a particular nationality and hence different from the old one. Lahiri has portrays the title ‘The Namesake’ into another meaning which identically with identity and assimilation for immigrants. The character belongs to many cultures at once and identity may not be determined by national boundaries only. As locations change, identity can also change.

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A BRIEF HISTORICAL SKETCH OF THE DEVELOPMENT OF THE NOTION OF COMMUNICATIVE COMPETENCE

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Abstract
The notion or definition of communicative competence has been constantly developing to adapt to the context of its use. The combination of the two words simply means competence to communicate (both verbally and in written form). The central word “competence” has become a debatable issue in the field of general and applied linguistics. Its introduction in applied linguistics has been generally linked to Chomsky’s view on a classic distinction between competence and performance which is similar to Saussure’s concept of la langue and la parole. Based on Chomsky, Hymes proposed the notion of communicative competence which is believed to be broader and more realistic than competence. From then on the concept of communicative competence develops. Canale and Swain, Bachman, Bachman and Palmer, Celce-murcia et al. and Pawlikowska-Smith are among those who have concern on this concept. In general they are in agreement with the basic construct of communicative competence. And this paper briefly presents the development of the notion of communicative competence.

Keywords: communicative competence, linguistic competence, sociolinguistic competence, strategic competence, discourse competence

Introduction
What is actually involved in learning a foreign language? What kinds of knowledge and skill to be mastered? The answer to these questions deals with language competence, that is, the knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. It corresponds with Ellis’s (1996: 74) statement that the goal of learning a foreign language “is concerned with the ability to use language in communicative situations” and the point of language teaching is to help the students communicate or to develop what Hymes (1972) referred to as “communicative competence”.

The idea of communicative competence in language teaching is not really new. It got its first popularity in the 1960s and 1970s when communicative approach was initially adopted. This approach could be said to be the product of educators and linguists who were dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction. They believed that students were not learning enough realistic, whole language; they were at a loss to communicate in the culture of the target language.

This paper tries to provide a review on the kind of knowledge and skill needed to be mastered in foreign language learning, that is, the communicative competence. Linguists often emphasize different components in their description of communicative competence. This discussion will cover the categorization of the knowledge and skill involved in language use offered by different scholars such as Dell Hymes (1972), Canale and Swain (1980), Bachman (1980), Bachman and Palmer (1986) Celce-murcia et al. (1995), and Pawlikowska-Smith (2002).
Hymes’ Model
The notion of *communicative competence* was first coined by Hymes’ (1972) as a reaction to Chomsky’s (1965: 4) notion of *competence* and *performance*. Hymes reacted to Chomsky’s description of linguistic competence and linguistic performance with his description of communicative competence in 1971 (as cited in Savignon, 1991). In Chomsky’s theory, linguistic competence is “the speaker-hearer’s knowledge of his language” (1965: 3). Speaker and hearer are defined as those ideal individuals in a completely homogeneous speech community. In other words, it is the unconscious knowledge of languages and is similar in some ways to Saussure’s concept of *langue*, the organizing principles of a language. Linguistic performance (the actual use of the language in concrete situation) refers to what we actually produce as *utterances* and is similar to Saussure’s *parole*. However, Chomsky’s description of language use was controversial, especially among sociolinguists since he was concerned with cognitive linguistics and so his description of linguistic performance was based primarily on a speaker’s ability to produce grammatically correct sentences by using his or her preexisting knowledge of grammatical systems.

Hymes was an anthropological linguist who was interested in expression within speech communities and the interaction between social norms and communication. For Hymes, communication was more than speakers' regurgitations of grammar, “*how something is said is part of what is said*” (Hymes, 1986: 41). In other words, speakers must have more than simply linguistic competence in order to successfully and appropriately communicate in any given situation. The ideal speaker-hearer simply does not exist, because a completely homogeneous speech community is simply non-existent. The language used for communication in society is full of varieties that competence must be coupled with performance. Hymes described Chomskyan linguistics as a “Garden of Eden” view.

For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language (Chomsky 1965: 3). According to Hymes such a view of linguistic theory was incomplete, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Thus, to the notion of *competence* Hymes (1972: 278) added the ‘communicative’ element and described it as “…rules of use without which the rules of grammar would be useless. Just as rules of syntax can control aspects of phonology, and just as rules of semantics perhaps control aspects of syntax, so rules of speech acts enter as a controlling factor for linguistic form as a whole.”

Hymes introduced the broader, more elaborated and extensive concept of communicative competence, which includes both linguistic competence or implicit and explicit knowledge of the rules of grammar, and contextual or sociolinguistic knowledge of the rules of language use in context. He argues that “we have then to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not and as to what to talk to about with whom, when, where, in what manner” Hymes (1972: 277). Therefore, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to the following components: (1) whether or not something is formally possible (grammaticality); (2) whether or not something is feasible (natural and immediately comprehensible or easily understood); for example, *The cat that the dog chased died* is feasible, in the intended
sense whereas *This is the man that hit the dog that chased the cat that died* is totally not feasible (Chomsky (1965: 10); (3) whether or not something is appropriate in relation to a context in which it is used; and (4) whether or not something is in fact done and actually performed. (Hymes, 1972: 281; Brumfit and Johnson, 1989: 14)

**Canale and Swain’s Model**

Canale and Swain developed theory of communicative competence based on Hymes’ work. Their initial framework was proposed in 1980 and included three main components: (1) *grammatical competence*: sentence-level semantics, morphology, syntax, and phonology; (2) *sociolinguistic competence*: socio-cultural rules of use, such as politeness and appropriateness, and rules of discourse including cohesion and coherence; and (3) *strategic competence*: the verbal and non-verbal communicative strategies a speaker uses to achieve a desired end result (Canale & Swain, 1980: 29 – 30). Canale later revised this framework in 1983 by breaking sociolinguistic competence into two separate components: (1) sociolinguistic competence (appropriateness of register, vocabulary and politeness norms) and (2) discourse competence (cohesion and coherence).

The four domains of communicative competence in Canale and Swain’s Model can be described as follows:

(1) *Grammatical competence* or linguistic competence which refers to the ability to use the language correctly, how well a person has learned features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. How well does the learner understand the grammar of English? Teachers call this accuracy in language use. According to Canale and Swain, grammatical competence is concerned with mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

(2) *Sociolinguistic competence* which refers to the learner’s ability to use language correctly in specific social situations – for example, using proper language forms at a job interview. Socio-linguistic competence is based upon such factors as the status of those speaking to each other, the purpose of the interaction, and the expectations of the players. How socially acceptable is the person’s use of English in different settings? This competency is about appropriacy in using language.

(3) *Discourse competence* which refers to the learner’s ability to use the new language in spoken and written discourse, how well a person can combine grammatical forms and meanings to find different ways to speak or write. How well does the student combine the language’s elements to speak or write in English? Teachers often call this ability the student’s fluency.

Canale (1983, 1984) described discourse competence as mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts. The unity of a text is enabled by cohesion in form and coherence in meaning. Cohesion is achieved by the use of cohesion devices (e.g., pronouns, conjunctions, synonyms, parallel structures etc.) which help to link individual sentences and utterances to a structural whole. The means for achieving coherence, for instance repetition, progression, consistency, relevance of ideas etc., enable the organisation of meaning, i.e. establish a logical relationship between groups of utterances.
(4) Strategic competence which refers to strategies for effective communication when the learner’s vocabulary proves inadequate for the job, and his or her command of useful learning strategies. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. Can the learner find ways to compensate for areas of weakness? If so, the learner has communicative efficacy. These strategies include paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, modifications of messages etc.

Bachman, Bachman and Palmer’ Model
Bachman (1990) proposed the term communicative language ability (CLA) to replace the term communicative competence, claiming that this term combines in itself the meanings of both language proficiency and communicative competence. His theoretical framework included the following three components (Language Competence, Strategic Competence, Psychophysiological Mechanisms), each with several hierarchical subcomponents:

Figure 1: Bachman’s Communicative Language Ability

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**Bachman, Bachman and Palmer’ Model**

Bachman (1990) proposed the term communicative language ability (CLA) to replace the term communicative competence, claiming that this term combines in itself the meanings of both language proficiency and communicative competence. His theoretical framework included the following three components (Language Competence, Strategic Competence, Psychophysiological Mechanisms), each with several hierarchical subcomponents:

### Language Competence

- **Organizational Competence**
  - Grammatical competence: vocabulary, morphology, syntax, phonology/graphology
  - Textual competence: cohesion, rhetorical organization

- **Pragmatic Competence**
  - Illocutionary competence: using and interpreting speech acts for specific functions (ideational functions, manipulative functions, heuristic functions, and imaginative functions)
  - Sociolinguistic Competence: sensitivity to dialect or variety, sensitivity to register, sensitivity to naturalness, cultural References and figures of speech

### Strategic Competence

- The ‘capacity for implementing the components of language competence in contextualized communicative language use’. The strategic competence included three steps: assessment, planning, and execution.

### Psychophysiological Mechanisms

(3) Psychophysiological Mechanisms: (neurological and psychological processes involved in the actual execution of language as a physical phenomenon.)(Bachman, 1990, pp. 87 – 108)
In 1996 Bachman and Palmer revisited this model and made minor changes. In their new model, Bachman and Palmer (1996: 67) use the term ‘knowledge’ instead of ‘competence’. They do not explain the change in terminology, stating only that “the model of language ability that we adopt in this book is essentially that proposed by Bachman (1990) who defines language ability as involving two components: language competence, or what we will call language knowledge and strategic competence which we will describe as a set of metacognitive strategies. In short, Bachman (1990) and Bachman and Palmer (1996, 2010) seem conceptually equivalent, aside from differences in labels and minor changes in the description of strategic competence. The terminology in the works of Bachman and Palmer from 1996 and 2010 is more consistent with that used in other models than was the terminology proposed by Bachman (1990). Bachman & Palmer’s model of language competence (2010) is undoubtedly multidisciplinary and complex in nature. The introduction of affective factors is a major step in making the model quite complicated. Their conception can be briefly presented in the table below.

Table 1: Bachman, Bachman and Palmer’s Model

<table>
<thead>
<tr>
<th>Language Competence</th>
<th>Organizational Competence</th>
<th>Pragmatic Competence</th>
<th>Strategic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachman 1990</strong></td>
<td>Grammatical competence</td>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
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<tr>
<td>Language Knowledge</td>
<td>Knowledge of vocabulary</td>
<td>Goal setting</td>
<td>Assessment</td>
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<tr>
<td>ORGANIZATIONAL</td>
<td>Knowledge of morphology</td>
<td>Planning</td>
<td>Goal setting</td>
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<tr>
<td>COMPETENCE</td>
<td>Knowledge of syntax</td>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td>Grammatical competence</td>
<td>Knowledge of phonology/ graphology</td>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td>Textual competence</td>
<td>Knowledge of cohesion</td>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td>PRAGMATIC COMPETENCE</td>
<td>Knowledge of rhetorical or conversational organization</td>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td>Sociolinguistic competence</td>
<td>Knowledge of genre (2010 only)</td>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td>- Sensitivity to differences in dialects or variety</td>
<td>Knowledge of dialects/varieties</td>
<td>Planning</td>
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<tr>
<td>- Sensitivity to differences in register</td>
<td>Knowledge of registers</td>
<td>Planning</td>
<td>Planning</td>
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<tr>
<td>- Sensitivity to naturalness</td>
<td>Knowledge of natural or idiomatic expressions</td>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td>- Ability to interpret cultural References and figures of speech</td>
<td>Knowledge of cultural References and figures of speech</td>
<td>Planning</td>
<td>Planning</td>
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<tr>
<td>STRATEGIC COMPETENCE</td>
<td><strong>Execution</strong></td>
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<td>Assessment</td>
<td>Execution</td>
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<td>Goal setting</td>
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<td>Planning</td>
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</tbody>
</table>

References

- Knowledge of ideational functions
- Knowledge of manipulative functions
- Knowledge of heuristic functions
- Knowledge of imaginative functions
- Sociolinguistic knowledge
- Knowledge of genre (2010 only)
- Knowledge of dialects/varieties
- Knowledge of registers
- Knowledge of natural or idiomatic expressions
- Knowledge of cultural References and figures of speech
Celce-Murcia, Dornyei and Thurrell’s Model
In 1995 Celce-Murcia, Dornyei, and Thurrell proposed a communicative competence model which represents an elaboration of the previous models. The major issue in this model is its sensitivity to discourse competence. Celce-Murcia et al. (1995) give emphasize on the dynamic aspect of the model and indicates that the different components in the model interact with each other. They believe that “It is not sufficient simply to list all the components…………; it is important to show the potential overlaps, interrelations and interactions, and to realize that discourse is where all the competencies most obviously reveal themselves. Discourse thus is the component in which (or through which) all the other competencies must be studied—and ultimately assessed—if one is concerned with communicative competence, which is not a hierarchical system of discrete competencies or abilities but a dynamic, interactive construct (Celce-Murcia et al., 1995: 145).

Celce-Murcia’s model of communicative competence provides a comprehensive view of linguistic and cultural issues that may affect students’ academic performance. The model suggests that some components can be employed more effectively in the classroom situations and according to the communicative needs of the specific learner group. This model is meant to inform syllabus design in communicative language teaching which includes five competencies: discourse competence, linguistic competence, actional competence, sociocultural competence, and strategic competence.

Discourse means stretches of language perceived to be meaningful, unified, and purposive (Cook, 1997: 6). It refers to the ability to interpret a series of sentence and the larger context and how sufficient to construct longer stretches of language so that the parts make up a coherent whole. Richards (2001: 160) justifies that discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how sufficient meaning is represented in relationship to the entire discourse or text. It includes cohesion, deixis, coherence, genre, and conversational structures.

Linguistic competence is the domain of grammatical and lexical capacity (Richards, 2001: 160). It is the mastery of linguistic code, the ability to use grammar, syntax and vocabulary of a language. Brown (2000: 247) justifies that linguistic competence encompasses knowledge of rules of phonology, morphology, lexical items and syntax.

Actional competence refers to ability to choose speech act or knowledge of language functions (e.g. expressing and finding out feelings, suasion, asking for and giving information, complaining, greeting and leaving, etc.) and knowledge of speech act sets. Just as linguists have tried to understand how speaker might be able to produce an infinitive number of sentences given a very finite set of rules for sentences, philosophers have tried to understand how an infinite number of sentences might a very finite set of functions (Hatch, 1994: 121). The philosophers reasoned that since the number of things we do with words is limited, we ought to be able to assign function to utterances. Hatch presents system of functions including directives, commissives, representatives, declaratives, and expressives.

Sociocultural competence refers to an understanding of social context in which communication takes place, including role relationships, shared information of the participants, and the communicative purpose for their interaction Richards (2001: 160). In other word, it can mean how sufficient to use and respond language appropriately, given the setting, the topic and the relationship among the people communicating. Here are
the points relating to sociolinguistic competence: Proper Topic, Non Verbal, and Cross Cultural Understanding.

Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication. (Richards, 2001: 160). It is used to know how sufficient to recognize and to fix communication breakdowns, how sufficient to learn more about the language in context. In short, it is the competence underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication through approximation, paraphrase/circumlocution, repetition, hesitation, avoidance and asking for help, as well as shifts in register and style. The following are the strategic competences that the students may use: approximation, generalization, paraphrase, circumlocution, replacement, hesitation, avoidance, asking for Help, shifts in register and style. (Celce-Murcia, et al., 1995: 11-28). Their conception can be illustrated in figure below.

![Figure 2: Celce-Murcia, et al.’s Model of Communicative Competence](image)

The chronological evolution model of communicative competence can be described through figures depicted by Celce-Murcia below, showing the sets of theories and the differences from other the previous model.

![Figure 2. Chronological Evolution of the Proposed Model](image)
Pawlikowska-Smith (2002)
Based on adaptation and synthesis of research on the acquisition of English as a second language and the previous research such as Bachman, 1990; Bachman & Palmer, 1996; Canale & Swain, 1980; Canale, 1983; and Celce-Murcia, et al., 1995, the Centre for Canadian Language Benchmarks developed an in-depth and operational model of communication proficiency for English as a second language. The framework is called Canadian Language Benchmarks (CLB) and was used as a companion to the earlier publication: Canadian Language Benchmarks 2000: English as a Second Language for Adults. It was called Canadian Language Benchmarks because the framework also included levels of performance that students must meet in order to be considered “satisfactory” or “adequate” in any of the competencies (Pawlikowska-Smith, 2002: 26).

CLB is based on a functional view of language, language use, and language proficiency. Such a view relates language to the contexts in which it is used and the communicative functions it performs. The focus of CLB is on communicative proficiency in English as a second language.
Communicative proficiency is the ability to interact, express, interpret meaning, and create discourse in a variety of social contexts and situations (Pawlikowska-Smith, 2000: 5). The communicative proficiency consists of five distinct competencies with linguistic competence as one, yet fundamental, component of overall communicative proficiency. Linguistic competence is “the knowledge of the formal code of language on how to combine the elements of grammar vocabulary and pronunciation to produce well-formed sentences.” (Pawlikowska-Smith, 2002: 10). It is the foundation of language teaching and builds the skills that allow CLB, academic and essential skill tasks to be performed. Critical elements include syntax, morphology, lexicon, phonology and orthography (Pawlikowska-Smith, 2002).

The communicative proficiency in CLB consists of five distinct competencies, which look very similar to the competencies discussed earlier by Celce-Murcia, et al. (1995), as follows: (1) Linguistic Competence: syntax, morphology, phonology, orthography, and the lexicon; (2) Textual Competence: cohesion, coherence, deixis, genre structure, and conversational structures; (3) Functional Competence: humor, using language for a specific purpose (e.g. teaching, warning, self-expression, persuading, etc.); (4) Socio-cultural Competence: rules of appropriateness and politeness, idioms and figurative language, non-verbal communication, cultural knowledge and References, knowledge of social contexts and relationships; and (5) Strategic Competence: planning for effective communication in a given situation, avoiding difficulties in communication, and recovering from communication breakdowns (Pawlikowska-Smith, 2002: 8-23).

Closing
The question which always becomes the concern of foreign language practitioners is what should be involved in learning a foreign language and the answer deals with language competence. Scholars agree to use the term communicative competence to refer to the ability to use the language correctly and appropriately to accomplish communication goals. Thus outcome of foreign language learning is the ability to communicate competently.

The term communicative competence was first coined by Hymes’ (1972) as a reaction to Chomsky’s (1965) notion of competence and performance. Since then linguists provide explanation which often emphasize different components in their description of communicative competence, from Dell Hymes, Canale and Swain, Bachman, Bachman and Palmer, to Celce-Murcia Dell Hymes. The latest construct by Celce-Murcia is motivated by practical goal in language teaching. Based on adaptation of previous research, the Centre for Canadian Language Benchmark developed an operational model of communication proficiency for English as a second language, called Canadian Language Benchmarks (CLB).

Bibliography


SOME SYMBOLS ON *THE SECRET GARDEN* BY FRANCES HODGSON BURNETT
(Semiotic approach)

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Abstract
This research entitled is some symbols on *The Secret Garden* by Frances Hodgson Burnett; semiotic approach. It talks about a young girl, Mary Lennox whose parents died in India because of cholera. She had to live with her uncle in Liverpool, England. She was a brave girl with passion and ambition. She gave influence to her uncle’s home by finding secret garden of her death auntie. Symbol is a person or concepts that represents, stands for or suggest another idea, visual image, belief, action of material entity. This study uses semiotic approach to analyze *The Secret Garden* especially about the symbols that the writer used. The result shows that some symbols on this novel such as a young female character, a sick boy and garden are totally supported the whole story. Burnet wanted to explore her experience while she was a kid through her novel. As a female writer, she often spent her time for gardening and it’s influenced her style of writing.

Keywords - symbols, the secret garden

Introduction
Literature can’t be separated from human life. Wellek and Warren (1976) explained that literature is a social institution, using as its medium language, a social creation. Such traditional literary devices as symbolism and meter are social in their very nature. Every literature uses symbol that has its own meaning. Those symbols have to be interpreted by the readers and it depends on how they can understand it. Novel as one of literary work has its own symbols as the authors use to explore their idea. These symbols will be understood by the reader.

In the novel *The Secret Garden* by Fraches Hodgson Burnet tells about Mary Lennox whose parents died in India because of cholera. She had to live with her uncle in Liverpool, England. She was a brave girl with passion and ambition. She gave influence to her uncle’s home by finding secret garden of her death auntie. She could change his uncle’s house situation and gave new life for her new environment.

Based on this idea, the writer had questions about why the author used a female little girl as the first character in her novel and what symbols that can be found in this novel. This research’s goal is to answer the writer questions by using semiotic approach

Methodology
Pradopo (2003: 119) says that the semiotic is the science of signs. Science assumes that the phenomenon of social / community and culture is a sign. The semiotic studies the systems, rules, and conventions that allow the signs mean. In the field of literary criticism, semiotic research includes the analysis of literature as a use of language that relies on (specified) Additional conventions and examines the characteristics that cause a variety of ways discourse has meaning.

Signs not only one kind, but there are some that are natural based on the relationship between the signifier and signified. The types of main sign is an icon, an index, and symbol. (Pradopo, 2013: 120).
Still according to Pradopo (2013: 120) symbol is a sign that indicates there is no natural relationship between the signifier with signified, the relationship is the arbitrater. Sign meaning is determined by the conventions that exist in society. In line with Pradopo, Nurjuyanto (2005: 42) says the sign in the form of a symbol includes a variety of things that have convention in society. Between the sign and the object has no similarity or proximity relations, but are formed because of the deal. For example various limb movements, colors and languages. Language is a symbol of the most complete because it serves as a means to think and feel.

Wellek and Warren (1956, 188-189) said that in literary theory, it seems desirable that the word should be used in this sense: as an object which refers to another object but which demands attention also in its own right, as presentation. Dalam penelitiannya tentang Analisis symbol dalam cerpen Hills Like White Elephants, di dalam blognya http://bungpangles.blogspot.co.id/ Iqbal (2013) says that in literature we have to distinguish the symbols and symbolism in literature. Symbol will be interpreted differently by each person depending on how the reader to interpret the symbol. Besides revealing the symbol, literature itself is a symbol of cultural verbal correspondence and implies a certain value.

**Discussion**

**Why the author used female little girl as the first character**

The literary work cannot be separated from the author. Through his work the author tries to reveal his thoughts and others life experiences. It’s also happened to France Hodgson Burnett. As a famous author whose works are well known, she also reveals the story of her life through some of the novels that he has made.

France Hodgson Burnett besides known as the author of stories for adult, it is also known as an author of children's stories. Throughout her life, she really wanted a daughter. But she did not have a daughter and in her second pregnancy, she hoped to birth a daughter but she gave birth a boy and then she treated like a daughter to lengthen her hair and tied it. It was by Burnet told in her novel Little Lord Fauntleroy.

So it is not surprising that in her novel The Secret Garden, it also shows the figure of a brave girl named Mary Lennox. a 10-year-old girl who survived even though she was left alone in her parents ‘bungalow. Her parents was died because of cholera.

‘Barney!’ he cried out. ‘There is a child here! A child alone! In a place like this! Mercy on us, who is she?’

‘I am Mary Lennox,’ the little girl said, drawing herself up stiffly. She though the man was very rude to call her father’s bungalow ‘A place like this!’ ‘I fell asleep when everyone had the cholera and I have only just wakened up. Why does nobody come?’” (Burnett, 2012 : 11)

**Some symbols on the Secret Garden**

**a. Child**

As the writer mentioned above, the first character of this novel is child whose name is Mary Lennox. Child is the symbol of freedom and no fear.

It’s also reflected on Mary’s character. She had no fear and she had freedom to do anything she wanted as she wasn’t dangerous. It’s mentioned by Mr. archibal Craven when Marry wanted to plant seeds. “You could not do any harm, a child like you! You may do what you like.” (Burnett, 2012 : 128)
Mary was also a brave child. She wanted to find the crying voice that she often heard and everybody hide it from her. ‘I am going to find out what it is,’ she said. ‘Everybody is in bed and I don’t care about Mrs Medlock—I don’t care!’ (Burnett, 2012 : 134). Finally she could find it and it was Colin’s crying-Mr. Craven’s son.

b. Women character
Women are the symbol of affection; attention; and gardeners. It is in the character of Mary Lennox, and Mr. Craven’s wife. Both of them equally enjoyed gardening. It is as expressed by Mr. Craven

“You can have as much earth as you want,” he said.

‘You remind me of someone else who loved the earth and things that grow. When you see a bit of earth you want,’ with something like a smile, 'take it, child, and make it come alive.’ (Burnett, 2012 : 129)

c. The children
The children are symbol of new generation. After the parents died so the children will continue the life. There are three children that really took a place in this novel. they are Mary Lennox, Colin and Dicken. As the children, they have different characters but they could bond friendship and could change their environment.

Burnett said about new generation thorough Colin when he said after his father away so he would replace him and continued his business.

“I’m your master,” he said,” when my father is away. And you are to obey me This is my garden. Don’t dare to say a word about it!...”(Burnett, 2012 : 129)

d. The Secret Garden
The secret garden is the symbol of love; place with full of beauty. In this novel is told that this garden was never opened since 10 years after Mrs. Craven died because of falling tree when she was there. Mary found this key after buried for 10 years. She could find this garden because of the bird show her the way to this garden. It was the place that Mr. and Mrs. Craven spent their day together and nobody could disturb them. This garden was the witness how much Mr. Craven loved her wife.

This garden also gave new spirit for Colin. He spent his time to learn for walking.

“…It was the garden that did it…”

“…Aren’t you glad, father?” he ended. ‘Aren’t you glad? I’m going to live for ever and ever and ever!’ (Burnett, 2012 : 129)

Conclusion
Literature as a media for the authors to express their creative ideas cannot be separated from the author’s life. It was seen from Frances Hodgson Burnett’s novel that shows the character of young girl who was brave because during her life, the authors really wanted have a daughter.

There are some symbols in this novel. Those are child is symbol of freedom and no fear; women character is symbol of love, affection and gardener; the children are the symbol of new generation; and the secret garden is the symbol of love, and place with full of beauty.

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THE USE OF GROUP WORK STRATEGY IN CLASSROOM MANAGEMENT OF LANGUAGE HOUSE TEFL IN PRAGUE

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Abstract
This paper is aimed to analyze the use of group work strategy to manage teaching learning English in the classroom. It is a case study of groupwork strategy in classroom management of language house TEFL in Prague. The subject of this study is the teacher and the students of language house TEFL in Prague. The object of this study is group work strategy in classroom management. Classroom management strategies focus on implementing strategies on how students should behave in the classroom, the expectations in the classroom, and how to make the classroom as structured and predictable as possible to avoid disruptive behaviors. The writer focuses on the teacher’s strategy in managing the classroom by observing the teaching learning process. The writer collected and analyzed the data by using field note and observation sheet. The data is analyzed based on the activities from video of teaching learning process language house in Prague. The result showed that the group work strategy is effective to be applied in the classroom of language house TEFL in Prague. It is hope that this group work strategy can be used by other teacher in dealing with the students in the classroom.

Keywords - Group work strategy, classroom management, TEFL

Introduction
English is an international language. It is used for many aspects such communication, economics, education, etc. It is taught in the classroom from beginner level up to advanced level. It is taught in the country which is the first language is not English or usually called by Teaching English as a Foreign language (TEFL).

Classroom management is a way how teachers manage the classroom to make teaching learning process can run smoothly. Brown (2000:192) states, “...what we call classroom management, which encompasses an abundance of factors ranging from how you physically arrange the classroom, to teaching ‘style’ to one of my favorite themes: classroom energy.

Teachers need strategy to manage the classroom. The strategy which is used by the teachers to manage the classroom will effect the result of the students’ achievement. A good classroom management is necessary to make positive environment to maintain effective condition of teaching learning process. To achieve this condition, the teachers should plan their lessons, teaching and learning materials, and also serve supporting atmosphere. Feldman (in Ali et.al, 2012:175) considers that classroom management does not only relate to management of students’ behavior but also to lesson planning of teacher, organizing of the materials, controlling of behaviors, goal based learning process, supportive atmosphere and maintaining a highly effective teaching and learning experiences within classrooms. It is also supported by Tan, Parson, and Sardo-Brown (in Ali et.all, 2012:174).

“classroom management refers to all those essential activities which are highly
necessary not only to create but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation, and establishment and enforcement of rules and routines in the classroom.”

There are some obstacles to achieve this condition such as disruptive behavior. Lotan (in Evertson and Weinstein, 2006:526)says that strategies for classroom management have been derived from an individualistic for correcting and preventing disruptions caused by the difficult students.

Brown (2000:177) cites that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Language house TEFL in Prague implemented group work strategy to manage the classroom. It is hope that group work strategy can be implemented by other teacher in dealing with the students the classroom to make positive environment of learning.

Methodology
The subject of this research is the teacher and the students of language house TEFL in Prague. It is the intermediate level of students. The writer chooses teaching learning English of language house in Prague because the teacher can manage the classroom well So, the writer hopes the other teacher can use the same strategy of classroom management in teaching English as a foreign language.

The writer implemented a case study as a method of the research. Cohen (2007:114), in purposive sampling, the researchers handpick the cases to be included in the sample on the basis of the particular characteristics being sought. the students in language house TEFL has been chosen as the research is studying by using group work strategy in the classroom.

The data was collected by using observation sheet and field note. In this study, the data was analyzed based on Miles and Huberman (1994) which the steps are data collection, data reduction, data display, and conclusion drawing. Data collection means that collecting the data from the observation of video teaching learning process in language house TEFL in Prague. Data reduction refers to the process of selecting the data, choosing the main issues and reduce unimportant issues. In data display, the data from data reduction is displayed to do further analysis. Conclusion drawing involves stepping back to consider what the analyzed data. It was hoped that research questions can be answered in the conclusion drawing.

Finding and Discussion
From the observation conducted during the classroom, there are some findings related to group work strategy in classroom management. Teaching learning English at language house in Prague implemented groupwork strategy to manage their classroom activity. As Feldman ( in Ali et.al, 2012:175) says that classroom management does not only relate to management of students’ behavior but also to lesson planning of teacher, organizing of the materials, controlling of behaviors, goal based learning process, supportive atmosphere and maintaining a highly effective teaching and learning experiences within classrooms.

In here, the teacher of language house in Prague made lesson plan and organizing the material before he taught the students. It can be seen that there is lesson plan that is attached in the video and he also prepared
teaching material by served some printing material to the students in the discussion session. The teacher taught English suitable with the teaching activity in the lesson plan like the teacher greeted the students attractively. By greeting the students attractively, the students will have good impression to learn in the classroom. After that, the teacher leads the material with demo. It make the students can image like the real happened in the daily life. The teacher explained the material about past modal. The teacher implemented one of strategy to maintain the atmosphere in the classroom. He used group work strategy.

Brown (2000:177) cites that group work is a generic term converying a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. In here, the teacher asked the students to make the group after he explained the material to practice what they have learnt. Group work strategy have advantages to be applied in English language classroom.

The advantages of group work strategy according to Brown (2000:178) are 1). Group work generates interactive language. It means that group work helps the students to have many opportunities to speak. In here, the teacher explained about past modal grammar, after that he asked the students to practice speaking in a group. In group work, the students will have opportunities to practice speaking using past modal. 2). Group work offers an embracing affective climate. It means that group work is the security of a smaller group of students where each individual is not to starkly on public display. In here, group work can solve the problem faced by the student who is shy to speak. The teacher sometimes threw the small ball which is made from paper to the students in a group to maintain an affective climate in the classroom. So, all of the students will have opportunities to speak up and the teaching learning activity can run smoothly. 3). Group work promotes learner responsibility and autonomy. It means that group work places responsibility for action and progress upon each of the members of the group somewhat equally. It is difficult to hide in a small group. So, the students should responsible to do their job. 4) group work is a step toward individualizing instruction. Every students in the classroom has needs and abilities that are unique and different. So, with a small group can help the students with varying abilities to accomplish separate goals. The teacher can recognize the individual differences by careful selection of small groups and by administering different tasks to different groups. In teaching learning process of language house TEFL in Prague, the teacher give the tasks with different topic to the group.

During the discussion of the groups, the teacher went around to check the difficulties, he monitored the groups, and gave feedback to the students. In here, the students were involved in every steps of activity. It was started from invited to make groups up to present the material in the classroom.

Group work strategy is also has disadvantages to be implemented in the classroom. Harmer (2003:117) says that disadvantages of group work are: 1) it is like to be noisy. In here the teacher should monitors the group to make the discussion can run smoothly without disruptive behaviour. 2) not all students enjoy it since they would prefer to be focus of the teacher’s attention. Some of the students of language house TEFL in Prague seemed not enjoy the activity in the classroom. It can be seen from their expression in the video when they should practice the material. 3) individuals may fall into group roles that become fossilised, so that some are passive whereas others may dominate. 4) group work can take longer to organise. The teaching learning video of language house TEFL in Prague
passed the process of editing, so the the writer can not analyze how the teacher organised the group in real situation.

The strengths of the classroom management which is implemented in language house TEFL in Prague are : 1) the teacher greeted the students attractively. In here the teacher wants to build learning motivation of the students. So, the students will have a good impression. 2) teacher leaded the material with demo. In here the teacher practiced the material with his body language. He practiced as the real situation. 3) the teacher went around to check the difficulties. When the students did the discussion, the teacher monitored the group discussion and gave feedback to them. 4) The teacher gave chance to other students to answer the questions. In here, the students have equal opportunities to practice the material. He threw the ball from paper to the students to speak up. It is in order to maintain the positive condition of the classroom.

The classroom management in language house TEFL in Prague beside have the strengths, it also has weakness. The teaching learning activity can run smoothly although there are some of the students did not enjoy the classroom activity. They felt shy to practice the material in the classroom.

Conclusion
Based on the discussion above, it can be conclude that the teacher of language house TEFL in Prague implemented group work strategy to manage the classroom. Group work strategy can help the students to have equal opportunities to practice the material although some of them did not enjoy the activity. Managing the classroom is not only to create, but also to maintain a good atmosphere of the classroom to make teaching learning process can run smoothly.

Bibliography
CLASSROOM MANAGEMENT STRATEGIES IN AN EFL CLASS

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Abstract
In a foreign language context, classroom management is very important to be considered by the teachers since the target language is taught mostly in classroom. However, managing classroom is not an easy task to do. Most of teachers think it is difficult because they need to organize the class, deal with students’ behavior and manage the time. Taking the issues above into account, this research was conducted to find out strategies in managing EFL classrooms applied by a teacher and to investigate students’ perception toward the strategies applied. It employed qualitative research design and involved an English teacher and one EFL class as the subjects of the study. In order to gain the expected data, classroom observation and interviews were conducted. The data analysis applied Burden’s categories (1995); Teaff (2007) as cited in Fargianti (2012). This study indicated that there were seven strategies used by the teacher in managing an EFL classroom. In addition, the data gained from interviews indicated that students showed positive perceptions toward the strategies applied by the teacher. Based on the result of the study, it is recommended that teachers need to be more aware in managing the classroom and they may use strategies to manage the class.

Keywords - classroom management strategies, efl classroom

Introduction
Generally speaking, in a foreign language context, English is taught mostly in classroom. Thus, managing classroom should be taken into account by teachers to start with in order to help students acquire the target language. Gebhard (2009) states that classroom management is needed to create a good atmosphere so the students make progress in learning English. In addition, Calderon (1998) argues that classroom management is important because it can determine the teaching and learning success. Lack of teachers’ awareness of the importance of classroom management may contribute to the failure of learning English. Some of the teachers think that presenting good materials is enough to help the students acquire the target language. Based on the observation and survey, they only focus on what they are going to teach instead of classroom management is not a priority and being neglected.

Taking the problems above into account, it seems that teacher needs to consider classroom management strategies that may help the students acquiring English as target language. Therefore, this research is attempted to investigate classroom management strategies in EFL classroom. Therefore, this research tries to find out the strategies applied by a teacher in managing EFL classroom. Furthermore, it also investigates students’ perceptions toward the implementation of it.
There are many strategies that can be implemented by the teachers in managing EFL classroom. Some of the strategies can be categorized into physical environment, psycho-social management and classroom activities management (Lurie et al. 2000). Teachers can start managing the classroom by applying several strategies based on their needed.

First, physical environment, one of the strategies is by managing seating arrangements (Brown, 2001). It is supported by research conducted by Zerin (2009) about the seating arrangements in ESL classroom. Second, to manage the classroom teachers need to have a good relationship with students. Third, to manage activities in the classroom, teachers need to consider several strategies on how to manage students’ activities whether they work in pair, group or individual, monitoring the activities and managing the time (Harmer, 2007b).

Referring to the problem, the theories, and the related research discussed above, this research would like to try to investigate classroom management strategies applied by the teacher in EFL classroom. This research also tries to find out the students’ perceptions toward the implementation of it. By doing this study, it is expected to find out effective techniques in managing EFL classroom.

The result of research is expected to give significance to the development of teaching and learning English to EFL students. Theoretically, the result of this research can provide an additional literature in classroom management. Last but not least, practically, the results of the research lead to a description of the teacher’s way in applying classroom management strategies in junior high school students. It is also expected can raise the teacher’s awareness on the importance of classroom management.

Methodology
This research employed a descriptive qualitative research design since it focused on the investigation of classroom management strategies applied by an English teacher as well as the students’ perceptions toward the implementation of classroom management strategies. This research was conducted in a Junior high school in Majalengka. The selection was based on accessibility in terms of permission and location. An English teacher and one EFL class served as respondents. There are 27 students in the class. The teacher was purposively chosen based on consideration that he has appropriate educational background and many experiences in teaching English. Therefore, it was assumed that the observed teacher has good understanding in classroom management.

In collecting the data needed for this research, two instruments were used; they were classroom observation and interview. Data obtained from observation and interview then transcribed, categorized, and interpreted based on related theoretical framework.

Findings and Discussion
Teacher’s classroom management strategies in EFL classroom
Classroom observation and teacher’s interview were employed to find out classroom management strategies applied by the teacher. Classroom observation sheet and interview questions were adapted from Burden (1995), Teaff (2007) and Fargianti (2012). Those seven strategies are classified into three areas namely physical environment, psycho-social management, and classroom management activity.

Physical Environment
In this research, physical environment is concerned with seating arrangement strategy applied by the teacher. Based on the classroom observation, the teacher used two
types of seating arrangement namely orderly rows and separated table type.

The teacher used separated table because the teacher designed the activities for group work. As stated by Harmer (2007b) this kind of seating arrangement enables students to have group work effectively.

The teacher used both orderly rows and separated table type. From the classroom observation, it can be seen that teacher used orderly rows seating arrangement to discuss students’ homework first before move to the activities or to ask the students to work in pair. Supported by Harmer (2007b) who says this kind of seating arrangement is suitable for some certain activities such as discussion, presentation, watching films or videos, using board, explaining grammar points, etc. However, whenever the teacher asked the students to work in group they changed the seating arrangement into separated table. This result also supported by Zerin (2009) who investigated that of seating arrangements should be designed based on activities conducted.

Psycho-social Management
Psycho-social Management focuses on three areas namely establishing rules, giving praise and providing feedback.

Establishing Rules
To manage the class effectively some rules need to be established (Qinglan, 2004). In line with that Evertson and Harris (1992) reported that one of the elements that should be considered by teachers to manage the classroom effectively is by establish rules. The teacher used their own rules to manage the classroom. Some rules were established such as students should listen to their teacher or friend, use dictionary while working in group, do not wear hat in the classroom, or even establish rules for playing game.

The excerpt indicates that rules should be created in short, simple and reasonable (Henson and Eller, 1994 as cited in Fargianti 2012).

According to the classroom observation and interview the teacher has awareness about the importance of giving praise. He used some positive words such as ‘good’, ‘excellent’ or ‘very good’ and also used gesture such as clapping hand or smiling.

In line with that, Scott & Ytreberg (1990) explains that giving positive words such as excellent, great, good, perfect, very good, etc and doing gestures such as thumbs up, clap hands, and smile as praise given to students will make them realize that they did a great job. And from the interview it also can be seen that teacher tried to appreciate students by giving praise.

Providing Feedback
Qinglan (2004) believes that feedback is very crucial in language learning process. According to Harmer (2007a), feedback can be done orally or in written form. According to the observation the teacher gave feedback orally to give correction for students’ mistakes in term of misconception, mispronunciation or spelling error. Feedback usually addressed to student individually. In line with Qinglan (2004) who states that feedback can give reflection for the students about what they had done. Analyzing from the observation and interview result, it can be concluded that the teacher was aware of the function of feedback.

Classroom Management Activity
The classroom management activity focuses on three areas namely managing individual, pair, and group work for classroom activities; monitoring activities; and managing time for classroom activities.
Managing Individual, Pairs, and Groups for Classroom Activities

The data from observation showed that the teacher had several strategies in managing classroom activities. Sometimes, he put the students in a group during activities, asked the students to work in group and pair, and sometimes asked the students to work individually. It is supported by Harmer (2007b) who states that group work give students chance to be independence because they work without teacher’s control every time, they may take their own decision and they also can work without pressure of the whole class. According to the interview the teacher divide students into a group randomly or by choosing a leader for each group then the members were selected randomly. Gebhard (2009) says that students grouping can be done by selecting students according to their characteristics and abilities, asking the students to decide their own partners, grouping the students by gender, or grouping them randomly.

Monitoring Activities

Monitoring is important to check whether the students do their task or not. Based on the observation, the teacher used circulating, supporting, asking question and scanning techniques. The teacher used different techniques in monitoring students’ activities. So, the evidence above showed that the teacher monitor the students activity in several ways. In line with that, Nicholls (1999) as cited in Fargianti (2012) says that monitoring activities can be done by several techniques such as scanning, circulating, making eye contact, asking questions, using space, supporting, changing activity, encouraging individuals, and acting.

Managing Time for Classroom Activities

Time management is important to be considered by the teacher. According to the observation, the teacher said time limitation explicitly to the students. Sometimes he asked the student whether they have finished doing the task or not. Lurie et al (2000) states that teachers need to say time limitation explicitly. Supported research was conducted by Evertson and Harris (1992) reported that there were several elements should be considered by the teacher to manage the classroom effectively one of them is use time effectively.

Considering the data taken from classroom observation and interview, it can be concluded that the teacher used several strategies in managing their classroom. The strategies covered seven aspects: seating arrangements, establishing rules, giving praise, providing feedback, managing classroom activities including grouping, pair, individually, monitoring activities and managing time.

Students’ Perceptions towards Teacher’s Classroom Management Strategies

Interview was conducted to find out students’ perceptions toward teacher’s classroom management strategies. There were nine students involved in the interview as the respondents.

Physical Environment

Based on the interview result, all of the students like orderly row better than separated table. They felt more comfortable and accustom with orderly rows seating arrangement. In this case, usual seating arrangement refers to orderly rows. In line with that Harmer (2007b) says that this kind of seating arrangement enables both teacher and students can see each other clearly and have eye contact.

Psycho-social Management

Psycho-social Management covers three strategies applied by the teachers namely establishing rules, giving praise and providing feedback.
Establishing Rules
All of the students felt no worries about the rules. They thought the rules did not decrease their motivation. They all agreed if their teacher established several rules in classroom. In line with that Qinglan (2004) says that to manage the class effectively some rules need to be established.

Giving Praise
All of the students felt happy whenever the teacher gave them praise. They felt appreciated. Moreover, praise also can decrease students’ inappropriate behavior (Partin et al 2010)

Providing Feedback
The students thought that teacher’s feedback is very important to help them to do better. Through feedback the students expected to have self reflection. It is supported by Qinglan et al (2004) who states that feedback can give reflection for the students about what they have done.

Classroom Management Activity
In managing classroom activities, teachers employ several strategies including students’ grouping, monitoring activities and managing time.

Managing Individual, Pairs, and Groups for Classroom Activities
Some of the students like to work in group and some of them like to work in individually. It is very natural when the students prefer to work individually rather than in group and vice versa. As stated by Harmer (2007b) individual work may allow the students to work at their own speed. However, group work also enhances the students to learn cooperatively and independently.

Gebhard (2009) postulates that students grouping can be done by selecting students according to their characteristics and abilities, asking the students to decide their own partners, grouping the students by gender, or grouping them randomly.

Monitoring Activities
Monitoring activities should be considered by teachers to make sure that everything goes well. Through the students’ interview it can be found that the respondent teacher always monitors their students. The students thought that it was helpful for them. Monitoring can be done through several techniques such as scanning, circulating, making eye contact, asking questions, using space, supporting, changing activity, encouraging individuals, and acting (Nicholls, 1999; as cited in Fargianti 2012)

Managing Time for Classroom Activities
Some students felt that it is important for the teacher to say time limitation explicitly while some of them did not feel that way. As stated by Harmer (2007a) that each student has their own speed therefore the teachers need to set time limitation by considering those factors. In conclusion, the result from the students’ interview indicated that they felt at ease with the strategies applied by the teacher.

Conclusion and Recommendation
This research indicated that classroom management strategies are needed to manage the class well. The data gained from observations and teacher’s interview showed that teacher applied several strategies to manage classroom namely seating arrangement, establishing rules, giving praise, providing feedback, students grouping, monitoring students’ activities, and managing time. As results, the strategies are useful to manage the classroom effectively. In addition, the data gained from students’ interview indicated that most of students have positive perceptions toward the classroom management strategies applied by the teachers. It is found that students felt appreciated when the teacher gave them praise and they felt at ease in the classroom.
Bibliography


ANALYSIS OF PARATAXIS AND HYPOTAXIS CONSTRUCTION OF THE STUDENTS’ WRITTEN TEXTS

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Abstract
This study aims at analyzing parataxis and hypotaxis construction of the students’ written texts. Taxis refers to the dependency status of the clause in a clause complex. This discourse analysis will investigate the types of taxis construction and the tendencies of the students in applying taxis construction in their written texts. The unit analysis of this study is clause and clause complex written by the students. The students here refer to the fourth semester students of English Department of Tidar University (Universitas Tidar). Following Gerot and Wignell’s theory (1994), most of the students apply parataxis and hypotaxis construction with expansion as logico semantic relation. Expansion links processes by providing additional information. It involves three types of relationship. They are elaboration, extension and enhancement.

Keywords - Hypotaxis, Logico Semantic Relation, Parataxis, Written Text

Introduction
A language is a means of communication. As a means of communication, language is used by all people in the world for interaction, either in written or spoken form. In everyday life, language is used to share ideas and exchange meanings. By means of language, people are able to tell what they mean since nothing on earth can survive without others, either human or animal cannot independently survive without developing any types of interaction with other individuals. Writing is as an alternative way to carry out communication. In writing, students are expected to be able to construct some sentences into a good paragraph. Sentence and clauses are well-known phenomena for people. Most people have already known sentence more than clause. Sentence is a unit of written language. Meanwhile, clause can be defined as the largest grammatical unit, and a clause complex is two or more clauses logically connected.

A good organization of parataxis and hypotaxis in clause complexes in a paragraph will make the paragraph coherent. The definition of clause complex by Gerot and Wignel (1994: 89-91) is as follows: univariate structure (one made up of units of the same rank). A clause complex is comprised of two or more clauses logically connected, or put another way, a clause complex is a sequence of processes, which are logically connected. The term para-hypotaxis (henceforth: P-H) was first introduced by Sorrento (1929; 1950) and is still commonly used by Romance linguists. It designates sentences containing a proleptic dependent clause, with the main clause preceded by a coordinator.

Clauses can be combined through one of the two logico-semantic relations: expansion and projection.

Expansion
Expansion links processes by providing additional information. It involves three types of relationship: elaboration, extension, and enhancement.
Table 1 Three Types of Expansion

<table>
<thead>
<tr>
<th>Elaboration</th>
<th>Specifying in greater detail, restatement, exemplification, and comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension</td>
<td>Extending the meaning of one clause by adding something new.</td>
</tr>
<tr>
<td>Enhancement</td>
<td>Involving circumstantial relationship (temporal, conditional, causal, concessive, spatial, manner) where the circumstantial information is coded as a new clause rather than within a clause.</td>
</tr>
</tbody>
</table>

Projection

Projection links clauses by having one process projected through another either by quoting or reporting. Both meanings (ideas) and wordings (location) can be projected. Besides, propositions (information) or proposals (goods and services) can also be projected. Projection particularly occurs through mental and verbal processes. For example:

Verbal
- The singer said
  “The next concert is in July.
- The singer said
  “that next concert is in July.

Mental
- I thought
  ‘that the next concert was to be in July
- I don’t want
  ‘to play in a brass band

Taxis

Taxis, as stated by Gerot and Wignel (1994:92), are a system of interdependence to make up the systems for joining clauses in English. It refers to the dependency status of the clauses in a clause complex. It is then divided into parataxis (paratactic construction) and hypotaxis (hypotactic construction).

Discussions on parataxis and hypotaxis, Yiu-Kay Tse (2010) states that:

Parartaxis: The arranging of clauses one after the other without connectives showing the relation between them. Example: The rain fell; the river flooded; the house was washed away.

Hypotaxis: The dependent or subordinate relationship of clauses with connectives; for example, I shall despair if you don’t come.

Based on the above background, this study investigates the types of taxis and the types of logico semantic applied by the students in their written.

Methodology

1 Research Design
In this study, the writer applied a descriptive qualitative research. It describes systematically the facts and characteristics of a given population or area of interest, factually and accurately (Isaac and Michal, 1971:18).

2 Object of the Research
Since the study was devoted to investigate the parataxis and hypotaxis construction of the students’ written texts, students’ written texts are the objects of this research. They are in the form of paragraph in which there are more than five sentences in each paragraph. The students here refer to the fourth semester students of English Department of Tidar University in 2015/2016 academic year. There were 30 students who were involved in the research. All of them wrote analytical exposition texts.

3 Unit of Analysis
In analyzing the parataxis and hypotaxis construction of the students’ written analytical exposition texts, the unit was the clause complex. It is under the consideration that in functional grammar the clause is the larger grammatical unit (Gerot and Wignell, 1994).
4. 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 reports. To collect the data in this research, the writer asked the students to write analytical exposition texts. The first step, the writer exposed the examples of analytical exposition texts, explained the social function, the Schematic Structures and the language features of report text. The second step, she asked the students to write analytical exposition texts.

5. Data Analysis
The data analyzed were parataxis and hypotaxis construction of analytical exposition texts written by the students. The writer analyzed the parataxis and hypotaxis construction of the written analytical exposition texts. In fact, all were in the same genre, that is analytical exposition text. Therefore, it was assumed that they were genre specific. Yet the writer needed to analyze the texts to provide the evidence with certain parataxis and hypotaxis construction employed following the patterns provided by Gerot and Wignell (1994). First, she read the students’ paragraphs and then identified the parataxis and hypotaxis construction of the students’ written analytical exposition text. After that, she observed the tendency of the students in employing Gerot and Wignell’s parataxis and hypotaxis construction in their written analytical exposition texts. Finally, she counted the percentage of occurrence of students’ parataxis and hypotaxis construction.

Finding and Discussion
In the analysis, the writer applied marking technique. Hypotaxis is marked through Greek letters. Alpha (α) marks the dominant clause. Clauses are marked alpha, beta (β). On the other hand, the clauses in parataxis are marked by numbers: 1, 2, 3, and so on. Again, parataxis and hypotaxis are categorized into expansion and projection. Expansion is then broken down into elaboration, extension, and enhancement, which are orderly marked =, +, and x; and projection is subdivided into locution and idea, which are orderly marked ‘‘ and ‘‘. The marking technique is applied to analyze the main data, the students’ analytical exposition texts. Based on the data, it is found that there are 223 clauses and clause complexes. Among them, 154 are in the forms of clauses and 69 are in clause complexes. Based on 69 clause complexes, it was found that there are 48 parataxis and 21 hypotaxis construction. It can be seen that the students tend to write parataxis construction in writing analytical exposition texts.

![Parataxis and Hypotaxis Construction](image-url)
These are the examples of data analysis.

1. Corruptors should be death sentence because corruptors can be harm for our country.
   \[ \alpha \text{Corruptors should be death sentence} \]
   \[ x \beta \text{ because corruptors can be harm for our country} \]

2. Every region has an education curriculum standard and the teachers in every region in Indonesia make it equal.
   \[ 1 \text{ Every region has an education curriculum standard} \]
   \[ +2 \text{ and the teachers in every region in Indonesia make it equal} \]

National examination should not be banned because it has many advantages.

\[ \alpha \text{National examination should not be banned} \]
\[ x \beta \text{ because it has many advantages} \]

In conclusion, internet can be used effectively and give protection for our children to browse internet.

\[ 1 \text{ In conclusion, internet can be used effectively} \]
\[ +2 \text{ and give protection for our children to browse internet} \]

Based on the above example, it can be seen that the clause complex 1 and 3 are hypotaxis construction with enhancement as one of expansion type. For the second and fourth clause complex, it can be seen that they are parataxis construction with extension type. In addition two the above findings, it can seen that the expansion types as logico semantic relatio are mostly used by the students in writing analytical exposition texts.

**Conclusion**

Based on the finding and discussions of the research data, the conclusions are formulated as follows. Most of the students apply parataxis and hypotaxis construction with expansion as logico semantic realation. Expansion links processes by providing additional information. It involves three types of relationship. They are elaboration, extension and enhancement.

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Yiu-Kay Tse (2010). *Parataxis and Hypotaxis in the Chinese Language*. International Journal of Arts and Sciences
ANALYSIS OF TRANSLATION TECHNIQUE USED TO TRANSLATE
METAPHORS IN LASKAR PELANGI INTO THE RAINBOW TROOPS
A Stylistic Approach on Translation Studies

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Abstract
This study aims to identify the techniques of translation used to translate metaphors in the novel Laskar Pelangi and their effects on the translation quality of the translated metaphors. This is a stylistic research on translation which uses descriptive qualitative method. The primary data source in this research is the novel Laskar Pelangi and its translated version The Rainbow Troops. The secondary data source is the information obtained from the raters. Data collection methods used in this research is document analysis, which is used to obtain metaphors, and questionnaires to obtain data on the quality of the translations of metaphors. Literal technique of translation is one of the most frequently used techniques used by the translator of the novel. This technique produces a good translation. Metaphors translated with this technique are the those that can still be easily understood by readers of the translated novel. Overall, the quality of the translation of metaphors that exist in the novel Laskar Pelangi is classified as good enough.

Keywords – Translation Quality Assessment, Translation, Metaphor, Laskar Pelangi, The Rainbow Troops

Introduction
To understand the message in a text, one must master the language of the text. As well as to enjoy a literary work in the form of a novel, the reader must master the language used by the author of the novel. Therefore, today many literary works such as novels translated into various languages, with the aim that the novel can be enjoyed not only by the speakers of the language, but also by people who speak different languages.

Newmark (1988: 5) states that translation is a process of transferring a message from a source language (SL) text into the target language (TL) text. In the case of the translation of the novel, the SL in question is the language used by the author of the novel, while the TL is the language of the readers of the novel that speak a different language.

Translating a novel is not as simple as translating a plain text. Inside are various styles of language used by the author to make the novel interesting to read, one of which is the use of figurative language in the form of figure of speech. The figure of speech that is often used is metaphor (Keraf, 2009: 137).
Required special study to find out the meaning of a metaphorical expression, it is interesting to observe how a metaphorical expression of a novel translated from the SL into the TL. This research will see whether or not the translation causes a shift form, what translation techniques are used, and how the quality of the translation is in Indonesian novels Laskar Pelangi which has been translated into a novel called The Rainbow Troops.

Several studies on translation and metaphors have been done before. Rahayu (2009) has conducted research with the title Gaya Bahasa Metafora pada Tetraloginovel Karya Andrea Hirata. Huda (2011) has conducted a study entitled Metafora Andrea Hirata dalam Tetralogi Laskar Pelangi. Marini (2010) conducted a study entitled Analisisk Stilistika Novel Laskar Pelangi Karya Andrea Hirata.


After reviewing those previous studies, this study will examine Translation Techniques used to translate metaphors in the novel Laskar Pelangi. The results of this study are expected to be able to reveal any translation techniques used by translators to translate metaphors, discover how the effect of the use of such techniques on the form of the translation metaphors, and reveal the quality of the translation of metaphors in the novel Laskar Pelangi into The Rainbow Troops.

**Methodology**

This is a qualitative research with a purposive sampling, which means the data and the data source are taken based on the research questions and research objectives. The data in this study are clauses or sentences containing metaphors. The Sources of data in the research are two novels; Laskar Pelangi and The Rainbow Troops. The next data sources are the questionnaire and interview given to raters of accuracy and readability.

In order to measure the quality of translation product, a standardized theory should be used. Assessment of translation in this study focused on two aspects, accuracy and readability.

In measuring the quality in terms of accuracy, Nababan, et al. (2012) propose the following scale.

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate</td>
<td>3</td>
</tr>
<tr>
<td>Less Accurate</td>
<td>2</td>
</tr>
<tr>
<td>Inaccurate</td>
<td>1</td>
</tr>
</tbody>
</table>

In measuring the quality in terms of readability, Nababan, et al. (2012) propose the following scale.

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Readable</td>
<td>3</td>
</tr>
<tr>
<td>Quite Readable</td>
<td>2</td>
</tr>
<tr>
<td>Hardly Readable</td>
<td>1</td>
</tr>
</tbody>
</table>

The data are collected by using some steps. First, the researchers read the original novel, Laskar Pelangi while identifying the metaphors. Second, the researchers found the translation of the metaphors in the translated version of the novel, The Rainbow Troops. In analyzing the data, this research uses Spradley’s theory (1980). According to him there are four steps of analysis. They are:

- **Domain analysis**
- **Selection of data**
- **Identification of data**
- **Collection of data**

At this stage selection of data is done. The theory of metaphor is used to obtain data.
Table 3. Domain Analysis Method

<table>
<thead>
<tr>
<th>No</th>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Di mulut pintu berdiri dua orang guru seperti para penyambut tamu dalam perhelatan. (LP.1)</td>
<td>In the doorway stood two teachers, like hosts welcoming guests to a party. (RT.3)</td>
</tr>
<tr>
<td>2</td>
<td>Menyekolahkan anak berarti mengikatkan diri pada biaya selama belasan tahun dan hal itu bukan perkara gampang bagi keluarga kami. (LP.3)</td>
<td>Sending a child to school meant tying oneself to years of costs, and for our family that was no easy matter. (RT.4)</td>
</tr>
</tbody>
</table>

Table 4. Taxonomic Analysis Method

<table>
<thead>
<tr>
<th>No.</th>
<th>SL</th>
<th>TL</th>
<th>Translation Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Di mulut pintu berdiri dua orang guru seperti para penyambut tamu dalam perhelatan. (LP.1)</td>
<td>In the doorway stood two teachers, like hosts welcoming guests to a party. (RT.3)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Menyekolahkan anak berarti mengikatkan diri pada biaya selama belasan tahun dan hal itu bukan perkara gampang bagi keluarga kami. (LP.3)</td>
<td>Sending a child to school meant tying oneself to years of costs, and for our family that was no easy matter. (RT.4)</td>
<td></td>
</tr>
</tbody>
</table>

Finding and Discussion

At this stage, researchers found connection between multiple domains by category/taxonomy. Then researchers linked the techniques of translating metaphors in their meanings. Finally, the researchers found the relationship between the applied techniques and the quality of the translation in terms of accuracy and readability.

Table 5. Componential Analysis Method

<table>
<thead>
<tr>
<th>No.</th>
<th>Translation Techniques</th>
<th>Accuracy</th>
<th>Readability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Transposition</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Literal</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Amplification</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Reduction</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>Generalization</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Adaptation</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Description</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Transposition Technique

Molina and Albir (2002: 499) describe transposition as a shift of word class, i.e., verb for noun, noun for preposition.

SL: Demikian komentar Kiong mencari penyakit.
TL: A Kiong commented arrogantly.

On the data above, the phrase ‘penyakit’ is translated as ‘arrogantly’. The use of this technique results in a shift in grammatical units of the noun ‘penyakit (disease)’ into the adverb ‘arrogantly’. This affects the quality of the message but does not affect the level of readability. Of the three times of use, this technique produces two less accurate data and one accurate data. In terms of readability,
the use of this technique does not affect the readability.

**Literal Technique**

Literal translation is word for word translation. It occurs when there is an exact structural, lexical, even morphological equivalence between two languages (Molina and Albir, 2002: 499).

SL: Ia dulu adalah Venus dari laut Cina Selatan …
TL: She had been the Venus of the South China Sea...

In the data above, metaphorical phrase ‘Venus dari laut Cina Selatan’ is translated as ‘the Venus of the South China Sea’. It can be seen that the use of this technique does not affect the quality of the translation. Of the 14 times of use, nine of them produce accurate translations, and five less accurate translations. As for readability, this technique produces twelve, out of fifteen, data with high degree of readability and two data are in the medium level.

**Amplification Technique**

Amplification occurs when the TL uses more signifiers to cover syntactic or lexical gaps (Molina and Albir, 2002: 500).

SL: Saat itu aku menyadari bahwa kami sesungguhnya adalah kumpulan persaudaraan cahaya dan api.
TL: At that moment, I realized that we were the brothers of light and fire.

In the data above, metaphorical expression ‘sang burung murai batu’ is not translated. The message in a source language is not conveyed in the target language. Therefore, the use of this technique produces bad translations because it eliminates the messages of the source texts. This technique is most widely used in the translation of this novel Laskar Pelangi. It can be seen that this technique is used 26 times.

**Reduction Technique**

Reduction is to suppress a SL information item in the TL (Molina and Albir, 2002: 510).

SL: Wajah pemilik tangan ini adalah misterius, sang burung murai batu tadi, tersembunyi di balik dinding papan yang membatasi ruangan tengah took dengan gudang barang dagangan di belakang.
TL: The face of the hand’s owner was a mystery. She was hidden behind the wooden wall in the back that separated the stockroom from the rest of the shop.

In the data example above, metaphorical expression ‘sang burung murai batu’ is not translated. The message in a source language is not conveyed in the target language. Therefore, the use of this technique produces bad translations because it eliminates the messages of the source texts. This technique is most widely used in the translation of this novel Laskar Pelangi. It can be seen that this technique is used 26 times.

**Generalization Technique**

Generalization is to translate a term for a more general one (Molina and Albir, 2002: 500).

SL: Dia secantik grey cheeked green, atau burung punai lenguak.
TL: Sahara, the sole female in our class, was like the parakeets.

In the data above, metaphorical expression ‘grey cheeked green, atau burung punai lenguak’ is translated as ‘the parakeets’. This expression contains a metaphor for equalizing the characteristics of ‘burung punai lenguak’ with an individual ‘dia (him)’. ‘Burung punai lenguak’ which has the characteristics of colorful feathers and looks beautiful is equated with someone who is considered beautiful. This is regarded as a generalization because it uses the phrase ‘the
parakeets’ which is common in the target language although it is not as specific as ‘burung punai lenguak’.

This technique is only used once. The use of this technique results in a less accurate translation but produces a high readable translation. It can be concluded that the use of this technique affects the quality of the message but does not affect the level of readability.

Adaptation Technique
Adaptation is a shift in cultural environment, i.e., to express the message using a different situation (Molina and Albir, 2002: 500).

SL: Gambar di kaleng itu memperlihatkan seorang pria bercelana dalam merah, berbadan tinggi besar, berotot kawat tulang besi, dan berbulu laksana seekor gorilla jantan.

TL: On that bottle was a picture of a man; he was wearing red underwear, had a tall, strong body, and was a hairy as a gorilla.

In the data above, metaphorical phrase ‘berotot kawat tulang besi’ is translated as 'strong body'. The phrase ‘berotot kawat tulang besi’ is an expression in Indonesian and has a special meaning. Word per word or literal translation technique will produce a mismatched meaning, so that the expression needs to be adapted to fit the culture of the target language. This technique is used three times and produces translations with medium score of accuracy and high level of readability.

Description Technique
SL: A Kiong, pria kaleng kerupuk itu! Mana mungkin dia punya sepupu bidadari?
TL: A Kiong, that tin-headed boy! How in the world did he have a cousin with heavenly nails?

In the data above, the phrase metaphor ‘bidadari’ is translated as ‘with heavenly nails’. This expression contains a metaphor equalizing the characteristics of ‘sepupu (cousins)’ to ‘bidadari(angel)’. ‘Bidadari’ is a woman who is beautiful and shapely flawless. For the use of the technique, this data uses description technique to describe the expression found in the source language. This technique is only used once. In these data, the quality of the translation is considered less accurate because the translation is less natural, and the highly readable. It can be concluded that the use of this technique affects the quality of the message but does not affect the level of readability.

In this study, reduction technique is a translation technique which is often used to translate metaphors that exist in the novel Laskar Pelangi. In addition, there are also some metaphors that can be understood by a foreign reader, so some data are decoded. The techniques used to translate metaphor of this type are dominated by literal translation techniques. This is because the readers are deemed to understand metaphors that exist in context. Other translation techniques are also used to translate metaphors in this novel.

In relation to the quality of the translation, the use of reduction technique is very influential, and results in “less good” translation. The use of the literal technique does not affect the value of translation quality.

Conclusions
Metaphors that exist only on a specific language or culture is difficult to translate into the language that has a different cultural background. Translators novel Laskar Pelangi chose not to translate some metaphors of that type. Overall, the quality of the translation of metaphors that exist in the novel Laskar Pelangi is classified as less good.

Literal translation is one of the most frequently used techniques here. This technique produces a good translation. Metaphor translated with this technique is the
metaphor that still can be understood by readers of the translated version of the novel with just a context that exists in the novel.

**Bibliography**


THE USE OF GAMES IN ENHANCING STUDENTS’ MOTIVATION IN ENGLISH LEARNING

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Abstract
This study aimed at describing the use of games in enhancing students’ motivation in English learning at SMP N 3 Gubug, Grobogan Regency. In order to achieve the goal of the study, a case study research was utilized. In this case, 4 classes of the seventh graders were investigated. In collecting the data, classroom observations focused on the process of learning were conducted. Besides, to know the students’ motivation, a questionnaire and a semi structured interview were applied. Then the data were analyzed through 3 stages namely data reduction, data presentation, and data interpretation. In the process of English teaching learning, the teacher applied some games, including “Hidden Words, Crosswords Puzzle, Scrabble, Who am I?, Jumbled Words, Thematic Dominoes, and Snakes & Ladders”. The study revealed that the students have positive responses toward the use of the games in learning. They agreed that the use of games makes English learning become more exciting. Besides, the result revealed that the games are highly motivating. Through classroom observation, it showed that the students were more enthusiastic when the games were applied. Consequently, their learning participation increased. It indicated that the games have enhanced the students’ motivation and interest to engage in learning. Moreover, the result of interviewing and the questionnaire strengthened the findings.

Keywords: games, motivation, English learning

Introduction
Motivation plays an important role in learning as it influences the learning process and the students’ achievement. Highly motivated students have attitude and big effort to learn and show their interest in learning. They will focus in learning and engage with the learning activities. Consequently, students with adequate motivation will become efficient learners with ultimate language proficiency. Unfortunately, the real condition shows that some students have low motivation in English learning. It was indicated through the lack of attention, slow response to the activity, and less participation in the learning process. Besides, the students’ low motivation is clearly seen as they do not have interest in doing the task and homework. Moreover, some students perceive that English is a foreign language which is not a crucial need for their future real life and it makes them pessimistic.

There are some strategies which the teachers can do to stimulate motivation. Dornyei & Csizer (1998:215) reported a set of “ten commandments” for motivating learners as follows: set a personal example with the teacher’s own behavior; create a pleasant, relaxed atmosphere in the classroom; present the tasks properly; develop a good relationship with the learners; increase the learners’ linguistic self-confidence; make the language classes interesting; promote learner autonomy; personalize the learning process; increase the learners’ goal-orientedness; and familiarize learners with the target language culture. Besides, some activities which promote student-centered learning and encourage the students to express their knowledge and skill are believed to stimulate

Based on the explanation above, we can conclude that students will intrinsically motivated when they are actively involved in the learning activity through some meaningful tasks and interesting activities in a pleasant and relaxed atmosphere. Among some various teaching methods that match with the requirements above is using games. Lee (1995) stated that games can be a welcome break from the usual routine of the language class as using games creates fun learning and makes the lesson less monotonous. As a result, games may help students to make and sustain the effort of learning.

Supporting this opinion, many experts found that games keep the students focused on the learning and make them engaged with the activity (Murphy, et. al: 2013, Richard & Rogers: 2001, Wright, et. al: 2005). Games are also beneficial to create an atmosphere that will maintain the students’ interest in learning as it may lower their anxiety and encourage them to take part (Ersoz: 2000, Nguyen & Khuat: 2003). In this way, games are motivating and challenging. Moreover, using games will also provide wider opportunity for students to develop and improve their language skills as it creates a meaningful context for language use (Lee: 1995).

For that reason, the researcher tried to apply learning games in her classes in order to see the influence of applying them towards the students’ motivation. Basically, this study was conducted to describe the use of games in enhancing students’ motivation in English learning at SMP N 3 Gubug, Grobogan Regency. To be more specific, this study is aimed to describe the games used in the learning activity, to find the students’ opinion toward the use of games, and to describe how the games enhance the students’ motivation.

Methodology
In order to achieve the goal of the study, a case study research was utilized. In this case, the research was conducted for several meetings in the second semester of academic year 2015/2016. The participants of the study were 4 classes of 95 seventh graders in SMP Negeri 3 Gubug, Grobogan regency, Central Java. The students vary on gender, age, motivation, and academic achievement. They are 44 males and 51 females, around 11 to 14 years old.

In collecting the data, classroom observations focused on the process of learning were conducted. Besides, to know more about the students’ opinion and their learning motivation, a questionnaire and a semi-structured interview were applied. The questionnaire development was influenced by Pintrich, et. al (1991). The questionnaire and the interview were conducted in Bahasa Indonesia to avoid misunderstanding and misconception of the idea among the student participants. Later, the result of the interview would be translated into English. Then the data were analyzed through 3 stages namely data reduction, data presentation, and data interpretation.

Finding and Discussion
There were several games applied by the researcher in teaching English, including “Hidden Words, Crosswords Puzzle, Scrabble, Who am I?, Jumbled Words, Thematic Dominoes, and Snakes & Ladders”. Some were used as energizers or warm-up activities to catch the students’ attention and interest, while some were used in the main activity of learning process.

1. Hidden Words
This vocabulary game is usually used in the first stage of learning as a warmer in order to connect with the next material, especially to review vocabulary which was learned in the previous meetings. In doing this game, the students are supposed to find some hidden words provided in the puzzle.
2. Crosswords Puzzle
This vocabulary game is quite popular among the students. It is a game in which the player writes words which are the answers to questions in a pattern of black and white squares. It can be used in various materials of lessons as the teacher modify and adapt the content, so that the game matches with the purpose of learning appropriately.

3. Scrabble
In doing this vocabulary game, the teacher provides some letters and asks the students to create new meaningful words by using the alphabets.

4. Who am I?
This game is used to teach descriptive text, especially in spoken cycles. There are two techniques of using the game. First, a student tells a monologue describing a popular person, and asks the listeners to guess who the mysterious person is. In the second technique, a student defines a popular name and keeps it in secret. Other students will ask through “Yes/No questions” to obtain some information about the person, such as “Is he an Indonesian actor? Is he a comedian? Does he have curly hair? Etc”

5. Jumbled Words
This is actually a common technique to teach and assess writing, especially to see the students’ competence in understanding grammar or sentence structure. To play the game, the teacher prepares some sentences dealing with a certain topic, for example about expressions in caution/warning, such as “Swimming is prohibited here. Switch off the light before leaving. Etc” Then, she cuts the sentences into pieces of words and asks the students to rearrange them properly.

6. Thematic Dominoes
The game is adapted from the popular domino card games. In this game, the teacher provides 2 parts on each card, the picture and the word/phrase/sentence. In doing the game, the students should match the pictures and the words continuously. The player who loss the card first will be the winner.

7. Snakes & Ladders
This popular game is used by the teacher to teach the topic of instruction (command and prohibition). Like the traditional Snakes and Ladders game, the board consists of some squares with some snakes and ladders. In using the games, the teacher modifies the board by providing some commands and prohibitions on each square. The students play by throwing a dice based on the turn, and walk some steps as many as the number of the dice. Then the students should act what is written on the square.

The researcher found that the use of the games is quite helpful to maintain the students’ interest in learning. Most students perceived that the games are interesting. Based on the data obtained from the questionnaire, the games of hidden words and thematic dominoes become the most favorite games. 98% of students are interested in playing hidden words. They found that the game is easy enough to be played. Whereas, 97% of the participants enjoyed playing thematic dominoes as the fun game is quite challenging. Besides, the students are also interested in using Who am I?, Jumbled Words, and Snakes and Ladders in English learning. The majority students stated that the games help them understand the lesson and give them exciting experiences.

Meanwhile, they had different opinion towards Crosswords Puzzle and Scrabble. 56% and 9% students said that they like or like crosswords puzzle very much. On the other hand, 26% of them did not like the games as they thought that the game was not easy. They argued that sometimes, they felt unsatisfied when they could not finish the game successfully. Whereas, 8% students had not decided whether they like the game or not.

The similar case happened to scrabble. Only 9% and 61% students preferred playing the games in learning, while 22% of them did not
like the game, and 7% did not have strong opinion about it. Some students stated that sometimes scrabble is complicated and puzzling to be solved. And it made them surrender.

Meanwhile, through observing the students’ learning activities, it was found that the students enjoyed the lesson and felt enthusiastic when the games were applied. The nature of games which were fun and challenging made the students participated, focused in learning and actively engaged with the learning process. For example, when the teacher applied hidden words, jumbled words, scrabble, and crossword puzzle, all students competed to finish the games. They were looked curious and eager to solve the puzzle. In this way, the games drew the students’ attention and interest to always engage with learning. Unconsciously, the competition has enhanced the students’ motivation as their goal is to win the game and be the best player.

In addition, the use of games also created a pleasant and fun learning which lowered anxiety and encouraged the students’ confidence. They were encouraged to ask questions, present in front of the class, show their achievement, etc. Therefore, the games promote the students’ feeling that English is not really a complicated subject.

Moreover, the similar finding was revealed through the interview. It reported that some high motivated students realized the importance of learning English. They were aware that English is an international language, so that it is important for them to learn and master the language. However, few students perceived that English is not crucial for their future. The only motivation to learn English is to get a good score and to pass the exam.

Besides, the data of interviewing found that using games in English learning is motivating. The students argued that they became more interested in learning when the teacher applied the games as the learning activities. Their feeling implied that their motivation has increased. Some of the excerpts below clearly described the facts:

“I like English learning through games very much, because it is exciting. I can learn and play at the same time. It is very exciting, and … not boring. And I can improve my knowledge and skill” (Student 6, Class VII D)

“When I was in elementary school, I did not really like English. And now, I enjoy it. I like it more when the teacher teaches us through a new method and games. It is interesting” (Student 1, Class VII A)

“At the first day school, I was afraid and worried about English. English is not an easy subject. Later, I find it different. In fact, learning English can be very interesting” (Student 4, Class VII C)

Conclusions
Based on the discussion of the research findings, it was concluded that the students have positive responses toward the use of the games in learning. They agreed that the use of games makes English learning more exciting. Besides, the result revealed that the games are highly motivating. It showed that the students were more enthusiastic when the games were applied. Consequently, their learning participation and attention increased. In this way, the use of the games has maintained the students’ effort to keep learning. It indicated that the games have enhanced the students’ motivation and interest to engage in learning.

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THE POETICS OF REPRESENTATION OF “AMERICA” IN UMAR KAYAM’S COLLECTION OF SHORT STORIES
SERIBU KUNANG-KUNANG DI MANHATTAN

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Abstract
This article is written based on a research on Umar Kayam’s six short stories entitled “Seribu Kunang-kunang di Manhattan;” “Istriku, Madame Schlitz, dan Sang Raksasa;” “Sybil;” “Secangkir Kopi dan Sepotong Donat;” “Chief Sitting Bull;” and “There Goes Tatum” which are collected in his Collection of Short Stories Seribu Kunang-kunang di Manhattan republished by Pustaka Utama Grafiti in 2003. The six short stories were written when Umar Kayam was in New York finishing his Master and Doctor of Philosophy programs in 1960s. The research aims at finding out how America—through the city of New York and its people—is represented by Umar Kayam, who was born and raised in Ngawi—a small town in Central Java, Indonesia—and went to study in Solo and Yogya—other small towns in Central Java, Indonesia. The analysis shows that America—through the city of New York and its people—is represented in opposition with Indonesia—through the capital city of Jakarta and its people—in all the short stories. Unlike the capital city of Jakarta, the city of New York is not a nice place to live in. It is not peaceful and comfortable because it is noisy and hot. It is also scary, unfriendly, and sometimes lonely, although it is full of people from various backgrounds. Life in New York city can be a boring life that is difficult to avoid. Unlike Indonesian people who are sociable and friendly, American people then tend to be individualistic and unfriendly. Furthermore, doing the same things everyday make them become mechanical and lose their creativity. Consequently, they can easily become lonely and bored. Love seems to be something hard to get for American people. Many of them have lost it forever, and many others have to struggle hard to get it. Losing love makes them able to do harm even to people who are close to them. Being fake is another problem of American people. They tend to fake who they really are to get what they want. It does not mean that either Indonesia—through the capital city of Jakarta and its people—or America—through the city of New York and its people—is better than the other. One thing for sure is that there is nothing better than home. Home is sweet home for Umar Kayam and for most people.

Keywords: poetics of representation, America, Umar Kayam, Seribu Kunang-kunang di Manhattan

Introduction
New York has been one of the most chosen American big cities to become setting in American literary works. In nineteenth century, for example, New York became the setting of Horatio Alger’s Ragged Dick (1868) and Stephen Crane’s infamous Maggie: A Girl of the Streets (1893). In twentieth century, Edith Wharton took her birth town New York as the setting of some of her infamous works—The House of Mirth (1905), The Custom of the Country (1913), The Age of Innocence (1920), and Old New York (1924). Israel Zangwill introduced the term melting pot in his novel The Melting Pot, which was set in New York in 1908. Two of John Fitzgerald’s well known works, The Beautiful and Damned (1922) and The Great Gatsby (1925), were also set in New York. Two well known detective stories writers, Dashiell Hammett and Mickey Spillane, took New York as the setting of...

Through the representation of New York—be it merely a setting or a character—in these literary works, we can learn the authors’ perception of the Metropolis.

It is already interesting to read representation of New York in literary works written by American authors. It is more interesting, however, to read representation of New York in literary works written by a non-American author. Umar Kayam, who was born and raised in Ngawi—a small town in Central Java, Indonesia, went to study in Solo and Yogya, and lived in Jakarta, the capital city of Indonesia—other small towns in Central Java, Indonesia, wrote six short stories entitled “Seribu Kunang-kunang di Manhattan”; “Istriku, Madame Schlitz, dan Sang Rakasasa”; “Sybil”; “Secangkir Kopi dan Sepotong Donat”; “Chief Sitting Bull”; and “There Goes Tatum” when he was in New York finishing his Master and Doctor of Philosophy programs in 1963 until 1965. All the five stories take New York as their setting, and thus we can learn an Indonesian author’s perception of the Metropolis.

This paper aims at examining and understanding how America—through the city of New York and its people—is represented by Umar Kayam. A literary work is never just a work. It is always a text that has “a meaning which is grounded in the culture behind the text; a meaning that can be examined and understood”. Furthermore, “a text is the mouthpiece for a culture; it is a representative sampling of the overall system of meanings that constitute an ideology or consciousness that is linked to a group” (Brummett, 2006: 36). Since the meaning of a text is grounded in the culture behind the text, examining and understanding the meaning of Umar Kayam’s six short stories as texts help us understand the culture behind the six short stories, that is Indonesian culture. The six short stories become the representative sampling of the overall system of meanings that constitute an ideology or consciousness that is linked to Indonesian culture. Thus, by defining America—through
the city of New York and its people—in his six short stories, we can understand the ideology or consciousness about America of Umar Kayam as an Indonesian.

Methodology
This paper is written based on a research on Umar Kayam’s six short stories entitled “Seribu Kunang-kunang di Manhattan”; “Istriku, Madame Schlitz, dan Sang Raksasa”; “Sybil”; “Secangkir Kopi dan Sepotong Donat”; “Chief Sitting Bull”; and “There Goes Tatum”, which are collected in his Collection of Short Stories Seribu Kunang-kunang di Manhattan republished by Pustaka Utama Grafiti in 2003. The data were collected from the sixth short stories by reading the short stories carefully and then selecting and recording the data, which correlated with the representation of America.

Since it focused on the poetics of representation, the selected data were then analyzed using Roland Barthes’ semiotic theory. Poetics of representation is “production of meaning through language” (Hall, 1997: 28). In this research, meaning is semiotically read through signs that are organized into language. This research takes in Roland Barthes’ idea that signs operate within systems that function to create different orders of meaning. Therefore, this research uses Barthes’ concepts of connotation and denotation to delve into the articulation of signification around Umar Kayam’s six short stories. In this research, denotation refers to “the first level, or order, of meaning which derives from a descriptive relationship, between signifier and signified, corresponding to the most obvious and consensual level at which objects mean something”. Connotation refers to “a second level, or order, of meaning which guides one to look at the way in which the image (object) is understood, at a broader, more associative, level of meaning” (Lidchi, 1997: 164).

Discussion
In the first short story “Seribu Kunang-kunang di Manhattan, New York and its people are represented through the characters’ impression of the city, the characters’ dialogues, and the author’s narration. Thousands of lights that Marno, the male main character, who is a Javanese, enjoyed watching from the apartment window of his lover Jane reminded him of fireflies he saw in his grandparents’ rice field in their village (p. 5). New York, via Manhattan, at night was then a beautiful and serene city, and yet it was a lonely city for its beauty and serenity made the male main character feel homesick. He was longing to listen to the sound of singing crickets and frogs (p. 5). He suddenly felt his wife was around him in Manhattan that night (p. 7). It implies that the village where he came from was more peaceful. On the contrary, for Jane, the female character, who was an American, Manhattan does not seem to be a nice place to stay in. She grumbled when a jet was flying on top of her apartment building. “Sebuah pesawat jet terdengar mendesau keras lewat di atas bangunan apartemen Jane. “Jet keparat!” Jane mengutuk sambil berjalan terhuyung ke dapur. …” (p. 5-6). She imagined herself to be somewhere else more peaceful (p. 6). She imagined Manhattan was an island, and they were the only people who owned the island. They came to own the island after they were stranded on it. They owned the island, yet they were waiting for a boat to come and rescue them (p. 7). It means that Manhattan never feels like home.

Marno is lonely because of feeling homesick. Jane, on the other hand, seems to be constantly in loneliness. She seemed to project her own loneliness when she said she was worried that Tommy, her ex-husband, might feel lonely and cold in Alaska, where she imagined him to be (p. 3). She felt that she talked too much, but she emphasized that she needed to keep talking to feel occupied (p. 7). She said that she separated from her
The 5th ELTLT CONFERENCE PROCEEDINGS
October 2016

darling toy, Uncle Tom, after she met her ex-husband Tommy in High school. Now that Tommy and she had divorced, she wanted Uncle Tom to be around her again (p. 9). Most of all, Jane took some sleeping pills and silently cried when Marno said he could not accompany her and left her alone that night (p. 11). It can be said that Jane is in constant need of someone or something to love, and being loved. In each other’s company, however, they still feel lonely and empty. Jane’s company is not enough to get rid of Marno’s feeling of loneliness and emptiness that he decided not to stay in her apartment that night. In Marno’s company, Jane seems to only have someone to talk to, but she sadly realizes she never gets his heart.

In “Secangkir Kopi dan Sepotong Donat”, the fourth story of the Collection, New York and its people are represented through the characters’ dialogues and the author’s narration. It was ten o’clock in one summer day in New York. Ten o’clock is apparently coffee time in New York, and it is certainly a very busy hour for a coffee shop girl like Peggy, the female main character of the short story. On the contrary, ten o’clock seems to be the most relaxed hour of the day for most New Yorkers because it is the time for them to enjoy having a short break by sipping a cup of hot coffee accompanied with a piece of doughnut or cruller or jelly cake in the middle of their busy work hours or day. Yet, one of the background characters Jim “the actor Orson Welles II” reminded everyone in the coffee shop that one summer morning that coffee time had been one of New Yorkers’ routines. Sipping a cup of coffee accompanied with a piece of doughnut or cruller or jelly cake at ten o’clock in the morning, even in a hot summer day, has been just like eating hot dogs or hamburgers for almost every New Yorker (p. 51). Jim is apparently in his state of boredom with his routines—with his work and even his regular black coffee, a cruller, and a doughnut—that instead he ordered a glass of iced water that morning (p. 49-50). It is like showing that life can be so boring in New York city. Besides that, New York can be complainingly hot during summer. “…. Di luar, hawa musim panas New York yang menusuk itu menerobos pori-pori kulit orang yang lalu-lalang. …” (p. 55).

American people are represented through Jim’s “speech” to Peggy and the coffee shop’s regulars. The speech is another way to say that American people have been living a boring life—doing the same things everyday—that they become mechanical and lose their creativity. Yet, what happened to Jim afterward shows that American people, especially city people, do not have power to resist living their boring life. He decided to go home, but asked his two friends to ask their boss Mr. McLeod’s permission for him and said he would come to the office the next morning (p. 52).

Love, for New Yorkers, seems to be something worthy of fighting, but it can also be something that is lost forever. At the end of the story, Peggy ran to catch up with her lover in where he worked, Dilbert Supermarket. Apparently, she is touched by his empathy for her miserable condition. She could not come to his place the night before because of what happened with her parents at home. She wrote, “Bapak mabuk lagi semalam. Ibu dipukuli. Puas, Tuan? Now get out! Out!” (italics in its original)(p. 53). After she read her boyfriend’s answer, “I am sorry. Sorry, sorry, sorry.” (italics in its original) (p. 54), she decided to draw a big heart with her red lipstick on the coffee shop window, put the shop’s arrow picture on it, put the shop’s arrow picture on it,

and then leave the coffee shop unattended to catch up with her lover in Dilbert Supermarket (p. 55). It can be said that she refuses to lose love like her parents and chooses to fight for it.

Umar Kayam becomes the protagonist of his two short stories, “Istriku, Madame Schlitz, dan Sang Raksasa” and “There Goes Tatum.” In the second short story “Istriku, Madame Schlitz, dan Sang Raksasa”, America—through the city of New York and its people—is represented in contrast with Indonesia—through the capital city of Jakarta and the city of Yogyakarta and its people. The author represents America and Indonesia in terms of East and West dichotomy. According to “aku” the narrator (Umar Kayam), in his wife’s fantasy, New York was a giant who eat humans (p. 12). New York, then, is a scary place to live in because it is big and full of people from various backgrounds. Actually, “aku” had the same impression. Thousands of skyscrapers at night had produced terrifying atmosphere for him. He decided to end the story by believing that the missing Madame Schlitz had been swallowed by New York city “the giant”. “Sang raksasa telah menelan Madame Schlitz.” Aku melihat keluar jendela. Ribuan pencakar langit seperti gunduk-gunduk bukit yang hitam, kaku, dan garang” (p. 31).

Furthermore, although it is full of people, it is not a friendly place to live in. It is very difficult to meet and get acquainted with people even if they live in the same apartment building. It is unlike where “aku” and his wife come from—Jakarta, Indonesia. as the capital city of Indonesia, of course, it is a big city like New York. Yet, it is friendlier than New York. American people tend to be individualistic and unfriendly. In contrast, Indonesian people tend to be sociable and friendly. It is then natural for “aku’s” wife to feel lonely and is even longing for the habit of borrowing a cup of sugar or a bottle of cooking oil just to have a chat with a neighbor (p. 13-4). It is worthy to note here that the tactic of borrowing a cup of sugar works with Madame Schlitz (p. 21), but it is likely because she has visited the author’s wife before. Besides that, according to “aku”, Indonesian beer was better than American beer. “…. Aku lebih senang Schlitz daripada Budweiser atau Ballantine, meskipun kalau dibandingkan dengan Heinekens dan Anker yang dibikin di Indonesia, belum apa-apap. ….‖ (p. 16).

The East and West dichotomy is also represented through Madame Schlitz’s imagination of the East. To Westerners, the East represents mystery and exoticness. It is of course stereotyping; not entirely true. “Aku’s” wife also thought so (p. 18). Another stereotyping is that Madame Schlitz thought that all Easterners practice yoga. “…. Aku pikir suami Nyonya, karena dari dunia Timur, tentunya berlatih yoga pula” (p. 20).

The author seems to think that fake is one of New Yorkers’ problems. Madame Schlitz is described as fake. When she was alone, her Austrian accent was gone and replaced by regular midtown Manhattan accent (p. 22). Her husband might still alive, and it was not clear whether he was really a chef who was good at cooking wiener schnitzel or not or whether he practiced yoga every morning or not (p. 30). The villain of the sixth short story “There goes Tatum”, the Negro robber, is also described as fake. The Negro villain was smiling and asking politely when actually he wanted to beg for money. “…. Fifty cents, Misuh,” Aku jadi tersenyum juga melihat cara mengemis yang enak itu. …” (italics in its original) (p. 67). He was also asking some questions politely and saying frankly that he wanted the author’s watch when actually he wanted to rob the author. “…. Aku diam. Si Negro tersenyum menepuk-nepuk bahuku. “Tuan, aku ingin
jam Tuan. Tuan besok bisa beli lagi. *OK?*** (italics in its original) (p. 69). He seemed to be playing around with his knife when actually he wanted the author to feel threatened. The author finally gave away his Titoni watch, which was a gift from his father. The Negro thanked the author after robbing him. “*That’s a good boy. Thank you, Mistuh***” (italics in its original) (p. 71). The author’s experience with New York city crime has shown that New York city is a harsh city. The crime problem seems to be so complicated, especially when it concerns African-Americans (p. 67). When the author took his Master and Doctorate degree and wrote his short stories in 1963 until 1965, Civil Rights Movement was happening in the South. Thus, discrimination was still very much a problem of African-Americans everywhere in America.

The last two short stories, “Sybil” and “Chief Sitting Bull” are the third and the fifth short stories of the Collection. In “Sybil”, New York was in summer time, and it was far from comfortable because it was too hot (p. 35). In “Chief Sitting Bull”, New York was also in hot summer time. “Hawa terasa amat panas waktu Charlie masuk rumah. . . .” (p. 64). So it seems to be more enjoyable for New Yorkers to spend their morning time outside in Central Park. Although it is always hot, summer time is really a leisure time for Americans. It is the time when they can have a long holiday and spend their time outside the house. Yet, the fifteen-year-old Sybil had to spend a boring summer holiday because all her friends were at summer camp. Her mother could not send her like the rest of the children because she could not afford to pay it with her meager waitress salary. It is a typical condition of a single mother, who has to work to support herself and her child. In reality, according to Duncan and Goddard (2003: 178), especially in big cities, “[f]rom the 1960s onward the number of divorces and singlemothers had expanded claimants to 4 million adults and 9 million children”. Sybil had to spend a miserable time with her mother scolding her a lot (p. 33-4) and watching her mother coming home early with her lover Harry Robertson to spend their late afternoon time in her mother’s bedroom (p. 43-4). It is likely to assume that Sybil was upset when the talkative child she is baby-sitting Susan told her about her much better life condition that she decided to persuade Susan to play robbery game and tied up a handkerchief around Susan’s eyes and mouth (p. 41-2). Out of a young girl’s irresponsibility, Sybil left behind the tied-up-Susan in the park near the beach in a hot summer afternoon, and judging from Sybil’s mother’s hysterical reaction to the police call, accidently killed her (p. 42-3).

The “Chief Sitting Bull” short story highlights fake as one of New Yorkers’ problems. Its main character Charlie is also described as fake. He spent his summer days in the park riding on the white horse of the park carousel five times (p. 56) and feeding the doves with his “lover” Martha (p. 61), but on that day, and perhaps on the other days, he lied to his daughter-in-law Mary that he spent his day reading books in the city library and having a political debate with his old friends in Washington Square (p. 64). As usual, Charlie only wanted to ride the carousel’s white horse, or black horse, so when the white horse was occupied by a boy, he determined to get it back by deceiving the boy with Chief Sitting Bull story. He convinced the boy that he, “Chief Sitting Bull”, always rode on a white horse, while the boy, “the hero Buffalo Bill”, always rode on a red horse. The boy was convincingly deceived and he gave up his white horse and let Charlie ride it (p. 58-9). Furthermore, Charlie gave impression to the carousel lady and Martha that his actually kind-hearted daughter-in-law had made him come late with her bad attitudes, but he fought her back and made her cry to get what he wanted (p. 57 & 62). Actually, it is all just about
keeping his manliness. Charlie is being fake to convince himself and others that he is still “a man”.

Conclusion
Although the East and West dichotomy is mostly implied in “Istriku, Madame Schlitz, dan Sang Raksasa” short story, it can be concluded that America—through the city of New York and its people—is represented in opposition with Indonesia—through the capital city of Jakarta and its people—in all the short stories. Unlike the capital city of Jakarta, New York city is not a nice place to live in. It is not peaceful and comfortable because it is noisy and hot. It is also scary, unfriendly, and sometimes lonely, although it is full of people from various backgrounds. Life in New York city can be a boring life that is difficult to avoid.

Unlike Indonesian people who are sociable and friendly, American people then tend to be individualistic and unfriendly. Furthermore, doing the same things everyday make them become mechanical and lose their creativity. Consequently, they can easily become lonely and bored. Love seems to be something hard to get for American people. Many of them have lost it forever, and many others have to struggle hard to get it. Losing love makes them able to do harm even to people who are close to them. Being fake is another problem of American people. They tend to fake who they really are to get what they want.

Does this mean that Indonesia—through the capital city of Jakarta and its people—is better than America—through the city of New York and its people? The answer can be yes or no depending on to whom the question is asked. One thing for sure is that there is nothing better than home. Home is sweet home for Umar Kayam and for most people.

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Abstract
This study was aimed at improving the students’ competency through the use of SQ3R strategy. Based on the result of pre-observation test, it was found that the second semester students at The International Bali Tourism Institute, particularly class hotel management problem in their reading competency. The subjects of the study were 40 students consisting of 27 males and 13 females. The data were collected by using students’ reading competency test, researcher’s diary, and questionnaires. In relation to the use of those instruments, there were two kinds of data gathered, namely quantitative and qualitative data. The students’ reading competency improved along with the implementation of SQ3R strategy. It can be seen from the percentage of students who got below 65 in four reading indicators. There were 57.50% students got score below 65 in finding main idea in pre-observation test, it decreased to be 40 % in cycle I and decreased to be 22.50% in cycle II. There were 72.50% students got score below 65 in finding specific information in pre-observation test, it decreased to be 65% in cycle I and decreased to be 20% in cycle II. There were 70% students got score below 65 in finding specific information in reading competency test I, it decreased to be 47.50% in cycle I and decreased to be 12.50% in cycle II. There were 55% students got score below 65 in finding specific information in reading competency test II, it decreased to be 52.50% in cycle I and decreased to be 17.50% in cycle II.

Keyword - reading competency, class action research, SQ3R

Introduction
Reading is the most dominant language skill taught in the classroom. It can be seen from the time allocation of reading that is more than the other skills. Reading is an exercise dominated by the eyes and the brain in which the eyes receive messages from the text and the brain identify the significance of these messages (Harmer 1991). There are four indicators in reading. Those indicators are: 1. obtain main ideas, 2. obtain specific information from the written text, 3. recognize the word meaning and 4. Finding the textual reference.

Based on the pre-observation conducted by the researcher, less than 75% of students got score below 65 in finding main ideas, specific information, textual reference, and word meaning. The test was covered four indicators such as finding main idea, specific information, textual References and word meaning. The result of pre-observation shows that most of students’ score below 65. In detail, 57.5% of student had problems in finding main idea, 72.5 % students had problem in finding specific information, 70 % student had problems in finding textual reference, 55 % had problem in finding word
meaning. It indicates that students had problem in their reading competencies.

The students who still had problems in reading or those who did not achieve the minimum score (65) had problems in their reading competency. It was strengthen by the result of the interview with the teacher and students. Students were lack of interest in reading subject. The researcher also conducted the pre-observation in classroom during reading session. The result showed that the students were passive and less motivated in teaching and learning process. The teacher only asked the students to answer questions provided below the text in the textbook without providing a reading strategy for the students.

Based on explanation above, there are two problem will discuss on the writing, first, how the student be able to find out the idea in the english text, second, what kind of strategy that can help student to improve their reading ability. The purpose of the studies are: (1) to discover the way the student can find out the idea and meaning in the text, (2). To find out what kinds of reading strategy that help the student to improve their reading ability.

Methodology

The subjects of the study were students in Hotel Management class The International Bali Tourism Institute Denpasar. The students were chosen by the researcher as the subjects because less than 75% of students got score below 65 in four indicators, such as finding main ideas, specific information, textual reference, and word meaning. This research aimed at students’ learning development, the most appropriate procedure uses for this study was an action based classroom research procedure by Kemmis and McTaggart in Sugiyono (2008).

The instruments used in this study are: Questionnaire, Researcher’s Diary and Tests. Before implementing the treatment, the pre-test was administered to the students to know their reading level and their problems in reading. Before implementing the technique in the classroom, the researcher needs to make several preparations related to the strategy. At planning stage, the researcher prepared all the material and instruments used for collecting data. The plan that had been prepared would be implemented at action stage. Action refers to the treatment conducted by the researcher to the classroom activities based on the planning designed. There were three main activities in the lesson plan namely pre-activity, whilst-activity, and post-activity. The activities in the classroom were recorded in researcher’s diary. In the observation stage, the researcher observed the result of the action which had been done in the first cycle. The researcher evaluated the student’s achievement; it can be seen from the result of the tests. The student’s responses and feelings toward the treatment in the action were known from the result of the questionnaire and researcher’s diary. In the reflection stage, the researcher made reflection about the process, the strengths, and the weaknesses of the action conducted based on the result of post test, questionnaire and researcher’s diary. The finding in each meeting and the result of the test were used as an input to improve the next action in the next cycle. Suppose if the action was not successful, the researcher should try to find out the causes and the solutions to overcome the problems.

Finding and Discussion

The result of pre-observation shows that 57.5% of students have problem to find main idea, 72.5% students have problem in finding specific information, 70% students have problem in finding textual reference, 55% had problem in finding word meaning. It indicates that students had problem in their
reading competencies. By considering those facts, it was very important to find an effective way to help the students in improving their reading competency and to reach the passing score. The researcher then decided to give treatments to the students by the implementation of “SQ3R Strategy” in teaching reading to help them comprehending the text better and in a shorter time. After two sessions of treatment by using SQ3R strategy, the students’ reading competency test in cycle I was administered in order to know the students’ reading competency after they were treated in two sessions by using SQ3R strategy. After the test in cycle I was administered, the researcher collected the worksheet and analyzed the data to find out the result of the final score of the students. Based on the result of the students’ competency test in cycle I, it was found that the students’ scores in this reading competency test improved from the reading competency test conducted in pre-observation. In detail, it shows that 40% of student had problems in finding main idea, 65 % students had problem in finding specific information, 47.5 % student had problems in finding textual reference, 52.5 % had problem in finding word meaning. It indicates that students still had problem in their reading competencies. Then, the researcher decided to conduct cycle II. Based on the researcher’s diary, it was found that generally the activity in the classroom ran smoothly although there were some students’ looked uninterested and less motivated to apply the strategy. Most of the students interested in the implementation of the strategy, it could be seen from the students’ participation in classroom discussion. Most of them participated in the discussion in the first and second session.

From the result of the questionnaire in the first cycle, it can be seen that most of the students gave positive response towards the implementation of SQ3R strategy. But, there were some students who gave negative response toward the implementation of SQ3R strategy. It was found that 15 % did not like the implementation of the strategy in reading, 12 students (30%) answered that the strategy was not helped them in overcoming their previous problem in reading English text, 10 students (25%) of them answered that the strategy did not help them in finding main idea, 16 students (40%) chose that the strategy did not help them in finding specific information, 17 students (42.5%) said that it was not helped them in finding textual reference and 18 students (45%) answered that the strategy did not help them to find the word meaning. Moreover, 23 students (47.5%) stated that they did not activate their prior knowledge to assume what was the text about, before they started to read the text comprehensively, 20 students (50 %) answered that they did not summarize the important point gained in reading text, 19 students (47.5%) answered that they quickly forget the information collected from the text and 15 (42.5%) students answered that the strategy was helpless for them.

The texts for reading materials were chosen as interesting as possible. It was done to make the students more interested in reading the text. The researcher also chose the text from relevant sources and tried to give students new text that they had not read it before. In relation with the fact that none sub-indicators achieved the performance indicator (≥ 6.5), the researcher would keep focusing on the four indicators in the next cycle. The analysis of students’ reading competency test in cycle II showed that the number of students who already achieved the passing score was increased by the implementation of the strategy. It showed by the result that more than 75 % students achieved the passing score used by the school institution. It also reached the performance indicator used in this study. Based on the improvement of the students’ score in cycle II, it can be says that students passed the passing score applied by the school and the
performance indicator designed in the study that was 75% students obtained the minimum score of reading competency or achieved the score ≥ 6.5. According to the above analysis, it could be concluded that the implementation of SQ3R Strategy could improve the students’ reading competency. Moreover, the result shows that 22.5% of student had problems in finding main idea, 20 % students had problem in finding specific information, 12.5 % student had problems in finding textual reference, 17.5 % had problem in finding word meaning. It can be concluded that less than 25% of students got below 65, and more than 75% of students got 65. It can be illustrated by the following graph.

Based on the analysis of the result of reading comprehension tests, researcher diaries and questionnaires in both cycle I and cycle II, it can be concluded that the students’ reading competency of Hotel management class of Bali International Tourism Denpasar improved by the implementation of SQ3R strategy.

**Conclusion**

Based on the previous findings and discussion, it can be concluded that the implementation of SQ3R strategy could help the students, especially the students in Hotel Management class of Bali International Tourism Institute Denpasar in improving their reading competency. The improvement of the student’s achievement in reading competency could be clearly seen from the comparison of the result of three tests conducted in this study. The improvement of the students will be shown by the percentage of decreasing number of students who got less than 6.5 in each sub-indicator.

**Bibliography**


RECI PROCA L TEACHING TO IMPROVE STUDEN T’S MOTIVATION IN POETRY READING COMPREHENSION

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Abstract
This study was a collaborative classroom action research that investigated how the reciprocal teaching improved the students’ motivation in poetry reading comprehension. This study was conducted in two cycles, in each cycle consists of two meetings. In collecting data the writer used quantitative and qualitative method. The qualitative data were obtained from observation. Then the quantitative data were obtained from the calculation of the reading survey score mean of pre action and post action and poetry reading comprehension score mean of pre test and post test. The result of this study showed that (1) Reciprocal teaching improved the quality of teaching and learning process of poetry (2) the students’ motivation in poetry reading through reciprocal teaching has improved, (3) and the students’ achievement in poetry reading comprehension has improved as well, encouraging them to be active in the classroom, and enhancing their cooperative skill. So, the conclusion isthe reciprocal teaching technique was significant improve the student’s motivation in poetry reading comprehension of fourth grade of the student’s Wiralodra University academic year 2014/2015.

Keywords - Reciprocal Teaching Technique, Student’s Motivation, Poetry Reading Comprehension

Introduction
The students of English at Wiralodra University in semester Fourth had ability to read and comprehend the poetry text. Furthermore, they were able to appreciate the text poetry. But, the writer saw that the students had difficulties in appreciate the text poetry, because they were struggle in understanding the poetry text. Many of them had low motivation in poetry class, in learning process the students were not enthusiastic and interested in comprehending poetry text, and in learning process was monotonous because the teacher used conventional technique which was dominated by the teacher.

Unlike speaking, reading is not something that every individual learns to do. (Nunan, 249; 1999). Reading is comprehending. If the students can read the words of a text, but do not understand what they are reading, they are not really reading (McIntryne et al, 2011: 113). Furthermore, Ogle & Blachowicz (2008 :27) stated that comprehension is a constructive process. In comprehending, readers are active in constructing meaning through the process of interacting or transacting with what they read. In conclusion, reading is an active process in which the reader should construct the meaning used some skills and strategies to understanding the text. So, Reading Comprehension is a process that takes place over time. (Silberstein, 1994:12). As a result, they felt difficult in comprehending poetry text. For this reason, the writer considered to implement an innovative technique and classroom action research to help the students development in comprehending the poetry text.

In Reading Poetry student lack of motivation (Hasim and Nawawi 1994:73) “, so the writer wants to conduct the research about the classroom activity in the poetry class. In this
research, the writer used an effective strategy (Palinscar & Brown, 1984) in reading poetry, that is using “Reciprocal Teaching”. Effective reciprocal teaching includes; predicting, questioning, generating, summarizing and clarifying. Based on the general background of the study above, the writer tried to implement Reciprocal Teaching Technique and investigate how Reciprocal Teaching can improve students reading comprehension in poetry text.

The purpose of this study is to help the students in improving their comprehension in Reading Poetry Text through reciprocal teaching. Conducting this research, the writer hopes that this research can help the teacher and students in teaching learning. The technique that used in teaching-learning process of reading comprehension in poetry can be used as a model of teaching and comprehension.

Methodology
This was a collaborative classroom action research as research design. Classroom action research is a type of applied research, is a form of research that is conducted to improve practices in educational settings (Glanz; 1998:20). This research used qualitative and quantitative method. The qualitative data was obtained from observation. Then, the quantitative data was obtained from student’s reading survey and student’s poetry reading comprehension test. This research conducted in two cycles. In this collaborative action research, the researcher was the teacher conducting teaching learning process. Meanwhile, the observer was the English teacher.

This research was run in English Department. This action research conducted in the students at the fourth semester students of Wiralodra University, academic year 2014/2015. The number of this class consists of 19 students, 12 girls and 7 boys.

In this research the writer applied observation, reading survey (MRP) and poetry reading comprehension test as instrument in collecting the data. In collecting data, the writer used qualitative data and quantitative data. The writer collected the qualitative data from observation sheet, and in collecting quantitative data, the writer used reading survey (MRP) and test poetry reading comprehension.

The analysis qualitative data was used to observe the student’s activity during teaching learning process. In this case of reading survey and test comprehension, the writer used statistical analysis to analyze the statistical data (reading survey and test comprehension).

In observing student’s motivation in poetry reading comprehension, there was reading survey which contains four indicators like; (1) very low motivation in poetry reading comprehension. The store applied in this reading survey used grade 1-4 which mean: score (1) = most negative, (2) = negative, (3) = positive, and (4) = most positive.

Table 1. Scoring for MRP

<table>
<thead>
<tr>
<th>Self concept as reader</th>
<th>Value of reading reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Number)</td>
<td>(Number)</td>
</tr>
<tr>
<td>1. = Recording scale</td>
<td>2. = Recording scale</td>
</tr>
<tr>
<td>3. =</td>
<td>4. =</td>
</tr>
<tr>
<td>5. =</td>
<td>6. =</td>
</tr>
<tr>
<td>7. =</td>
<td>8. =</td>
</tr>
<tr>
<td>9. =</td>
<td>10. =</td>
</tr>
<tr>
<td>11. =</td>
<td>12. =</td>
</tr>
<tr>
<td>15. =</td>
<td>16. =</td>
</tr>
<tr>
<td>17. =</td>
<td>18. =</td>
</tr>
<tr>
<td>19. =</td>
<td>20. =</td>
</tr>
</tbody>
</table>

SC raw score = \( \sum \) SC recording scale /40

V raw score = \( \sum \) V recording scale /40

Full survey raw score = \( \sum \) SC. V/80

(taken from Gambrell, Palmer, Codling, & Mazzoni, 1996)
In addition, the writer calculated the average of student’s reading survey score per action in one cycle as follow: (Anas Sudijono, (2010; p 82) . *Pengantar Statistik Pendidikan*, Jakarta PT Grafindo Persada).

\[
M = \frac{\sum X}{N} \\
M = \text{mean} \\
\sum X = \text{the amount of students score} \\
N = \text{Number of students}
\]

Then, the researcher tried to get class percentage for students who fail the test considering that stated in syllabus (40-54.9 = D and 00-39.9 = E). If the students get score under “54,9” it meant the students was fail. Therefore the researcher identified whether the student improve or not from pre test, post-test I to post-test II on poetry reading comprehension used this formula: (Anas Sudijono, (2010; p 43). *Pengantar Statistik Pendidikan*, Jakarta PT Grafindo Persada).

\[
P = \frac{F \times 100}{N} \\
P = \text{class percentage} \\
F = \text{frequency are being found} \\
N = \text{Number of students}
\]

The procedure of the action research are planning, implementing, observing, and reflecting.

**Finding and Discussion**

As was described in the “Techniques for Collecting Data” section, four techniques were applied in order to get information for solving the research questions. These were observation, questionnaire, reading survey and poetry reading comprehension test. During the research, the writer found some findings as follows:

1. Findings
   1.1. Before implementing Reciprocal Teaching

Before the implementing the action, the writer had done reading survey to know the detail condition of class that would be researched. Then, the writer did pre-test to assess their skill in comprehending poetry text.

Based on the reading survey (MRP) reported that this survey assessed two fundamentals of component of motivation: self-concept and task value. The result of reading survey showed that mean of the self-concept was 55,2%, it indicated that they needed intervention to promote their reading engagement. It meant that their motivation in reading engagement is still low. Then, the mean of value of reading was 61,8% , it indicated that their motivation in value of reading was low. In other words, their experience that emphasizes meaningful purpose for reading poetry was still lack, so they needed additional support in developing motivation to read a poetry. Then, the mean of full survey (MRP) was 58,5%.

While, the writer conducted pre test, the result showed as follow:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Qualification</th>
<th>Total of Student</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 54.9</td>
<td>Pass</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>≤ 54.9</td>
<td>Fail</td>
<td>15</td>
<td>78,9%</td>
</tr>
</tbody>
</table>

The result of pre test reported that reading comprehension in Poetry had low score. The data showed that the students comprehending in poetry 78,9% was failed. Based on University policy, the criterion of pass is >54.9. So, there were 15 students who failed. It could be concluded that the students' ability to understand the poem was still low. Considering those situation, the writer decided to implement a new technique by using the reciprocal teaching technique in teaching poetry of reading comprehension in order to overcome those problem and improve their poetry reading comprehension.
1.2. The Implementation of Classroom action Research. (cycle 1 and Cycle 2).

a. Observation sheet

Table 2. Students observation Sheet in group

<table>
<thead>
<tr>
<th>Group</th>
<th>Attention</th>
<th>Volunteering</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>fair</td>
<td>Good</td>
<td>poor</td>
</tr>
<tr>
<td>C2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>fair</td>
<td>Good</td>
<td>poor</td>
</tr>
<tr>
<td>2</td>
<td>fair</td>
<td>Good</td>
<td>poor</td>
</tr>
<tr>
<td>3</td>
<td>fair</td>
<td>Good</td>
<td>poor</td>
</tr>
<tr>
<td>4</td>
<td>Poor</td>
<td>Good</td>
<td>poor</td>
</tr>
</tbody>
</table>

As it was seen from the table above, from observation sheet, the writer assumed that in implementing of reciprocal teaching in classroom from cycle 1 to cycle 2 was significantly improving. Although, in the cycle 1 the result showed the attention of group 4 was poor, volunteering from group 1,2,4 was poor and the participation from group 1,2,4 was also poor, in the cycle 2 volunteering, participation and attention got significant improved being good. So, the writer concluded that the students motivation significant improved after conducting in two cycles.

b. Reading Survey (MRP)

In line with observation sheet, the result of reading survey showed that the students motivation significantly improved. It can be seen from the table above :

Table 3. The Mean of Reading Survey

<table>
<thead>
<tr>
<th>Interval</th>
<th>Qualification</th>
<th>No of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;54.9</td>
<td>Pass</td>
<td>14</td>
</tr>
<tr>
<td>&lt;54.9</td>
<td>Fail</td>
<td>5</td>
</tr>
</tbody>
</table>

After conducting the treatment in the cycle I and cycle II, the writer gave post-tests to measure the students’ improvement in Poetry reading comprehension. The data showed from the student’s mean score have been improved that in pre test, it is 39.4 and in the post-test I. It is 66.3 and then the post test II. It is 77.8. So, it can be concluded that the reciprocal teaching is proven in improving the student’s poetry reading comprehension.

Chart 1. Result of Poetry Reading Comprehension Test from Pre test, post test I, Post test II

Considering the table above, showed that self concept students about poetry reading comprehension was improved around 25,8%, and their value of reading poetry also improved around 22,2%. So, it can be said that the full survey of the students motivation in poetry reading comprehension was significantly improved from 58,5 % to 82 %. The improvement was 23,5% after implemented the reciprocal teaching technique.

c. Poetry Reading Test.

To see the students achievement in poetry reading comprehension, the writer conduct post test in cycle 1 and cycle 2. Then, the scoring of the students achievement in poetry reading comprehension as follows :

Table 4. Scoring of Poetry reading good Comprehension

<table>
<thead>
<tr>
<th>Interval</th>
<th>Qualification</th>
<th>No of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;54.9</td>
<td>Pass</td>
<td>14</td>
</tr>
<tr>
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Chart 1. Result of Poetry Reading Comprehension Test from Pre test, post test I, Post test II

Conclusion

Based on the discussion of this study, the writer proposed some conclusions related to the result of the study. The conclusions can be explained as follows :

After two cycles in this study, the writer concluded that reciprocal teaching technique was able to improve the quality of teaching
and learning process of poetry reading comprehension in the class.

The students response in learning poetry through reciprocal teaching technique was very good. They were interested and enthusiastic in the learning process. The students enjoyed and active in learning process. The students motivation in poetry class also improved through reciprocal teaching technique.

In line with the students motivation, the implementation of reciprocal teaching technique in learning process have successfully improve the students poetry reading comprehension as well. After conducting the actions in the cycle I and cycle II, the students’ score improved significantly. The writer used scoring rubric from University scoring policy in classifying the students achievement. Below there was a table that showed the students’ frequency distribution of the students’ score:

| Interv- | Pre test | Post test | Post test |
| al score | P (%) | f | P (%) | f | P (%) | F |
| <54.9 | 79 | 15 | 26.3 | 5 | 0 | 0 | fail |
| > 54.9 | 21 | 4 | 73.7 | 14 | 100 | 19 | pass |
| N | 100 | 19 | 100 | 19 | 100 | 19 |

The chart above showed that the improvement of the students score, before conducting the reciprocal teaching technique, the students mean score was 39.4. There were 4 students who passed and 15 students who failed. Their mean score improved significantly into 66.3. There were 14 students who passed and 5 students who failed after students used reciprocal teaching technique in the cycle 1. This good progress continued in the cycle 2, the students mean score 77.8. There were no one who failed.

**Bibliography**


INTERCULTURAL COMMUNICATION EMBEDDED IN TEACHING SPEAKING MATERIAL USED IN ENGLISH DEPARTMENT OF SEMARANG STATE UNIVERSITY AND ITS IMPLEMENTATION

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Abstract
This study aims at finding out a concrete picture of intercultural-bound English speaking material used in English department of Semarang State University and its implementation in speaking classroom. Specifically, this study deeply examines the intercultural component attached in English teaching material used in speaking classroom which comprises short conversation, role-play instruction, and contextual discussion by employing Intercultural Communicative Competence theory. In addition to this, researchers also study the implementation of intercultural teaching embedded in speaking classroom, by focusing on the techniques and strategies used by the lecturers. This study uses an interdisciplinary approach, qualitative method, and case study design. Meanwhile, the data is collected by using observation, interview, as well as documentation study techniques; and is validated by using triangulation method which encompasses data source triangulation, researcher triangulation, theory triangulation, as well as methodology triangulation. The collected data is analyzed by employing interactive model which comprises data reduction, data presentation, and data verification.

Keywords - intercultural communication; teaching material; speaking

Introduction
Approach used in teaching English in English as a Foreing Language (EFL) countries, including Indonesia, currently tends to implement communicative approach rather than the classical ones, such as: grammar-translation, direct, or audiolingual method (Bourke, 2006; Efrizal, 2012; Ahmad & Rao, 2013). Here, language is taught as a set of context combined from a group of words or sentences. The development of the approach is in fact followed by the use of culture as one of competence taught for learners.

Baker (2012, p.62) explains that the existence of culture as one component in communicative approach had been introduced by Hymes since 1972 through the introduction of sociocultural approach in teaching foreign language to learners. In English itself, the competence of culture has been known as intercultural competence which is the ability in achieving the purpose of intercultural communication. Holliday (2011, p.1) states that the understanding of interculture here opens chances for people to take part in a certain on-going communication between interlocutors from different cultural background.

Therefore, it could be understood that cultural possession is considerably essential in English teaching and learning. As Hofstede, et al. (2010, p.6) said that culture is manifested from collective phenomenon in a certain social environment, thus, human being needs to learn culture as it is formed by the human itself and is not innate.
In Indonesia that geographically located far away from English native country, cultural contact between learners and native speakers is relatively hard to be found. Therefore, the biggest role in introducing native country -its linguistic and cultural pattern- are all in the hands of the teachers. One medium to introduce this is through the learning material. Even in recent days, culture has been implicitly put in several learning media. In most of Indonesian textbooks, materials taught to learners usually are put in context in the form of monologue, dialogue, as well as role plays. In Universitas Negeri Semarang itself, the book used as teaching material is originated from native country. Therefore, it is considered as important to study about how intercultural communication is embedded in the teaching material and how it is implemented in speaking lecture. In other words, this study is aiming at finding out how the intercultural communication is embedded in speaking teaching material used at Universitas Negeri Semarang as well as to find out how the material is implemented in the actual classroom practice at the same university.

**Methodology**

Research approach in this study employs an interdisciplinary approach combining the knowledge of composing teaching material and intercultural competence. Further, method used in this study is qualitative method that is specifically used in examining people living in an environment, interacting with them, understanding the language, and interpreting their ways of thinking in understanding its environment (Nasution, 1996, p.5).

The study design in this study is in a form of case study, while the case studied in this context is the intercultural communication embedded in the speaking class at English Department of Universitas Negeri Semarang. Moreover, case study in this case is a research aims at producing a detail discovery towards a case by relating the case; and the result relatively cannot be generalized (Bryman, 2012). The case study employed here specifically belongs to an intrinsic case study since the researcher intends to study the case deeply (Denzin & Lincoln, 2000, p.437).

Further, in specific, this study will focus on studying the teaching and learning from Intercultural Communicative Competence theory from Byram (1997) comprising knowledge, attitude, skills of interpreting and relating, as well as skills of discovery and interaction. In addition, the second research question will be discussed by using the implementation of intercultural communication theory, encompassing techniques and strategies and pedagogical approach by Tomlinson (2003).

Data was collected using observation, interview, and documentation study; and validated through data triangulation in which by Denzin and Lincoln (2000, p.443) is explained as a set of heuristic set in research. Finally, the data was analyzed using data analysis technique as stated by Nasution (1996, pp.129-130) that it is used to analyze natural learning phenomena. This is further known as interactive model as each component is related one to another. In other words, it is divided into text and context. Text is when the data is related to linguistic input, while context is when the data is related closely to socio cultural phenomena in communication.

**Finding and Discussion**

1. Intercultural Communication Embedded in Speaking Teaching Material Used at Universitas Negeri Semarang

The book studied in this research is the speaking textbook used as one of teaching material in Interpersonal and Transactional Speaking class. Generally, the book is
composed based on several units separated in different language functions. Inside the book, there are also explanations about formal and non-formal language, role-play, discussions, and many other activities. Based on the background explained earlier, the conformity between the textbook and Intercultural Communicative Competence theory by Byram (1997) will be described further, comprises: knowledge, attitude, skills of interpreting and relating, as well as skills of discovery and interaction.

Related to the first aspect of Intercultural Communicative Competence, the knowledge of intercultural competence is explained in this book both in explicit and implicit way. In explicit way, the knowledge of intercultural competence is shown in the attempt of the writer in providing the textbook with explanation and/or table about the degree of politeness, formality, or gesture in its practice in the native country. On the other hand, the implicit way of explaining the knowledge can be seen from degree of politeness contained in expression embedded in examples of dialogue in the textbook.

The attitude in doing intercultural communication is reflected in the section of dialogue, explanation, and the degree of formality table. The attitude emphasized here is focused on politeness and prevalence in doing interaction with native speaker comprising gesture and stressing in intonation. The politeness here is specifically explained by providing common expression and explanation about politeness which is accepted by native speaker in general English language functions, such as greetings, thanking, apologizing, etc.

Skills of interpreting and relating is reflected in the textbook through the activity of small group practice or in specific term is in the activity of cued dialogues. During the activity, the learners are given chances to interpret and relate the context of situation provided by the textbook writer. The role of clue here is as the context situation connector to the output expected by the textbook writer.

Lastly is the ability in skills of discovery and interaction which is reflected in the activity of general discussion and role play. Language aspects as the output embedded in this activity is the ability of learners to increase their skills in using vocabulary to express their critical thinking. The idea of vocabulary here is that in producing utterances in both general discussion and role play, learners are expected to have the ability to maintain communication which will be impossible to be actualized if their vocabularies are limited. In addition, this activity also has the ability to stimulate the learners’ creativity in applying theory into practice. Intercultural communication here is shown through their ability in maintaining the communication in a polite way.

2. The Implementation of Speaking Material in the Actual Classroom of Speaking Lecture at Universitas Negeri Semarang

The implementation of speaking material contained in the textbook to the actual speaking classroom was seen through the teaching and learning technique and approach used by the lecturer. While the previous sub section used Byram (1997) as the theoretical basis, here, theories from Tomlinson (2003) about pedagogical approach was used to described and further explained in detail about techniques and strategies used by the lecturer in implementing the material in the actual classroom.

The teaching and learning techniques used by the lecturers were seen from the availability of developmental activities, conversation activities, the role-play activities, as well as group discussion activities. From observations and interviews conducted by researchers, it was found out that all activities mentioned above were all
implemented in the classroom. The developmental activities were applied through questions and answers between lecturer and the learners. During the section, comparison of culture and verbal or oral custom between L1 and L2 were normally discussed in this activity. Further related to the speaking activity, in this developmental activity, learners were given chances to develop ideas and contexts under the theme of conversation given by lecturers or from the textbook.

Second, the manifestation of conversation activities are seen from the availability of examples of contextual conversation or dialogues that were given by lecturers both taken from the books or made up by the lecturer himself. The intercultural communication was seen from an attempt made by the lecturers to explain every sentence he chose to make the conversation acceptable for the interlocutors. In addition to this is the use of gestures and proper intonation that were exemplified by the lecture to support the teaching of intercultural communication.

The realization or the practice of what had been exemplified by the lecture before and during the activity of conversation was seen during the activity of roleplay. During the roleplay, learners were acted out based on the contextual illustration provided in the textbook or made up by the lecturer. Here, the degree of formality in politeness was applied according to the role they had in the roleplay.

The next was group discussion that showed the discussion between learners to learners as well as learners to the lecturer about the decision they chose to make the conversation went flowlessly. Gap between culture was described here. During the discussion which was usually conducted in small and big group discussion. Every question raised was discussed together between lecturer and learners based on the knowledge the had from the textbook or other sources.

Besides the teaching techniques, there were also pedagogical approach comprising cognitive, simulation, group discussion, communication theory, structured, as well as game and practice approaches (Tomlinson, 2003) that were also implemented by the lecturer. The cognitive approach was the approach used by lecturer to stimulate the learners to think about intercultural communication occurred in everyday conversation through studying gesture and formulating tips to have polite conversation. The simulation approach was seen through dialogue practice on how learners were simulating dialogues or possible conversation they might have with native speakers. Group discussion approach was conducted to open chances for lecturer to get deeper in receiving learners’ participations. Further is communication theory approach on how to get learners engaged with the materials through discussing the existing communication theory. Structured approach on the other hand was used when the lecturer attempted to give the speaking materials in order to make it clearer. Lastly was game and exercise as the approach to engage learners with fun activities whenever they seemed bored.

From the research conducted in this study, it was shown that the textbook used as one of teaching material in Interpersonal and Transactional Speaking lecture has embedded intercultural communication aspect. However, the aspect of intercultural communication emphasized here was considered limited to the aspect of politeness only. Knowledge or explanation given in the textbook that comprised list of degree of formality, expression, was considered as support the intercultural knowledge up to the degree of politeness accepted in L1 and L2’s culture. Meanwhile, discussion related to gap between cultures in general attempted to be
delivered by lecturer at the actual classroom implementation. Here, the necessity of knowledge about intercultural politeness was supported by Nguyen (2011) who states that politeness may vary depending on when, where, and to whom it is appropriate to perform a particular speech act, and what expression would and would not be appropriate to perform a particular speech act, and also what expression would and would not be proper in particular context. Therefore, learners need to be equipped with expressions of various degree of formality in target language. In addition, the implementation of activities given by lecturer through discussion, role play, game, etc. will be also beneficial for the students as the opportunity to train their ability in implementing theories they had.

Conclusions

Intercultural competence is believed to be essential to be mastered for learners especially in learning verbal activity or speaking. A native speaker may understand and accept the grammatical mistake made by learners, but not for the intercultural mistake that will be considered as rude or impolite. Thus, intercultural communication is now widely taught in EFL countries. In Universitas Negeri Semarang itself, intercultural knowledge is taught to learners both explicit and implicit way. The explicit way is through a separate course called Cross Cultural Understanding and implicitly through teaching and learning speaking at classroom.

This study, in particular, examines the intercultural communication embedded in the textbook used as one of speaking teaching material and how it is implemented in actual classroom. It shows that intercultural competence is given through set of tables of degree of formality and explicit explanation about culture in communication in native country, meanwhile the implementation is through activities, such as: conversation, discussion, and role play in which lecturers and learners do the explicit discussion and make comparison between communication cultures in L1 and L2. The purpose of implementing intercultural communication knowledge itself is to bridge the cultural gap between the L1 and L2 so that all purpose of communication will be accepted as it is polite for both speakers.

References


IMPLEMENTATION AND EFFECT OF FORMATIVE AND SUMMATIVE EVALUATION IN ONE OF THE COURSES IN GARUT

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Abstract
The reason for doing this research was because there are some programs or institutions conduct evaluation but it does not provide betterment for teaching and learning process. The result of the evaluation doesn’t represent the real ability of the students. This qualitative study which was conducted under the frame of case study design aimed to investigate the implementation and the effect of formative and summative evaluation in an English course in Garut. The data gained from employing semi-structured interview with 3 English instructors were analyzed descriptively. The finding showed that formative and summative evaluation implemented regularly with summative in the end of the course (25th meeting) and formative one depended on the instructors; every 4 meeting, every 5 chapter and 2 chapter. The instruments of the evaluation are test, quiz, or discussion. The effects that the two evaluations bring are the change in standard of learning, teaching techniques, and materials. The investigation of the same area; formative and summative evaluation can be further researched with more representative respondents or samples.

Keywords - Evaluation, Formative and Summative Evaluation, Effect

Introduction
Evaluation is one of the crucial processes in a course because it can determine whether the objectives of the program have been achieved or not (Richards, 2001) and it provides the information that will bring effect or backwash toward the development of the course (Hughes, 1989). However, there are some programs or institutions do evaluation but it does not work well in changing of learning, unclear backwash and also unreflective result. Many reasons contribute to this issue. Hattie & Timperley (2007) in their research assert that the bad reputation of evaluation arises from inappropriate use of data which do not fully reflect the goals of learning. Furthermore, Siddiek (2010) says that many language teachers and test designers are lack of knowledge of testing techniques, lack of unawareness of the importance of testing and the poor performance in designing and structuring classroom tests. Based on the issues, this study intends to investigate the implementation of evaluation conducted in one of the English courses in Garut. In more specific level, this study intends to investigate the implementation of formative and summative evaluation in the course. Besides, the effects of formative and summative evaluation will be the focus of the study.

Evaluation may be varied based on its purposes, Nation and Macalister (2010, p. 125) divide purposes of evaluation into two types: formative and summative evaluation. A formative evaluation has the purpose of forming or shaping the course to improve it. Then a summative evaluation has the purpose of making a summary or judgment on the quality or adequacy of the course. Moreover, Print (1993, p. 191) explains that formative evaluation is to provide feedback to the students on how well they are progressing. While, summative evaluation is frequently
used with programs to determine the degree of their effectiveness in achieving their stated goals. By these grounds, it implies that these two types of evaluations may contribute effect that may lead to the better improvement of the course. Thus, it also becomes rationale for this study to conduct the investigation of the implementation of these two kinds of evaluation.

In regard to the related studies conducted about the similar issues, there are two relevant researches reviewed. The first research was conducted by Aftab, Qureshi, and William (2014). They investigated the backwash effect of the Pakistani Intermediate English Examination. The research involved six teachers and six students of women’s college situated in one of the main urban centres of Pakistan as the participants. For the need of data collection, this study applied interviews of teachers’ and students’ perception about backwash effect of Intermediate English examination. The finding showed that there seems to be a strong negative backwash from the examination on teaching methodology, content and learning.

Another related report that was reviewed was the one conducted by Chaqmaqchee (2015). The study intended to figure out student’s perception on quiz and discussion as development of learning process and its effect on learners. In nature, this study observed student’s view on formative assessments. The study was conducted in two Universities: Soran and Koya Universities involving 119 students: 61 students were from Soran University and 58 students from Koya University. This involvement was made in order to compare student’s perception from two different universities. The finding indicated that Koya University student valued formative assessment (quiz and discussion) in their process of learning more than learners of Soran University. Koya university students considered that there is a positive effect of formative assessment during the courses in the class. The finding also showed student’s awareness towards formative assessment and its sustainable growth in academic spheres.

Related to those issues, some theories have noted the importance of the evaluation in a program and the effect of evaluation toward teaching and learning process. Besides, some previous studies have concern about the same problems but there is still gap in term of the context in which the evaluation takes place. Because of that reason, this research attempts to answer the following questions which are formulated as “How does an English course in Garut implement formative and summative evaluation?” and “What are the effects of formative and summative evaluation on the course or teaching process?”

This study is expected to enrich the literature about the evaluation system in education. Practically, this study is expected to provide meaningful information toward teachers, instructors, educators and etc. about the process of evaluation that can be carried out to see whether the objectives of the program has been achieved or not.

**Methodology**

**Research Design.** This study attempts to investigate the implementation and effects of formative and summative evaluation in one of the English courses in Garut. Due to the objectives of this study which requires thorough investigation qualitative method was used in this study. According to Berg (2001), to be more specific, this study was conducted under case study design because, according to Creswell (2012, p. 465), it attempts to focus on one phenomenon which in this case is the effects of formative and summative evaluation.

**Participants.** The participants were 3 teachers in one of English courses in Garut. The participants were selected by using the
purposive sampling technique in which, according to Dawson (2009, p. 53), there has to be specific characteristic of the object of study, in this case, the participants had taught more than four years. Furthermore, the respondents were interviewed to get the answers about the implementation of evaluation conducted and the implications of formative and summative evaluation.

**Instrumentation.** In collecting the data, semi-structured interview was employed in this study. It was applied due to its flexibility that allows the researcher to ask some questions but still can change the order of questions depend on what direction the interview takes (Gray, 2004). The interview, which was asked to 3 respondents, consists of 6 questions mainly asking about their experience in conducting evaluation; how teachers implement the evaluation in this case formative and summative evaluation, and how they make the information gained from the text as the meaningful implication toward the teaching and learning process. Besides, the interview was recorded for the purposes of transcription in order to get thorough understanding.

**Procedure.** There are some procedures taken to carry out this study. The first step is asking for permission to the institution in order to conduct the research. Second, confirmed to the participants on the implementation of data collection in this case do the interview. The next step which is the most important step is collecting data through interviews. This interview consists of six questions addressed to three teachers. In this interview first teachers were asked how they evaluate an objective of their courses. The second question is about the implementation of formative and summative evaluation. The next important question is to ask how they utilize the information from the evaluation in order to provide a good backwash. In other words, the teachers were asked how they apply the effects of the test results. Then the interview was recorded in order to facilitate the process of transcription.

**Data Analysis.** The data analysis is used to process and interpret the data (Creswell, 2012: 236). The stage of the analysis is first preparing and organizing the data from interview, and then describing and converting the interview into transcription. The transcribed data were represented in the finding and reported in narrative discussion. The last was interpreting the meaning of the findings. The findings that have been reported in narrative were interpreted and justified with relevant theories.

**Findings And Discussion**

This study was designed to find out the implementation of evaluation and the effects of formative and summative evaluation toward teaching and learning process. Therefore, the study was conducted based on these following questions: “How does an English course in Garut implement formative and summative evaluation?” and “What are the effects of formative and summative evaluation toward the course?”

**Implementation of formative and summative evaluation**

The finding gained from the interview conducted to three participants indicated that the course implements formative and summative evaluation. In the summative evaluation system, all the instructors conducted the evaluation on the 25th meetings which in this case is the final session of the course. In these 25th meetings, the purpose of the evaluation is to see whether the students have understood or mastered what they have learnt. Then finding can be seen in the data bellow.

#P1: “We evaluate the students’ achievement through the use of rubrics: pronunciation, vocabulary, grammar, fluency and comprehension. This rubric usually applies to measure the students’ ability on using their
oral communication skill. This evaluation is usually conducted in the 25th meetings or I mean in the end of the course.”

#P2: “Well, in evaluating the objectives that I made, I usually do the basic like you know conducting summative evaluation. I conduct the summative evaluation usually in the final session.”

#P3: “Well, I use the instrument in a form of test to see whether the students have achieved what they should master. The instruments I develop are quite objective and reliable because we develop it based on what have been taught, I mean, it meets content validity right? I use the authentic evaluation and also summative evaluation which I conduct in the 25th meetings or in the end of the course.”

However, in the formative evaluation system, each instructor conducted the evaluation on different meetings which in this case is the progress of the course. In these various meetings, the purpose of the evaluation is intended to measure the progress of students. Then finding would be showed in the data bellow.

#P1: “Usually I did it every two chapters that have been delivered.”

#P2: “For formative I conducted after a few chapters. But here is what is interesting. In formative evaluation, I usually conducted per 10 meetings after we have 5 chapters that we have learnt.”

#P3: “I usually conducted the progress check which happened every 4 meeting in order to see their progress. The progress test is usually developed by me.”

Then in the summative evaluation, the participants implemented that evaluation through same ways which is at the end of the program. These findings are in line with Richards (2001), Print (1993), Hughes (1989), and Brown (2004) who says that formative evaluation is conducted during the learning process and summative evaluation is implemented at the end of a learning experience to indicate student achievement.

Effect of formative and summative evaluation
The finding from the interview showed that the information carried some effects toward the course that they lead. Respondent one conveyed that the information from the test helped him indicated whether the standard to be achieved by the students are too high or not. While the third respondent stated that the result of the evaluation usually guides him to review whether or not the techniques that have been used are effective in teaching the materials. It can be summed up that the evaluation brings change toward the teaching and learning process. The instructor changed the standard to be achieved, adjusting it with students’ capacity or they entirely modified the teaching’s technique. The findings were gathered from these following comments:

#P1: “that is one of the issues. Sometimes, in the end of the course, or from the formative evaluation, there are students who don’t show any improvement. Many factors influence that case. But in general, when we have the results which show little improvement, we usually lower the standard”

#P3: In my case, the result of the test usually makes me question myself whether it is due to my way of teaching. If so, yeah I change and learn new strategies. The second one, from the progress test I found that the students are lack of motivation. They don’t actually want to learn English. It is only their parent’s wish. So I change my techniques of teaching to increase the student’s motivation such as movies, games and etc.
However, the similar effect generated from the result of the evaluation is the change for materials. All the participants seemed to have one thing in common. The result of the evaluation leads them to make decision whether the materials should be changed, developed or entirely omitted. These were presented by the following comments:

#P1: “But in general, when we have the results which show little improvement, we usually lower the standard, we change the material; adjust it with the students’ situation. It should be done because I think we can’t force our students to meet higher standard than their capacity”

#P2: But usually the information that I get will determine the schedule for doing the review. I mean, I make new regulation like one day for reviewing the materials. The result from the evaluation mostly lets me know about what the students have mastered and inform me the material that suits their level of proficiency. Yeah I usually change the material.

Those findings; change in standard of learning, renewal in teaching techniques, and change in materials used in the class, indicated that the evaluation provided effect or change toward the process of teaching or learning signaling that there is the beneficial effect that the evaluation provided. This change will likely generate better learning which accommodates the students’ needs. This finding is in line with the theory from Pan (2009) saying the positive backwash/implication integrates meaningful and innovative learning activities in teachers’ educational methodologies, and thus educators will devote more attention to students’ intentions, interests, and choices. Students at the same time will be encouraged and motivated to work harder. Moreover, it is also suggested by Pearson (1988) stating that effective evaluation are beneficial and “encourage the whole range of desired changes”.

Conclusion
This study intended to figure out the implementation of the formative and summative evaluation in one of the courses in Garut. This study also figures out the effect that the formative and summative evaluation generated. The findings suggested that summative evaluation were held in the end of the course, in this case, in the 25th meeting. The evaluation was conducted through the use of test which is developed based on the materials that have been taught. Meanwhile, formative evaluation was conducted during the process of learning. The time for conducting this evaluation is varied such as per 2 chapters discussed, every fourth meeting, or per 5 chapters discussed. Moreover, the effect of this evaluation usually centred on the change of standard of learning, the change in teaching techniques and also materials. From the findings, it can be concluded that the course has applied those two evaluations in order to gain the information whether the objectives have been achieved or not. In addition, the evaluation provided them helpful information that may lead toward the effect which generates good learning and teaching.

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AN INVESTIGATION OF TEACHER’S WAY IN DEVELOPING ENGLISH CURRICULUM AS THE LOCAL CONTENT: A QUALITATIVE STUDY

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Abstract
The limited participation from teachers in planning curriculum and their role which mostly only work as curriculum implementer lead to the problem which make them lack of knowledge in developing curriculum. Based on presurvey to 3 Elementary schools in Subang, after the implementation of 2013 curriculum there is no English subject anymore at those schools. Yet, the principles of the schools are still wishful to add English as the local content at their school, nevertheless their teachers do not have experience in developing curriculum, because in the last curriculum the teachers only follow what has been stated on the official curriculum. This fact shows that there are several teachers out there who are not able to develop their own curriculum. Regarding this issue, this study attempts to investigate how the teacher develop curriculum at elementary school. Descriptive design of qualitative method was applied. The findings showed the sequences that teacher use in developing curriculum belong to cyclical model of curriculum. Furthermore, several weaknesses and strength from the curriculum were found. Such as setting the goal, setting objective and deriving materials without needs analysis process as the weaknesses and then situation analysis which is conducted before provide the materials as well as providing the way materials presented as the strength. The result of this study was then be expected to give insight for teachers who do not have experience in developing curriculum to develop curriculum by themselves.

Keywords - Curriculum, Curriculum Development

Introduction
Curriculum is developed to result in qualified students. To produce the qualified students, several curricula have been implemented in Indonesia during the past fifty-years. In the last curriculum in Indonesia, English is one of the compulsory subject in Elementary School. Nevertheless, now in 2013 curriculum, English is not compulsory for Elementary level. So, some school which want to put English as their local subject should design or develop their own curriculum.

Unfortunately, there are some problems in developing curriculum since the teachers are not ready to change their habit from curriculum implementers to curriculum developers. Based on presurvey to 3 Elementary schools in Subang, after the implementation of 2013 curriculum there is no English subject anymore at those schools. Yet, the principles of the schools are still wishful to add English as the local content at their school, nevertheless their teachers do not have experience in developing or designing curriculum.

This condition is different with private schools. Based on presurvey to 3 private school in Bandung, almost all private schools are still teaching English to their students. Some schools make collaboration with English course and add English as their Extracurricular, and one school from the presurvey designing their own curriculum for English subject.
Based on the issue presented and findings from preliminary data which showed that some teachers at public schools especially at elementary level do not know how to develop the curriculum, this study focuses on investigating a teacher at private school who develop the curriculum. This study is guided by one research question. It is: How does the teacher develop the curriculum?

To avoid over claim, the research must be made specific. The scope of this study is designed to know how the teacher develop the curriculum.

Research methodology
This study focuses on investigating the teacher’s way in developing English curriculum as the local content. Thus, the study employed a descriptive qualitative design. The subject of the study was English teacher who is currently teaching in one of private elementary schools in Bandung. The subject was selected by assigning purposeful sampling with specific criteria.

Data were collected through one data collection techniques, namely interview. Interview is used as the main data collection instrument in this study. In-depth interview is assigned in this study. The data analysis in this qualitative research were analyzed by using the interactive model of analysis that involves three things namely the reducing data, displaying data, and drawing/verifying conclusions (Miles and Huberman, 1994).

Findings and Discussion
This part of paper elaborates data gained from the field. Here, will be explained on how the teacher developed curriculum. As the starting point, the researcher asked about the reasons why the school develop their own English curriculum whereas the official curriculum does not put English as compulsory for elementary school.

Our reasons on why we still teaching English to our students because we believe that a language should be taught earlier. Even though, English is assimilated in our official curriculum, we are committed to teach English to our students because we want our students ready for the next level (Junior High School).

From the statement above it can be inferred that the teacher he belief that learning a language should be started from early age. It is in line with Richard (2006). Richard says that an understanding of language theory will give a major impact to material design, since it will determine the goals setting for materials, the focus of the material, and the activities within the materials.

The second question, the researcher asked about the teacher’s experiences in developing curriculum and what model/approaches to curriculum development that he know and implemented.

I have been teaching for more or less 10 years so i think i have several experiences in developing curriculum. Moreover, we have several program in our school that make us should be able to develop our own curriculum. But regarding the model/approaches to curriculum development, i never follow one kind of curriculum model/approaches.

The third question the researcher start asking about how the teacher develop curriculum. What is the starting point that is used in developing curriculum?

Firstly, we take the goal, the goal is taken from our last official curriculum. Then, we set the objective, it can be based on our annual evaluation and what students’ need in this era. After that we compose the teaching materials together. Beside that we share our opinion about approaches and methods that will be used in teaching.
In the answer of the third question we can see that the starting point is setting the goal, then setting the objective and followed by composing materials. Even though the curriculum developer start from setting the goal, the goal itself is not taken from needs analysis but the teacher took it from the last official curriculum. Moreover, same as setting the goal, in setting the objective curriculum developer did not conduct a needs analysis, yet it is taken from situation analysis. The way of this teacher setting the objectives which is taken from situation analysis is belong to Nicholls & Nicholls approach (1978). In this approach situation analysis is seen as a very crucial component of curriculum development process. Situation analysis is the diagnosis of all the factors and issues involved in curriculum planning and development (Grace Offorma, 2014).

In the fourth question the researcher try to find out how the teacher set the objective, is there any research before setting the objective?

The objective is set by the teachers, but certainly they consider the result from annual evaluation and what we think will be needed by students. Beside that we usually follow the big theme from school but about the goal, we follow the goal from official curriculum such as students are able to create a simple sentence. But in my opinion the goal which is stated in the official curriculum is too absurd. No, we never conduct a research for setting the objective.

From the answer of the third and fourth question, we can see the weakness of the curriculum that is develop by the teacher might be on the way how he set the goal and objective. The teacher does not conduct need analysis by himself for setting the goal or objective, whereas some experts mention the important role of need analysis. For instance I.S.P. Nation and Macalister (2010, p.24) mentions that “needs analysis makes sure that the course will contain relevant and useful things to learn”. It means that needs analysis will be beneficial for providing materials accurately.

After asking about how they set the goal and objective, the next question is about how they select the teaching material. Actually in choosing materials, firstly we see the objectives, beside that we take materials which match with big theme that will be used, after that in annual meeting we decide what book that will be used, or will we create our own book.

In the next question the researcher try to ask about teacher’s consideration in choosing material, do the teachers conduct need analysis before?

In choosing the material firstly we see the objective and then we see the big theme, beside that the result from annual evaluation become the consideration as well. Then we see the students’ need in general in this era. We never conduct need analysis, because in my opinion it will be hard if we have to see the students’ need one by one, whereas we have many students and before the school started the materials should be ready.

From the fifth and sixth question the researcher infer that the teacher are get used to in providing materials, he can decide whether the material should be adapt or create by themselves. But again the weakness on choosing the material is coming form needs analysis which is not conducted by the teacher. Whereas Brown (1995) mentions that ‘‘in designing educational program, curriculum developers are allowed to begin material development when they have already conducted need analysis, stated goals and objectives, and done tests’’. What should be underlined from the statement above is “curriculum developers are allowed to begin material development when they have already conducted need analysis”. Meaning
needs analysis has a vital role in designing or developing curriculum. Yet, the reasons on why he does not conduct a need analysis is make sense for the situation in his school. The problem on the big class and the limited time in which force them to skip the process of need analysis. Nevertheless, the teacher mentioned that he put something which is happening in this era, meaning he conduct a situation analysis.

In the seventh question, the researcher try to find out on whether or not the teacher provide a guidance for presenting the materials in the class. Before the school is started, usually all the teacher gather together and prepare the material in a week. Setting the objective and sharing on how the materials should be taught. Besides that, we share our knowledge about language games, we prepare for such game because we consider the students’ characteristic in general. The answer from the seventh question become the strength of the curriculum which is developed by them. The process of preparing the materials are conducted together. Moreover, they share the information about the best way in teaching the materials. This kind of activity is in line with the regulation from Indonesia Ministry of Cultural and Education, number 57 in 2014. It is stated that “Penguatan materi dilakukan dengan cara pengurangan materi yang tidak relevan serta penalaman dan perluasan materi yang relevan bagi peserta didik” (strengthening materials can be conducted by reduction the materials which is not relevant and widening the materials which is relevant to the students). Meaning, schools are given authority on developing their own materials and the good point is they do it together.

After finish with the materials. The researcher ask about evaluation as the last question. How the evaluation of the curriculum is conducted? And do the evaluation become a consideration for the next program?

We evaluate the program in our meeting when developing the program. We see from what happen in the last year, whether the objective is achieved or not? After that the result of our evaluation is used for the betterment in the next year.

From the last question, we can see that the school conduct the evaluation for their curriculum, they take the lesson from their last program for a betterment in the next years. It is mean that the result from the evaluation process is used for the next curriculum. From this kind of process, we can infer that the curriculum model which is used is cyclical model, even though the teacher does not know what kind of curriculum model that they used. We can infer, because it can be seen that the process of curriculum development itself begun with the selection of aims, goals, and objectives. Then, the selection of content through certain experiences are offered. Organizing and integrating of learning experinces and content for teaching and learning process. Later, the evaluation is conducted to see the attainement of goals (Print, 1993, p. 70).

Conclusion
The present study was focused on investigated teacher’s way in developing English curriculum. Based on findings and discussion in the last part, conclusion of this study can be drawn that the teacher didn’t find much problem in developing the curriculum. His understanding toward theory of language make him belief that he should teach English to his students and develop the curriculum even though, it is not compulsory for elementary school.

Moreover, in developing the curriculum, setting the goal and objective become his starting point and situation analysis give the influence on it. Evaluation is not the end of
the curriculum, because the result from evaluation also give influence on how the objective is set. This kind of activity is belong to cyclical model with two expert in it. They are Wheeler and Nicholls and Nicholls.

After setting the goal and objective, developing the materials become the next step. Same as setting the goal, the teacher does not develop the materials based on needs analysis as what experts suggested. Yet, the materials is develop based on situation analysis and evaluation from the last curriculum. Furthermore, the strength from this curriculum is the way they share their opinion on how the material should be presented. Finding out the best way for teaching together with other teachers. Another good point from this curriculum, the result from evaluation is used as a consideration for the next curriculum. Whether it is for setting the objectives or choosing the materials.

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THE PROGRESSIVE ASPECT IN THE GRAMMATICAL COMPETENCE OF 1ST SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT

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Abstract
The focus of learning English in Senior High Schools according to the Curriculum is not on grammar; however, students from different areas in Indonesia when they come to study TEFL at the Faculty of Teacher Training and Education would inevitably learn grammar, one of which is the English tenses. Surely their grammar knowledge is not the same since they come from many different areas across Indonesia; that is why a short course to review the English tenses is thought to be necessary to be given at the beginning of their 1st semester study. Considering that the acquisition order of second language learners is –ing morphemic form acquired first before past or even perfect forms, this study thus focuses its investigation on to what extent the students’ explicit knowledge of progressive aspect reveals their ability of using the progressive tenses. This study explores further the previous research result that states the effectiveness of the Computer-Based Timeline media to teach tenses in general. Concerning the progressive tenses, the result of pre- and post assessments indicates that the students still have difficulties in complex progressive tenses such as the Future Progressive tense, the Present Perfect Progressive tense, the Past Perfect Progressive tense, and the Future Perfect Progressive tense.

Keywords: progressive, aspect, tense, grammatical competence, developmental errors

Introduction
How to teach English, especially how to teach the English tenses, is still becoming an argument. Do teachers of English necessarily teach the English tenses to the students or do they teach them as a supplement regarding that English should be taught communicatively? When a student is said to have a communicative competence, s/he has to be able, among others, to construct his/her sentences grammatically. Thus, students of the English Department at the Faculty of Teacher Training and Education are supposedly able to use the tenses correctly in any contexts when they speak and write. Tenses deal with rules which, according to DeCarrio and Larsen-Freeman (2002), are “the blueprint for building well-formed structures and represent speakers’ unconscious knowledge or mental grammar of the language”. Learning tenses cannot be separated from learning grammar which is commonly attributed to the rules of how words are put together correctly to form sentences in accordance with the syntactic rules of the language.

The teaching of English in most schools in Indonesia relies heavily on reading and speaking. Yet, when students apply for a scholarship, or pursue further studies especially abroad, they have to take how to
write well into account. However, being good at grammar does not always correlate significantly to being good at writing as grammar is only one part in the rubrics of evaluating writing. What is best is that using good grammar in writing can give clarity of ideas or events described in the writing itself. DeCarrio and Larsen-Freeman (2002) state that ignoring grammar may lead to a lack of ability to produce well-formed sentences, but relying on grammar heavily may also make one unable to use the language.

To make students interested to learn the English tenses, the teacher should think of a way how to make them understand the concept of time related to the English tenses. Teopilus, Tedjasuksmana, and Antonina (2015) carried out a study which proved that the Computer-Based Timeline Media could improve the students’ understanding the concepts of time and tenses in general. However, it leaves the idea of to what extent the media makes the students perform their ability to use the English progressive tenses, which is the focus of this paper.

Learning and Teaching Grammar

That grammar is difficult for the EFL students takes three factors, one of which is complexity of form (DeKeyser, 2005). In terms of forms, English is formally complex with its verbal aspects. Aspects concern with the completed verbal action (perfective) or one still in progress (progressive) while tense refers to “the correspondence between the form of the verb and concept of time” dealing with present and past so that in English there are present tense and past tense (Quirk and Greenbaum, 1973, and Celce-Murcia, 1999). Such complexity is not found in Bahasa Indonesia and it makes Indonesian students hard to associate time and tenses. Tenses are not known in the system of the Indonesian language. For example:

Mereka sudah mengerjakan pekerjaan itu  
(English: They have done the job, or They did the job)

Saya sedang mendengarkan music  
(English: I am listening to the music)

In the system of Bahasa Indonesia, there is no formal change of the verbs mengerjakan and mendengarkan, and sudah and sedang are used to represent time when an action is completed or in progress.

How to teach grammar then? In the teaching of grammar what is important is learners have “sensitivity” of the language they are learning (Cook, 2008). Increasing awareness of L2 to the learners helps them in learning L2. In teaching grammar, teachers are supposed to play a role of being an organizer and provider. Teachers know what exercises the class requires and they should provide help their students to overcome the difficulties. To teach learners the correct form is to let them discover it by themselves by testing different hypotheses (Karra, 2006). What should be the concern of the teachers is, among others, whether the time is well spent both by the teachers and the students, and whether the students learn a lot from the teaching-learning activity.

Learning the English Tenses through Media

Chun, Kern, and Smith (2016) state that the use of technology should not be the goal in itself but as a means of supporting specific learning goals. Technology should make learning easier for the learners so that their abilities improve and their interests arise. How technology is incorporated in the teaching-learning process depends on the learning goal, the availability of resources, and the academic culture of the institution (Chun, Kern, & Smith, 2016).

Many schools in Indonesia have a language laboratory equipped with headsets and an LCD at least. Thus, it is easy for teachers to use media to teach English, including teaching the English tenses. The Computer-based Timeline media that have been
developed can be used easily in a classroom with an LCD and speakers. Teaching the English tenses through Timeline media is only one way of raising the EFL learners’ awareness of understanding how to use the English tenses correctly when they communicate.

Methodology and Result

There were 60 semester-1 students, and 50 of them followed the treatment, but 20 students became the subjects of this study as they attended all the eight sessions of the treatment in the English tenses. The treatment was conducted in the beginning of their 1st semester in the academic year 2015-2016 for eight successive days. In each session they were taught two tenses followed with some exercises. Before the treatment, the students did a pre-test and after it a post-test. Both tests were the same, consisting of three parts: part I Completion (sentence level), part II Multiple Choice, and part III Completion (discourse level) with 30 items for each part. The focus of this research is the English progressive tenses that include the Present progressive Tense, the Past Progressive Tense, the Future Progressive Tense, the Present Perfect Progressive Tense, the Past Perfect Progressive Tense, and the Future Perfect Progressive Tense.

Out of 90 items, 15 items in part 1, 12 in part II, and 12 in part III were related to all the tenses with the progressive aspect. Therefore, there were a total of 39 items in the present research instrument. The data collected are in the forms of scores both in the pretest and the posttest. The scores were statistically calculated using the t-test formula to see whether the treatment contributes to a significant difference between the students’ achievement in the pretest and the one in the posttest.

The result can be seen in Table 1:

<table>
<thead>
<tr>
<th>Table 1: t-Test Paired Two Samples for Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Variances</td>
</tr>
<tr>
<td>Observations</td>
</tr>
<tr>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
</tr>
<tr>
<td>df</td>
</tr>
<tr>
<td>t Stat</td>
</tr>
<tr>
<td>P (T&lt;=t) one-tail</td>
</tr>
<tr>
<td>t Critical one-tail</td>
</tr>
<tr>
<td>P (T&lt;=t) two tail</td>
</tr>
<tr>
<td>t Critical two tail</td>
</tr>
</tbody>
</table>

The result in Table 1 indicates that the post-test is significantly (at 5% level of significance) better than the pre-test. The calculation denotes that the students make progress in using the English tenses. The Mean score in the post-test 39.1025641 indicates a significant difference from the one in the pretest 25.76923077.

Table 2 shows the number of right answers made by the 20 students in each of particular progressive tenses in a total of 39 items. The table indicates a rise in the number of right answers between those achieved by the students in the pretest and those in the posttest. In general the number of the right answers in the posttest reached 297 (38.1%) when compared with the one in the pretest which was only 182 (23.3%).

Discussion

The result shown in Table 2 reveals that the students are able to use the Present Progressive tense and the Past Progressive tense, but still have difficulties in using the Future Progressive, the Present Perfect Progressive, the Past Perfect Progressive, and the Future Perfect Progressive tenses since less than 40% of the answers were correct with the following percentage 33.6%, 30.8%, 29.3% and 6.7% respectively. There are two reasons referring to the students’ inability in
Table 2: Number and Percentage of Right Answers in Pre- and Post Tests to Progressive Tense

<table>
<thead>
<tr>
<th>Tense</th>
<th># of items</th>
<th>Total Answers</th>
<th>Pre-test</th>
<th>Tot</th>
<th>Post Test</th>
<th>Tot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>P1</td>
<td>P2</td>
<td>P3</td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>7</td>
<td>140</td>
<td>18</td>
<td>33</td>
<td>10</td>
<td>51</td>
</tr>
<tr>
<td>Prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past Prog.</td>
<td>9</td>
<td>180</td>
<td>23</td>
<td>41</td>
<td>15</td>
<td>79</td>
</tr>
<tr>
<td>Future Prog.</td>
<td>7</td>
<td>140</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Present</td>
<td>6</td>
<td>120</td>
<td>-</td>
<td>17</td>
<td>-</td>
<td>17</td>
</tr>
<tr>
<td>Perfect Prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past Perfect</td>
<td>7</td>
<td>140</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Perfect</td>
<td>3</td>
<td>60</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.0</td>
</tr>
<tr>
<td>Perfect Prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>780</td>
<td>44</td>
<td>121</td>
<td>182</td>
<td>182</td>
</tr>
</tbody>
</table>

Note:
Total answers = # of items x 20 students
P1 = right answers in part 1
Prog = Progressive
P2 = right answers in part 2
Tot = total of P1, P2, and P3
P3 = right answers in part 3

using those four tenses. First, the complexity
of the aspect and tense still bothers the
students. Unlike the use of the present to-be
is/am/are and the use of the past to-be
was/were followed by a verb ending in –ing,
which generate on-going activities in the
present time and in the past time ( in
Indonesian: the concept ‘sedang’ means the
activity is in progress), the combination of
the concepts ‘akan’ and ‘sedang’ as in the
Future Progressive tense where the activity
will be in the future and at that future time
the activity is being done is hard for the
students to imagine. Similarly, the
combination of the concepts ‘sudah’ and
‘sedang’ as in the Present Perfect Progressive
tense as well as the Past Perfect Progressive
tense, and ‘akan’, ‘sudah’ and ‘sedang’ in
the Future Perfect Progressive tense pose
problems, too.

Second, the students still have difficulties in
understanding the contexts, especially in part
1 and part 3. Part 1 is difficult due to the
students’ insufficient knowledge of the
English tenses to decide which tense fits best
to the context in the sentential level. They
have to find the key situation that tells the
students which tense is most appropriate. For
example:
James was playing the guitar in the
background while the teacher was
telling a story to the children.

was playing is the correct answer. How to
decide that the Past Progressive Tense is
used? The key lies on while and was telling a
story. It indicates that while indicates at the
same time, thus the act of telling a story was
being done at the same time as the act of
playing the guitar in the past time.

Part 3 has more complex contexts since they
are all put in a paragraph account. The
students have to understand the story first
before deciding which tense is used. There
are no choices of tenses provided here as in
part 2 of the test. This contextual paragraph
really tests the students’ ability of
understanding the concepts of time related
with the English tenses. How the flow of the
account is well understood depends on the
students’ ability to use the tenses. How their
implicit knowledge of those tenses is manifested into the text is the matter. Unlike part 1 and part 3, part 2 provides the students with a limited number of choices -- only four choices--, one of which is the correct answer. To the extent that four forms of the verbs are provided and that the students have to choose only one as the correct answer, they can easily make hypotheses concerning those four tenses and test them to pick up only one answer at last. The limited choices help them a lot in determining which tense is the best answer. This helps the students determine which choices are not good or appropriate. It is in this part 2 the students could achieve better scores compared to those in part 1 and part 3.

**Conclusion**
The use of the Computer-based Timeline media to teach these English progressive tenses is proven to be able to improve the students’ achievement significantly as shown in Table 2. The t-test calculation has proven that the difference between the pretest scores and the posttest scores is significant. However, in general the improvement still shows less than 50%. The understanding of the uses of the tenses would have been much better if the students had been treated longer, meaning that they had more time to digest how to use the tenses through the timeline media. Sufficient time may help students process and internalize what they have just learned. Eight days is not sufficient time to understand the contexts given in the exercises during the treatment.

Moreover, using the Computer-based Timeline media to teach the English tenses proves to be effective as the students are not taught grammar in a traditional way where presentation and practice of discrete grammatical items draw the students’ boredom. Media, in this study, is used as a means to help students understand the location of an event or action in time either in the present or in the past, and how that event or action is viewed with respect to aspect either it is complete, in progress or still relevant at the time of speaking.

**Bibliography**


AN ANALYSIS OF INFLECTIONAL ERRORS OF VERB CONSTRUCTION IN STUDENTS’ RECOUNT WRITING

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Abstract
Writing skill proficiency needs language development in constructing verb as the language feature used in sentence. Exploring this, the students have to know forming the verb correctly. Recount text as one of the subject in teaching learning classroom, uses past tense verb in its language feature whereas there is morphological rule for making this. This research tends to know students ability in constructing past tense verbs of affixation, internal change, and supletion as inflectional features in sentence and to know prominent of errors in students’ recount writing. Data gathered was from 381 inflectional past tense verbs produced in students’ recount writing. By using qualitative methode found mostly the students produced internal change forms of the total past tense verbs and the errors were around 191 of verbs construction, they were 26 (13,61%) affixation errors, 107 (56,02%) internal change errors, and 58 (30,37%) supletion errors. This result indicated more than half of students had low provicieency to apply morphological rule for constructing inflectional verbs past tense and they produced overgeneralization errors in their recount writing. The weaknesses become reflection for teacher teaching to focus on students’ past tense verbs construction mastery.

Keywords - inflectional, past tense verb, overgeneralization

Introduction
Writing is the active skill where student is capable to create the production skills, both oral and written one (Harmer: 2007: 199). As the productive skill, it gives a contribution in communication especially written language and can be as tool assessment and reflection to point out the students’ understanding of three other skills in English (Kamaludin, 2000: 2). It means a student can pour the idea as the way to communicate through written language.

Related to the English teaching - learning, writing skill focuses on genre or text types. One of them is recount that tells sequence of events over time and there is reconstruction past experience. The grammatical features of this uses the verb past tense to tell what happened (Derewianka, 1999:15).

In reconstructing past experience, the use of verb past tense is primary point to be known by students in which this kind of verb is formed by the inflectional process (affixation, internal change, and supletion), that is, the one step further and actually change the word at the phonemic level to express grammatical morpheme (O’Grady, 1977). Nevertheless, students still make errors in forming this. Because of some factors such as lack of knowledge, and feeling confuse to apply the rule. Collentine in Kamaludin states this is the lack of the
use of verbal morphology which indicates a developmental stages acquisition.

A well-formed sentence is signed by the use of correct grammatical rules. The rule helps student to arrange sentence correctly, choose what appropriate category, and determine the tenses. The weakness found in students` recount text especially in constructing verb past can be minimized if they comprehend the aspects of morphology, for this, the specific objectives of this study are to know students ability in constructing verb past through affixation, internal change, and suppletion as inflectional process in sentence and to know prominent of errors in students` recount writing. The objectives are formulated as follows:

1. How extend is students’ ability in constructing past tense verbs through inflectional process?

2. What is prominent of errors of past tense verb construction in students` recount writing?

For further teaching learning English, students` errors of inflectional verb past can be as a reference to determine methodology, to prepare the material, and to choose appropriate media in order students` inflectional verb past mastery increases. Furthermore, the errors can be as an evaluation to determine the goal of the teaching process and give the feedback to the learners about the area of the problems they face.

Theoretical Review

Inflectional

The inflectional morpheme is the formation of a word without changing either its part of speech or its meaning (Finegan, 2000: 87). It creates the variant forms of a word to conform the different functional roles or grammatical meaning in a sentence or in a discourse. The inflectional feature modifies a word’s form (through affixation, internal change, suppletion) or one of the other process to indicate the grammatical subclass to which it belongs. Truckenbrodt (2003) defines inflection as the formation of grammatical variants of a word. Bickel and Nicholes (2001) say inflection is often more transparently and more regularized marked. Truckenbrodt characterizes that inflection is a process that never changes the grammatical category. On nouns and pronouns, for example, the inflectional morphemes serve to mark the grammatical categories like gender, case, and number.

On verbs, they can mark such things as tense or number, while on adjectives they serve to indicate degree or gender, number, as in old English. Actually, English has eight inflectional morphemes that very productive (can be extant into variants form). They are shown in the table follows:

<table>
<thead>
<tr>
<th>Lexical category</th>
<th>Grammatical category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Plural</td>
<td>Cars, churches</td>
</tr>
<tr>
<td></td>
<td>Possessive</td>
<td>Car’s, children’s</td>
</tr>
<tr>
<td>Verb</td>
<td>Third person</td>
<td>(she) wants, (it) shows</td>
</tr>
<tr>
<td></td>
<td>Past tense</td>
<td>Wanted, showed</td>
</tr>
<tr>
<td></td>
<td>Past participle</td>
<td>Wanted, shown</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>Going, showing</td>
</tr>
<tr>
<td>Adjective</td>
<td>Comparative</td>
<td>Taller, cleverer</td>
</tr>
<tr>
<td></td>
<td>Superlative</td>
<td>Tallest, sweetest</td>
</tr>
</tbody>
</table>

Table 1. Inflectional morphemes of English
(Edward Finegan : 2000)

Past tense Verb

The verb is part of lexical categories or part of speech to describe the action, a verb is a doing word that refers to the action and can denote ‘states’ as well as ‘action’ (Leech, 1982: 24). The verb consists of two kinds, they are, regular and irregular. The regular verb is formed by rule (Quirk, et. al., 1992:
While irregular verb is memorized and they are formed by applying three inflectional process affixation (aff), internal change (IC), and supletion (S) which tend to create many new words. O’Grady elaborates affixation as the word process by attaching the stem to the bound morpheme. In the case of the regular verb, by adding the suffix –ed to the stem, past morpheme are realized in three ways:

a. /t/: after bases ending in voiceless sounds except /t/, eg : kiss-ed, tripp-ed
b. /d/: after bases ending in voiced sounds except /d/, eg : loath-ed, sinn-ed
c. /id/: after bases ending in /t/ or /d/, eg : rott-ed

Moreover, he says the inflectional change in morphology means there is a changing of the internal irregular past tense especially its vowel. For examples:

Sing (present) - sang (past tense)
Sink (present) - sank (past tense)
Drive (present) - drove (past tense)

This process shows the substitution of non-morphemic segments for another, that is the vowel of each words i change into a and o vowels. Suppletion, as the third process, is a morphological process where a root morpheme is replaced by a phonologically unrelated form in order to indicate a grammatical contrast (O’Grady, 1997: 142).

Overgeneralization

Morphological error such overgeneralization is part of the lexical error that indicates the learners’ miscomprehension about the meaning and function of morphemes and about the morphological rules (http://ias.iis.edu.tw//webpdf//paper-2002).

This is the error where students miscomprehend in using the form of morpheme and certain rules to a class of linguistic items, shortly, Dulay (1982) states it is as surface strategy taxonomy error both regularization and misformation.

Methodology

In this research, the researcher used the qualitative method. It is the research study that investigates the quality of relationships, activities, situations, or material (Fraenkel, et. al., 1993: 380). The subject of the study was 2nd grade English students of Islamic University of Al-Ihya Kuningan consisted of eight students. They have same learning experience in this university and their background as L2 English learner are enable to be considered in this study.

In collecting data, the students were asked to make recount writing and the given topic was “Experience”. They were allowed making writing without paragraph limitation and the time provided was around one hour. During completing the task the students wrote the essay as they interest, entitled “My Unforgettable in the Zoo”, “My Experience”, “Best Experience”, “A Tiring Day”, “My Adventure in Tasikmalaya”, “Have Fun Vacation”, “The Best Friend”, “My Horrible Journey”. Through this process the students produced 381 sentences from all their recount writing as the instrument of this research. The writing contained of inflectional features through its process that is internal change, supletion and affixation on verb past. Then the data were analized by following Corder steps.

Corder (in Ellis, 1996: 48) specifies the error analysis into four steps, they are the collection of sample errors, the identification of errors, the description of errors, and explanation errors. The analysis of students’ work began by rereading the students’ composition and collecting the inflectional errors of verb past tense. The sample errors were collected from the students essay based on genre factors from students recount writing especially the mistakes of verb construction. The verb past errors then were identified which marked by using “*” symbol. The identification is where there is a deviation from the norms of target language.
In this case, description errors of inflectional verb past construction used a surface strategy taxonomy taken from Dulay, et al (in Ellis: 1982) they are omissions (O), additions (A), misinformations (M), and misorderings (MO). Finally, the analysis was closed by explaining the errors into intralingua errors such as overgeneralization, ignorance of rule restrictions, incomplete application of rules, false concepts hypothesized errors based on Richard (1971 in Ellis 59).

Finding and Discussion
There were 191 numbers inflectional errors found in students writing. The students failed in producing correct sentence they made mistake in forming affixation verbs past 26 (13,61%) 24 misinformation and two additions error categories in sentence. Students errors showed in forming verb past tense through internal change. The errors were around 107 (56,02%) verb past tense errors categories such as 6 omissions, 5 additions, and 96 misinformation.

Furthermore, the mistakes was in producing verb past tense through supletion around 58 numbers of error (30,37%) they are omission 27, addition 7, misinformation 24. There was no error in misordering error categories. The result of the analysis showed the most errors produced was internal change, around more than half of errors students overgeneralized the rule in their recount writing.

For the errors categories, showed student made omission errors of internal change (5,61%) followed by supletion (46,55%) and there was no mistake of affixation process. Addition category showed (7,69%) affixation error, (4,67%) internal change error process, and (12,07%) of supletion process. Misinformation error of affixation was (92,31%) , internal change (89,72%) and supletion (41,38%) error process. There was no misordering errors of affixation, internal change, and supletion process of students verb past tense. The table describes the percentage of errors categories.

<table>
<thead>
<tr>
<th>Inflectional</th>
<th>Errors Categories</th>
<th>Total</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aff</td>
<td>O</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>2</td>
<td>7,69%</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>24</td>
<td>92,31%</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>27</td>
<td>96%</td>
</tr>
<tr>
<td></td>
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<tr>
<th></th>
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<tbody>
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<td>5</td>
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</tr>
<tr>
<td></td>
<td>107</td>
<td>7</td>
<td>41,38%</td>
</tr>
<tr>
<td>S</td>
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<td></td>
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<td>Total</td>
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Table 2. The Result of Inflectional Verbs Construction

<table>
<thead>
<tr>
<th></th>
<th>Aff</th>
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<th>IC</th>
<th>Percent</th>
<th>S</th>
<th>Percent</th>
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<tr>
<td>Total</td>
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<td>100%</td>
<td>107</td>
<td>100%</td>
<td>58</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3. The Percentage of Error Categories

The errors of verb construction through internal change can be drawn in the sentence “The master not give the number food”, there is the absence of auxiliary did, students omit this verb as influence their mother tongue background. They think not is considerable to replace negative statement in sentence, since auxiliary did is primary point to form negative sentence Another example is in “I ___ song the last”. The omission of verb past tense between I and song delegates word sing, students do interference (the use of elements from one language while speaking another) in this sentence.

Another mistakes was on addition category, for example in “We must do also make a Bivak”. There is unnecessary verb in the sentence which grammatically incorrect. Word do is presented to emphasize what student should to make a Bivak where as caused over apply morphological rule in their mother tongue or L1 to L2.
Misinformation was the highest mistakes done by the students. Students used wrong form of the morpheme in sentence. For example in sentence “Our body become weak” it should be “Our body became weak”. Student have low ability to regulize the rule to construct past tense. They misuse in changing the vowal in past tense verb.

Therefore, in supletion process, the error come to omission, addition, misinformation, and misordering. In omission, student omitted to be in sentence, e.g “and we ___very tired”, it should be “we were very tired”. This error showed that L1 influence was still high. In Indonesian language the use of adjective for example to describe feeling tired both in spoken and written, usually apply grammatical pattern S(subject)+Adj (adjective) in contrast with English that apply S (Subject)+to be (am, is, are)+Adj (adjective) to construct adjective sentence. Moreover, addition error category was seen in sentence “I was be afraid” or “I’am and my family was visited house uncle in Bandung” Both sentences indicate a habit form of Indonesian native speaker that ‘am means saya is a unity. For this misinformation, the grammar mistake was primary showed. For example in the sentence “at night season is very cold” it should be “at night season was very cold” this rule is also applied to “the activity is very hard” it should be “the activity was very hard”. Here students’ awareness to change phonologically to beis into was creates supletion errors. In Affixation process, the mistake was on addition and misinformation category, for example in sentence “...what did they want” it should be “... what they wanted’. In this case there is addition of auxiliary did which actually no need as positive sentence. In misinformation, the errors showed in sentence “... and the clock point at 16.00 too” it should be “... and the clock pointed at 16 too”. Seem students over regularize in adding suffix –ed to the stem as regular verb.

**Conclusion and Suggestion**

The students produced more than half misinformation errors of internal change and the prominent error is overgeneralization of inflectional process of verb past tense. Goh and Silver (2004) indicate this error as the lack of students mastery of the morphological system, there are errors in their attempts they may appear to be regressing in their language acquisition.

The weaknesses which are made by students in constructing past tense verb in the recount writing can be used as a reference for teachers in terms of reflection in seeking feedback on what should be emphasized in teaching. Teacher can explore their teaching methodology to focus more deeper on vocabulary drilling and memorizing irregular verb, due to an error occurred in the internal change which generally as irregular verb. Teacher can apply sentence writing method as a way to increase vocabulary learning and involve learners to construct a sentence containing the target word to be memorized (Pale, O’Rourke and Bamman, 1971; Gire, 1979 – cited in Pressley et al, 1982, P.51).

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EQUIVALENCE OF DERIVATIONAL VERBS
MENG- IN THE TRANSLATION OF THE STREET LAWYER

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Abstract
Equivalence of verbs in the English as source language (SL) transferred into Indonesian as target language (TL) give effect into their meanings in both novels, especially related within form and cultural differences in each language. Descriptive qualitative were used to analyze the translation of novel in order to obtain the result of study. The analysis was concerning on verbs randomly taken from the source language (SL) translated into equivalent verbs of prefix meng- in Indonesian as target language (TL). There were twelve verbs and two phrases in the source language (SL), fifteen verbs of verbal with prefix meng- in the target language (TL) formed as active and complex verbs. The derivational considered on case marker attached to the verbs with prefix meng- in the target language. These indicated decrease of naturalness but an increase in the additional markedness. Translation equivalence in the product showed that translators have an understanding in transferring messages to the target reader analyzed from the form of a language. However, shift of words or phrases and their meanings could not be avoided in both languages since it concern on translation as the product. It can be concluded that the differences of forms transferred from the source language into target language can give effect to their function, including meanings.

Key words – translation; equivalence; derivation; markedness; meaning

Introduction
The richness of a language will depend on the words owned into simplicity and complexity words in sentences. They have important role and function, especially if concern on translation which produced from human thought, then expressed through their ideas in written or spoken as literary works, documents, etc. The connection of words reflected also into their meanings in sentence as a whole, as the translator of language should concern on his or her product because will be read by the target reader. So, equivalences and understanding SL and TL are extremely required, either forms or even meanings.

Naturalness of word can be observed if no affixation attached, called as simple words or base word. According to Priscia in Kaelan (2013), word is the minimum form of utterance which is separated in the whole meaning; the determination of class word is formed from their morphemes. In this case, the changing of word forms in morphology of additional affixation will create complex word Affixation is the process of morphology change of lexeme into word after affix. Their forms in Indonesia language consists of: prefix, suffix, infix, simulfix, confix or its combination. Prefix of me- atau meN- in our discussion of papers is one of the unique forms of Indonesian language. Base verb can stand by its own without affix, meanwhile derivational verb change because of morphology process, grammar, affixation, reduplication and composition. It has an important function and role in a sentence to determine the existence of argument or agent, as of: minum (drink) in Indonesia language consist of a single morpheme; meminum derives from the lexeme of minum added...
with the affixation in the process of morphology, categorized having two morphemes with me- as affix and minum as the form of a base word as inflexion since not changing the class of word and remains as verb. Karlieni (2005) research conveyed that transitivity verb as part of predicate verb that completing verb can be filled in with free base verb, derivational affix verb, and reduplicated verb. Specifically, derivative verb can be formed with affix of me(N)- into base form of nomina or noun, verbal, adjective, and numbers; me(N)-i with adjective, me(N)- kan with nominal as the base form. She found that complement verb can act semantically in punctual verb, activity verb, and stative verb. The different from this research was on the analysis of affixation form me- or men- and meaning using novel as translation.

This study aims at finding and analyzing verbs from SL transferred into TL of verbs attached with prefix meng- found in the novel and the problems encountered as below:

1. How does the variation of verb form in the source language transferred with the attached me- atau meN- in the target language?
2. How do those attached of prefix me- atau meN- function in the sentence?
3. How does the form of verb effect meaning showing their equivalences?

The complexities of language occurred if affixation attached on the base words, especially verb. Increase of additional affixation form so will decrease the naturalness of word. This study is interesting to be analyzed since translation could not be separated from the forms of morphological process, including their meaning in sentences.

**Methodology**

Descriptively, the data were analyzed based on translation using bottom-up analysis by Pym (2010) and combined with the details in morphology theories. Form, function and shift of meaning with verbs affixation were further discussed in the result by using theories of Arifi and Junaiyah (2009) mentioned that the use of me- or meN-symbolizes two positions, as of: prefix and class of words such as: me-, men-, meny-, menge- in accordance with their forms attachment in base verb and derivational verb and supported by Ramlan’s opinion (1985) that Indonesia word consists of: base word without affixation (free morpheme) and word with bound morphemes. The naturalness of a language according to Mayerthaler (1988) refers to verbs complexity on the level of case marker, showed with symbols > and <. The increase of case marker can be symbolized into > meanwhile decrease of case marker <. Lieber (2010) mentioned that word formation in affixation, i.e. prefix and suffix depend on their attachment to base word in which morphemes on complex words can be sorted based on word structure analyzed the relational and content of meaning after attached with affixation. Data source taken from Street Lawyer novel written in English as SL by Grisham (1999) and translated by Kirana and Pandia into Indonesia entitled The Street Lawyer Pengacara Jalanan (2001) as TL with random sampling, approximately twelve verbs and two phrases in the source language (SL), fifteen verbs with prefix meng- in the TL.

**Finding and Discussion**

In this study of translation, the meng- seems to have an important role and function to control the ideas and meanings in the sentences. Thereresult of findings were analyzed and discussed as in the following discussion.

**Equivalence of SL and TL**

Based on the result, verbs of SL with prefix affixation of meng- in the TL sentences of novel were analyzed highlighted in italics. The analysis concerning on the smaller units such as words and phrases in the sentences.
in which verbs rendered to their function rather than form that correspond to their meaning, classified as follows:

**Table 1. Verbs Classification**

<table>
<thead>
<tr>
<th>Verbs in sentences (SL)</th>
<th>Verbs with prefix meng- in sentences (TL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I made a quick exit</em>, and as I <em>stepped</em> into the splendid marble foyer of Drake &amp; Sweeny I glanced over my shoulder just long enough to see him standing in the elevator, looking at nothing, still ignoring me (1998:2).</td>
<td>Kami berhenti di lantai enam. Untuk pertama kalinya kusadari bahwa dia tak <em>menekan</em> tombol nomor lantai (2001:6).</td>
</tr>
</tbody>
</table>

A translator should be concerned on the equivalences of form transferred from the SL into the TL. On above table 1, the prefix attachment to the verbs, such as: *meng-*, *mem-* dan *men-*, *meny-* found were the allomorph from similar morph {*meng-} listed in the TL showed equivalence in the sentences, readable and acceptable to be understood for their meanings.

**Variation of Function, Form and Meaning of Prefix *meng-***

Prefix *meng-* in the target language (TL) function as active verbs, such as: *membayar*, *memanggil*, dan *menekan* presenting the object in sentences (transitive) e.g.: *membayar* refers to the object of *facilities*, *memanggil* (call) refers to *satpam* (security) as the object, and *menekan* (pushed) refers to *tombol nomor lantai* (button on the floor level of lift) in the TL, but *menekan* (caught him squarely) refers to Umstead’s chest. Meanwhile, verbs *menoleh*, *melangkah*, *memanggil*, *mencium* and *menggumam* did not require the presence of an object in the sentences (intransitive). The forms of prefixes *men-*, *me-*, *mem-*, dan *meng-*, *meny-* as bound morphemes found as below:
1. Variant *men-* occurs to single position, at the prior of base word starting with /t/ prior phoneme, such as: meng- + (toleh) consonant ➔ menoleh
2. Variant *me-* occurs to single position, at the prior of base word starting with /l/ prior phoneme: meng- + (langkah) consonant ➔ melangkah
3. Variant *mem-* occurs to two positions, at the prior of base word starting with phonem /b, p/ prior phonemes: meng- + (buat) consonant ➔ membuat
   meng- + (panggil) consonant ➔ memanggil
4. Variant *meny-* occurs to a single position, at the prior of base word starting with /c/ prior phoneme: meng- + (cium) consonant ➔ mencium
5. Variant *meng-* occurs to single position, at the prior of base word starting with consonant /g/ prior phoneme: meng- + (gumam) consonant ➔ menggumam

Dissipation occurred on the verbs above, especially with /l/ as prior phoneme consonant for *menekan* and *menoleh*, meanwhile /b/ for *membuat* and /p/ for *memandang*. In addition, the meaning of *meng-* prefixes for the whole verbs on above table is ‘melakukan’ (doing something) based on their use in the TL, except *menyengat* means ‘menjadi bau yang menusuk hidung’ (becomes very smelly) and also *meletus* which means ‘membuat’ (make a burst or blown up).

Shift of Forms and Meanings on Verbs
There were two shifts in the sentences found from the source language into the target language, especially related within frequency of time. The interesting thing that one verb in the source language can be transferred into two verbs of *meng-* prefixes in the target language. It can be observed as below:

SL: The third shot *sailed* over his head into the ceiling, where it lodged harmlessly (1999:6).


The above italic of verbs (SL) used past tense transferred as active verbs without any specification of time in the TL with different meanings, *meletus* meant ‘action of shooting as a reminder,’ meanwhile *menembus* meant ‘further action’ and involving ‘the result of shooting’.

Naturalness and Case Marker of Prefix *meng-* Verbs
The naturalness of a word will be affected by the level of case marker that attached on the word itself. If it is only formed from the base word, so automatically there will be a high level of naturalness. In contrast, if attached with affixation so there will be a decrease level of naturalness. The decrease of naturalness in the TL found because markedness of prefix *meng-* attached to verbs analyzed from base form of words before receiving case marker on the root verb shown i.e.:

\[
\begin{array}{cccc}
\text{cium} & \text{mencium} & \text{langkah} & \text{melangkah} \\
\text{m} & \text{m} & \text{m} & \text{m} \\
\text{m} & \text{m} & \text{m} & \text{m}
\end{array}
\]
These remain similar found to the verbs of: menyengat, menoleh, menggantung, membungkus, membuat, memandang, membayar, menekan, memanggil, meletus, membungkus, menekan, and menggumam in the TL for the increase of case marker and decrease of their naturalness. Symbol > above m and arrow pointing to the right showed the increase of marking.

Conclusions
The process of base word formation can be bound in their morphemes, as in meng- prefix of verbs. Prefix meng-function as active verbs i.e. membayar, memanggil, dan menekan able to be transitive but the others can be intransitive in sentences as agglutination. Relation of meanings effected to the form of SL ‘doing something’ in accordance to the use in the TL, except meletus and menembus verbs which have highlighted and expressive of meaning for the action made. In addition, level of complexity showed if verbs attached with markedness of prefix meng.

Bibliography
EVALUATING TEACHER THROUGH STUDENTS’ PERSPECTIVE

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Abstract
This study is conducted to figure out students’ perception on their teacher’s performance in the classroom in one of public junior high schools in Bandung. Four students are volunteered to be respondents in this study. The data are collected through interview which is recorded to be later on transcribed and analyzed qualitatively along the way the process of completion of the paper. The findings demonstrate both good and bad sides of the teacher’s performance. The students think that the teacher needs to improve the way she presents and explains the material as they sometimes do not get what she is trying to say. Also, she is considered to be sensitive as she gets angry easily when the class is noisy which hamper them to build a good rapport with her. Even so, all respondents come to an agreement that their teacher gives feedback in such a way which they like since she gives clear direction what they need to do to correct the errors they have committed. To sum up, it is suggested when teachers are in the classroom they should be attentive towards their physical presence as well as their good rapport with students.

Keywords – students’ perception, teacher’s performance, materials, and rapport.

Introduction
To teach English onerequires qualified background such as proficiency, responsibilities, teaching experiences, skills and expertise, training and qualification, morale and motivation, teaching style, believe and principles(Richard, 2001, p. 99). Also, teachers are demanded to create and foster good teacher-student rapport, the possession of skills necessary for organizing successful lessons, and teachers need to know a lot about the subject they are teaching (the English language) (Harmer, 2007b, p. 30).

Yet, concepts mentioned above are hardly seen in real teaching setting. Hence, it seems reasonable that teachers’ teaching should be gone through evaluation to figure out if the teaching is performed by principles which have been continuously confirmed by research as ideal guidelines for effective teaching. Furthermore, the evaluation may disclose both the benefit to be later on preserved and drawback to be fixed. This notion is aligned with the definition of evaluation as a process of collecting information about different aspects of a language program in order to understand how the program works and how successfully it works, enabling different kinds of decisions to be made’ (Richards, 2001, p. 286).

According to Saders (1992) and Weir and Roberts (1994) (cited in Richard, 2001, p. 287) evaluation may focus on many different aspect of a language program, such as: curriculum design, the syllabus and program content, classroom processes, materials of instructions, the teacher, teacher training, the
students, monitoring of pupils progress, learners motivation, the institutions, learning environment, staff development, and decision making. However, this present study focuses on evaluating teacher based on what students perceive on how the teacher performs in the classroom as formulated in the following research question: “How do the students perceive the performance of the teacher?”

The evaluation is carried out by the student for the reason that they are the ones who receive the materials provided by the teacher and make them the main core in learning. This is confirmed by Ken Peterson & Don Kauchak (1982, p.25) who emphasize that students are good sources of information about their instructors because they know their own case well, they have closely and recently observed a teacher, they maintain a unique position and perspective in comparison with other observers, and they benefit directly from good teaching. Moreover, one excellent source of information for monitoring the classroom performance of teacher on day to day basis is provided by teachers’ students(Brown, 2007, p. 200).

Besides, this study is worth of doing since it enables us to see a crystal clear portray of how a teacher has been doing in the classroom. As well, this study is expected to give information meaningful contribution to English teachers about how to teach better and to provide information about literature reviews regarding evaluating teacher. Evaluating teacher would help to identify students’ needs for farther training, and to help improve teaching.

Methodology
This study was designed to figure out the students’ perception toward the performance of their teacher especially when she presents the material, builds a good rapport with the students, gives feedback, and what the teacher should improve for a better teaching. Therefore, this study was conducted qualitatively under interpretive naturalistic approach. The issue was identified throughout the perspective of participants, how they understand the meanings and interpretations that they give to behavior, events or object (Malik and Hamied, 2014, p. 172).

The respondents of the study were 4 students in eight grader based on their willingness to be interviewed. Meanwhile, the teacher acted as the object of the study who was selected because of her discernment of the benefit she may take from the evaluation. The data were collected through interview consisting five open-ended questions since through this kind of question the participant can best voice their experiences unconstrained by any perspective of the researcher finding(Creswell, 2008, p. 225). The question asked to each respondent in order to provide deep information about students’ perception of their teacher’s teaching performance and suggestion for the betterment of their learning.

An informal interview was carried out first on April 22th 2016 before the structured one to build the trust within the respondents that the study had no effect to their score and their identity would remain confidential. The structured interview was conducted from 23rd-24th April 2016 and recorded. The interviewees were asked to describe their opinion about the teacher’s performance in giving materials, how the relationship between teacher and students is, and students’ suggestion for teacher dealing with teaching and learning process. The process of data analysis in this study was conducted along the way during the data collection period. The data from the structured interview were recorded and transcribed then, the data were analyzed descriptively together with relevant theories which either against or support the findings.
Finding and Discussion

The following are the results of the interview which is aimed at answering the research question (‘How do the students perceive the performance of teacher?’). In total, there are four sub topics covered in this section: presenting the materials, rapport: teacher and student relationship, giving feedback, and suggestion for the teacher. Additionally, ensuing each topic are relevant supporting theories and notion from experts and research reports.

1. Presenting the materials

Materials play crucial role in exposing learners to the language, which implies that the materials need to present real language, as it is used, and the full range that learners require (Evans and John, 2009). However, when the materials are not well delivered the students will find it hard to understand the lesson. Three out of four respondents argue that the way teacher describe the material is not very good because sometimes they found it hard to understand what the teacher was talking about. This fact is contrastive with Harmer’s idea (2007b, p. 30) which encompasses that teacher should do their best to keep abreast of new developments in teaching approaches and techniques by consulting a range of printed material, online resources, and by attending, where possible, development sessions and teacher seminars.

On the other hand, one respondent argues that the teacher presents the materials quite well. She tries to make the students to understand what is being delivered. Even more, she allows students to come to her desk when they encounter problems while doing an exercise. It is related to theory offered by Richard, (2001, p. 271) teachers must have the ability to transform the materials that suitable to the different students’ characteristics so that it will create the effective teaching.

2. Rapport: Teacher-Students relationship

Asked about how the teacher, three out of four respondents claim that the teacher does not establish well enough relationship with her students. It is indicated by the third respondent’s argumentsaying that the teacher is sensitive (easy to get angry) because the class is too noisy. Instead, Deborah (2006, p. 49) disputes school policies that support positive relationships between teachers and students can contribute significantly, not only to students' social emotional health and well-being, but also to their academic performance.

Nevertheless, the first respondent argues that the relationship between the teacher and students is good enough because the teacher shows good manner during teaching and learning process. It is related to theory proposed by Deborah (2006, p. 48) who argues teachers who feel respected, trusted, and cared about as individuals are in a much better position to offer the same support to their students.

3. Giving feedback

Feedback refers to all kinds of comments, including advice, praise, and evaluations. Teacher as feedback provider (Harmer, 2007, p. 348) uses feedback to figure out the weakness and mistakes of students’ work. The results denote that student like the way their teacher provides them feedback as it is given clearly in a nice way. This delightful comment specifies that the teacher does not make the students feel stupid because of the errors they have committed. Conversely, if the feedback is not delivered appropriately, including harassment that draws embarrassment, it will discourage students to learn more.

Through this process, the teacher informs students how well they have done, remind their failing as well as compliment and positive aspects of their work (Harmer, 2007, p. 275). Furthermore, Hattie and Timperley (2007, p. 81) assert feedback is one of the
most powerful influences on learning and achievement. Also, it is useful to find out the effect of teacher’s actions are having and how well the students are doing.

5. Suggestion from students
From all respondents dealing with suggestion for teacher, it can be concluded that the teacher should build good relationship with students to understand students’ needs. When students have a secure relationship with their teachers, they are more comfortable taking risks that enhance learning-tackling challenging tasks, persisting when they run into difficulty, or asking questions when they are confused (Deborah, 2006, p. 46). It is also supported by National Research Council (2004) and Ryan & Deci (2000, in Deborah, 2006, p. 46) confirming that students function more effectively when they feel respected and valued and function poorly when they feel disrespected or marginalized.

Another suggestion highlights how teacher manages the class including the way material is presented and how she manages herself. Students agree that the teacher should be more precise when presenting the material. Students have a good sense of weather a teacher prepares his or her lesson, teaches relevant content, provides lesson they are engaging, relevant, and at an appropriate level of difficulty (Richard, 2011, p. 222). They also add that the teacher should be able to be more patient when the class is too loud and not to leave the class too often as the teacher should be aware of the students’ progress.

Conclusions
This study is conducted to figure out students’ perception on how their teacher works in the classroom. The findings demonstrate both good and bad sides of the teacher’s performance. The students think that the teacher needs to improve the way she presents and explains the material as they sometimes do not get what she is trying to say. Also, she is considered to be sensitive as she gets angry easily when the class is noisy which hampers them to build a good rapport with her. Even so, all respondents come to an agreement that their teacher gives feedback in such a way which they like since she gives clear direction what they need to do to correct the errors they have committed. To sum up, it is suggested when teachers are in the classroom they should be attentive towards their physical presence as well as their good rapport with students.

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THE LEGEND OF VODNIK (WATER GOBLIN): SLAVIC TRADITION AND CULTURAL ADAPTATION

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Abstract
Vodnik, povodni moz or in English called water goblin, water sprite, or water man and Vodianoj in Russian is the Slavs legend since the paganism. As the Slavs legend, this creature can be found in some countries today with each different names and stories. Then, it is very famous moreover Karel Jaromir Erben, Czech author wrote it in one of his work, kytice. Later on, a lot of children stories today much inspired from it. This article examines the social context and values of the legend as the tradition as well as the preservation as the cultural heritage. The character of water goblin/vodnik/povodni moz could be bad and good creature and there are some different variants among the stories. Generally, like other children stories, the character of water goblin could be functioned as the “fairy” who will lead the main character achieve his goals or as the antagonist character in the stories. It is possible as the “fairy” because vednik has two side characteristics, good and bad not only in the oral tradition but also in its literary folktales. The cultural adaptation is clearly shown among the variants of water goblin/sprite stories across nation particularly in Slavic territories, such as Czech (West Slavic) and Slovenia (South Slavic).

Keywords – Water Goblin, Slavic Tradition, Cultural Adaptation

Introduction
To embrace with the characteristics and uniqueness of the folktales, it cannot be denied to engage with the socio – cultural and history across nation. The context of socio – cultural and history is the fundamental basic in the folktales research because the social values, culture and history of the society are always reflected in the folktales such as the myth of the water goblin unifies the cultural background in Slavic Countries from East Slavic (Russia), South Slavic (Slovenia) till the west Slavic (Czech/Bohemia and Poland). The name of water goblin is just a little bit different otherwise the same substance such as Vodyanoy or Vodnyanik in Russia, Vodnik in Bohemia or Czech, Povodni Moz in Slovenia, and Topielec in Poland. The name of Vodnik/Povodni Moz derived from the word “voda” it means water because this creature is believed living in the water area like in the marsh, pond, river, lake. The basic description of Vodnik/Vodeni Moz is a bald-headed old man with fat belly and puffy cheeks, a high cap of reeds on his head, and a belt of rushes round his waist. But its appearance can be different among the culture for example in Czech the Vodnik always brings the pipe for smoking. The water goblin took the control and powerful under the water but it was an inactive spirit, meaning the goblin did not always attack the people, sometimes the goblin helped the people to obtain the objectives. For example, for the fisherman in some villages, they often slaughter the cattle like the horse and put it into the water as their sacrifice. They hoped the water goblin will give them reward by giving a lot of fish.
In some occasions, the water goblin was also on the land to herd his cattle, like cows, bulls, horses and lambs. He will leave the water fingers along his tracks. On the land, the water goblin wore the costume like the peasant in the village as his disguised. He rode the cow from the lake or the river to the pasture in the midst afternoon. Usually the water goblin comes out at night, claps his hands, and combs his hair while he sits in the stone and mill – wheels. He can transform in many ways, like it has been mentioned before such as be the peasant and also as the ordinary people. Sometimes he goes to the market buying the corn otherwise he leaves water track. In the village myth it is trusted that when he bought the corn with the dear price the harvest will be lower down and may fail on the other hands he bought the cheaper price the harvest will be increased. 

**Vodnik/Vodni Moz** has coined characteristics both evil and good sides. He will drown the girl who was cursed by their parents, damage the dam and mill – wheels, and frighten the fish thus the fisherman is hard to get them. If it is happened, the fisherman sacrifices the head of the horse and butter to make the water goblin calm down and happy. If he is happy, the water goblin drives the fish for the fisherman. There was also the belief when the lake and the river overflow the bank, he had the wedding party and drunk, hence the water was overflowed.

**Discussion**

The Variants and Motifs (ATU Index based) European folktale tradition has many variants of water man story from the Water Goblin, Water Ogre, Water Sprite, Nix Pond, Water Nymph, Melusina till the story of the Mermaid. Also in Slavic tradition as well (west and south) is obviously existed such of the legend. For example in Slovenian folktales and fairy tales, some of these stories are emerged. The Water Sprite and the River Nymph story are easily found in the compilation of Slovenian Folk Narratives myths and Legend. The Water Sprite in Slovenia connected with the Ljubljanica River as one of the icons in Ljubljana. The river that crossed Ljubljana is the life symbol and life spirit of Slovenian people from the past time till today and the history of Slovenia including the story of Jason and Argonauts in his expedition for the Golden Fleece could not take away from the existence of Ljubljanica River itself.

The legend of Water Sprite (**Povodni Moz**) in Slovenia tale was dating back in 1547 on Sunday of July when there was the party and dance from the society near Ljubljanica River. She was Urska Sefar, the recklessness girl who suddenly danced the weird fair fashioned man. He appeared from nowhere and asked Urska dancing together. Though he had a good manners but his hand was as cold as an ice, no body thereby wanted to dance with him but Urska. They danced attractively and no one saw such an attractive and beautiful dance like it before. They spun and unconsciously put them together away from the Linden tree, the first center point. They rushed passed along the tree road till the Sticna Manor, at last both of them were jumping into the river and they were disappeared. The young man in the cold hand was trusted as the Water Sprite and he came on the earth to get his couple. Some of the boatmen and fishermen believed looking at them for some time at night. This legend motif is ATU number 934 about the time of death and the origin of death.

Another story dealt with the water sprite in Slovenia is River Nymphs (**Vodne Deklice**). It is the female water sprite and it is believed living in the river and in the sea. In Slovenia folktale, the river nymph lived in Ljubljanica River and it was in the green form. The dress was green with the green shoes, green eyes, and the green hair either. She was lived in the clear deep water and when she lured the young man coming into her place, the young man would be affected her magical power, he remained young eternally like her. Otherwise
someone teased her when she combed her hair then she will be angry and tickled him to death. She came out on the earth at the whole of night till the dawn cracked in the morning. At night she went around riding her favorite vehicle, the white bird. She flew to the green mountain meeting with the white sprite and she would back to her kingdom in early morning when the sheep pastured.

Another story connected with the water creature is ATU 316 It is dealt with the existence of nix pond. It lived in the base of the pond and sometimes drew the people also in her palace in the bottom of the pond and lake. One of these stories is from the compilation of Brother Grimm, The Nixie in The Pond. This folktale is about the miller who lost his fortune and felt depressed. He someday went to the bank of millpond and suddenly the Nix pond was coming. He would run but while the Nix Pond talked in her soft and friendly voice, he denied running from her. She told him to return back his fortune even much greater than before but in one condition, he must give what was born in his house. He was shocked when he arrived at home and he found her wife and had given of birth his beautiful son. He was so sad and when his son grew up he forbid him to go near the water. The miller son became the skillful huntsman and married with the beautiful maiden. As the huntsman, he had the trip in the forest and shot the deer. His hand was dirty of the deer’s blood. Later on, he went to the millpond and washed his face and hand. Suddenly, the nix pond came and drew the huntsman to the dept pond water. His wife tried hard to release him and the old woman as the helper gave her three suggestions. The first she must comb her hair with the golden comb, she did it and her husband’s head came out from the river for a while then it was disappeared. The next day the old woman gave her the golden flute and the huntsman’s wife played beautifully. The half of her husband body emerged. At last the old woman gave her the golden spinning wheel. She thus spun the flax in the bank of millpond and the whole of her husband body was emerged, then he jumped up and hugged his wife.

Kavcic, the Slovenian author was also adapted the myth and folktale about the water sprite entitled the Water Ogre. This story has the religious motifs ATU 769 a child returns from the death with the combination of ATU 327 the child deceives the ogre and ATU 1178 the soul releases from the devil. Like some other fairy tales and folktales in Slovenia, Kavcic tries to Christianize some of the story, and one of them is the Water Ogre. This story tells the boy who swam in the river when there was a heavy rain. His parents forbade him because it was really dangerous. Otherwise he insisted going to the river and swimming. Later on, the water ogre drawn him into the deep river and he fainted. Water Ogre did not kill the child because he liked him so much and he thought to make the child staying with him as water ogre’s foster child. Water ogre hereby was so kind to the child for hopping the child will accompany him in his watery palace. When the child woke up, he asked the water ogre where he is and he understood his condition. He was captured by water ogre in his palace but the water ogre was so kind on him. Otherwise the child was longing for his parents.

Further water ogre persuaded the child, he brought the child to the finest room it was the glass room with the glass bed, glass decorations, and glass toys. Nevertheless the child cried loudly, water ogre closed him and asked what was happened. The child answered that he was longing for his own house. Again, Water Ogre asked him, was his house is better than his glass room and the child described that his house was the best house ever. Water Ogre did not give up persuading the child, he moved him to the silver room. Everything made of the silver including many silver toys for him. He only
played shortly, for the following time he cried and the water ogre came to him and asked him, he answered he was longing to his brother and sister. Water Ogre never gave up for moving to the other room, the next the child was in the golden room with everything made of gold. He cried loud anymore, Water Ogre came as a usual and asked him, he answered he wanted his parents, his father and mother. Water Ogre asked him, were his parents dearer than all gold around him, and the child definitely said yes to water ogre. At last water ogre offered and persuaded the child with all of the jewels and other precious and finest stones further the child was silent for a while, but as a result he kept his will to return back to his family on the earth. Water Ogre did not another option but he returned him to the earth and gave him the precious and luxurious jewels and stones. He was conscious and he headed on his house. Finally he met his family who did not believe he was still alive.

The combination motifs ATU 327 were represented when the child was crying for several times and asking water ogre to release him. He was the clever child who loved his family so much so that he could pass the tasks by rejecting the whole of water ogre temptations. It was not an easy choice when the child was lured with the luxurious place and toys like in the heaven otherwise he could pass his tasks. Meanwhile the motifs of ATU 1178 combination happened in the child returned back to the earth and could meet with his family anymore. The water ogre released him (his soul) due to his cleverness and toughness of all of properties given by water ogre. Even though water ogre loved him so much but he could not forbid him returning for his family when all of his wealth could not make the child happy. The water ogre who did not have the parents was aware of it, and he started crying after the child was back on the earth. When there was the big wave on the river it was believed that water ogre was crying to look for his parents.

The Moravian (Czech) tale that has the connection with the water sprite is also found due to its relationship with other German tales like wasser man, the title is also water man or **vodnik**. This tale is ATU number 1161 telling about the Bear trainer and the Bear. Although in some of the versions are not always the bear but it could be the cat or other animals. In other stories occasionally the goblin is replaced by the ghost, devil, goblin, troll, and other wicked creatures. This story was about the miller who was really annoyed with the water man behavior to his customers. The water man came every night and pranked on them till the customers could not stand again and they did not want to come to the mill house anymore. Till in one occasion there was the bear trainer and his bear passed by and visited the miller house. Because there was no other inn and house in close to the miller house, the miller asked them to stay a night. Otherwise he told to the bear trainer that there was the water man came every night and disturbed them. The bear trainer did not think that was a big problem and he agreed to stay a night in the grinding room. They started sleeping till at the 12.00 A.M. there was the noisy sound in the room, it made the bear trainer waking up. He saw the bear fought with the water man, he thus helped the bear and caught the water man. They set the water man on the millstone and ground a half of his behind. The water man cried then they released him. They returned to the grinding room and continued sleeping tightly till the morning. The miller was curious with what had happened last night and asked the story. The trainer told his story and experiences and the miller laughed hard. He thanked to the bear trainer and offered to stay for the future. The following day the water man came and asked to the miller that he still had the big cat or not in his house. The Miller answered he still had the huge cat inside of his house and this made the water man was afraid. He said good bye to the miller and promised not to come again to his house.
Conclusions
The oral tradition and literary tradition of water sprite in Slavic territory has interconnected with other parts of European tales with the different variants. It probably was the legacy of Paganism that was coming before the Christianity. Since it is cultural based, it has myriad of variants among them and different motifs either. ATU number 934, 316, 769 (combined with 327 and 1178),1161. The variants of names and stories proved that the folktales connected with water sprite are popular among the society not only in Slavic territories but also in other parts of Europe like in Germany. The image and the habitat of water sprite were found in various different places according to its tradition and demography. Like in Czech, the water sprite was lived in pond, lake, or river because Czech is landlocked country that did not have the sea. But in Slovenia, the water sprite was trusted lived in Adriatic Sea as well.

Bibliography
ON THE INTEGRATION BETWEEN CULTURE AND LANGUAGE TEACHING

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Abstract
Culture and English Language Teaching (ELT) are related in two possible ways. First, culture is inseparable from language in that English is taught with the culture of its speakers. Second, English should be taught independently of its cultural context, that English is taught by integrating it with learners’ cultural context. The above debating points lead this paper to discuss culture learning within elements of setting, teacher as culture learning source, learners’ motivation and attitudes, materials and methods on culture learning and assessment. The aims of this paper were to provide conceptualization of culture learning and to discuss ways of carrying it out in English Language Teaching.

Keywords - culture, English Language Teaching, cultural context, culture learning

Introduction
The view for tying culture and language relates to the case of foreign language learning. Learners who are already culturally and linguistically competent members of one community aiming to acquire the language of another community are required to learn the culture to which it belongs. It is impossible to teach the target language without teaching the target culture (Jiang, 2000). Otherwise, the learners will be exposed to an empty frame of language. Besides that, learning language inseparably from its culture allows successful outcome. Prodromou (1992) stated that successful language learner is the one who has a positive attitude towards the target culture.

The other view for separating culture and language comes from the idea that as global language, English is an international language, spoken by people in the whole wide world. Consequently, English language has de-nationalized status in that the language is claimed by people of different nations. The language is spoken by three group speakers, the first language speakers, the second language and foreign language speakers, in which, in time, the second language and foreign language speakers outnumber the first language users (Graddol, 1997).

The teaching of English as a foreign language does not need to focus exclusively on the target culture or cultures. Learners who do not want to be culturally assimilated to the target culture might give up learning the language. Also, the learners may lose their own cultural characteristics (Jenkins, 2000), so that it is suggested that taking a cross-cultural approach to English as a Foreign Language Teaching is more advantageous. Prodromou (1992) suggests that learners’ cross-cultural awareness is of vital importance to train them to be more sensitive to the world’s many cultural systems that they will care more about the world they live in.

With those continuing differing views, the world of language education is evolving in finding out ways of promoting language and culture to a state of interdependence. The concerns of knowledgeable people in this regard have to be placed on creating an individual as the learner of language as well as the learner of culture.
Discussion
Many scholars, such as Byram (1988), Kramsch (1993), Gray (2000) and others have been interested in writing the topics on the integration between culture and language teaching. They concern with culture learning in which it is the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. This learning performs a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and effectively.

The learning outcome which has shifted from the memorization of cultural fact as conventions for language use to a more complex outcome as the interactional competence requires a new perspective. It is placing culture as the central attention in language education with the consequence to prepare students as culture learners.

Culture learning model consists of three aspects, they are Knowledge, Behavior, and Attitudes, each of which includes culture-general skills and culture-specific skills (R. Michael Paige: 2003)

Culture-general learning refers to knowledge and skills transferable across cultures. The knowledge includes cultural adjustment, the impacts of culture on communication and interaction between individuals or groups. The skills include showing respect and interest in the culture and being tolerant and having control of emotions in cross-cultural situations.

Culture-specific learning refers to the acquisition of knowledge and skills relevant to target culture that is a particular culture group or community.

The knowledge aspect in culture-general includes cultural adjustment stages, culture shock, intercultural development, culture learning, cultural identity, cultural marginality; The knowledge aspect in culture-specific includes ‘little c’ target knowledge, ‘Big C’ target culture knowledge, pragmatics, sociolinguistic competence. Culture learning (R. Michael Paige, 1997) is anchored in three learning processes: the first, the learners’ exploration of their own culture; second, the discovery of the relationship between language and culture; and third, the learning of the heuristics for analyzing and comparing cultures.

Setting For Culture Learning
There are the naturalistic setting of the field and the formal, structured settings of the classroom.

The naturalistic setting refers to culture learning in the field. In studying abroad experience, learners benefitted from having interactive encounters such as socializing with host culture persons more than those who engaged in non-interactive behaviors such as watching TV or reading in the second language (Spada, 1987). Several research findings show that the effects of study abroad experience on culture learning are complex in nature. In general, it enhances feelings of self-confidence and self-esteem as well as positive attitudes toward language and culture learning. Hannigan (1990) found a strong relationship between successful intercultural communication and a certain personal traits such as cultural empathy, flexibility and superior linguistic skills. Although study abroad promotes language learning, other study shows that one negative experience abroad can also dominate the person’s perspective about the new culture, impede language acquisition and culture learning.

The structured setting that is culture learning in the classroom refers to the formal classroom as a venue for culture learning. Distinguishing between learning and
acquisition, Krashen (1982) suggests that the classroom setting is not conducive to language or culture acquisition, only the learning of rules. Damen (1987) said that classroom-based learning is cognitive and deductive in nature. Learning is superficial; students memorize the material without integrating it into a larger cultural knowledge base. Ellis (1992) states that the classroom is controlled by the teacher. This type of setting provides little opportunity for students to learn how to appropriately engage or disengage in the communication process and that the formal classroom emphasizes rules, sequence, and predictable error correction by the teacher (Pica, 1983). However, some benefits of classroom setting are noticed in that the classroom is a protective environment where students can feel free to make mistakes without any lasting repercussions and also students may safely experiment with the language to make sense of the language and culture for themselves (Kramsch, 1993). In between naturalistic and structured setting, the immersion approach is suggested that the language instruction conducted in the target language will enable students to effectively learn the language; and they will have real experiences with the language (Edwards & Rehorick, 1990), while Swain (1991) states that students acquire native-like comprehension, but their productive skills often lag behind. He further states that students experience a ceiling effect, a level beyond which they can not easily move but where they can understand each other and the teacher.

The teacher’s role in bridging language and culture.

Among some Bibliography on the teacher’s knowledge base to teach for cultural learning, Byram et al. (1991) identified three orientations determining teachers’ contribution; firstly, individual philosophy regarding language pedagogy in general; secondly, the nature of personal experience with the foreign culture; and thirdly, expectations regarding the learning potentials of a class.

Learners, their motivation and attitudes

The study of culture is meant to increase student motivation and improve attitudes towards language learning. The concept of motivation and attitudes are closely related, but appear to be different constructs in certain respects. Massey (1986) conducted research on motivation and attitudes. Motivation can be defined as the factor which impels students to study a target language in the first place and to continue or stop studying it. Attitudes can be defined as the positive or negative feelings that students have towards the language, the language teacher, the language class, the culture of people who speak that language, and the study of language. The introduction of little ‘c’ culture that is knowing culture as daily life relates to motivation that the class results interesting learning atmosphere. The research on these two refers on the notion of contact and its role in intercultural development. Some studies point to contact improving attitudes than vice-versa. It appears that favorable contact leads to the discovery of cultural similarities and of our common humanity. Students are facilitated the comparison and contrast between cultural aspects of knowledge, behavior, and attitudes. The teacher should know how to help learners move beyond this still ethnocentric stage of intercultural development and into the intercultural stages where acceptance of cultural differences is the norm (Bennett: 1993).

Curricular Materials

The textbooks and other materials used in language learning were no longer thought to be value-neutral. They were generally presented in a certain way of looking at the world through the cultural lens of the author that they were of a mono cultural perspective, excluding multiple realities which make up culture. Cultural elements
were selected for study on the basis of their comparable importance in the home culture of the authors, that it is likely that cultural artifacts as big ‘C’ culture as the more visible elements of culture are studied at the exclusion of cultural values.

As being extremely limited and posing basic scope of cultural materials, the textbooks content could actually impede the development of positive cultural understanding (Kramsch: 1987) which Wieczorek (1994) worries that such simplistic cultural presentation that is lacking in cultural and linguistic complexity could even reinforce preexisting assumptions and stereotyping.

Addressing the above concerns, scholars suggest the use of authentic materials. The research done by Kienbaum, Russell and Welty (1986) revealed that students applauded the use of authentic materials; appreciated the view of the target country’s cultural and social reality offered through the instructors’ slides or other media; and responded favorably to the current events selections and, through articles and editorials related to the United States, gained a better understanding of their own cultural assumptions and values. In addition to this, computer-assisted instruction (CAI) might be applied that are process-oriented and interactive which is supplying students with the scenario to provide added contextual cues and interactional involvement with immediate feedback.

Assessment of Culture Learning
In assessing culture, teachers often choose to focus their tests on the big ‘C’ culture such as arts and architecture associated with the center of the target culture. These cultural artifacts are largely factual in nature and can be easily looked up and memorized by students. The focus on discreet elements of cultural knowledge is preferred for practical reasons: it is easy to prepare, test, and score.

Byram and Morgan (1994) stated that testing for the other two components of intercultural competence, attitudes, and behavior, is extremely complex and threatening with many pitfalls. For instance, there is a difference between assessing the application of an attitude, and its existence. The ability to act appropriately in a new cultural context does not necessarily mean the acceptance of a new world view. In addition, testing for something beyond factual knowledge such as the presence of positive attitude, also raises ethical issues since testing should match what has been deliberately taught and consciously learned. Byram and Morgan question how much control a learner has over the development of an attitude such as openness or empathy, or of flexibility of mind, or the ability to decenter. No surprise that testing for cultural knowledge is more attractive than testing for aspects for intercultural competence. There are several assessment techniques, such as the social distance skill developed by Bogardus in 1925. It measures people’s reaction to other cultures. A similar model was used with their semantic differential approach to measure how a person evaluates another culture in terms of bipolar traits using a multipoint Likert scale. Grice in 1934 developed a test, still used today (Seeley, 1994) which asks respondents to agree or disagree with statements about a specific culture group, for example the French are emotional. These early assessment models have a tendency to use binary construction and, thus, run the risk of encouraging dualistic thinking or stereotyping of other culture.

Cognitive learning is reflected by the many frequent use of paper and pencil questions asking about factual cultural knowledge. What has been routinely assessed though, has been the more superficial aspect of cultural understanding. Indeed, there are several new assessment methods such as The Intercultural Development Inventory by Hammer and Bennet which attempt to look at deeper
cultural knowledge and different aspect of culture learning.

Today changes in assessment are occurring. Alternative methods of assessment are increasingly being used. These include: portfolios; self-report of progress; journaling of culture learning; role plays; and other experiential techniques; critical incidence and case studies; and new, more conceptually sophisticated paper and pencil instruments.

Conclusions
Culture is likely to be integrated in language teaching. As the setting of English language teaching in Indonesia is structured in the classroom, learning culture concept should concern setting, materials, teachers, learners’ and their motivation and attitudes, and assessment allowing learners to learn the culture of both the target language speakers and the students’ native culture.

Bibliography


APOLOGY: A CROSS CULTURAL SPEECH ACT REALIZATION (CCSARP) PATTERN
A CASE ON INDONESIAN SEAFARERS

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Abstract
This paper is based on the interview which attempt to present how is the sociocultural competence among Indonesian Seafarers from their apology as speech act?. Finding out the sociocultural competence of non native speakers of English by specifically focusing on their choice of apology realization patterns that indicate their awareness of the target language sociocultural constraint on what are considered appropriate in English. Furthermore this research may contribute to make a better understanding about the English communicative competence of Indonesian Seafarers who work both on going vessels and local vessels. Considered appropriate in English is the main purpose of this paper. This paper consists of five parts, i.e: Introduction, second, the study of apology, third, the participants, procedures, technique of analysing data, fourth, research finding and Interpretation, and Fifth, Conclusion. Set of data was collected by means of interviews with 3 groups of respondents, namely (1) Seafarers of Native Speaker Experience, (2) Seafarers of Non Native Speaker Experience, (3) Local Experience Seafarers. Then, the data of those groups was compared for analysis. The findings suggest that the participants in group 3 seemed to fail in producing appropriate apology realization patterns more than the participants in group 2 compared to the group one. It is because of the lack of sociocultural competence and lack of awareness of the cultural norms of the target language. Overall, this research found that the Indonesian Seafarers was good in processing although there were some faultiness. Finally, this research suggests that Indonesian Seafarers should be learn both English as a Language and the culture.

Keywords - Seafarer, Apology, Speech Act, Communicative Competence, Native Speaker, Non Native Speaker

Introduction
Communication is a series of communicative acts or speech acts that they are used systematically to accomplish particular purposes. So, language learning is not simply the mastery of the forms of language but the mastery of forms in order to accomplish the communicative functions of language. Communicative competence includes five areas of knowledge and skills: Linguistic Competence, Strategic Competence, Sociocultural Competence, Actional competence, and Discourse Competence. Sociocultural competence means that the speaker’s knowledge of how to express messages appropriately within the overall social and cultural context of communication. Sociocultural competence is very important as a part of the competence needed to make the communication well. Inappropriate utterances have been observed in any studies; for example, Einstein and bodman (1986:180) present non-native speakers’ failure in communicating in American English. Einstein and bodman also argue that the linguistic competence of non-native speakers does not reflect the same degree of the sociocultural competence that learners should have.

In fact, as one part of the Speech Act, Apology plays a very important role in social life. It is primarily speech act to convey affective meaning. Moreover, apology is
used to restore social relations when there is some behavior that violates social norms. About this point, Olshtain (1983:235) states that “the act of apologizing requires an act or an utterance which is intended to ‘set things right’.

Apology is needed after the speaker offended the hearer intentionally or unintentionally, however, the apology strategies used by the speakers will be different based on the offences. Holmes (1995:167) suggest that there are six broad categories of different types of offences in which apology would be needed: 1) space offenses (e.g. bumping into someone), 2) talk offences (e.g. interrupting) 3) time offenses (e.g. keeping people waiting) 4) possession offenses (e.g. damaging or loosing someone’s property) 5) social gaffes (e.g. laughing inappropriately) 6) inconvenience offenses/inadequate service (e.g. giving someone wrong items) 7) formality, power or social status, distance between the speaker and the hearer, and 8) ranking of the imposition.

Investigations of apologies have been done by many researchers. Olshtain (1989) compares strategy of apology by speakers of four different languages (English, French, German, and Hebrew) and found remarkable similarities in selection of IFID’s (Ilocutionary Force Indicating Device) and expression of responsibility, from all the studied she has conducted, Olshtain concludes that at the global level of analysis, “different languages will realize apologies in very similar ways” (Olshtain, 1989:171)

One of the most significant developments in speech acts studies is the cross cultural speech act realization patterns (CCSARP) project, which was conducted by Blum-Kulka and Olshtain (1984). This project aims at investigating the realization patterns of two speech acts, requests, and apologies. These speech acts are investigated across a range of languages and cultures in order to establish similarities and differences in these patterns cross linguistically and between native and nonnative usage to the same constraints.

The research questions of this research are “How is the sociocultural competence among native speakers of experienced seafarers from their apology as speech act?” “How is the sociocultural competence among non-native speakers of experienced seafarers from their apology as speech act?” and “How is the sociocultural competence among Local of experienced seafarers from their apology as speech act?”, whereas the purpose of the study is to know for the three research questions. The sociocultural competence of Indonesian Seafarers as non-native speakers of English by specifically focusing on their choice of apology realization patterns that indicate their awareness of the target language sociocultural constraint on what are considered appropriate in English.

This study is crucial because of two reasons. Firstly, it investigates apology used by the Indonesian seafarers both who work on going vessel line that work with foreigners, and local vessel line that most of them work with local seafarers. Second, the technique of collecting data used in this research is interview, meanwhile other studies made the use of questionnaire and roleplay to collect their data.

Methodology
The subject of this research is Indonesian Seafarers who take additional certificates in PIP Semarang. There were twelve participants. These six participants had the same profession, they were (1) seafarers who has native speakers experience, (2) seafarers who has non-native speakers experience. They work with non native speaker, but using English as their communication. The crews are Korea, Japan, Dutch, and ASEAN Countries, and (3) local experienced seafarers who work with all Indonesian seafarers on board, mostly speak Indonesian.
They work in different range, i.e: 3rd officer, 2nd officer, deck cadet. Regarding the gender, all of them were male. Most of them were between twenty-one and thirthy years of age; two subjects were between thirthy one and forty; and one subject was between forty one and fifty years of age.

The data in this research was collected by means of a face-to-face, semi-structured, audio taped interview. Interview used because the informants were able to provide historical information under the topic. Additionally, the interview might also follow the researcher to ask question to the participant in order to get a more elaborated answer. In contrast, this technique was more suitable for this study than questionnaire because the questionnaire did not allow the participant to ask the researcher directly when the question or the situations are not clear enough. Moreover, the interview used in this study was semi structured. In this case, there were prompts which request apology but the exact shape of the responses is not determined; the participants were free to give any description that they might wish.

During the interview, I provided the participants with the contexts of situation in which the apology realization were supposed to be realized. They responded orally by providing explanation, and I recorded the interviews on tape. This interview was intended to asses their awareness of the apology situations using guiding paper.

The data collected from the subjects was analyzed based on the notion of “Cross-Cultural Study of Speech Act Realization Patterns, CCSARP (Olhstain and Cohen as cited from Al-Zumor, 2003: 7). During the data analysis, there was not a native speaker of English who assisted. The writer tried to analyze the realization of apology expressed by the non-native participants wheter the expression were idiomatically acceptable in the culture of English or not.

Findings and Discussions

The discussion focused on the similarities as well as the differences of the apology realization patterns which were produced by all member in all groups. It was done by comparing the responses between group A group B and group C. The comparison was made based the appropriateness of the non-native speakers in using the target language. They were in 8 Situations.

Situation 1

The first similarity was that the most frequent patterns used to respond situation 1 was a combination of two or more apology patterns. All group B seemed to be the group which used more patterns in their combination compared with others. For instance, C 1 used four combinations in her response namely IFIDs (sorry), an expression of self-deficiency (I haven’t finished it), a promise, (I’ll try to work on it tonight), and a request (is it possible for me if I give it to you tomorrow?).

The next similarity was IFIDs were used by most subjects. All native speaker in Group A choose to use this formula meanwhile there was one respondent of group C prefered not to use IFIDs in this situation. My data collected from three groups, the formulas “an expression of regret” was the only realization chosen by all of them. This showed that both native speaker and non native speaker of English in this study resorted to offer quite a routine like pattern and that they prefer “sorry” sub formula in that such apology-calling situation. Related to the expression of regret, there were two subjects at group B who used intensifier apologize and apologizes ‘really’ to intensify his expression. Regarding the differences between those groups, the non native participants of the study seemed to fail to notice the politeness factors. Another failure of the non native speakers was also shown, who stated “I need more time the progress of document”
Situation 2
The similar patterns with the ones of situation 1. Both of them use the mixture of apology patterns; the ones which mainly consisted of IFIDs, explanation, and offering the repair. Going into the details, a mixture of apology was still chosen as the only pattern by all subjects of this study. The IFIDs formula used was not varied; seven out of eight participants chose an expression of regret ‘sorry’ as their IFIDs.

Moreover, one important point to note in IFIDs was the use of ‘address term’ after an expression of regret. In the non-native speaker’s data, the term ‘students’ was used by a non-native speaker, of English who had lived in two English-speaking countries for almost three years. From the interview, the respondent stated that she felt more comfortable to address those hearer ‘students’ as she usually did in Bahasa Indonesia. It proved that this address term was influenced by Indonesian culture.

Dealing with the differences, it was important to note that the responses of non-native speakers of English in for the situation 2 were similar with the natives. However, an important note should be addressed to BI’s explanation. The native consultant of this study stated that in her culture, a speaker was not supposed to give unspecific reason under his situation. She advised to reformulate the reason to be more specific so that the hearer might have better understanding.

Finally, commenting on the responses of group C compared to the native speaker’s responses, the consultant claimed that the statement of C2, “I had meeting an hour before coming here and I failed to inform you” was not only grammatically wrong but also idiomatically unacceptable. Moreover that consultant advised to make a more acceptable apology such as “I’m sorry I failed to inform you before that I would have a meeting”.

Situation 3
The data showed that every groups of this study had different formulation of apology. Group A, which consisted of the two Americans, claimed that bumping a teenager crowd was considered as a light offence. Since that reason, a simple IFIDs such as “sorry” or “excuse me” was appropriate enough. Even there was a tendency that both of them might say nothing at all to the teenager. On other hand, all respondents in group B were likely to have stronger apologetic expressions than saying “sorry”. In this situation ‘concern for the hearer was Sorry, I’m rather busy this morning I know, I know, but you know me. I’m always late

Used by B 1 (are you ok?) meanwhile B2 chose to have ‘lack of intent’ pattern (I didn’t mean it)

Another thing about the differences among the 3 groups was the responses of group C. It was quite interesting to investigate because characteristic of their responses were specific. No one of group C mentioned the ‘keep silent’ pattern. In contrast, C1 responded the situation by using 3 patterns namely IFIDs (sorry), concern for the hearer (are you ok), and offer repair (let me take you home). Although in his responses C2 used IFIDs which indicates he was at fault, his response was rather surprising considering that there was a sub formula ‘blaming the hearer’ (I can’t see you because you are too small) at his apology expression.

Apart from those finding, the responses of the members of group V revealed their failure to observe the English cultural norms on this situation. As mentioned by the native participants of this study, bumping into someone much younger in a crowd was only a very slight offence; no one should be angry at that situation. Based on that reason, a response such as ‘let me take you home’ was considered redundant and led the hearer to
feel uncomfortable. On the contrary, a statement such as ‘you are too small’ could be considered as either a rude or insulting comment by native speakers of English.

Situation 4
Here, being late for a meeting with a friend, it could be said from the data the subjects of the whole groups used similar kind of apology realization. The data especially indicated that all respondents tried to et an excuse of their behavior by giving explanation, even a false explanation or a white lie. In addition, most of the respondents in all groups claimed that a verbal IFID was not really necessary; however, two speakers (A1 dan C1) included this IFIDs expression on their responses.

Situation 5
Here, IFIDs were used by all subjects in all groups. Additionally, four out of eight participants made intensifier in their responses. In the situation in which the speaker backed up another person’s car, this expression of regret suggested that all respondents considered the situation highly offensive; hence it entailed strong expressions of apology for face-saving purpose.

Considering the pattern of ‘taking on responsibility’, it seemed that all native speakers used this formula. Al, for example, made an expression of self-deficiency (I didn’t see from the mirror). Beside, other native speaker combined 2 sub-formulas of the pattern i.e ‘explicit self-blame’ (it was my fault)and expression of self-deficiency (I didn’t see your car) in order to lessen the blame. Meanwhile, only B2 used this ‘taking on responsibility’ formulae.

Furthermore, almost all respondents clearly admitted their direct responsibility for the offence. However, the ‘offering an offer’ between native and non-native speakers of English were rather different; all native speakers let their insurance take care of meanwhile three out of for non-native speakers indicated that they themselves would take care of every damage. The only explanation for this difference was the different policy of insurance between Indonesia and English-speaking country like USA, England, and Australia. In those English-speaking country, an insurance which covered accident, as in situation 5, is an obligation; everybody should have that kind of insurance. On the other hand, that kind of insurance policy was not an obligation for all citizens. This situation led the non-native speakers to have different response from the native ones, only B2 (who might have that accident insurance) include insurance company in her response.

The only exception was C2. In the response (Sorry, but the parking lot is not so wide), there was an indication that the speaker tried to deny the responsibility by putting the blame on the third party i.e the parking lot. Regarding this, the consultant of this study provided a lengthy explanation that in her culture, this kind of statement was not appropriate nor polite. She claimed that this kind of response were not supposed to use for situation, otherwise the hearer might be very offended.

Situation 6
A very contras response among the three groups was detected in situation 6. The data showed that there was no respondent of group A expressed their deep regret of what had happened. Instead, they tended to give a very clear and real explanation such as, “the last remark was directed at you” to make it clear that the one they spoke about at the meeting was the hearer.

On the other hand, group B seemed to hold the temper down by using euphemism. It could be seen from two points of views. The firs was the verbal IFIDs (‘Sorry’) that they used. In addition, this effort was also indicated from lengthy explanation which
focused on their unintentional motives of offending the hearer.

It was very interesting to interpret the findings in group C; considering that both respondents tended to make a great effort to save the hearer’s face. It could be seen from their statements which indicated a kind of ‘white, lie explanation. To add, C1 also used two intensifiers (‘do’ and ‘really’).

In addition to the result above, there were two special characteristics of the respondents of group C which could not be found in other groups. The specific features were the usage of request (‘Please no offence’) and prohibition (‘Just don’t take it so serious’).

Based on the Bahasa Indonesia’s questionnaire, the variations were reflections of what the subjects might say at their first language.

In the terms of euphemism and white lie which were used by the non-native speakers, none was acceptable by native standard. Dealing with this, the native consultant of this study stated that euphemism or white lie make the hearer not be able to comprehend the meaning of the message.

Situation 7
This situation involved a senior professor at a very formal dinner. As the response for this situation, Al made a joke,”Yes, I am keeping it warm for you”. Dealing with this, Al stated that this kind of joke was a very common joke for that situation.

A different response was given by, A2 expressed her surprised by saying ‘oh, really?’ to show the hearer that she did not any intention to do the mistake. Moreover, A2 tended to express her high respect by using IFID+ intensifier (‘I’m teribbly sorry.’)

On the other hand, in this situation, B1 only used a simple IFIDs (‘sorry’) to respond the professor. Meanwhile, B2 produce a long and elaborated explanation to express her deep regret. Based on the native advisor of this study, B1’s response was much more acceptable than B2. She furthermore explained that such a long apology expression as made by B2 was not necessary, even it might make the hearer felt uncomfortable.

Regarding the last group, it seemed that C1 had a more appropriate response than C2. The usage of explanation such as, “Oh, yeah? The host asked me to sit here” was really unacceptable and rude to be used in English culture.

Situation 8
It was clearly seen that all respondents produced similar kinds of responses. Moreover, the majority of the subjects stated that in order to bring back the harmony, it was very important for the speaker to convince the hearer that she was not the reason of their laugh.”This fact indicated that there was universality in the apology realization patterns in responding a situation such as situation

Conclusions
To summarize, culture has a very big impact on the realization of apology. It is can be seen from the results of this study that the non-native respondents, especially the ones who have a limited contact to the native speakers, tend to produce apology realization in English by using their first-language standard of appropriateness. It is evident that they are lack of awareness of native politeness strategy in performing apology realization in the target language.

Secondly, the cultural affiliation of the non-native speakers of English who have lived in at least one English-speaking country for more than one year gives a contribution for their sociopragmatics competence in English. It is shown from their responses which are more acceptable related to the standard of appropriateness as determined by the English culture, compared to the non-natives who
have never visited an English speaking country before. Finally, the findings also show some similarities as well as differences among those three groups. The similar responses are mainly uttered at the situation that can be found at the non-natives daily life. Meanwhile, the different social context and cultural norms between native and non-native speakers can lead different kinds of response.

Bibliography


STUDENTS’ COMMON ERRORS IN TRANSLATION

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Abstract
Translating is a complicated task as it involves two different languages with two different systems. To produce a good translation product a translator should have good translation competence. Translation competence consists of several sub-competencies, among which is the linguistic mastery of the two languages. The more a translator is linguistically qualified, the better the translation is expected. So, it is assumed that in the case of students of a foreign language, some linguistic errors would normally be found in their translation from the mother tongue as the source language to the foreign language as the target language, which may affect the quality of their translation. This paper presents the common linguistic errors EFL students make in translating from their mother tongue to a foreign language, in this case from Indonesian to English. The data were taken from the Indonesian-English Translation course at the English Department of Universitas Negeri Semarang. The data show that none of the students’ translation works are linguistically error free. The paper will describe the common linguistic errors the students make, which can serve as feedback for better teaching of Translation.

Keywords - Translation competence, common linguistic errors, Indonesian-English translation

Introduction
Translating is not an easy task; it requires a complex set of competence. As PACTE suggests, a translator should have translation competence (TC) to successfully accomplish his/her translating task. TC is referred to as “the underlying knowledge system needed to translate” which consists of 5 sub-competencies and psycho-physiological components (PACTE 2003). Among the sub-competencies is the bilingual sub-competence which is made up of pragmatic, socio-linguistic, textual and lexical-grammatical knowledge in each language. This means that a translator must have good mastery the two languages involved. Thus, in translating from English to Indonesian and vice versa a translator must master both English and Indonesian.

In the case of translating from Indonesian to English, which is a foreign language in Indonesia, students of English as a foreign language usually find difficulties because they have to produce English writing which requires good mastery of English, including grammar. Based on past experience in teaching translation in an EFL context, it is generally assumed that Indonesian-English translation is more difficult than English-Indonesian translation. Which such an assumption this research was therefore conducted to find out students common errors in translating from Indonesian to English, focusing on linguistic errors.

Some underlying theories of translation are considered. As has been widely known, the linguistic approaches of translation see translation as “the replacement of textbook material in one language (SL) by equivalent material in another language (TL)” (Catford in Nord 2001: 7) and that it “consists in reproducing in the receptor language the closest natural equivalent of the sourced-language message (Nida and Taber in Nord 2001: 7). Such approaches suggest that equivalence is a key in translating activity.

Gaining equivalence in translation, however, is not an easy task because it involves two languages each of which “articulates or
organizes the world differently” (Culler in Baker, 1992: 10). There are cases of lexical, grammatical, and pragmatic non-equivalent (Baker, 1992) that cause problems in translation. Baker (1992: 87-118) identifies that problems of lexical non-equivalence occur at word level and above word level, while grammatical problems include number, gender, person, tense and aspect, and voice. In dealing with these problems, strategies are used by translators to achieve good quality translation. In the case of student translator, however, such strategies are not usually explored not only due to their lack of experience in translating but also due to their insufficient mastery of the (foreign) language.

Toury as cited in Hatim and Munday (2004: 7) proposes that there are two general “laws” of translation: (1) the law of growing standardization – that target texts (TTs) generally display less linguistic variations than source texts (STs), and (2) the law of interference – that common ST lexical and syntactic patterns tend to be copied, creating unusual patterns in the TT. The “laws” suggest that translated language has specific characteristic that are different from non-translated language. Such characteristics are known as universals of translation.

**Research Methodology**

This small-scale research used descriptive approach, using content analysis technique. The research was done using the Indonesian-English Translation Course at the English Department of Unnes (State University of Semarang). Twenty-six fifth semester students participated in the research. They were asked to translate an Indonesian text about early childhood education. Student’s translated texts were then compared with the original text to analyze the linguistic errors lexically and grammatically. The errors were then categorized into several lexical and grammatical items. Below is the text used in the research:

Pendidikan anak usia dini (PAUD) adalah jenjang pendidikan sebelum jenjang pendidikan dasar yang merupakan suatu upaya pembinaan yang ditujukan bagi anak sejak lahir sampai dengan usia enam tahun yang dilakukan melalui pemberian rangsangan pendidikan untuk membantu pertumbuhan dan perkembangan jasmani dan rohani agar anak memiliki kesiapan dalam memasuki pendidikan lebih lanjut, yang diselenggarakan pada jalur formal, nonformal, dan informal.

Pendidikan anak usia dini merupakan salah satu penyelenggaraan pendidikan yang menitikberatkan pada peletakan dasar kearah pertumbuhan dan 5 perkembangan, yaitu: perkembangan mental dan agama, perkembangan fisik (koordinasi motoric halus dan kasar), kecerdasan/kognitif (daya pikir, daya cipta), sosio emosional (sikap dan emosi) bahasa dan komunikasi, sesuai dengan keunikan dan tahap-tahap perkembangan sesuai kelompok usia yang dilalui oleh anak usia dini seperti yang tercantum dalam Permendiknas no 58 tahun 2009.

Ada dua tujuan diselenggarakannya pendidikan anak usia dini yaitu:

1. Tujuan utama: untuk membentuk anak Indonesia ang berkualitas, yaitu anak yang tumbuh dan berkembang sesuai dengan tingkat perkembangannya sehingga memiliki kesiapan yang optimal di dalam memasuki pendidikan dasar serta mengarungi kehidupan di masa dewasa.

2. Tujuan penyerta: untuk membantu menyiapkan anak mencapai kesiapan belajar (akademik) di sekolah, sehingga dapat mengurangi usia putus sekolah dan mampu bersaing secara sehat di jenjang pendidikan berikutnya.

Rentang anak usia dini menurut Pasal 28 UU Sisdiknas NO.20/2003 ayat 1 adalah 0-6 tahun. sementara menurut kajian rumpun
keilmuan PAUD dan penyelenggaraannya di beberapa negara, PAUD dilaksanakan sejak usia 0-8 tahun (masa emas).
(Source: https://id.wikipedia.org/wiki/Pendidikan_anak_usia_dini)

Findings and Discussion
The research findings reveal that students had problems with vocabulary as well as grammar. None of the students’ translated texts were error-free. The common errors they made in their translated texts include: diction, including technical terms, noun phrase, word class, gerund after preposition, number (singular/plural), collocation, parallelism, subject-verb agreement, wh-clause, double predicate (run-on), voice (active/passive), and fragment (no predicate).

Examples of the errors are given below:

1) Technical Terms
There are some technical terms used in the text. One of them, which is the key term in the text, is *Pendidikan Anak Usia Dini* (Early Childhood Education). Only around 38% of the students translated the term correctly. Others used the following terms instead: primary education, pre-school, pre-school education, pre-primary education, and education for early age child. Although the used terms are comprehensible, such terms are not the commonly used term.

Another technical term that was commonly mistranslated is *koordinasi motorik halus dan kasar* (fine and gross motor coordination). Only 34% of the students translated the phrase correctly. Mistranslations are: soft motoric and rough coordination, coordination of delicate and coarse motor, the coordination between smooth motoric and rough motoric, soft and coarse motor coordination, sensitive and rough motoric coordination, fine and hard motor coordination, soft and hard skill, coordination and smooth and hard motoric, coordination of smooth motoric and rude motoric, soft skill and hard skill coordination, synchronizing soft and coarse skills, subtle and rough motor coordination and coordination of delicate and crude motor.

Another specific term used in the text is *Permendiknas* (National Education Ministerial Regulation). Most students 73% used borrowing technique, using the word as it is (*Permendiknas*). Others used the term ministerial regulation (19%), and the rest used Ministrial Regulation, which is a misspelled term. The choice of borrowing technique in this context, without any additional note or description, will affect the readability of the translation if the text is to be read by non-Indonesian readers.

2) Noun Phrase
Compared to English, Indonesian has different construction of noun phrase. While English has Modifier-Head or Head-of-Modifier construction, Indonesian has the Head-Modifier pattern. It is not surprising that among the common errors students made was the noun phrase. For example, the phrase *pertumbuhan dan perkembangan jasmani dan rohani* (physical and spiritual growth and development) were correctly translated into ‘physical and spiritual growth and development’ by only 2 students (7.6%). Other translations are: the growth and development of (the) physical and spiritual (38.4%), the growth and expansion of physical and spiritual (7.6%), physical and spiritual growth and development (7.6%), growth and development physical and spiritual (7.6%), growing and developing the children’s physical and spiritual aspect (7.6%), the growing and the development of physical and spiritual, the development of physical and spiritual, grow and developing physical and spiritual, growth
and physical and spiritual development, growth and develop their physical and spiritual, the physical and spiritual development and growth.

The Indonesian phrase *pertumbuhan dan perkembangan jasmani dan rohani* consists of *pertumbuhan dan perkembangan* (growth and development) as the head and *jasmani dan rohani* (physical and spiritual) as the modifier. From all the translations it can be seen that students were aware of the fact that *jasmani dan rohani* (physical and spiritual) modify both *pertumbuhan dan perkembangan* (growth and development). However, when expressing in English most students took the Head-of-Modifier English pattern but with incorrect word class of the modifiers such as in ‘the growth and development of (the) physical and spiritual’, ‘the growth and expansion of physical and spiritual’, ‘the growing and the development of physical and spiritual’. This is because in Indonesian the words *jasmani* (physical or physical being) and *rohani* (spiritual or spiritual being) can serve as noun and adjective without any change of forms, and students used the direct translation of these words in adjective forms ‘physical’ and ‘spiritual’, which should not be put in the Head-of-Modifier pattern.

Some students also made wrong choice of word (diction), for example when translating the word *perkembangan* (development) they chose the word ‘expansion’; they also chose ‘growing’ instead of ‘growth’ for the word *pertumbuhan* (growth).

It is interesting to see that some students transposed the phrase, which shows their exploration of varied translation technique, although with occurring problem of number (plurality) and parallelism. The transposed phrases are:

- growing and developing the children’s physical and spiritual aspect (the word ‘aspect’ should be in plural form), grow and developing physical and spiritual (parallelism problem with the words ‘grow’ and ‘developing’).

Interference of the source language form occurs in the phrase ‘growth and development physical and spiritual’ which uses the Indonesian Head-Modifier pattern with ‘growth and development’ being the head and ‘physical and spiritual’ being the modifier. This transferred Indonesian structure of noun phrase causes unreadable and meaningless English phrase.

3) Other Grammatical Errors

Other grammatical errors students commonly made include word class, gerund after preposition, collocation, subject-verb agreement, wh-clause, double predicate (run-on), voice (active/passive), and fragment (no predicate).

An example of error in word class is given in the phrase ‘to help the children preparation’ instead of ‘to help the children prepare’.

Students also frequently failed to use gerund after preposition such as in ‘through give the education’, ‘the power of create…’, ‘in achieve learning’, etc.

Collocation also seems to be a problem, such as in ‘same with’, which is the direct transfer or word for word translation of ‘sama dengan’, instead of the natural ‘same as’.

Subject-verb agreement is among the common errors, such as in ‘the delivery of education which focus on …’, ‘one kind of education implementation which emphasize…’, ‘primary education which constitute…’; ‘education that
emphasize…’, ‘education system that give…’, etc.

Students also frequently used incorrect wh-word in their wh-clause, such as in ‘the children which grow and develop’, ‘children which are newborn until six years old’, etc.

Run-ons with double predicates also occur, such as in ‘early childhood education is addressed for children starts from the newly born to six years old’. On the other hand, students also made fragments or incomplete ‘sentences’ without predicate such as in ‘expansion stages that appropriate with the group age as included in the ministerial regulation’.

Lastly, error in voice (active-passive form) is also commonly shared such as in ‘further education which held in formal sector’, ‘primary education which held before elementary education’, ‘in some countries early childhood education implemented since 0-8 years old’, etc.

Conclusion
Common linguistic errors in students’ Indonesian-English translations have been found and discussed, which include diction, including technical terms, noun phrase, word class, gerund after preposition, number (singular/plural), collocation, parallelism, subject-verb agreement, wh-clause, double predicate (run-on), voice (active/passive), and fragment (no predicate). It is therefore recommended that such linguistic items are highlighted in the teaching of grammar as the pre-requisite of the translation course and strengthened in the translation practice itself.

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INTERCULTURAL COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH FOR BUSINESS

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Abstract

English as a Lingua Franca raises issue in English teaching to consider Intercultural Communicative competences. Those competences also need to take into consideration in the field of English for Business. This literature study examines the importance of intercultural competence and how it competence should be taught in English for business. The data is collected from research related to the topic. Then, it is analyzed by using qualitative reviews. It has been assumed that learning foreign language becomes a kind of enculturation. Thus, Intercultural Communicative Competence needs to be developed by equipping students with linguistic and cultural behavior so that they can communicate effectively.

Keywords – Intercultural Competence, English teaching, English for Business

Introduction

In the business circumstances, the globalization affects the need of the intercultural competence (Crossman & Bordia, 2012; Barker & Crichton). Industrial arena, in fact, is the place where the various background of culture meets. It is the places where people around the world, with their background of cultures meet and interact to each other. The culture, then, affects the way of people thinking and understands others. While the need of understanding is high in the communication, it is clear that people need some competences in the using language.

It is obvious that as one of the lingua franca in the global communication, English is taught to enable its learners to be competent to communicate effectively. In the field of business context, English teaching needs to be integrated with the intercultural competence.

Intercultural Communicative Competence is deliberately presented as the critics over former competences such as linguistic competence, sociolinguistic competence, discourse competence, and communicative competence that have been considered fail to enable the effective communication in the global arena considering English as lingua franca (Cetinavci, 2012). In the scope of the teaching English for business, the issue of intercultural competence is interesting to be discussed. This literature study examines the importance of intercultural competence and how it competence should be taught in English for business context. By using critical perspective, this research is aimed to see the relation between intercultural competence and the teaching of English for Business and its implementation in the class.
Methodology
This research is a literature study on articles and journals raising the theme intercultural communicative competence in English teaching, ESP in business. The data is collected from journal and documents about ESP business is critically analyzed using qualitative method.

Integrating Intercultural Communicative Competence in Teaching English for Business

The paradigm English as a Lingua Franca became the trigger for the development of the models of teaching English with the basis of intercultural communicative competence (Nickerson, 2005). The development of the teaching include how these competencies are integrated in the curriculum of teaching English to business; ranging from teaching methods, teaching materials, evaluation and assessments. The development of intercultural competence so far still requires innovations in its implementation.

The existing studies presents intercultural competence through four stages of development from the years 1993-2006 (Moeller & Nugent). The first model initiates the need for intercultural sensitivity. The second model explains the relationship of anxiety with the situation intercultural while the third model emphasizes openness and curiosity attitude as an important factor. Meanwhile, the development of the four models introduces self-awareness and openness as a vital factor in the development of intercultural competence.

Table 1 The development of Intercultural Competence (Moeller & Nugent)

Although the process models of intercultural competence is motivated by the emergence of a foreign learners at American college (Deardoff, 2004), the orientation in the figure show the relevance of this model to be integrated into English for Business. Individuals in these model are urged to develop an attitude of respects, open-minded, curiosity and capable of independent learning.

Through the internalization of attitudes, individuals formed an increased knowledge and understanding of other cultures. Attitudes and understanding gained is expected to establish the learners to become adaptable to new cultural environments, flexible, ethno-relativist sighted, and have empathy. In addition, other advantage is learner can produce effectiveness and suitability of the communication context.
Because this model emphasizes on the attitude of curiosity and learning independence, self-regulated learning become one of the models that fits in their teaching methods. Due to this model, the students is formed to build their cognitive system, self-motivated, to make learning goal, to monitor and control their own action and developments (Liu & Carless, 2006; Nicol & Dick, 2006). This means that teacher act as facilitator and not as a subject who knew everything. On evaluation and assessment, self- and peer-assessment is a proper method to implement because both are the element of self-regulated learning (Ibid)

**Conclusion**

Based from the discussion above, the study concludes that the importance of the intercultural competence is out of the questions. However the competence needs to be developed by maintaining the student of awareness of cultural differences. It is focused in developing the attitude of respects, open-minded, curiosity and capability at independent learning.

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THE USE OF DOMESTICATION AND FOREIGNIZATION IN ANDREA HIRATA’S LASKAR PELANGI AND ITS TRANSLATION INTO ENGLISH “THE RAINBOW TROOPS”

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Abstract

This paper aimed to investigate the use of foreignization and domestication strategy in translating the cultural words in Andrea Hirata’s “Laskar Pelangi” and its translation in English “The Rainbow Troops”. The method used in this study was descriptive qualitative method by applying the steps of data analysis. They were collecting data, analyzing data, and drawing conclusion. The data were gathered through library research by reading the novel thoroughly, and then continued by classifying the cultural words found. Based on the analysis of the data, it was found that both foreignization and domestication strategies were used in the translation of the cultural specific items found in the novel.

Keywords - culture, cultural words, translation, Novel, Laskar Pelangi, The Rainbow Troops, Andrea Hirata

Introduction

In a society, language and culture are two aspects that cannot be separated, so when translating a text, the translator cannot ignore the cultural aspect bounded in the language especially when translating words containing cultural elements that is known as cultural specific items (CSIs). This often becomes a significant problem in translation process because sometime an equal translation is difficult to find when it is related to the local culture. In this case, the translators are divided into two kinds of translation group, those who opted to use foreignization and those who chose domestication. Based on that condition,

The exchange of cultural information across nation is not impossible and language is one of the vehicles used to transfer the culture. As stated by Yang (2014) that language is not merely a sign but it is also an important component of cultural structure used as a bridge to transfer massive information of culture. So it can be said that the language exchange is the exchange of the cultural information contained in the language such as the people, religion, institution, custom, cuisine, belief, habit and tradition (Newmark, 1988: 95).

Every culture has its own unique characteristics that of course can be easily understood by the speaker of the source language but not by the people of another language. Here is when the translator’s job to transfer meaning become important because overcoming the language and cultural barrier is not an easy task (Baawaidhan, 2016). When translating a text, a translator is faced with two options, either to retain the cultural specific items (CSIs) by applying foreignization strategy or to minimize the use of foreign items by using the common words in the target language that is known as domestication strategy.

Foreignization and domestication are two opposite strategies that are usually applied by translator across the world especially in translating cultural specific items (CSIs). The application of those strategies is based on the
ideology of the translator (Święcicka, 2015). And the ideology of the translator is influenced by the demand of reader or the publisher, the political condition, and the common style of the translation of the target language’s country. Domestication is a way of the translator to make the reader feel at home by bringing words they are accustomed to, while foreignization is the effort done by the translator to retain the culture of the source language (Venuti, 1995).

Therefore, this paper aimed to investigate the use of foreignization and domestication strategy in translating the cultural specific items (CSIs) in Andrea Hirata’s “Laskar Pelangi” and its translation in English “The Rainbow Troops” and to find out which strategy is used more by the translator.

Methodology

Source of the data
For the purpose of the study, the novel used as the source language was Andrea Hirata’s Laskar Pelangi and its translation in English, The Rainbow Troops, was used as the target language.

Research Procedure

a) The data were gathered both from the novel in source language and target language, the data chosen were words that contained cultural elements/cultural specific items (CSIs) such as the people, religion, institution, custom, cuisine, belief, habit and tradition, after a thorough reading of both novels, there were 59 of cultural specific items found.

b) Then, the data were identified to find out whether they were subject to foreignization and domestication.

c) After that the data were analyzed based on the procedure of foreignization and domestication. Some translation procedures can be used to translate cultural specific items. Below are the procedure coined by Newmark (1988: 95) to deal with cultural gap:

1) Naturalization; 2) Explanation as footnote; 4) Couple or triplet and quadruplet
5) Cultural equivalent; 6) Compensation

Discussion
In this study, the writer used the target language “English” as the axis to determine the application of foreignization and domestication in the translation of the novel into English. Based on the analysis, it was found that domestication and foreignization strategies were used more by the translator to translate the CSIs found in the novel.

1. Domestication Strategy
One of CSIs found in the translation were ecological term such as the name of plants. Most of the names of plants found were translated using domestication strategy. The translator tried to find the equal substitution of the word in the target language. In the sentence “Pria itu berpotongan seperti pohon cemara angin yang mati karena disambar petir: hitam, meranggas, kurus, dan kaku.”. The CSI was “pohon cemara angin”. It was translated simply into “a pine tree”. The word “pohon cemara angin” was translated into English using the word that culturally equivalent in the target language “a pine tree”. Even though, it is the word “pine tree” is the equivalent substitution of the word “pohon cemara angin”, there is still a small meaning distortion.

The same translation procedure was also found in the sentence “Menuju ke sana harus melewati empat kawasan pohon nipah, tempat berawa-rawa yang dianggap seram di kampung kami”. The word “pohon nipah” was translated into “four thatch palm”. In the translation of the CSI the translator used the cultural substitution of the word even though “pohon nipah” was not the same with “palm tree” but it more culturally understandable to the reader in the target language.
Another data found was in sentence “Ia seperti pilea, bunga meriam itu, yang jika butiran air jatuh di atas daunnya, ia melontarkan tepung sari, semarak, spontan, mekar, dan penuh daya hidup”. The word “bunga meriam” was translated into “artillery plant”. This CSI was also translated using domestication strategy.

1. Foreignization Strategy

Foreignization strategy was used by the translator to retain the taste of foreign culture so that the reader can feel the abroad atmosphere carried in the novel. Some of the data found in the translation that were translated using foreignization strategy were as follow:

In the sentence “Titik-titik keringat yang bertimbulan di seputar hidungnya menghapus bedak tepung beras yang dikenakannya, membuat wajahnya coreng moreng seperti pemeran emban bagi permaisuri dalam Dul Muluk, sandiwara kuno kampung kami”. The word “Dul Muluk” contain cultural element. “Dul Muluk” is a play from Belitong. In the translation, the translator borrow the word but modify the loaned word by giving description of the word so that it can be understood by the reader. As can be seen in the sentence “Dul Muluk, an ancient play in our village”.

The next data found that was translated using foreignization strategy was in the sentence “Lalu beliau bercerita pada Bu Mus bahwa kemarin sore kawan burung pelintang pulau mengunjungi pesisir”. The word “Burung Pelintang” was simply translated into “Pelintang bird”. Foreignization strategy was also applied in the sentence “…hadirlah beberapa keluarga jalak kerbau”. The word Jalak Kerbau was translated into “Jalak kerbau bird”. In Indonesian, Jalak Kerbau is kind of bird. so, because there is no equivalent word in the target language. The translator use the word “Jalak kerbau bird” so the readers knew that Jalak Kerbau is a type of bird.

Conclusion

In conclusion, domestication and foreignization strategy are common strategies used by the translator to translate cultural specific items. Both of the strategies have equal position as the strategy used in translation, especially, the translation of cultural specific items (CSIs). Based on the analysis of data, it was found that the translator mostly used domestication strategies to translate the cultural specific item found in the novel using the cultural substitution of the word in the target language. Domestication was also used so that the reader of the novel can understand the meaning, but the translator also still used foreignization strategy to translate the CSI that have no cultural substitution in the target language so it won’t cause significant meaning distortion in the translation.

References

“THE TIDE’S TRUE DAUGHTER”
SAYA ZAWGYI’S THE HYACINTH’S WAY (BEIDA LAN) AS AN ECOLOGICAL TEXT

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Abstract
This paper provides an ecocritical analysis of the depiction of the aquatic environment in the poetic sequence *The Hyacinth’s Way* (or *Beida lan*, comprising poems originally published separately in magazines between 1957 to 1981) by seminal Burmese writer Saya Zawgyi (born Thein Han, 1907–1990). The forty-poem sequence narrates the ebbs and flows of the feminized plant protagonist *Ma Beda* (or Miss Beda, a water hyacinth, *Eichhornia crassipes*) as she drifts along an unnamed waterway, in all probability the Pyapon River, a tributary of the Irrawaddy River in Myanmar. At various moments in the sequence, the narrative is conveyed in the first person, from *Ma Beda*’s perspective as she relates experiences of exhilaration and triumph—while negotiating fatigue and physical obstacles, such as whirlpools and logs—in her passage up and down the river. Notwithstanding the sequence’s prominent use of metaphor—principally, the alignment of the plant’s journey to Buddhist ideas of being—*The Hyacinth’s Way*, at the same time, demonstrates in-depth observational knowledge of riparian habitats, tidal rhythms, interactions between the species inhabiting the tidal ecosystem, ethnobotanical relationships between villagers and plants, and, arguably, the bioinvasive status of the hyacinth itself. Developing an ecocritical approach to contemporary Burmese poetry and applying concepts from the field of critical plant studies, the analysis characterizes *The Hyacinth’s Way* as an environmental text positioning the natural world as a chief subject of concern. While offering a persuasive allegory for the contingencies of human life from a Buddhist perspective, the poem concurrently underscores the fragility of freshwater aquatic ecosystems in South-east Asia. The paper concludes that, through the compelling voice of *Ma Beda*, Zawgyi presents a message of river conservation and the value of engendering respectful attitudes toward waterways and their ecologies through the persuasiveness of poetic narratives.

Keywords – Saya Zawgyi; The Hyacinth’s Way; contemporary Burmese poetry; rivers of Myanmar; ecocriticism; critical plant studies; environmental texts

Introduction
Like most countries in South-east Asia, Myanmar faces considerable problems with water quality, access, and supply. The demands of domestic and industrial activities, especially mining and aquaculture, have resulted in widespread contamination of hydrological sources. During the monsoon season each year, heavy flooding flushes sewage and chemical fertilizers into rivers, tributaries, lakes, ponds, and other vital freshwater bodies (Pink 2016, 23). Additionally, studies indicate high levels of arsenic contamination in the Irrawaddy River, which flows from north to south and is Myanmar’s largest water course (Ravenscroft, Brammer & Richards 2011, section 8.3.3).

In conjunction with conservation, Myanmarese literary works present indispensable means for promoting issues of environmental protection and, in particular, for disseminating messages about the ecological importance of rivers. Nonetheless, ecocritical studies (published in English) of
the value of Myanmarese literature for engendering environmental consciousness are very few indeed. In one of the existing studies, LeLe Wynn (2013, 2) points out that Myanmar writers historically have depicted humanity and nature in a dynamic state of balance, harmony, and exchange. In classical Myanmarese poetry, for instance, *tawlar-ratus* and seasonal verses, such as *moetaw-ratu*, typify the appreciation of seasonal rhythms and express human affinities for the nonhuman world (Wynn 2013, 3). In particular, *tawlar* denotes a journey through a forest, evoked in poetic language and spiritual symbols.

The poetry of Saya Zawgyi (born Thein Han, 1907–1990) similarly engenders a sense of intimacy with the country’s environment through narrative verse. Regarded as one of the country’s most influential contemporary poets (Wynn 2013, 5), Zawgyi was born in the Irrawaddy River delta region in the early twentieth century. His poetry reveals in-depth awareness of the tidal patterns of the Pyapon River and its tributaries, as well as the seasonal rhythms of trees, palms, reeds, fish, birds, and human inhabitants (Cac’sū 1998, 18). *Beida ian* (translated as *The Hyacinth’s Way*, *The Water Hyacinth’s Way*, or *Poems of the Way of Beda*) comprises forty individually-titled poems published over the years as separate pieces in literary magazines, such as the *Yangon University Annual Magazine* and *Pyapone Literary Workers’ Magazine*, between 1957 to 1981. Zawgyi began composing the *beida ian* poems in the mid-1950s and completed them in 1970 (Cac’sū 1998), after which some poems were reprinted in various publications. Myawaddy Literature House issued the entire sequence—in Burmese and English—as *The Hyacinth’s Way* (1997). The publisher’s Preface states that Zawgyi’s poetic sequence allows audiences to “draw analogies with the ways they have traversed, to the way of the hyacinth [...] highlighting the ways of the beings of the world” (in Zawgyi 1997, 1-2).

This paper asks: How does *The Hyacinth’s Way* engage ecological knowledge of the river in narrative form? What techniques does the poet Zawgyi use to depict the hyacinth as an intelligent, perceptive, and sentient river being in dynamic exchange with the river? How might the hyacinth’s status as an invasive weed figure into the poem and its interpretation? And, how might *The Hyacinth’s Way* be understood as a contemporary environmental text supporting the conservation of water habitats in Myanmar and, more widely, in South-east Asia? This paper will speak to these questions, contributing, in the process, to English-language ecocritical investigations of Myanmar’s literature and, specifically, to studies of Saya Zawgyi’s poetry. The broader potential of Myanmarese literature to facilitate ecological values in the region will be addressed.

**Methodology**

The methodology used to analyze Zawgyi’s poetic sequence combined thematic textual analysis and a case study focus with an ecocritical theoretical framework. The thematic approach (also called *thematic analysis*, or *thematics*) attempts to elicit the “various thematic connotations and emotional auras” (Shcheglov 1993, 77) of a work. One of the most widely used techniques in qualitative research, thematics sets out to identify dominant patterns or themes within data, which, for literary scholars, comes in the form of textual evidence gained through close reading. *The Hyacinth’s Way* was read critically for its environmental themes and connotations, particularly in relation to two non-human protagonists, the river and the hyacinth. The second methodological aspect—case study—is also prevalent in qualitative research, and involves the study of “the particularity and complexity of a single case, coming to understand its activity within important circumstances” (Stake 1995, xi).
Accordingly, Zawgyi’s poetic sequence served as a case from which ecological themes were extracted. The theoretical framework derives from ecocriticism and its recent subfield critical plant studies (or, plant studies). Ecocriticism examines the relevance of environmental texts (broadly defined to include traditional literary works and artifacts of popular culture, such as film and new media productions) to issues of conservation, sustainability, human-nature relations, social justice, and indigeneity (see, for example, Garrard 2004). Within ecocriticism, critical plant studies has emerged lately as a focus area for understanding the representations of plants, human-plant relations, and ethnobotanical knowledge (Vieira, Gagliano & Ryan 2015). Zawgyi’s poem was examined as an environmental text, defined by critic Lawrence Buell (2009, 25) as one in which “the nonhuman environment must be envisaged not merely as a framing device but as an active presence, suggesting human history’s implication in natural history.”

In this manner, the study carried out the first substantive (English language-based) thematic ecocritical analysis of the Myanmar-English translation of The Hyacinth’s Way (1997). In particular, it focused on metaphor—as related to the hyacinth—as a narrative tool underpinning an environmental poem that integrates Myanmar’s aquatic ecology (natural history) and Buddhist culture (human history). Through this configuration of methodology and theory, the study also considered briefly some of the problems related to the poetic representation of plants. More precisely, in this regard, water hyacinth (Eichhornia crassipes)—an aquatic plant native to the Amazon basin—is considered a dangerous, bioinvasive weed species in many parts of South-east Asia (Boomgaard 2007, 231).

Findings and Discussion
Based on a thematic textual analysis of The Hyacinth’s Way, four themes were identified, which support the idea of the poetic sequence as an environmental text: (1) *Ma Beda* as a metaphor for adaptive human being-in-the-world; (2) interactions between *Ma Beda* and plants, animals, birds, and villagers as representative of human-nature equipoise; (3) practical awareness of the tidal ecosystem as a reflection of Zawgyi’s actual upbringing in the environment; and (4) lyrical equivalences between the cadences of the hyacinth, river, birds, reed-piper, and poem as suggestive of the vital role of poetry in habitat conservation and sustainability today. The following discussion will touch upon each of these themes through a mostly chronological reading of some key poems in the sequence.

On the water hyacinth species, Zawgyi commented that “I learn from the ‘Beida lan’ the nature of man’s fear in life, of man’s desire to prop up his existence and prevent it from collapse” (qtd. in Cac’sū 1998, 18). Employing a forty-part structure, *The Hyacinth’s Way* reflects the poet’s learning by drawing on the potency of the hyacinth as a symbol of human striving—of persisting gracefully despite the incessant tides of being—from the wandering state of samsara to the limitless potential of nirvana (or nirvirna, according to the poem’s English edition), “where life and death [are] extinct” (footnote by translator Ah May Thar, in Zawgyi 1997, 10). Therefore, the hyacinth’s tidal way—a key term used frequently by the poet throughout the sequence—denotes a habitus, a mode of being-in-the-world, analogized with a Buddhist seeker’s procession to nirvīra. In the sequence, Zawgyi appears to re-interpret the traditional tawlar theme of a forest journey; instead of a human protagonist’s travels, the hyacinth narrates episodes in its travels up and down the river in the first person but, at other points in the narrative, is described from the third-person perspective of the poet.

In Burmese, *beda* means hyacinth; and the elegant blue-flowering, naturalized plant is known to inhabit tidal creeks and streams, drifting with the rising and falling of the...
water in highly variable, constantly fluctuating, tidal ecosystems. Referred to throughout as Ma Beda (Miss Beda, occasionally, Friend Beda, and by the sequence’s end, “the daughter of the tide”), the hyacinth is affectionately conferred human standing in its figuration as a young female plant persona. “This Is Your Way” (Zawgyi 1997, 12) opens with the following quatrain: “Ma Beda wearing the sapphire flower, / So dainty is she, traversing up and down with the flow, / In the tidal creek on the way of the Beda, / All in a row” (ll. 1–4).

The second and fourth stanzas introduce the reed-piper, an unnamed peasant who performs, with a reed pipe, at the riverside and, in doing so, adds an abiding element of musicality to the composition and tone of the majority of poems: “Oh! Friend reed-piper, / Ma Beda, all fresh and blue prepares to approach the / shore‖ (12, ll. 5–7). In this poem, dated originally from 1957, the reader learns, “This tidal way of the hyacinth, is your way” (12, l. 20). With the figure of the reed-piper representing the aspirations of humanity—beholding the hyacinth’s journey from the safety of the shore—there is a striking empathic alignment between the way of the hyacinth and the way of human beings, between natural and cultural histories, that continues through Zawgyi’s work.

“This Is My Way” builds upon the ontological assertions of the previous, “This Is Your Way [both emphases added].” This shorter poem of four stanzas and fifteen lines makes prominent use of anaphora, or the repetition of phrases at the beginning of lines, to lyrically parallel the cadenced movement of the hyacinth on the waterway. The reiteration of the phrases “rejoicing in the tidal creek” and “giving pretext” are followed by active verbs—positioned later in the stanzas—that bestow to the hyacinth a percipient capacity for intention, behavior, and decision-making: for instance, “she wants to dock” (Zawgyi 1997, 15, ll. 2–3), “she fancies to stop” (15, ll. 5–6), and “she desires to land” (15, ll. 8–9). By the poem’s end, Ma Beda also speaks, if not vocally then through the physical articulations of her vegetal being immersed in, and indeed on, a fluid environment: “She says, this is my way; no other” (15, l. 15). Ma Beda’s message is such: the way of ebbing and flowing—of working with, rather than against the grain of, intervening natural agents—is, at the same time, an indispensable, mutually dependent mode of ecological being. What is most self-evident is that the hyacinth, her nonhuman co-inhabitants, and human figures in the narrative share the riverine habitat as a common resource.

The reed-piper returns in “Which Village Landing Place,” playing in melodic exchange with the boke, known as the greater coucal or crow pheasant (Centropus sinensis). The bird species is a cuckoo widespread in Asia and known for its deep, resounding call. Nonetheless, the “competition” is actually a balanced process of harmonizing divergent tones: “The Boke leads and the piper plays in antiphony, / He says, he yearned for Ma Beda, / Who comes and goes, with the tidal flows” (Zawgyi 1997, 17, ll. 9–11). The boke then reappears in the ensuing poem, “No Need To Guess,” a notably rhythmic, three-stanza composition characterizing Ma Beda as “[…] happy at heart, with the tides’ reflux / Miss Beda, down till she reaches the sea, / Rides the waters in glee” (19, ll. 8–10). As the female boke moans ominously, the piper in contrast intones sweet melodies. In sonic terms, this instance conveys a unity of opposing phenomena, toward a state of cadenced equipoise, which is characteristic of dynamic tidal ecosystems and the natural world more generally.

“Time of Rise and Time of Fall” continues the theme of interspecies harmonization prevalent in The Hyacinth’s Way with an allusion to “[…] two Byaing brothers, their wings white and clean” (Zawgyi 1997, 19, l. 1). Byaing is the Burmese term for the little egret (Egretta garzetta), a species of small heron. The second stanza expresses the movement of a female crab emerging from a
hole in the mudflat to ascend a khayar bush, a flowering thistle (Argemone mexicana), as the tide begins to return. Native to Mexico, hence a species introduced to Myanmar, like the hyacinth, the khayar has become naturalized in a new environment, providing a haven for the crab. The poem demonstrates Zawgyi’s sizeable knowledge of the tidal ecology of the river, as the “Byaing brothers, their wings white and pure, / With necks inclined broodingly, at the shore they waited, / The fishermen, again lurk for food in the water, / For the tide’s now abated‖ (19, ll. 19–22). “With Assorted Melodies” re-introduces another nonhuman creature personified as a young woman: Miss Cauca, the crow pheasant (Centropus sinensis) who prompts the reed-piper to play a mai bwe (the song of a longing maiden) with her distinctive moan (23, ll. 1–3).

Conclusions

In concluding, the question of the broader potential of Myanmarese literature to engender ecological values is salient. The Hyacinth’s Way exemplifies the re-interpretation of traditional Myanmar poetic forms in a contemporary context. It should be noted that Zawgyi was a leader of the khit san sarpay literary movement of the 1930s, which drew extensive influence from modernist poetry. Posthumanist in style, eschewing a strong human-centered course, Zawgyi’s narrative also intimates, with an air of hope, the capacity of seriously impacted South-east Asian environments, such as rivers, to adapt and for equipoise to be restored between so-called native and naturalized species. Rather than an aggressive, bioinvasive weed, the hyacinth in all of its grace and proliferation can achieve a state of equilibrium with other species and beings. This is perhaps the most enduring lesson of the tide’s true daughter.

Bibliography


THE APPRAISAL ANALYSIS OF NATIONAL EXAM ISSUES
(A DISCOURSE ANALYSIS)

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Abstract
Appraisal is a system of interpersonal meanings. Martin and Rose (2003:22) explain that the term of appraisal for negotiating our social relationship, by telling our listeners or readers how we feel about things and people (in a word, what our attitudes are). This article tries to analyse the appraisal meaning from the news article. The appraisal analysis using discourse analysis based on Martin and Rose work. Then, the analysis focus on how texts are produced as social practice and how texts represent as an ideology (power struggle). The text is taken from news article from The Jakarta Post. The issues took about national examination issues. The result of analysis show that, the writer found three basic of appraisal meaning namely attitude, amplification and source of the text. The attitude is divided into three parts namely affect (feelings), judgement (character) and appreciation (value). In national exams issues many people give their feeling, judgement and appreciation. By knowing the appraisal analysis we will know how texts are produced as social practice. Also, the national exam issues have an ideology (power struggle). The ideology consist of two parts namely perspective and bias. Perspective refers to how do the people give their opinion, while bias means how do the texts affect the people.

Keywords - Appraisal, interpersonal meaning, social practice, ideology, perspective and bias

Introduction
In terms of social discourse analysis, as it explained by Martin and Rose (2003:1) starting point then, is with texts in social contexts. Social discourse rarely consists of just single clauses, rather social contexts develop as sequences of meanings comprising texts. Since each text is produced interactively between speakers and between writers and (potential) readers, we can use it to interpret the interaction it manifests. And since each interaction is an instance of the speakers’ culture, we can also use the text to interpret aspects of the culture it manifests. In line with the theories of Martin and Rose above, the writer would like to analyze appraisal meaning of the text. The type of text is news item; also the issues are taken from the national examination issues.

As we know that, the public attention is interested to the issues about national examination. The news about national examination is becoming the headline of mass media either print or electronic media. The news is the current issues of April 2013. As we know, the government officialled by Minister of Cultural and Educational held the national for the senior high school level on 15 -18 April 2013, and Junior High School on 22 – 25 April 2013. And then, as we can see, there are many problem in conducting of national exam for the senior high school, the problems namely about printing and distributing of exams material, and the peak problem is national exam fiasco. This paper has the research question how is the appraisal meaning in national exam issues? And then, this paper aims to analyze the appraisal meaning of the text. The writer hopes that, by knowing appraisal meaning we will know how texts are produced as a social practice and also the ideology of the text. As a matter of fact, the writer interested to analyze this issue from the discourse point of view.
METHODOLOGY

This research is kind of discourse analysis based on Martin and Rose work (2003). Martin and Rose (2003: 3) explain that the framework of the discussion is the model of language in social context that has been developed within the broad field of systemic functional linguistics (SFL). SFL researchers have been actively concerned for several generations with the semantics of discourse. And then, the focus of the analysis in appraisal meaning. The news item texts have been chosen as the resource of material. The issues of national exam will be analyzed based appraisal meaning namely attitude, amplification and source.

Findings and Discussion

Appraisal is a system of interpersonal meanings. We use the resources of Appraisal for negotiating our social relationship, by telling our listeners or readers how we feel about things and people (in a word, what our attitudes are). In this case, we want to analyze the news item text:

BPK asked to audit national exam budget
A lawmaker plans to ask the Supreme Audit Agency to examine the Education and Culture Ministry’s national exam budget of Rp 600 billion (US$61 million) following the postponement of exams in 11 provinces due to printing delays.

“Technically the cause for this delay could be anything. But we need to know what the audit says, from a budget perspective. We are talking about a lot of money here,” education commission chief Asman Abnur said Monday.

He criticized the Ministry for failing to organize the exam properly. “The government knows that students prepared hard for the exam. Some have recited ‘istighotsah’ (call for help) prayers while studying,” he said.

Asman suggested a committee should investigate the mess. He said legislators had visited a number of schools in Batam to check on preparations and during the exam.

Even further, he added, the lawmakers have discussed removing the exam from the education agenda.

“This hasn’t been decided, but based on informal meetings, all factions agree that the exams should be ended,” said Abnur.

The exam is widely seen as inefficient, but the government insists that it is the only way to determine whether a student passes or fails.

Expressing our feelings (affect)
As we explore how people express their feelings in discourse, we find that they vary in two general ways. Firstly, we can have good feelings or bad feelings, so affect can be positive or negative. Secondly, people can express their feeling directly, or we can infer how people are feeling indirectly from their behaviour, so affect can be expressed directly or implied.

And then, let’s look at positive and negative affect from the text above:

Technically the cause for this delay could be anything.
But we need to know what the audit says, from a budget perspective.
We are talking about a lot of money here.
He criticized the Ministry for failing to organize the exam properly.
The government knows that students prepared hard for the exam.
Some have recited ‘istighotsah’ (call for help) prayers while studying,” he said.
The lawmakers have discussed removing the exam from the education agenda.
All factions agree that the exams should be ended.
The exam is widely seen as inefficient.
But the government insists that it is the only way to determine whether a student passes or fails.
Table 1.1
Options for affect

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>The government knows that students prepared hard for the exam. Some have recited ‘istighotsah’ (call for help) prayers while studying,” he said.</td>
<td>Technically the cause for this delay could be anything. But we need to know what the audit says, from a budget perspective. We are talking about a lot of money here. He criticized the Ministry for failing to organize the exam properly. The lawmakers have discussed removing the exam from the education agenda. All factions agree that the exams should be ended. The exam is widely seen as inefficient. But the government insists that it is the only way to determine whether a student passes or fails.</td>
</tr>
</tbody>
</table>

Direct Emotional state

| Failing, properly, hard, ended, inefficient | Delay, a budget perspective, a lot of money, istighotsah (call for help), removing, ended, passes or fails |

Physical expression

Judging people’s character

As with affect, judgement of people’s character can be positive or negative, and they may be judged explicitly or implicitly. In this case, there are two kinds of judgement namely personal judgements of admiration or criticism and moral judgement of praise or condemnation. Let’s see the following table:

Table 1.2
Judgement of character

<table>
<thead>
<tr>
<th>Personal</th>
<th>Admire</th>
<th>Criticize</th>
</tr>
</thead>
<tbody>
<tr>
<td>The government knows that students prepared hard for the exam.</td>
<td>He criticized the Ministry for failing to organize the exam properly. All factions agree that the exams should be ended. The exam is widely seen as inefficient.</td>
<td></td>
</tr>
</tbody>
</table>

| Moral | Praise | Some have recited ‘istighotsah’ (call for help) prayers while studying,” he said. |

How texts are produce as social practice

The text above is the type of news item text. News text is the text that report the news in our social environment; it is usually in written form. News item reported about the current issues and information, it help public to get the information quickly and update. News item has also special feature in grammar and vocabulary. Therefore, a journalist should mastery English written well.

Table 1.3
Generic structure of News Item

<table>
<thead>
<tr>
<th>Title news</th>
<th>BPK asked to audit national exam budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsworthy event</td>
<td>A lawmaker plans to ask the Supreme Audit Agency to examine the Education and Culture Ministry’s national exam budget of Rp 600 billion (US$61 million) following the postponement of exams in 11 provinces due to printing delays.</td>
</tr>
</tbody>
</table>

Background event

“Technically the cause for this delay could be anything. But we need to know what the audit says, from a budget perspective. We are talking about a lot of money here,” education commission chief Asman Abnur said Monday. He criticized the Ministry for failing to organize the exam properly. “The government knows that students prepared hard for the exam. Some have recited ‘istighotsah’ (call for help) prayers while studying,” he said. Asman suggested a committee should investigate the mess. He said legislators had visited a number of schools in Batam to check on preparations and during the exam. Even further, he added, the lawmakers have discussed...
removing the exam from the education agenda.
“This hasn’t been decided, but based on informal meetings, all factions agree that the exams should be ended,” said Abnur.
The exam is widely seen as inefficient, but the government insists that it is the only way to determine whether a student passes or fails. (asw/dic)

How texts represent ideology (power struggle)
Perspective
As we have seen, the news about National exam interested the public attention. The problem is about the exam fiasco and the postponement exam in 11 province on Senior High school. In this case, The public giving response that, the Ministry of Education and Culture should responsible to the national exam fiasco. Though, the Ministry blame to the company which fail to distribute the exam material in 11 provinces. That’s why, there was a delay national exam in 11 provinces. As matter fact, the public hopes that, this problem would not happen in the future anymore. The Ministry in this case, must be prepare well for the exam and giving the punishment to the company who failing to fulfill the target. The government is also should evaluate and investigate the process of national exam. Beyond the problem, we can say that, there are many the controversy of exam, namely the standar exam scoring, the item test and the human resources. As matter of fact, the lawmakers have discussed removing the exam from the education agenda.

Finally, the decision is in the government hand, whether the exam is still to defense as the education agenda for the following year. The government should aware to the criticism and suggestion from the expert. Therefore, there will be a good solution for the exam problem and its implementation. Bias

There are two point of bias about final examination. In one hand, the government insist that it is the only way to determine whether passes or fail. It is a measurement to evaluate students ability studying at school. In addition, there is a standard of score for each subject matter, namely Indonesian language, mathematics, English and science. Consequently, the teachers have a duty to responsible passing the student for the exam. They tries hard for the successful national exam, for instance giving the extra course out of regular teaching learning. On the other hand, there are many people disagree about the national exam; even they hope that, it is should be removed from the education agenda. They have reason, that the exams have many problems such as the standard of scoring, the process in distributing exam materials, the student mental and the peak of problem is the delay of exams 2013 in eleven provinces. As a matter of fact, they hopes that, the government removed the exam from the education agenda.

Conclusion
As we have seen above, appraisal is a system of interpersonal meaning. As Martin and Rose (2003) expain that the term appraisal for negotiating our relationship, by telling our listeners or readers how we feel about things and people (in a word, what our attiudes are). In this paper, the writer has explored appraisal meaning in positive and negative affect of the participants and judgement of participant character. And then, the issues of national exam consist of ideology and bias. The ideology means how is the people perspective about national exam for instance there are many the controversy of exam, namely the standar exam scoring, the item test and the human resources. As matter of fact, the lawmakers have discussed removing the exam from the education agenda. Therefore, the decision is in the government hand, whether the exam is still to defense as the education agenda for the following year. The government should
aware to the criticism and suggestion from the expert. Therefore, there will be a good solution for the exam problem and its implementation. And then for bias, there are two points of bias about final examination. In one hand, the government insist that it is the only way to determine whether passes or fail. It is a measurement to evaluate students ability studying at school. On the other hand, there are many people disagree about the national exam; even they hope that, it is should be removed from the education agenda.

Bibliography
AN ANALYSIS OF A LESSON PLAN “PAST MODAL” IN THE LANGUAGE HOUSE TEFL
A Qualitative Descriptive Mini Research

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Abstract
This mini research focuses on the elements used in the lesson plan, the strengths and the weaknesses of the lesson plan, and the problems faced by the teacher and the students during teaching and learning process by using the lesson plan. This research is a qualitative descriptive mini research. The subjects of the research are the teacher and the students in an English course “Language House TEFL”. The writer collected the data through observation and documentation. There were two data collections that had been analyzed in this research. The data collections are the lesson plan and the video of teaching and learning process. The writer found some research findings. First, the elements of the lesson plan used by the teacher are aperception, review of previous lesson, mind mapping, material explaining, and assignment. Those elements are good enough for EFL teaching and it becomes the strengths of this lesson plan. Next, There are no indicator, no opening, and no assessment. It becomes the weaknesses because we can not see the progress of the students clearly. The problem faced by the teacher was not seen in this video, but the students seem felt dissatisfy because they did not have the written scores. However, the lesson plan was less effective.

Keywords - Lesson plan, past modal, TEFL

Introduction
Lesson plan is a grip of a teacher in teaching in the classroom. It helps teacher to conduct an effective teaching and learning process. An effective planning will create successful teaching. A successful teaching and learning process (TLP) can be seen by the activity during the class and the achievement of students after the class. There are some elements of lesson plan. At least, a lesson plan should consist of five elements, those are the goal of learning (indicator), the material, the methods, the resources, and the assessment. The other elements are media, teaching tool, and steps of teaching and learning process. Nevertheless, many teachers unaware to the rules of making lesson plan. The result is the teaching and learning process become ineffective.

The problems that have been explored in this study are the elements of the lesson plan which are used by the teacher, the strengths and the weaknesses of the lesson plan, and the problems which are faced by the teacher and the students. Based on the problem that have been mentioned, this study created some objectives. Identifying the elements of lesson plan which are used by the teacher will be the first objective of this study. The next objective is to know the strengths and the weaknesses of the lesson plan. Finally, the problems which are faced by the teacher and the students will be known in this study. After being conducted, the result of the study hopefully will be useful for the writer and the readers. The writers’ ability in making and using lesson plan hopefully will be improved. For the reader, they can find appropriate methods in conducting English lesson plan. The main point of this study is that the result
can be used as a reference in doing something that involves teaching English as foreign language.

**Methodology**

The design of this study is case study. The case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles (Cohen, 2007:272). The teacher and the students in an English course “Language House TEFL” are the subjects of this study.

The writer uses observation in collecting the data. An observation is needed by the writer to know the technique used by the teachers in teaching “Past Modal” by using the lesson plan. In the beginning, the writer reads the lesson plan used by the teacher. Then, the writer watches the video of teaching “Past Modal” in Language House TEFL. In the last observation, the writer observes the teaching learning process from the beginning until the ending.

Instruments are needed to achieve the accuracy of all data in the research. Instruments have an important role in finishing the research. To reach the goal of the research, instruments should be as valid as possible. The first way of getting data is documenting method. This method is the step in gathering the primary data related to the study. The documentations are the lesson plan used by the teacher and the video of teaching “Past Modal” in Language House TEFL. The second way of getting data is taking note. The important data related to the study that the writer gets from the observation is taken and noted.

In analyzing the data the writer has some suitable steps. At first the writer read the lesson plan used by the teacher. In second step the writer observes the teaching and learning process of “Past Modal” in Language House TEFL by watching the video. Next, the writer will notes every important finding. After taking notes, the writer collects all of the data and then analyzes in more detail terms. Then, the writer writes down anything she gets from the analysis. After analyzing the text, the writer makes some conclusions.

**Findings and Discussion**

In this study, the writer found some research findings. First, the elements of the lesson plan used by the teacher were aperception, review of previous lesson, mind mapping, material explanation, and assignment. Those elements were good enough for EFL teaching and it became the strengths of this lesson plan. Next, There were no indicator, no opening, and no assessment. It became the weaknesses because the progress of the students could not be seen clearly. Then, the problem faced by the teacher was not seen in this video, but the students seemed dissatisfied because they did not have the written scores. However, the lesson plan was less effective.

Based on the research findings above, the lesson plan was less effective. At the first, the teacher did not open the lesson with greeting, but the teacher asked the students about their day directly with a glass of water in his hand. Greeting the students before asking or starting the lesson was better.

In the next steps, the teacher gave apperception appropriate to the material. He gave three questions to the students; “Do you often have bad days?”, “What are three things that can typically happen to make a day go wrong?”, “What are four bad, but funny things that have happened to you this year?”. Those questions were good to stimulate students’ mind to guess what material would be learnt.

After that, the teacher reviewed the previous lesson “Present Modal”. In this part, he
stimulated his students again by mapping their mind. It was good for the students to increase their understanding. They were divided into some groups and given a scenario. They developed the scenario by using “Past Modal”. After that, they showed it and the teacher gave correction.

After developing the scenario from the teacher, the students created their own scenario in pairs. As well as the previous task, they used “Past Modal” in this task. They presented their scenario after finishing. In the last session, the teacher gave evaluation and correction. There were some errors made by students during the lesson and the teacher corrected it.

Nevertheless, there is no written assessment in this lesson. It is the weaknesses in this lesson. However, written assessment is needed so that the students have documentation about their progress. It can be used as reference to motivate their progress. However, the guidance of this lesson was good enough but it was still incomplete. It was good because we were guided how to stimulate the students’ mind and it was automatically encourage them to be active. Although not all students became active, but at least their mind was trained to think and then found what was to be achieved or to be learntly by them. Nevertheless, this lesson plan did not give the guidance how to assess the students by scoring. It was important in teaching and learning process to know the achievement of the students and to motivate them in increasing their progress, moreover for EFL students.

However, EFL students are significantly different to ESL students whose the environment is familiar with English. The teacher should conduct an appropriate way in teaching EFL. The first important thing that the teacher have to do is making an effective lesson plan. It will create an interesting learning. An interesting learning will stimulates students to be active, interactive, think critical, and make them confident to ask questions. Their skill and knowledge are built well.

The video showed that the students were active enough, but unfortunately they did not have written scores which could be used as reference to motivate them in increasing their progress. It would be better so that the purpose of the teaching and learning was achieved accurately.

Conclusions
Based on the research findings and the discussion, the writer find some conclusion. The elements of the lesson plan used by the teacher are aperception, review of previous lesson, mind mapping, material explaining, and assignment. It was the strenghts of this lesson plan, meanwhile the weaknesses of this lesson plan came from the use of the important elements of the lesson plan. However, there were no indicator, no opening, and no written assessment in this lesson plan. The problem faced by the teacher was not seen in this video, but the students seem felt dissatisfy because they did not have the written scores.

This lesson plan was less effective as explained above. The guidance to stimulate students’ mind was good enough but it did not guide how to assess the students’ achievement by giving written assessment and scoring it.

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GETTING THE STUDENTS INVOLVED IN MAKING THE CLASSROOM POLICIES: WHY NOT?

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Abstract
This research was conducted as an effort to collect information necessary to design classroom policies adjusted to the need for students’ learning. From the result in data collection, it was observed that students expected that the learning activities would develop either their knowledge in English teaching or their proficiency in orally using the targeted language. To minimize the gap, discussion was selected to gain the students aspiration on the kind of activities and rules that they wished to have for the future learning program. As data were completely collected and discussion was conducted after, there were several points to be concluded in order to be used as the bases for conducting the learning program; Lesson must be full in English, coming on time to class, tolerance for late comers would only be 10 minutes; meeting 75% of attendance at minimum, in order to participate in the final exam; submitting the assignment on time; and actively participating in the learning activities. For those who cannot meet the agreed points, they would receive academic sanctions as prearranged.

Keywords - classroom policies, discussion, speaking proficiency, knowledge development

Introduction
This research was held to figure out problems related to speaking ability and knowledge development. Of the data collected, it showed that learning environment was suspected to become the issue that hinders students learning development. This less effective learning environment was observed to be the cause of learning culture students bring from the past. In addition, relationship among students and teacher in the classroom seems to be just professional relationship to which teachers act as a knowledge transferor rather than as a parent optimally supports and control the kid to do better. In order to make improvement, some changes on the learning pattern are required to minimize this matter. Making change especially in term of ways of thinking and behaving in the classroom is not yet easy, however doing success in this would be expected to benefit the class participants from developing their weaknesses in study. Basic step teachers can do to create the positive change is by managing behavior of all participants through appropriate policies made to benefit the success of the program. Kelly (2016) stated that classroom policy is a method addressed at controlling students’ negative behavior during the class and providing it with ways to handle it. It is important for teacher, instructor, and facilitator to keep the students under-control during the class (First, P., 2014). Classroom policies was proposed to show the situational structures that organize and direct though and action manifested in a plan used as a guidance that manage behaviors during the class activities (Doyle, W., & Carter, K., 2016; Barker, R. G., 1963). Classroom policies is undeniably important.
for teacher, instructor, and facilitator in order
to help succeed the program though having
the students under-control. Further (First, P.,
2014) suggested that classroom policies
made should be able to accommodate the
expectation of the learning itself to which it
is not limited only to how learning materials
are administered, but it also deals with how
mutual interaction among students and
teacher are established during the educational
activities in the classroom. Designing
policies for classroom activities are not yet
simple, it needs careful planning and thought.
Referring to First, P (2014) it is suggested,
that the process of designing these policies
consider about curriculum fidelity and
involve the students’ point of view in order
to create awareness and self-belonging that
eventually create mutual benefit to all
involved. No matter how the policies are
made, it is not supposed to change the
essence of teaching itself. This research was
set to find out information needed to concept
classroom policies. Data of which would be
collected through interview and discussion.
In the process of designing the policies, it is
expected that students would be included
rather than excluded in order to create
knowledge rather than traditionally thinking
that the class belongs to the classroom
teachers (Doyle, W., & Carter, K., 2016;
First, P., 2014; Barker, R. G., 1963;
Liberman, 1994). This project is expected
to contribute solution to set more effective
learning program.

Method
This is participatory research that the
participation itself is conducted
democratically through the involvement of
knowledge and endorsement of a constant
construction and reconstruction of the
boundaries. This process is considered
important, as the involvement is expected to
bring commitment among all and to help
facilitate in the process of achieving the goal
of the learning (Liberman, 1994). He further
says that participatory research is essential to
give teachers better understanding about their
students and to enable the teachers
themselves to respond the need for the
learning and the need for those involved,
while at the same time this is such a process
of challenging the traditional concept of
teaching (Liberman, 1994). This research is
perceived to help gain positive criticism from
particular group of people expecting better
change (Barton, A. C., Johnson V., & The
Students in Ms. Johnson’s Grade 8 science
classes, 2002). Liberman (1994) argues
Participatory research has the purpose of
creating learning community to which the
participants will be encouraged to actively
participate in the creation of the community
rather than to be a passive listener. In
practice, this approach is commonly used for
investigating phenomenon happening in a
community through involving necessary
action as well as participation from the
community itself (Wikipedia). With the
reference to participatory research theoretical
framework, this research would make use of
research participants as source of the
information and serve the collected
information to formulate mutual classroom
policies. This study was conducted in a
higher education setting involving classes
taken from different levels in the department.
There were around five hundred students in
total studying at the department. However,
only were two different classes consisting of
35 students each selected to participate in the
research. The selection was made by
referring to the need for the research and the
access the researcher had. The two selected
classes were indeed under the control of the
researcher to which he was teaching the
participating students in the theoretical
programs. Data of the research were
collected through the interview and the
discussion among the teachers and the
students. This interview was structurally held
in order to gain comprehensive information
in relation to their perception towards
academic problems they were experiencing
in the process achieving the learning goal.
Besides, this was also an attempt to turn up responses and suggestion towards their upcoming program setting. As the required data were collected, they were then analyzed, highlighted and brought up in a discussion in order to find solution on the academic matters they were suffering in the previous learning programs. Result in the interview and discussion was expected to be essential points needed to create classroom policies later applied to all participants involved in the program.

Result in the Interview and the Discussion
As data collection and discussion was completed, the following points were made in order to be rules to control the program;
(1) Commitment to use English as the language to communicate in the classroom, including but not just being limited to presentation. (2) During the presentation, presenters were prohibited to just read either from slides or books they were using as reference. Slides for presentation had to accommodate points to deliver instead of long text taking from books. (3) Monolingual dictionary and handout had to be available during the class. Those who could not meet the requirement would not be admitted to participate the class. (4) In order to participate in the final exam, students were obliged to meet the requirement of 75% of attendance at minimum. Having the attendance lesser than 75%, the students would receive consequence for not being allowed to participate the class. Further to this, their final score would also not be issued. (5) Middle exam and final exam would be a comprehensive test. (6) Maximum tolerance for tardiness was 10 minutes after the class started. (7) Submission of the assignment had to be conducted in accordance with the instruction from the teacher, violation would result in score reduction. (8) Learning activities in the classroom would be centered to the students. Most of the activities would require the students to present the assigned materials orally with reference to the rules set up before. This presentation would be conducted in a group, consisting of two and maximum three members in it. As the presentation would be completed, there would be time for Q&A and then proceeded with discussion. It was such an obligation for each students to read, understand and get their presentation slides ready before class. As in fact, nobody knew who was coming for presentation. The presentation turn would be determined at the day where the presentation activity would be conducted. For those who could not perform, as the selection would have been made, they would miss the chance and would never get the second turn. This issue would impact to the score they were going to receive in the end of the program. (9) In order to get optimum score, the audience would be encouraged to actively participate in the program through questioning, clarifying and adding more information related to the discussed topics. To ensure that the process would run as expected, students who actively participated would be awarded additional points and just instructed to make only one summary based on the discussed topic and for those who were passive, as a consequence, they would be assigned to make the summary three times.

Conclusion
Of the result in the finding and discussion, this was concluded that teacher and students perceived that the classroom setting needed improvement. The improvement was initially made by adjusting the existing classroom policies in relation to the need for the learning. This adjustment on the policies was made as an attempt to control students’ behavior during the program in order to be more productive. What made it different from the previous learning programs was that the changing process of the policies was made by involving the students and the decision made was only to benefit the program. Further, this involvement aimed at helping students grow their awareness that
the program belonged to everyone participating to the program, meaning they had the responsibility to succeed it. Making the students aware of what to do and what to obey as well as what to achieve in the end of the program, would facilitate them to be more oriented and endorsed to study harder in order to achieve the learning goals.

Reference


USING TOTAL PHYSICAL RESPONSE IN TEACHING ENGLISH TO YOUNG LEARNERS
An Analysis of English Teaching and Learning Process of Spanish Children

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Abstract
Teaching English to young learners is not an easy thing for a teacher. Children have special characteristics that demand teachers to be creative in finding a suitable method of teaching. This paper is aimed to analyze an English teaching and learning process of Spanish Children where English becomes the Second Language through a video. The researcher used observation as the main method of collecting data and played the video several times to get good understanding of the teaching and learning process. The teacher in this video uses Total Physical Response in teaching. During the teaching and learning process, the teacher uses songs, colorful markers and papers, also interesting pictures to attract students’ interest and to build students’ motivation. The result of the analysis shows that Total Physical Response is effective to be used for young learners. Total Physical Response is suitable for young learners because of some reasons. Children have huge amounts of energy and innate desire to react and to imitate. They enjoy tactile activities and love to move around. It is also supported by Cognitive Development Theory of Jean Piaget, which said that Children of age 7 to 11 are in concrete operational stage that need physical and concrete examples.

Keywords – Total Physical Response, English for Young Learners, English as Second Language

Introduction
Teaching English to young learner can be very challenging for a teacher. Handling children in the classroom is not an easy thing to do. It can be very tricky. Young learners have different characteristics from adult learners, cognitively and emotionally. According to Piaget (Simatwa, 2010) children of 7 - 12 years of age are in concrete operational level of cognitive development. It means that they need to be provided with concrete examples or concrete materials to understand something better. It is very different from adults who can understand abstract concept easily. When it comes to language teaching and learning, of course it will become a challenge for a teacher to design the way how to deliver material effectively since language is mostly abstract.

Young learners can also get bored easily with routines of teaching and learning process. Scott and Ytreberg (1995) stated that one of characteristic of the young language learner is they have a very short attention and concentration span. It makes them difficult to concentrate on one thing for a long time. They have huge amounts of energy and curiosity that makes them want to move around the class to explore their surroundings. Therefore, it is important for a teacher to understand child development to be able to choose and design teaching methods which are effective.

One of teaching method that captures the heart of many teachers is Total Physical Response (TPR). It is a language teaching method built around the coordination of speech and action; it attempts to teach...
language through physical (motor) activity (Richard and Rodgers, 1986). This method was developed by James Asher, a professor of psychology at San Jose State University, California and adopted by many teachers around the globe.

There were several researchers that demonstrated the benefits of TPR in teaching English as a second language. Suhendan (2013) found that TPR activities can help to enhance vocabulary learning because the words are presented in a meaningful context through combination of speech and action. In another research, Ghani and Ghous (2014) found that TPR approach is effective to help slow young learners with low achievement acquire English as a second language. From the two researches on TPR, we can see that there are some great benefits of implementing TPR in the class.

This study was aimed to investigate a video of teaching and learning process of English as a Second language to young learners which uses TPR as the method of teaching. There are several problems that are going to be discussed in this study: How did the teacher open the class? How did she deliver material using TPR? How were the students’ responses? From the investigation, the conclusion will be drawn whether or not TPR is effective to be used for teaching English to young learners.

The result of this study is expected to give contribution to the field of English Language Teaching especially in teaching English to young learners. It is hoped that this study can be one of reference for English teachers in designing method for teaching.

Methodology
The subject of this study is an English class consists of one female teacher and 22 second-grade students. There are 13 female students and 9 male students in the class with range 7 – 8 years of age. The students’ desks and chairs are arranged in a group of four or five so that the students sit together in a small group.

The teaching and learning process was observed through a 23-minutes-length video which was taken from youtube. The video is chosen because of several reasons: first it is an authentic video of teaching and learning process recorded from an English class. Second, the interaction between the teacher and students looks natural. The students seemed not knowing that they were being recorded during the teaching and learning process so that they acted naturally. Third, it uses Total Physical Response (TPR) that becomes the subject of interest in this study. To get a good understanding, the researcher played the video several times. Observation was the main data collection method used in this study. The researcher observed what was going on during teaching and learning process, observed the interaction between teacher and students, observed the teaching method used by the teacher and observed students’ response. The researcher then wrote important information found in the video as a data to be analyzed later. The analysis will involve theories of child development, educational psychology and language development of children.

Finding and Discussion
In the video, there are several interesting points that will be discussed. First, how the teacher opened the class. The teacher started the class with a song, entitled “The Rain Forest”. The song was taught on the previous lesson and was delivered again as a warm up to catch students’ interest and concentration. The teacher asked students to sing the song and perform certain movements or gestures related to the song. It was quite effective to build students’ readiness to follow teaching and learning process. After the teacher opened the class with a song, the students seemed more enthusiastic in following teaching and learning process. Before
singing, some of students looked sleepy. They put their heads on the table. However, after they sang together, they looked more active. The opening of a lesson is important because it is a “bridge” to take students from “free situation” into “learning situation” which requires them to have more concentration and to follow certain rules and procedures.

The second one is about how the teacher presented the materials. The teacher used Total Physical Response as the method of teaching. Total Physical Response (TPR) is a language teaching method which involves coordination of speech and action; it attempts to teach language through physical (motor) activity. TPR is linked to the “trace theory” of memory in Psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the association will be and the more likely it will be recalled. Retracing can be done verbally and/or association with motor activity (Richard and Rodgers, 1986). The teacher implemented TPR by asking students to act and to sing the sentences that they had learned. For example, when students made sentence: “Poisonous red snakes eat quickly on the ground”, the teacher asked them to show her how to eat quickly and how to be on the ground. Another student then gave another example of sentence: “Small poisonous monkeys scratch quickly in the canopy”, the teacher asked all students to show her how to scratch quickly. By asking students to act the sentences, the teacher could build strong memory connection of vocabularies which is good for young learners.

According to Piaget’s theory of intellectual development, children 7-11 years of age are in the concrete operational stage. In this stage, children can perform concrete operations and they can reason logically as long as reasoning can be applied to specific or concrete examples (Santrock, 2011). Therefore, in teaching and learning process, children should be provided with concrete materials that can be made up into different collections according to different criteria. For example, if a teacher wants to teach about animals to young learners, he/she should provide pictures or video. If he/she wants to teach verbs, then he/she should demonstrate the verbs to make the students get better understanding. For children, words are not enough. Teachers should provide activities for young learners that include body movements. It is necessary for teachers to use many objects, pictures, or video to attract students’ attention. According to Anita (2004), in teaching children who are in the concrete operational stage, abstract concept and ideas need to be presented very concretely. Those theories support the use of TPR in teaching English to young learners.

Young learners have special characteristics that makes teaching them require special strategy. According to Scott and Ytreberg (1995), young learners understand situations more quickly than they understand the language used; they use language skills long before they are aware of them. Their understanding comes through hands and eyes and ears. The physical world is dominant at all times. That is why the use of TPR is very effective in teaching English to young learner. By using TPR, the young learner can remember information better over the long term because they do not only rehearse and memorize it, but they can understand more deeply by practicing or acting out the materials through motor activity.

TPR is not only effective, but also fun. Young children love to play and learn best when they are enjoying themselves. According to Asher (Richard and Rodgers, 1986) an important condition for successful language learning is the absence of stress. During teaching and learning process, teachers should create friendly atmosphere for young learners so that they are not afraid of speaking. In the video, we can see that students were very active. They raised their
hands many times and tried to answer questions from the teacher. Even though their answers were not correct, the teacher still gave appreciation and encouraged them to speak up. During the teaching and learning process, we can also see that the teacher gave a lot of praise as reward to student. “Precious”, “Great”, “I think you right” are some of the examples of positive feedback that are given by the teacher.

According to Santrock (2011), in middle childhood (6 – 11 years old), children are more ready to learn than during the period of early childhood (2 – 5 years old). Children develop a sense of wanting to make things – and not just to make them, but make them well and even perfectly. Their intelligence is developed and their curiosity is flourished. They don’t think too much about the future or about the past, but they enjoy the present moment. Therefore, it is essential for teachers to create enjoyable atmosphere in the class.

To create fun and enjoyable atmosphere, the teacher also used songs in teaching. Songs are also very effective tools that can be used for teaching. In the video, after making sentences, the teacher then used the sentences as songs’ lyric. The students sang the song together several times. This activity can also strengthen the memory association that makes the learners can remember better the vocabularies that they have just learned.

The third and the last one is about how the teacher gave assignment. The teacher asked the students to write sentences and make drawing based on their sentences. Those activities can also strengthen the memory association and increase the probability of successful recall. Information which is personal and meaningful will be processed more deeply by learners. It is important for teachers to give children concepts and ideas to remember and then ask them to relate the concepts to their personal experiences and meanings (Santrock, 2011).

Conclusions
From the findings and analysis, it can be concluded that Total Physical Response or TPR is suitable to be used in teaching young learners. There are several reasons that support the conclusion. First, the cognitive development of young learners which is still in concrete operational stage that makes young learners need concrete examples in teaching and learning process. Words are not enough for them. Demonstration of words can be very effective to make students understand the materials better. Second, characteristics of young learners that are different from adults. Young learners are active, and they have full of energy. Asking them to sit quietly in the class can be a torture for them. They need to be provided with some activities which involve body movements. Third, young learners have short attention and concentration span that makes them get bored easily and lose their concentration. It is important for a teacher to provide students with various activities to keep them active in the class.

Bibliography


TEACHING WRITING THROUGH JAZZ CHANTS AND FILM

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Abstract
This study aimed at unraveling how Indonesian EFL wrote a recount text by using jazz chants and movie. The subjects of the study were the students of X.7 SMA Negeri 1 Bergas consisting of 37 students, 10 male and 27 female. This is an action research study comprising two cycles. The data of the research were obtained through a test. After the teacher gave a modeling jazz chants, the students were asked to make up their own and present it in front of the classroom before given a test to write a recount text based on the film they watched. The jazz chants used in the first cycle was to bridge the students in memorizing the changing verbs and constructing simple past tense sentences while in the second cycle the jazz chants was used to make up yes/no questions using simple past tense sentences. The first cycle was focused on writing a personal recount text whereas the second cycle was on historical recount. The findings reveal that the students were enthusiastic during teaching learning process and their creativities grew better in making jazz chants as well. The average score of the first cycle is 72 while the second cycle is 86 it means their score increased 15 point from the first to the second cycle. The students who got the passing grade 75 was 20 students in the first cycle and 37 students in the second cycle, it means all students achieved the passing grade. It can be said that the students’ ability in writing recount text is improved and the use of jazz chants and film worked well.

Keywords – teaching writing, recount text, jazz chants, film

Introduction
Teaching learning English is aimed at comprehending the four skills namely, listening, speaking, reading, and writing. Those four skills should be developed for the students to be able to communicate using English as one of the international languages in the world. Let alone there emerges an issue dealing with Asian Economic Society which means educational institutions should prepare their graduates to be tough and able to communicate using English language. Teaching learning process in our school for the time being still adopts KTSP which means to teach English by using genre based approach. One material taught in Year X is Recount Text which has social function to retell the past events. The generic structure of this text comprises orientation, events, and reorientation (optional). One of lexico grammatical features is using simple past tense. The writing skill of the students was poor as they lack of knowledge on how to place correct past verbs in their sentences. Besides, teacher uses less time to let the students practice more and more writing. English is also categorized as one of the most difficult subjects to learn especially for those less motivated students. It is due to the fact that the pronunciations of English words are different from their mother tongue as well as the spelling. The different uses of verbs in the sentence patterns, and the meanings seem to be another factor which makes the students reluctant to learn. If a learner is less motivated or has little confidence, language acquisition will be limited and therefore the teacher must provide an environment with positive emotions. Music creates this basically needed situation. Furthermore, it develops a sense of community and all that together brings about language acquisition (Zhang: 2011). Based on this fact the writer thought what method best used for teaching writing for the students. As Meier (2000) defined that when we teach the
students we should bring the lesson to their own world. Ask them to be relaxing in some way and enjoy the lesson without being pushed. Jazz chants and film were chosen as method integrated with discovery learning. Why? Because the writer assumes that by using discovery learning students will learn by themselves and it will lead to long lasting memory of the knowledge before applying for writing. Read (2007) defines that learning and acquisition a language will be effective by using songs. In line with this, Carolyn Graham stated (2006) that Jazz Chant is a rhythmic expression of natural language which links the rhythms of spoken American English to the rhythms of traditional American jazz. The music for chants is often taken from some traditional English songs so the children can concentrate on the words and rhythm more because they already know the melody from the original songs. Chants are suitable for all students no matter what age they are and what level of English, learning strategies, intelligence, interests or learning problems they have (Zhang: 2011). Furthermore he stated that jazz chant is able to improve the speaking ability of the students. Film is a media which is very popular among children, especially teenagers. Film is an electronic media to show lively pictures as to move reality into movie (Liliweri, 1991: 153). It is also the expression of arts mixed with photography and technology as well as the use of sound (Effendi: 1986). Film here as I can say includes video clip. Film is used as medium for the students to describe their thoughts into writing.

Methodology
This is an action research which undergoes two cycles. The subjects of the study were the students of class X.7 SMA N 1 Bergas, Semarang, in the academic year 2015-2016. The data collection was obtained through observation and writing test. The results of writing assessment is analyzed by using a rubrics developed by Brown (1984) which is based on four criteria; organization, developing idea, grammar, and mechanic. The learning process goes as follows: 1) Teacher proposes a problem about how to write simple past tense as the lexicogrammar for writing a recount text, 2) Teacher introduces some affirmative English sentences using simple past tense, Go went gone went gone I went to Solo yesterday Write wrote written write written I wrote a letter last night Send sent sent sent I sent the letter this morning 3) Teacher reads and sings the sentences by using the melody of Open Shut kid song, 4) Teacher groups the students, 5) Teacher asks the students to modify the sentences by using their own verbs taken from the list of the irregular verbs, 6) Students present their jazz chants in front of the class, 7) Teacher plays a film about A Trip to Semarang and students write the text. For the second cycle, the teacher modifies the procedure instead of introducing affirmative sentences she uses all three types of sentences, including negative and interrogative forms. The melody of the song used is “Are you Sleeping” which is very easy and popular to the students, while the film used is short biography of John F. Kennedy. The lyrics of the song are listed bellow.

Were you happy were you happy
No I was not no I was not
No I was not happy no
I was not happy I was sad
Was she happy was she happy
Yes she was yes she was
Yes she was very happy
Yes she was very happy
Did you eat fish did you eat fish
No I did not no I did not
No I did not eat fish no I did not eat fish
I ate beef I ate beef
Did you study did you study
No I did not no I did not
No I did not study no I did not study
I watched tv I watched tv
Did you see her did you see her
Yes I did yes I did
Yes I saw her last night
Yes I saw her last night in the mall

Finding and Discussion
Before applying Discovery Learning using jazz chants and film, students do not seem so enthusiastic during the learning process in the classroom. Some tend to play around with their friends, some tend to be busy with themselves chatting, talking, or even sleeping. It might happen as teacher only uses a single method in teaching that is teacher only gives the material whereas the students sit meekly listening to what the teacher says. After the teacher implements Discovery Learning using Jazz chants and film the students tend to be more enthusiastic and serious in learning process. Nobody came late. They submitted the task on time. Based on the results of writing assessment, the average is 72 with the lowest score is 55 and the highest is 91, however, there are only 20 students or 54% who are able to achieve the passing grade of 75. Based on the writing rubrics, the mean of organization is 19,4 for developing idea is 19,2 for grammar is 16,5 and for mechanic is 17,4. It means that the worst is grammar. Based on this result the teacher modifies the second cycle. The teacher emphasizes the grammar as we can see the example of students’ writing bellows,

A Trip to Semarang
Last week we went to Semarang city.
We went there by bus
First we went to Lawang Sewu
Before we enter the Lawang Sewu
I buy a ticket first
We walk around Lawang Sewu
I was a miniature of Lawang Sewu
And then I saw many pictures about the history of Lawang Sewu
I found a old train in the near of Lawang Sewu
I very interested to take picture in the train.
After we walk around Lawang Sewu

We went to Tugu Muda monument
Because we are very hungry we went to Paragon for a lunch.
After we lunch we went to the old town
we found a large and very old Door
and we found a mysterious buildings
then we went to the park of Semarang City we walk around park, it’s very clean
We rest for a while in there,

In the example above we can find that the title is already in line with the film. In the orientation there is the character and also the setting of place and time however, students fail in replacing the subject as I and are still used. Because they should write what other person’s experience so “I and we” should be eliminated. We can list some errors here as follows.

<table>
<thead>
<tr>
<th>Error</th>
<th>Correctness</th>
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<tbody>
<tr>
<td>I, We</td>
<td>Nila, They</td>
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<tr>
<td>Buy</td>
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<td>Walk</td>
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<td>Are</td>
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By asking the students to find out their understanding about sentence patterns of the simple past tense to be used in writing a recount text through discovery learning using jazz chants actually students learn by doing without being forced to memorize rules, patterns and unfamiliar new words. So for the second cycle jazz chants or song used is much more complete in terms of types of sentences. In the second cycle students are more enthusiastic and their creativities grew better especially in making up their own jazz chants. Based on the results of writing assessment, the mean is 86 with the lowest score is 78 and the highest is 97, all students are able to achieve passing grade of 75. Based on the writing rubrics, the mean of organization is 22,8 for developing idea is 21,4 for grammar is 20,4 and for mechanic is 21,5. Table1. Writing results based on the scoring rubrics
Table 1 shows that there is an improvement in text organization from pre cycle, cycle, and cycle II that is 0.8 and 3.4 respectively. For developing ideas there is an improvement 2.1 from pre cycle to cycle I and 2.2 from cycle I to cycle II. Grammar increases significantly from 5.3 from pre cycle to cycle I and 3.9 from cycle I to cycle II, while mechanics it improves 1.0 from pre cycle to cycle I and 4.1 from cycle I to cycle II. The average score increases 9.6 from pre cycle to cycle I, and 13.6 from cycle I to cycle II.

Figure 1. Score of writing based on each rubric

Figure 1 shows that in cycle I in the aspect of organization of the text, there are 32% of the students get score 25-22, 54% get 21-17, and 14% get 16-12. In the aspect of developing ideas there are 43% of the students get 25-22, 46% get 21-17, and 11% get 16-12. In the aspect of grammar, there are 11% of the students get 25-22, 46% get 21-17, and 43% get 16-12. In the aspect of mechanics there are 11% of the students get 25-22, 59% get 21-17, and 30% get 16-12. In cycle II in the aspect of organization of the text, there are 89% of the students get score 25-22 and 11% get 21-17. In the aspect of developing ideas there are 46% of the students get 25-22 and 54% get 21-17. In the aspect of grammar, there are 32% of the students get 25-22, 54% get 21-17, and 14% get 16-12. In the aspect of mechanics there are 57% of the students get 25-22 and 43% get 21-17.

Figure 2. Condition of pre cycle, cycle I and cycle II

Figure 2 shows that the average writing score is 63 in pre cycle, 72 in cycle I and 86 in cycle II. It means there is an improvement from pre cycle up to cycle II. The highest score in pre cycle is 84 while in cycle I is 91 and in cycle II is 97. It can be said that there is an improvement from pre cycle to cycle II. The lowest score in pre cycle is 50, 54 in cycle I, and 78 in cycle II. While the degree of mastery learning is 40% in pre cycle, 54% in cycle I, and 100% in cycle II.

Example of students’ writing in cycle II:

John F. Kennedy
He was born 29th May 1917 in Brookline. He was choate school and Paroki school. 1940 he graduated from Harvard University with a science degree. He joined the United States Navy in 1941. He was transferred to the Motor Torpedo Boat Squadion where he was given command of a PT 109. He married with Jacqueline thn 1952. He was became president on 1960 and inaugurated on 1961. He was admitted in on interview with John Bartiaw Martin. He was president to 33 of United States. He got appreciation of Asian Pacific. Purple heart, and World war II Victory medal. He campaign on 1960 versus
Richard Nickson. He was died on 1963 22th November 46 years old in Dallas, Texas.
In the example above, the title is correct and goes well with the movie. In the orientation the students has already put the characters, time and place which means they are able to define the organization of the text. In grammar still there is an error dealing with tenses, writing the date and spelling. It might happen as the result of the process of discussion in their group by using Bahasa Indonesia as their medium of communication. Nevertheless, the error is less than they did in the first cycle.
We can list some errors here as follows.

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<td>President to 33</td>
<td>33rd president</td>
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<td>Was died</td>
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**Conclusions**

Based on the discussion above it can be concluded that before applying discovery learning using jazz chants and movie in the classroom, students get no interest during learning process. After learning and getting the knowledge by themselves through discovery learning using jazz chants, students get better understanding in making up their own sentences using simple past tense while building up a recount text. Jazz chants makes them easily do their strategies to understand simple past tense sentences as they learn to convert some changes from infinitive into past tense verbs. Movie bridges the students to connect their ideas into their writing products. Jazz chants and film not only can be used for teaching speaking but also effective for teaching writing.

**Bibliography**

CONTENT LITERACY PRACTICES IN MULTICULTURAL CONTEXT

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Abstract
Every student has its own characteristics in terms of academic and also cultural background. Some students may have linguistically good performance, some of them seem find easiness to learn new language, the rest may have high motivation to learn. On the other hand, their social background are diverse, they come from different ethnicity, culture and social class. The lecturer or teacher must have understanding, attitudes, strategies related to students diversity. The more that teachers develop them, the better equipped they will be to adapt instruction to the differences in their classroom. In other words, cultural variation in the use of language has a strong influence on literacy learning. This research is aimed to investigate some practices especially content literacy done by lecturer in the process of teaching and learning of multicultural context especially in Cross Cultural Understanding (CCU) subject for students who come from culturally different background. This research will be done in English Department of Muhammadiyah University of Metro where the students come from different ethnicity and language. The student population is racially, linguistically and culturally diverse, for example, of the 45 students enrolled at the University of Muhammadiyah Metro, approximately 25 percent are Lampungese, 25 percent are Javanese, 20 percent are Balinese, 15 percent are Sundanese, 10 percent are Palembangese and the rest is Bataknese. The method of research uses descriptive qualitative. The researcher looks phenomena in her classroom related to the different cultural background of the students. She does not want to compare the academic achievement among them, but she tends to provide and implement learning process which will be appropriate with the students in order to have awareness of cultural diversity among them, and how to appreciate other culture in general. Another benefit hopefully the teaching learning process will increase their academic achievement.

Keywords - content literacy, multicultural context, cultural background, cross culture understanding, cultural diversity

Introduction
Language always related to culture, how we speak, act, think, respond may be based on the area we live that means consisting many customs and tradition in creating culture. Every person who lives in different area has their own characteristics that make them differ from others. These differences will be seen from the product, practices, community, person, etc. One alterative way in knowing the culture of other people is from the tools of communication. We should not only analyze their language but also look for unique characteristics belongs to their culture. Related to the student characteristics, here the researcher wants to explain about the student diversity in the classroom in terms of their culture, ethnicity, language and also their social background.

One that should be focuses is their origin related to their ethnicity such as race, their social background, family background which form different culture. Fought (2006:4) says that ethnicity is a socially constructed category that cannot be studied or understood outside the context of other social variables like gender and social class. Ethnicity was used as a socially defined race.

Culture always correlated with ethnicity. Cohen (1978:387) cited in Fought (2006:8) defined ethnicity is a set of descent based cultural identifiers used to assign persons to grouping that expand and contract in inverse
relation to the scale of inclusiveness and exclusiveness of the membership. As we know in Indonesia there is a lot of ethnicity and culture. Take for an example when we say about the product of Indonesian culture we will find a great amount of products such as buildings, traditional clothes, music, dance, tools, tourism objects, etc. Not only the products, but also the community, persons, practices which make Indonesia has cultural variety.

Ideally, the university students who have become adult and come from different areas and ethnicity in Indonesia should have awareness and understanding of their culture. Besides they should appreciate for other culture that should live in harmony with them because some of their habits and customs will be shown up differently. Every student especially who come to the same class will find that they come from different ethnicity, habits and traditions. Their actions, how they speak how they react and response even their language will be different one another. If they have aware about these, they will have more appreciations of their diversity.

On the other hand, students of University level especially who come to Muhammadiyah University of Metro where they come from different race, areas, religion and ethnicity have not known yet about their diversity instead of being unaware of their culture. Because some of the students will be confuse when they are asked about the specific one of their culture. They only know about the national culture but tend to forget their origin. Furthermore, the necessity of the students is to remind about their origin. It means that they should have awareness of their culture and have full understanding and appreciation toward other culture. Without having awareness how they will respect others.

Related to culture, there are ways to facilitate learning of different background of students. By reading and writing, the students will guide to regard themselves and appreciate others. The choice of some texts to be read by students plays an important role. They should be taught by providing the appropriate text and contextual with their needs. Similarly, the students are asked to write about themselves related to their traditions and customs and they will share this information with the classmates. This activity can be included as the content literacy practices. It will be useful applied in their classroom.

Content literacy can be defined as the ability to use reading and writing for the acquisition of new content in a given discipline. Such ability includes three principal cognitive components: general literacy skills, content-specific literacy skills (such as map reading in the social studies) and prior knowledge of content (McKenna & Robinson 1990). Then, Brozo, W.G., & Flynt, E.S. (2007) define content literacy as the ability to use reading and writing for the acquisition of new content in a given discipline. It identifies three principal cognitive components: general literacy skills; content-specific literacy skills; and prior knowledge of content. It discusses the implications of content literacy for content area reading teachers.

Content literacy in this research related to the procedure of teaching learning in cross culture understanding subject which use literacy (reading and writing) skill as the main focus of the learning. The benefit of the practices is that the students will find many articles related to their culture and other culture, beside they will learn procedurally when reading the passage. It gives them some obvious reason to explore their knowledge and to activate their prior knowledge related to their culture. Then, they try to make a nice writing about their characteristics especially their origin culture based on their ethnic and tradition.
Some problems dealing with the research are drawn as follows:
How is the implementation of content literacy practices in multicultural context especially in Cross Culture Understanding (CCU) class in Muhammadiyah University of Metro?
How is the idea of content area literacy can make the students have full awareness of their culture and full understanding for other culture?
How is the analysis of multicultural context in the classroom situation.

The objectives of the research are stated as follows:
To know the implementation of content literacy practices in multicultural context especially in Cross Culture Understanding (CCU) class in Muhammadiyah University of Metro.

To identify the idea of content area literacy which make the students have full awareness of their culture and full understanding for other culture?
To analyze the multicultural context in the classroom situation.

Methodology
This research uses descriptive qualitative. The researcher tried to analyze content literacy practices in terms of reading and writing activity in cross culture understanding (CCU) class. The subject of the research is the students of cross culture understanding (CCU) subject that consists of 60 students. The student population is racially, linguistically and culturally diverse, for example, of the 45 students enrolled at the University of Muhammadiyah Metro, approximately 25 percent are Lampungese, 25 percent are Javanese, 20 percent are Balinese, 15 percent are Sundanese, 10 percent are palemangese and the rest is batakese. The data collecting technique uses the observation of implementation of content literacy practices, questionnaire, interview and documentation. The instrument of the research is questionnaire, interview sheet, observation checklist. After getting the data, the researcher analyzed it and gives description about the implementation of content literacy practices in cross culture understanding (CCU) subject. The procedure of the research can be explained as follows:
The researcher as the observer who observe the implementation of content literacy practices, whereas the team teaching as the lecturer.

In the process of teaching and learning, the researcher used observation checklist to conduct the data about the implementation of content literacy practices. Content literacy practices which is implemented by the lecturer is reciprocal teaching strategy for reading activity and writing practices. In the next meeting the researcher gave questionnaire for all the students in the class and interviewed some of them. After conducting the data, the researcher and the lecturer discussed together about the result of the research.

Here are the steps content literacy practices which is participated by the students as follows:
The lecturer provides texts that contained cultural context. It can be related to traditions, values, life style, community, customs or some products such as buildings, foods, music, etc.
The lecturer asks the students to make a group consist of four students and they sit in group.

The lecturer asks them to read the texts.
The lecturer guides them to implement reciprocal teaching method when they discuss the texts.

After discussing the texts related to culture, in the next meeting the lecturer provide writing prompt for students practices. The writing is about their cultural background to
be described in order. They are asked to write their identity or description about themselves.

After writing practice, the lecturer asks some students to read their writing in front of the class and show their writing on the slide. The lecturer asked them to discuss the texts. Along the activity, the lecturer as the observer who observe the process of learning.

After the process, the researcher interview some students about the activity.

Finding and Discussion

Findings

To answer the first question of the research, the researcher examined the observation checklist while conducting the research. The students did content literacy practices such as reading and writing activity in cross culture understanding (CCU) class. The activity consists of reciprocal teaching strategy activity for students. In this activity, the students participated the learning process in terms of reading for comprehending text in the actual context about multicultural of Lampung society. From the result shows that the students who were born in Lampung and come from Lampung tribe has become familiar with text provided by the lecturer especially in the text about traditional clothes of Lampung and some ceremony of Lampungese tribe. Eventhough they have not read the text in detail, they at least understand about what the text about is.

Many students who have lived in Lampung since birth and since their childhood cannot guarantee they understand about their culture well. Even they have not visited some historical places in Lampung such as Batubrak site in West Lampung, some tourism object such as Tanjung setia beach and tanjung putus island even they have not already know about Kiluan beach which is very famous.

Then, from the data taken by the researcher showed that 70 % of the students who come from Javanese tribe are also familiar with many tourism object in Lampung, 50 % of them are not familiar with the historical places of Lampung but most of them about 60 % know the Lampung culture well such as traditional clothes, wedding ceremony of Lampung. The students who come from Sundanese, Balinese, Batakinese and also Palembangese were less understands about Lampung culture and Javanese Culture. The research shows that the subjects of the research can be generalized for the subject in metro city especially because most of the citizens come from Lampungese and Javanese tribe.

The result of the questionnaire can be used to answer the third question. It is about 33 of 36 students live in Lampung since birth, 25 percent are Lampungese, 25 percent are Javanese, 20 percent are Balinese, 15 percent are Sundanese, 10 percent are palembangese and 5 percent is batakinese. Islam is their majority religion and the others are Hindu and Kristen. The economical background of their parents showed that 60 % of the parents’ profession are farmer, 20 % are trader and the rest are civil servant. For everyday language interaction with parents for about 70 % of them use mother tongue and the rest is Indonesian. The language daily communications with classmates are about 80 % of the 36 students use Indonesian and the other use mother tongue. However, the language of daily communication with lecturers, 100 % of all students uses Indonesian language. Despite most of Javanese tribe, but they mostly understand Lampungese language. It is because they were born and live in Lampung. And for the Lampung tribe, most of them understand Javanese too. Then, 80 % of them can speak Lampungese well. Many of them have not learned Lampung conciously but it is indegenous and frequently interacts with family member. Then, many students who
come to Muhammadiyah University of Lampung have not mastered English well. Besides, they sometimes use English for daily communication though they chose Indonesian as mainly tools of communication; it is about 70% of the students. The rest of them used mother tongue.

Discussion
Multiculture means that man who come from different customs, race, religion, background, even language which will be considered as ethnic group. As Zelinsky cited in Fought (2006: 13) said that religion, language, customs and race can contribute to define ethnic group. In this research the students who come to CCU class have various identity which is very different with one another. The variety that focus on the use of mother tongue, such as Lampungese, Javanese, Sundanese, Balinese etc. The development of literacy skills is important to academic achievement (Washington, 2001). Vygotsky's sociocultural theory (1978) and Bronfenbrenner's ecological theory (1986) emphasize that interactions between people, as well as interactions between people and their environments, influence learning.

As mentioned in Yin Chu & Pai Wu’s article (2010), they said teachers have to acknowledge the legitimacy of the cultural heritages of different ethnic groups and encourage students to value their heritage languages. The implementation of culturally responsive lessons in prereading activity, read aloud, group discussion, and journal writing fosters students to develop literacy competence that reflect their real-life experiences.

Vacca & vacca (1999: 37) A teacher who make a point of understanding the home culture, ethnic background, and community of students is in a better position both to understand the kinds of knowledge that culturally diverse students bring to learning situations and to adjust the curriculum to their sociocultural strengths.

Conclusions
The conclusion of the research can be explained as follows: The English Department students especially who come to Cross Culture Understanding (CCU) class are from different areas, ethnicity, religion, and cultural background. They made a improvement on their cultural awareness of themselves after conducting Cross Culture understanding (CCU) class especially after joining content literacy practices. Besides, they can recognize and add their knowledge about the other cultures, especially who cultures that belongs to Lampung areas which has various culture. Then, They can enhance their attitude of respecting other culture.

Bibliography
BRINGING SHIDNEY SHELDON INTO THE WRITING CLASS

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Abstract
Writing subject in English Education Department is a must to be mastered by all language learners. Writing is assumed as the most difficult language skill since it needs the integrated all language components and skills to be learnt together. The ability of writing may be influenced by the idea to be written. Asking students in writing class to write by letting those choosing free topics is not the best way to improve their ability in writing viewed from all aspects of writing including the content of the students’ product. Boosting the students’ interest to write is the first and the most difficult thing to do. If they have no motivation to write, they have no self interest in writing, the idea may be one of the problems that must be covered by the lecturer. To know the strengths of literary works at improving the students’ writing ability is the objective of this classroom action research. By understanding and being involved in feeling the content of some short stories, every student is interested to share the content of the literary works by rewriting them using their style and finally, it spurs the students’ motivation to write better than before. It can be examined from the students’ result of producing their own short story or their evaluation about others’ works.

Keywords - Creative Writing, Literary Works, Novel

Introduction
Writing is important because not only reinforces grammatical structures, idioms and vocabulary but also the students have a chance to be adventurous with the language and finally the students are very involved with the new language. In this part, the students have a unique way to reinforce learning by combining constant use of eye, hand and brain.

There are some difficulties related to writing. The psychological difficulty in which the writer has to decide what information the readers need. Furthermore, there is a linguistic difficulty in that language used in written language that is different from that used in speech and in addition, there is a cognitive difficulty in which the students have to organize their obliged to write and they do not know what to write more on their paper. It is about the material or the ideas that they have to write on their paper.

Preliminary research included observation, text, questionnaire, and interview showed that from the most difficulty in writing was on developing ideas in paragraph. This was indicated from some following problems: a) it is hard for students to start writing even though they were given some topics, b) it is also difficult for students to start writing if the lecturers let them free to write by using their own topic, c) they always get stuck in the middle of writing and d) then it will be impossible for them to end their writing if they are not able to produce any kinds of writing. Since they have no more ideas to be written.

Murdoch (2002: 9) indicates that “novel can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”. It’s aimed that by understanding the content of literary works that the students read or learn, it may lead them to the interesting situation.
in which the readers; the students are greatly involved in adapting with the situation or the content of the short story or novel as well. The literary works may do their works by offering the interesting situation found in their conflicts between the characters or great flow of the story itself.

**Methodology**

This qualitative research is to find out the ways how literary work in this case is short story may help students to improve their writing ability especially in getting ideas. As a researcher, finding out the students’ difficulties were done by distributing questionaires previously. After examining their answers or responses, it can be concluded that the students’ problem in writing is mostly happened on finding or getting the interesting ideas to be developed.

They are used to be familiar with the non fiction material to be discussed, for example describing their lovely place to study, or giving personal comments and suggestion to the university’s facility. They are used to apply the same words or vocabularies on their most sentences. Getting the same treatment or practices cause them to get bored easily. Absolutely it must be the lecturer’s challenge to find out the way how to solve this problem. And it is all about the content that they have to write. The students get a big problem to start writing because the topic is not interesting enough to be developed. And after reflecting all the events happened before, trying to change the material of writing must be one of the best solution and it must be tried hard.

Knowing that they are more interested on discussing about human life experiences lead the lecturer to introduce simple short story to the students. Getting students to be familiar with flow of the story, conflicts, characters and their characteristics as well must be the new things they need. To know the students’ need are also easy after knowing their responses on their interest of material to be written.

After introducing the intrinsic elements of prose those are short story or novel, the students were given some examples of short story, then we analyzed them together based on the intrinsic elements taught before. Observing the students’ interest in discussing about the content of the story may encourage them to have something interesting, something nice to be written. It can not be denied that youth are mostly interested to discuse about hatred, anger, love, and so forth. All of them are about human life experiences. The material of this one is considered simple for them. Easy to understand and easy to be written. They are not always writing about the same thing such as expository, explanatory, or even an argumentative writing. They need something different to be written.

All the lecturers did in the classroom were recorded well for being examined by the researcher whether the students show the interest attitude or they were trapped in boring situation of learning writing. All the detail done by the reseacher in front of the class will influence the students’ response in reacting the lecturer explaining the material. The strange or peculiar situation shown by the students must be examined carefully for making it sure whether they enjoy the situation and they are able to understand all materials delivered by the lecturers well.

**Finding and Discussion**

After conducting this research, the findings can be described as follows:

a). The students ability in writing can be improved significantly after they are taught using short stories. After they are involved in the content of story, the students’ enthusiasm extremely increased. Knowing the story well by analysing it through the basic intrinsic elements encourage them to be enthusiastic to retell the content of the story by their own style. The students’ interest can
be about the flow of the story or plot, it can also be about the conflicts found in the story. Furthermore, knowing the characteristics of each character may encourage them to have curiosity to know the ending of the story. Sometimes, after realizing that the story is similar with the readers’ life experiences. Knowing that there are another people who feel the same as we are in facing the life’s problem, it will spur the students motivation to read, to re-write the story using their own style since they are influenced by their own heart feeling the story, the ways how the main character faces her/his life’s problems, the ways how he/she solves the problems well. What the students feel in heart will be the special motivation to develop and expand their ideas without deciding how many pages they have to write. The most important thing for the student who is in his best motivation is paying close attention to what he feels not what he thinks. What he will write is only about what he feels upon the story. After they get involved with the story, the students’ problems in writing may be solved well, they are: it will be quite fun for them to start writing after reading a nice short story since they are encouraged to retell the story again, consisting how the story begins, how the climax happen, what resolution the story has, what kind of characteristics that the characters explore, and so forth. The students’ curiosity in being involved through the story will motivate them to write more and more. Finally, the students are expected not getting stuck in the middle of writing. So that is why their writing will be closed beautifully by representing the best educated moral judgment.

b). Teaching writing using novel decreases the boring situation in the classroom. Students are warmly invited to enjoy their time by reading the novel and it invites them to be involved in the content of the story. Knowing precisely the conflicts happen between the characters may increase the students feeling and thought to be involved in that story since the students have the similar conflict in their life. The ways how the character solve the problem may encourage them to be more wise in taking final decision upon their own life’s problem. Even though the students do not have the similar conflict, at least they will learn how to be wise in deciding the way out of each problem in life. As everybody knows that imaginative literature aims to entertain readers by moving the readers’ feeling and taught. After reading the story, it is expected that they will understand the story well by being able to get feeling and thought in taking the conflicts, getting the resolution of the problem, understanding the main character’s feeling in facing the most difficult problem in climax. The writer will focus on taking the readers’ attention in feeling the difficult situation in main character’s life, in feeling hard of taking resolution and so forth. If there are some special feelings on the readers heart and thought, it means that the writer is sucessful in taking the readers’ attention. When all students are greatly busy in paying attention to the content of story, the class will be quiet for a moment. Then after a few minutes passed, there will be some questions related to basic intrinsic elements of the novel to the students. And all their answers must be done by writing them correctly based on the aspects of writing. If getting ideas become the most important problem in writing, then by their special interest in the content of the story, it may lead them to write better in ideas because they are motivated in expressing what they feel and what they think about the content of the story.

Considering the different material delivered to the students may also become one of the ways in decreasing the boring situation in writing classroom. Depending on the materials that will be delivered to the students are all about non fiction material, it is a time for the lecturers to change the material to be written. Some say that letting the students free in expressing their ideas will
lead them to be more creative in writing since the ideas are also free. Free here means that the material is not far from their life. Happiness, sadness, pridefulness, being honoured are kinds of human feelings in facing life that can be appeared anytime that they have to be the wise decision maker. The students’ interest upon the story will encourage them to express freely and fun. All about what their heart say will be the material in writing. Finally there is no reason of saying that they get lost the ideas in the middle of writing. The students must realize also that their heart and thought are full of feelings upon the content of the story. They will be more creative if they are let to decide what kind of ending of the story that they want to give, whether sad or happy.

Not only the students’ brain will work but also their heart or emotion as well. Doing a work involving our heart is something challenging, something fun. Hopefully this situation or assumption will be proved easily by the students who learn about how to write dealt with the material that they have to. It will be the students’ media in expressing what their heart says. They can explore what in her heart upon the story using a group or a series of coherent sentences. We can not limit how many pages their point of view based on the story. They are free to write. They love the material then we can see how short story may develop the students’ ideas in writing. The students enthusiasm in presenting the story using their own understanding and style will be the major source of producing their creative writing.

**Conclusion and Suggestion**

It can be concluded that knowing the students’ problem is important for lecturers to help them in learning language. Since it is a learning process, some difficulties may appear during the learning process. By knowing the students’ problem, students will find the best way how to be out of their problem. After getting the students’ problem in writing is about the ideas, the lecturer may be able to find out the best way or the best manner to help them so that the teaching learning process will run smoothly.

If the students get bored in learning language, it will also be the lecturers’ problem that must be solved sooner since it will influence their score at the end of teaching learning process. The students’ success will be the lecturers’ success too. It means that knowing the students factor in getting bored must be the lecturers’ problem also, then giving questionaires is one of the ways to find out the answer. And after knowing that getting familiar or popular topic will also be the students’ way out of problem, then changing the material will be the alternative of getting out of the problem. After the students are used to be given non fiction material to be written, introducing them to the fiction material needs to be applied.

The students are interested in fiction story such as short story that will be finished at one sitting, since they can feel that they are involved in the story, it seems that they are one the characters in the story. Furthermore, when the students feel that the content of the story is similar to what happen in their life, it will also be their special motivation to write better than the author of the story. What the students feel and think will quite influence to what they will write. If the author of the story is able to take the readers’ attention, in this case the students, it will be easy for students to write better because not only the way of thinking will be involved but also how they feel will encourage them to write more creative than before.

The weakness of this study is giving the students novel even though in different plot, will cause boredom situation in each meeting. Finally the lecturer must be more creative and selective in choosing the novel and do different or fun activities upon the
The lecturers must think hard how to manage the activities dealing with the novel as the material given to the students in writing. Sometimes giving some questions to the students dealing with their level will keep this way is permanently able to be given to the students without worrying the boredom situation.

Recognizing our students well will be the most important thing in our effort to improve their ability in language skills. Finally, the students’ attitude and their behaviour in classroom during teaching learning process must be the lecturer’s attention also to know better whether they enjoy the classroom or not, whether they understand the material or not, whether they like the way how the lecturer teaches them or not, and so forth. Thus, paying close attention to the students’ attitude during teaching learning process will help the lecturer to find out the best media, strategy, approach or method to be applied in teaching the students.

At last, all the ways we can go through for helping students’ effort at improving their ability in language skill must be the lecturers’ duty and responsibility, as in writing skill.

Bibliography


WEB 2.0 TOOLS FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN HIGHER EDUCATION

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Abstract
This is a multiyear research that has an aim to develop Integrated English Language Learning (IELL) materials. It is combined with web 2.0 tools used for teaching English as a foreign Language (TEFL) in higher education. The combination of IELL and web 2.0 tools is composed and manifested in Learning Management System (LMS). During the course students are directed to learn Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Pronunciation. The product of this research is the structure of web 2.0. The product will be used as a guide to shift students’ way of learning; from traditional learners into independent English learners. By collaborating technology, it will help creating virtual learning-centred environments.

Keywords- English learning, Web 2.0, IELL, TEFL

Introduction
Generally, people like something fun, such as playing game. When people do something they like, they would enjoy and willing to spend hours to play repeatedly. Nowadays, many games are available and easy to play; one of them is online game. Online game is suitable to play for man and women. Moreover, it is now equipped with modern tools such as; Gameboy, play station, iPad, computer and laptop. People can play those online games in internet shop by paying some small amount of money, so that it is easier to accesses for teenagers.

Online game is now created in variation and really easy to access. The internet shops provide easy and cheap access to internet changed into favorite place for students. They would spend hours to play online game. The easy and cheap access to online game has caused addiction to teenagers and students.

As the news released in www.edupostjogja.com stated that student skipped school for hours to play online game. Another news released by tribunnews.com mentioned that students who were addicted to online game robbed places to get money. Tragically, there were also students reported for selling marijuana to get money to play online game in the internet shop.http://www.edupostjogja.com/edupost-jogja/berita-lokal/game-online-di-warne-jadi-candu-pelajar-yogyakarta.

The facts that game online bring bad impact for students who got addiction to it cause
them to lessen their hour for study. Those problems bring really big concerns for teachers and parents.

The development of technology and knowledge can be the answer to teacher’s concern on students’ addiction problems to online game. Teachers can improve their creativity in teaching. The teaching process in the classroom should be shifted from conventional into digital learning. The digital learning can be adjusted with the students’ interest. One of the interesting ideas for digital learning in the classroom is the use of game. By doing so, students can play and study at the same time and learning while playing online game would create a better learning experience for students.

Learning in the classroom using games is suitable for any subjects, such as language learning. Through game, students would learn in more interesting ways since the game they play is also integrated with the learning material. The language learning material integrated in game adjusted with the game users. In this research, the language learning integrated in the game is language learning material for intermediate level.

This multiyear research came to the development of the online game for the second year. This third year research focuses on developing the web 2.0 and its integration into Learning Management System (LMS).

The development of this research is conducted to make learners become digitally more independent and interactive among other learners. Web 2.0 has the potential to create more interactive and powerful learning environments in which learners become knowledge creators, producers, editors and evaluators (Richardson, 2009). A personal benefit gained by learners is that they can create digital social and personal learning environment at their space as the previous research conducted by Yun-Jo An and Kevin William with the title “Teaching with Web 2.0 Technologies: Benefits, Barriers and Lessons Learned”, they noted ”In personal learning environments, individuals can take control of manage their own learning, reuse and remix content according to their needs and interests, and interact and collaborate with others in the process of learning”.

The after the web 2.0 filtered and chosen, they are structured into LMS. As Phillipo and Krongard (2012) noted, A Learning Management System is the “great enabler” of many current and future education initiatives, such as personalized learning, learner-centered decision making, staff productivity and curriculum development in support of Common Core.

Methodology
This multiyear research comes to the last year of the product development. The first year was the development of the IELL Game. In the second year, the IELL game was widely tried. The trial involved first year students of English Education Department. There were 160 students. Students provided with online questionnaire. The result gathered from the questionnaire showed that students expected more games and more learning games for writing and speaking.

The picture below depicts the steps of the multiyear research.
This third year research applied Research and Development method. The Game-Based Integrative English Language Learning (IELL) for intermediate level developed in the first year; it is now available online. This game has been tested. The results of the research from the first and the second year were developed in the third year by developing IELL materials with web 2.0. The development is conducted to make learners become digitally more independent and interactive among other learners. Web 2.0 has the potential to create more interactive and powerful learning environments in which learners become knowledge creators, producers, editors and evaluators (Richardson, 2009).

A personal benefit gained by learners is that they can create digital social and personal learning environment at their space as the previous research conducted by Yun-Jo An and Kevin William with the title “Teaching with Web 2.0 Technologies: Benefits, Barriers and Lessons Learned”, they noted “In personal learning environments, individuals can take control of manage their own learning, reuse and remix content according to their needs and interests, and interact and collaborate with others in the process of learning”.

Furthermore, the model is integrated into IELL syllabus model, which proceeds into Learning Management System (LMS). The learning system will be tested further. The result of the test will be analyzed to find out the responses from the game users/intermediate language learners towards this system.

Picture 1: Research stages

<table>
<thead>
<tr>
<th>Skills</th>
<th>Web 2.0 Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to web 2.0 tools</td>
<td><a href="http://www.padlet.com">www.padlet.com</a></td>
</tr>
<tr>
<td>for collaborative activities</td>
<td><a href="http://www.googledrive.com">www.googledrive.com</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.evernote.com">www.evernote.com</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.duolingo.com">www.duolingo.com</a></td>
</tr>
</tbody>
</table>

Pronunciation       www.vocaroo.com
Vocabulary           www.vocabsushi.com lingua.ly
Grammar               www.english.stackexchange.com
Listening             www.vialogues.com
Reading               www.boomwriter.com
Speaking              www.englishcentral.com
                      www.lets-talk-in-english.com
                      www.voxopop.com
Writing               www.evernote.com

The above structure is the major outline used in a lecture of Internet-Based Language Learning in the first semester. The function of web 2.0 tools and English web will be elaborated further. The web 2.0 tools are accompanied by several English websites to support students’ learning process as the integrated application of the whole teaching-learning process in one semester. The function and the chosen tools and the English websites are elaborated further.

The steps of the Research and Development in this research were as follows;
Research and information collecting
In this step the information gathered from the second year research in which students’ response about the IELL online game.
Planning
In this step, the team builds the planning for the third year based on the information gathered from the second year
Conducting Web 2.0 with IELL integration since IELL is unable to accommodate Speaking, Writing and Pronunciation learning.

Dissemination and implementation
The result of the research were then publish in the seminar and written in the a proceeding The web 2.0 is implemented in the CALL class. The implementation in the CALL class will run as follows;
At first students are introduced to four web 2.0 tools:
1. www.padlet.com, Padlet can be used in various ways in teaching-learning process. Teachers and students can respond and
communicate with each other on a digital notification board like sticking notes on the board. They also can post notes on the board in various formats like; images, PPT, PDF, audio and video files.

2. www.googledrive.com (forms, documents): Google drive is a cloud-based storage used for storing all kinds of documents where we can compose, edit, upload and download available documents in the cloud storage at any time. Quizzes and questionnaire can be created using google forms. Files that are available in the cloud storage can also be used among students to collaborate.

3. www.evernote.com, Evernote is a digital note books that can be accessed online and used to conduct collaborative writing.

4. www.duolingo.com, Duolingo is a language platform that can be used for free and used to assess students’ language proficiency.

Further discussion will elaborate web 2.0 tools for several Language skills; Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Pronunciation. In Listening session, vialogue is a main tool employed in the learning of Listening. The tool can be used by teachers to create a video-based discussion. By using the tool, teachers and students they can add polls and quizzes, comment a video lesson in defined duration. This tool is chosen because students need to focus on listening to the video lesson then followed by conducting the activities to measure their understanding about the video and it is available on www.vialogue.com.

In Speaking session, three tools are employed for the learning process; they are englishcentral, lets-talk-in-english, voxopop. On Englishcentral, students can perform speaking practice from videos and they have to proceed to activities like pronunciation to listen and repeat, and they will get instant feedback on how well students pronounce, produce correct intonation and word stress in spoken utterances. They also get instant feedback for the grades and the report shown on the scoreboard. To do the activities, students can go to www.englishcentral.com. On lets-talk-English, students can practice speaking through internet talking on-line with other members around the world. To do the activity, they can visit www.lets-talk-in-english.com. The last one we use voxopop as a voice-based learning tool. By using the tool, students can create a talk group, where it is like a message board, but the tool uses voice message instead to communicate and it can be accessed on www.voxopop.com.

On vocabulary exercise, students need to build their vocabulary and vocabsushi is used in the learning process for the session. By occupying the tool, students practice to build vocabulary from words usage in news articles and do quizzes to review and it can be accessed on www.vocabsushi.com. Students are not only reading articles and do quiz but also another tool is occupied to support the vocabulary building called lingua. It is a Chrome browser extension and designed to boost students’ vocabulary while browsing. While reading interesting topics, students can collect new vocabulary from the article and translated the meaning in their mother language and customize students’ learning with interactive flash cards and games. The tool can be accessed on lingua.ly.

In the session for grammar learning English.stack exchange is employed. By employing the tool, students can learn each
other with other English learners all over the world by proposing questions found from their grammar learning problems and discuss the problems with other registered members. To do the activity, students can visit www.english.stackexchange.com, sign up and join discussion with other members.

In pronunciation session, students practice to pronounce or speak and recorded on vocaroo and can be accessed on www.vocaroo.com. The recording files can be shared via email, Facebook or twitter. Teachers also can record and provide feedback from students’ assignment and embed it on social media or blog.

Conclusion
Integrated English Language Learning (IELL) is a web-based page and web 2.0 is the second generation of the web. Web 2.0 tool is chosen and used to facilitate a learning process development combined with IELL. Web 2.0 tools employed in this research are directed to learn the following English skills; Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Pronunciation. The list of the web 2.0 structure is used as a guide to shift students’ way of learning; from traditional learners into independent English learners. By collaborating technology, it will be able to assist students creating virtual learning-centred environments.

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EVALUATING INSTRUCTIONAL MATERIALS FOR ELT RESEARCH PAPER WRITING: TEACHERS’ AND STUDENTS’ PERSPECTIVES

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Abstract
It is a fact that evaluation of textbook and other materials is the natural and fundamental part of the teaching and learning process. This study aimed at evaluating the instructional materials for ELT research paper writing used in Academic Writing course in English Education Department of IKIP PGRI Bojonegoro. The instructional materials were critically evaluated based on the choice and content organization, the suitability to learners, physical appearance of the book, the suitability of content, learning activities and exercises, vocabulary and grammar, clarity of instruction, supporting sources, the development of learning autonomy, the difference of students’ learning style, and teacher’s book. This study was descriptive evaluative research. The participants of this study was 10 students, 2 academic writing teachers, and 1 expert in materials development. The participants were selected purposively. The instruments used in this study were questionnaire and interview. The instruments were firstly tested their validity and reliability before they were used to collect the data. The data yielded from questionnaire and interview were analyzed through three steps, i.e. data reduction, data presentation, and drawing conclusion. Then, to evaluate the strengths and weaknesses of the instructional materials, Focus Group Discussion (FGD) was conducted by involving the participants, the researcher, and expert. The results indicate that the teachers and students were satisfied with the materials since it represents the students’ needs and in line with curriculum in the department. The textbook is fairly good in the points that have been evaluated. However, there is no teacher’s book provided by the writer.

Keywords – instructional materials, ELT research paper, academic writing, teachers’ perspectives, students’ perspectives.

Introduction
Sheldon (1988) points out that textbook evaluation is done for two reasons. First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weaknesses and strengths. This will enable teachers to make appropriate adaptations to the material in their future instruction. In this line, Cunningsworth (1995) and Ellis (1997) propose that textbook evaluation can be of three types, namely “pre-use”, “in-use”, and “post-use” evaluations. Evaluation of textbooks for pre-use, or predictive, purposes helps teachers in selecting the most appropriate textbook for a given language classroom by considering its prospective performance. The second type of evaluation aids the teacher to explore the weaknesses or strengths of the textbook while it is being used. Finally, post-use, or retrospective evaluation helps the teacher reflect on the quality of the textbook after it has been used in a particular learning-teaching situation.

This study focuses on evaluating instructional materials in terms of coursebook used to teach academic writing. This coursebook discusses ELT research paper writing. The coursebook was critically evaluated based on the choice and content organization, the suitability to learners, physical appearance of the book, the
suitability of content, learning activities and exercises, vocabulary and grammar, clarity of instruction, supporting sources, the development of learning autonomy, the difference of students’ learning style, and teacher’s book.

Methodology
This research was designed by using descriptive evaluative research model. The study was carried out with 10 students, 2 academic writing teachers (1 male and 1 female) at English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro, and 1 expert in materials development. All of participants were chosen purposively.

The data collection instrument consists of two parts. The first part is about the subjects’ personal information (interview); the second part is the Textbook Evaluation Checklist, which elicits the criteria of a textbook for English course. The textbook evaluation checklist was adapted and modified from textbook evaluation checklist developed by Mukundan, Nimechisalem, and Hajimohammadi (2011), Grant (1987), and McDonough and Shaw (1993). In order to guarantee the reliability of the data and reveal the strengths and weaknesses of the coursebook, Focus Group Discussion (FGD) was also done among the respondents and the researcher.

Finding and Discussion
The findings were grouped into three categories, i.e. very satisfied (if the mean score is more than 40), satisfied (if the mean score is 3 and/or more), and not satisfied (if the mean score is less than 3).

Selection and organization of content in the textbook
The first part that was evaluated from the coursebook was the Selection and Organization in the Textbook. It was measured through two items in the questionnaire and the responses are presented in Table 1.

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tasks move from simple to complex</td>
<td>4.5</td>
<td>0.5</td>
<td>53.8</td>
<td>46.2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>2</td>
<td>I can follow the units in the textbook easily</td>
<td>4.7</td>
<td>0.5</td>
<td>69.2</td>
<td>30.8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>

As table 1 indicated, it can be seen that 53.8% of respondents said that they completely agree that the tasks in the coursebook are organized from simple to complex, while 46.2% of respondents agree with the statement. Based on the mean score gained from the first statement, which is 4.5, it is concluded that the respondents were very satisfied with the tasks organization in the coursebook.

From statement 2, it can be seen that 69.2% of respondents completely agree with the statement which states that they can follow the units in the coursebook easily, while 30.8% of them agree with the statement. Then, from the mean score of statement 2, which is 4.7, it is concluded that the respondents were also very satisfied with the coursebook since they could follow the units in the book easily.

Those results were also supported by the results of focus group discussion done by the researcher, students, teachers, and expert. From the FGD, it is known that almost all respondents express their satisfaction towards the coursebook in the part of selection and organization of content.
Suitability to Learners
The second part that was evaluated from the coursebook was whether or not the book suitable with the learners. It was measured through four items in the questionnaire and the responses are presented in Table 2. Means, Standard deviations and Percentages of the items on the suitability to learners

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>It is compatible with background knowledge and level of students</td>
<td>3.8</td>
<td>1</td>
<td>7.7</td>
<td>61.5</td>
<td>30.8</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>4</td>
<td>The level of difficulty is suitable with students’ competence</td>
<td>3.6</td>
<td>1</td>
<td>0</td>
<td>61.5</td>
<td>38.5</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>5</td>
<td>The teaching materials are suitable with students’ needs</td>
<td>4.9</td>
<td>0</td>
<td>92.3</td>
<td>7.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>6</td>
<td>The teaching materials are suitable with students’ interest</td>
<td>4.7</td>
<td>0</td>
<td>69.2</td>
<td>30.8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

The first item that was asked to the respondents was whether or not the coursebook is compatible with students’ background knowledge and students’ level. The results reveal that 7.7% of respondents absolutely agree, 61.5% of them agree, and 30.8% of them partly agree that the coursebook is compatible with students’ background knowledge and students’ level. Besides, the mean score from this statement 3 was 3.8. It is concluded that the respondents were satisfied with the coursebook since it is compatible with students’ background knowledge and students’ level.

The second item was the level of difficulty. From this point, it was gained that more than half of respondents, 61.5%, agree, and the others, 38.5%, partly agree with the statement that the level of difficulty is suitable with students’ competence. The mean score, 3.6, also reveal that the respondents satisfied with the coursebook since the level of difficulty is suitable with students’ competence.

The third aspect was teaching materials. From this point, it was revealed that 92.3% of respondents completely agree, while others agree with the statement that the teaching materials are suitable with students’ needs. It is also proved by the mean score, which is 4.9, that is concluded that the respondents were very satisfied with the coursebook as the teaching materials are suitable with students’ needs.

Besides, the teaching materials were also evaluated whether or not the materials are suitable with students’ needs. From this point, it was revealed that 69.2% of respondents completely agree, and 30.8% of them agree with the statement that the materials are suitable with students’ needs. Then, the mean score from this point was 4.7. It is concluded that the respondents were very satisfied with the coursebook as the materials are suitable with students’ needs. Those results were also supported by the results of focus group discussion. From the FGD, it is known that almost all respondents express their satisfaction towards the coursebook in the part of suitability to learners.

Physical Appearance
The third part that was evaluated from the coursebook was the physical appearance of the book. It was measured through two items in the questionnaire and the responses are presented in Table 3.
Table 3: Means, Standard deviations and Percentages of the items on the physical appearance

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Its layout is attractive</td>
<td>3.2</td>
<td>1</td>
<td>0</td>
<td>38.5</td>
<td>46.2</td>
<td>15.4</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>8</td>
<td>It indicates efficient use of texts and visuals</td>
<td>2.6</td>
<td>1</td>
<td>0</td>
<td>61.5</td>
<td>38.5</td>
<td>0</td>
<td></td>
<td>Not Satisfied</td>
</tr>
</tbody>
</table>

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 3 indicated, there are two statements dealing with physical appearance f the book. The first statement is “its layout is attractive”. Dealing with that statement, it is revealed that 38.5% of respondents agree with it, 46.2% of them partly agree, and the rest, 15.4%, disagree with the statement. As the mean score indicated from this point, which is 3.2, it is concluded that most of respondents were satisfied with the layout of the coursebook.

The second statement is “the book indicates efficient use of texts and visuals”. From this statement, it was gained that the mean score was 2.6 which indicates the respondents’ dissatisfaction. Further, the percentage shows that 61.5% of respondents partly agree, and 38.5% of them disagree with the statement.

This respondents’ evaluation dealing with the physical appearance of the book was also expressed during FGD. Most of respondents said that the layout was quite good, but it still does not indicates efficient use of texts and visuals. This is because this coursebook was designed and developed for university students. Therefore, the writer did not pay his attention more to the visuals. He just focused on the materials organization and contents.

Content

The fourth part that was evaluated from the coursebook was the content of the book. It was measured through nine items in the questionnaire and the responses are presented in Table 4.

Table 4: Means, Standard deviations and Percentages of the items on the Content

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Most of the materials in the book are interesting</td>
<td>3.5</td>
<td>1</td>
<td>0</td>
<td>69.2</td>
<td>15.4</td>
<td>15.4</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>10</td>
<td>Tasks move from simple to complex</td>
<td>4.1</td>
<td>1</td>
<td>23.1</td>
<td>61.5</td>
<td>15.4</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>11</td>
<td>Task objectives are achievable</td>
<td>3.7</td>
<td>0</td>
<td>0</td>
<td>69.2</td>
<td>30.8</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>12</td>
<td>Cultural sensitivities have been considered</td>
<td>3.0</td>
<td>0</td>
<td>0</td>
<td>7.7</td>
<td>84.6</td>
<td>7.7</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>13</td>
<td>The language in the book is natural and real</td>
<td>3.2</td>
<td>1</td>
<td>0</td>
<td>38.5</td>
<td>38.5</td>
<td>23.1</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>14</td>
<td>The material is up-to-date</td>
<td>3.8</td>
<td>0.4</td>
<td>0</td>
<td>84.6</td>
<td>15.4</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>15</td>
<td>It covers a variety of topics in ELT</td>
<td>5.0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Vey Satisfied</td>
</tr>
<tr>
<td>16</td>
<td>The book contains materials taken from ELT</td>
<td>5.0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Vey Satisfied</td>
</tr>
<tr>
<td>17</td>
<td>The book covers materials of writing research</td>
<td>5.0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Vey Satisfied</td>
</tr>
</tbody>
</table>

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree
This aspect deals with whether or not (1) most of the materials in the book are interesting; (2) tasks move from simple to complex; (3) task objectives are achievable; (4) cultural sensitivities have been considered; (5) the language in the book is natural and real; (6) the material is up-to-date; (7) it covers a variety of topics in ELT; (8) the book contains materials taken from ELT research findings; and (9) the book covers materials of writing research paper.

The results show that 69.2% of respondents agree, 15.4% of them partly agree, and the other 15.4% of them disagree with the first statement. From the mean score, which is 3.5, it was also revealed that most of respondents were satisfied with the materials of the book.

For the second statement, it seen that 23.1% of respondents completely agree, 61.5% of them agree, and 15.4% of them partly agree with the statement. While the mean score, 4.1, reveals that most of respondents were very satisfied with tasks since they were organized from simple to complex.

The third statement was answer by respondents with the results that 69.2% of respondents agree and 30.8% of them partly agree with the statement. Then, the mean score, 3.7, reveals that most of respondents satisfied with the book since the tasks of the book are achievable.

The next is the fourth statement which was answered by respondents with the results that 7.7% of respondents agree, 84.6% of them partly agree, and the last 7.7% disagree with the statement. The mean score of this point was 3.0. It is concluded that most of respondents satisfied with the coursebook since cultural sensitivities have been considered.

Then, the fifth statement was answered and results were 38.5% of respondents agree, 38.5% of them partly agree, and 23.1% of them disagree with the statement. The mean score of this point was 3.2. It is concluded that the respondents satisfied with the coursebook as the language in the book is natural and real.

The next is the sixth statement which deals with the novelty of the materials. The results show that 84.6% of respondents agree and 15.4% of them partly agree with the statement. The mean score of this point was 3.8. It is concluded that the respondents satisfied with the coursebook as the material is up-to-date.

The seventh statement deals with textbook’s topics variety in ELT. 100% of respondents completely agree with the statement. The eighth statement deals with the materials which are taken from ELT research findings. The respondents answered that 100% of them completely agree with the statement. The last is the statement dealing with the materials of writing research paper. The answer from respondents is the same as the eighth statement. It is 100% of them completely agree with the statement. While the mean score of the seventh, the eighth, and the ninth statements were 5.0. Therefore, it is concluded that the respondents were very satisfied with the coursebook since it covers a variety of topics in ELT, the book contains materials taken from ELT research findings, and the book covers materials of writing research paper.

Finally, those results were also supported by the FGD. From the FGD it was revealed that most of respondents were satisfied with the content of the coursebook.

**Exercises and Activities**

The fifth part that was evaluated from the coursebook was the exercises and activities. It was measured through five items in the questionnaire and the responses are presented in Table 5.
Table 5: Means, Standard deviations and Percentages of the items on the exercises and activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>The exercises and activities in the textbook are interesting</td>
<td>3.9</td>
<td>0.6</td>
<td>15.4</td>
<td>61.5</td>
<td>23.1</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>19</td>
<td>The activities and exercises in the textbook are appropriate for our levels</td>
<td>3.5</td>
<td>0.5</td>
<td>53.8</td>
<td>46.2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>20</td>
<td>The activities and exercises in the textbook increase my desire to learn research paper writing</td>
<td>4.2</td>
<td>0.8</td>
<td>46.2</td>
<td>30.8</td>
<td>23.1</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>21</td>
<td>The activities in the textbook sufficiently encourage collaborative work (group and pair work)</td>
<td>5.0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>22</td>
<td>The activities in the textbook help me in improving my skill of academic writing</td>
<td>5.0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 5 indicated, there are five items that were asked to the respondents dealing with exercises and activities in the coursebook. The first item is “the exercises and activities in the textbook are interesting”. From this item, it can be seen that 15.4% of respondents completely agree, 61.5% of them agree, and 23.1% of them partly agree with the statement. From the mean score, it is seen that the mean score was 3.9 and it can be concluded that the respondents were satisfied with the coursebook since the exercises and activities in the textbook are interesting.

The second item is “the activities and exercises in the textbook are appropriate for students’ levels”. From this item it is gained that 53.8% of respondents agree, and 46.2% of them partly agree with the statement. Then, from the mean score, which is 3.5, it is concluded that the respondents were satisfied with the coursebook since the activities and exercises in the textbook are appropriate for their levels.

The third statement is “the activities and exercises in the textbook increase students’ desire to learn research paper writing”. From this statement, 46.2% of respondents completely agree, 30.8% of them agree, and 23.1% of them partly agree with the statement. The mean score was 4.2, and it indicates that respondents were very satisfied with the coursebook since the activities and exercises in the textbook increase students’ desire to learn research paper writing.

The fourth statement is “the activities in the textbook sufficiently encourage collaborative work (group and pair work)”. 100% of respondents completely agree with this statement. The mean score was 5.0, and it indicates that all respondents were very satisfied with the activities in the textbook since they sufficiently encourage collaborative work (group and pair work).

The last statement is “the activities in the textbook help students in improving their skill of academic writing”. The same answer with the previous statement was gained from this last item. 100% of respondents completely agree with this statement. The mean score was 5.0, and it indicates that all respondents were very satisfied with the activities in the textbook since they help students in improving their skill of academic writing. The results of FGD also support findings. Almost all respondents were very satisfied with the coursebook in term of exercises and activities in the coursebook.

Vocabulary and Grammar

The sixth part that was evaluated from the coursebook was the vocabulary and grammar. It was measured through six items in the questionnaire and the responses are presented in Table 6.
Table 6: Means, Standard deviations and Percentages of the items on the vocabulary and grammar

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>The load (number of new words in each lesson) is appropriate to the level</td>
<td>4.5</td>
<td>0.5</td>
<td>53.8</td>
<td>46.2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>24</td>
<td>There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book</td>
<td>3.6</td>
<td>0.5</td>
<td>0</td>
<td>61.5</td>
<td>38.5</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>25</td>
<td>The spread of grammar is achievable</td>
<td>4.0</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>26</td>
<td>The grammar is contextualized</td>
<td>3.8</td>
<td>0.4</td>
<td>0</td>
<td>84.6</td>
<td>15.4</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>27</td>
<td>Examples are interesting</td>
<td>3.5</td>
<td>0.5</td>
<td>0</td>
<td>53.8</td>
<td>46.2</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>28</td>
<td>Grammar are introduced explicitly</td>
<td>4.0</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

There are 6 statements dealing with this aspect. The first statement is whether or not the load (number of new words in each lesson) is appropriate to the level. 53.8% of respondents completely agree and 46.2% of them agree with this statement. The mean score was 4.5. It means that the respondents were very satisfied with the book for the load (number of new words in each lesson) is appropriate to the level. The second statement is whether or not there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book. The answers show that 61.5% of respondents agree and 38.5% of them partly agree with the statement. The mean score was 3.6. It means that the respondents were satisfied with the coursebook as there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book. The third statement is whether or not the spread of grammar is achievable. The answers of respondents show that 100% of them agree with the statement. The mean score was 4.0. It means that the respondents were satisfied with the coursebook as there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book. The fourth statement is whether or not the grammar is contextualized. The results reveal that 84.6% of respondents agree and 15.4% of them partly agree with the statement. The mean score was 3.8, and it is concluded that the respondents were satisfied with the book for the grammar is contextualized. The fifth statement is whether or not examples are interesting. The answers show that 53.8% of respondents agree and 46.2% of them partly agree with the statement. The mean score was 3.5 which means that the respondents were satisfied with the book for the examples are interesting. The last statement is whether or not grammars are introduced explicitly. 100% of respondents agree with the statement. The mean score was 4.0 which means that the respondents were satisfied with the book since grammars are introduced explicitly.

This respondents’ satisfaction with the point of vocabulary and grammar was also expressed during the FGD. Most respondents said that they were satisfied with the vocabulary and grammar lessons in the coursebook.

Clarity of Instructions
The seventh part that was evaluated from the coursebook was the clarity of instructions. It was measured through three items in the questionnaire and the responses are presented in Table 7.
Table 7: Means, Standard deviations and Percentages of the items on the clarity of instructions

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>All instructions are clear</td>
<td>4.4</td>
<td>0.5</td>
<td>38.5</td>
<td>61.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>30</td>
<td>All instructions are understandable</td>
<td>4.0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>31</td>
<td>All instructions help students in comprehending materials</td>
<td>4.0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>

3=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 7 indicated, there are three statements dealing with this point. The first statement is “all instructions are clear”. 38.5% of respondents completely agree and 61.5% of them agree with the statement. The mean score was 4.4 which indicates that the respondents were very satisfied with the coursebook since the instructions are clear.

The second statement is “all instructions are understandable”. 100% of respondents agree with this statement. The mean score gained was 4.0 which indicates that the respondents were satisfied with the instructions since they are understandable. The last statement is “all instructions help students in comprehending materials”. 100% of respondents agree with this statement. The mean score gained was 4.0 which indicates that the respondents were satisfied with the instructions since they help them in comprehending materials.

The results of FGD also support the findings. All respondents said that the instructions in the coursebook are clear, understandable, and make them understand the materials easily.

Supporting Sources
The eighth part that was evaluated from the coursebook was the supporting sources. It was measured through two items in the questionnaire and the responses are presented in Table 8.

Table 8: Means, Standard deviations and Percentages of the items on the supporting sources

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>The consolidation parts of the textbook provide me with opportunities to practice (revise) what I have learnt</td>
<td>4.2</td>
<td>0.4</td>
<td>23.1</td>
<td>76.9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>33</td>
<td>I can use the workbook as an independent source book</td>
<td>3.6</td>
<td>0.5</td>
<td>61.5</td>
<td>38.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>

3=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 8 indicated, there are two statements in this point. From the first statement, it can be seen that 23.1% of respondents completely agree, and 76.9% of them agree with the first statement. The mean score was 4.2 which indicates that the respondents were very satisfied with the consolidation parts of the book since they provide the students opportunities to practice (revise) what they have learnt. Then, from the second statement, it is seen that 61.5% of respondents agree and 38.5% of them partly agree with the statement. The mean score was 3.6 which indicates that the respondents were satisfied with the workbook since they can use it as an independent source book.
The results of FGD also revealed that the respondents were satisfied with the coursebook in the point of supporting sources.

Development of Learner Autonomy

The ninth part that was evaluated from the coursebook was the development of learner autonomy. It was measured through five items in the questionnaire and the responses are presented in Table 9.

Table 9: Means, Standard deviations and Percentages of the items on the development of learner autonomy

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>The examples and activities in the textbook foster my creativity</td>
<td>3.5</td>
<td>0.5</td>
<td>0</td>
<td>53.8</td>
<td>46.2</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>35</td>
<td>The examples and activities in the textbook raise my interest and curiosity in writing scientific paper</td>
<td>4.3</td>
<td>0.5</td>
<td>30.8</td>
<td>69.2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>36</td>
<td>The activities in the textbook help me evaluate what I have learnt</td>
<td>4.0</td>
<td>0.0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>37</td>
<td>The textbook allows me to be more aware of my weaknesses while developing academic writing skill</td>
<td>4.0</td>
<td>0.7</td>
<td>23.1</td>
<td>53.8</td>
<td>23.1</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>38</td>
<td>The textbook allows me to be more aware of my strengths while developing academic writing skill</td>
<td>4.0</td>
<td>0.7</td>
<td>23.1</td>
<td>53.8</td>
<td>23.1</td>
<td>0</td>
<td>0</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 9 indicated, there are 5 statements in this part. From the first statement, it is gained that 53.8% of respondents agree and 46.2% of them partly agree with the statement. The mean score was 3.5, and it indicates that the respondents were satisfied with the book since the examples and activities in the textbook foster students’ creativity.

In the second statement, it was revealed that 30.8% of respondents completely agree and 69.2% of them agree with the statement. The mean score, which is 4.3, also reveals that the respondents were very satisfied with the book since the examples and activities in the textbook raise students’ interest and curiosity in writing scientific paper.

From the third statement, it was revealed that 100% of respondents agree with the statement. The mean score, which is 4.0, indicates that the respondents were satisfied with the book for the activities in the textbook help students evaluate what they have learnt.

From the fourth statement, it can be seen that 23.1% of respondents completely agree, 53.8% of them agree, and 23.1% of them partly agree with the statement. The mean score, 4.0, indicates that the respondents were satisfied with the book since the textbook allows students to be more aware of their weaknesses while developing academic writing skill.

From the fifth statement, it can be seen that 23.1% of respondents completely agree, 53.8% of them agree, and 23.1% of them partly agree with the statement. The mean score, 4.0, indicates that the respondents were satisfied with the book since the textbook allows students to be more aware of their strengths while developing academic writing skill.

The results of FGD also revealed that the respondents were satisfied with the coursebook in term of the development of learner autonomy. They said that the
coursebook facilitate learners to learn independently.

Consideration of Different Learning Style
The tenth part that was evaluated from the coursebook was the consideration of different learning style. It was measured through three items in the questionnaire and the responses are presented in Table 10.

Table 10: Means, Standard deviations and Percentages of the items on the consideration of different learning styles

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>The units in the textbook include sufficient number of visuals (graphs, diagrams, tables, pictures, etc).</td>
<td>3.0</td>
<td>0.8</td>
<td>0</td>
<td>30.8</td>
<td>38.5</td>
<td>30.8</td>
<td>0</td>
<td>Satisfied</td>
</tr>
<tr>
<td>40</td>
<td>The units in the textbook include sufficient number of activities that allow us learn through listening</td>
<td>2.9</td>
<td>0.3</td>
<td>0</td>
<td>0</td>
<td>92.3</td>
<td>7.7</td>
<td>0</td>
<td>Not Satisfied</td>
</tr>
<tr>
<td>41</td>
<td>The units in the textbook include sufficient number of activities that allow us learn through moving in the classroom</td>
<td>4.2</td>
<td>0.4</td>
<td>15.4</td>
<td>84.6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 10 indicated, it can be seen that there are 3 statements. The first statement revealed that 30.8% of respondents agree, 38.5 of them partly agree, and 30.8% of them disagree with the statement. The mean score, 3.0, reveals that the respondents were satisfied with the book since the units in the textbook include sufficient number of visuals (graphs, diagrams, tables, pictures, etc).

On the contrary, the second statement revealed that 92.3% of respondents partly agree and 7.7% of them disagree with the statement. The mean score, which is 2.9, indicates that the respondents were not satisfied with the book since the units in the textbook do not include sufficient number of activities that allow students learn through listening.

The last statement from this part revealed that 15.4% of respondents completely agree and 84.6% of them agree with the statement. The mean score was 4.2, it indicates that the respondents were very satisfied with the book as the units in the textbook include sufficient number of activities that allow students learn through moving in the classroom.

Those results were also supported by the discussion in the FGD. Most participants said that they were satisfied in the first statement, not satisfied in the second statement, and very satisfied in the third statement.

Teacher’s Book
The eleventh part that was evaluated from the coursebook was the teacher’s book. It was measured through two items in the questionnaire and the responses are presented in Table 11.

Table 11: Means, Standard deviations and Percentages of the items on the teacher’s book

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>5 (%)</th>
<th>4 (%)</th>
<th>3 (%)</th>
<th>2 (%)</th>
<th>1 (%)</th>
<th>Concl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>There is a teacher’s book provided for teachers</td>
<td>1.0</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>Not Satisfied</td>
</tr>
<tr>
<td>43</td>
<td>The teacher’s book is easily understood and used as source in teaching learning process</td>
<td>1.0</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>Not Satisfied</td>
</tr>
</tbody>
</table>

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree
As table 11 indicated, it can be seen that there are two statements in this part. Both first and second statements revealed that 100% of respondents (in this case teachers and expert) completely disagree with the statement. The mean score, which is 1.0, indicates that the respondents were not satisfied with the teacher’s book since it is unavailable.

In the FGD, the respondents said that the coursebook does not provide teacher’s book. Therefore, they could not evaluate it as it is absence.

**Conclusions**

After analyzing the ELT research paper writing instructional materials by using textbook evaluation checklist that was adapted and modified from textbook evaluation checklist developed by Mukundan, Nimechisalem, and Hajimohammadi (2011), Grant (1987), and McDonough and Shaw (1993), it is concluded that the lecturers, students, and expert were satisfied with the instructional materials since it represents the students’ needs and in line with curriculum in the department. The textbook is fairly good in the points that have been evaluated. However, there is no teacher’s book provided by the writer. Therefore, the instructional materials can be used as the major reference in teaching academic writing focusing on writing ELT research paper.

**Acknowledgement**

This is a research project that was supported by a grant from the Ministry of Research, Technology, and Higher Education (Kemenristekdikti), Indonesia, No. 064/SP2H/P/K7/KM/2016.

**Bibliography**


THE DILEMMA OF TEACHERS’ CODE-SWITCHING IN
INDONESIAN EFL CLASSROOM

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Abstract
Teachers’ code-switching in Indonesian EFL classroom has been a dilemma for years. Code-switching itself means the shift from one language to another language within an utterance or utterances. In the context of Indonesian EFL classroom, code-switching happens when the teachers switch the language from the target language, English, to the first language, Indonesian. This phenomenon has been treated with several point views. Some believe that code-switching will distract students focus in learning English. Once the teachers switch the language into the first language, students will tend to be lenient to use English in the classroom. However, some also believe that the code-switching into the first language is needed when the teachers need to ensure whether the students understand the instructions or to solve problems happened in the classroom. Therefore, this paper aims to find out more on the phenomenon of code-switching in Indonesian EFL classroom, from the teachers’ point of view and also the students’ point view. The data for this paper is gathered from teachers and students of Introduction to College English (ICE) class of Duta Wacana Christian University. Therefore, this paper is hoped to give answers on the attitude of teachers and students on code-switching happens in the classroom.

Keywords - Code-switching, EFL Classroom, teachers, students, point of view

Introduction
Teachers’ code-switching in EFL classroom has been a dilemma for years. Some researchers and experts in English language teaching have been concerned to minimize the use of code-switching in the classroom. They believe that code-switching is an indication of language teaching failure. Moreover, they also believe that teachers’ code switching will create an unwillingness situation for students to learn the target language. Teachers’ code switching will also make students feel lenient to practice the target language in the classroom (Yao, 2011).

This paper discusses the phenomena of teachers’ code-switching in Indonesian EFL classroom. Code-switching means the switch from one language to another language within an utterance or utterances done by speakers who have two or more languages exist in their community (Blom and Gumperz, 1972). Therefore, the context of code-switching in EFL classroom meant in this paper is the teachers’ code-switching in which the teachers switch from the target language, English, to the first language, Indonesian.

Blom and Gumperz (1972) distinguish between two types of code-switching, situational and metaphorical code-switching. In situational code-switching, the switch is in response to a change in situation, for example the code-switching occurs in a case of an official transaction, a speaker might switch from the standard language to the local dialect to ask about family matters. In metaphorical code-switching, the switch has a stylistic or textual function, for example to signal a quotation, to mark emphasis, to indicate the punch line of a joke, or to change in tone from the serious to the comic. Furthermore, Blom and Gumperz also
explain that code-switching is not a random but functionally motivated.

Related to the case of code-switching in foreign language classroom, there are two different attitudes. Experts who support to minimize the code-switching argue that it is not important for learners to understand everything that the teachers say to them. They also argue that switching to the first language undermine the learning processes and focuses (Jingxia, 2010). Ellis (1984) also emphasizes that “it is important for second and foreign language teachers to expose learners to as many language functions as possible in the target language.” Furthermore, Ellis also argues that the overuse of L1 by foreign language teachers will deprive valuable target language input for the learners.

However, there are also researchers who argue that students’ L1 deserves a place in foreign language classroom. Cook (2000) believe that letting students to use their mother tongue is a humanistic-approach, since they can express themselves better. It is also supported by Stern (1992). Stern argues that the failure of learners to understand the target language is due to the insufficient explanation given in the L1.

In Indonesia, English is considered as a foreign language. Therefore, the time allocation to learn English in school and universities are not many. In public schools and private schools, which are not labeled ‘international’ or ‘national plus’ school, there are only 2 until 4 meetings in a week to learn English, whereas one meeting only lasts for more less 40 to 45 minutes. In the universities, for non-English Departments, students only have one until 2 English classes which students must take in eight semester study time. Therefore, considering the current situation and knowing the fact that the issue of teachers’ code-switching is a concern in EFL classroom, this paper aims to dig out more on teachers’ and students’ point of view on the issue of code-switching in their classroom, specifically in the universities level.

Methodology
The writer wrote this paper as a pilot study and it is hoped to be developed further. The research was done through observation and focus group discussion. The observation was done in Introduction to College English (ICE) classes of Duta Wacana Christian University. ICE is a compulsory programs for Duta Wacana Christian University’s students who did not pass the standard grading score in the English entrance test. Students had to take the class before they could proceed to take the Bahasa Inggris Terapan class in their study program.

Observation and focus group discussion were used to gather the data. The observation was done initially to observe the situation of the classrooms and to find out whether the code-switching occurred in the classrooms. The focus group discussion was done later to gather in-depth insights from the teachers and the students related to issue of teachers’ code-switching in the classroom.

Finding and Discussion
After the observation and the focus group discussion were done, the writer finds some interesting findings related to the issue of teachers’ code-switching in EFL classroom which becomes the focus of this paper.

Types of code-switching
Related to types of code-switching distinguished by Blom and Gumperz, situational and metaphorical code-switching occur in the classroom, there are some findings that the writer can explain further.

Situational code-switching
Based on the observation and the focus group discussion, the writer notices that situational and metaphorical code-switching occurs in
the teaching learning process. Situational code-switching occurs as a response to a change in situation. In this case, the teachers code-switch the language into Indonesian in certain cases, for example supervising group work, reprimanding students, clarifying instructions and getting difficulties in finding the English term for certain words. As for the students, they also code-switch into Indonesian in certain cases, such as conveying complicated ideas and having difficulties in finding the English term.

The findings match the theory of situational code-switching by Blom and Gumperz. Both teachers and students do the code-switching as a response to a change in situation. In reprimanding students, when the teachers feels that it is important that the students get the point of why they are being reprimanded, they will change the language from English to Indonesian. However, there are interesting points in this situation. First, all of the teachers agree that it is important that students do not see and listen when they reprimand one of the students in Indonesian. Therefore, the teachers always try to have personal approach to the students after the class or they will talk to students personally outside the class when the class is on-going. Second, students ability, skill and knowledge affect teachers’ decision to code-switch when they have to reprimand the students. The teachers agree that when they know that the student have good English skill and comprehension, they will reprimand the students in English. In clarifying instructions, the teachers will do the code-switching after they have done their best in explaining the instructions. They all agree that it is best for teacher to minimize the code-switching to Indonesian. There are some efforts that they will do before they do the code-switching, for example using body language, giving examples rather than verbal instructions, using simple words and slowing down their speech. The teachers argue after all the efforts that they have done and the students have not got the point, they will code-switch their instruction into Indonesian. For students, conveying complicated ideas is not easy. Therefore, they usually code-switch the language into Indonesian. However, they will repeat after the teachers when the teachers have told them how to say their ideas in English. When the students forget the English term or they do not know the vocabulary, they will usually code-switch into Indonesian.

Metaphorical code-switching
For the metaphorical code-switching, the examples of the sentences are *Oh my God, you are so rempong*. The word *rempong* is used by one of the teachers when she wants to emphasize of students’ taking too much time finding their mobile phone only for finding a meaning of certain word in the online dictionary installed in their mobile phone.

Teachers’ point of view on teachers’ code-switching in EFL classroom
Based on the data gathered through the focus group discussion, there are some points that the writer can get about the focus of this paper. All of the teachers agree that it is better for teachers to minimize the use of code-switching in the classroom. They argue that classroom is one of the best places where students can be exposed to English. As an addition, they also argue that the teachers are the role model for the students. When the students see and notice that the teachers always speak in English, the teachers hope that it will trigger the students to practice more. Therefore, in a meeting which lasts for 100 minutes, the teachers hope that students can experience fully how to speak and express themselves in English. One of teachers say that she will be happy even when the output of the students after the class are only simple expressions, such as ‘I’m sorry I am late’ and ‘Goodbye, miss. See you next week.’
They also have some ways to minimize the use code-switching in the classroom, such as slowing down their speech, simplifying the instructions, using body language and giving examples rather than verbal instructions. Then, to support their effort in making the students express themselves in English, they also make ‘agreement’ with the student. The teacher says that they usually make the agreement in the first meeting. In the agreement, the teachers have certain points, for example, students have to speak in English when they are in class not in their local language, Indonesian is allowed but only 5% in a meeting and there is a punishment for those caught speaking in Indonesian.

Students’ point of view on teachers’ code-switching in EFL classroom
Most of the students agree that teachers who speak English all the time in the classroom are good for them. They say that they will learn more when they listen to their teachers’ speaking in English all the time compared to the teachers who often code-switch the language into Indonesian. One of the students says that when he knows that the teacher keeps on answering his questions although he is using Indonesian, he will usually use Indonesian when he has to talk to the teachers. However, some of the students also hope that the teachers will switch the language into Indonesian in certain situation. For example, when they need to have an explanation on how to do the assignments. They say that they will do their best in understanding the teachers when they give the explanation in English, but they still hope that there will be a re-explanation in Indonesian to avoid misconception.

Conclusions
The issue of teachers’ code-switching in EFL classroom has been a dilemma. Throughout this paper, it can be concluded that teachers try their best to minimize the use of code-switching in the classroom. They agree that classroom is one of the best place for students to learn and practice their English, since they will not practice outside the class. Therefore, the teachers should be a good role model for students with a hope that the students will try their best as well to learn and practice.

For the students, the also agree that teachers who speak English all the time in the classroom is good teachers. When the students are forced to learn and practice English only in the classroom, they agree that they will be encouraged to learn English. However, there is certain situation in which the students hope that the teachers will switch the language into Indonesian, for example when they need explanation for their assignments. Therefore, both teachers and students should treat code-switching in EFL classroom wisely.

Bibliography
THE INEQUALITY IN DIVIDING HOUSEWORKS IN  
I DON’T KNOW HOW SHE DOES IT BY ALLISON PEARSON 

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Abstract 

The participation of women in the working market is increasing dramatically. However, they cannot develop themselves fully since they still have to do most of the houseworks besides the works at the office. This double burden is not experienced by working fathers, since the society has defined the houseworks as women’s tasks, whether they work or not. This research analyzes the inequality in dividing houseworks within a family in I Don’t Know How She Does It, particularly the main character, Katharine Reddy. This research uses feminism as the theory since feminism aims to balance and interrelate gender. 

This research shows that Kate Reddy faces some problems caused by inequality in dividing the houseworks in the form of domestic tasks, child-care and kin work with her husband. Kate still has to do more houseworks than Richard though they both work. At the end, she decides to resign from her job, because she cannot enjoy her life at home and at work. This research can make the society realize double burden of the working mothers. Feminism offers a solution to solve this problem through socializing the houseworks which will lose the oppression toward women as a dependent person, therefore women can get an appropriate appreciation.  

Keyword - Inequality, houseworks, feminism 

Introduction 

Biologically, humans are born as man or woman called as sex. Socially, both men and women have different roles based on sex called as gender (Beauvoir, 1956: 33). Crooks & Baur (1987: 51) says that gender roles refer to a set of behavior and attitude considered as normal and appropriate in a certain culture. In patriarchal system, women have roles in domestic area, while men are in public area (Madsen, 2000: 2). Women do more domestic tasks because simply, society has defined the tasks as women’s responsibility (West & Zimmerman, 1987: 144). This condition often puts working women into a conflict since they cannot divide their roles at home and at the working place equally. 

Novel I Don’t Know How She Does It written by Allison Pearson in 2002 tells a story about Katherine Reddy, a working mother of two children who has difficulties in balancing between her work and family. She faces some problems in doing this which are not faced by her husband, though they both work. 

This paper examines what kind of inequality in dividing houseworks in novel I Don’t Know How She Does It. It aims to explain the inequality in dividing houseworks faced by the characters in the novel. The benefits of this research are to make society realize double burden of working women, to find solution in solving double burden of working women, and to lose oppression toward women. 

Literary Review 

From the description above, the problems faced by Kate are a role conflict for a
working mother. Kahn et al (1964: 19) have defined role conflict as the simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other. A dual-earner family is often exposed by this conflict because both husband and wife should divide their roles between work and family. However, wife is more prone to be exposed by this conflict as stated by West and Zimmerman (1987: 62) “the two job family is suffering from a speed-up of work and family life; working mothers are its primary victims”. This condition happens because even though women’s participation in the labor market is increasing, there is no significant increase in the men’s participation at houseworks. Hochschild (1997: 41) mentions the ‘second shift’ for a working mother in a dual-earner family. Houseworks become the second job after doing paid job outside the home. Benston (1989:15) adds that at all times household work is the responsibility of women. When they are working outside the home they must somehow manage to get both outside job and housework done (or they supervise a substitute for the housework).

Seccombe & Warner (2004: 431) divides houseworks into three: domestic tasks, child-care and kin work. The inequality in dividing houseworks is the most striking example of gender role in family and relatives relationships. The best explanation why women do disproportional division of houseworks because simply, society has defined houseworks as women’s tasks. West and Zimmerman (1987:144) says “it is not simply that household labor is designated as ‘women’s work’ but that for a woman to engage in it and a man not to engage in it is to draw on and exhibit the ‘essential nature’ of each”. England society as the setting of this novel still follows patriarchy system by making women do more houseworks than men. Winqvist (2004:44) did a research by using Time Use Survey about how European spend time in ten European countries from 1998 to 2002 to the households having adult family members from 20 until 74 years old. The results of the Survey in England can be seen in Table 1. It shows that women do between 60 to 66% of all houseworks in England. Houseworks are separated based on gender. Women do domestic tasks and child care, while men do construction and repair broken things at home and also gardening.

Feminism has three understandings, First, it is a recognition of the imbalance of strength between men and women, where women are considered as inferior than men. Second, the conviction that women’s position is formed socially, then it can be changed, and finally, it pressures on the women’s autonomy (Hannam, 2007:22). Patriarchy domesticates women who take care of the husband and children (Madsen, 2000:2). However, the publishing of The Feminine Mystique book in 1963 written by Betty Freidan raised the second wave of feminism. In her book, she mentioned that women need to get a job in the public area to fulfill their social roles and make women to be free in doing roles and responsibilities in public area (Friedan, 1963:18). Domestication creates an ideology that a good mother is the one who lives at home and eventually puts working women as a ‘bad mother’. A woman is socially constructed as either mothers or workers, but not both (Garey, 1999:6). Social norm concludes that a mother stays at home because she puts family and children above income and career (Garey, 1999:27), while working mothers are seen negatively as the ones who want to get their own success than their children’s (Johnston&Swanson, 2004:498). A marxist feminist, Margaret Benston (1989:16) says that when the domestic tasks become a big burden and cannot be overcomed by a dual-earner couple, it is more possible for a woman to work part-time or not work at all. The key to
literate women’s oppression is by socializing houseworks such as preparing meals together in the big, public and communal kitchen. Socializing houseworks does not mean to liberate women from the houseworks, but to make everyone realize the importance of houseworks socially which eventually will end the oppression toward women and will give every woman a decent appreciation.

**Methodology**

This research is a library research by examining the novel *I Don’t Know How She Does It* written by Allison Pearson. This theme will be analyzed by using feminism since it aims to balance and interrelate gender. The stages of analyzing this novel consist of reading the novel, examining the inequality in dividing houseworks, integrating the theory to the problem of the novel.

**Findings and Discussion**

The focus of the novel’s plot is in the term of “juggle” meaning to deal with several activities at once (Oxford, 2010:810). A working mother like Kate should be able to juggle between her office and home as stated by Kate, “Daily existence was a constant assessment of who needed my attention most: the children, the office or my husband.”(Pearson, 2002: 100). This role requires a woman to be able to remember many things once, as Kate says, “Multitasking. Women are meant to be great at that.” (Pearson, 2002:124). The double roles of a working woman, as a housewife and as a worker, easily put a working woman into a conflict because she cannot give equal attention to the both areas. The conflict arises since, based on gender roles, women are supposed to be at home. This condition is portrayed by Pearson when she tells a part of Kate’s profession as a working mother. In Kate’s desk, there is no photograph of her children, while the desk of male employees is full with the photos of their children. Kate says, “If a man has pictures of kids on his desk, it enhances his humanity; if a woman has them it decreases her. Why? Because he’s not supposed to be home with the children; she is.” (Pearson, 2002: 262). This quotation proves that Kate still sees herself as the person who actually still has to stay at home to take care of the children. Her job takes most of her time which makes her feel guilty. As the consequence she gives her child many gifts after doing business travel “Emily now has a gift to mark each occasion of her mother’s infidelity-playing away with her career…” (Pearson, 2002: 12).

Part of her guilt is caused by the society which judges her to be a bad mother for working and therefore, ignoring her family. This kind of society is described in the novel in some chapters as the additions of the main theme called ‘The Court of Motherhood’. In one of the Court of Motherhood, Kate is charged guilty because she cannot combine her work and family well. She has prepared herself to defend by quoting Gloria Steinem about how no man has ever had to ask for advice on how to combine fatherhood and a career.

“Did you say guilty?” The judge has perked up “In my defense,” she continues. “Is there a Court of Fatherhood, m’lud? Stupid questions, really. Think how long it would take to process the backlog of cases. All those blokes who just popped into the pub on the way home and didn’t make it back for the bed-time story for, what shall say, three thousand years?”

This quotation clearly states that the society has judged the working woman unfairly. So far, she tries really hard to divide her attention equally though it means she has to juggle to do it. However, the society does not appreciate her efforts. She is still charged guilty for having a little time to spend with her family. On the other hand,
the working men are not treated in the same way. They can go to work without being charged guilty although they work until late at night. Patriarchy still places women in the domestic area which makes the women guilty when there are problems related to family.

The Inequality in Dividing Domestic Tasks
Patriarchy ideology domesticates women who take care of the family. This ideology is followed by Kate’s mother who sees her destiny to serve her family. As Kate remembers, she never sees her mother take a rest “…preparing meals, hovering, grabbing any ironing that was going from their children or grandchildren and never sitting down if they could possibly help it.” (Pearson, 2002: 280). For Kate’s generation, it has not changed a lot since she still has to do most of the houseworks, particularly on Sunday when her cleaning lady and the nanny do not come to the house. Kate says, “Sunday. Day of rest, otherwise known as day of ceaseless manual labor.” (Pearson, 2002: 189). On Sunday, she has to cook, clean the house, and take care of the children. On the other hand, Richard, her husband, does not help to clean the home.

“Richard, I thought I asked you to tidy up?” He looks up from the paper, amazed. “I have been tidying up. I’ve already put the CDs in the alphabetical order.” (Pearson, 2002: 191).

This quotation shows that Richard sees tidying up the house is Kate’s responsibility. He only gives a little help while Kate has to do the rest. Richard also does not feel bothered to see his messy kitchen. When Kate comes home from work, she needs to clean the home first before going to bed. “Seeing Richard go upstairs, I long to follow him but I can’t leave the kitchen in the state. I just can’t. The room bears signs of heavy fighting.” (Pearson, 2002: 6).

Besides cleaning the house, mother is also expected to cook for the family. This task gives Kate a conflict when she finds a letter from Emily’s school stating that in the Christmas party, every parent is expected to come and bring food to celebrate it. For Kate, the word parents in the letter always mean the mother. “Take that word “parents” for example. When they write “parents” what they really mean, what they still mean, is mothers.” (Pearson, 2002: 4). Because she does not have time to cook the food, she eventually buys a cake from a bakery which is remade by her to look like a home-made cake. Kate says, “And home-made is what I’m after here. Home is where the good mother is, baking for her children.” (Pearson, 2002: 3). She is willing to do this because since she was a child, working women who could not cook for the children were seen as ‘bad mother’. “…the world of women was divided into two: there were proper mothers, self sacrificing bakers of apple pies, and there were the other sort…” (Pearson, 2002: 4). Kate tries to remake the cake because she still wants the people in Emily’s school to see her as a good mother who can cook for her child although she has a full-time job.

Besides for the children, preparing meals for the husband is also included as a woman’s task. Barbara, Richard’s mother, blames Kate for making Richard look thin, “Richard looks thin, Katharine. Isn’t Richard looking thin?” (Pearson, 2002: 45). For Kate, the word ‘thin’ is like accusing her to make it happen while actually Richard has thin gene from his family.

While Kate has to do many houseworks based on gender, Richard does not seem to do his role well. It can be seen when Kate has to ask Richard to ask someone to fix the broken dishwasher. “On the way out, I shout up to the invisible Rich, asking if he can get a man to take a look at the dishwasher,” (Pearson, 2002:171). This quotation shows
that Richard does not do his houseworks as a man. Kate must remind him to call someone to fix the broken thing at home.

The Inequality in Dividing Child Care
Besides domestic tasks, women are also responsible for taking care of the children. It is clearly said by Kate, “mysteriously, child care, though paid for by both parents, is always deemed to be the female’s responsibility”. It is a task that is considered as a natural thing handled by women. Therefore, senior managers in Kate’s office who are mostly male want the female employees in the office not to make excuses for being late to come to the office when they are related to family matters. Here, ‘men’s excuses’ such as broke down care is more acceptable than the sick baby “Senior managers who would be frankly appalled by the story of a vomiting nocturnal baby are happy to accept anything to do with the internal combustion engine”. (Pearson, 2002: 15). Work and home always become two separated spheres for a man, therefore the managers also expect a woman employer to do the same thing. However, patriarchy makes those sphere interconnect to each other for a woman.

This condition creates a different standard for a good working father and a good working mother. When Kate’s colleague, Andrew McManus, asks permission to go home earlier to attend her daughter’s swimming competition, Kate’s colleagues see him as a good father who is selfless to involve in his child’s activities. While when a mother asks to come home earlier because her child is sick, she will be seen as a person who cannot manage her family well.

“For father to parade himself as a Father is a sign of strength; for mother to put herself as a Mother is a sign of vulnerability.” (Pearson, 2002: 260).

The Inequality in Dividing Kin Work
Kin work is the only housework to maintain a good relationship with the whole family including relatives. In this novel, kin work is described in the celebration of Christmas when Kate has to buy Christmas gifts. She gets a conflict when she almost cannot do it because suddenly, her superior asks her to meet a client a day before the holiday. Buying gifts is one of Kate’s responsibility as said by Richard,

“What have we got for Dad, then?”

The marital ‘we’ which means you which means ‘me’.” (Pearson, 2002:43).

However, after giving the Christmas gift for each family member, they thank Richard for giving that to them. They say,
“Oh Richard, thank you for getting the wine. You shouldn’t have gone to all that trouble.” Is it possible to die of ingratitude? (Pearson, 2002: 21).

This quotation also shows that the society does not appreciate the effort of a woman to prepare the houseworks. While actually houseworks are kind of job which requires much time and energy. Feeling exhausted of her double burden, finally Kate decides to resign from her job. “Because I have got two lives and I don’t have time to enjoy either of them,” (Pearson, 2002: 325). This condition proves that when a double burden cannot be solved by a dual-earner couple well, the mother is usually asked to work part time or quit from her job because women are considered to be more competent in doing the houseworks.

Conclusion
Patriarchy ideology places women in domestic area, while men in public area. As the increasing of the women’s participation in labor market, the women still need to work full-time at home. These double burden are easy to create a conflict for a working mother.

Katharine Reddy, a working mother having two children, has to struggle to combine between her family and work. However, she must face a conflict in doing it because her husband and the persons hired by her cannot help her much in doing houseworks. The inequality in dividing houseworks in Kate’s home is caused by patriarchy system followed by her family which puts houseworks into Kate’s responsibility. Actually, as an employee having a good salary, Kate should be able to fire Juanita and Paula who cannot do the tasks asked by her well. Besides that, she can delegate her works in the office to her inferiors.

This research is expected to make the society realize double burden of a working mother, therefore husband and wife in a family can discuss the division of houseworks openly to create equal houseworks between them.

Table 1. Proportion of People Who Spent any time of the Activity, % Per Day in England

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food preparation</td>
<td>30</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Cleaning dwelling</td>
<td>20</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Ironing</td>
<td>15</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Construction and repair</td>
<td>10</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Child care</td>
<td>5</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

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ASSESSING SPEAKING FOR A LARGE NUMBER OF STUDENTS
BY USING BINGAR APPLICATION
(An application used at BINUS University for General English Classes)

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Abstract
Assessing speaking for a few number of students may take several minutes only. However, for a
large number of students, it may take hours. It may cause the examiner exhausted which leads to
unfair score for students. It creates the idea of applied technology which is able to overcome the
problem. The paper is aimed to propose an application called BINGAR application for speaking
assessment. Moreover, it is to describe how this application gives an impact to the examiners to
asses speaking. This application can be used by an examiner to test a large number of students at
the same time with the same question(s) as it has been done for Binus University students joining
General English. The result of the students’ records can be copied and assessed by the examiner at
their convenience. Although it still has disadvantages, it is really helpful for those who have to
assess speaking for many students with limited time.

Keywords - speaking, assessment, big class, technology, BINGAR application

Introduction
Common people say that the most difficult
part in learning language skills is writing but it is commonly believed that the most
difficult part is testing of spoken language (O’sullivan; 2012). Moreover, it becomes
more difficult when examiners have to assess a large number of students. Not only the
time the examiners need to do it but also the focus and concentration the examiners
should have to be fair from the beginning till the end. Yet, they have to stay away from
being bored because the topic of speaking is the same. However, since there is a rapid
grow of technology, examiners can use it to support their task in assessing students’
speaking skill.

Nowadays, Technology development has enable teachers to give speaking assessment
by using semi direct modes or using demonstration of oral proficiency Instrument
(COPI) which is called as a multimedia computer administer adaption of the tape
mediated simulated oral proficiency interviewed (Malabonga and Kenyon: 2016).

This method enables students ‘communicate’ with computer in which their
voices are recorded.

Binus University, a well known university for its advanced user of technology, forces
students to master English as the compulsory subject to learn. All students have to pass all skills of language: listening, reading, speaking and writing which is based on the Internet Based TOEFL. Since the number of each class is more than 50 students and they have to join all types of
language skill tested including speaking, it needs technology to support overcoming the
problem.

Realizing that assessing 50 students in a
class for speaking is not an easy task for a
lecturer to do; it is needed to develop a tool
or application to support the speaking test.

Some previous researches on speaking
assessment have been conducted. Direct and
Semi-direct modes of speaking assessment
have been compared (Qian: 2009). This
research discussed the effectiveness of using person-to-machine assessment especially for the large class classes with many number of students (O’Sullivan:2008). To support this assessment, a computer based assessment on speaking has been developed (Galaczi: 2009). Although, some people still prefer using face-to-face oral assessment, the demand on using semi-face to face method cannot be denied because of the number of students to asses.

To answer the demand of semi direct mode of assessment to a large class at Binus University, an application is proposed. Therefore, the aims of this research is to propose an application called BINGAR application for speaking test. Moreover, it is to describe how this application gives an impact to the examiners to asses speaking.

**Methodology**

This research was started with developing a desktop application which enables the users to get the questions from the audio in the application and to answer the questions. The application will record the user’s voice and keep it in the storage. Later, it can be replayed by the lecturers as the examiner to give the score.

This application was tested to 19 lecturers as the participants to find how the application worked and whether it was ready to use for assessing students’ speaking. A questionnaire was distributed to participants to find out whether this application was suitable for assessing speaking. The questionnaire was divided into 5 parts, 4 parts were closed questions with 5 options; strongly disagree, disagree, average, agree and strongly agree. The last part was an open question for the application development.

After having the test, they were asked to check others’ work to find the impact of the use of this application for speaking assessment.

**Finding and Discussion**

1. BINGAR Application

Bingar application is a desktop application and its development is inspired by the speaking test application in IBT (Internet Based TOEFL). It consists of three types of content and several questions which are played sequentially. The questions vary and depend on the order or the set. The content of the item consists of an opening, material and a question(s)

![BINGAR Application](image)

Picture 1: BINGAR

Picture 1 shows the first page of Bingar application at the first page shows on the screen. The first part is taking the test file while the second one is where the examinee wants to save the answer (recorded voice). The third part is for testing the headset or whether the audio recorder functions well. When all is ready, then it comes to the last button of the exam. Once the examinee presses the ‘Start Exam’ button, there is no chance for him/her to stop it or return to the previous part.

![Page of introduction and Direction](image)

Picture 2: Page of introduction and Direction
In the opening part, shown in picture 2, an explanation about the exam and directions are placed. When the audio of an explanation or direction is played, a specified image is displayed. Examinee should listen carefully in this part to know what types of test will be given to them.

In the material part, it can be found three types of media: image and audio, video, or reading text and audio. When only an audio material is played, only a picture is on the screen. When the multimedia such as short movies or clips is played, the examinee has to watch it and when a reading text is displayed on the screen, the examinee has to read it. After listening to the audio, watching the video and reading the reading text, some questions will be distributed. All questions (normally 1 or 2) are in the mode of audio.

When the test starts, there shows BINGAR logo since all is in the audio mode. In this time the examinee will listen to the instruction and questions. After the question is given, the examinee is given 15 seconds to think about the answer as it is shown in picture 3. Once the time given is over, the examinee has to answer the question and record their voice. The answer will be automatically saved in the path chosen before.

2. Bingar Content
Since BINGAR is an application or tools only for assessing speaking, an examinee should be responsible for the content of the test. This content can be used for assessing any language the examiner wants even for pronunciation assessment. As it has been mentioned previously that the mode of the test can be audio, multimedia and reading text, a n examiner is independent to create his/her own type of assessment. An examiner is free to use either one, two or three modes of test depending on the target of achievement s/he put it through.

In audio part, an examiner can record his/her own voice or use the authentic available material to place in the application. In this section, an examiner should place also a picture or any clues needed which will appear when the audio is played. In the video part, an examiner can place a short video or a clip in the application as shown in Picture 4A. After the video is played, there should be an audio of question(s) as it can be seen in picture 4B. In this question part, an examiner can set the length of time for preparing the answer and for recording the answer. Picture 4C is the screen showing the time for preparing an answer and for recording the answer. In the reading text part as seen in picture 4D, an examiner can place the reading text in the application. S/he can set the length of time to read the text before setting the audio question.
3. BINGAR Evaluation

From the questionnaire distributed to the participants, it can be gained some information about the application

![Q1: BINGAR Application Use](chart1)

Chart 1: BINGAR Application Use

Chart 1 which is purposed to know the use of BINGAR application shows that according to participants, the application is easy to use and to start. More than 50 percent agreed that this application is easy to start, to record the voice and to check the sound. In the part of helpfulness, more than 30 percent answered in average layer. The reason is mainly that they cannot repeat the application in the middle. Once they start the test, they cannot stop it.

![Q2: BINGAR Application Interface](chart2)

Chart 2: BINGAR Application Interface

In the part of the interface of the application as it can be seen in chart 2, the interface of this application is simple and clear. They got the advantages that this application was not a complicated one. Almost 90 percent agreed that the interface is easy to apply.

Since this application is for speaking in which all instruction is in audio mode, the sound in the application is placed in the priority. Chart 3 shows that more than 80 percent participants agreed that the sound of instruction was clear as also in the question. When they recorded their voice, they could hear their voice and pronunciation clearly as well as in all sound in the entirely application.

![Q3: BINGAR Application Sound](chart3)

Chart 3: BINGAR Application Sound

This application also concerns with the time allotment for the examinee to prepare the answer, to record the voice and to see the time allotment of the screen. Chart 4 shows that more than 80 percent of the participants agreed that overall, the time they needed for doing the test was clearly seen on the screen.

![Q4: BINGAR Application Time Allotment](chart4)

Chart 4: BINGAR Application Time Allotment

In this research open questions were given to the participants to give some feedback for the development of BINGAR application. Some suggestions are about to make the application more interesting including to make it more colorful, more interactive and using the digital time rather the bar time. Since it is a new application, they suggested to give a
trial before the real test and to put the written instruction along with the audio one.

4. Impact of using BINGAR Application
Binus University students joining General English (GE) as the compulsory subject should take listening, reading, speaking and writing test for their final examination. In the academic year of 2015/2016 about 7000 students had to join the GE test. Listening and reading and writing were tested by using a website application while for speaking test, they used Bingar application.

With about 7000 students taking speaking test, it can be imagined how many hours to take a speaking test with one-and-one speaking test in which a class may consist of 50 to 70 students. Therefore, BINGAR application can be used by lecturers to test the students. With 30 computer laboratories, 40 seats in each room and 35 seats available for the test, it will reduce the time needed for the test. One intake of test for about 30 minutes test can consist of 1500 participants. After the test, the lecturer can take the audio recording result to be scored.

The impact of using Bingar Application is positive, because students or participants do not need to wait for long time to get the turn for speaking. On the other sites, a lecturer does not need to stay for a long time to test the students and repeat the same questions. What the lecturers need is copying the students’ recording and listen and score them at their convenience.

Conclusions
Bingar application as a speaking assessment device is helpful for taking speaking test especially for a large number of students with limited time. This application is simple and friendly uses one. It also can be used to test any kind of speaking mode and any language since teachers, lecturers or examiner can create the content of the test or assessment. Although this application is ready to use for speaking assessment device, it still needs to improve in some part to make it more interesting.

This application has given an impact to make the test more efficient especially in reducing time needed for doing the test especially for a large number of students or examinee. It gives positive impact for the students as the examinees for not queuing to long and for the teachers or assessors to repeat the same questions. Although the test is using an application but the assessment and scoring is still done manually by the teachers. So, there is still a human touch for the final result.

References
GENDER VIEW ON PORNOGRAPHY ON DISNEY’S FAIRY TALES: A CASE STUDY ON ENGLISH DEPARTMENT UNSOED

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Abstract
How different sex responses toward pornography issues in Disney’s Fairy Tales entitled Snow White, Ariel, and Aurora becomes the concern of this writing. As the literary works are in the form of picture books, we tend to think that those books are fine for children. However, somehow, we, as both the adults and parents, are not aware that there is a significant pornography on those stories. Although the books are full colors and look pretty with perfect pictures, they contain implied sexual content. Therefore, the object of the paper is adults both female and male students of English Department Universitas Jenderal Soedirman batch 2013 to figure out whether they are conscious about the pornography or not. The paper is also based on a research entitled Pornografi dalam Sastra Anak: Sebuah Penelitian pada Fairy Tales Terbitan Disney which has results in confirming that Disney Fairy tales especially those three fairy tales have pornography indications. Thus, it cannot be argued further that the three fairy tales comprise sexual temptations. However, the questions to answer are if the adults can recognize about it and if the recognition has relationship with gender.

Keywords: pornography, gender, fairy tale, and Disney

Introduction
The way a woman and a man see over something is somehow unique because the treatment they get from family, school/neighborhood/society is different. Moreover, Men are from Mars, Women are from Venus, a book written by John Gray and published in May 1992, becomes a very famous quotation to express how women and men are different as those genders have different way not only to communicate and value each other but also to fulfill their emotional needs. Women tend to express their emotional more than men because of culture. The culture lets women state what they feel, so when they are sad, they will cry; when they are happy, they will laugh. That is why, the way in expressing women feeling becomes a very interesting thing to be discussed further. Furthermore, as a strand of thinking stresses the essential differences between man and woman, many researches on languages find that there are differences on the way these two sexes use the languages (Brown, 2007:257-259). Those researches, then, show that gender becomes one of important factors affecting communication.

Texts they read and see also offer subject positions which support and shape their identity. We cannot simply say that they take up those which are offered. Rather, reception studies give possibility of negotiations between subject and text, including the possibility of resistance to textual meaning. Baker (2000: 257) states that cultural studies has explored the representation of woman in popular culture and within literature to argue
that women across the globe are constituted as the second sex, subordinated to men. In the patriarchal work of domesticity and beautification, woman struggles to take position to the offered subject positions either by being submissive, resistance or negotiating; so does man, facing the position of his being subject of masculinity imposed on them by images on movies, advertisements, or stories. Since there is nothing fixed concerning with identity, sexual identity is also about how it is represented through the texts. On seeing their bodies represented in the three Disney’s fairy tales, male and female students of English Department Jenderal Soedirman University are assumed to have different opinion on the representation of pornography issues in the three fairy tales.

Methods
This research method discusses about type of research, data source, technique of data collection, and technique for data analysis. The type of research is qualitative method as this paper involves an interpretive, naturalistic approach to the subject matter (Denzin, Norma, and Lincoln, 2000:3).

Furthermore, there are two kinds of data in this paper. Those are primary data and supporting data. The primary data are taken from 35 respondents of English Department Universitas Jenderal Soedirman batch 2013 to figure out whether they are conscious about the pornography or not. While, supporting data are taken from books, magazines, journals, essays, and articles. Those supporting data are necessary to strengthen the findings in answering how different sex responses toward pornography issues in Disney’s Fairy Tales entitled Snow White, Ariel, and Aurora.

Then, technique for data collection is conducted through several steps. Those steps are interviewing, note taking, and data reducing. Interviewing is done to get the comprehension of the subject of the study. After that, note taking is conducted to get data needed to answer How different sex responses toward pornography issues in Disney’s Fairy Tales entitled Snow White, Ariel, and Aurora. Finally, the next step is data reduction which is important to be done as this step determines the data used to answer the ecological problem.

The last is technique for data analysis. The data which are collected and sorted in the previous process are examined and interpreted based on the problems needed to be answered. In this step the sorted data is presented and explained. Next, after presenting and explaining, the data is going to be interpreted. This step involves supporting data to strengthen the finding. Moreover for some data, the implicit one, they are significant to be explored further. Thus, the interpretation also needs more process to make the finding more valid and more reliable.

Finding and Discussion
In this part, the result of questionnaire is going to be presented. Then, it is followed by female students’ view on pornography issues in Ariel, Aurora and Snow White. Finally, male students’ view on pornography issues in Ariel, Aurora and Snow White is also discussed.

1. To begin with, here is the result of the questionnaire:
<table>
<thead>
<tr>
<th>No</th>
<th>Apa pendapat anda tentang Pornografi</th>
<th>Memerut anda, apakah cerita-cerita Disney layak dikonsumsi anak-anak? Mengapa?</th>
<th>Memerut anda, apakah cerita Disney tersebut bebas dari unsur pornografi?</th>
<th>Subsikhasial beberapa karya Disney yang memerut anda memiliki unsur pornografi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vulgar dengan menumpuk peribatan dan bagian tubuh</td>
<td>Layak, cerita Disney mendongkrat kemampuan berinteraksi anak-anak</td>
<td>Tidak.</td>
<td>Aladin, Little Mermaid, Into the Woods, Beauty and the Beast</td>
</tr>
<tr>
<td>2</td>
<td>Senasat yang wajar namun bertentangan dengan norma, agama, Islam dan budaya masyarakat</td>
<td>Layak, namun ada konten dewasa yang patut dipertahankan seperti cewek dan peran seorang wanita</td>
<td>Tidak, terdapat adegan dewasa seperti cewek dan peran seorang wanita</td>
<td>Aladin, Snow White</td>
</tr>
<tr>
<td>3</td>
<td>Tayingan, karya suara, gambar, film atau video yang memicu kecanduan</td>
<td>Layak, mengandung banyak moral value, tetapi beberapa mengandung rasa</td>
<td>Tidak, terdapat adegan dewasa seperti cewek dan peran seorang wanita</td>
<td>Cerita-cerita Disney Princesses</td>
</tr>
<tr>
<td>4</td>
<td>Mengandung unsur sexualitas; kontoh yang tidak baik untuk anak-anak</td>
<td>Cerita dapat dikonsumsi anak-anak, namun mereka akan mengetahui pakaian dan membuat malas seperti panti amputasi</td>
<td>Tidak.</td>
<td>Frozen, Cinderella, Aurora, Snow white</td>
</tr>
<tr>
<td>5</td>
<td>Ungkapan vulgar dan bersex dalam artian organ intim manusia</td>
<td>Beberapa tidak layak dan mengandung tayangan tidak pantas untuk anak-anak</td>
<td>Tidak, beberapa mengandung pornografi</td>
<td>Aladin, Little Mermaid, Into the Woods, Beauty and the Beast</td>
</tr>
<tr>
<td>6</td>
<td>Seni keindahan tubuh yang masih pro kontra di kehidupan sosial</td>
<td>Layak namun hanya sebagian, karena ada beberapa yang mengandung kekerasan seperti Toy Story</td>
<td>Tidak, semua ada beberapa yang mengandung pornografi dan ada beberapa yang tidak</td>
<td>Little mermaid</td>
</tr>
<tr>
<td>7</td>
<td>Melanggar nilai kususialan, berpirkatan tidak terbaik dan melanggar kebiasaan</td>
<td>Beberapa layak dan lainnya tidak karena kurangnya pengetahuan. Namun banyak yang mengandung pesan moral yang baik.</td>
<td>Tidak, karena kebanyakan tentang pasangan laki-laki dan perempuan dan juga selalu ada true love kiss</td>
<td>Snu snow, Aurora, Cinderella, The beauty and the beast, Mulan , The little mermaid etc</td>
</tr>
<tr>
<td>8</td>
<td>Hal tabu di Indonesia. Konsumsi dewasa.</td>
<td>Layak, memberikan pengaruh positif</td>
<td>Tergantung negara dimana cerita tersebut diangkat. Untuk anak-anak trimu, masih tabu</td>
<td>Tergantung culture konsumen, namun kebanyakan mengandung unsur cewek</td>
</tr>
<tr>
<td>9</td>
<td>Konten yang menggegas hal-hal yang mengandung seksualitas dalam bentuk gambar, tulisan, dll secara eksp利nt maupun implit</td>
<td>Layak, namun harus dilimpahi oleh orang tua karena ada konten yang berbicara dewasa</td>
<td>Seperti sih ada. maka dari itu penelitian ini diadakan.</td>
<td>Jupe, saya tidak tahu</td>
</tr>
<tr>
<td>10</td>
<td>Banyak dampak buruknya. Tetapi pornografi adalah hal yang sangat sulit untuk dibatasi dan dinikmati</td>
<td>Layak, karena anak membuktikan imajinasi yang tinggi. Ketimbang jaman sekaran anak anak mengidolakan segala gaul jelas dan ana motor tua warisan Steel and Cinderella menggajakan pesan moral tentang kelas sosial yang mengalihkan cinta. Namun ada juga yang tidak pantes dikonsumsi</td>
<td>Tidak, masih pengaruhnya yang tidak beban.</td>
<td>Little mermaid, aladin</td>
</tr>
<tr>
<td>11</td>
<td>Not appropriate for kids, it may lead to physical disease and psychosis</td>
<td>Secara sekilas Disney layak dikonsumsi anak-anak karena moral valuesnya dapat menginspirasi mereka</td>
<td>Sebut saja tidak ada.</td>
<td>Little mermaid, aladin</td>
</tr>
<tr>
<td>12</td>
<td>Eksploitasi tubuh manusia yang berhubungan dengan bentuk gambar, video, suara atau karya suara berbunyi untuk memancing libido sekinak pseudomemografi</td>
<td>Secara seks Disney setiap halus dan pengaruhnya pada anak</td>
<td>Mungkin mengandung pornografi meskipun sedikit dan kita tidak menyadarnya</td>
<td>Snow White, Sleeping Beauty dan Little Mermaid</td>
</tr>
<tr>
<td>13</td>
<td>Seni keindahan tubuh yang masih pro kontra dengan estetika</td>
<td>Dari ois cerita, layak. Dari ois film, sangat disyajikan pengaruh negatif bagi kebiasaan Jasmine masihnya</td>
<td>Tertuju saja tidak. meskipun digantung dengan kartun pemakan mau serat akan unsur pornografi</td>
<td>Aladin, Little Mermaid</td>
</tr>
<tr>
<td>14</td>
<td>Segala jenis teka yang menimbulkan rasa ingin tahu</td>
<td>Dari perspektif hiburan, Disney sangat menghibur. tapi ada mulai terbuka seperti bius, propaganda dan sarana untuk menguasai ngeimutir.</td>
<td>Jasmine menggunakan pakaian yang tidak senuis, hanya bagian dari yang dilirik. Dari perspektif hiburan, Disney sangat menghibur. tapi ada mulai terbuka seperti bius, propaganda dan sarana untuk menguasai ngeimutir.</td>
<td>Aladin, Frozen</td>
</tr>
<tr>
<td>15</td>
<td>Perbuatan, gambar, video atau apapun yang bisa dinilai tidak senonoh. Bisa dikaitkan dengan eksploitasi tubuh manusia yang dijelaskan tononan atau objek</td>
<td>Plot cerita layak dan cocok untuk anak tetapi visualisasinya ada yang tidak layak</td>
<td>Tidak, karena dari pakaian yang minim dan adegan kissing sudah termasuk pornografi. Dari perspektif hiburan, Disney sangat menghibur. tapi ada mulai terbuka seperti bius, propaganda dan sarana untuk menguasai ngeimutir.</td>
<td>Aladin, Frozen, Disney yang mengandung kissing scene</td>
</tr>
<tr>
<td>16</td>
<td>Tidak layak bia terbuka kek social media, namun pornografi sudah menjadi hal umum. Memiliki unsur dan bagian tubuh lain yang tidak seharusnya digambarkan</td>
<td>Terkadang, bila cerita itu mengandung adegan positif seperti semangat akan suatu hal.</td>
<td>Terkadang, karena ada yang mengandung dan ada yang tidak, semua pake adegan kissing diancaman.</td>
<td>Little mermaid, Beauty and the beast.</td>
</tr>
<tr>
<td>17</td>
<td>Hal yang berkaitan dengan konten dewasa dan dikonsumsi oleh mereka yang sudah dewasa</td>
<td>Ada beberapa yang dihilangkan untuk anak-anak, beberapa lainnya merupakan konten campuran yang dibuat untuk anak-anak</td>
<td>Tidak semua, tapi ya</td>
<td>The Little Mermaid</td>
</tr>
<tr>
<td>18</td>
<td>Senasat yang &quot;tidak pantas&quot; dilhat atau diketahui pada usia tertentu</td>
<td>Yes, because there are a lot of messages that children can learn.</td>
<td>Yes, if the target readers are European countries children. If it's read by Eastern countries children, there is pornography</td>
<td>Snow White, Sleeping Beauty because they have kissing scene which is inappropriate for eastern countries</td>
</tr>
<tr>
<td>19</td>
<td>Segala unsur pornografi yang memberikan dampak negatif bagi manusia. Apalagi bagi anak-anak, ini dapat mempengaruhi kebijaksanaan dan kondisi kejiwian</td>
<td>Cerita layak dikonsumsi oleh anak-anak namun pakaian yang terbaik dititikkan akan diri oleh anak-anak</td>
<td>Tidak, karena menurut saya tidak ada unsur yang tidak pantas dan ada beberapa yang lebih.</td>
<td>Snow White, Sleeping Baity, Markfice</td>
</tr>
<tr>
<td>21</td>
<td>Pornografi sangat diperlukan dan mempengaruhi mental pembinaan serta orang terbentuk</td>
<td>Layak, karena mereka mungkin ingin mendidik dan menghibur anak-anak</td>
<td>Ada unsur yang saya cocok, seperti unsur pakaian seperti Ariel putri dayang yang digambarkan Disney sebagai wanita berpenampilan yang tidak sesuai, bukan itu pantas untuk anak-anak</td>
<td>Tinker bell, Maleficent, Sleeping Beauty, Little Mermaid</td>
</tr>
</tbody>
</table>

ISBN 978-602-73769-3-9
Hal yang tabu jika dipublikasikan secara umum, karena menyentuh seksualitas dan memancing nafsu bini. Bentuknya karya tulis, gambar, media dll

Ada yang layak dan ada yang tidak. Bergantung pada apa yang ditemukan dan konteks dalam cerita dib.

Menurut saya, ada beberapa cerita mengandung unsur pornografi. Pesan morilnya juga baik namun hanya tetap diawang orang tua

4. Entertainment means that it is picture or video as the medium that shows adult content. The porn relatively vary but basically porn is about nude people or showing some inappropriate part of body. A text can also be porn when it triggers reader to imagine porn

5. The display of nudity and exposure of private part of body such as breasts, buttocks, including private actions like kissing, making love or sex.

6. Showing and including sexuality. It can be showed by a picture, a story, a movie and sometimes a game.

Layak, karena ceritanya menghibur walaupun beberapa cerita mengandung unsur pornografi.

Cerita disney banyak dikonsumsi anak-anak karena ilustrasi gambar dan warna yang baik untuk pembentukan pola pikir serta pengaruh anak tentang suatu karya cerita. Pesan morilnya juga baik namun hanya tetap diawangi orang tua. Honesty no, because children should not be non-romance genre, meanwhile disney stories are based on love story and showing sexual act like kissing at the end. But its oke for western children.

It is appropriate but in one time also inappropriate. The story is acceptable but the movies are not fully acceptable because they are sometimes shows kissing scene which for some nation and muslims, kissing is sacred things which only married couple allowed to do.

Actually, disney movies are proper to be watched by children, however some of the scenes are not, taking example on Tangled and Frozen.

Absolutely. Because it is the new way to tell children about moral values or things that we need in life.

We can not see it from it's cover, a story, a movie, a game, a song and so on. "Porn" and "Graphy" means that it is picture or video, a story, a magazine, video, song etc.

"Porns and "Graphy" means that it is picture or video, a story, a magazine, video, song etc.

"Porns and "Graphy" means that it is picture or video, a story, a magazine, video, song etc.
2. Female students’ view on pornography issues in *Ariel*, *Aurora* and *Snow White*

All female students (18 persons) agree that those three fairy tales contain pornography in terms of their graphical presentation which exposes the curves of woman body. As books targeted for children, the expose of body curves is not appropriate. Respondent Ghaisani (video 1) said that exposing woman parts of the private body is impolite because it can arise sexual stimulation. This is more obvious in *Ariel*. Ariel is just wearing a kind of brasseries made from clamps. To make it clear, the picture of the Ariel is shown below.

The facial expression is also one thing they concern. Ursula the ugly and fat witch in *Ariel* should change herself into a sexy and slim woman named Vanessa to tease Prince Eric. Her red opened-shoulder gown and the graphic of her lips and eyes send seductive message to men. She is a woman who tries to take Prince Eric away from Ariel. Besides its message that good woman wins a man, the existence of seductive woman states that man’s sexual life is something that can be competed among women. Here is the picture.

While respondent Boru (video 4) criticizing the way to make the princesses wake up: isn’t there any ways to make the princesses wake up other than kisses from the princes?

3. Male students’ view on pornography issues in *Ariel*, *Aurora* and *Snow White*.

In general (12 of 17 persons) agree that kissing scene exposed at the end of all of the three fairy tales is a form of pornography, while the other five see it as expression of love. Respondent Supri (video 5) says that those three fairy tales are not pornographic because, even by the kissing scenes, he is not aroused sexually. Arising sexual drives imaginatively and physically are the standards he uses in determining something pornographic or not.
The outfits of the main characters (Aurora and Snow White) are not considered pornographic because they are covering the bodies. Respondent Joshua said that Ariel’s bikini is not also considered pornographic because the setting is sea life. The thing they mind is the curve of Ariel’s chest, showing that she is not a little girl anymore. Insert of any pornographic idea is also assumed as the way to spread the idea of freedom that respondent Bhakti sees it as the hidden agenda to ruin Indonesian children personality.

Conclusion
From the male respondent opinions we can see the way they see. It is different point of view. Male tend to think it is not pornography, while female vice versa. The example of this point of view is about the outfit. Male says okay, but female says it is not okay. Hence, it strengthens the theory that man and woman have different opinion on almost everything, and in this case is about seeing pornography in three Disney’s work, namely, Ariel, Aurora and Snow White.

References
THE ECOLINGUISTICS-BASED PROCEDURAL TEXT TEACHING MODEL TO TEACH ENGLISH PROCEDURAL TEXTS TO JUNIOR HIGH SCHOOL

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Abstract
The curriculum (2013) is designed to be focused which is not only academic achievement but also good character based on the students’ demand. One of character is awareness of the environment especially in education that relates to the Ecolinguistics as an interdisciplinary science which involves ecology and linguistics. The objectives of this study are to know how the teaching steps are and how the Ecolinguistics-based procedural text teaching model to teach English procedural texts to junior high school students as the implementation of the curriculum (2013) is. Besides, this study focuses on using descriptive qualitative which the data collection is conducted through observation, interview, documentation, and literature study. Furthermore, the writers assume that the results will show us the Ecolinguistics-based procedural text is a modified procedural text which can be used as a medium to instill the characters of environmental awareness into junior high school students based on some characteristics; and then, the teaching steps consist of pre-teaching activities, teaching activities, and post-teaching activities that use constructivism approach, project-based learning method, and group discussion and presentation techniques. Finally, some suggestions and recommendations related to the results of this study are discussed.

Keywords – Ecolinguistics, the Curriculum (2013) of English in Junior High School, Procedural text

Introduction
Curriculum Development (2013) is a further step development of Competency-Based Curriculum, which was initiated in 2004 and Unit Level Curriculum in 2006 including to the competency attitudes, knowledge, and skills as integrated form. The development of curriculum (2013) is from the previous one based on four main pillars of the arrangement patterns of thought and governance, the deepening and expansion of the material, the strengthening of the process, and the adjustment burden.

Curriculum (2013) is designed to meet the needs of society in this era that includes social moral, religious morals, skills and knowledge. Learning activities to implement the curriculum (2013) is expected to form students who are not only good in academics but also good concerning morale. Therefore, the curriculum (2013) mandates that all subjects should be contributed to the knowledge, skill, and formation of attitude.

Literature Review
According to Derewianka (1990: 16), the procedure text is designed to describe how something is accomplished through a sequence of acts or steps. Additionally, Derewianka (1990: 17) also explains that the generic structure of the text of the procedure consists of objectives, tools and materials, and steps. According to Gerot and Wignell (1994: 206), the text of the procedure is the text used to describe how something is done through a sequence of steps.
Besides, ecolinguistics is an interdisciplinary science that juxtaposing language with linguistic ecology. Ecology is defined as a science that studies the interrelationship between humans and nature in the vicinity. Linguistics is the scientific study of the phenomenon of language both in micro and macro (see Kridalaksana, 1985, Kentjono, 1982). In other words, ecolinguistics examines not only the mutual relationship between man and man which in this case is the interaction between members guyub speech (speech community) who have diverse languages, but also examines the interrelationship between humans and the natural surroundings.

Methodology
The approach used in this study is a qualitative descriptive approach based on the study of literature. Selection of this approach is expected to provide a thorough overview of the potential object of study. In this case, the authors provide alternative preventive solutions on environmental problems that exist in Indonesia by inculcating environmental awareness through the ecolinguistics-based procedural text subjects taught in English to junior high school students.

This study took the data source of curriculum documents in 2013, scientific journals, books, articles and theories relevant to the topic of writing paper. Sources of this study are expected to amplify the discussion of the issue.

In data collection procedure, the authors obtained through observation, interview, documentation, and literature study based on a survey of literature as well sort out the sources of literature that support the settlement of the problem in this study. Data analysis was carried out in accordance formulation of the problem in this study. Data analysis using qualitative descriptive analysis of the ecolinguistics-based procedural text potential as a value investment media care about the environment at the junior high school students. Through these techniques, an overview will be obtained proportionally among the advantages, disadvantages, and the formulation of alternative solutions that can be offered.

In a short, there are several stages in conducting this study. As for the steps undertaken are as follows: a) find and formulate problems, b) determine the theme, c) finding and selecting sources of relevant literature, d) analyze the data to answer the question, e) formulate discussion of the problem, f) draw conclusions and recommend suggestions, and g) prepare the paper.

Finding and Discussion
a) Ecolinguistics-Based Procedural Text Teaching Model

<table>
<thead>
<tr>
<th>Ecolinguistic-Based Procedural Text</th>
<th>Other Ordinary Procedural Text</th>
</tr>
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<tbody>
<tr>
<td>The text is taught to have a charge value of love and care for the environment. As an example, namely, the effort to love the environment in the form of plastic bottles reduce waste by means of recycling it into a flowerpot.</td>
<td>The text taught general charged and did not have a charge character (moral knowing) is taught. As an example, in which the text procedure that teaches how to make instant noodles and others.</td>
</tr>
</tbody>
</table>
Besides the students learn concepts procedure text in English, students also practice how to love and care for the environment. For example, all of the students together with teachers practiced how to make toys out of plastic cups and at the end of the lesson, each student practicing how to make recycling of waste products that they have developed.

In addition to text teach procedures in the English version, teachers convey the importance of loving and caring for the environment. Teachers always encourage students to love the environment with activities contained in the ecolinguistics-based procedural text. Teachers only teach the concept of text procedures involving activities such as making instant noodles, make a cup of coffee, and other activities in the English version. There are no moral values can be taught to students.


2) Characteristics of Ecolinguistics-Based Procedural Text
Text on waste recycling procedures has several characteristics that include:

i. Referring to the character, core competencies, and competency-based curriculum 2013 junior level.

ii. Flexible and adaptive to the students’ environmental condition.

iii. Practical.

iv. Sharpen students’ creativity.

b) Teaching Steps of Ecolinguistics-Based Procedural Text
Curriculum 2013 recommends the use of a scientific approach and the use of text approach in learning English. In the process of learning, there are three phases, namely pre-stage of learning, implementation, and post-learning phase (Iskandarwasid, 2007: 45). Stages of ecolinguistics-based procedural text learning in English language learning for junior high school students as the curriculum implementation in 2013 are as follows:

1) Pre-Teaching
At this stage, teachers prepare to learn materials such as ecolinguistics-based procedural text. As one example of the value of environmental care is taught is cultural waste recycling. The procedure text entitled "How to make flower pots from used bottle?" (How to make a flower pot on the bottles?) That will be used as a model of text analysis procedure for its structure by students.

2) Steps of Implementation
Ecolinguistics-based procedural text learning implemented by the approaches, methods, and techniques as follows:

i. Approach
The approach used so that the character concerned about the environment can be embedded in students is a constructivist approach.

ii. Method
Curriculum 2013 recommends using methods Project-Based Learning or Problem-Based
Learning. Learning programs ecologistics-based procedural text is structured with a model of project-based learning so that students at the end of learning have a product or activity as a result of the implementation of the learning they receive.

iii. Technique
The dominant learning technique in this program is the focus group discussions and presentations. The group discussion occurred when students go through a stage Joint Construction of Text. At this stage, it is expected that students can share their knowledge and understanding gained from the previous stage. The presentation will take place when students deliver text the procedures they had made in front of the class. This stage has become on the aspects of speaking or talking.

c) Post-Teaching and Learning Process
After the teacher teaching ecologistics-based procedural text, teachers monitor student progress and alert students to cultivate recycle waste and asked what activities they have done that reflects the value of love of the environment. At the end of the lesson, each child has a product recycling bins. The products can be used directly in the school as well as potted plants and can also be exhibited to a broad audience as a form of cultural promotion of recycling as well as invite people to cultivate the principle of recycling to save the environment from the waste. Media to show off can be procurement exhibition or publication on the web schools so that what has been done by the students in the school can be emulated by other schools throughout Indonesia. As business development, a product of students' work can also be contested between the students, class, and school provincial or national level in an effort to the promotion of the culture of national waste recycling through school education.

Conclusions
a) Ecologistics-based procedural text model is a modification of the text of the procedures used in learning English as planting efforts on the environmental value of love middle school students. This procedure text has the characteristics, namely: (a) refers to the character, core competencies, and competency-based curriculum 2013 junior level; (B) didactic; (C) flexible and adaptive; (D) practical; and (e) to hone the creativity of students.

b) Stages of learning in the ecologistics-based procedural text of English language learning for junior high school students as the implementation of the curriculum in 2013 consists of pre-learning phase, the implementation phase, as well as post-learning phase. In learning ecologistics-based procedural text, the approach used is Constructivism; the method used is project-based learning, as well as the techniques used, are group discussions and presentations. Evaluation of learning includes the ability to write text procedures, deliberations, and presentations, as well as the attitudes of students in learning.

Furthermore, these are the suggestions related to the conclusion:

i) Students are expected to be a sustainable implementation of activities that they learned in the ecologistics-based procedural text.

ii) Teachers are expected to teach ecologistics-based procedural
text actively and creatively to students.

iii) The school and education authorities are expected to support the learning and development of ecolinguistics-based procedural text as the implementation of the curriculum (2013).

iv) Higher Education and the Institute of Higher Education Personnel is expected to conduct research and development of ecolinguistics-based procedural text in junior high school.

Bibliography


A CHALLENGE TOWARDS TRADITION RELATING TO CHILDREN TREATMENT DIFFERENTIATION AS REFLECTED ON RABINDRANATH TAGORE’S HOME-COMING

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Abstract
Children are treated by their parent reflecting to the cultural-bound tradition where they live. Different place to live culturally results different way of treating them. This study aims to explain Tagore’s idea as a challenge towards tradition relating to differentiation of children treatment, especially in India, reflected on Rabindranath Tagore’s short story Home-Coming. Binary oppositions as structure and their relation to the Tagore’s moment of life and historical context when he lived qualitatively become the data of this inquiry. This study uses narrative inquiry research design. Drawing Goldmann’s genetic structuralism theoretical framework, this paper reveals the challenges towards children treatment tradition relating to differentiation in India. An important implication of this study is the need to understand Indian society’s tradition as world vision manifested in Tagore’s idea in creating this short story.

Keywords - Cultural Tradition Challenge, Differentiation, Children Treatment, Genetic Structuralism, World Vision

Introduction
Difference is undoubtedness. It bears harmony of life. However, differentiation cannot be deniable when undergoing harmony (Wachtler, Brorsson, & Troein, 2006). Differentiation happens in all around the world, including in India. The contestation between communalism of the Hindus and the Muslims in one example. Each of them creates different tradition (Condorelli, 2015). Tradition manifests in family. Parent in India educate their children undergoing their tradition (Lucia, 2010). Especially, when they have children in about fourteen to sixteen years old. They cannot be showered like a little boy or girl. They are always getting in this way (Tagore, 2013). It makes a challenge and, sometimes, comes to an area of ‘differentiation’.

This condition is proposed by Tagore in his short story, Home-coming. Reason for choosing this short story instead of his other short stories is the relevance of differentiation treatment for ‘special’ children in about age fourteen. The treatment, in one hand, becomes an ‘educated’ way to bring harmony, on the other hand, it manifests in a reflection of India’s people ideology relating to contestation in their country. Because of it, this study aims at explanation of Tagore’s idea as a challenge towards tradition relating to differentiation of children treatment and as Indian people’s world vision reflection.

The aim of this study infers literature about theory of genetic structuralism proposed by Lucien Goldmann (1964). The theory starts with the concept of the whole and the parts. Goldmann (1964:5) stated that each
individual fact or idea assumes its significance only when it takes up its place in the whole, in the same way as the whole can be understood only by one’s increased knowledge of the partial and incomplete facts which constitute it. The process of making this part into the whole and vice versa can be applied by dialectical materialism (Goldmann, 1964; Laurenson and Swingewood, 1972).

Goldmann (1964:7) wrote that knowledge of empirical facts remains abstract and superficial as it is not made concrete by its integration into a whole. And, this act of integration can be able to go beyond the incomplete and abstract phenomenon in order to arrive at its concrete essence, and implicitly, at its meaning. An idea can acquire the real meaning and can be fully understood, when they are seen as integral parts of people’s life and mode of behavior. Moreover, it often happens that the mode of behavior which enables people to understand a particular work is not the author him/herself, but a whole social group. And, when the work with which people are concerned is of particular importance, this behavior is a whole social class.

The concretization of dialectical materialism is by presenting the relationship between author’s life and his/her work. The reading is not going only from text to the individual, but from individual to the social group of which s/he forms part (Goldmann, 1964:11). Goldmann’s approach to it (called sociology of literature) is highly idiosyncratic, fusing structural analysis with historical and dialectical materialism (Laurensen and Swingewood, 1972:63). His approach comes to the concept of world vision. World vision (Goldmann, 1964; Laurenson and Swingewood, 1972) is not an immediate, empirical fact, but a conceptual working hypothesis indispensable to an understanding of the way in which individuals actually express their ideas. An obvious objection to this conception of world vision is that it is no more than ideology. Goldmann argues that the essence of an ideology lies in its partial, one-sided view of the world, a distorting rather than ‘true’ picture of reality. This is not to suggest that absolute truth exists, but a particular historical moments man attempts to understand the world as a whole and the vision is true for the author and his/her class (Laurenson and Swingewood, 1972:65-66).

This method of Goldmann’s concept is called ‘generalized genetic structuralism’ (historical structuralism) seeking firstly to identify certain structures within particular texts, and secondly, to relate them to concrete historical and social conditions, to a social group and social class associated with the writer and to the world vision of that class (Laurenson and Swingewood, 1972:68).

Methodology
This study was designed as narrative inquiry research design applying Goldmann’s theory, Genetic Structuralism. It used sociological approach. The material object of this study is the study of Rabindranath Tagore’s short story entitled Home-coming. Its formal object is the study of this short story focusing on the description of a challenge towards tradition relating to children treatment differentiation. The data analysis was taken by some procedures: (1) describing data in binary opposition; (2) describing data of biographical or autobiographical author which is related to the data of short story; (3) comparing Home-coming short story with another Tagore’s short story; (4) explaining society’s world vision.

Discussion
Treatment towards children in family is created from family tradition passing down from generation to generation. The way children is treated depends on parent’s experience when they were children. It becomes a challenge for parent to give treatment to their children. The treatment in family is sometimes accepted differently for their children. Consequently, the children
feels that they are treated differently. I also happens to Chakravorti’s (Tagore, 2013). She treated Phatik and Makhan as members of nuclear family differently. It can be seen from the opposition between Phatik and Makhan in this short story.

The opposition bears from discourse of information manipulation from both Phatik and Makhan to their mother. The manipulation began when Makhan felt that he was treated badly by Phatik in front of his friends. He thought that he was disturbed by Phatik. The ill-treated feeling and disturbance had by Makhan created a hit for Phatik (Tagore, 2013:25). This drama action here bears the manipulation. Makhan manipulated the drama to her mother. The action was reversed, and it was proved by his mother question to Phatik (Tagore, 2013:25).

Because of this, it, thus, creates opposition between manipulation and truth.

The opposition of manipulation and trust creates treatment towards children differently. Mother accused Phatik that he had hit Makhan. She was mad to Phatik because of believing what Makhan had told her (Tagore, 2013:25). Different treatment had by Phatik became realization of manipulation belief. From Phatik’s standpoint, he had to perform the truth of this manipulation, He told his mother that he did not hit Makhan, but Makhan hit him (Tagore, 2016:25). This opposition is trying to break by Phatik’s clarification to Makhan done by the mother. Unfortunately, Phatik knew that his mother had believed to Makhan’s statement (Tagore, 2014:26). The break indicates a struggle to destroy the opposition of manipulation and truth, but it fails because manipulation plays in an important understanding of Phatik and Makhan’s mother. The failure of convincing to his mother done by Phatik bears opposition to his mother’s ill-treatment (Tagore, 2013:26).

Thus, failure of convincing is opposite to mother’s ill-treatment.

The opposition between failure of convincing and mother’s ill-treatment is continued to an event that Phatik was taken by Bishamber to his family. Bishamber had promised to educate Phatik appropriately in Calcutta (Tagore, 2013:26). The choice to take Phatik to Calcutta is because an opposition of different perception between Phatik and Makhan had by their mother. Phatik was perceived oppositely towards Makhan (Tagore, 2013:26). This perception becomes emphasizer for Bishamber to ‘educate’ Phatik with his own hands. In another word, the perception triggers a decision to take Phatik from his mother. Another reason of this decision was Bishamber tried to understand his sister’s condition of a widow (Tagore, 2013:26).

Bishamber’s understanding consequently becomes second foundation to take Phatik away from his home. Hence, the explanation above signifies two connected oppositions, they are opposition of good perception for Makhan and bad perception for Phatik and opposition between seducating and taking away from home.

Taking away from home is sometimes a treatment to ‘educate’ children when they are gauged as a nuisance in his/her family. It is a manifestation of separating one child from another child in order to stop his/her ‘bad’ influence to his/her sister/brother. Taking away from home can be said as a means or device to stop the influence (Tagore, 2013:27). It can be said that it is acknowledged as a ‘family tradition’ in relation to giving treatment to ‘different’ children. The treatment is taken since it passes down from one generation to other generations. This tradition shows as a result of problems of adolescents in India today, including various forms of juvenile delinquency, alcohol and drug abuse, illiteracy, school dropout and low educational attainment, and family violence, to name a few (Carson, David K Chowdhury, Aparajita Perry, Cecyle K, 1999).
This tradition manifests in another opposition, that is opposition of Bishamber’s family acceptance and Phatik’s realization of rejection in the Bishambers. In the Bishambers, Phatik felt that he was not fully accepted in relation to his coming or existence. Mostly, all his cousins disliked him and showed their unfriendliness to him (Tagore, 2013:28-29). As a result, he got another ill-treatment from Bishambers. Knowing this acceptance, Phatik felt that he was rejected or neglected. This feeling gave him thought that it was more convenient to ill-treated in his own home with his family. To overcome this condition, he tried to ‘escape’ from Bishambers (Tagore, 2013:29-30). However, his escape failed for the influence of police asked by Bishambers. The escape here is a form of rebelling or subverting to the ill-treatments. Tagore gives a problem to solve the tradition of overcoming children’s nuisance by taking away the children to their nuclear family for educating them. In another word, a means of educating here is a manifestation of separating children from their nuclear family. It indicates that Tagore, in one hand, he gives alternative solution towards the children’s nuisance by taking them away, on the other hand, he offers an escape to subvert this ‘tradition’ (taking away from home for education). Nevertheless, he gives resolution that any matters of rebelling this tradition will fail because of interference of the families and others. After all, the way to break the tradition is opposed to different treatment, and it will fail when it includes interferences from others involved.

Those binary oppositions leads to giving treatment for different children with separating them to their own home. Tagore gave illumination that separating treatment is one way to ‘educate’ nuisance children. Differentiation here, in one hand, is an effect, but, in the other hand, it is a device or means of realizing the effect itself. It takes place on parent’s mind. Differences between people on how they perceive and understanding can be matters to them. One is able to ask what could be good in his/her mind in his/her mind. If one considers that without engaging with differences from one’s own way of understanding reality one will be able never to see things as they really are (Puri, 2015). Puri gives picture that differentiation put itself in the meander of perception of parent’s mind. They feel that handling different children with nuisance is perceived by giving treatment differently.

Separating different children to his/her home or nuclear family is one recommendation proposed by Tagore. He recommends that children need knowledge. Knowledge itself, for Tagore, is not enough. It must be complemented with experience (Gosling and Villiers, 2013). Tagore thought that children need to have knowledge and experience since children have to use their hands and foster their hearts as much as they educate their heads (Gosling and Villiers, 2013). What happened to Phatik in this short story gives experience that Phatik needed to please his experience with his friend, and he had to feel and fill his thought with his education treatment from differentiation and separation from his home (Tagore, 2013). In another word, Tagore introduce his thought that education was not able to be disassociated with life, and it must be well-connected and relevant to one another (Gosling and Villiers, 2013).

His idea about association between education and life reflected on the idea of “culturing” Indian family. He needs to give ‘therapy’ to them (Mittal & Hardy, n.d.). He gives an idea of treating nuisance children, represented by Phatik, in their particular age, around fourteen to fifteen years old. He challenges Indian people or family that children in its ages have strong feeling for recognition and love. They become the devoted slave of anyone who gives them consideration. However, no one is brave openly love them.
since the bravery will be regarded as undue indulgence and, therefore, it is bad for them. With scolding and chiding treatment, they become like a stray dog that has lost his master (Tagore, 2013). Tagore’s idea above gives signification of a challenge towards differentiation of giving treatment to particular children. It is also stated in another Tagore’s short story entitled, Cabuliwallah (Tagore, 2013). Through his character, Cabuliwallah, Tagore neglects all perception bearing differentiation towards him. He puts himself as father who has a daughter that is afraid of facing her father-in-law when she gets married (Tagore, 2013). Tagore, thus, tries to associate problem in life and problem to educate people through his short story.

What happened to Home-coming is a representation of philosophical idea had by Tagore. A separation done by Chakravortis to Phatik is a form of put aside the confrontation of religious faiths in India. Separation is associated with alienation that Tagore wants to speak up relating to Muslim-Hindu contestation in India. The contestation in India was because of the religious and social phenomena making alienation of the one community to each other, to their mutual distrust, hatred, and antagonism. Above all, Tagore brings his society voice that they were suffered from the contestation. Tagore proposes education is an effective therapy of religious fundamentalism for ideology and religious faith have its root in the dark chamber of ignorance (Gupta, 2005).

To break this separation as a manifestation of differentiation, Indian people need to occupy education. Education can terminate the contestation or rivalry between the Hindus and the Muslims. Education is also able to make married life more rich by enabling every member of the family more accomplished and informed (Gupta, 2005). For Tagore, education is to give one a sense of ‘a total man’, and to bring it in harmony with life. A total man is the one who thinks of himself first and foremost as a human being. What ultimately matters to him/her is not his/he birth and social status. What crucially matters to him/her, rather, is the conviction that s/he is above all a human, irrespective of his socio-economic placing, of his/her caste, creed, and religion (Gupta, 2005). As a result, however educated an individual may be, s/he does not learn how to establish a well-balanced relation with others belonging to different social strata. This will enable people to realize their bond with others qua human beings, independent of any social and political differences (Gupta, 2005). The end of education is to initiate people into how to live meaningfully vis-à-vis the other people around them. In other words, it implies an intimate tie between education and life (Gupta, 2005). Education, thus, should not consist of the accumulation of dry ideas; rather it should be directed to the development of people's awareness of how to cope with life, how to enrich it. There must be no gap between ideas and their application to life (Gupta, 2005). Above all, what is going to cope by education here is a harmony, and the creating a harmony is a challenge. It become the Indian people’s world vision reflected on Tagore’s idea.

**Conclusion**

The explanation about a challenge towards tradition in children differentiation treatment results (1) separation of nuisance children from their home or family is one tradition to educate them becoming a manifestation of differentiation treatment; (2) this differentiation embeds in contestation or rivalry of the exiting communalism for the Hindus and the Muslims; (3) to break the contestation, education, proposed and reflected by Tagore, fills the gap to create harmony between them showing people’s world vision in India. Finally, what Tagore and India’s people world vision recommends people to run education to put them in their truly human beings.
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THE USE OF SCIENTIFIC APPROACH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN SMPN I JAKARTA

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Abstract
Since the first time of curriculum 2013 has been launched by the Ministry of Education and Culture for elementary and high school, it becomes newsworthy and important for education development in Indonesia. This analysis aims to describe: (1) How is application of scientific approach in language teaching, (2) The teachers’ and students’ role in the classroom, and (3) Students’ English language improvement in their classroom. Qualitative research method is used to describe the whole phenomena in the classroom. The source of this case study comes from observing events and documents, while observation and field note supported in collecting the data. The use of video recording also helps the researcher capturing the whole detail information of the teaching process. The finding shows that: (1) the scientific approach is applied by using five principles steps: observing, questioning, experimenting, associating and networking. (2) The Teacher has role as a facilitator while students become subject of education (students’ center). (3) English Students improve more communicative and expressive. In conclusion, the scientific approach is appropriate and gives impact in teaching English.

Keywords - scientific approach, language teaching, language development

Introduction
The changing of curriculum in Indonesia gives crucial impact to the development of education. It affects to the use of variety of approaches and methodologies in learning process. In the beginning of 2013, based on the Regulation of Republic Indonesia No. 20 year 2003 about National Education System and Government Arrangement and the Government Regulation No. 65 Year 2013 about the Process Standard of Education for elementary and high school, the Ministry of National Education designed a new curriculum known as the 2013 Curriculum for Elementary and High Schools curriculum 2013. In this curriculum, learning activities applies scientific approach as main approach. Scientific approach is the approach that applies scientist’s steps in building new knowledge through scientific method. The learning model needed is the model which enables the students to thinks scientifically and creatively and also it develops the sense of inquiry.

For science, scientific approach seems familiar being applied in the classroom. This method is essential for success and productivity in science. However, it seems new and weird for English language teaching. The popular approaches and methods previously used in English teaching are grammar translation, audio-lingual, communicative language teaching, and natural approach. (Richard and Rodger, 2001). However, in this curriculum, English teachers are expected to be able to apply the scientific approach in English language
The students’ role priority in the classroom is one of main implementation of the SA. The role of teachers and learners in the classroom becomes very essential to be improved to gain the goal of learning. Briggs, (2014) stated that the teacher fulfills his/her role as a facilitator in language instruction by providing students with the tools necessary to communicate. Meanwhile, the students fulfill their role by using the input they are given as they interact with others in the target language. This indicates that a teacher is no more a single handler, but they act as facilitator of learning process.

Based on the description above, the purpose is to know more details about how is application of scientific approach in language teaching, The teachers’ and students’ role in the classroom, and Students’ English language improvement in their classroom in.

**Methodology**

The case study used in this research is aimed to describe and explain the occurrence of importance. This design enables a researcher to closely examine the data within a specific context. The sample of data is taken from one situation in the classroom applying SA. The sample is taken from the eighth grade students of SMP Negeri 1 Jakarta. Moreover, the role of English teacher in the classroom activity is also observed to support the data collection of the research.

The observation instrument becomes main method of collecting data of the teaching and learning process. The data collection was taken by observing the video of English classroom activity. The process of teaching and learning was investigated by focusing the implementation of scientific approach. The documents such as a syllabus and lesson plan were also observed to support the data collection of the research. After gathering the data, the writer analyzes the data by following the grounded theory that emerges from data which are systematically gathered.
and analyzed through the research process. The steps of analyzing the data in this research are coding the video of classroom activity, memorizing and writing up the findings.

The first step of analyzing the data is coding. The video of teaching and learning process is analyzed. The writer uses syllabus and lesson plan to verify the way of implementation of SA in classroom activity. Then, he takes field notes related to the data collection. It is the first draft of the completed analysis. The last step is writing up the findings. In this step, the writer writes a description and explanation about the result of completed analysis.

Discussion and Finding
Based on the data analysis, the researcher found that there are patterns of classroom procedures used by the teacher in learning process. The patterns are Observing, Questioning, Experimenting, Associating and Communicating. The teacher applied all the stages when she taught about days of the week and calendar.

The first step is observing pattern. Here, the teacher facilitated the learners by presenting video about the material (days and calendar) to stimulate students thinking and intelligence. The implementation of observing displayed students able to respond and discern the key word of the topic and also simple grammatical pattern. It means that this step able to stimulate students’ critical thinking and find the new knowledge for themselves. The result also indicated that student happily enjoyed and involved in the observing step. They watched, listened, spoke, sing together and also wrote some important key words being presented in the video. This, in fact point out that through writing and reading the material being presented, students also detect new experience and is stimulated to know more and advance their curiosity.

Even though questioning step can be most difficult phase to be implemented in the classroom, the teachers anticipate by using some strategies. Firstly, in the classroom the teacher gave some instruction to the students to work in pair and compare their note from observation phase. This strategy is purposed to develop students’ competence to respond the phenomena in their surrounding by asking and clarifying the problem they face. In fact, students show their respond by asking some questions to their group members and teacher when no one of them can answer the difficult question. The next strategy was comparing some notes. In this step, students write some notes given in the observation step in purpose they can get new words or phrase and understand the meaning of them. Moreover, they are also ordered to create some sentences using the words they knew. When they do not understand the meaning and are not able to make sentences, they ask each other about their problems. In this segment, students have much more chances to ask from simplest thing to complicated one without any anxiety.

The third step is experimenting or exploring. Ministry of Education and Culture (2013: 39) states that exploring or experimenting activity is the activity to internalize knowledge and the skill learned by the students. It is the activity to internalize knowledge and the skill learn by students. In this process, the students try express the newly learned knowledge and use the language ability in the real world through the activity like simulation, role play, presentation, discussion and playing games. In this step, students read, listen and repeat more text related to the topic. They learn more question and answer about the They learn more question and answer about the days and calendar. Through this step, they received new more sentences to be practiced with their pair. They did role play about the dialogues presented by the teacher. This gave
more opportunity for them to use and practice in using language. This indicated that this step also possible can improve students’ language competence.

The fourth step is associating. Ministry of Education and Culture (2013) states that associating is done to build students critical thinking and scientific attitude. This process can be designed by group work so that the students are asked to analyze a text, identify, categorize, conclude, compare the expression, text structure, and language feature, discuss the discourse, and also get feedback from the teacher. Istiqomah (2014) states that associating is a step where students will do the process of developing the ability to classify and compare ideas and phenomena to be a part of memories. The students are guided to classify and compare text based on the social function, text structure, and language feature. In a group and teacher’s guidance, students find out the function, expression, expression and text structure, language and writing format of the text given. Students also get feedback about their group work.

The last step is networking or presenting. Areni (2014). All of the teachers believe that in the step of communicating, the students should communicate their work to their friends. This is aimed to develop ability to express or present all the knowledge and skill learned or not, spoken or written. In this activity, not only knowledge and skill will be presented but also the problems and success in the learning. In the last of the sessions, students present their works, first in group and later in front of the whole class. They got feedback from their peers and also the teacher. They also talk about the easy and difficult parts of the lesson to be overcome and find out the solution.

Those procedures finding designate that SA five steps were applied in teaching and learning process orderly. The use of SA in the learning process also fuses to the use of GBA.

Beside the teacher has roles in teaching learning process, the students also has roles in the classroom. The students’ roles influenced the effectiveness of teaching learning process. Based on the writer’s observation, the writer found there are some roles of students such as (1) learner as evaluator, (2) learner as active participant, in teaching learning process, the students not only focus on the explanation of the teacher but also have a roles to be active for the effectiveness in teaching learning process. The role of the students as active participant can be seen when teaching learning process conducted in Class. The students are given the assignment from the teacher and they are asked to present their discussion in front of the class. The materials given are about making a sentence by using list of words about days and calendar, (3) learner as group member, in group, the students can work together to solve a problem in learning. The function is they can ask to other friends if they get difficulty in material that will be discussed. It can be seen when the teaching learning process with the teacher, students worked in group to discuss the material about days of the week and calendar. learner as processor of information, (4) learner as processor of information, the role of students here as processor of information means they are has a role to process the information from the teacher and try to understand what the teacher means and ask questions if there is a material which not understood.

For students, the use of SA also gave much impact to their curiosity and seriousness in involving the learning process. They became active and communicative in their pair and group. They are also busy with the assignments given by the teacher in their pair or their group. Moreover, they also experienced with new knowledge which they did not know before and advance their curiosity by analyzing others new language elements. This indicates that SA is also able to develop students’ language competence.
Conclusion
Scientific is a new approach which proposed by the Government in implementing the 2013 curriculum. The implementation of scientific approach in ELT is new and even makes some problem and controversies in its application. However, in fact, the use of SA can be fused with the previous approach, GBA. The realization in the classroom SA is conducted through five steps: observing, questioning, experimenting, associating and networking or communicating. The teacher and the learner do their role as a facilitator and subject of education. The students’ language development is also improved through their activeness in the learning process.

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ISLAMIC SHORT STORIES ON COMPARATIVE LITERATURE

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Abstract
This study is conducted by analyzing two short stories. These short stories have the grand theme ‘islamic teaching’. With this similarities, the writer wants to do comparative study on both of them. This comparative study is conducted by using library research. The writers analyzes the short stories with the help from books that have the same theme with the stories. The theories being used to help analyzing the short stories are comparative literature and Greimas structuralism. The result shows that the two short stories have the similarities. The similarities are that the messages they convey are islamic teachings. The first story ‘Puasa Asyuro si Pecandu’ conveys the teachings about fasting and repentance. The second story ‘The Eagle’ conveys the teachings about righteousness. The red line of the two short stories are the islamic teachings about conducting the right things and avoiding the wrongdoings. Thus these short stories can be used in educational field to teach the youngsters how to behave correctly.

Keywords - comparative study, Greimas’ structuralism, islamic teaching

Introduction
Education can be done in many ways. One of them is education through example. Example can also be done in many different ways. One of them is by giving stories. This is almost the same with Alquran. In Alquran there are many stories which are teaching media for all believers.

According to Mursal Esten (1978 : 9) literature is disclosure of artistic and imaginative fact as manifestation of people life through language as media and has positive effect toward human life. Semi (1988 : 8 ) said that literature is the result of creative work whose object is people and their life using language as media. Panuti Sudjiman (1986 : 68) said that literature is written or oral work that has various eminence characteristics such as originality, artistic, beauty in its content and expression. From those three definition can be concluded that there are three important elements in literature, they are imaginative, real, and beautiful language. Literature is real story about people and their life which is added by the author’s imagination which is delivered using beautiful language.

Literature is science that is interestingly packaged. This interestingly packaged science is hoped can attract students’ attention. In this sense, the teacher especially should be able to introduce literature to students. Although the reading habit is still low, it is not wrong to present literature to increase the reading habit among students. Besides readers’ appreciation, author needs to create work of art that is full of meaning and easily understood and grasped. Often literature becomes tool for author to insert his ideology, present cultural mission, provoke to choose side, or mock certain thing or side implicitly. That is why, from work of art, readers often find various kinds of good and bad things, both implicitly and explicitly, mocking and worshipping (Mahayana, 2006: 177). From Mahayana’s statement, it can be said that literature has big influence in all aspect in life. Literature can open reader’s
eyes especially students to know the reality of social, politics, and culture in the moral and aesthetics frame, because literature carries author’s message.

Messages that is conveyed by author should be understood considering in this era the value of religiousity, politeness, friendliness, togetherness, and moral are being eroded among students. Horatius, the best Latin poet, said that the function of literature are (a) work of art can bring readers entertained through various stories presented by author about life; readers will get spiritual experience from many interpretation toward the story presented (b) work of art can enrich reader’s mental/emotional through life experience of the character in the story (c) work of art can enrich the reader’s intelectual knowledge from idea, thought, aim, and life of society presented in the story (d) work of art contains education; in work of art there are traditional values of nation from generation to generation; work of art can be media to convey teachings useful for the readers (e) work of art can be the source for comparison or study about the condition of social and culture of people presented in the story in certain time (f) there are still many function of literature that is differ between reader to reader; thus two different readers who enjoy the same work of art may get different experience.

Methodology
This research is library research. Library research is not only a matter of reading and taking note from books as many people assume. What is called library research is a set of activities which involved with data collecting method, reading and taking note, and analysing the research data.

Comparative literary method is not different with method of literary criticism which its objects are more than one works. The highlight of comparative literature is on the history and the nature of comparative literature is positivistic. Its study is binary and focus on rapport defaits which means factual connection between two texts which is being analyzed. The activities being done are analysing, interpreting, and judging because the objects are more than one thus the objects must be analyzed and then the result can be compared. The researcher can first do structural analyses on both works and then compare them. This way makes the researcher compare easily. At least it can be found the element of differences and similarities from each works.

The object of the study are two short stories from electronic media. The first short story entitled “Puasa Asyuro si Pecandu” by M N Sholachuddin restracted from http://cerpenmu.com/cerpen-islami-religi/puasa-asyuro-si-pecandu.htm and the second short story entitled “The Eagle” restracted from https://storiesformuslimkids.wordpress.com/2015/05/01/the-eagle. Data collection procedures being used in this research is library technique and heed and taking note technique. Library technique is technique which uses written sources to get data. Heed technique is a method of acquiring data which is done by heeding a language usage.

Heed technique and take note technique means reasearcher act as key instrument who heeds accurately, purposefully, and thoroughly towards the primary data source as research target to acquire the data. In this care the research targets are short story entitled “Puasa Asyuro si Pecandu” by M N Sholachuddin and the short story entitled “The Eagle”. The result of the heeding then being written down as data source. In the written data, it is included the code of data source to recheck the data source when it is needed in the process of data analysis.
Data analysis technique being used to analyze short story entitled “Puasa Asyro si Pecandu” by M N Sholachuddin and the short story entitled “The Eagle” in this research is diclectic which is conducted by connecting elements in the short stories with religious factors which is integrated in a united discourse.

Procedure of the research is conducted in several steps. The steps done to analyze data are as follows: (1) analyze short story entitled “Puasa Asyro si Pecandu” by M N Sholachuddin structurally using Greimas’ structuralism. Structural analysis is done by reading and understanding the acquired data, and then group the texts in the short story to the elements of subject, object, helper, sender, opposant, and receiver. (2) analyze short story entitled “Puasa Asyro si Pecandu” by M N Sholachuddin with its religiosity aspect which is done by reading and understanding the data and then group the texts which has religiosity facts in the short story. (3) analyze short story entitled “The Eagle” structurally using Greimas’ structuralism. Structural analysis is done by reading and understanding the acquired data, and then group the texts in the short story to the elements of subject, object, helper, sender, opposant, and receiver. (4) analyze short story entitled “The Eagle” with its religiosity aspect which is done by reading and understanding the data and then group the texts which has religiosity facts in the short story. (5) comparative analysis of the religiosity aspect which focuses on the problem on both short stories “Puasa Asyro si Pecandu” by M N Sholachuddin and “The Eagle”.

Finding and Discussion

The story “Puasa Asyro si Pecandu” is analyzed using Greimas structuralism. This theory composes the story into actans. Actans are six important elements that move the story. They are subject, object, opposant, helper, sender, and receiver. Using this theory, the story is analyzed like this:

![Diagram of “Puasa Asyro si Pecandu” on Greimas’ structuralism.](image1)

The scheme shows the narrator (subject) wants to be healthy (object). But this cannot be accomplished when he befriends Dicky (opposant) who introduces him into drugs world. Because of drugs, the narrator het HIV. To make himself (receiver) healthy, he puts himself (helper) into rehab. To cure himself from HIV, he does fasting (sender) although everybody (the doctrine, his family, and his friends) do not agree.

The story “The Eagle” is also analyzed using Greimas’ structuralism thus we can see clearly every important elements in the story. The story tells us that if there is something wrong around us, we should make it right. Using Greimas’ structuralism, the story is analyzed like this:

![Diagram of “The Eagle” on Greimas’ structuralism.](image2)

From the scheme we see that the farmer’s friend (subject) sees something wrong. The eagle, because of its ignorance (opposant), believe itself as a chicken thus it acts as one. The farmer’s friend wants to make the eagle fly (object). The farmer (helper) lets him to do so. The farmer’s friend teaches the eagle to fly by himself (sender). He fails at the first try. In the second try, he brings the eagle to the mountain top and teaches it to fly. He succeeds. The eagle (receiver) finally flies to the sky.

From two stories analyzed above, we see the red line is the teaching of goodness. This teaching is in accordance with islamic teaching. Islam
teaches its followers to be kind to themselves, to others and to their environment.

The first story teaches us to be good to ourselves. If we hurt ourselves, God will punish us by sending illness to our body. If we love ourselves, God will bless us by sending health to our body. Story ‘Puasa Asyuro si Pecandu’ tells that the narrator hurts himself by consuming drugs. Thus Lord punishes him by sending HIV to his body. But in the end of the story the narrator realizes his mistake and repents himself. To cure himself he does fasting.

Observance of fasting is observance that is loved by God because this observance we done we give directly to Him. As He says in “His verse Oh you who believe! Fasting is prescribed to you as it was prescribed to those before you, that you may learn piety and righteousness” (Q 2:183). That verse explains that observance of fasting is observance that is directed directly to God Himself. If we do fasting, God promises safety for us. In the story “Puasa Asyuro si Pecandu”, narrator does fasting for his health. In the end of the story, God cures his illness.

The second story teaches us to be good to nature. God creates universe and all things in it. God asks us to protect this universe and all in it. Besides human beings, there are many creatures that live in this universe along with us. As creatures that is given eminence compared to other creatures, we are responsible to protect other creatures thus they are able to also worship God Almighty. As His verse says "And there is no creature on [or within] the earth or bird that flies with its wings except [that they are] communities like you. We have not neglected in the Register a thing. Then unto their Lord they will be gathered.” (Qur'an, 6:38)

That verse says that God also creates other creatures besides human beings. It is our responsibility to live in harmony with them thus the universe will bot be perish. In the story it is mentioned that the farmer’s friend sees something weird in the nature, that is an eagle acts as if it is a chicken. Thus he wants to make it right. He teaches the eagle to fly thus the eagle will be able to live as eagle in general. After many times being failed, in the end of the story it is mentioned that the eagle can fly from the top of the mountain.

Because those two short stories are created for children, the content of the story is very simple. This is in accordance with the children development where as children they only capable to absorb simple messages that is different from adults who can absorb complex messages. In the simple message being delivered, there is a good islamic teaching. By understanding the story and grasping the message in the story, hopefully children can act and mimic the goodness as told in both short stories.

In the first short story there is a simple message that we should carefully choose our friend. Because it is our friend who will take us to heaven or hell. As the saying says play with fire we get burnt, play with water we get wet. If you befriend a perfume person, you will be fragrant and if you befriend with blacksmith, you will get charcoal odor.

In the second short story there is a simple message that we should care to all creatures created by God. God creates this universe and all the things in it with certain purpose. There is no God’s creatures that are worthless, meaningless, and purposeless. God creates us, human, to always worship Him. God also creates animals and plants which also worship Him in their own ways. We are given advantages with mind by God which is different from animals and plants. Thus this is our job to help, to love, and to care the animals and plants around us thus they can also worship Him easily.

Conclusions
Teaching can be done in various ways, teaching cannot only be done formally in classes in formal education institution. God does teaching to his followers through Alquran where in it God teaches his followers by giving various kinds of story to be imitated. There are ugly stories where we learn not to imitate the actions in the story thus God will not be angry to us and give us punishment. There are some good stories where we can imitate the actions in it thus we will get blessing from Allah SWT.

Two stories we analyzed using theory of comparative literature above are good
example that we can imitate thus we will get blessing from Allah SWT. Those two stories are also can be used as teaching media for children thus they can imitate and get the message from these two stories. By understanding goodness in these two stories, hopefully the children will be able to apply goodness in their daily life.

Bibliography
PROBLEM-BASED LEARNING IN TEACHING
ENGLISH AS FOREIGN LANGUAGE

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Abstract
Problem-based Learning (PBL) for English language learners paradigm and the instructional strategies accompanying it encourage authentic language learning and information literacy. This research focuses on students’ skills that simultaneously strengthen language acquisition and content knowledge in the classroom. Problem-based Learning incorporates innovative teaching and learning methodologies that are relevant and meaningful, including strategies to teach English in junior-high school level. This research is aimed to analyze a video of applying problem-based learning in EFL classroom. It also explains the characteristics of PBL in classroom activity. Moreover, this research is used to explain how PBL can influence students’ acquisition in English. This research uses a case study design which the observation instrument as the main method in collecting data. The sample of study is seventh grade students and the English teacher of SMP Negeri 1 Jakarta. The result of the study shows that PBL is effective to be used in teaching EFL towards the junior-high school learners. It also shows the characteristics of PBL that focus on students’ participation in classroom activity. The last finding explains how problem-based learning can encourage students to develop their acquisition in English. In conclusion, problem-based learning can be adopted as teaching model in EFL classroom.

Keywords – Problem-Based Learning, EFL, English Acquisition, Junior-High School Learners

Introduction
As a foreign language, English is very important role in various aspects of the educational system in Indonesia. English became one of the subjects that must be learned by the students at the junior secondary level. This makes the government to include English as one of compulsory subjects in the educational curriculum. To teach English, the teachers are able to use some teaching methods in the classroom in order to help the students achieve their goal in mastering it. Those methods can be implemented based on the needs and the effectiveness of the learning undertaken.

Unfortunately, the teachers typically spend quite a lot of time telling the students what they need to know without first determining what they already know or what they think they need to know. Rarely do they ask students to frame the questions that align with the type of information, they think is important for their students to have. Rather, they provide the students with information that they have already deemed relevant through the lectures, the handouts, the worksheets, or the assigned readings.

In accordance with the government regulations concerning the implementation of 2013 curriculum in Indonesia, the teachers are asked to explore their teaching model in order to improve the quality of teaching. Related to the 2013 curriculum that focuses on the students’ learning, the use of Problem-Based Learning (PBL) can be applied in order to make them more active, skillful and interested in the classroom activity.
PBL challenges teachers to reconstruct their understanding of problem solving. PBL teachers not only present information, but they also learn along with students and help them become more skillful problem solvers (Barrel, 2007). Problem-based learning can be defined as an interactive learning model centered on the students’ activity in the classroom. It uses a real problem as a context for learning material. It advises the students to locate and determine the authentic sources. It also provides a challenge for them to learn on their own. In this case, they are encouraged to form a knowledge with little guidance or direction of the teacher. By forming a group discussion, they are able to solve the tasks or the problems independently so that they can develop their knowledge significantly.

Watson (2001) explained that in PBL students work with classmates to solve complex and authentic problems that help develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills. Thus, the process is crucial as that is where real learning actually takes place. The outcome is important too. There will be opportunities for students to apply those skills across the disciplines in the long term.

Through this research, the main objective of the research is to analyze the implementation of problem-based learning in EFL classroom and explains the characteristics of problem-based learning during classroom activity. In addition, this research is conducted to show how PBL influences students’ acquisition in English.

The significance of this research is to show how problem-based learning is useful to be applied in teaching English as foreign language. The way of teacher applies it in the classroom take an essential factor in order to develop the teaching process. In short, the English teachers can use problem-based learning (PBL) in the classroom.

**Methodology**

In this research, a case study design is used which aims to describe and explain the phenomenon of interest. This design enables a researcher to closely examine the data within a specific context. It was conducted in this research since the sample of data is taken from one context of study.

The subject of this research was a video of teaching and learning process in EFL classroom. The object of research was seventh grade students of SMP Negeri 1 Jakarta. In addition, the role of English teacher in the classroom activity was also observed to support the data collection.

In this research, the observation instrument as the main method of collecting data. The data collection was taken by observing a video of teaching and learning process in classroom. It was investigated by focusing on the implementation of problem-based learning (PBL) as the model of classroom activity. The documents such as a syllabus and lesson plan were also observed to support the data collection of the research.

After gathering the data, the writer analyzed the data by using the grounded approach that emerges from data which are systematically gathered and analyzed through the research process. The steps of analyzing the data in this research were coding the video of classroom activity, taking notes and writing up the findings and interpreting it.

The first step of analyzing the data was coding. The video of teaching and learning process is analyzed. The researcher used syllabus and lesson plan to verify the way of PBL was carried out in classroom activity. Then, he took field notes related to the data collection. It was the first draft of the completed analysis. The last step was writing
up the findings that explained the result of completed analysis.

**Finding and Discussion**

From the data analysis, the writer found out that problem-based learning is effective teaching model. It could be applied in English as foreign language classroom. The data showed that problem-based learning effectively used by the teacher in teaching English towards the seventh grade students of SMP Negeri 1 Jakarta. That could be seen by the following findings.

Firstly, the teacher took a role as a facilitator in the teaching and learning process. Meanwhile, the students actively took part in the classroom activity. It made them more dominant than the teacher’s role.

Second, in the beginning of the lesson, the teacher only gave brief explanation, concept and theory related to the material or the content that would be discussed. She used authentic material in the forms of song and PowerPoint presentation. That was interesting for them to follow the activity. Then, each student individually observed and tried to understand the content or information related to the material. During this self-directed study, individually students complete their learning assignments. They collected and studied the sources and prepared to report to the group discussion.

Third, the classroom activity focused on students’ doings. The activity was designed into group discussion. The students worked in groups to achieve the objective of the lesson and solve the tasks given. They did discussion about the material. Each student shared their learning with the group and revisited the problem, generating additional answers and rejecting others based on their learning. Each member of the group contributed information, experience, ideas, attitudes, opinions, skills and abilities they have, to jointly increase mutual understanding of all members.

Fourth, the teacher facilitated the students to become active and helped them when they found any difficulties during discussion. Therefore, it created a good atmosphere that made the students were interested in the classroom activity because the learning environment centered on students. The students themselves felt excited since they were facilitated to be creative, skillful and appreciated in the process of discussion. After explaining their works in the group discussion, the students were asked to present their works in the class discussion. In this discussion, the students freely expressed their ideas, information and skills without any bad responses or interruptions of the teacher and the others. The teacher then gave a compliment on their works.

At last, the teacher gave response and feedback towards the students’ results in the end of the lesson. She concluded the main idea or concept of the lesson. In this activity, the students would understand more about the material of the lesson given.

According to the analysis, problem-based learning (PBL) in teaching English as foreign language can be used by the teachers to develop their teaching model in the classroom. It encourages the students to be more active, skillful and interested in learning process. It also gives the opportunities for the students to be equal with the others in the classroom activity so that they can explore and develop their understanding in learning.

As Barrows and Kelson’s (1993) explanation, it is stated that problem-based learning (PBL) is designed to help students to construct an extensive and flexible knowledge base. It also can develop effective problem-solving skills and self-directed, lifelong learning skills. Moreover, PBL is
able to help students become intrinsically motivated to learn. That is very useful for the students in using problem-based learning to construct extensive and flexible knowledge which goes beyond having students learn the facts of a domain. It is encouraged students to develop flexible knowledge and effective problem-solving skills so that they are able to solve the problems that they have effectively. By forming a group discussion, it activates students’ relevant prior knowledge and facilitates the processing of new information from it. They are better able to construct new knowledge when they can relate it to what they already know before.

Furthermore, PBL can develop self-directed, lifelong learning skills of the students. They will have metacognitive awareness of what they do and do not understand yet. They are going to identify what they need to learn about the task given and they will be able to monitor and evaluate whether or not their goals have been attained.

Problem-based learning (PBL) also provides the students to be intrinsically motivated when they learn about what they are interested in. It will direct them to be more enthusiastic in doing the task. They will be more confident expressing their ideas in the classroom activity. In this case, the teacher takes an important role to support them so that they will get satisfaction of their process in learning English.

From those analyses, the main characteristics of problem-based learning (PBL) can be described through the use of real problem as the context of learning material, group discussion, works presentation, evaluation and feedback.

The use of authentic material in teaching English provides the students to construct their basic knowledge. It can improve their general skills and their confidence in a real situation. It is an essential thing for the teachers to ensure that the material of the lesson contextualized with their real background of knowledge so that the students easily understand about it.

Secondly, by forming a group discussion, the students are able to share their ideas and information related to the topic of the lesson. Contributing in group discussion makes them be more active in learning process. They can feel appreciated by giving the ideas or information that can be used to solve the problem or assignment. The teacher has to support it so that they will be more enthusiastic in group and class discussion. In discussion activity, the solving-problem will be encountered.

The next characteristic of PBL is the students are given an opportunity to present their results or works. They will explain it in class discussion in order to summarize the understanding of the problem or lesson material. In this case, the teacher and the other students will give positive responses and compliments to their works.

Related to evaluation and feedback of the students’ activity, the teacher can assess the process of their discussion and final works. From the data, the teacher evaluated the students’ achievement by giving an opportunity to the students to present their works in front of the class independently after doing discussion. After that, she gave compliment and response to their works. In the end of the lesson, she gave a brief summary of the lesson and feedback to the students.

The last finding of this research is found that problem-based learning can also influence students’ acquisition in English. Through PBL they significantly improve their learning strategies. The data shows that group discussion stimulates them to improve their acquisition in English because they have to
communicate with other members. The students with good acquisition in English will be more dominant in the process of discussion so that they can participate very well. In this case, the teacher encourages them to develop their English acquisition and ensure them to be more enthusiastic in English classroom activity.

Therefore, the students attempt to enhance their acquisition in English. It can be found in the process of group and class discussion showing their ability in using English as means of communication among them. In this case, the teacher supports them in using it when doing interaction among them in the classroom. Through problem-based learning (PBL) it significantly can influence students to develop their acquisition in English so that they can totally participate in the classroom activity.

Conclusions
From the study, it can concluded that problem-based learning (PBL) is effective and useful teaching model to seventh grade students of SMP Negeri 1 Jakarta in English as foreign language classroom. In applying it, both students and teacher take the suitable roles in the process of teaching and learning. The classroom activity is centered on students so that they take dominant role in the classroom. That means problem-based learning (PBL) helps the students to be more active and skillful in developing their understanding towards the material. Meanwhile, the teacher only becomes a facilitator that helps and monitors the classroom activity.

Problem-based learning can be characterized by the use of authentic material in learning activity. This relates to the students’ background of knowledge in the real context. Besides that, forming group discussion in the classroom activity also refers to problem-based learning model. It can be used to facilitate the students in expressing their opinion, ideas and information related to the topic of the lesson. By group discussion, the students can exchange the correct information and be more active in the learning process. After gaining information in group discussion, the students are asked to present individually their works in class discussion and then the teacher give response and feedback to the result.

The last finding shows that problem-based learning (PBL) is able to influence the students to develop their acquisition in English because they have to communicate with others by using English in group discussion and class discussion. In the way of sharing ideas, exchanging information, and discussing the problems, their acquisition in English as means of communication takes the important part in the classroom activity.

Bibliography
|---|
PROMOTING READING MOTIVATION TO BUILD CONCEPT THROUGH INTERVIEW AND SELF ASSESSMENT

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Abstract
Comprehension is much affected by reading activity. Through reading, concept of a subject might be understood or might be misunderstood. However, reading activity is often limited by the time allotment in the classroom in the process of teaching and learning. The recent study tries to describe the students’ response and responsibility in reading to pursue the comprehension through interview and self assessment as the approach in the qualitative study. The interviews will be done in the end of a topic to know how far their comprehension is, and they were asked to fill out a form which measure and describe their personal activities in reading. The interview aimed to dig up the comprehension, while the self assessment is meant to measure their personal perception about their competence. From the two instruments, the students will get reflection that can be used to enforce their responsibilities and motivation in Language Testing subject. From the discussion, it is expected that the students raise more questions and share their comprehension to the group who presents the material. Regardless to the various inputs, their perception and attitude in the process of teaching and learning hopefully will lead to positive atmosphere. However, the bigger classes may consider about the time allotment in delivering the interview which devote more energy and time in the execution.

Keywords - reading motivation, interview, and self assessment

Introduction
Reading is believed to have significant impact to the knowledge, so as it gives benefits for those who are consistently in doing it. Unfortunately, many students did not do so, as they admitted in the observation done by the researcher. Meanwhile, the need of comprehension is much affected by the chance in reading the material. Some of the reasons are; the amount of reading material, unfamiliar vocabulary, and limited time to read. As its consequences, the students do not have sufficient knowledge and argument in the process of learning in improving their skills. Reading is considered as lecturer’s instruction rather than a need for the students. However, in improving the skill, the students need to have comprehending the concept and applying it into skill and the former seemed to be basic indicator for the succeed of learning, because in the process of reading it also involves the process of thinking that lead to another level of comprehension.

Methodology
This study applied qualitative approach in the process of learning as an effort to pursue students’ response and responsibility in reading behavior to support the quality of learning process. The students are given several questions related to the topic being discussed in the meeting through interview. Before the interview, the students are assigned to read the material and asked to share their comprehension to the teacher and also to their classmates. Besides, the students are also given self-assessment form to be filled out and measure themselves in understanding the material. The form consisted of questions that describe the students’ aptitude toward the process of learning in the classroom and how they judge
themselves in joining the classroom, such as their understanding, attitude, and opinion.

The form of self-assessment is given after a topic is finished and then the feedback is shared to the whole class to be used as a kind of students’ record in their development. In the midterm meeting, the lecturer reported to the students about their performance and invited the students’ response. The enforcement is done during the whole semester to see any changes, especially for their reading behavior which can be portrayed in their performance.

Finding and Discussion
The first interview was done on the first meeting to investigate the students’ behavior in reading and its difficulties. The very first question that being asked was whether the students read the material before the class is managed, and the result showed that only twenty percents (20%) from those students who read the material. Whenever the lecturer asked the difficulties in reading, most of them conveyed that they did not know about the meaning of the words so it made the students frustrated. The many topics are also become one of the reasons for them to do not read the material. They have admitted that whenever the lecturer ask them to buy the books more than two books, it will be very hard for them to finish the book. On the other hand, those who admitted that they read the material frequently will have adequate knowledge and information as far as they know- when the lecturer asked them some questions and they will not be ashamed because of that.

Another phenomenon found that the students will be more comfortable if they are given some responsibilities, because it showed that they are lead to do structured steps rather than they do not given any assignments or instruction. In other words, if the students are not demanded to read, they will not read the material. Though, those phenomena will obviously have impact on the process of learning. In the classroom through the discussion, the students will not participate effectively because they do not have any information or knowledge to be involved. As the consequence, the lecturer will devote more energy in the classroom and it is also influenced the competence that is going to be achieved. One important thing that needs to be done in the process of learning is reflection, because reflection may help someone in deciding what should be done or in this case - strategy that is needed. From the evaluation in the midterm, 57% students showed good result of understanding, described by their score which is more than 70 on answering the questions. This result was in line with the result of interview which reveals that those students provided their time in reading the material. They did not always reading the material before joining the classroom, but sometimes they made note based on the lecturer’s explanation, and read the material which is simplified by the lecturer for every topic. Those who did the particular strategies think that it will be uncomfortable for them if in the classroom they did not much participate. Furthermore, in the self assessment sheet, they are demanded to be objective to judge themselves, and it will be unfair if they made themselves in higher score. However, in the early semester, they gave high score for themselves, but then it decreased in the midterm, showing that they try to be objective. The lecturer then try to apply some strategies for the students who do not perform any increasing, (14%) both in participating or also in giving explanation to their classmates in the discussion. Those students who did not perform any development admitted that they did not have much time in reading and they could not understand the material.
because they do not read the material and they usually read-studying- the material in the end of the semester on the final examination.

Those students are the same students who admit the same thing in the early semester, admitted that they did not provide time to read and also read the material whenever they willing to read; reflected that those students did not have willingness to change or adjust their learning strategy. However, this internal motivation is not easy to be changed, though some strategies are applied in the process. In the end of the semester, 65% students showed good result of evaluation and 35% still did not have significant improvement.

Conclusions
To change behavior –learning strategy- it will not be enough in one semester. The adult learner should have internal awareness of adjusting the learning strategy in achieving the competence demanded. To stimulate the motivation, the lecturer may use the psychological approach to support the process of learning. The objective opinion from the students about themselves is important to help the lecturer in applying the approach in the learning process. The awareness in accepting the reflection is a sign of adult learners that will give benefit for those in developing the competence, because learning from the experience is obviously beneficial. This approach-interview and self assessment require more time in the classroom; it is suggested to adjust in its practice- related to the number of students and material that should be completed during the semester. Another strategy that can be applied is the lecturer is suggested to simplify the material, by constructing the material systematically, designing important points to be mastered, and enforcing the students to have open- minded judgment in learning to make them become long-life learners.

Bibliography
DEVELOPING STUDENT'S WORKSHEET OF NARRATIVE TEXT USING TEAM GAME TOURNAMENT FOR TEACHING READING  
(A Case of the Eighth Grade Students of Junior high school IT Insan Cendekia in the Academic Year 2014/2015)

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Abstract

The boredom in learning reading in narrative text in SMP IT Insan Cendekia impacts to the students’ low reading score. This research is aimed at knowing the problem faced by the eighth grade students and the English teacher in the teaching and learning narrative text using their current student’s worksheet, and also to know how to develop effective students’ worksheet of narrative text using Team Game Tournament. Research and Development (RnD) is used for students’ worksheet development by involving the participation of the eighth grade students and their English teacher. Besides, questionnaire, interview guideline, observation and test were used to collect the data. The interview to the English teacher results the need to do student’s worksheet development. The steps in developing Student’s Worksheet of Narrative Text Using Team Game Tournament were followed by other steps after the preliminary research that were expert validation, try-out and revision. The result of expert validation for the prototype was good. The result of the try-out showed that the students’ score mean improved 10.26 from 60.12 to 70.38. Therefore, it can be concluded that the student’s worksheet prototype is good to use. In addition, the future researchers should conduct the better research and development of student’s worksheet to improve Junior High School students’ reading comprehension.

Keywords - narrative text, team game tournament, reading comprehension, student’s worksheet development

Introduction

Boredom in learning is the problem of eighth grade students of SMP IT Insan Cendekia in the academic year 2014/2015 in learning reading skill in narrative text. After preliminary research was done in the classroom, the boredom apparently covers two main aspects namely method of teaching by their English teacher and student’s worksheet capability. The conventional method was used by the teacher in teaching narrative text. In addition, the fact that the narrative text usually has long form of passage does not result well against this conventional method which was lecturing followed by questions and answers session. This was supported by the students’ low score in reading skill of narrative text. It is clear to see the gap happens as the effect caused by the conventional method employed by the English teacher to teach narrative text by looking at the score which was mostly below the English subject standard score. Another problem causing the boredom in learning was the less supportive English student’s worksheet for the students to learn narrative text. It was proven by the result of the preliminary research that sometimes the students do not understand the instructions on their worksheet, and some of the exercises provided by the worksheet make them bored because the task given by the teacher and test items are mostly in form of multiple choices, so students’ critical thinking do not advance much on these
types of exercises. The teacher also commented on this student’s worksheet, however, she had no enough time to create her own student’s worksheet originally to fulfill students’ need in learning narrative text. To overcome the previous problems mentioned, the writer is interested in creating a student’s worksheet which comes with cooperative learning activity inside. Moreover, the cooperative learning activity chosen will be Team Game Tournament (TGT). The TGT, in brief, is an activity which requires students to study in a team which consists of different level of students to compete with others in a game and tournament. Alternatively, Slavin (1995: 84) gives description about the definition of Team Game Tournament: ‘TGT is the same as STAD (Students Team-Achievement Divisions) in every respect but one; instead of the quizzes and the individual improvement score system, TGT uses academic tournaments, in which students compete as representatives of their teams with members of other teams who are like them in past academic performance.’

Regarding to these, the writer would investigate: (1) the problems faced by the English teacher and eighth grade students of SMP IT Insan Cendekia in teaching and learning reading in narrative text, and (2) create student’s worksheet to fulfill students’ need in learning narrative text.

**Methodology**

This study is a quantitative qualitative study with Research and Development (RnD) design. These two approaches were employed to present data with form of description and number. The number gave direct overview of the result, while the description would come after it to give further and deeper explanation of the statistics being presented. Accordingly, the RnD design contributed to steps in developing the student’s worksheet with several stages derived from Sugiyono (2009) as follows:

![Figure 1. Stages of Media Development](image)

This study involved the eighth grade students of SMP IT Insan Cendekia and their English teacher as the subjects of the study. Moreover, questionnaire for the students, interview guideline for the teacher, observation and test for the students were used to collect the data. These instruments were implemented in order to get the data more valid so that the student’s worksheet can be used appropriately.

The steps shown by the above diagram was conducted as the realization of the research and development. They were begun by having potential and problem in the beginning of the research. After the problem arose, the preliminary research was done to get initial data on how should product be like so that later the writer could design its prototype. Not to mention, experts were also employed in this research to give the prototype’s validation to result the appropriateness of the content of the product. There were three experts involved, they were: (1) Novia Trisanti, S.Pd. M.Pd., the advisor of this study, (2) Nur Aini, A.Md., an English teacher of SMP IT Insan Cendekia, (3) Alief Noor Farida, S.Pd. M.Pd., as the expert of language (English), (4) Maria Johana Ari W., S.S., M.Si as the expert of reading. Alternatively, there was a product revision from feedback given by the experts to ensure product’s suitability before being implemented on the subjects of the study. When it was done, the product was tested to the eighth grade students of SMP...
IT Insan Cendekia to re-check its suitability from their skill. The next steps were not done by the writer since the student’s worksheet had already fulfilled the students’ need.

Finding and Discussion
To reveal the problems faced by the English teacher and the eighth graders of SMP IT Insan Cendekia, the writer did a preliminary research on February 16th, 2015 for the interview with the English teacher and February 17th, 2015 for the students’ questionnaire. The interview resulted two main problems faced by the English teacher namely: (1) student’s worksheet used by the English teacher did not have any activity which was able to stimulate students’ spirit to learn Narrative text. Hence, it affected teacher’s method in delivering the material so that the teacher just taught using the conventional method; for example, asking and answering questions and telling the folklore to the students, (2) exercises on the worksheet used by the English teacher of SMP IT Insan Cendekia mostly in the form of multiple choice items, so the students didn’t need to analyze it thoroughly to get the answer, as a result, their critical thinking did not develop much. Furthermore, there were eleven questions attached on the questionnaire for the students which covered their opinion about the teaching and learning process and worksheet, their understanding of the content and instructions on the student’s worksheet, their expectation of how the student’s worksheet should be like, and their view on learning strategies. This questionnaire showed that the students needed a worksheet which provided an interesting activity that leads them study in group and compete with their friends and also has exercises which are challenging to do. The teacher thought that it would be better to have specific worksheet in learning narrative text at once in order to improve the students’ comprehension. Moreover, she suggested that the student’s worksheet should be interesting and contains exercises which do not only improve their academic performance, but also develop their attitude as the purpose of teaching narrative text. Overall, the students and the teacher had the same idea about developing the student’s worksheet.

Figure 2. The Scheme of Steps in Developing Student’s Worksheet of Narrative Text Using Team Game Tournament
After initial data were gathered, the writer managed to design the student’s worksheet. The design is as follows:

Figure 3. The Cover of the Student’s Worksheet

The above figure shows the title of the student’s worksheet. Meanwhile, the basic competence formulation was based on the KTSP curriculum for the eighth grade students. After that, in designing media, the
The writer considered the technical requirements of the student’s worksheet by which consist of cover, preface, table of content, identity, page number and bibliography (Darmodjo and Kaligis, 1992). Meanwhile, for materials and exercise, the writer used USAID module guidance for Junior High School (2014) and macro and micro skill for reading from Brown (2004). After all was done, it went through expert validation by checking: (1) didactic requirements, (2) construction requirements, and (3) technical requirements. When the validation was done, the writer got the following revision:

Table 1. The Revision of the Student’s Worksheet

<table>
<thead>
<tr>
<th>No.</th>
<th>Points</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Diction in preface</td>
<td>Two inappropriate words “your”</td>
<td>Changed into “students”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and “you”</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Theory of simple past tense</td>
<td>No theory</td>
<td>Theory added</td>
</tr>
<tr>
<td>3.</td>
<td>Avoid source learning coming from</td>
<td>There were some materials from</td>
<td>eliminated</td>
</tr>
<tr>
<td></td>
<td>other student’s worksheet</td>
<td>other student’s worksheets</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Table of Content</td>
<td>None</td>
<td>added</td>
</tr>
</tbody>
</table>

Once the revision was done and met final decision from the experts, the prototype was tested to the eighth grade students of SMP IT Insan Cendekia on March 10-12, 2015. The writer did observation of practicality which covered practicality usage by the teacher and the students

The conclusion shows that the percentage is 86.3% of the maximum percentage, and it belongs to the very practical range, so the student’s worksheet of Narrative Text Using Team Game Tournament is very practical to use as a student’s worksheet for teaching reading in narrative text.

Table 2. The Result of Teaching Observation

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher’s Achievement</td>
<td>79.5%</td>
<td>Very Practical</td>
</tr>
<tr>
<td>2</td>
<td>Students’ Achievement</td>
<td>82.5%</td>
<td>Very Practical</td>
</tr>
</tbody>
</table>

Table 3. Pretest and Posttest Normality

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>Kolmogorov-Smirnov</td>
<td>32</td>
<td>.102</td>
<td>Shapiro-Wilk</td>
<td>32</td>
<td>.200*</td>
</tr>
<tr>
<td>Posttest</td>
<td>0.96</td>
<td>32</td>
<td>.968</td>
<td>32</td>
<td>.452</td>
<td></td>
</tr>
<tr>
<td>a. Lilliefors Significance Correction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The conclusion shows that the percentage is 86.3% of the maximum percentage, and it belongs to the very practical range, so the student’s worksheet of Narrative Text Using Team Game Tournament is very practical to use as a student’s worksheet for teaching reading in narrative text. Further, the writer also measured tests given to the students to measure the student’s worksheet practicality using T-test. The results are as follows:

Table 3. Pretest and Posttest Normality

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
</tr>
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<tr>
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<td>.102</td>
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<td>32</td>
<td>.200*</td>
</tr>
<tr>
<td>Posttest</td>
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<td>32</td>
<td>.968</td>
<td>32</td>
<td>.452</td>
<td></td>
</tr>
<tr>
<td>a. Lilliefors Significance Correction</td>
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<td></td>
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</tbody>
</table>

The conclusion shows that the percentage is 86.3% of the maximum percentage, and it belongs to the very practical range, so the student’s worksheet of Narrative Text Using Team Game Tournament is very practical to use as a student’s worksheet for teaching reading in narrative text.
The above normality table shows that the students’ scores of pretest and posttest were distributed normally. They were shown by the 0.200 (or > 0.05) of significance. Further, the test’s result was then calculated using paired samples statistics as follows:

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>Pretest</td>
<td>60.12</td>
<td>32</td>
<td>17.316</td>
</tr>
<tr>
<td>Posttest</td>
<td>70.38</td>
<td>32</td>
<td>15.595</td>
</tr>
</tbody>
</table>

From the above table it can be seen that the mean of the pre-test increases 10.26 point from 60.12 to 70.38 in the post-test. Therefore, it can be concluded that this worksheet has a significant improvement towards the teaching and learning reading in Narrative text.

**Conclusion**
It can be concluded that (1) the problem faced by the English teacher was caused by the less-appropriate student’s worksheet, while the students’ also had problems regarding to the student’s worksheet capability and teaching and learning activity, (2) there were several steps in creating the student’s worksheet to meet its final form, and (3) the student’s worksheet could be considered as a medium to teach reading narrative text seen from its practicality results.

**Bibliography**
USAID. (2014). *Modul II Praktik yang Baik di Sekolah Menengah Pertama dan Madrasah Tsanawiyah (SMP/MTs)*. USAID.
SPEAKING IMPROVEMENT AND UNDERSTANDING CULTURAL DIFFERENCES THROUGH “FIELD TRIP” OF CROSS CULTURAL UNDERSTANDING CLASS

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Abstract
English in Indonesia present as a second or foreign language. The importance of English as world language and the education reform envisaged through several changes in national curriculum play an important role in the development of English language teaching in Indonesia. The writer tries to teach learners not only the vocabularies and grammar on it but also the knowledge of cultures is important for facilitating communication with people. Therefore learners of languages need to learn about and understand cultures. Understanding culture as practices with which people engage becomes centrally important. This means that in the language classroom it is not just a question of learners developing knowledge about another culture but of learners coming to understand themselves in relation to some other culture. Through field trip, this paper explores how English language teaching-learning takes place in Indonesian cultural context and find the issues hampering students to learn English. Among the hampering issues are students’ characteristics, teacher factor, norm and belief, and some language aspects of English. The aim of this research is to find out field trip should be taught or used in teaching college students in Sekolah Tinggi Teknologi Kedirgantaraan Yogyakarta to teach English speaking improvement and understanding the cultural on it.

Keywords - Field Trip, Culture, English Language teaching

Introduction
Language learning means that learning the vocabularies and the construction sentences, but understanding language means understanding its culture. Language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships. In aviation school where the writer teach, English as a second language because most of the manual books in aviation are English. People who works in aviation also have to be able speak in English fluently because almost every day they meet a lot of people from other country.

An understanding of language as ‘open, dynamic, energetic, constantly evolving and personal’ (Shohamy, 2007: 141-152) encompasses the rich complexities of communication. This expanded view of language also makes educational experience more engaging for students. Language is not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses his or her language(s) differently to do this. People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practice in which to participate (Kramsch, 1994:37).

Teaching, practicing and learning can become inherently spontaneous and student-centered when moved from the confines of the classroom into the world at large. From the collaborative learning atmosphere that results from the unique relationships...
developed outside the classroom, to the deep learning that occurs when students must put into practice “in the real world” what they have theorized about from behind a desk, field experiences are unmatched in their learning potential. Field experiences early in a student’s career can be formative and can inspire students to continue in a field.

Field trips are a great way to bring excitement and adventure to learning. A focused, well-planned field trip can be the perfect vehicle to introduce new skills and concepts to students, reinforce ongoing lessons and leverage the learning potential of other trips student will take throughout the session.

Thinking about how to teach culture in the language classroom, it is useful to consider how the ways in which culture is presented can be categorized. The writer tries to teach learners not only the vocabularies and grammar on it but also the knowledge of cultures is important for facilitating communication with people. Therefore learners of languages need to learn about and understand cultures. Understanding culture as practices with which people engage becomes centrally important. This means that in the language classroom it is not just a question of learners developing knowledge about another culture but of learners coming to understand themselves in relation to some other culture.

This is why there is a contemporary emphasis on ‘intercultural’. Learning to be intercultural involves much more than just knowing about another culture: it involves learning to understand how one’s own culture shapes perceptions of oneself, of the world, and of our relationship with others. Learners need to become familiar with how they can personally engage with linguistic and cultural diversity. There is another way to think about culture in language teaching: the distinction between a cultural perspective and an intercultural perspective (Liddicoat, 2005: 28–43).

**Methodology**

This paper describe how field trip give experience to students both experiencing cultural understanding differences and improving their speaking ability. Fied trip was done by the students in four weeks. It started on the first May until end of May 2016. There were 34 students joining the Field Trip, the writers only takes 24 students data which has complete information.

The student had prepared an interview guide and made a report interview on a paper of maximum 5 pages.

The first implementation was the introduction and learning about English classroom expressions, consist of beginning of the lesson, during the lesson, field trip, and the evaluating.

Then, it is followed by preparing the students to have field trip preparation. Student is given about 1 meeting of preparation. Field notes are taken as needed. They tell about the real condition happen.

The material learning steps design which was planned by the researcher was as follows

a. Discuss the purpose of the field trip.
b. Introduce vocabulary words.
c. Make a plan trip, such as destination, field trip schedule, Interview guidance.
d. Assign students “specialists” roles in one aspect of the topic (e.g., art, environment, tourism, interest, language ability).
e. As a class brainstorm a set of standards to conduct for the trip and discuss suggested spending money, appropriate clothing to wear for the trip, field trip schedule.
f. Discuss with students how to ask good questions and brainstorm a list of open-
ended observation questions to gather information during the visit.

g. Reporting the result of the field trip.

Finding and Discussion
Cross cultural understanding class started on 20 February 2016. After the students get the material from the class, they started to make plan for their Field Trip which started on 1 May 2016.

Table 1. Names, Origin, and Purpose

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Origin</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andrew</td>
<td>Australia</td>
<td>Holiday</td>
</tr>
<tr>
<td>2</td>
<td>Jasmine Damirel</td>
<td>Australia</td>
<td>Holiday</td>
</tr>
<tr>
<td>3</td>
<td>Lucas</td>
<td>United States</td>
<td>Holiday</td>
</tr>
<tr>
<td>4</td>
<td>Alex</td>
<td>Canada</td>
<td>Bussiness</td>
</tr>
<tr>
<td>5</td>
<td>Laura Beajour</td>
<td>France</td>
<td>Holiday</td>
</tr>
<tr>
<td>6</td>
<td>Florian Martin</td>
<td>France</td>
<td>Holiday</td>
</tr>
<tr>
<td>7</td>
<td>Mike</td>
<td>Germany</td>
<td>Holiday</td>
</tr>
<tr>
<td>8</td>
<td>John</td>
<td>Germany</td>
<td>Holiday</td>
</tr>
<tr>
<td>9</td>
<td>Mariam</td>
<td>Sweden</td>
<td>Holiday</td>
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<td>10</td>
<td>Robert</td>
<td>Australia</td>
<td>Holiday</td>
</tr>
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<td>11</td>
<td>James</td>
<td>Australia</td>
<td>Bussiness</td>
</tr>
<tr>
<td>12</td>
<td>Vanchin</td>
<td>France</td>
<td>Holiday</td>
</tr>
<tr>
<td>13</td>
<td>Aurgadi</td>
<td>France</td>
<td>Holiday</td>
</tr>
<tr>
<td>14</td>
<td>Chara</td>
<td>England</td>
<td>Bussiness</td>
</tr>
<tr>
<td>15</td>
<td>Ganganza</td>
<td>Germany</td>
<td>Holiday</td>
</tr>
<tr>
<td>16</td>
<td>Charlotte</td>
<td>Netherland</td>
<td>Holiday</td>
</tr>
<tr>
<td>17</td>
<td>Noemie</td>
<td>Canada</td>
<td>Bussiness</td>
</tr>
<tr>
<td>18</td>
<td>Margaret</td>
<td>Netherland</td>
<td>Holiday</td>
</tr>
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<td>19</td>
<td>Rami</td>
<td>France</td>
<td>Holiday</td>
</tr>
<tr>
<td>20</td>
<td>Anna</td>
<td>Hungary</td>
<td>Holiday</td>
</tr>
<tr>
<td>21</td>
<td>Laurentz Debaetz</td>
<td>France</td>
<td>Holiday</td>
</tr>
<tr>
<td>22</td>
<td>Collin</td>
<td>United States</td>
<td>Holiday</td>
</tr>
<tr>
<td>23</td>
<td>Jack</td>
<td>Australia</td>
<td>Bussiness</td>
</tr>
<tr>
<td>24</td>
<td>Edward</td>
<td>Netherland</td>
<td>Holiday</td>
</tr>
</tbody>
</table>

Table 1 shows that most of the native were from Australia and France. Most of those native are on vacation in Yogyakarta. The students met them in the tourism area kind of malioboro, taman sari water castle, prmabanan temple, etc. Some of them have a business trip, native who had a business trip are found by the students in the restaurant and coffee shop.

Table 2. Length of Visitation, Language ability, and Next Destination

<table>
<thead>
<tr>
<th>No</th>
<th>Length of Visitation</th>
<th>Language Ability</th>
<th>Next Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 days</td>
<td>Ini, itu, berapa</td>
<td>Malaysia</td>
</tr>
<tr>
<td>2</td>
<td>30 days</td>
<td>Perkenalan diri, Terima Kasih</td>
<td>Bali</td>
</tr>
<tr>
<td>3</td>
<td>5 days</td>
<td>Ayo, Kesini</td>
<td>Bali</td>
</tr>
<tr>
<td>4</td>
<td>2 days</td>
<td>Perkenalan Diri, Percakapan umum</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>14 days</td>
<td>Kemana, berapa ini, salam</td>
<td>Bali</td>
</tr>
<tr>
<td>6</td>
<td>20 days</td>
<td>Saya suka makan</td>
<td>Karimun Jawa</td>
</tr>
<tr>
<td>7</td>
<td>7 days</td>
<td>Antar saya, tolong, terima kasih, maaf</td>
<td>Gunung Kidul</td>
</tr>
<tr>
<td>8</td>
<td>10 days</td>
<td>Permis, Maaf</td>
<td>Magelang</td>
</tr>
<tr>
<td>9</td>
<td>7 days</td>
<td>Terima kasih, maturnuwun</td>
<td>Borneo</td>
</tr>
<tr>
<td>10</td>
<td>14 days</td>
<td>Berapa in/itu, Mahal, terimakasih</td>
<td>Lombok</td>
</tr>
<tr>
<td>11</td>
<td>4 days</td>
<td>Able to speak Indonesian</td>
<td>Jakarta</td>
</tr>
<tr>
<td>12</td>
<td>15 days</td>
<td>Tidak, terimakasih</td>
<td>Bali</td>
</tr>
<tr>
<td>13</td>
<td>14 days</td>
<td>Saya mau, suka, enak</td>
<td>Flores</td>
</tr>
<tr>
<td>14</td>
<td>5 days</td>
<td>Able to speak Indonesian</td>
<td>Surabaya</td>
</tr>
<tr>
<td>15</td>
<td>8 days</td>
<td>Enak, lezat, suka, pahit, pedas</td>
<td>Lombok</td>
</tr>
<tr>
<td>16</td>
<td>10 days</td>
<td>Perkenalan diri</td>
<td>Bali</td>
</tr>
<tr>
<td>17</td>
<td>4 days</td>
<td>Able to Speak Indonesian</td>
<td>Jakarta</td>
</tr>
<tr>
<td>18</td>
<td>30 days</td>
<td>Monggo, Maturnuwun, Silahkan, Hati-hati</td>
<td>Bromo, Bali</td>
</tr>
<tr>
<td>19</td>
<td>7 days</td>
<td>Terimakasih</td>
<td>Bandung</td>
</tr>
<tr>
<td>20</td>
<td>14 days</td>
<td>1,2,3, Bapak, Ibu, selamat pagi</td>
<td>Bromo, Solo</td>
</tr>
<tr>
<td>21</td>
<td>20 days</td>
<td>Nama saya, berapa, mau pesan, mau ini</td>
<td>Borneo</td>
</tr>
<tr>
<td>22</td>
<td>10 days</td>
<td>Maaf, Permis</td>
<td>Solo</td>
</tr>
<tr>
<td>23</td>
<td>4 days</td>
<td>Able to speak Indonesian</td>
<td>-</td>
</tr>
<tr>
<td>24</td>
<td>7 days</td>
<td>Terima kasih</td>
<td>Hongkong</td>
</tr>
</tbody>
</table>

All of the native able to speak Indonesian, although not in sentences. They learn the language to ask and bargain the prices; “Berapa ini?”, “Yang ini?”, “Mau yang ini.”
The other words that common for the natives are thanking and apologizing; “Maaf”, “Terimakasih.”, “Maturuwwun”. Some of them are able to express their like and dislike; “Ini enak.”, “Soto lezat”.

Native who had business trip are able to speak Indonesian fluently, it caused by they often to visit Indonesia for business. Most of natives comes to have a holiday, not only in Yogyakarta but also other places which is interest place to visit, kind of Bali, Lombok and Borneo. By interviewing the native whom come to Yogyakarta, they will stay in Yogyakarta at least for 4 days. They want to visit cultural heritage. Natives who stay more than 5 days, they will go to other part of Indonesia. The most famous are Bali and Lombok, according to them Bali and Lombok is the best nature and culture tourism places to visit.

Table 3. Names and Favourite Lokal Food

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Fav. Lokal Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andrew</td>
<td>Soto Ayam</td>
</tr>
<tr>
<td>2</td>
<td>Jasmine Damirel</td>
<td>Nasi Goreng</td>
</tr>
<tr>
<td>3</td>
<td>Lucas</td>
<td>Gudeg</td>
</tr>
<tr>
<td>4</td>
<td>Alex</td>
<td>Bakso</td>
</tr>
<tr>
<td>5</td>
<td>Laura Beajour</td>
<td>Soto</td>
</tr>
<tr>
<td>6</td>
<td>Florian Martin</td>
<td>Sup Ayam</td>
</tr>
<tr>
<td>7</td>
<td>Mike</td>
<td>Bakso</td>
</tr>
<tr>
<td>8</td>
<td>John</td>
<td>Gudeg</td>
</tr>
<tr>
<td>9</td>
<td>Mariam</td>
<td>Nasi Goreng</td>
</tr>
<tr>
<td>10</td>
<td>Robert</td>
<td>Mie Goreng</td>
</tr>
<tr>
<td>11</td>
<td>James</td>
<td>Nasi Goreng</td>
</tr>
<tr>
<td>12</td>
<td>Vanchin</td>
<td>Nasi Goreng</td>
</tr>
<tr>
<td>13</td>
<td>Aurgadi</td>
<td>Gado-Gado</td>
</tr>
<tr>
<td>14</td>
<td>Chara</td>
<td>Bakso</td>
</tr>
<tr>
<td>15</td>
<td>Ganganza</td>
<td>Mie Goreng</td>
</tr>
<tr>
<td>16</td>
<td>Charlotte</td>
<td>Gado-Gado</td>
</tr>
<tr>
<td>17</td>
<td>Noemie</td>
<td>Sup Buntut</td>
</tr>
<tr>
<td>18</td>
<td>Margaret</td>
<td>Pisang Bakar</td>
</tr>
<tr>
<td>19</td>
<td>Rami</td>
<td>Mie Goreng</td>
</tr>
<tr>
<td>20</td>
<td>Anna</td>
<td>Soto</td>
</tr>
<tr>
<td>21</td>
<td>Laurentz Debaetz</td>
<td>Satay</td>
</tr>
<tr>
<td>22</td>
<td>Collin</td>
<td>Sup Ayam</td>
</tr>
<tr>
<td>23</td>
<td>Jack</td>
<td>Bakso</td>
</tr>
<tr>
<td>24</td>
<td>Edward</td>
<td>Nasi Goreng</td>
</tr>
</tbody>
</table>

Most of them hunting local food, they want to know the taste, what makes it famous. It’s rare for foreigner like gudeg, because it taste too sweet. The most favourite is “Nasi goreng”. Most of them know Nasi Goreng but not all of them like it, because some of them said sometimes its too spicy and it can caused a problem for their stomach.

What makes native commented to their experience in food are; the taste, table manner, and cleanliness. Some of local food taste too spicy which not fit to their stomach. They have to ask the ingredients first for this case, they are afraid if they get a stomach ache. The second is table manner, gudeg is a very famous local food which gudeg eat by hand (although possible with spoon) and in lesehan. In their country, they have to eat in dining table with spoon and fork.

Research has demonstrated that field trips can be designed to more effectivly support student learning. Field trips work best when they provide support for students to explore in a personally meaningful way. Learning in field trips is impacted by many factors (DeWitt & Storksdieck, 2008: 181-197). The structure of the field trip impacts learning. Some structure is needed to best support student learning.

A successful and quality field trip requires teacher preparation and interaction (Griffin & Symington, 1997: 765-779). The preparation are as following:

a. Facilitate the learning of abstract concepts. Taking students on a field trip makes learning more effective as they will be able to gain vast ideas on the topic.

b. Motivate students through increased interest and curiosity.

c. Increases student-student and student-teacher social interaction. Field trips provide an opportunity to involve students, parents, and the teachers in the instructional program.
d. The interaction between students within themselves will also be increased when they work in groups. Moreover, the interaction between the students and teacher will enhance as the students will have to discuss to the teachers when they have doubts.

Develops social awareness. Field trips make students aware of learning cultural differences. For instance, students visited tourism area kind of Taman Sari, Malioboro, 0 km are typical places to find out cultural experiences. A well-organized trip to a "cultural" place is an excellent method of teaching students to observe, ask questions, and learn in the large classroom.

The purpose of field trip to students of class CCU, Air Transport Management, Sekolah Tinggi Teknologi Kedirgantaraan in the academic year of 2015/2016.

a. It enhance the curriculum. Field trips are rich in educational possibilities as students learn from actual hands-on experiences, rather than by simply reading or hearing about something. Involvement in a real world experience makes learning more meaningful and memorable comparing to regular classroom instructional programs.
b. Give students experiential learning experiences.
c. Concrete skills such as note taking. Students have to develop questions to be asked, write reports or thank you letters after the trip, or evaluate their experiences.
d. Field trips can add variety to the regular instructional program; they tend to be special and enjoyable learning experiences, ones which develop positive attitudes in students toward related classroom activities.
e. Field trips help the students appreciate the relevance and importance of what they learn in the classroom.

The action research had been done by the researcher. Field trips gave student the opportunity to acquire greater confidence and leadership skills. Relationships between teachers and students were often transformed by field trips.

Student also learn handling cultural differences that often causes cultural conflict, it shows some of the natives learn Indonesian. These natives try to adapt to Indonesian Culture.

Conclusion

The result of field trip and interview conducted by the students reveals several differences in the cultural aspects that natives experienced in Yogyakarta. Through field trip and interview natives, students aware to cultural aspects that are appreciated by natives. Students also improve their speaking through interview.

Bibliography


Abstract
The demands of English for Specific Purposes (ESP) are significantly growing nowadays. A lot of language universities insert ESP subject in its curriculum. It is because ESP is believed to enable the students to achieve their intended future needs more effectively compared to the general ones. By having ESP subject, students are expected to master the specialized vocabularies, aspects of language skills, and language skills needed so that at the end of their learning, they are able to communicate in their field using the target language confidently, communicatively, effectively, and appropriately. To achieve this, lecturers of ESP need to be equipped with teaching strategies which can be implemented in their ESP classroom. This article will focus on describing the teaching practices in ESP course using task-based language teaching approach. This includes type of tasks applied, techniques used, and, advantages and disadvantages of them. This will give readers insights about how to apply task-based language teaching approach in their classroom, particularly in ESP course.

Keywords- ESP, task-based language teaching, classroom practices

Introduction
English for specific purposes has been widely agreed to refer to an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the language, skills, discourses, and genres required to address these needs, and assists learners in meeting these needs through general and/or discipline-specific teaching and learning methodologies (Anthony, 2015). This definition bring us to a simple understanding that in ESP, the students will learn about specific knowledge and English skills to be used competently and professionally in their future career.

ESP has many branches. One of them is English for Occupational Purposes, which is manifested in the form of English for the hospitality industry (Basturkmen, 2010). As its name suggests, this course aims at equipping the students with mainly spoken English communication skills which are commonly used by hoteliers. By achieving this, the students are expected to be able to communicate fluently, accurately, appropriately, and effectively in the area of hotel industry.

To achieve this learning objective, the teachers of ESP needs a teaching strategy which can help them to facilitate the students to fulfill their needs. One strategy which can be applied by them is task-based learning strategy. According to Klapper (2003) in Widodo (2012), task-based learning and teaching is seen as an offshoot of communicative language teaching (CLT) which promotes learners’ engagement in real communication, in which learners make use of language meaningfully. It is because tasks play significant role for not only providing situational and interactional contexts for activating the process of language acquisition, but also the can promote students’ learning. Further, Avarmaet &
Gysen (2006) suggest that task based language learning and teaching serves its best to be applied as it attempts to take students’ needs as a starting point to select the type of tasks given to the students. To achieve particular task outcomes, learners have to negotiate meaning and converse with each other; this interaction entails asking for explanation, checking comprehension, confirming responses, or elaborating on ideas. In this regard, students are supposed to play a role of language users who experience the same kinds of communicative processes as those taking place in real-world interaction (Widodo, 2012).

From my own experience as a student and a teacher of ESP, I still found that many teachers of ESP still felt uneasy to implement task-based language learning and teaching in their classroom. They commonly applied presentation, practice, and production techniques which were not quite satisfying in facilitating ESP students to achieve their learning objectives. Hence, through this paper, I personally intend to share the example of task-based language learning and teaching implementation as it can provide insight for those ESP teachers in their ESP classroom practices.

**Methodology**

This paper is mainly derived from my own teaching experience as an ESP teacher in one of vocational institution in Bali. The subject that I thought was English for front office.

**Discussion**

In implementing task-based language learning and teaching, there are some steps to follow. First, determining student’ needs; second, selecting the tasks; and third assigning the tasks.

**Determining students’ needs**

Based on students’ need analysis, it is found out that: a) the students necessities are: students should be able to make use of skills, strategies and language learned to convey meaning in the area of Front Office section, and students should be able to perform spontaneous spoken texts in a given setting; b) the students’ lacks are: students have lack of English proficiency, the learning resources are very limited, the activities provided do not support the students to be actively engaged in communication in context required; and c) the students’ wants are: in terms of the four language skills, spoken English is considered as the most demanding skills in this area, students prefer learning through group work to individual work, and students want to learn through a lot of practices.

**Selecting tasks based on social practices which the students may encounter. It is shown in table 1.**

<table>
<thead>
<tr>
<th>Language use situation</th>
<th>Language tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting and welcoming guests</td>
<td>Express greeting</td>
</tr>
<tr>
<td>Handling guests registration</td>
<td>• Ask question about personal data</td>
</tr>
<tr>
<td></td>
<td>• Answer question related to personal data</td>
</tr>
<tr>
<td></td>
<td>• Inform hotel information and services</td>
</tr>
<tr>
<td></td>
<td>• Answer questions related to the information given</td>
</tr>
<tr>
<td>Giving hotel information and services</td>
<td>• Describe tourist site</td>
</tr>
<tr>
<td></td>
<td>• Answer questions related to the description given</td>
</tr>
<tr>
<td></td>
<td>• Ask questions related to the topic</td>
</tr>
<tr>
<td></td>
<td>• Give direction</td>
</tr>
<tr>
<td></td>
<td>• Answer question related to the direction given</td>
</tr>
<tr>
<td>Describing tourist sites</td>
<td>• Ask question for clarification</td>
</tr>
<tr>
<td></td>
<td>• Understand the complaint</td>
</tr>
<tr>
<td></td>
<td>• Answer the questions</td>
</tr>
<tr>
<td>Giving direction</td>
<td>• Express apology</td>
</tr>
<tr>
<td>Handling complaints</td>
<td>• Give solution to the problem</td>
</tr>
<tr>
<td>Handling check out</td>
<td>• Ask about the personal data</td>
</tr>
<tr>
<td></td>
<td>• Answer question</td>
</tr>
<tr>
<td></td>
<td>• Express thank you</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Table 1. Tasks based on language use situation</th>
<th>Language tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting and welcoming guests</td>
<td>Express greeting</td>
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<td></td>
<td>• Answer the questions</td>
</tr>
<tr>
<td></td>
<td>• Express apology</td>
</tr>
<tr>
<td></td>
<td>• Give solution to the problem</td>
</tr>
</tbody>
</table>
Assigning tasks
In assigning the tasks, I asked the students to perform the tasks given as if they were receptionist. Following the stages of task based learning and teaching proposed by Nunan (1993) that is pre-task, task cycle, and language focus, the implementation of task-based language learning and teaching are: a) In **pre task**, I asked the students to do simulation about each social practice in front office section. I give rubric to students which can be used as a guidance to make an excellent performance; b) **During Task cycle.** In this stage, students begin to work in a group doing their task. They might consult with me when they found problems or difficulties during the accomplishment of their work. I facilitated them and always motivated to do their best achievement; c) **In Language focus.** In my class, both students and me, observed their performance. Having watched the performance, they were asked to present their voices on both their own performance and their friends based on the rubric given. At last, I provided the last comments on either their strengths or weaknesses, and gave them feedback to improve their performance in the future.

Conclusion
Task-based learning and teaching technique indeed is a rewarding teaching strategy which can be applied, particularly in ESP contexts. It surely provides a direct shoot to fulfilling students’ needs. Consequently, the learning objective can be achieved effectively.

References


INTERNATIONAL PUBLICATION AND TRANSLATION: STRATEGIES OF INDONESIAN LECTURERS FOR PUBLISHING ARTICLES

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Abstract
International publication of Indonesian lecturers has not been able to compete in Asia, even in South East Asia. The number of Indonesian international publication is far below some other ASEAN countries. Recently, some important facilities and incentives have been offered by the government to encourage lecturers to write for international journals. On another side, it is interesting to know how lecturers responded to the offers and what strategies done by those who have been successful to publish article in international journals. The analysis on these topics are done using theoretical background of English for Academic Purposes and translation studies. Results of the analysis showed that the low participation of Indonesian lecturers in international publication is due to some difficulties experienced by EFL writers. To overcome the difficulties, there are two type of strategies used, they are, writing for a translation and translating for an academic writing. Wheter choosing the first or second strategy, it is important for EFL writers to have knowledge and skills of translation. By having it, EFL writers who write and translate for themselves as well as those who get their writing translated still have a control over the quality of the translated writing. Thus, there is no need to worry about not being able to write. It is time to start disseminating research results in international academic spheres.

Keywords – International Publication, EFL Writers, Translation

Introduction
International publication is a growing critical necessity in Indonesian higher education. The circular of the Directorate of Indonesian Higher Education numbered 152/E/T/2012 obliges graduates of doctoral program to publish articles in an international journal. In line with this policy, lecturers as the forefront in university academic activities are also encouraged to follow the policy of international publication.

Lecturers doing their doctoral program are automatically involved in the policy. Lecturers who have got their doctor degree and proposing their professor are even demanded to publish some articles in an accredited international journal. The group of lecturers getting the least demand on international publication is perhaps lecturers with master degree and have not been doing their doctoral study. Even so, and despite the controversy of international publication policy, publishing articles in international journals and proceedings is proven to be an important way to disseminate research results as well as update and gain knowledge from the very dynamic international academic atmosphere. Thus, without being obliged to by certain policies, international publication is necessary for the improvement of lecturers’ human resource.

In fact, not many lecturers made their international publication despite the increase of Indonesian position to 57th from 61th in 2013, based on the data from Scopus on countries ranking based on the number of
publications of scientific papers (Hidayati, 2016). Besides time limitation due to a tight teaching schedule, another key factor of the low participation in international publication is difficulties in writing in English language. Flowerdew (2008) said that scholars increasingly need to publish in English, and given that the majority of the world’s scholars do not possess English as their first language, in many cases they experience great problems in producing manuscripts which are acceptable to international journal editors and reviewers (e.g., Ammon, 2001a; Canagarajah, 1996, 2002; Li & Flowerdew, 2007).

An important fact in Indonesia as one of the non-native English countries is the creative process of EFL writers, in this case is Indonesian lecturers, in producing articles for international publication. The lecturers’ strategies in writing articles for international publication brings about an interesting fact about the relationship between writing for international publication and translation. This research attempts to describe 1) How lecturers responded to the demand for international publication, and 2) How is the creative process of lecturers in writing for international publication. This research can be a conceptual background on the following empirical researches on English academic writing and translation studies. Further, it is expected that the results of this discussion will be a good information for lecturers to be motivated to write and disseminate their wonderful ideas throughout the world through writing for international publication.

**Methodology**

This is a conceptual research talking about the condition of Indonesian lecturers in terms of their activities of writing for international publication, the problem they faced and what has been done to cope with the problems, from the point of view of theoretical concept, in this case is English for Academic Purposes and Translation Studies.

**Results and Discussion**

1. Indonesian Lecturers and International Publication

Two important things in the discussion about Indonesian lecturers and international publication is the limited number of publication and the cause.

The issue of The Circular of the Indonesian Higher Education Directorate numbered 152/E/T/2012 on the obligation for international publication is triggered by the fact that Indonesian international publication is relatively low compared to other neighboring Asian, even ASEAN countries. Some neighboring countries which are previously below Indonesia in the number of international publication are now even more advanced than Indonesia.

Data from 1996-2013 from ScImago (a website processing scientific publication rankings using data from Scopus) shows that Indonesia was ranked 61 with the number of international publication is 25,481. Indonesia was far left beyond the neighboring ASEAN countries such as Malaysia which was ranked 37 with the number of international publication is 125,084; Singapura which was ranked 32 with the number of international publication is 171,037; and Thailand which was ranked 43 with the number of international publication is 95,690.

In 2015, the number of international publications was 5,421 which could exceed the target of 5,008. This data was stated by Muhammad Dimyati, The Director General of Research and Development Reinforcement of The Directorate of Indonesian Higher Education (kompas.com).

Taking a specific case from the site, that is Indonesian universities, it can be concluded that the number of international publication is not evenly contributed by every university in Indonesia. It is dominated by certain
The 5th ELTLT CONFERENCE PROCEEDINGS
October 2016

reputable universities. It means that, overall, international publication in Indonesian university is low.

2. Problems and Support in Writing for International Publication

Some factors are charged to be the causes of the low international publication of Indonesian lecturers, such as lack of appreciation for the publication of scientific papers, limited human resources and funds and working environment (Subekti, 2015).

Indonesian government, in this case is The Directorate of Indonesian Higher Education and universities have done many things to eliminate the external factors hindering international publication. Millions rupiahs is given for those who have been successful to publish their articles in international journal, grants are given to attend international seminar/conference abroad. In some universities, academic reorganizing is done to give lecturers more time to do research and disseminate their research results, and the latest is the establishment of a journal clinic in some universities to facilitate the writing of international publication.

On the other side, there is lecturers who also have to fight for an international publication. Many lecturers in Indonesia do their research but not many of them disseminate their research results in an international conferences or journals. They are willing to, but they said that they face the problem of writing in international language. From the point of view of linguistics studies, the difficulties of EFL or ESL learners in English academic writing have been frequently proven. However, this cannot be the reason for low productivity of international publication. When the government have given facilities and system improvement to improve international publication, it is lecturers’ turn to overcome their lack of linguistics competence preventing them from writing for international publication. Some strategies are needed to cope with the problem.

3. Strategies in Writing for International Publication

As a non-native English country, Indonesian lecturers willing to write for an international journal have to use English language as their foreign or second language. This is proven to be the main problem for some lecturers although some others have been successful to overcome this by applying certain strategy. The writer classified the strategy into two types based on the common phenomena in Indonesian higher education, that is, writing for a translation and translating for an academic writing. Both strategy badly need translation competence, or at least knowledge about translation.

a. Translating for An Academic Writing

Translating for an academic writing in this research means the lecturers writing for international publication in English language. It means they make their ideas poured into English language by their own translation process, and produce their own English academic writing. However, it does not mean that lecturers using this kind of strategy purely do their work without the aid of third party. To make sure the quality of their writing, lecturers usually use the service of a professional proofreader, or a friend or family considered having the ability to be a proofreader. The proofreader usually deals more with linguistics matter rather than the content. They will give comment on the flow of information, sentence structure, noun phrase, good diction, agreement, and some other linguistics features.

This is actually an ideal strategy for lecturers writing for international publication since their creative writing is not too interfered by third party. There is very little chance of message inequaivalence, and there is preservation of the writer’s original writing style.
Unfortunately, not many lecturers choose this strategy. This is because of their lack of confidence in writing academic English. Taking condition in one of state universities as sample, lecturers dare to use this strategy are usually they who have their master or doctoral degree abroad, lecturers who have attended an English course or training, or lecturers from English language background of study.

b. Writing for A Translation
Writing for a translation in this research means the lecturers writing for international publication write their writing in Bahasa Indonesia and use translation service offered by third party to translate it. The third party can be a professional translators, friends or family members who have bilingual competence. Using this kind of strategy is more risky than the first one since the translator will deal with the whole part of the article. The writer will be a “lay person” who knows nothing about how their writing is processed. There is a big chance of message bias, improper technical terms, and another big risk, that is, shifting of point of view.

Despite the big risk, in fact, many lecturers use this strategy. This is indicated by the rampant translation service doing the work of translating lecturers’ articles for international publication. Translation agent as well as freelance individual translators frequently do this article translation. Many doctors who are in process of proposing their professor get their articles translated by translators due to their limited time as well as unconfidence in English academic writing. The development of journal clinics in many universities also indicates the need for translation service in writing for international publication of lecturers.

The wide variety of translation service make the lecturers willing to translate their article using the third party service be aware of the quality of the service. They have to make sure that the writing they have done with hard work is well translated. The translator role is just to wrap the content with a coverage that enable international readers to enjoy the content without ruin the original message. That is the most important thing that an EFL writers writing for international publication should keep in mind. Therefore, they should choose a qualified translation service. From the writers itself, they still can have a control over the writing that is translated, and not become a totally lay person. One of the ways is by knowing the basic knowledge and skills of translation.

c. Translator Competence
EFL writers writing for international publication, both writing/translating themselves or getting their writing translated had better have knowledge and skills of translation. An EFL writer who writes/translates him/herself needs the knowledge about translation and the skills of translation because he/she is a translator. While an EFL writer who gets his/her writing translated needs the knowledge about translation and the skills of translation to have a control over the writing that is translated.

The translator knowledge and skills can be specified into “translator competence”. Translator competence is what a translator needs to know and be able to do in order to translate. Translator competence is applied to all translators, professional or amateur, technical or non-technical, because translation is translation whoever does it (Bell, 1991). Translation competence has different names on many experts’ term, they are: transfer competence, translational competence, translation performance, translation skill.

Translation experts also propose various parameters on translation competence. Four basic parameters essential to translation competence according to Gerding-Salas
(2000) are: knowledge of the languages, knowledge of the cultures, domain-specific knowledge, and transfer competence. Neubert (2000) describes five sub-competencies of translation competence. They are: language, textual, subject, cultural and transfer competence. Subcompetencies of translation according to PACTE are: communicative competence in two languages, transfer competence, instrumental/professional competence, psycho-physiological competence, and strategic competence.

Conclusions
It is time to take part in the dynamics of international academic sphere. There is no more reason not to write for international publication. A good academic atmosphere, a better academic system, some facilities have been provided by the government, especially the Directorate of Higher Education. As the spouse to match the supporting factors given by the government, it is the lecturers themselves as EFL writers who have to find their most suitable way to write for international publication.

Reference
THE USE OF L1 IN EFL CLASSROOM: PERSPECTIVES OF JUNIOR HIGH SCHOOL TEACHERS AND STUDENTS

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Abstract
The use of first language (L1) in a language classroom interaction has been debated for years. It is argued that L1 may hinder learning, while the proponents believe it can improve students understanding. This study aims to investigate the use of Indonesian language as a first language in the classroom and to examine teachers and students’ perspectives on it. Forty six students of grade seven from two different classes and two English teachers in a junior high school in Bandung were involved as the participants. This study employed qualitative method, and the data were gained through classroom observation, interview, and questionnaire. The findings reveal that the teachers utilize Indonesian language to explain grammar rules, give instructions, check understanding, explain new vocabularies, and make jokes. Both teachers and the students also have positive attitudes toward the use of Indonesian language in English classrooms. The teachers believe that Indonesian language can enhance learning as long as it is used wisely and in proper portion.

Keywords - L1, Indonesian language, teacher talk, perspectives

Introduction
There have been conflicting ideas of the use of first language (L1) in English as a Foreign Language (EFL) classroom for a quite long period of time (Erton, 2009). Some researchers like Cook (2001), and Miles (2004) support the use of L1 in the classroom, while others like Pachler and Field (2001), and Cummins (2007) are against it.

According to Nation (2003) there are several reasons why L1 should be employed as a tool in the language classroom. First, communicating in L1 in a classroom is more natural especially for those who have the same L1. Then, L1 can provide a foundation for learners on which to build L2 structures, especially during collective activities in the classroom. Whereas, using L2 can be a source of embarrassment, particularly for shy students and those who feel they are not proficient in the L2. The last, L1 provides a sense of security and validates the student’s live experiences, allowing them to express themselves.

However, Cook (2001) explains three main arguments of avoiding L1 in the classroom. First, the L2 learning is similar with the way children acquire their mother tongue. The fact that children do not have another language means that L2 learners should not rely on their other language. Second, the success of learning L2 depends on keeping the L2 separate from the L1. L1 may also become a source of error if there is a negative transfer. Last, teacher should maximize the use of L2 in the class because students often have little or even no exposure to the target language outside the classroom. Therefore, teacher should not spend this valuable time by using L1.

In Indonesian context, where English serves as a foreign language, students have fewer chances to practice English outside the class. As the consequence, they need to maximize
their time to learn and get English exposure in the English classroom. However, according to the observation, many English teachers hardly speak English during the class and it actually lessens students’ chance to get input and practice their English skills in the classroom.

Considering the above mentioned situation, this study tries to investigate the realization of the use of Indonesian language in EFL classroom as well as the teachers and the students’ perspectives on the use of Indonesian language in EFL classroom.

Methodology
The study is aimed at answering two research questions: (1) What is the realization of the use of L1 in EFL classroom? and (2) What are the perspectives of teachers and students on the use of L1 in EFL classroom?

The research setting was a public junior high school in Bandung with 46 of grade seven students from two different classes and two English teachers as the participants. There were 12 male students and 17 female students in class A, and 14 male students and 13 female students in class B.

The data collection methods are observation, interview, and questionnaire. Observation was carried out in those two selected classes for three meetings. The lessons were video recorded and transcribed to be analyzed in the next step. Moreover, Note taking was also employed to help the researcher to highlight important points.

In order to confirm the observation data and to gain their perspective on the use Indonesian language in EFL classroom, the teachers were interviewed. The form of interview was open-ended question and less structured. Less structured interview was chosen since the questions are predetermined, flexible, and designed as follow up questions to investigate deep information (Hancock & Algozzine, 2006).

As for students, they were given questionnaire about their opinion on the use of L1 in English classroom. The questionnaire was in form of Likert scale. Likert scale is favored because it is very easy constructed and scored for measuring perception or attitudes (Linn and Gronlund, 1995). There are 20 statements in the questionnaire, and the Likert scale consists of value from 1 to 5, in which 5 is the most positive one.

Finding and Discussion
The data of observation show that both teachers utilized the L1 almost half of the whole lesson. Indonesian language still has important role in teaching a second language particularly English. The findings are presented in Table 1 where N stands for number of utterances and % means percentage.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>L1</th>
<th>L2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A</td>
<td>80.67</td>
<td>44.80</td>
</tr>
<tr>
<td>B</td>
<td>138</td>
<td>48.05</td>
</tr>
</tbody>
</table>

This finding is, however, contradictory to what Atkinson (1987) has suggested that a ratio of 5% native language and 95 % of the target language may be more profitable (as cited in Nitiswary, 2012). The teachers in this case explain their reasons why they use Indonesian language that much in the interview session.

Meanwhile, teacher A and B communicated in Indonesian language in the classroom for several functions, namely explaining vocabulary, giving instruction, explaining difficult concept or grammar, checking for understanding, and making jokes. These
functions are relevant with the studies from Auerbach (1993), Cook (2001) and Nitiswary (2012). The data of the L1 use context is illustrated below.

Table 2. The Functions of Indonesian language by Teacher A and Teacher B

<table>
<thead>
<tr>
<th>Functions</th>
<th>Teacher A</th>
<th></th>
<th>Teacher B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Explaining new Vocabulary</td>
<td>9</td>
<td>8.74</td>
<td>29</td>
<td>19.2</td>
</tr>
<tr>
<td>Giving Instruction</td>
<td>66</td>
<td>64.1</td>
<td>33</td>
<td>21.9</td>
</tr>
<tr>
<td>Explaining Grammar</td>
<td>24</td>
<td>23.3</td>
<td>86</td>
<td>57</td>
</tr>
<tr>
<td>Checking for Understanding</td>
<td>3</td>
<td>2.91</td>
<td>2</td>
<td>1.32</td>
</tr>
<tr>
<td>Making Jokes</td>
<td>1</td>
<td>0.97</td>
<td>1</td>
<td>0.66</td>
</tr>
</tbody>
</table>

The highest percentage of the use of Indonesian language by teacher A is 64.1% for giving instruction, while teacher B used 57% of Indonesian language for grammar. This distinctive percentage is actually influenced by the type of activity in the lessons. Teacher A mostly used Indonesian language for giving instructions because the lessons required students to do some engaging activities. Meanwhile, teacher B mostly utilized Indonesian language for explaining grammar since the lessons were about grammar and the main activities were lecturing. The result is in line with Cook’s (2001) statement that the argument of using L1 for giving instruction is because of its effectiveness. Many teachers resort to give instruction in L1 after trying to get activity in L2. Besides, the finding is also supported by some studies saying that a large number of teachers resort to L1 for explaining grammar 66% in Kharma and Hajjaj's (1989) study, 88% in Franklin's (1990) study and 87% in Dickson's (1996) study (Crawford, 2004, as cited in Al Nofaie 2010).

The teacher interview result confirms the observation data that the reason why they used Indonesian language for almost half of the lessons because the students are still seven graders or in the beginning level in which they hardly understand what the teacher says in English. They still need the teachers to use Indonesian language to understand more the material. This argument is supported by the study from Schweers (1999) and Al Nofaie (2010) that L1 is used on occasions when English explanations fail to work. Besides, the teachers also argued that, in scale 1 to 10, the proper frequency of L1 use in the classroom is in scale 4 or 40%. This answer also confirms the observation data in which teacher A utilized English 55.20% and Indonesian language 44.80%, while teacher B used English 51.96% and Indonesian language 48.05%. The last result form the interview is that both teachers themselves said that they mostly resort to Indonesian language when they want to give instructions or tasks, gain individual contact with students, explain new vocabularies, and explain grammar. This finding is in accordance with the studies by Auerbach (1993) and Cook (2001) that the use of mother tongue in the classroom are for explaining grammar, giving instruction, testing, checking for understanding, gaining contact with individual students, and explaining vocabulary.

Meanwhile, questionnaire results show that generally the students have strongly positive attitude on the use of Indonesian language in the classroom which is indicated by the general central tendency of students’ answer above 61%. The students also admitted that they frequently use Indonesian language in the classroom for several purposes such as to ask teacher, to express their feeling, and to communicate with their friends. The last is that the majority of the students also agreed that Indonesian language can be used in teaching and learning process but only for some occasions.

Conclusions

Regarding the first research question, this study reveals that the use L1, particularly Indonesian language, still play a massive role in EFL teaching. It is still needed especially
when students are still in the beginning level and English fails to work. The teachers utilized Indonesian language almost half of the whole teaching. Besides, Indonesian language is beneficial for the teachers especially in certain contextual occasions such as when explaining vocabularies, giving instructions, elaborating difficult concepts, checking for understanding, and making jokes. The amount of L1 use for each function is highly influenced by the type of activity involved in the lesson.

As regards the second research question, the teachers and the students have the same positive attitudes toward the use of Indonesian language in the classroom. They believe L1 can benefit learning when it is used in appropriate portion.

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INTEGRATING EXTENSIVE READING INTO CONTENT SUBJECT COURSE TEACHING IN TERTIARY LEVEL

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Abstract
For students of tertiary level, attending the content subject course needs more endeavour analysing on the materials given in the class which are usually long and structured texts. It makes them difficult to grasp and comprehend deeply because if reading and analysing are not being their habit, they will get burden activity of reading some texts as the materials. While, in the content subject course, a subject is studied in order to acquire a certain body of information rather than to achieve competence in a skill. This study tries to introduce a strategy of extensive reading applied in the content subject class which can be an activity which motivates learners to read a large number of texts because they can choose the topics based on their knowledge and interest. The method of study used was descriptive quantitative. The participants were the English Department students of State University of Semarang and Islamic State University of Sunan Ampel, Surabaya in 2016. The procedures of collecting the data were started from giving the students task of extensive reading project from the texts given, then they had to produce and perform any kinds of performance from their comprehension of the texts. The observation sheet dan questionaire were used to get the data. The findings showed that the students were able to perform great products of their own in the class. The results of observation sheet also showed good progress on the students’ comprehension of the texts given to be learnt in the content subject course teaching. It was assumed that by using extensive reading strategy in the content subject course teaching can arouse the creativity of the students. Also, the lecturer can easily check their comprehension by assessing their products.

Keywords – Extensive Reading, Content Subject Course, Tertiary Level

Introduction
Extensive reading (ER) is as a well-known and well-research accepted approach that benefits learners’ reading skill in many ways. Many EFL learners in some cases do not like reading and they rarely read. There are problems that have to be considered, whether teaching students with reading strategies need to be improved to make the students as better readers or teachers should change their ways of giving reading procedures to their students. Teaching reading strategies to some students in fact does not make the students better readers. However, it is believed that the habit of reading will make them become good readers. One reason is they focus on meaning rather than language element in the text.

Thus, this paper tries to describe that implementing Extensive Reading (ER) approach in content subject course makes the tertiary level students are motivated in reading and focus on meaning to improve their understanding of the text. This strategy was also being a program of teaching English for tertiary level students at some Teacher Training Institutes in Central Java and East Java by USAID Prioritas in 2016.
The followings are the benefits of applying extensive reading approach (Bell: 1998): (1) it can provide comprehensible input; (2) it can enhance learners’ general language competence; (3) it increases the students exposure to the language; (4) it can increase knowledge and vocabulary; (5) it can lead to improvement in writing; (6) it can motivate learner’s to read; (7) it can consolidate previously learned language; (8) It helps to build confidence with extended texts; (9) It encourages the exploitation of textual redundancy; and (10) It facilitates the development of prediction skills.

There are two questions raised in this paper related to how to integrate ER into content subject course teaching for tertiary level. First, how to incorporate ER as strategy in teaching content subject for tertiary level learners. Second, how ER affects the students’s habit of reading and comprehension on some texts. In line with the questions, this paper aims at describing ER as strategy applied in the content subject class which can motivate tertiary level learners to read a large number of texts, and depicting how ER affects the students habit on reading and improve their comprehension on some texts.

Methodology
The descriptive method by utilizing informal quantification was used in this research. Descriptive research involves gathering data that describes events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984 as cited by AECT, 2001). The subject of this study was the 6th semester students of English Education at Semarang State University (UNNES), Central Java and the 3rd semester students of Islamic State University of Sunan Ampel (UINSA), East Java in 2016.

The data were taken by observing, conducting open-ended interview with student, questionnaires, and assessing their activities and products in the class. There were some steps of applying Extensive Reading (ER) activity in the content subject course. The first research was done in Introduction of Second Language Acquisition (SLA) class for the 6th semester students of Semarang State University (UNNES) in March 2016.

The second research was conducted at Islamic State University of Sunan Ampel (UINSA), Surabaya for the 3rd semester students in May 2016. The grades of the semester chosen were based on the available classes in those universities and as the chosen classes by USAID Prioritas to run its program of improving best practice for tertiary level students in 2016. ER was implemented at the first meeting of the course in those two classes. The next meeting, the students were asked to create products of their results on reading the texts provided by their lecturers. The texts had been chosen related to the content subject purposes that the learners must attain. The analysis was done on the result of the observation, open-ended interview, questionnaire, and assessing their activities and products of reading using rubric which was designed based on the task given to the students.

Finding and Discussion
The report on findings of this research would be limited only answering the questions arised in this study. The first finding is answering the question of how to incorporate ER as strategy in teaching content subject for tertiary level learners. This finding is divided into two descriptive results. The first research was conducted to the 6th semester students of State University of Semarang (UNNES) in the academic year of 2015/2016. The procedure of implementing Extensive Reading (ER) into a class of Introduction to Second Language Acquisition had been
done in several meetings, started from choosing the materials of reading texts and come to incorporate the Extensive Reading (ER) using the chosen texts into the class while the students learned the certain topic. Previously, it was necessary to inform the class. Introduction to SLA class has been an optional subject course for 6th semester students. Some students were motivated by several reasons in choosing the class. Some of them really have motivation, while the others may have low motivation since they only need to fulfil their semester credits. From those overview, ER could boost the students’ interest to the content of the subject they are learning. Here are some procedures of integrating ER into the content subject course:

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Learning strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer selected various texts related to certain topic of SLA</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer shared the texts to the class by dividing the texts based on the numbers of groups that had been set up.</td>
<td>Students chose one text to be read based on their interest</td>
</tr>
<tr>
<td>Extensive Reading could be applied as the intensive reading which means that the students had been given about 60% to 70% of 100 minutes course duration to read their selective text in the classroom. Lecturer encouraged and helped learners with their ER activity.</td>
<td>The students used all their reading strategies: scanning, skimming, inferencing, etc to comprehend their text for about 60 to 70 minutes in the class.</td>
</tr>
<tr>
<td>Discussion of each reading text, but it was limited only on the meaningful context (eg., main ideas) to check the students understanding to the text.</td>
<td>The students tried to recall all the main ideas from the text.</td>
</tr>
<tr>
<td>Project based task was given to all students in class to design products based on their reading comprehension (the results of their ER strategies activities) which would be presented in the next meeting.</td>
<td>The students did the project based task (to design or produce any products) based on their reading results comprehension to be presented in class in group of 3 to 4 students.</td>
</tr>
</tbody>
</table>

Table 1. Procedure of Integrating ER into Content Subject Course Teaching

Surprisingly, from the observation sheet analysis, the finding showed that the students were able to design very good products, for example, text simulation, role plays and power point presentation from their comprehension on the text after implementing ER procedures in the class previously. In the class of Introduction to SLA, the students got good comprehension on the texts that they read and chose based on certain topic of SLA. Some texts that they read were “What is L2 Learning”, “Learner Language” and “Reading and Adult Language Learners: The Role of First Language”. The comprehension could be seen from their oral presentation in the class.

While, the findings showed from the students of Islamic State University of Sunan Ampel (UINSA), Surabaya were also remarkably. From the results of peer lecturers observation, the students were highly motivated when they discussed the content of the text after doing ER activity in the class of Lexical Study course and when they had to design the products of their comprehension results to the texts. The lecturer also gave various texts related to how to develop vocabularies in English. The students, then, chose the text that they liked to be read. They were then to be instructed to read for several minutes (about 60 minutes) in class. The rest of the time, they were instructed to design and produce products of resulting from their ER activity in the class. The results showed that they were able to create timeline, brochure and vocabulary cards which were surprisingly very comprehensible and satisfactory. Then, the next meeting, they were asked to present their work after they made it perfectly.

Here is the documentation when the students of UINSA presented their products of ER activity in content subject course.
Figure 1. Students of UINSA, Surabaya presented their products of integrating ER in content subject course

Another findings were almost the same with the results occured in previous research in UNNES class. From the observation result, it showed that the students were able to manifest that they were in fact doing their reading. The result could be seen clearly when they presented their products in the class. It was worthy that the students could share various texts topics in the class with their varied products.

The next finding of this study was the changing of students attitude toward their reading motivation. The following is the results of the questionnaire analysis on the students attitude on ER.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>After doing ER activity, reading in English is hard</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>ER is motivating students’ reading habit</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>The students like to produce products as the result of their comprehension after ER activity</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>The students can have opportunity to demonstrate what they had read.</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 2. The percentage results of students opinion of both students in UNNES and UINSA

The students’ attitude on the reading activity was more better since they got Extensive Reading instruction in their class. In fact, by integrating Extensive Reading instruction to the tertiary level students when teaching content subject course, it gave effects to the students attitude, e.g. their reading habit becomes worthy, their reading rate improved, and at the end it aimed at giving opportunity to get better students comprehension on the texts. The assessments of their comprehension could be seen from their better results of identifying the meaning of words and overall comprehension of the texts which were represented from their products that they designed and presented.

Conclusions

The conclusion that can be drawn from this study comprises two points. The first point is the Extensive Reading activity which was integrated in the teaching of content subject course is actually very beneficial and practical to be used. The procedures that the lecturer applied in teaching did not make any burden at all to the students. The students of tertiary level are better in reaching their general comprehension on the text since they have leisure times to read in class and outside of the class. The 6th semester students of UNNES who attended the content course subject, Introduction of Second Language, based on the results, they could expose their creativity of designing students’ products e.g. timeline, story cards which told about how the learners can acquire second language based on Ellis (revised- 2001), role play and class simulation.

While, the same things also happened in UINSA. The 3rd semester students showed their valuable products and presentation after they were instructed to do Extensive
Reading (ER) in the class for 60 minutes. They also liked having discussion with group about the content of the texts that they had read. They could create timeline, brochure and cards when presenting the results of ER activity in class.

All in all, Extensive Reading (ER) can be beneficial to the students when they are learning content subject course by giving comprehensible input and comprehending the texts well. Also, it can motivate their reading habit and improve their reading rate. It can be proved by looking at their creativity in designing the products from what they have in their minds after conducting Extensive Reading (ER) activity.

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Some Websites:
INTEGRATING INTERCULTURAL COMMUNICATIVE COMPETENCE INTO ENGLISH LANGUAGE TEACHING: English Lecturers’ Professional Self-Concept and Practice

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Abstract
The establishment of ASEAN Economic Community (AEC) allows anyone in ASEAN to seek jobs in any country within ASEAN. This condition demands today’s college students to have a good intercultural communicative competence (ICC), so that they can compete against and communicate appropriately with foreign job-seekers. Furthermore, it brings an extra responsibility to English lecturers. They are now required to teach not only linguistic competence, but also intercultural communicative competence (ICC). This research is aimed at investigating English lecturers’ professional self-concept and current practices regarding language and culture teaching. Data will be collected by administering a questionnaire to English lecturers at six universities in Mataram, Indonesia. The result will illustrate to what extent the English lecturers in Mataram are ready and willing to teach intercultural communicative competence (ICC)

Keywords – Intercultural communicative competence, English lecturers, culture, teaching

Introduction
The establishment of ASEAN Economic Community (AEC) allows anyone in ASEAN to seek jobs in any country within ASEAN. This condition demands today’s college students to have a good intercultural communicative competence (ICC), so that they can compete against and communicate appropriately with foreign job-seekers. It follows that an extra responsibility is now given to English lecturers. Their goal of teaching is no longer limited on teaching communicative competence, but to teach intercultural communicative competence (Larzén-Östermark, 2008)

Teaching communicative competence is no longer enough and even problematic in an intercultural context (Baxter, 1980) such as AEC in which the interaction occurs between nonnative speakers. It is problematic because in communicative competence, the terms accuracy and appropriateness are based on native speakers’ norms. Whereas insisting native speakers’ norms into Kachru’s ‘expanding circle’ countries (Kachru, 1990) would be problematic and even impossible (Kramsch, 2009; Coperías, 2002). In fact, Indonesia is actually included in that ‘expanding circle’, in which English is neither L1 nor L2. In other words, it is impossible to require Indonesian students to speak, think, and act like native speakers of English.

Alptekin (2002) mentions that there are three problems of communicative competence. Firstly, it is utopian because the standard of native-speakers’ norms is still unclear. Secondly, it is unrealistic because relying on native-speakers’ norms is irrelevant with the nature of English as lingua franca. English as lingua franca involves interaction between nonnative speakers, that it is irrelevant to apply the native speakers’ norms. Thirdly, it is
constraining because it contradicts the term authentic learning. EFL materials that are authentic in native speakers’ norms are not necessarily authentic for nonnative speakers.

Considering the absence of intercultural aspect on communicative competence, several models of intercultural competence have been developed. One of them is Byram’s model (1997) which offers more attention to intercultural communication. In the model, there are three factors that a students should possess, namely knowledge, skills, and attitudes. The model can be seen in the figure below.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Knowledge of self and other: of interaction: individual and societal</th>
<th>Education</th>
<th>Attitudes: Relativizing-self Valuing other</th>
</tr>
</thead>
<tbody>
<tr>
<td>interpret and relate</td>
<td></td>
<td>Political Education Critical cultural awareness</td>
<td></td>
</tr>
<tr>
<td>discover and/or interact</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Figure 1. Factors in Intercultural Communicative Competence.

In order to develop students’ intercultural communicative competence, English lecturers need to be professional. English lecturers can be called as professional enough to teach ICC when they have adequate knowledge, skills, and attitude (Sercu, 2005). Sercu suggested that today’s language teachers should be knowledgeable about their students’ perceptions and attitudes toward the foreign people and cultures associated with the target language and know how to adjust the materials with it. They also should be skilful in creating a learning environment that can develop their students’ intercultural communicative competence. Lastly, they should be familiar with communication levels at which intercultural misunderstandings may arise.

This research is aimed at investigating to what extent English lecturers’ professional self-concept and teaching practices are in accordance with the requirements of ICC. It is necessary to note that the term professional is formulated in terms of their knowledge, skills, and attitudes as explained by Sercu (2005) above.

**Methodology**

This survey research utilized a questionnaire to 60 English lecturers. It contained a number of closed and some open questions, which are divided into eleven sections. The questionnaire was originally developed by Lies Sercu, an associate professor of linguistics at the University of Leuven. The items were developed based on related literatures, allowing the questionnaire to address lecturers’ professional self-concept and teaching practices. With her permission, the current researcher was allowed to administer the questionnaire for this current research.

However, it is impossible to present the complete data that was gathered by the questionnaire due to space limitation. Despite the limitation issue, the essence of the findings in general will not be jeopardized. The questionnaire was administered randomly to 60 English lecturers from six universities in Mataram. They consist of 34 female and 26 male lecturers, with various years of experience and age. In terms of their educational degree, 42% of them have achieved their doctorate degree, and the remaining 58% are masters. Their teaching environments are also varied. They are not only lecturers in English major, but also ESP lecturers in different majors.

It is necessary to acknowledge that the number of samples in this research is not big enough to make an acceptable generalization. It is hoped that in the future, another similar research will be conducted with more lecturers or teachers involved as the sample.
Despite that weakness, this research can shed a light for readers about our current lecturers’ professional self-concepts and their teaching practice in teaching ICC.

**Finding and Discussion**

The findings and discussion of this research will be divided into two sections. The first section discusses lecturers’ professional self-concept, and the second section discusses lecturers’ teaching practice. Lecturers’ professional self-concept is presented in terms of their perceptions of the aims of their profession, their sociocultural background knowledge, their perception of their students’ foreign language & culture learning profile, and their willingness to teach interculturally. Whereas their teaching practice is presented in terms of their teaching time management, the kinds and frequency of culture teaching activities, cultural topics addressed in their classrooms, and criteria they observed in selecting teaching materials.

**Professional Self-Concept**

*Lecturers’ perceptions of the aims of their profession.* For this section, the lecturers were given eight statements about the aims of foreign language teaching, and then they were asked to rank those statements in order of the importance. In general, their perceptions were more linguistics-oriented. It was reflected in the first three statements that they ranked as the most important: statement 7 (promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes); statement 3 (assist my pupils to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language); and statement 4 (assist my pupils to acquire skills that will be useful in other subject areas and in life (such as memorise, summarise, put into words, formulate accurately, give a presentation, etc.).)

On the other hand, the statements which were related to intercultural teaching were less prioritized, such as statement 5 (promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures) and statement 8 (assist my pupils in developing a better understanding of their own identity and culture).

Furthermore, they were asked to rank nine statements regarding what they understood by culture teaching in a foreign language teaching context. Similar to Sercu’s (2005) findings, the lecturers in this research supported the cognitive dimension of intercultural teaching. Most of them ranked statement 2 (provide information about daily life and routines) as the most important objective of culture teaching, followed by statement 3 (provide information about shared values and beliefs), and statement 4 (provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)). Whereas the statements which are related to affective dimension of intercultural teaching were less supported, such as: statement 8 (promote the ability to empathise with people living in other cultures; and statement 7 (promote increased understanding of students’ own culture).

*Lecturers’ perceptions of their sociocultural background knowledge.* In order to find out the lecturers’ sociocultural background knowledge, they were given ten topics of foreign cultures. They were then asked to rank each topic based on their familiarity with the topics. It was found that the lecturers were mostly familiar with daily life and routines, living conditions, food and drink, etc. associated with English country, cultures, and people. On the other hand, they were least familiar with traditions, folklore, and tourist attractions associated with English country, cultures, and people. In general, the lecturers had sufficient sociocultural background knowledge, as they were sufficiently familiar with most of the
topics given in the questionnaire such as values and beliefs, history, geography, political system, religion, ethnic and social groups, youth culture, professional life and education, literature, and international relations associated with English country, cultures, and people.

Lecturers’ perceptions of their students’ foreign language & culture learning profile. In order to find out the lecturers’ perceptions of their student’ foreign language and culture learning profile, they were asked to answer one closed question and three open questions. In the closed question, they were asked to rank four statements from 1 to 10 that indicated their learners’ profiles. The statement ‘My students have a very positive attitude towards the people associated with English’ got the highest mean score, whereas the statement ‘My students think learning English is very difficult’ got the lowest mean score. This result indicates positive perceptions that the lecturers had toward their students.

Coming to the open questions, the lecturers were asked to write down any country, culture, and people that their students might associate with English. In their perceptions, America, England, and Australia were mostly associated with English by their students. Furthermore, they also perceived that their students perceived those countries as advanced cultures, knowledgeable, free, and open to others. This respond indicates the positive attitudes that the students had towards foreign culture, at least in their lecturers’ perceptions.

In addition, the lecturers mostly believed that their students got those positive attitudes from the exposure of television, radio, newspapers or magazines, and internet. The exposure through traveling to foreign countries was least rated by the lecturers. It is understandable, since only few of their students who had traveled to foreign countries.

Lecturers’ willingness to teach interculturally. Lastly, in order to find out how supportive the lecturers of teaching interculturally, they were required to score a number of statements on 5-point-scale. It ranged from ‘I agree completely’ to ‘I do not agree at all’. Three statements which got the highest mean scores were: ‘I would like to teach intercultural competence through my foreign language teaching’; ‘In a foreign language classroom, teaching culture is as important as teaching the foreign language’; and ‘Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture’. This finding showed that the lecturers were very supportive of intercultural teaching.

Lecturers’ culture teaching practices

Division of teaching time over language teaching and culture teaching. Regarding their culture teaching practices, the lecturers were firstly asked to choose one out of five divisions of teaching time that reflects their teaching practice. The options were: 100% language teaching – 0% culture teaching; 80% language teaching - 20 % culture teaching; 60% language teaching - 40% culture teaching; 40% language teaching - 60 % culture teaching; 20% language teaching - 80% culture teaching; and 100% integration of language-and-culture teaching.

The most chosen division of teaching time was 80% language teaching – 20% culture teaching. It indicated that the lecturers allocated more time to teach language over culture. Interestingly, in the next part of the questionnaire, they also stated that they actually wanted to devote more time to teach culture to their students. However, they could not do it due to the curriculum demands. Most of the lecturers (69%) the stated that the curriculum demanded students to be good
at language skills instead of intercultural competence.

Kinds & frequency of culture teaching activities in FL classroom. In finding out what kinds & frequency of culture teaching activities that the lecturers applied, they were asked to rank each possible activities given in the questionnaire. The options ranged from ‘often’, ‘once in a while’, to ‘never’. The most often activities that the lecturers applied in their classroom was telling their students why they find something fascinating or strange about the foreign culture, followed by asking their students to compare an aspect of their own culture with that aspect in the foreign culture. Interestingly, the lecturers who got their degrees from foreign universities ranked ‘I talk to my pupils about my own experiences in the foreign country’ as the most often activity that they applied. On the other hand, the least frequent activity applied by the lecturers was decorating the classroom with posters illustrating particular aspects of the foreign culture. This could be caused by the fact that one classroom is used by turns for more than one subjects, that decorating it might disturb other subjects’ students and lecturers.

Cultural topics addressed in the FL classroom. In addition to the kinds and frequency of culture teaching activities that they applied, the lecturers were also asked about the topics they addressed in their classrooms. They were asked to rank each topic given in the questionnaire, ranged from ‘I deal with it extensively’, ‘I touch upon it once in a while’ to ‘I never touch it’. The result showed that the mostly addressed topic was daily life and routines, living conditions, food and drink, etc. The next topic that the lecturers often applied was professional life and education associated with foreign cultures. Interestingly, this finding was in accordance with their sociocultural background knowledge as presented in the previous section.

Criteria observed when selecting teaching materials. Finally, the lecturers were asked to tick 6 out of 11 criteria that they possibly considered in choosing materials. The result showed that most of the lecturers chose their materials by considering the fact that additional materials come with the book (workbook, listening materials, tests, video, etc.), the degree to which the textbook meets the curricular requirements, and the amount of cultural information the book offers. It is interesting to see that cultural information was also put into their considerations, even though curriculum requirements still got more attention.

Conclusions
The lecturers involved in this survey research showed their big support to intercultural communicative competence teaching. They also had sufficient knowledge about foreign cultures, but it was still limited to the cultures of America, England, and Australia instead of the cultures of ASEAN countries. Furthermore, their teaching time was still dominated by language teaching, only 20% of their teaching time is allocated for culture teaching. This could be seen as the impact of curriculum demand, as the lecturers reported.

Thus, realizing the importance of intercultural communicative competence teaching and the lecturers’ support to it, it would be better if the curriculum gives more portion for intercultural communicative competence teaching. The lecturers also need more insights about the use of English in AEC context which requires more intercultural knowledge related to cultures in ASEAN.

Bibliography


THE USE OF FOLKLORE TO IMPROVE CHILDREN’S SOCIAL EMOTIONAL COMPETENCE IN KB TPA AYAH BUNDA
(Literature in the Context of Asia)

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Abstract
Children folklore is traditional art that contains practically all of the principal genres of tradition, including games, narrative, many kinds of songs, customs, and material culture literature, and are passed on in large part through oral communication and example. It shares ideas and values of groups of societies. By understanding game’s rules or literary structure, children learn some fundamental aspects of cooperation and strategy as integral/one part in developing Children’s emotional development. Moreover, recently many children grow up with unstable social and emotional competence. This study is aimed at improving the social emotional competence of children using Javanese folklore. The method used in this study is action research method with the model developed by Kurt Lewin. It was conducted at KB-TPA Ayah Bunda, Colomadu, Karangayar. There are seven children having social incompetency. Folklore was applied in teaching learning process for two cycles. The technique of collecting the data was observation and interview. The data were analyzed by using a model developed by Caldarella and Merrel. The assessment includes peer relationships, self management, academic, compliance, and assertion. The result shows that there is an improvement in children social emotional competence. From all the subjects, 6 children show improvement on affect scale especially on five categories of assessment, especially on self management aspect, but only one child shows significant improvement of assertion aspect and one child had not showed improvement, since the subject often missed the program. It can be concluded that folklore can stimulate peer relationship and self-management among children.

Keywords—Children folklore, Javenese traditional play, social emotional development

Introduction
Children folklore is an important part of culture. It is passed from generation to generation in any written or oral form. It contains practically all the principal genres of tradition, such as games, narrative, many kinds of songs, customs, and material culture literature. Children folklore is a reflection of cultural life, as it contains the values and ideals of the society it represents. By understanding the rules or structure of the narrative, children can learn some fundamental aspects of cooperation and strategy as integral parts of their emotional development.

At present, many children grow up with disturbed social and emotional competence due to their parents’ activities. Parents are having hard time prioritizing wealthy life so that the children lack the domestic affection. The relationship between parents and children is unequal that it violates Wollstonecraft’s principle of “reciprocal duty” (Richardson, 2002; Joy, 2007). This leads many children to have selfish, individualist, uncooperative, lazy, and impatient. Therefore, it raises social or ethical problems.

Such conditions are found at KB TPA Ayah Bunda Colomadu Karanganyar and it is very...
challenging to solve. Therefore, this study is conducted to solve those problems. It employs Javanese traditional folklore to develop children’s socialization competence. This competence deals with peer relationship, self management, academic, compliance, and assertion.

As the knowledge operating within community, Javanese traditional folklores embody solutions (and their complementary performs) for those problems. Their embodiments set up guidelines for social action or channels for antisocial motives. Such items are designed, in other words, to influence action and attitude by allying wisdom with pleasure (Abrahams, 1971). They consist of part of the workings of everyday life; both are examples of the inherited habits of the group. Many studies have proved the benefits of Javanese folklore, especially traditional play, for the growth and development of children (for review see Krisdyatmiko, 1999; Misbach, 2006; Iswinarti, 2010). Therefore this study focuses on the use of Javanese traditional play in optimizing children social emotional competence for their further development.

Methodology
Since the study is aimed at solving the children’s socialization ineptness, the method used in this study is action research with the model developed by Kurt Lewin. There are four steps in this method i.e Planning, Action, Observing and Reflecting (Lewin, 1990). The study was conducted at KB TPA AyahBunda Colomadu Karanganyar. Before the planning the action, a psychological assessment was taken to identify the students with social-emotional problem. The test was administered in colaboration with BKPP UMS. From twenty eight children in KB TPA Ayah Bunda, seven students were notified to have problems. The detail classification were 11 children were having good social competency; 10 Children were having adequate social competency; and 7 children were identified to have social incompetency. Therefore, the study was planned to focus on those seven children having social incompetency. The material used in the action were Javanese traditional plays to stimulate childrens’ social resons through teaching learning process. It was conducted for two cycles. The plays were Cublak-cublak Suweng, Jamuran, and soyang. The data of the improvement of children’s social competency were gathered by observation and interview with children’s caretakers (teachers and parents).

The data were analyzed by using evaluation assessment model developed by Caldarella and Merrel (2003). The components of the assessment includes peer relationships, self management, academic, compliance, and assertion. Peer relationship was evaluated through the dimension of social interaction, prosocial, interpersonal, peer prefered, social behavior, empathy, social participation, sociability leadership, peer reinforcement, general, and peer sociability. Self management was seen from children’s social control/ social convention, social independence, social competence, social responsibility, rules, and frustration tolerance. The component of academic aspect was investigated through school adjustment, respect for social rules at school, task orientation, academic responsibility, classroom complience, and good student. Complience aspect is related to social cooperation, competence, and coopertion compliace while assertion can be seen from assertive social skill, social initiation, social activator and gusty.

Finding and Discussion
Based on the research, it can be found that Javanese traditional plays can provide enough space for children to play with their social imagination. Therefore the chosen Javanese traditional play can train the
They learn to take responsibility toward their result.

Based on those plays that were played during the research, it can be seen that there is an improvement after the treatment. The most dominant improvement is in the peer relationship ability and self management. The improvement of these aspects showed the different trend. In peer relationship, there is a tendency that the more often children involved a traditional game with their friends, the higher ability to interact with their friends. This is indicated by an improvement in assessments after cycle 1 and cycle 2. Meanwhile, in the self-management aspect seems there is no real difference between the improvement after cycle 1 and cycle 2. However, based on changing behaviors showed by children during the implementation in cycle 1 and 2, this aspect can be increased if the program is sustainable (more often a child playing in groups and guided together with their friends). Therefore, engagement of the teacher is essential to sustain the program.

The improvement of others aspects are compliance or cooperative building among students and the last is assertion aspect. On the other hand, the implementation of Javanese traditional plays do not influence the achievement of academic aspect. Further or detail improvement of the students social emotional competence is in the following tabel:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Psikogram</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Peer Rln</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>1</td>
<td>Bilqis</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Dzaky</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Kevin</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Fadhil</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Allina</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Sybil</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Risky</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 1. The improvement before treatment /pre (P) and after cycle I (I)
In the first cycle, the changing of students peer relationship ability was not obviously changed but every student showed different sign of changing. For instance Bilqis is fastidious in friendship. She picks friends. She only wants to make a friend with Fara everyday. She tends to work alone, even she still wants to lend her stuffs to some of her friends. She only wants to be one group with Fara at first, by the time of the process she begins to open in involving in some games. It also happened in some students such as Sybil, Dzaky and Kevin. The rest of the students (Fadhil, Allina, dan Risky) did not show the obvious changings et. It can be influenced by their age (they are in the age between 2-3). Besides, it also can be influenced by the habit in their house that they only stay at home with the maid and rarely go out such as Allina and Risky. Allina often stayed at the edge, then participated for a while and then left the play and watched her friend in playing Javanese traditional game.

In self management aspect, it can be seen the obviously changing from previously. The improvement happened in all children except Fadhil. Bilqis wanted to share the gravel in cublak suweng and wanted to wait her turn. Dzaky could control himself and wanted to wait the turn also although in other play he looked impatient and wanted to disturb his friends. Allina, Sybil, Rizky, and Kevin sometimes still show their tendency to do the play as the wanted though they are more patient to wait their turn to play. In compliance aspect Bilqis and Sybil showed the significant improvement in the first cycle but the other children did not show that. Allina and Rizky prefered to stay alone than together with their friends. Dzaky still disturbed his friend and did not cooperative with his friend.

The different improvement happened in academic and assertion aspect. The two aspects did not show the significant improvement. This case can be caused by the characteristics of the play that tends to train the cooperation, tolerance and solidarity. The creativity of the children had not found yet. This creativity actually is not the focus of the research because the main goal is to improve the social emotional competence of the children. In order that the children can adapt and cooperate with their friend so they can be success in emotionally and academically. Therefore in academic aspect there is no improvement. It can be seen from table 1 and 2. Nevertheless, social emotional maturity of children can influence children's academic abilities (Black, 2015). To know further about this case required a longer observation and research. Thus, it can open opportunities for other researchers for continuation of this program. The result of assertion and academic aspect after cycle 2 can be seen as the following table.

Table 2. The improvement
From cycle I (I) and after cycle II (II)

<table>
<thead>
<tr>
<th>N</th>
<th>Name</th>
<th>Peer</th>
<th>Self</th>
<th>Academic</th>
<th>Compliance</th>
<th>Assertion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rln</td>
<td>Mgmt</td>
<td>Acade</td>
<td>Compli</td>
<td>Asser</td>
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<tr>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>1</td>
<td>Bilqis</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Dzaky</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Kevin</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Fadhil</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Allina</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Sybil</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Risky</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

In the second cycle the improvement of peer relationship ability among students has not improved significantly. Only some students who have made good improvement. They are Bilqis, Dzaky, Kevin, and Sybil. The improvement also happen to Fadhil and Allina. In the end of the second cycle, Fadhil and Allina wanted to participate and took the role in those plays. Different from Fadhil and Allina, Rizky did not show the improvement. Only at the end of the second cycle he wanted to participate but he did not take the role in the play.
In self management aspects, Fadhil and Sybil showed the obviously improvement. They tended to be more patient in waiting their turn and did not cry during the play. While other students did not show their significant improvement as the first cycle. They only showed little improvement but still in the same grade with the first cycle.

After the second cycle, in assertion aspect only Bilqis that showed the improvement. Bilqis has the best academic competence among other children. She initiated to ask her friends to choose the play. Sometimes she dominated her friend and decided the place for playing. She has a strong desire to maintain her willingness.

**Conclusion**

Based on the research, it can be seen the significant changing in the aspect of peer relationship and self management, it happens to all the children. In the compliance aspect also shows the improvement although some children still need the guidance from the teacher. While assertion aspect only happen to Bilqis and the other children do not show the improvement. On the other hand, in academic aspect, the improvement can not be seen from this research although the other research shows that social emotional competence can influence the academic achievement. Therefore it can be concluded that Javanese traditional plays can be used as a method to improve children social emotional competence.

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AN ANALYSIS OF WOMAN’S ROLE IN MODERN ERA, “HABIBIE AND AINUN”, IN TEACHING LITERATURE

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Abstract

The aim of analysis the novel, “Habibie” and Ainun is to find out the important information of Indonesian women who are the position as a wife in modern era and also the result of research can be used to teach literature subject, especially woman studies. In the past, a woman’s role was often to stay at home and take care of children and the housework or the job is called domestic work. Now many women have their own careers outside the home or it is called public work. Women’s social condition change from past to modern. Therefore, they can play both domestic and public role well. The research used descriptive method to analyze the story. A woman can be called success if she is able to do her job equal (Saparinah, 2010). The result of this writing can be used to teach literary subject which related to the moral aspect and it is especial to get the information about women role in society and family in modern life. Ainun is the main character in the novel of Habibie. It portrayed the true story of Ainun as a wife of Habibie. She is not only succes as a career woman but also able to support her husband to be Indonesia president. She can be called a good wife. A woman can be called a good wife if she can manage her task of both domestic and public role well.

Keyword - Indonesian Women, Public Role, Domestic Role, Modern Era, Novel

Introduction

The family cycle begins when a man and woman get married. Marriage is often considered to be the most important event of a person’s life. The bride and groom form a new family leaving behind the lives that they had when they were single. The new husband and wife settle into a new home and begin a new life together. The description of new life in marriage that is told in the novel of Habibie and Ainun. Habibie and Ainun is a harmonious family and they build up their family that based on both love and understanding to each other or it can be said that they have the power of love in marriage.

According to Habibie, Ainun is a wife who can give balance and she can create harmonious life in her family (Habibie, 2010, X). Ainun is a modest wife who gives her husband to be in front of her that it is like, “the big you and small I” said Habibie. More than that in her character always spouted, calm, honest, sadness with “beautiful eyes” so she is like a light of our family and can guide her family goes in the best way.

A woman is a wife or a mother has important role in her family because she has responsibility, especially take care of her children together with husband. In the past, a woman’s role was often to stay at home and take care of the children and the housework. Now many women have their own careers outside the home. These women often have to juggle their time between their jobs and their housework. Some women have maids to help them with their domestic work.

The tasks of houseworks and take care the children are not only a wife does them but also a husband. The important point here that Parent has responsibility for helping their children to develop good social and moral values in an environment of affection, discipline and security. Many parents help to
develop their children’s character by giving them household chores to do. This could include things such as keeping their rooms clean and tidy, or washing the dishes. As children grow up, their parents care about their education and hope that they will be able to have good careers. For this reason many parents hope that their children will be successful at school and then go on to study at college or university. Parents often encourage their children to study hard, so that they can get jobs with good career prospects.

“Habibie and Ainun” is a popular novel in the modern era that tells about family and career. The novel can be used to teach literature subject that related to gender subject, especially women’s role in domestic and public. Silwa and Cairns (2007:309) argue about the use of novels in understanding the culture and social life. Barlett (1998:91) states that narrative has a potential to reveal patterns of how we are shaped both as women and academic women, and how we learn to teach students about ourselves as scholars and women. Gender subject is important to introduce to the students so they can appreciate each other in society life. It means that the students should understand that both men and women have equal right in all aspects of life.

Research Methodology
This study is library research. The data collection technique is by collecting references relating to this topic. References used are books, articles, and novel. The references are on the gender, teaching literature, the situation in Indonesia. These references were read, critized and interpreted in order to answer the question of this research. The result of the critics was classified into gender role for Indonesian women. This critic was interpreted by referring to “Habibie and Ainun” as the novel used for this study. Before the critic was interpreted, “Habibie and Ainun” was analyzed in term of finding the plot of the story. This analysis is to find out the description of Indonesian women’s role in both domestic and public.

Research Findings
The data collected in this study show the answer of the research questions. The answer of the first question, why were women associated with domestic role and men were associated with public role. Society operated on the assumption that women would carry out certain indispensable functions such as child-rearing and household care, and from earliest childhood, female were trained to assume domestic responsibilities (Chafe,1974:97). It can be said that girls were urged to sew and cook, boys to build club houses and thinker with automobiles. And these descriptions influenced the participation of role men and women in society that is found in the text books in all levels of job, for example the job for women related to domestic role; “Tika goes directly to the kitchen and help her mother to prepare lunch (Muthali’in, 2001:165). Although the changing of era or in modern era women are still identical domestic role.

The assumption of society that the characteristic of woman is feminine, man is masculine. Relating to feminine, a woman is regarded that the appropriate job for her is working at home (domestic), whereas men’s job is working outside home (Muthali’in, 2001:29). The division between the role of married females in the home and their husband’s role in the work place. Saparinah said that there was a separation between domestic and public roles, domestic refers to those (minimal) institutions and activities that are organised around mother and their children: public refer to activities and institutions that link, rank, organise or subsume mother child groups (2010:22). These explanation show that women are subordinate role. Related to their subordinate role, a woman’s place is also regarded in the
‘domestic’ rather than in the public domain. Not only is public distinguished from private but it seen as superior to private because it bestows power and money.

In the modern era many women involved in the professiona jobs, as executive, lawyers, administrator and teacher, and many of these jobs were formly ‘means’ jobs (Murniati, 2004; 77). She argued that professional, career oriented women face many conflicts between work and family roles. In fact, the conflict may be even greater for these women than for less educated women because they worry about the effects of their long hours away from home on their childrens’ education and well-being. These women worry that if their children are not enough attentions, this might affect their health and education. They have high expectetions regarding the welfare of their children, and they can provide better quality health and education form their high salaries. However, they know that money can not entirely compensate for the absence of the attention and guidance from a mother at home.

Then she argues that “Career-oriented women are the most likely to experience conflict between work and family roles, which suggests that such conflict occurs when a woman is absorbed in her job at the same time that she is highly investing in mothering”. Other studies of Untirta women study have similar findings. The Research conducted among married professional women has shown that many womenfind it very hard to work in a profession career, while combining this with managing a house- hold and raising a family. It mentions that some studies of women in developed countries show that there can be variation in the way in which married professional women balance the demands of their households and their jobs. The level of family incomes is one of important factor which is sometimes neglected in discussions faced by working women, even among professionals.

The finding of second questions is how women’s role in doing both domestic and public job. As it is known that traditionally, woman stayed at home and did domestic task, whereas men worked out side home. Today, it found women work in various professional jobs. But working as a professional, women faced the conflict that is some studies found that a professional job is a burden to them. It means that women’s work are much longer hours than men or it can be said that they do double jobs: domestic and public role. It can be seen the illustration of a woman’s experiences as following;

...... I tell him help and he does nothing. I keep saying we’ve got to go and do the washing and he won’t bother. He doesn’t clean up, wash up, nothing. I told him I’m not doin’ owt for him. I didn’t pack his lunch for ;im today. He should do more. He lives here as well. He just goes out with his mates, come in, and flops into bed. Well, it’s not good enough, is it? (Faulkner and Jackson, 1998:187).

The explanation above showed that housework is the responsibility of women only. Therefore women work outside home as a professional job is a burden to them. The burden is related to their double role as a worker and as a mother and wife, this situation make women can not do their job well as a professional worker. Related to this problem, the result of Endien’s research of Women Study of Untirta University 2011 about Women’s career showed that the factors of women can not focused on their job well in the office because they are tired to do the housework, children were not well, and also husbands made a problem. And she said that the reason why women worked outside home because they tried to solve out the difficulty financial.
It seems also that the attitude and role of husbands is also important in enabling a woman to combine work with managing a household and raising a family. Husbands may support their partner’s role-even to extent of playing a major role in managing the household- but their lack of support may also make it difficult for women to juggle all demands on their time. Similarly, the type of job held by both the woman and her husband can also affect the extent to which a professional career can be a “burden” for professional wives and mothers: men and women with more flexible work hours are likely to find it easier to cope, as are occupations which do not demand long absences away from the home on the part of either spouse.

Social background and upbringing can have an influence on how husbands and wives work together in the home. A husband’s attitude to housework can be influenced by his earlier experience of a father who helped his mother in the house. However, in some cases men may be more cooperative precisely because their father has not helped and they feel sympathy with their mother. Thus the other cases where a man who was very cooperative in housework, came from family in which his father was rarely present; he learn to help his wife around the house from the experience he had when he was a small boy helping his mother.

Salaries are important for two career families because with two incomes some professional couples are able to employ someone to the job of looking after the house chores, such as cleaner or gardener. But these services are not always affordable for all professional women. We can not generalise that all women face the burden of a double role to the same degree. It depends on the socio-economic position of each woman, her class and marital status (Murniati, 2004; 82).

Related to the fact in society about the career women in the novel, “Habibie and Ainun”, it described that Ainun is a career woman who worked as a doctor in Hamburg while she had just married and stayed in Jerman. And she can support her family financial. And by getting double salaries, they can buy a new washing machine. This is a beautiful experience for them and they can also buy a new house. In getting success in her career, she faced the lemma or difficult ways that are career or family, and at last she chose family to look after their sons as mention in the following;

..... Why do not I work? I am a doctor. I have chance to be a career woman at that time, but I think it is not important to get additional funds and the money is given to nurse to look after their children. If like that I will lost a beautiful moment together with my children. There is not the important meaning to get additional funds and success in career if I can not follow the growing age and form a good character of my children. I do not like my children felt that they have not parents, especially their mother because she rarely stay at home to play together with them. Is it balance? If the children have not mother and father because they always go out to work. If like that there is not meaning to get much money in family life. This situation made me to decide that I should focus on my family as a house wife for both my children and my husband (Habibie,2010:39)

According to Puspita there are three types of women’s role; women as a wife, women as a mother, and women as a member of society (1997:201-204). Ainun thinks that her role in the household is a wife so she decided to stay at home. She is more interested in to choose the career as a wife than a doctor. Because she can follow the growing up of her children and teach, guide them in getting education. Besides that she can support her husband in his carieer and also help him to solve out a problem if her husband faced the difficulties problem related to his job. Gusdur said that in modern era women are demanded educated...
and can do their task as a wife and carrier well and he also mentioned that a wife is not behind of her husband but she should be equal in standing and sitting (1999:85). In the novel it tells about the position of Ainun in the household is not as wife but also Habibi’s teacher. It shows below;

I suggest you to check again in analysis of figure because you had done well and it is never found the correct number... she is smile to me. I checked again my notes and at last I found the mistake in counting the numbers. The suggestion of Ainun can help me out of my problem that made me can’t sleep well. She is not my beautiful wife but also can give me inspiration (Habibie, 2010:34).

Ainun is a smart wife because her decision choose to stay at home that focus on her family gave the sweet result especially her husband; Habibie succeeded to be the second President of Indonesia and also the best and the first Indonesian people who designed the airplane. She did not only support her husband but also her children; they were success in education and loved very much their parents. This description showed that Ainun is a good Wife. The characteristic of good wife is not only to be success as a carrier women but also her family (Gusdur,1999:87).

Conclusion
- Women consider feminine because they are graceful, emotional, dependent life (they can stand on their own two feet), and passive, whereas men are masculine; rational, aggressive, independent life and active.
- Domestic role is appropriate for women, whereas men is public role.
- Gender subject is an important subject that should introduce to the students so they understand men and women have the same right in all aspect of life.
- Ainun can be called a good wife because she can bring her family in the gate of success.

References
COMMUNICATION ANXIETIES ENCOUNTERED BY INTERNATIONAL STUDENTS OF ENGLISH DEPARTMENT AT STATE UNIVERSITY OF SEMARANG
(An Intercultural Analysis of Turkish and Kyrgyz Students in English Teaching)

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Abstract
This study focused on the intercultural and interpersonal aspects of communication anxieties that were encountered by Turkish and Kyrgyz students of English Department at State University of Semarang with the lecturers and local students. It attempted to identify the communication anxieties expressed by these students related to their study, especially English teaching in the classroom. To achieve this, the qualitative approach was used as the method of this study by developing questionnaire, conducting a follow-up interview, and observing the process of English teaching in the classroom. In all, there were 5 Turkish students and 1 Kyrgyz student of English Department participated in this study, both in the questionnaire and in the follow-up interview. There are three dimensions that were observed, those are self category, study and task, and people’s reaction. The result showed that the dimension concerning self category has the highest level of anxieties, including the nervousness, politeness, and preparation. Meanwhile, the dimension of “study and task” regarding to Indonesian language has the lowest score of anxieties. There was a need of support and help for the Turkish and Kyrgyz students to achieve better result in English teaching.

Keywords - communication anxieties, English teaching, international students

Introduction
Turkish and Kyrgyz students continue their study of English in Indonesia for some reasons. Related to English education system, the one in Indonesia is considered more advanced than the one in Turkey. In Indonesia, English becomes one of the subjects that has been taught to students in formal education since elementary school; while in Turkey, it is taught lately in senior high school. Therefore, these students believed that they will get more experience by learning English in Indonesia.

Other reasons that significantly affect to the decision of the international students in continuing study in Indonesia are about the religion and hostility of Indonesian. Indonesia is known as a country where the differences on religion are very tolerated. Indonesian are also relatively friendly, respecting each other’s religion. For example, women who adhere to Islam can wear their veil in the daily life, whether they are students, teachers, police, governors, labour, secretary, and many others.

However, the differences between Indonesian and Turkish/Kyrgyz culture make the international students have experienced culture shock, especially in the beginning of their living in Indonesia. They have been growing up in the traditional Turkish/Kyrgyz communication style and their teacher-student interaction patterns, as well as social norms, culture, and values. When these students go to Indonesia to continue their study, they take this heritage with them into
the Indonesian campus setting, where people might have a different communication style and adopt a different set of cultural values about communication.

When the Turkish and Kyrgyz students continue their study in Indonesia, they are supposed to communicate well with people around them, including communicate with the lecturers and local students. These parties might have different feelings, ideas, worries, and expectations in terms of the effectiveness of their interaction. This kind of intercultural communication anxiety has become an important variable influencing the effectiveness of education process.

Language plays important role in the communication as well. At campus, these international students have to face three different languages: English, Indonesian, and Javanese. English and Indonesian are used in class as the formal languages, while Javanese is widely used by local students to communicate in the daily life, including at campus and sometimes in the group discussion. This condition triggers communication anxieties that might be encountered by the international students.

According to Keyton (2011), communication itself can be defined as the process of transmitting information and common understanding from one person to another. This process involves three main elements: the sender, the message, and the receiver. Each element determines the quality of communication. If there is any problem in the elements, the effectiveness in communication will be reduced.

The pattern of one’s communication is closely related to his/her culture (Hu, 2004). Members of each culture have developed a particular set of rules and norms for communicating with one another. In cross-cultural context, people having one set of cultural rules and norms have difficulties to communicate with others who follow a different set of cultural rules and norms. When people coming from different culture interact, there will be the concept of intercultural communication anxieties. This concept is used in this study to analyze the communication anxieties that occur in the interaction between Turkish/Kyrgyz students, the lecturers, and local students in educational context.

**Methodology**

**Participants**

The participants of this study were six international students of English Department at State University of Semarang. Among them, five students are Turkish, and the other one is Kyrgyz. The demographic characteristics of the participants are as shown in Table 1.

**Table 1. Demographic Characteristics of International Students Surveyed**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Length of Residence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Residence environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkish</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Indonesian</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Turkish</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Kyrgyz</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Language Proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indonesian</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
<td>16.7</td>
</tr>
</tbody>
</table>

**Instruments**

In order to reach the purpose of this study, the survey method was used because it provides a general picture of the communication anxieties encountered by international students of English Department at State University of Semarang. The survey method itself has long been used to probe the perceptions of a group concerning a particular phenomenon (Babbie, 1990).
There are two kinds of survey method that are adopted in this qualitative study: a written questionnaire and a follow-up face-to-face interview. The questionnaire was closed, while the instruments were based on the model used by Wang (2011). The questionnaire includes three dimensions of intercultural communication anxieties, they are dimensions of (1) self category, (2) study and task, and (3) people’s reaction. Each dimension consists of some items. All of the students participated in this questionnaire, with a return rate of 100%.

As the follow-up action to the questionnaire, face-to-face interview was conducted. It was aimed to confirm/clarify the participants’ anxieties identified in the questionnaire and to explore further about their anxieties regarding to the three dimensions. In all, six international students participated in this interview.

After giving questionnaire and conducting interview, the data that have been collected were analyzed by Holsti’s content analysis method. Holsti (1969) defined content analysis as a technique to make inferences by objectively identifying specified characteristics of messages. The items of communication anxieties are presented to provide a qualitative description of the data collected.

Table 2. Dimensions and Items of Communication Anxieties

<table>
<thead>
<tr>
<th>No</th>
<th>Dimensions</th>
<th>Items</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Well prepared about questions might be asked</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Politeness to people</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Hesitance in using English or Indonesian language</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Nervousness in class</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Average Level of Anxiety</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Study and Task</td>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General ability</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Listening</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Speaking</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Pronunciation</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Grammar</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Vocabulary</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Humor</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Expressing Ideas</td>
<td>4</td>
</tr>
<tr>
<td></td>
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<td><strong>Average Level of Anxiety</strong></td>
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</tr>
<tr>
<td>13</td>
<td>Study and Task</td>
<td>Indonesian</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>General ability</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Listening</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Speaking</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Pronunciation</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Grammar</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Vocabulary</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>Humor</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Expressing Ideas</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Average Level of Anxiety</strong></td>
<td>1.75</td>
</tr>
<tr>
<td>21</td>
<td>People’s Reaction</td>
<td>Being Understood</td>
<td>3</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>Being Respected</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Other’s Interest in Starting Conversation</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>Other’s Patience in Communication</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>Other’s Willingness to Communicate</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Average Level of Anxiety</strong></td>
<td>2.2</td>
</tr>
</tbody>
</table>

**Finding and Discussion**

After giving questionnaire and conducting a follow-up interview with six international students, there are some points that can be found. The dimensions and items surveyed are as shown in the table above, that are dimension of self category, study and task (both about English and Indonesian), and
reaction of people they are talking to. The items show the statements of communication anxieties that were observed in this study, while N shows the level of anxiety of the related items. Below each dimension, there is average level of anxiety that comes from the sum of items’ score divided by the number of items.

In the dimension of self category, the participants conveyed what problems they have in themselves related to communication. Five participants said that they usually prepare the answer for questions that might be asked by the lecturers in class, especially about the lecture, but sometimes about their opinion on something. In their boarding house, they often study the lecture together and share their experience in class. These activities help them to be more ready and confident to attend the lecture. However, when they are supposed to speak up in front of class, four participants still feel nervous. There are some factors that may contribute to the feeling of this nervousness. In the follow-up interview, they said that they are not sure whether their language, both the spoken and the silent language (gesture) is considered polite. This is because the cultural background of Turkish/Kyrgyz and Indonesian is different, including in educational setting.

In addition, the use of two languages by the lecturers in class (English and Indonesian) evokes confusion for the international students whether they had better speak in English or in Indonesian. The problem is that they actually want to use English, but they are not confident enough with their English ability, so that they finally decide to use Indonesian. Meanwhile, local students in the class widely use Javanese language in the daily conversation, including in the group discussion. This becomes another barrier and anxiety in the communication between the international and local students.

The confusion of using language is explained more in the next dimension, that is related to their study and task, both about English and Indonesian. In this dimension, their ability of the two languages (English and Indonesian) related to the learning process in the class and completing tasks was observed. Regarding to English, three participants expressed anxieties about their general ability. This includes the anxiety about listening, speaking, pronunciation, grammar, vocabulary, the understanding of humor that is often told by lecturers, and the way to express ideas.

Meanwhile, for Indonesian language, there is no participant who has anxious feeling related to their general ability. They revealed that the grammar of Indonesian is relatively easy, so that they do not have much difficulty in acquiring and mastering this language. Only two of them who feel a little bit anxious about their listening, speaking, pronunciation, vocabulary, and the way to express their ideas. However, four of them still feel anxious when the lecturers tell humor.

Comparing the result of “study and task” dimension, it could be concluded that these international students have more anxiety in using English than Indonesian language. Although English is international language and they have learned it first before Indonesian, it seemed that English is more difficult for them. The reason might be because Indonesian grammar is simpler than English.

People’s reaction in communication process with these international students was also observed. Three participants expressed their anxiety about whether people they are talking to understand what they say, considering their dialect that might sound strange for Indonesian. Meanwhile, only two of them revealed that they are anxious that people do not respect them, as well as they are not interested in starting conversation with these international students, not patient in the communication, and have lack willingness to communicate with them. However, the other participants considered Indonesian polite and friendly, so that they feel respected and have no problem with it.

Conclusions
From the finding and discussion, it can be concluded that the dimension of self category becomes more problem than other dimensions that were observed.
Bibliography
TEACHING PRAGMATIC: USE OF SURE TO PROMOTE PRAGMATIC COMPETENCE IN REQUESTING

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Abstract
Thorough communicative action encompasses not only grammar and vocabulary mastery but also speech acts such as semantic and pragmatic comprehension to deal in dynamic participation in conversation. EFL teachers attempt to figure out the effective ways of developing learners’ pragmatic competence. Hence, Brock and Nagasaka (2005) suggested that teachers should consider adopting the simple acronym SURE to guide them as they help their students See, Use, Review, and Experience pragmatics in the EFL classroom. This study will be an investigation into the request strategies used by Indonesian learners of English as a Foreign Language (EFL). Twenty students in LIA English course involved in this study through SURE. A Discourse Completion Test (DCT) used to generate data related to the request strategies used by learners. Comparison of the results of pre-test and post-test showed whether the use of SURE can promote development of pragmatic competence in requesting. The result revealed that 8 students had undergone significant improvements.

Keywords – SURE, Pragmatic, Request

Introduction
English language learners must develop various language competencies, in tandem, in order to communicate successfully in English. In any communicative event, it will require L2 speaker’s mastery of linguistic features as the syntax, morphology, phonology and lexis of the English language. However, as many English teachers diagnose, and as many language learners have experienced first-hand, speech acts that are grammatically and phonologically correct sometimes fail because the learner’s pragmatic competence like his or her ability to express or interpret communicative functions in particular communicative contexts is undeveloped or faulty.

Pragmatic incompetence in the L2, resulting in the use of inappropriate expressions or inaccurate interpretations resulting in unsuccessful communicative events, can lead to misunderstanding and miscommunication and can even give the native-speaking interlocutor with the thought that the L2 speaker is likely ignorant or impolite.

Kasper (1997) defines pragmatics as the study of how a speaker uses language in social interaction and its effect on other participants in the communicative event. Interlanguage pragmatics, then, is the study of non-native speakers’ use and acquisition of L2 pragmatic knowledge (Kasper, 1997). Interlanguage pragmatics considers how pragmatic competence influences L2 learners’ speech acts and how pragmatic competence develops in target language learning.

Of course, it is easy to see that pragmatic failure more readily occurs when significant differences exist in the cultural knowledge of interlocutors. Indeed, the absence of cultural knowledge (and it seems clear that pragmatic competence is a component of cultural
knowledge) can cause one to appear offensive, even though accurate linguistic forms are used (Jalilifar, Hashemian, & Tabatabaee, 2011).

The study of requests has concerned more attention in the study of speech acts. Considering Searle's (1969) classification of illocutionary acts (i.e., representatives, directives, expressives, commissives, and declarations), L2 researchers let requests fall under the second category, that of directives, which have been regarded as "an attempt to get hearer to do an act which speaker wants hearer to do, and which it is not obvious that hearer will do in the normal course of events or of hearer's own accord" (p. 66). The researcher decided to classify the request strategies into 4 classifications (indirect, direct, polite and familiar) according to Nagasaka (2005).

Based on Brown and Levinson's (1987) politeness theory, requests are Face Threatening Acts (FTAs) since a speaker is imposing her/his will on the hearer (p. 65). Brown and Levinson (1987) propose that when confronted with the need to perform a FTA, the individual must choose between performing the FTA in the most direct and efficient manner or attempting to mitigate the effect of the FTA on the hearer's face.

A strong case can be made that pragmatic competence needs to be a focus of classroom instruction, even in contexts where English is studied primarily as a foreign language. We teachers should not view pragmatic competence as simply a bonus that can be added on if time and student interest allow. Indeed, in order to communicate successfully in the target language, some measure of pragmatic competence in the L2 is a necessity. But how do teachers in EFL settings, where there are relatively few opportunities for students to use the language in communicative contexts, begin to introduce students to pragmatics in English?

In answering that question, this study suggested that teachers could consider adopting the simple acronym S.U.R.E. to guide them as they help their students See, Use, Review, and Experience pragmatics in the EFL classroom.

The current study aims to see whether the use of SURE can promote students pragmatic competent in constructing request in proper context. Contain minimal background of the problem, research questions, the purpose and benefits of the research.

Methodology
This study used experimental qualitative study. 8 students of conversation class in LIA were involved in the four steps of SURE (See, Use, Review and Experience) method. The pre-test and post-test were used in form of DCT (Discourse Completion Test) to compare the result.

Students were explained about request in English conventionally without SURE treatment. They did the pretest to collect the pretest data. After first data were collected, the teacher taught request using SURE. According to (Brock & Nagasaka, 2005), teaching pragmatic using SURE should include See (show the materials), Use (practice the skills), Review (Reinforce and review) and Experience (See the real context).

SURE
See : Teacher helped students see the language in context, raise consciousness of the role of pragmatics, and explain the function pragmatics plays in specific communicative events.
Use : Teachers developed activities through which students use English in contexts (simulated and real) where they chose how they interact based on their understanding of the situation suggested by the activity.
Review: Teacher should review, reinforce, and recycle the areas of pragmatic competence previously taught.

Experience: Teacher arranged for the students to experience and observe the role of pragmatics in communication. After all steps have been done, the students did the posttest to see the second data. At last, the data were compared to look the efficacy of the method.

Finding and Discussion

Pretest

In order to see student’s pragmatic competence, pretest was conducted. The data gathered after they learned about request (direct, indirect, polite and familiar). There were 10 situations given in pretest. Each proper answer would get 1 point while 0 for inappropriate answer. The data showed students lack understanding of pragmatic in request. Although students have been taught the competence, they seemed still found it confusing to distinct the context given. The result of pretest is in table 1 as follows.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Pretest Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

According to the pretest result, the highest score of the test was 8 from 4 students. Students probably got confused when the situations were given. Students tended to use polite requests. The lowest score of the test was 5. The problem of this participant was the use of direct request. She mostly used direct request to any context.

Posttest

While pretest tried to reveal student’s pragmatic competence of request before SURE treatment was done, posttest was aimed to reveal the results after SURE implementation. 10 situations were delivered to be in line with pretest. Each proper answer would get 1 point while 0 for inappropriate answer. According to the results, the data showed significant improvement. The result is in table 2 as follows.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Pretest Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
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<tr>
<td>5</td>
<td>8</td>
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<tr>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Based on the data from posttest, substantial improvement was revealed from student’s pragmatic competence. SURE provided students with review and reinforce of this particular competence. According to the student’s answer to certain situation, they were able to put proper request in certain situations.

The highest score was 10 and the majority of students achieved 10. However, 2 students still couldn’t get perfect score. They achieved 9. Yet, this still represents a substantial improvement of SURE method in developing pragmatic competence in request.

In general, the results of this study indicate that development in learning pragmatic in EFL context could be done through SURE. Students might acquire comprehensive competence of language by variety of language delivery.

In particular, in the pretest students tended to use polite request, this could be due to their interference of their L1 that mostly do request in polite way. This tendency should be adjusted in the context of target language. Moreover, Concerning the correlation between complexity of request strategies and level of language proficiency in EFL learners, the findings of the present study,
following other studies in this field (Francis, 1997; Harlow, 1990; Parent, 2002), support request development of L2 learners from being direct to indirect and from being simple to complex. On the one hand, there is a positive correlation between the use of indirect strategy types and the English proficiency level. In other words, the higher proficiency group used more indirect strategy types (both conventionally and nonconventionally Indirect strategy) than L2 learners with lower language proficiency.

**Conclusions**

This study was designed to address the important issue of pragmatic development of request strategies in EFL learners in order to determine whether the use of SURE could promote learners pragmatic development.

The present study showed the efficacy of SURE in pragmatic development in conversation class. The significant progress revealed from comparison of pretest and posttest result.

Teachers should actively teach pragmatics in their class by using English for both classroom management and language instruction and by creating opportunities for students to see, use, review and experience the English language in communicative contexts.

However, this small-scale study conducted to 8 students of conversation class. It is hoped that larger participants will be grander to support the result of this study.

**Bibliography**


Abstract

English has been learned by Islamic Education students from first semester until fourth semester. One of English aspect is writing aspect which is one of learning outcomes in the English subject. However, the result of writing test shown that students’ writing ability have not improved yet. This problem can be solved by Team Pair Solo. Team Pair Solo was a cooperative learning methods that the students worked the task in a team to solve the task. Then, the students accomplished the same task in pairs. Finally, the students solved the same task individually. This research was an action research aiming at applying Team Pair Solo to improve students’ writing ability. There were two cycles in this research consisting four main activities: planning, acting, observing and reflecting. The research utilized several methods to collect the data. They are questionnaire, observation, pre-test and post-test. Test was used to measure the students’ Writing ability. The result of analyses shown that in general students’ Writing ability in terms of the content, organisation, vocabulary, mechanics (grammar) in the two cycles improved. Based on this, Team Pair Solo was quite effective in increasing the students’ writing ability. Team Pair Solo gave positive influence to the students and motivated them in learning English.

Keywords: Writing, Team Pair Solo, Cooperative Learning, Action Research.

Introduction

English is as a basic subject in STAIBN Tegal. This subject is taught from first until fourth semester with two credits. There are four language skills to master in this subject. In fact, the students had a lot of reading and grammar materials during the teaching and learning process. Not only reading and grammar materials but also writing materials were necessary. They need to improve their writing skill.

Writing is one of the four language skills. It is included into productive skills and learning outcomes in the English subject. Descriptive text is one of writing genres that was taught in STAIBN Tegal. The function of descriptive by Harmer (2001:53) is to describe a particular person, place, or thing. In this research, the student tried to describe the given materials about person, place or thing. They described the given theme following the generic structure and the language features (Paltridge, 2001).

The generic structures of descriptive are identification and description. Thus, the language features consist of the focus on specific participants, the use attributive and identifying processes, the use figurative language and the use of simple present tense. Here, the process of writing by Hyland (2003:11) also needed to improve the students’ writing skill. Writing process by Hyland such as selection, prewriting, composing, response to draft, revising, and response to revising, proofreading and editing, evaluation, publishing and follow-up the task. These processes help the students writing a good paragraph.

In this research, the researcher used cooperative learning. Cooperative learning was a learning method that the students as the center of teaching and learning process.
As stated by Jacobs et al (1978), Slavin (1990) Kagan (1992), Johnson, Johnson dan Holubec (1993), there were four important components of cooperative learning namely positive interdependence, collaborative ability, processing group interactive, and individual accountability and various cooperative techniques.

Positive interdependence was each of students had committed to success the task together. Collaborative ability was an ability how to join and contribute in a team positively. Processing group interactive was how each students communicate each other so they had achieved their goal. And individual accountability was each of students had responsibility to finish their task. These four components were important to conduct the cooperative learning during teaching and learning process.

Here, the researcher used one of cooperative techniques, team pair solo. In team pair solo, the students solve problems that the teacher poses, first by doing it in a team, then with a partner (in pairs) and finally in their own (solo). According to Kagan (2011) Team Pair Solo technique provides the students to work in a small cooperative.

The researcher conducted the action research. Kemmis and McTaggart in Burns (2010:7) stated that Action research typically has four phases in one cycle for doing classroom, there are planning, action, observation/evaluation, and reflection.

Methodology
The subject of the study was the fourth semester Islamic education students. And the design of the study used four main steps of action research.

In the planning step, the researcher indicated the problems that students faced and the way to resolve the students’ problem in STAI Bakti Negara Tegal during the teaching and learning process. Students’ problem was they could not arrange a good sentence into good paragraph. They have learned grammar but have not applied it into good paragraph. To solve these problems, action research, cooperative learning, Team Pair Solo and process writing by Hyland were used.

In the acting step, the researcher acted based on the scenario. The scenario was based on team pair solo activities. First activity was the students gathering in a team to find out the supporting details based on the given materials. Second, the students arranged the supporting details into good sentences in pairs. The last was the students combined the sentences into good paragraph individually. These activities also referred to writing process by Hyland. Students selected the supporting details, revised the sentences, evaluated the paragraph and published good paragraph to their friends.

In the observation step, it was done by the researcher during the teaching and learning process. The researcher observed the students using the observation list and analyzed the result of observation sheet using the learning activity sheet. The observation was about learners’ learning, learner’s involvement, and learners’ activeness. This observation conducted to know the result and proces of implementation of team pair solo in class. The table of observation was modified from Paul (2003:65-66) below:
Table 1. Students’ Observation Sheet

<table>
<thead>
<tr>
<th>NO.</th>
<th>POINT OF VIEW</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LEARNERS’ INVOLVEMENT</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1.</td>
<td>The students would also enjoy the activity in the classroom.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>All of the students can feel involved.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Those weaker at English can take part without feeling frustrated.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The activity is clear to understand and use.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The activity keeps the students’ interest until the end.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The activity is visually stimulating.</td>
<td></td>
</tr>
</tbody>
</table>

| | LEARNERS’ LEARNING | 1 2 3 4 5 |
| 7. | The students practice English enough. |
| 8. | The students feel challenged by the English. |
| 9. | New words or patterns can be introduced during the activity. |
| 10. | The activity uses time effectively. |
| 11. | The activity can easily be integrated into a planned course. |

| | LEARNERS’ ACTIVENESS | 1 2 3 4 5 |
| 12. | The students have much initiative. |
| 13. | The students are asking genuine questions. |
| 14. | The students are anticipating and guessing. |
| 15. | The students are reflecting and thinking. |
| 16. | The students can do activity without too much explanation from us. |
| 17. | There are ways for the students to be confused at first but later have a sense of accomplishment. |

The final step was reflection step. In this step, the researcher evaluated the first cycles. The evaluation was to review how effective team pair solo helped the students improving writing ability. From the first evaluation, it shown that the students were still confused implementing grammar to a good sentence and paragraph. Thus, the researcher had conducted second cycles. Here, the students learned grammar too and implemented it into a good paragraph and grammar. From the second evaluation, the students understood and could implement grammar.

The instruments of collecting of data were observation, questionnaire, and test. The observation sheet had been used to observe the students during the teaching and learning process. While questionnaire had been used to know the students’ interesting, need and opinion about team pair solo, cooperative learning and writing process. And test had been used to assess the students’ writing ability. Test consisted of pictures of places and person. First, students had to chose the given pictures, person or places. Then, they tried to describe the characteristic of place or person as much as possible (in team). In pairs, they developed the data into sentences with their partner. Last, they worked individually and make a good paragraph based on the sentences student have developed with his/her partner.

Finding and Discussion
The research was done at STAI Bakti Negara Tegal. This research used two cycles. In the first cycles, there were seven meeting. In first meeting, pre-test was conducted by the researcher. Before the teaching and learning using team pair solo, the researcher gave explanation about the cooperative learning, team pair solo and writing process, so they knew its process. In the second meeting until sixth meeting, the implementation of team pair solo was applied during the teaching and learning process. In the first cycles, the researcher prepared the lesson plan, media for showing the power point, and handout for students (Planning).
The researcher gave brainstorming and explained the writing phases and Cooperative Learning. According to Hyland (2003:11), there were writing processes, namely selection, prewriting, composing, response to draft, revising, response to revising, proofreading and editing, evaluation, publishing and follow-up the task. These writing processes were together with team pair solo. So, during in a team, students gathering the supporting detail using writing process such as selection, prewriting, composing, and response to draft. While in pair, students revised, proofreading and editing the supporting details into good sentences. The last step was students evaluated and publishing the paragraph in class (acting).

During the teaching and learning process, the researcher observed the students’ condition using checklist observation. The researcher also took a note and photos for documentation (observing).

The researcher checked the students’ writing and gave score. From result of the first cycle, the researcher found out the students’ weakness. Some students’ weakness such as students could not work in a team and could not help their friends in a team; students spent much time to solve the problem, and students’ grammar was poor. From those problems, the researcher conducted the second cycles (reflecting).

To solve the finding problems from the first cycle, grammar materials and team pair solo activities were rearranged. Grammar materials such as present tense, conjunction, punctuation were given. These simple materials were given to help the students’ writing. In the team pair solo activities, the researcher gave time allotment to do the task and suggested the students to cooperate with their teams solving the tasks. From the reflection of the second cycles, it can be concluded that students could cooperate with their team and his/her partner to do the task. They could do the task individually and they understood the simple materials. Last, they could write the descriptive texts.

This research was action research aiming at applying team pair solo to improve students’ ability in writing. The techniques of collecting data were observation, questionnaire and test. The researcher had used the observation sheet to observe the teaching and learning English class. The observation had been done by the researcher when the teaching and learning process. The result of observation (second cycles) was below:

<table>
<thead>
<tr>
<th>Table 2 Observation Result</th>
<th>Total (1st cycle)</th>
<th>%</th>
<th>Total (2nd Cycle)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners’ Involvement</td>
<td>10</td>
<td>33</td>
<td>22</td>
<td>73</td>
</tr>
<tr>
<td>Learners’ Learning</td>
<td>13</td>
<td>52</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Learners’ Activities</td>
<td>15</td>
<td>50</td>
<td>24</td>
<td>80</td>
</tr>
</tbody>
</table>

From the observation result, it described that students involving, learning and activating during teaching and learning process. The result indicated that there was significance improvement of learners’ involvement, learning, and activities from first and second cycle.

The questionnaire was done by the researcher to get information from students knowing their interesting, need, opinion about the teaching and learning process using team pair solo. The questionnaire sheet was below:
Table 3 Questionnaire Sheet

<table>
<thead>
<tr>
<th>Question</th>
<th>Criteria</th>
<th>Very Agree</th>
<th>Agree</th>
<th>Fairy Agree</th>
<th>Disagree</th>
<th>Very Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apakah materi deskriptif mudah dipelajari?</td>
<td></td>
<td>5 (20%)</td>
<td>10 (40%)</td>
<td>10 (40%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2. Apakah Team Pair Solo membantu Anda dalam belajar di kelas?</td>
<td></td>
<td>5 (20%)</td>
<td>12 (48%)</td>
<td>8 (32%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>3. Apakah kegiatan-kegiatan pada Team Pair Solo dapat Anda ikuti?</td>
<td></td>
<td>5 (20%)</td>
<td>13 (52%)</td>
<td>7 (28%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>4. Apakah Team Pair Solo membantu Anda meningkatkan keterampilan menulis?</td>
<td></td>
<td>12 (48%)</td>
<td>3 (12%)</td>
<td>10 (40%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>5. Apakah Cooperative Learning memotivasi belajar Anda di kelas?</td>
<td></td>
<td>6 (24%)</td>
<td>15 (60%)</td>
<td>4 (16%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Conclusions

Based on the research, it could be concluded that team pair solo could be done in the teaching and learning process and it was useful and succesful improving students’ writing ability. It could be seen from the evaluation of second cycles.

Students have been motivated to improved their writing ability after applying team pair solo. They were very interested during the teaching and learning process applying the cooperative learning. It could be seen from thre result of questionnaire.

Bibliography


HOW INDIVIDUAL ACCOUNTABILITY IN COOPERATIVE LEARNING HELPS EFL LEARNERS LEARN THE TARGET LANGUAGE

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Abstract
Individual accountability is one of cooperative learning (CL) principles (Johnson & Johnson, 1999; Kagan, 1989; Olsen & Kagan, 1992; Slavin, 1995). This study defines it as an activity (performance or presentation) done by individual students in front of their CL peers to complete a learning task. The study took place in Indonesian secondary school EFL classrooms. Among the questions explored was: How does individual accountability in CL help EFL learners learn the target language? To address the question, qualitative case study was employed. Data were collected through participant observations, in-depth interviewing, and document analysis. To guide data collection and analysis, constructivist grounded theory (Charmaz, 2014) was used. Four levels of individual accountability in CL were identified: 1) individual accountability in pairs, 2) in home groups, 3) in other groups, and 4) to the whole class. Peer interaction usually takes place between two levels of individual accountability and an initial or lower level of individual accountability usually prepares EFL learners for a higher level of individual accountability. A performance or presentation of individual accountability in CL is carried out either in spoken or written mode. In the studied classrooms, these activities of individual accountability in CL promoted the EFL learners’ production of spoken English. This role of individual accountability in CL helped meet the need of the EFL learners because, as they reported, speaking was the most challenging language skill to learn. This finding fills the gap in the literature on how communicative approach to language teaching (CLT) is put in practice.

Keywords - individual accountability, cooperative learning, EFL

Introduction
Generally speaking, cooperative learning (CL) is a group learning activity in which learners’ interaction is structured to promote their responsibility for their own learning and for the learning of their peers. Research literature shows that CL has been used in the teaching of English as a foreign language (EFL) to improve learners’ communicative competence. Most studies, however, did not reveal how CL enhanced EFL learning. Specifically, the existing research demonstrated that CL improved learners’ proficiency in language skills and their mastery of language components. However, they did not portray the process of how CL was used, such as activities involved in it and how these activities helped learners learn the target language. In other words, there is a lack of research on how CL helps EFL learn to improve their communicative competence.

There is also a gap in the literature on the defining elements or the principles of CL despite the fact that, as highlighted by a number of CL researchers and developers, the benefits of CL can be reaped when its principles are enacted (Chen, 2011; Olsen & Kagan, 1992; Johnson & Johnson, 1999, Slavin, 1999). Hence, this area warrants research, including in the field of EFL teaching, to promote the availability of references on effective CL implementation.
that teachers can use as guidance in their practice.

The principles of CL are, among others, positive interdependence, individual accountability, equal participation, and simultaneous interaction (see e.g., Kagan & Kagan, 2009). My study focused on individual accountability because it is the point of intersection of researchers’ proposals of CL principles (Johnson & Johnson, 1999; Kagan & Kagan, 2009; Olsen & Kagan, 1992; Slavin, 1983). These researchers assert one’s responsibility for his or her learning and for the learning of other learners as the underlying notion of individual accountability in CL. To put it differently, they view individual accountability as a key principle of CL.

In addition to their unanimous argument on the importance of individual accountability in CL, most researchers highlight the element of assessment in their articulation of this particular principle. Specifically, individual students are assessed to ensure that they do the share of their group’s work. Nevertheless, since my study focused on the process of CL, I aligned with Kagan and Kagan (2009)’s definition of individual accountability that says that it is an activity in which individual students’ performance is done without help, witnessed by other students, and required to complete a given task. In other words, my study put aside the element of assessment in individual accountability in CL and focused on its process, particularly activities involved in it (activities within a CL activity).

Little is understood about the role that individual accountability in CL plays in EFL learning, including how it helps learners learn the target language. For this reason, my study was conducted. It took place in EFL classrooms of Indonesian secondary schools (middle and high schools). Additionally, since 1980s English instruction in Indonesia has adopted communicative language teaching (CLT) (Lie, 2007), which is an approach to language instruction that embraces CL. Nevertheless, little is known about the implementation of this approach in English classrooms; there is a huge gap between ministerial rhetoric and classroom reality (Nunan, 2003), which adds warrant for my study.

**Theoretical Frameworks**

I used Cultural-Historical Activity Theory or CHAT (Engeström, 2000; Leont’ev, 1978; Jonassen & Rohrer-Murphy, 1999; Yamagata-Lynch, 2003; Yamagata-Lynch, 2007; Yamagata-Lynch, 2010) and Interaction Hypothesis (Long, 1996) as my theoretical frameworks. Through CHAT’s concepts of activity system and its components (subjects, tools, object/goal, rules, community, and division of labor), the theory was used in the study to make sense of how individual accountability as an activity in CL serves as a medium of conscious learning in the EFL classrooms. Two activity systems were analyzed: 1) the implementation of CL in the middle school’s EFL classroom and 2) the implementation of CL in the high school’s EFL classroom.

Interaction Hypothesis (Long, 1996) that encompasses the concepts of comprehensible input, comprehensible output, interaction, and negotiation for meaning was utilized to understand how individual accountability in CL promotes second language acquisition and development. The two theories (CHAT and Interaction Hypothesis), in combination, were employed to understand the role of individual accountability in CL in enhancing EFL learning in the studied classrooms, including how it helped the EFL learners learn the target language.

**Research Methodology**

To address the research question, I employed qualitative research methodology. As indicated previously, the purpose of the study was to explore the role of individual accountability in CL in enhancing EFL
learning. To meet this purpose, I used qualitative case study because I needed a case or cases as specific illustration of the enactment of individual accountability in CL in EFL classrooms. This qualitative case study is categorized as multi-case study because two cases were involved and they were also the study’s units of analysis: 1) individual accountability in CL in middle school EFL classroom, and 2) individual accountability in CL in high school EFL classroom. I gathered the data through three data collection strategies: 1) participant observations, 2) in-depth interviewing, and 3) document analysis, and used constructivist grounded theory (Charmaz, 2014) to guide data collection and analysis.

One teacher from each school was involved: Andini (middle school) and Putri (high school, both names are pseudonyms). Since students were the subjects in the activity systems (i.e., the doers or performers of individual accountability in CL), the students of the two teachers were also involved as research participants, especially those whose class was observed (the eighth and tenth graders). Additionally, I recruited four focal (―telling,‖ Wallestad, 2010, p. xxii) students for the in-depth interviewing.

Regarding the schools, since both were secondary schools, they shared a number of similarities. One major difference, however, was that the middle school implemented the 2013 curriculum while the high school implemented the 2006 curriculum. Notwithstanding this difference, the Process Standard for Primary and Secondary Education (Board of National Education Standards, 2007/2013) for the curricula advocate the use of CL.

Findings and Discussion
This paper will report on a few parts of the study’s findings. More specifically, it will depict the activities involved in individual accountability in CL and describe how they helped the EFL learners learn the target language.

Activities of individual accountability in CL
Studying Andini and Putri’s use of CL instructional strategies/techniques/structures (the latter term will be used henceforth) in their classrooms, I identified four levels of individual accountability: 1) individual accountability in pairs, 2) in home groups, 3) in other groups, and 4) to the whole class. One example for each level, (but one, i.e., individual accountability in home groups) is laid out as the following. Performances of individual accountability in pairs were observed in the use Think-Pair-Share in Andini’s eighth grade classrooms, i.e., each student shared their understanding of the notice (the day’s target text genre) they had with their partner (Field Notes, 20150331, 20150404). Students’ performance of individual accountability in other groups was displayed when Putri’s tenth graders, through One Stray, shared with members of other groups their list of vocabulary related to news (the day’s target text genre) (Field Notes, 20150318). Performances of individual accountability to the whole class were observed when Andini and Putri used Numbered Heads Together in their classrooms (Field Notes, 20150431, 20150318). Specifically, Andini’s eighth graders told the whole class what they knew about the notice they had, and Putri’s tenth graders came to the white board to write their answer (i.e., a word or phrase to complete written news). Unfortunately, as indicated earlier, performances of individual accountability in home groups were observed neither in Putri nor Andini’s use of CL structures. For example, in their use of Numbered Heads Together, they missed a step that requires students to students stand up and “put their heads together,” showing answers, discussing, and teaching each other (Kagan & Kagan, 2009, p. 6.28).
In addition to the levels of individual accountability in CL described above, I also identified that there was usually peer interaction between an initial level and a higher level of individual accountability. Take the use of Think Pair Share in Andini’s classroom as an example. After Andini’s eighth graders told their partner their understanding of the notice they had (an initial level of individual accountability, i.e., individual accountability in pairs), they conversed with their partner about each other’s notice, gave feedback to their partner’s performance, and became their partner’s audience for the next performance of individual accountability (a higher level, i.e., individual accountability to the whole class).

**How individual accountability in CL helps EFL learners learn the target language**

My study identified a number of roles of individual accountability in CL in the studied EFL classrooms that answer the question of how this particular CL principle help EFL learners learn the target language. In this paper, I will present one of these roles, i.e., through individual accountability in CL, EFL learners have the opportunities to use the target language, especially in spoken mode. This role was identified by looking at the relation between the subjects (i.e., the EFL learners as the doers or performers of individual accountability in CL) and the object, or “what is to be accomplished” (Jonassen & Rohrer-Murphy, 1999, p. 63), as well as the expected outcome in the two activity systems. The object of each observed lesson was indeed the attainment of its objectives. The lesson objectives, as mandated by the curricula guiding the studied classrooms, cover the development of the four language skills in English: listening, speaking, reading, and writing.

The previous section has laid out the four levels of individual accountability in CL and peer interaction. In the studied EFL classrooms, these activities of individual accountability in CL promoted the use of the target language. The EFL learners’ performances of individual accountability were carried out in English be it in spoken or written mode. Therefore, when the students performed more than one level of individual accountability, they used English more, a condition supportive to the attainment of their lesson objectives and the goal of their EFL learning.

Both Andini (First Interview, 20150406) and Putri (Follow-up Interview, 20150604) stated that speaking was the most challenging language skill for the majority of their students. In Andini’s view, most of her students were afraid of making mistakes when speaking in English. Putri shared a similar view in that she considered the majority of her students tended to have a little confidence in speaking in English. This was also acknowledged by three out of four focal students (First Interviews, 20150404, 20150408). The following paragraphs depicts how through individual accountability in CL Andini and Putri’s students had the opportunities to use spoken English to communicate what they learned.

Although the eighth graders’ (Andini’s students) preparation for their individual accountability performance was carried out in an interaction with only a little use of English, when they were performing their individual accountability (e.g., in Think-Pair-
They used English without any Indonesian and/or Javanese words. Specifically, English was used by Andini’s eighth graders when they were: 1) presenting to their partner the answers to the given questions about the notice they had (the Pair phase of Think-Pair-Share), 2) presenting the same answers to the whole class (the Share phase of Think-Pair-Share), 3) delivering the given short message to another group member (Whispering Game), and 4) presenting the given short message to the whole class (Whispering Game) (Field Notes, 20150331, 20150401, 20150404). As in the case of Andini’s students, when they were interacting with their peers (between two levels of individual accountability), Putri’s tenth graders used English only a little. Nevertheless, when they were performing their individual accountability (i.e., presenting their list of news-related vocabulary and the assigned aspect of a news item through, respectively, Jigsaw and One Stray), they used English (Field Notes, 20150318, 20150401). To varying degrees, the levels of individual accountability in the selected CL structures promoted the use of spoken English in the studied EFL classrooms.

As indicated earlier, peer interaction that usually follows a lower level of individual accountability is also an arena in which the students practiced using spoken English. For example, in the use of Think-Pair-Share in Andini’s classrooms (Field Notes, 20150331, 20150404), peer interaction took place after her students performed their individual accountability to their partner, i.e., sharing their understanding of the notice they read. These students gave feedback to each other, which was mostly on vocabulary, so that they could present their answers with no Indonesian words and with vocabulary that suited the given notice in their performance of individual accountability to the whole class (Field Notes, 20150331). In Putri’s classroom, peer interaction was observable, for example, when her students were learning about news items through One Stray. After presenting their list of news-related words/the assigned aspect of news item (i.e. individual accountability in other groups), these tenth graders conversed with other groups’ members about what they had just presented (Field Notes, 20150318, 20150401). This showcases the use of English in the high school classroom, specifically when the learners were interacting with their CL peers despite the fact that their spoken production centered on words or phrases.

In sum, through individual accountability in CL, the middle and high school students had the opportunities to use English, particularly in spoken mode, which are indeed needed in their English learning, especially since speaking was one of the four language skills taught and was the skill that they found as the most challenging. Looking at this finding through a CHAT lens, it can be stated that the preset procedure of the selected CL structures as one of the rules applied in the two activity systems contributed to the students having the opportunities to use spoken English. More than two components in the activity systems, hence, accounted for this particular role of individual accountability in CL to emerge: the subjects, the object/outcome, and the rules.

Seen through the lens of Interaction Hypothesis, the same finding demonstrates how individual accountability in CL accommodated the EFL learners’ production of comprehensible output, which is needed for testing their hypotheses about the nature of the target language (Gass & Mackey, 2007). Specifically, while they are producing the target language, the learners may: 1) notice that there are words or phrases that they do not know how to say to convey accurately the message they wish to convey, 2) test their hypothesis of how to say their intention, and 3) reflect on the language used
by themselves or their peers (Swain, 1985). In essence, it is the action of producing the language that promotes second language learning and the proficiency of the language taught (Swain, 1985).

Conclusions and Recommendations

Individual accountability in CL is a performance(s) that demonstrates learning. In the context of this study, i.e., Indonesian middle and high school’s EFL classrooms, learners’ performances of individual accountability in CL demonstrate not only their mastery of the content knowledge (e.g., the target text genres) but also their use of the target language. To put it another way, the EFL learners involved in this study communicate what they learn to their peers using the target language. This depicts how CL can be used to put CLT in practice, especially for giving learners the opportunity to produce spoken English, including comprehensible output.

For teachers new to CL, my study suggests that they first use CL structures developed by CL developers or researchers exactly as described (i.e., following the rules). Doing so will give them the idea of activities involved in individual accountability in CL and how these activities can benefit their students, i.e., helping them to achieve the objectives of their English learning. For teacher education programs, my study recommends the inclusion of CL principles in the teaching of CL, such as in teaching methodology courses.

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TOWARDS SELF-ALIENATION TO COLLECTIVE APTITUDE: WEST JAVANESE’S FOLKLORE PUTRI KANDITA

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Abstract

Discerning behaviour of society either diminishing or respecting is the concern of the study of oral folklore as it is presenting collective belief and ideology. This collective activity could be seen as neither moral bearer nor the appraisal of social critic. This study scrutinizes the West Javanese’s folklore entitled Putri Kandita who experienced the suffer of social alienation because of the royal dictates. As a first birth of royal princess deserving the throne, Putri Kandita was expected to be the next ruler of his father, which means at the same time she bore the responsibility and the highest respect amidst society. Thus, this study examines the suffering that does not only occur between the poor and the rich but between the rich. A princess who bore honor and respect faced alienation, which punishment was sentenced by her own father. This royal phenomenon is interesting to be studied in the sight of social memory on how collective aptitude is politicized by royal history. Hence, the concept of this study is a theory proposed by Maurice Halbwachs On Collective Memory (1992), which maintains research method on how the history is told in the sight of powerful and how does the impact towards the masses. This study also the occurrence on how royal dictates could significantly impact the masses decision to either hate or respect the princess.

Keywords - Collective memory, alienation, aptitude, folklore

Introduction

This research scrutinizes the past lamentation and predicament of West Javanese folklore entitled Putri Kandita as it has been documented in pdf online website http://ceritarakyatnusantara.com entitled Cerita Rakyat Nusantara 2: Merajut Kearifan Menjemput Zaman. This article tends to inaugurate the social life posted in the story and the life of Putri Kandita (as the title presented) in facing her both social diminish and respect. The attaining of this article is not the way that it exposes social peril or even rather scorning the memory of West Javanese folklore bearer or reader, but it is rather revealing the public denunciation over West Javanese folklore in interpreting the story of Putri Kandita.

In a brief nuance of the story, Putri Kandita is the member of royal family in West Java, it was the great Pakuan Pajajaran emporia under the reign of Sri Baduga Maharaja or Prabu Siliwangi. Putri Kandita was the most adored and loved princess who was born from the most loved queen in which the queen’s name is unknown in the story. Apart from her social depiction over her beauty and grace, she was the kindest, smartest and the only daughter whose character remained the symbol of the great king himself. Therefore, she was subjected for bearing the next throne after the death of Prabu Siliwangi. Embedded in the royal respect and social trust impacted to the jealousy of other children and queens who intended to pursue the throne. The desperate children and queen by then used black magic to snare Putri Kandita in the most abhorrent ill. Then, when the story gained its end, self-alienation was becoming the princess’s choice after the way that she lost the trust of both kingdom and society.

In the general point of view, this theory has already been utilized by many researches. One of the closest is Literature and Social Memory: The Case of Suratman Markasan (2012) studied by Azhar Ibrahim Alwee. In
the young multicultural nation, Alwee emerges the existence of Malay writer’s laments seen in Suratman Markasan’s works. This research challenges the experiences that were undergone within the society versus changing of political, social and economic context. Depicted in the laments of Markasan works, this research adds the voice of Markasan’s critics towards his environment. By this view, this article articulates the environment of Prabu Siliwangi in the challenge of Putri Kandita’s laments over the legitimacy that is proposed by the family members who hated her.

**Methodology**

Arriving to the theoretical building towards social memory, Maurice Halbwachs (1992) in his *On Collective Memory* translated and introduced by Lewis A. Coser believed in the act of driving the self into the larger understanding upon society’s collective memory. He begins his notion by stating that it is society that construct and recall the memory for each person in conversed. When this article tends to brings up the case of Putri Kandita, it means that this article would see Halbwachs theory in capturing single person on how the person contributes the crafting of social or collective understandings. The entanglement of individual and society becomes a major concern in the eyes of Halbwachs (1992). Thus, the reciprocal connection between individual and society determines his final judgment on shaping the collective aptitude. What Halbwachs intended to say in his first premise is that the way society and individual are linked to the same believe and even geographically bounded in the same place. Therefore he put his notion “It is in the sense that there exists a collective memory and social frameworks for memory; it is to the degree that out individual thought places itself in this frameworks and participates in this memory that it is capable of the act of recollection” (p.38) attends to the believe that individual also takes part in the recollection of the past. Therefore the attaining of collective memory is basically beyond what is summed, resulted, and combined. Social memory has many kinds that it could be derived from many ways. The process of recollection also constitutes validation on the past event facts chosen by present society. However, before attending to the further theoretical building of the present people’ interference, this article focuses only to the validation. This validation is the folklore *Putri Kandita* that becomes the collective images of social environment in the era when the story occurred, it was in the reign of Prabu Siliwangi.

The crafting of collective aptitude, by then is determined by the owner of the power. The dominance of the elite in constructing collective identity plays significant role, because it authority lies in them (Halbwach, 1995). Mirroring in this statement, Putri Kandita is the member of royal family in Pajajaran kingdom, thus she could be subjected for cultural symbol. In this theory furthermore, the mutual situation is still in a tendency of power relation. Even the collective and the individual experiences towards the past intermingles, it could be the powerful individual composing the past event.

**Discussion**

Stepping on in the point of discussion, the researcher designs the discussion in order to challenge two questions. These questions are whose folklore is Putri Kandita? and how does self-alienation shape the collective aptitude? These questions are aimed to figure out the significant role of one member of society in influencing the image of the society as general and how the self-alienation becomes an exposure of fruitful cultural predicament phenomena. The life of Putri Kandita, as a member of royal family is the
evidence towards social status she gained since she was born. Most of the powerful narrative is simply derived from the elite narrative. As the validity of past event, folklore becomes a tool to pursue the identity of collective aptitude. Genealogically, Putri Kandita is the daughter of Prabu Siliwangi, the Great King of Padjajaran, West Java. Becoming the member of royal family, Putri Kandita is not the only child whom Prabu Siliwangi owned, she had step brothers and sisters from queens that Prabu Siliwangi had married. The names of them remained untold in the story, but later, they show their dominance even greater than Putri Kandita herself.

From the way that the story is being told, telling a story of most beautiful princess signs social obstinacy. Being in the great pride of telling the predicament of most adored princess that was tortured by the jealousy is the nuance of the story if it is seen in the overall view. From the data gotten, Putri Kandita is the most beautiful daughter that Prabu Siliwangi had owned. She was the kindest and most adored by the society. One of the turbulent views is presented in the way that Putri Kandita’s life was shifted from being adored to being hatred and banished. The further, respond of this critic in answering whose folklore Putri Kandita is, lies in to whom the story is being told. The answer is the story of the elite. On how there are jealousy and throne rapacity exist in the story. Following the nuance that leads the reader into the conclusion that the other members of kingdom family who topple black magic are bad is the sign that it is the collective view about kingdom atmosphere and life. The second view of this point is revealing the most adored princess life in which it becomes the lament of the society who had nothing to do with the royal legitimacy. By the verdict of the high king, the society had no choice whether to help Putri Kandita from the banishment. This point is not being told in the story but it is clearly seen in the surface that society was in great silence after the verdict. Therefore, it is the elite story in the sight of commoners.

In the opposite nuance, by the appearance of black magic that raided Putri Kandita, the symbols of ideal princess fall apart. Black magic in this context is beyond destruction, it is rife. The abhorrent ill that patches Putri Kandita is something that could not be redeemed in which it is contaminating. By the immature scientific medical treatment in the time when the story happened, she was subjected by the claim that the ill would disperse. This situation was getting worse by the fact that there were no traditional healer in the whole kingdom could cure the ill, it is stated in the folklore “All traditional healers across nations and kingdoms had already been trying to cure. However, none of them could cure the ill of Putri Kandita and her mother. Moreover, the ill was getting worse, it disperse foul”\(^3\)

Responding to the feeling of Putri Kandita, there is antithetic disparate of affliction. The feeling of indomitable ardor that is aforementioned in this article and black magic that marred her, are the impulse of misery. Putri Kandita gained the respect of being true princess since she was born. In this case, she never experienced social seclusion made this condition is deplorable for her. For a princess who lived with pride and grown up with the honor of the king craft the identity of her. Thus, the way that she got the black magic in which other people think that it was disease laments her.

There is also a bias in this part, when the elite is depicted as the one who knew better than the society. The practice of black magic is

only known by the other member of family. Both the king, Putri Kandita and the mother of her did not know about black magic. They did not even feel suspicious about the way that no traditional healers could cure the ill. The portrayal of the story is clear that King Siliwangi fell in the deep mourn after the death of his wife then he was even sadder knowing that there were no traditional healer could cure Putri Kandita. This is the absence of consciousness. The figure of King Siliwangi and Putri Kandita are too dim in the story. They were illustrated as the most beautiful, the high, the great and the honor, so then do these labels do not work for the ability of being intelligentsia or even to hark the conscience?

If this reasoning departs to the hand of society, it could be the illustration that royal family did not really familiar with black magic. However, if it is so, why did the other member of family who were drawn in hatred familiar with black magic? Therefore, the dispersing of black magic remains confusing in the story. Because both the advisor and society remain silent in the banishment of Putri Kandita, black magic is the driving force of self-alienation of Putri Kandita. Based on the story, she did not know that she got the black magic. Therefore, during the banishment she had nothing to do about to accuse her family member. The nuance of court in this case is depicted as the representation of old Pajajaran kingdom, in which in the eyes of society, another elite’s deplorable life was included. There was no testimony or trial, the advisor is the high speaker. Therefore, the powerful voice could put aside the one who is accused.

However, is it the banishment which is going to carry the meaning of self-alienation in this article or is the self-alienation is the way that people choose to alienate from other people? Self-alienation in this point of view is the sign of Putri Kandita’s choice. Banishment was seen as the distance the King had verdict. The story depicts “Although she was cured from the disease, she doesn’t want to return to the palace. She chose to stay in the shore in the Southern area of Pakuan Padjajaran.”4 Question raise in this case, on what becomes the major concern of doing self-alienation. First of all, Putri Kandita did not know that she was raided by black magic. Second, the king’s verdict towards banishment was based on the abhorrent ill that might contaminate.

Therefore, the self-alienation done by Putri Kandita is the way that she loses respect from the society and the lost of her beauty. Self-alienation is illustrated not in the way that she felt unfair verdict and deplorable jealousy in her family but it is in the way that she was too stressful of being loosing pride. Similar with the depiction of the king, in this case Putri Kandita has bias illustration. The symbol of true princess of high honor and benevolent who someday bear the throne was desperate of loosing pride.

Furthermore, in dealing with trust, this folklore evokes the way that once we betrayed once it was not forgiven. After the banishment, Putri Kandita walked down to the shore by the summons of Gods. The Gods stated that Southern sea water would cure her. She was finally cured, then thought that she would never be coming back to the palace. In the sight of collective depiction, palace did not deserve the kindness of Putri Kandita. It is told in the nuance that by then Putri Kandita owned sacred wisdom then created her civilization. Many people came to learn her sacred wisdom and Putri Kandita remained staying in her banishment place for the rest of her life.

4“meskipun is sudah sembuh dari penyakitnya/ia tidak mau kembali ke kerajaan/ia memilih untuk tinggal di pantai di sebelah selatan wilayah Pakuan Padjajaran/ see http://ceritarakyatnusantara.com.
Although there are appearing two biases in the story in the depiction of Putri Kandita and King Siliwangi, the story flows to affirm them and keep incriminating the jealousy member of family. Jealousy was illustrated as devilish feeling of throne rapacity. Even, in the quintessence discussion, jealousy might be normal in this case because Putri Kandita’s future of bearing the throne was just because she was born from the most beautiful mother and the story stated that she was the smartest in the absence of other children’s intelligentsia’s information of the story. However, since in the story keep affirming Putri Kandita as the object of black magic crafts most dominant point of view in the story. Hence, self-alienation is depicted as a good choice in which it creates the myriad pleasing ending that flourish over the story.

**Conclusion**

Finally, there are two major parts that have been discussed in this study. The first is the perspective overview on whose sight is the story told and the second is towards self-alienation to collective aptitude. The first appraisal is the nuance of the story that is crafted by the sight of society in portraying the life of elite. The hallmark of true princess and powerful king are both in bias but the existence of their ardor remained strong until in the end of the story. The second challenge towards self-alienation to collective aptitude lies in three major beliefs. One to negate the black magic as a force of malice practice to subjugate Putri Kandita is the sign that black magic was rife, two is the banishment, and three to affirm the value on responding the betrayal or the decision to commit self-alienation.

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THE EFFECT OF DIRECT - INDIRECT CORRECTIVE FEEDBACK IN SPEAKING CLASS OF IAIN PAMEKASAN MADURA

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Abstract
Corrective feedback is any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance (Chaudron, 1977). In recent years, the role that played by corrective feedback in Second language acquisition has Become important Issue. Corrective feedback has been discussed mainly in writing class but less in speaking class. This objective of the research is describing the effect of Direct – Indirect corrective feedback that used in speaking class. This study focused on speaking class dealing with gramatical error and pronunciation. The result show that in speaking class cases, direct feedback went more significant and can be effective to correct students’ grammatical errors and pronunciation. With the subject of the research is first semester of english department students at IAIN Pamekasan Madura east Java. The research conducted in two classes. The first class is treated by direct CF while the second Classes used Indirect CF for 5 weeks. The data were discussed qualitatively. The study found a significant effect for Direct Feedback group for grammatical error in the use of tenses but no overall effect on accuracy improvement of Pronunciation. Students still have errors in pronuncing some words. It is hard to correct because it is influenced by Maduresse dialect.

Keywords - Direct-Indirect Corrective Feedback, Pronunciation, Grammatical Error, Corrective Feedback

Introduction
The interest in the role of corrective feedback in second language acquisition (SLA) in the last decade has been a growing, and studies on the roles of feedback in teaching and the functions of uptakes in learning have been quite active, a majority of them were conducted in the settings of European languages.

Studies on oral feedback started to arise in the early of 1970s with the communicative approach. EFL and ESL students may have different opinions and preferences towards how to have their errors corrected in the language classroom, According to Katayama (2007), differences in the learning styles of the students will affect the learning environment by either supporting or inhibiting their intentional cognition and active engagement. Thus, students will feel more motivated by doing things they like and prefer. In the classroom, teachers can use this information as a tool to motivate students and help them improve their learning process.

This research study was carried out to know the effect of direct and indirect corrective feedback in speaking class of IAIN Pamekasan Madura and draw a research question below:
1. Does corrective feedback help to improve students’ error in grammar and pronunciation?
2. What kind of corrective feedback (direct corrective feedback vs indirect corrective feedback) are most effective to improve students error in grammar and pronunciation?

Methodology
To perform this study we observed two classes of first semester of the STAIN PAMEKASAN both two classes have almost same ability in English. We presented during lesson for class. Our aims were to discover if there were more corrective feedback given during the speaking activities, especially the corrective feedback which was given when the students made errors in grammatical and pronunciation during speaking lesson. We also tried to identify what types of corrective feedback the lecturer used in speaking activities. We could not assume that the lecturer actually prefer recast and therefore tried to identify all types of corrective feedback.

The first class we observed consist of 35 students, some of them have followed the English course. The second class we observed consist of 30 students, it is same with the first class that some of them have ever followed the English course. They have followed the English course for one –two years. We also interviewed the lecturer and asked them what types of corrective feedback method they preferred to use in speaking activity and why they considered it the best one. We also asked them about student uptake (if the students respond to the lecturer’s feedback with the correct form) in the classes and about the advantages and consequences of using the feedback method the lecturer prefers.

Finding and Discussion
In this section we would present the result of the observation carried out in the two classes and the amount of feedback provided during the different activities.

Observation:
Here we presented the types of feedback we identified during the lesson with the two classes and the amount of feedback providing the different activities in the speaking class.

The first class we observed was the first semester in class A which consists of 35 students. The language focused activity was grammar and pronunciation. The activities during the lesson consisted of two activities, a small group conversation or discussion about free topic and retelling article. In each group consisted of five students. Each student applied different topic, then another student in one group gave questions, comments or responds related to the topic. The lecturer supervised the students’ grammar and pronunciation errors.

The students participated actively and no seemed to be afraid to answer the friends’ question, to give question, comment or respond. When the students had grammar and pronunciation errors, the lecturer would give direct corrective feedback or oral corrective feedback used the type of both implicit (recast, clarification request, and prompt) and explicit feedback, metalinguistic.

There were some types of corrective feedback were used by the lecturer in giving correction to the grammar and pronunciation errors. For about five students made errors in grammar, eleven students made errors in pronunciation, eight students made errors
both in grammar and pronunciation, and the others could speak fluently without errors both in grammar and pronunciation but some of them, their accents were influenced by Madurese language.

In both activities during the speaking class, sometime the students asked to the lecturer if they did not know the English, they could not find the right word or phrase to use and the lecturer immediately provided it. Moreover, the lecturer provided positive feedback very often to reassure that the students felt what they said was correct and to indicate that the lecturer had understood what they being said.

The second class we observed was also the first semester which consists of 30 students. It is class B. The language focused was same with class A, grammar and pronunciation. In this class the lecturer used the different method with class A in teaching speaking course. The made conversation circle and let the students discussed in presentation. In the circle conversation, lecturer conveyed a topic and narrated something which related with the topic. Then, lecturer asked the students one by one to give their opinions, comments or responds. Lecturer also asked question to the students based on the narration that recounted by lecturer. The students participated actively and no one seemed to be afraid to answer the lecturer’s question and conveyed their opinion. During this activity, there were some students who made errors both in grammar and pronunciation. Actually, lecturer also used some types of corrective feedback but corrective feedback was frequently used during this part of the lesson, explicit feedback and recast being the most frequent.

The second activity was presentation. In this activity, lecturer devided the class into five groups and each group was given different topic. In this part would occur question-answer between students, and lecturer only supervised the students during the activity went. The corrective feedback consisted mostly of recast, but some clarification request and explicit feedback also ocurred. The recasts were used to correct grammatical errors such as subject/verb agreement and clarification requests were used to correct vocabulary or to help the students find words that they were unsure of. Lecturer introduced the clarification requests by simply asking the students to explain the word they were looking for and the other students listened in order to figure out the right word. The explicit feedback was mostly used to correct pronunciation. If the students asked about vocabulary, lecturer immediately provide them with the correct word.

**Interview:**
Here was the result of interview from lecturer where we found out what types of feedback that the lecturer used and why.

Lecturer was of the opinion that corrective feedback was very important to the students. Lecturer thought that the most important thing to think about when giving feedback to the students was not inhibit them, not as criticisim by the students but percieved as help. It was very important for lecturer that the students had confidence to speak fluently using good grammar and pronunciation. Lecturer also thought that it was important to choose what to correct because lecturer could not correct every utterance without damaging the students’ confidence. Lecturer prefered to use direct corrective feedback or oral corrective feedback than used indirect corrective feedback because direct corrective or oral corrective provided learners with explicit and implicit guidance about how to correct errors.

Direct corrective feedback was probably better than indirect corrective feedback for students in low level ability in English. But if the students have high level ability in English, it is better using indirect corrective feedback. Direct corrective feedback could
be effective in prompting acquisition of specific grammatical features and pronunciation. Indirect corrective feedback is not easy enough to understand the errors by just underlying, coding or highlighting, and cycling. So, it is more confusing than helpful because it is not helpful for non-native speaker or for the learners of second language.

Lecturer used some types of corrective feedback during speaking activity, but lecture used more frequently recasts and explicit feedback in giving correction to the errors than the other types, because they were the best way of correcting the students’ speech both grammar and pronunciation. Lecturer used recast because it was discreet and did not clearly point out that an error had been made. Lecturer used explicit feedback because it was clear correction which was the error, so the students would follow what lecturer said. Lecturer chosen to use recast and chosen carefully what lecturer wanted to correct because lecturer found it was impossible to correct every error without ruining the students’ confidence. Lecturer concentrated on grammar and pronunciation during speaking activity and corrects those errors and nothing else.

In the study by Lightbown & Spada (2006), where the use of corrective feedback in different contexts was investigated, it shows that feedback was most frequently provided in the explicit and implicit in speaking class, especially direct corrective feedback or oral communicative feedback. Because, during the speaking lesson, some of the students made error both in grammar and pronunciation.

Referring back to the different stages of development that Brown (2001) discusses, the first stage is where the students hypothesize about rules, without having enough knowledge to make correct guesses. Therefore feedback become more important in second stage where the students have internalized some rules even though they might not be correct in the target language. If they do not receive feedback at the stage, they might internalize incorrect rules which may lead fossilization. The third stage talks about is the students have internalized rules that are more accurate than before, but perhaps not entirely correct. In this stage the students can correct themselves and can pick up on discreet corrections, like recast. The lecturer also uses other types of feedback like metalinguistic feedback and clarification request. Feedback might be more valuable to them considering it gives them the opportunity to use the knowledge they have. Recast do not give the students opportunity to think and short out their errors. The last stage is where the students can express opinion and speak fluently without difficulty. They can also correct themselves and stabilize very quickly, and the risk of fossilization is very high.

From the data that we had by observation and interview, we can analyze that the types corrective feedback used by lecturer in speaking class during speaking course activity. In STAIN PAMEKASAN

Clarification Request Corrective Feedback
Clarification request is a third possibility for lecturer to have students’ error corrected to indicate to them either their utterance is ill-formed or that their utterance has been misunderstood by lecturer. Teaching speaking, the teacher uses clarification request as corrective feedback. There were found 13 data of clarification request corrective feedback, below is the sample of clarification request corrective feedback done by lecturer:

S: I walk with my dog two days
L: Walks with your dog for two whole days? ( lecturer asked to the student)
S: I walked with my dog twice every week and the other times my parents walked the dog (student explained).
On the prologue the student said “I walk with my dog two days”. Then lecturer asked to the student because lecturer did not understand or confused with the words two days. Lecturer asked to the student without blaming what the student had been said. The teacher gave a direction by telling “Walks with your dog for two whole days”. The teacher added the word “whole” to ask clarification about what the student meant with the words “two days”. Finally, the student explained by saying “I walked with my dog twice every week and the other time my parents walked the dog”. Although the explanation from the student cannot be able to correct all, but lecturer can understand what the student means with the words “two days”, it means “twice every week”. In the prologue, the student was able to give self-corrective feedback without advised from lecturer. It shows that the student has high level of knowledge about English.

L: I am sorry, go my yop (clarification request)
S: no respond
L: I am very busy with my job
S: yes, I am very busy with my job

Lecturer felt confuse with what the student said. Lecturer asked clarification to the student to explain what he/she meant by saying “I am sorry” and followed by saying with rising intonation “go my yop”. But there was no respond from the student, it may the student did not have good knowledge and ability in English, so the student did not realize that he /she made error or the student knew that he/she had made mistake but he/she did not know how to improve it. Actually, lecturer did not understand with the student’s utterance but lecturer tried to understand and improve it. Then, lecturer gave correction without blaming what the student had been said. The lecturer said “I am busy with my job” and the student agreed with lecturer’s correction. In this case, the student also made error in the pronunciation “yob” means “job”. And the student could improve the wrong pronunciation, he/she can say job perfectly.

But during this activity clarification requests were not used to correct pronunciation and the tenses problems because grammatical errors were not corrected at all. Clarification request is used for asking the purpose or meaning of the utterances. Although from the samples above consist of grammar and pronunciation error, but lecturer used clarification request to ask the meaning of the utterance because lecturer felt confuse or did not understand it.

Recast Corrective Feedback
Recast can be defined as the teacher’s reformulation of all or part of a student utterance minus the error. Thus, there is no clear indication (as the case in explicit correction) than an error has occured. By means of recast, lecturer repeats the utterance
with changes. In the speaking class of STAIN PAMEKASAN, lecturer mostly used recast as corrective feedback. There were found 23 data of corrective feedback, below the samples of recast based on the observation:

L: Where were you in the class?
S: I stand in the first row
L: oh, you stood in the first row (corrective move)
S: Yes, I stood in the first row

On the prologue, the student said “I stand in the first row”. It is not appropriate with lecturer’s question that used past tense. The student should use past tense too, that is using Verb II, “stood” not “stand”. So, lecturer used recast to corrective feedback by repeating the utterance with changes. Lecturer did not say directly that it was wrong, but the student could understand that he/she made error and would improve it. It means that recast is discreet, without blaming what the student said. So, the student does not feel say and the student still has self-confidence.

S: I think people in the world will do not need any food
L: Will not need any food
S: Iyes, I think people in the world will not need any food
L: Yes
S: Yes

From the prologue above, the student made error both in grammar and pronunciation. The lecturer corrected the student’s error using recast as corrective feedback. Lecturer did not intervene by telling student that he/she made error, insisting on accuracy and asking for repetition, but lecturer corrected the student’s error by repeating the wrong word with correction. So, what lecturer did, it could not damage learner’s receptivity to learning.

S: Borobudur of the biggest temple in Indonesia (trigger)
L: Oh, Borobudur is one of the biggest temples in Indonesia (corrective move)
S: Yes, one of the biggest temple in Indonesia

The data above, the error had been occured. By mean of recast, lecturer repeated the utterance with changes. Finally, the student understood that he/she made error. The student gave respond to the lecturer’s correction by saying “yes, one of the biggest temple in Indonesia”, it meant that the student could understand and receive what lecturer said.

Recasts are the more effective because they provide learners with both negative and positive evidence. They point out that unless learners receive positive evidence it will be impossible for them to acquire “new” linguistic form.

**Prompt**

Prompting corrective feedback means that lecturer/teacher comments on or questions to well-formness of the student’s utterance without explicitly providing the correct form. Below the sample of incorrect utterance that lecturer corrected it using prompt:

S: Why does he fly to Singapore last year
L: Pardon? (Corrective move)
S: Why did he fly to Singapore last year.
(Uptake)

The data above shows that the student made error in grammar. Actually, the student used past tense because the time signal is in
the past. Lecturer correct it using prompt. Lecturer let the student to do self-correct by giving the clue prompt “pardon”. The student thought by herself/himself to correct it. The student was able to do self-correct.

S: My mother job is doctor
L: Is that how you would say it in English?
S: My mother job’s is doctor

From the prologue above shows that the student made errors. The student wanted to say that her/his mother is doctor but the student did not place possessive signal (‘s). Lecturer gave corrective feedback using prompt without saying or blaming that what the student said was incorrect. Lecturer asked question to student in order the student realized that he/she made error. Lecturer let the student to think by self what was the incorrect and how to improve the error. Lecturer did not show what was the correct or guidance the student to improve the error. The student did self correct without helping for lecturer. The student was able to do it because she/he has knowledge about English. Prompting learners to self-correct is more effective because it helps learners to gain greater control over partially acquired linguistic features. Prompts push learners to self-correction.

**Metalinguistic Corrective Feedback**

Corrective feedback contains metalinguistic comment, information, or questions that raise the learners awareness of the erroneous utterances, without lecturer explicit provision of correct form. This means metalinguistic feedback points to the nature of error but attempts to elicit the information from the students. Grammar explanation or lexical paraphrase are typical of metalinguistic feedback. There are found 15 data of metalinguistic feedback corrective feedback. Below the samples of metalinguistic did by lecturer:

S: He like to eat bakso
L: Do you say “he like”?  
S: He likes to eat bakso

The student understood why lecturer asked about what the student said by giving question “Do you say “he like”?”. The student realized that he/she made error although lecturer did not say or blame that what he/she said was incorrect. Based on the information from lecturer, the student did self correction by saying “He likes bakso”.

S: My favorite movie is Romeo was die (the student says “di”)
L: Is it dai or di?
S: It is dai

Data above shows that the student made error in pronunciation. Lecturer gave information that the student made error by giving question. The student improve the error by making self-correction without guidance from lecturer or without repeating to the lecturer. The student had opportunity to think by herself/himself what the correct pronunciation was.

S: My father works in a ebank
L: do you say “ebank”
S: in a ebank
L: not ebank but bank
S: Ebank

Data above shows that the student made error in pronunciation. Lecturer corrected it using metalinguistic feedback, but the student was hard to improve her/his pronunciation. It is influenced by madurese’s accent. Although lecturer shown the correct pronunciation, the student was not able to change the pronunciation.

**Explicit correction corrective feedback**

Explicit correction falling at the explicit extreme on the continuum of corrective feedback refers to the explicit provision of the correct form. As the lecturer provides the correct form, lecturer clearly indicates that what the student had said was incorrect. There were only found 5 data of the corrective feedback. Below the sample of explicit corrective feedback did by lecturer:

S: He kiss her
L: No, kissed – past tense
S: He kissed her
Lecturer clearly understood that what the student had said was incorrect. Lecturer did not give opportunity to the student to do self-correct because lecturer provided the correct form. This type of corrective feedback is appropriate for the student who has low ability about English or for the student who really does not know what the correct form is.

S: I go to school at ten a’clock. (the student makes error in pronunciation, he said sekul and eten)
L: No. Not sekul – skuul, not eten – ten
S: Sekuul, eten

Lecturer knew that the student made error in pronunciation. The student said with incorrect pronunciation and lecturer provided the correct pronunciation. But the student got difficult to improve the pronunciation. It is still influenced by madurese’s accent, although the student repeated more than one times, the student was not able to loose madurese’s accent.

Sometimes lecturer used combination between recast and prompt, but it was rarely occurs during speaking activity. During speaking activity only twice lecturer gave corrective feedback by combining recast and prompt. Lecturer chosen corrective feedback carefully appropriate with the students’s ability in English. Below the sample combine recast and prompt corrective feedback:

S: I think that the women can be stronger than men in some cases.
L: I think that the women can be stronger than men in some cases
S: No, respond
L: I thought that the women can be strong than men in some cases
S: I thought that the women can be strong than men in some cases

Student did not realize that she had made error. Then lecturer gave corrective feedback using prompt by repeating what the student said. Lecturer pressed the incorrect word using high intonation. Lecturer meant showing incorrect word to the student in order the student could does self-correct, but the student did not understand what the lecturer’s purpose. So, the student did not give respond. Lecturer understood that the student did not have enough ability or knowledge about English. Finally, lecturer used recast by providing the correct form.

Conclusions
This paper provided an overview of the us direct and indirect corrective feedback in speaking class. corrective feedback as one of the major issues in the domain of error correction. It elucidated different types of corrective feedback, reviewed and recapitulated the theoretical and experimental surveys on this area of language teaching in order to illuminate the significant role it has in triggering learners to notice the gap that exist between their non-target like speech and the target forms.

the diagram showa that All the steps had been done in the research and The overall discussions shows that direct –indirect corrective feedback gives strong effect in speaking class of IAIN Pamekasan Madura East-Java. The student reach a set of goal in increasing their mastery level in grammar and tenses, but unfortunately they seems have a problems in pronouncing some word in case of having strong madurese dialect.

References


TEACHING ENGLISH THROUGH CONTENT-BASED INSTRUCTION

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Abstract
The present study was aimed to investigate the related features of Content-Based Instruction and its process in the teaching and learning of English in Indonesian education department of Majalengka University, West java, Indonesia. It emphasizes on using the theme-based model which is one of the three models in Content-Based Instruction. This was accomplished through the following study objectives: to find out how Content-Based Instruction approach is used in the teaching and learning of English in Indonesian education department of Majalengka University; to examine the nature and relevance of material used to facilitate Content-Based instruction approach in English language teaching, to determine the perception of teachers of English to the use of Content Based Instruction in the teaching and learning of English. The research was conducted in Indonesian education Department of Majalengka University with thirty participants throughout the lessons, where ten of them were the focus participants during the study. The college students were encouraged to English learning through meaningful content or topics related to certain materials such as cultural, social issue and so on so that they improve their own motivation and an effective language development. Thus, the results obtained showed that the students felt highly challenged and motivated towards the strategy; students expressed in the final interview that they sensed improvement in language and content development, because they were able to perform the activities proposed successfully. Finally, the lecturer and also researcher were capable of teaching language and content keeping a balance between the two of them.

Keywords - Content-Based Instruction, Teaching and Learning English

Introduction
This study is aimed to find out the characteristic features of CBI in the implementation of teaching English. English Language Teaching in Indonesian Department of Majalengka University is one of the subjects that must be fulfilled by the students in the second semester.

Based on the recent observation, there are several obstacles that faced by the students in Indonesian Departments, one major problem was related to their understanding toward English Material. On the other hand, they didn’t comprehend the content of certain subject on English as well as master the language skills in English such as listening, speaking, reading, and writing. In this case, there is not integrated materials based on the four language skills that can be applied in the English language teaching in Indonesian education department. That’s why there must be an appropriate approach which enables the students to master not only the contents but also communicate them properly. Crandall et.al (1990:187) defines CBI as an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g. math, social studies) within the context of teaching a second of foreign language. And Wesche et.al (2002: 220) also states that CBI as the integration of school or academic content with language teaching objectives. Both of the definitions clearly show that CBI can be used to teach English as a Second or Foreign language.

Statements of the Problem
There are three statements that will be formulated as well as answer, as follows:
a. How Content Based Instruction is used in teaching English in Indonesian
education department of Majalengka University?

b. What is the nature or relevance of material to facilitate Content Based Instruction in the English language teaching?

c. What is the English lecturer’s perception toward the use of CBI in teaching English?

3. Objectives of the Study
Based on the statements above, the objectives are mentioned as follows:

a. to find out how Content Based Instruction is used in teaching English in Indonesian education department of Majalengka University.

b. to examine the nature of relevance of the material used to facilitate Content Based Instruction in the English language teaching.

c. to determine the English lecturer’s perception toward the use of CBI in teaching English.

Methodology

Research Design
Relevant to the research questions and the purpose of the research above, this research will employ a qualitative research design. It also is related to descriptive qualitative method that the researcher will obtain the data in the form of words rather than numbers. On the other hand, the researcher analyzes the data descriptively to reach the aim of this research. According to Wallace (1998) “qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and therefore subjective” Moreover, this research is a descriptive, interpretive, case study for the following reasons.

Site and Participants
This research was conducted at Indonesian education Department of Majalengka University, where the participants are the second year students. They consisted of 45 students as the sample in this research. The researcher chooses this site because he teaches them as well as has been teaching in UNMA for about 2 years.

Techniques of Data Collection
The methods were chosen in order to answer the research questions. In the following, there were three related questions that needed to be answered by using different ways. Here are the following questions, as follows:

1. How Content Based Instruction is used in teaching English in Indonesian education department of Majalengka University?

2. What is the nature or relevance of material to facilitate Content Based Instruction in the English language teaching?

3. What is the English lecturer’s perception toward the use of CBI in teaching English?

Observations
Taylor-Powell & Steele (1996) agree that observation is a valuable method because it provides the opportunity to gather activities, behavior, and physical characteristics in a document. In order to answer the first research question, the researcher observed the teaching and learning process, on the other hand, he was as an observer.

Audio-video Recordings
Wallace (1998) states that video recording can make a permanent data of the work done in the classroom, the movements, the gestures and so on. In order to answer the second research question, the researcher recorded all the sessions to obtain the data related to the second question.

Interview
In order to answer the third research question, observations were conducted to the teacher as the purpose of seeing the teacher’s perception towards the use of CBI in teaching English.
Murphy, Dingwall, Greatbatch, Parker, & Watson (1998) cited the idea from Patton (1982) that “interviews are used when the researcher wants to find out something which cannot be directly observed.

D. Data Analysis

In analyzing the data, the researcher used the grounded theory which functioned to answer the core questions of the study, the grounded theory contains the four aspects such as (Codifying, grouping, categorizing, and drawing conclusions). The grounded theory as is mentioned by Merriam (1998) who draws from Glaser & Strauss (1967:45) are composed from a variety of instruments such as interviews, observations likewise, data are compared with other section of it to determine similarities and differences.

Finding and Discussion

In this part, there are some relevant points that need to be elaborated in detail based on the result of data analysis.

1. How Content Based Instruction is used in teaching English in Indonesian education department of Majalengka University?

This study emphasized on the relevant information where language and content had the same importance in the development of teaching English. The discussion was guided in order to create innovative lessons which could be useful for them; the themes or topics given to them were the following: Good Habit, Social media, Gadget, and other topics which considered being hot news to discuss.

2. What is the nature or relevance of material to facilitate Content Based Instruction in the English language teaching?

To develop the students’ competence in English, their language development must be improved. Thus it was also discussed in this part of the study; it means that learners’ skills during the process of the content lessons were integrated with the relevant materials that could enhance the students’ competencies in English. By integrating the main skills in English, they not only obtained one input but also more inputs in the teaching and learning activity. One of the reasons was CBI was a very innovative approach for learners. Therefore, in the first sessions learners felt challenged to understand the new method and expand their own vocabulary that they have never learnt before in a regular language class.

3. What is the English lecturer’s perception toward the use of CBI in teaching English?

During the teaching and learning activity, the teacher obtained some related findings about his perceptions toward the class activity while using content-based instructions. One of them was that learners felt motivated as well as enthusiastic with the topics given, because most of them engaged through those activities and they wanted to know more about it. Since they were involved with them, it was fascinating to discuss what they thought about it and the way how they implemented it.

Conclusions

In this session, it presents the different conclusions after conducting the research project. The conclusions are elaborated after answering each research question, in order to get the points if they were answered during the process of the study. The first research question was about How Content Based Instruction is used in teaching English in Indonesian education department of Majalengka University.

In order to answer the question, it can be concluded that learners experienced have changed in the teaching and learning process; the learners were motivated by the
relevant content of the material which is related the four language skills in English. Therefore, they were eager to participate. Participants still had obstacles in joining the class at the first time because they started a process of understanding the language based on the real context, presenting more about daily life experiences and providing arguments towards general culture facts.

The following research question was about the nature or relevance of material to facilitate Content Based Instruction in the English language teaching and also the teacher perceptions toward the class activity. Due to the second question, it can be concluded that as a teacher, it was the hardest part to design and apply a content based class, as mentioned in the findings and discussions, the lecturer had no experiences in designing the course related to content- based instruction. Therefore, at the beginning there were some obstacles in the purpose of the guidance and provided the general overview on grammatical aspects during the lessons. The balance between content and language was difficult to manage either, because in some situations the researcher tended to focus on modifying the content of the materials with the skills to be learnt.

References
# Appendices

## Observation Sheet

<table>
<thead>
<tr>
<th>NO</th>
<th>Observation Points</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students actively get involved in the classroom</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>The students can digest the teacher explanations during the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The lesson emphasizes on the teacher-centered one</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher still have difficulties in designing the relevant materials based on the four language skills</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The students don’t take a part in the discussion</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>The lecturer always lecture the material conventionally</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The materials are integrated based on the four language skills.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The tasks and exercises were not based on the difficulty level</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>No method or Strategy support the activity in the classroom</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>There is evaluation at the end of session</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
FRIENDSHIP, WORK, AND SHORE
FOR THE JAPANESE FEMALES IN MITSUYO KAKUTA’S
WOMAN ON THE OTHER SHORE

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Abstract
The aim of the paper is to analyze Mitsuyo Kakuta’s translated novel entitled Woman on the Other Shore. The focus of analysis is on the friendship, work, and shore in the life of the three Japanese females. Since the focus of analysis is on the female characters, the analysis is done within the frame of the feminist literary criticism. Freud’s concept of consciousness and unconsciousness as well as bisexuality, the concept of lesbianism from Lewes, Eisenbud, Chodorow, and McDougall, the concept of shore and bully, and a perspective on Marxism are the supporting concepts used indicating the contextual method of analysis. The result shows that the two-stage relationship of the three Japanese females are colored by one-sided lesbianism. The lesbian partner sought for so long in the friendship, work, and shore is not easy to find symbolizing that the coveted partner is still “the woman on the other shore.”

Keywords - feminist literary criticism, lesbianism, consciousness, unconsciousness

Introduction
Woman on the Other Shore (2007) is a novel by a Japanese novelist, Mitsuyo Kakuta (1967—). Its original title is Taigan no Kanojo. The translator, Wayne P. Lammers, is a professional translator from Japanese into English and his specialty is in the area of literature (http://www.lammerstranslations.com/ accessed Feb. 15, 2016). Kakuta’s novel tells about the story of three Japanese female characters –Aoi, Nanako, and Sayoko– who are involved in deep friendships. Aoi’s friendship with Nanako when she was teenager is repeated in her friendship with Sayoko when she is adult. The friendships are deepened by their experience in the work fields. Meanwhile, the shore as the repeated setting of place emphasizes their unique friendships. Based on this brief account of the story, the focus of analysis is digging the hidden motives behind the open actions of the three Japanese female characters in three areas: friendship, work, and shore.

Methodology
Bearing in mind that Mitsuyo Kakuta’s Woman on the Other Shore is about the interconnection of the lives of three Japanese females, the frame of analysis used is the feminist literary criticism (Humm, 1995: 51). Based on Keyser’s definition of the word shore (http://mentalfloss.com/article/57628/whats-difference-between-beach-and-shore accessed Feb. 15, 2016), and the psychological meanings of shore (http://www.dreamtation.com/docs/6584.htm accessed Feb. 28, 2016), (https://www.dreamscloud.com/dream-dictionary/b/beach accessed Feb. 15, 2016), and (http://www.symbolism.org/writing/books/sp/2/page6.htm l accessed Feb. 15, 2016), it can be concluded that “shore” is the border between the land representing the normative rules embodied in the consciousness and the water representing the emotions embodied in the unconsciousness.

From the definition of consciousness (http://psychology.about.com/od/cindex/g/de
Finding and Discussion
1. Friendship for the Japanese Females in WotOS

The three Japanese females – Aoi, Nanako, Sayoko – involve in two stages of friendship. The friendship of Aoi-Nanako happens when they are still young while the friendship of Aoi-Sayoko happens when they are adults. Sayoko and Nanako never meet each other.

1.1 Aoi – Nanako: On the Surface vs Hidden Motives

Aoi Narahasi is a perceptive girl who blames herself for the intense bullying in senior high school in Yokohama leading to her parent’s decision to move to Gunma Prefecture near the grandma’s house in the hope that she will be free from the acts of bullying in her new school far from Yokohama (29-31).

Nanako Noguchi is one of the students in Aoi’s new school in Gunma Prefecture. Young Nanako is the opposite of young Aoi. She is small, friendly, and cheerful with a boyish appearance and the first one addressing Aoi on her first day in the new school (31).

On the surface, the growing friendship between the timid new student and the cheerful carefree student ignoring the grouping among students (53) is inevitable. Nanako is the first true friend that Aoi has. However, they tend to hide their growing friendship (110).

There is a hidden motive on Aoi’s part who wordlessly approves the secretive nature of their friendship. As a victim of bullying in the past, she does not want to be detected in conspicuous relationship with a certain person and to attract the bullies’ attention. Nanako’s words of assurance to protect Aoi if unexpectedly Aoi is picked up as the next victim (70) and to ignore her (Nanako) if she is the victim make Aoi secretly feel relieved.

However, on the side of Nanako, by placing herself as the protector of Aoi, the
newcomer, Nanako has the psychological power over Aoi. The secretive nature of their friendship makes this protector-protégé relationship undetected. Nanako herself is basically a secretive and solitary person who has no real friends so far. Nanako psychologically needs Aoi to make her drifted existence anchored. However, as Aoi, she also does not want others know much about their friendship. Thus, both prefer to keep their friendship from the public’s eyes.

1.2 Aoi – Sayoko: On the Surface vs Hidden Motives

The adult Aoi is the owner of Platinum Planet agency running the travel agency and the household-cleaning agency (19). The adult Aoi is completely different from the young Aoi. Now she is confident, friendly, straight forward, easy going, independent, but not bossy.

Sayoko Tamura, a young wife with a little daughter, on the other side, is like young Aoi. She tends to be reclusive, has no friends, and secretly wants to be a different person (7). The same age as Aoi, over thirty, Sayoko is greatly impressed by the single Aoi who appears so sure but relaxed about her life. Although their position is boss and staff, they both become close friends driven by the fact that they used to go to the same university.

The friendship of these two mature women has verbally unsaid purposes. The seemingly strong Aoi is actually a lonely person seeking a friend as can be indicated by her travelling to Asia (237), her Platinum Agency, and her inviting friends to stay overnight at her apartment (243). In short, psychologically Aoi desperately wants to have a friend, a friend like Nanako, a friend as a substitute for Nanako whom she once had.

Sayoko, on the other hand, wants to be able to get out from her friendless, stuffy domestic life. In Aoi she finds what she is looking for, a mature woman with wide experience who is friendly, attentive, and independent.

2. Work for the Japanese Females in WotOS

Each of the three female Japanese characters has a life-changing working experience. Aoi and Nanako have a summer job while they are still in high school, while Aoi and Sayoko’s relationship is boss and staff.

2.1 Aoi – Nanako: On the Surface vs Hidden Motives

Young Aoi does not come from a wealthy family. Both her parents have to work (29, 66) and their house in Gunma Prefecture is also very simple.

Although at first Aoi thinks that Nanako comes from a wealthy family because she looks so happy, confident, and care free (112), she is actually much less fortunate financially than Aoi. Her apartment is dark, empty, shabby, and in isolated poor area (143). The rumors about Nanako’s father, mother, and younger sister are also negative (111).

Aoi and Nanako have a summer job as helpers in a family-run inn in Izu (99). The job is so demanding in which both girls have to do various exhausting job from morning to late evening (104). However, Aoi and Nanako enjoy their togetherness very much.

The peaceful routine in the inn finally ends with the end of the summer season when they have to go home. In the railway station, Nanako, in tears, insistently and repeatedly refuses to go home which makes Aoi begin to feels that she actually does not know the real Nanako (118-119). However, their togetherness during the summer job drives Aoi to agree with Nanako’s sudden desire (119) and thus, both decide to run away together.
Without Aoi’s awareness she is now under the lead of the mysterious Nanako who turns out knowing a lot about the area of Oiso and its night life. In their running away, Nanako awakens the unconscious wild side of Aoi so that Aoi who is raised normatively with complete parents is like a docile lamb following Nanako, a wild lamb full of startling experience.

Tired of running away while facing the financial problem, Nanako leads Aoi to the last startling action:

“Somewhere much farther away,” Nanako repeated in a flat monotone. Then grabbing the fence with both hands and leaning her face against it, she said, “Maybe we should just hold hands and jump, on the count of three” (161).

The newspapers, wildly feast on that event, puts vulgar headlines such as “High-School Girls Leap from Roof After Fugitive Love Affair” (180). Aoi's denial when she is conscious in the hospital, alone, is useless because she misses Nanako so much and tries so hard to find Nanako everywhere.

Thus, it can be assumed that Nanako with her lesbian tendency tries to secretly lure the innocent Aoi, a newcomer in the school, to be her lesbian partner by getting her trust first. Another assumption is that Nanako is an experienced bisexual based on her vast experience of the night life in Oiso, her easy decision to trade herself for money (153), and her mysterious way of financially supporting herself so far.

2.2 Aoi – Sayoko: On the Surface vs Hidden Motives

As the boss of the Platinum Planet agency, Aoi considers her all-female staff as friends. Sayoko, the new staff in the household-cleaning agency, is eager to work. She also has bright ideas to develop the company (126, 171). Even though her job is tiring and has to tackles household dirt, Sayoko loves it because while working she can get herself focused, peaceful, and in command of her surrounding (48). Sayoko can temporarily forget her mother-in-law’s sarcastic remark (25) and her husband’s remark underestimating her job (47). Sayoko’s another hidden agenda is to alleviate her introverted tendency so that she can actualize herself outside the house. Thus, she does not work for money only.

Meanwhile, Aoi’s closeness to her all-female staff is triggered by her always looking for a friend as a substitute for Nanako, her lost friend in the past. There is even a gossip among the staff suspecting her lesbian tendency (222). Thus, Aoi’s agency is not just directed toward a profit-oriented purpose.

3. Shore for the Japanese Females in WotOS

Shore, whether it is in the form of the border of a river or sea, plays an important part in the life of the three Japanese females: Aoi, Nanako, Sayoko. Each of Aoi’s friendships, whether with Nanako or with Sayoko, has a meaningful contact with shore.

3.1 Aoi – Nanako: On the Surface vs Hidden Motives

The shore of Watarase river in Gunma Prefecture is Nanako’s favorite hideout (60) where she takes Aoi, the newcomer, that makes Aoi feel accepted and begin to trust Nanako as a true friend. Another shore in the friendship between Aoi and Nanako is the beach in Izu near the inn where they have their summer job together (104). Although it is a public area which is crowded during the summer, still both Aoi and Nanako can enjoy it after they finish their work of that day and it deepens their closeness. Still related to shore in the relationship of Aoi and Nanako is the bridge of Watarase river when Aoi’s father lets Nanako to meet Aoi for the last time to say goodbye under his surveillance. The bridge here symbolizes the boundary that separates them forever. Nanako chooses that spot because in the early morning it is
stunningly beautiful (210). This memorable parting unconsciously deeply imprinted in Aoi’s memory leading to Aoi’s always looking for Nanako or her substitute.

3.2 Aoi – Sayoko: On the Surface vs Hidden Motives

The shore, in the relationship of Aoi-Sayoko, is the beach in Atami where Aoi, Sayoko, and Akari (Sayoko’s little daughter) go to on Aoi’s seemingly spontaneous invitation (193). Aoi even invites them to stay overnight at the hotel near the beach to prolong the great time that they have (198).

Aoi’s hidden motive is to find a substitute of Nanako, however in Sayoko and Akari Aoi finds a perfect family member in which Aoi takes the male role of inisiator who pays all the expenses. Since Aoi now takes Nanako’s role in the past (245), Sayoko represents Aoi in the past.

Sayoko herself gladly accepts Aoi’s invitation since she wants to have a restful moment with someone she feels comfortable. She feels annoyed with her condescending husband (193) and wants to teach him a lesson. However, Akari’s whimper looking for her father and asking to go home (101) makes Sayoko realize her role as a wife and a mother in a heterosexual marriage. With regret, Sayoko declines Aoi’s offer to stay overnight indicating that it is possible for Sayoko to ignore her husband or her marriage, but it is impossible to disregard the daughter-father relationship on Akari’s side.

Seeing that their closeness has come to an end and to avoid Sayoko’s growing suspicion about her real purpose, Aoi openly calls a male friend to accompany her stay overnight at the already-booked hotel room. However, the relationship of Aoi and Sayoko is never the same again. When Aoi plans to close her household-cleaning agency due to staff-shortage, Sayoko immediately resigns (246).

However, the two of them actually need each other, not in the lesbian sphere but more for the personal existence sake. Aoi is in complete mess without Sayoko (264) and Sayoko is stuck again in stuffy spiritless domestic life. Sayoko realizes that she needs to work, not just for the money but for its empowering spirit. Although she gets a job offer from another household-cleaning agency (262), she decides to return to her old work with Aoi because working with Aoi makes her able to dig her hidden potency (263-264). Yet, subtly but firmly Sayoko sets the unspoken border between her and Aoi (218) implying that their relationship is pure for work and female friendship but no more than that. Aoi gets the message and both women start to face the future together with the household-cleaning agency, especially when suddenly Aoi gets the job order (271).

Conclusions

As the analysis has shown, Mitsuyo Kakuta’s translated novel entitled *Woman on the Other Shore* talks about the life of three Japanese females in the area of friendship, work, and shore. The two-stage friendship of these three Japanese females symbolizes a liberation: a liberation from the bullies (in Aoi-Nanako), a liberation from normative hetero-sexuality (in Nanako-Aoi), and a liberation from stuffy patriarchal environment (in Sayoko-Aoi).

Work in the life of these three Japanese females symbolizes financial freedom, from the parents’ support (in the case of Nanako and Aoi), and from the self-centred husband’s support (in the case of Sayoko). Work in the life of these three Japanese females also symbolizes life-experience (for Nanako and Aoi) and self-actualization (for Sayoko). Meanwhile, shore which is the meeting area between land and water symbolizes the meeting point of male (symbolizes by land) and female (symbolizes by water). As the meeting point in which the boundary is blurred, shore finally symbolizes the liberating locus from the strict normative heterosexuality. However, it only happens
temporarily, symbolized by the momentarily lapping of water on shore, but repeatedly, symbolized by the recurrent waves coming on shore. Thus, the shore, temporarily and repeatedly, implies the homosexual or lesbian (attempted) interaction as implied in the relations of Aoi-Nanako and Aoi-Sayoko.

However, Sayoko, although temporarily tempted, is a heterosexual woman. Her daughter is the biological proof, her husband is the legal proof. She is normatively raised and rooted on land, on the patriarchal locus. She cannot merge with Aoi on the shore because she is tightly bound on land. Sayoko is the Woman on the Earth, the heterosexual woman obliging the patriarchal norms. Sayoko cannot become the woman/lesbian partner that Aoi has been looking for. Sayoko can only become a female friend for Aoi. The Woman that Aoi has been looking for is still on the Other Shore as indicated by the title: The Woman on the Other Shore.

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STUDENTS’ LOGICAL INACCURACY IN WRITING:
SQ3R method of reading as a way to improve

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Abstract
Academic writing requires a consistent and constant focus on the conventional rules it has. One of the rules is logical construction that students have to deal with. The quality and quantity of reading materials and language mastery on their mother tongue play a very important role in students’ composing logically good writing. A great number of inaccuracies in students’ writing relating to logic covering up the aspects of sentence structure, language usage, factual evidences, and way of thinking show that students need encouraging more to increase and extend their reading as the basis for their more qualified writing. SQ3R can be one of the methods in reading that can generate students to think logically and thus implement this into composing more logical and acceptable writing. This is the plight of the teachers in teaching logic to students.

Keywords - academic writing, reading method, logical inaccuracy, SQ3R

Introduction
Academic writing requires integrated efforts of students to produce good essays. It does not only require students’ mastery on grammar and vocabulary, but also need their understanding upon language sense of English so that their sentences sound more English than Indonesian. Students shall also have adequate knowledge on the matter of the topic they are exploring. Above all, writing demands students’ logical thinking to make their utterances thoughtfully accepted. There can be many sentences considered grammatically correct but logically not accepted.

This discussion is limited on academic essay. It stays away from any creative writing or free essay. While free or creative writing refers to any writing freely composed by anybody, either personally or socially, for any free purposes, the academic essay writing is composed by students for academic purposes only, meaning that this writing is within the walls of academic world. It deals with the concepts of cause effect and argumentative reasoning in exposing and exploring any events in life. This also follows a particular ‘tone’ and adheres to traditional conventions of punctuation, grammar, and spelling (Massey University). Academic essay writing thus requires correct structure, proper use of language, logical thought, ordered organization, and factual presentation of ideas. The writer covers the selected topic from an authoritative point of view. The writing is thesis-driven, meaning that the starting point is a particular perspective, idea, or thesis on the chosen topic, e.g. establishing, proving, or disproving ‘answers' to the 'research questions' posed for the topic. Therefore, “simply describing a topic without the questions does NOT qualify as academic writing.” (ENGA14)

Many students are encountering difficulties when dealing with writing. They usually think that the hardest lies on the production of ideas, so that the most questioned question is “how to have an idea” to start writing. However, this is not the real problem. Ideas
spread everywhere and students can take them freely, just like doing a click on a mouse. The real matter lies in developing the ideas and presenting them in a correct manner of academic world. In other words, the presentation must be argumentative and analytical. Here facts, evidence, and logic are the bases. In this part, many students fail to compose a good academic writing. Thus, the problems rising for this discussion concern with, first, the kind of logic errors made by students, second, the backgrounds driving students to make such errors, and third, the way to make improvements for the errors made.

By discussing the first two problems, it is expected that the third one will bring an alternative solution for the sake of giving a better teaching to students in writing subject.

Methodology
This study concerns the difficulty encountered by teachers in teaching students writing subject to make them think and write logically and argumentatively. All the examples presented afterwards are home assignments of various students of Essay Writing classes, semester IV, English Department – UTY. The papers are taken at random and analyzed based on the principles of academic writing method.

Finding and Discussion

Students’ Inaccuracy in Writing
In producing good writing, college students shall not ignore the following matters i.e. semantics, symbols, and syntax of the language used as the clue to success (Scharbach, 1965, 6-8). Logic becomes the basis of good academic writing. This is in line with the idea of Keraf that the presentation of academic writing should “mencerminkan proses berfikir yang rasional dan logis” (1) reflect the process of rational and logical thinking.

Sentence Structure
A sentence is a group of words containing at least a subject and a predicate. The core parts of a sentence are subject and predicate. When a group of words does not have one of the two parts, this cannot logically be called a sentence. A sentence looks like a clause in that both similarly have subject and predicate. The main difference lies on the subordinator (some says connector or conjunction) belonging to a clause. Many students confuse themselves with those different patterns.

Examples:
1. Because not all of the places have landfill sites, so that people often do littering as a shortcut.
2. If rain season will be flood and landslide.
3. But other irritants do not cause cancer.

Those examples are not sentences due to the absence of the main clause. They are only subordinate clauses. This occurs as the result of conversational thinking used as the basis of writing. Some students say that they compose their writing based on their speaking way.

Another influence of wrong Bahasa Indonesia transferred into wrong English is the absence of subject when what is supposed to be a sentence is preceded by a prepositional phrase.

1. In rainy season makes rain occurs frequently […]
2. In addition to the flood have many negative impacts.

The two supposed-to-be sentences above clearly do not have subjects. In English grammar, a noun after a preposition cannot serve as a subject. Thus, the word season is not a subject of point number 1, neither is
flood of point number 2. It is somewhat understandable that students make such mistakes. Media such as TV, newspapers, and magazines frequently do the same in Bahasa Indonesia. Many readers, including students, may possibly imitate what they hear and read without further thinking that their language sentences are structurally incorrect. Here is an example of Indonesian sentence from DetikNews in which the subject is missing,

*Pada kesaksian para ahli, termasuk dari Kementrian LH sebagai regulator, menegaskan kegiatan tersebut telah sesuai dengan prosedur yang ditentukan dan mengacu pada Kepmen LH no. 128/2003.* (Ratya)

The word *Pada* in Bahasa Indonesia is a preposition, thus the noun *kesaksian* cannot serve as a subject. The word *termasuk* followed by a preposition *dari* is an adjective clause for the noun *kesaksian*, thus any noun in this clause cannot be made a subject. Now, what is the subject of the verb *menegaskan*? The answer is none. Therefore, what is written in DetikNews above is not a sentence. Unfortunately, such example happens many times and spreads everywhere.

Sometimes, students are ignorant towards the difference between the main verb and subordinating verb so that the statement is not a sentence since it misses the main verb/predicate as the following examples:

1. In this globalization era, many parents who exempt their children with advanced facilities.
2. Heavy metals such as mercury that are commonly found in contaminated seafood such as shellfish, fish et cetera.

**Language Usage**

This does not depend only on the mastery of English vocabulary, but also on the acquisition of a sense of language or a feeling of language. What happens to the students’ compositions is Bahasa Indonesia in English words.

Examples:

1. [...] some causes why the failure can be happened.
2. Their way to educate their child is also very play role in this case.

Let us compare with this Bahasa Indonesia. They are exactly a transfer of words only.

1. [...] beberapa sebab mengapa kegagalan bisa terjadi.
2. Cara mereka untuk mendidik anak sangat memainkan peranan dalam kasus ini.

**Factual Evidence**

Most students rely on their feeling or subjectively personal opinion rather than on objectively factual evidence. Many students believe that any statements uploaded in internet are true or correct. I agree with McCall’s statement for students to be aware of the fallacy of appealing to great names or authorities as a substitute for proving the students’ cases on their own merits. (34) He even emphasizes by suggesting students to use many examples, details, and fact. (71) The following examples, despite the errors in grammar, are sentences showing subjectively personal opinions offering obscure clarity on meaning:

1. I just studied like what I want. I studied in my laziness because no one supported me well in my study.
2. South Korea is producing the best drama or film and addition, according to the story showed Asian culture in general, the concept of true love, sacrifice, and other life concepts depicted in the Korean Drama does not conflict too much with the concept of life that exist in Asian society in general.
3. If we observe more clearly, Boy Bands and Girl Bands in Indonesia just rely on physical without the support with quality and dance.
Below, despite the grammar mistakes, is a paragraph showing how a student is trapped with a series of platitudes, general statements without factual evidence showing the student’s ignorance on the knowledge of the topic. There are some kind of junk food that people know. Burger, spaghetti, hot dogs, pizza, etc. Indeed all the food was delicious, but if we know the dangers we will definitely think twice to eating it again. Imagine that the content of junk food such as fat, sodium, msg (monosodium glutamate) goes into our bodies. The effect will be terrible. We will feel it sooner or later. Junk food proved very less nutritional content. Those who ate just more appreciate time to optimal way so do not think the effect. Junk food is food that contains salt, sugar, fat, and high calories with little nutrient. It’s also contains substances such as sodium and cholesterol.

Observing the above paragraph logically, I agree with Toby Fulwiler’s opinion that academic essay writing shall demonstrate the writer’s capability in using the knowledge and methods of the discipline in which it has been assigned to reveal something that is true. (cited in Nordquist)

**Way of Thinking**

A statement in academic writing shall be based on facts or enough evidence; otherwise, it will be just a biased personal opinion. Many students think that what they know is the truth. If what they know says that A is the best, they believe without doubt that A is really the best, and then they will write down it on their paper saying that A is the best. Let us see the paragraph written by one of the students, below. Again, grammar error is not the concern in this part.

Junk food has become mandatory for busy people. Junk food or fast food is food was served without waiting for a long time. Those who ate just think that it’s good and practical. Without spending a long time to process them first. Whereas the content in it is very dangerous for health.

The student possibly knows that many busy people eat junk food. There is also a possibility that the student hears and knows that some people relate junk food with fast food, and then s/he thinks that what s/he knows is true. Because the writer believes that what s/he knows is the truth, he/she writes down it onto a paper. As the result, the writer cannot justify anymore that fast food is not always junk food, and vice versa.

It seems that hasty generalization, as a part of the way of thinking, is in students’ blood so that details are frequently ignored. The number of errors for this aspect is in fact countless. Some hasty generalization of ideas can take place as follows:

1. We ever feel the failure.
2. There are many kinds of juvenile delinquency, for example smoking, consume drugs, liquor, doing free sex, doing crime’s action (a gang fight, affray), and so on.

The use of a word ‘We’ generalizes that both the student and any reader have ever felt failure. Well, students should have enough knowledge on semantics, the meaning of words. S/he is supposed to have understanding on the meaning of the word delinquency attached to the word juvenile, thus, s/he shall not confuse the term with crime, social deviation, or norm violation. That is why generalizing is close to lying, and students shall avoid it.

**Reading Habits**

There can be many factors pushing this situation to occur, both internal and external. The one considered the most influential in the mastery of academic writing is reading habit. Reading means learning, and learning can also mean storing and internalizing knowledge in both mind and heart. Since
writing is the act of transmitting knowledge in print, one must have information to share before beginning writing it. The more one reads, the more s/he has knowledge as the materials stored in mind, and the easier it will be to write.

Reading provides students with prior knowledge that they can use in their writing. Reading plays a major role in writing. Without reading, students will not have stocks of knowledge on topics they are about to write. Students will improve their skills in writing through reading, and by writing, they will extend their reading materials. In short, “reading affects writing and writing affects reading”. (Brummitt)

The relationship between reading and writing is a bit like that of the chicken and egg. Which came first is not as important as the fact that without one the other cannot exist. “A child’s literacy development is,” said Brummitt more, “dependent on this interconnection between reading and writing.” In line with this statement, Unal says, “Reading and writing are connected […] because they depend on identical or similar knowledge representations, cognitive processes, and contexts and contextual constraints. (1067)

Students automatically learn to think logically through reading since academic texts are mostly composed in logical order and logical development in either the explanations or the analyses. The cognitive processes during the activity of reading increase both the skill of thinking, expressing, and writing logically and rationally, and the mastery of language covering up the aspects of semantic, syntax, and symbols. By observing the errors frequently made by many students, it seems that reading is not the habit of students.

SQ3R
Considering that reading can probably be not a habit, students need a certain way of reading to make them get the gist of what they are reading effectively and efficiently to train them to think and write logically. Reading-study systems have psychological advantages over ordinary reading. Some of them are giving a mental organization or structure – knowing what to expect from reading, feeling like looking something specific rather than wandering aimlessly through a text, and feeling satisfied when finding what to look for. Among many most popular and used reading-study system is SQ3R. In a designed experiment of this reading-study method, the result shows that the average reading rate of students increased by 22% and the comprehension raised by 10% compared to the time before they used SQ3R. (McWhorter, 1995)

McWhorter (1995) gives further detail on this SQ3R reading-study system.

S (Survey) ➔ a reader is trying to become familiar with the organization and general content of the text. In doing the Survey part, a critical reader will read the title, read the lead-in or introduction (if too long, read only the first paragraph), read each heading and the first sentence following it, read titles of any maps, charts, or graphs, read the last paragraph or summary, and read through the end-of-chapter questions. It is proven in the research that after running through this part, a reader generally knows what the text is about and how it is organized.

Q (Question) ➔ a reader tries to make one or two questions based on the boldface heading. For example in a text with a title Child Psychology, a chapter Language Learning and Development in Children, and a heading Development of Use of Words, a reader may form a question as “How do children use words?” and/or another question for him/herself “How does this ability develop?”

R (Read) ➔ then the reader reads part by part through the heading to find the answer. He/she does again for other headings.
R (Recite) \(\Rightarrow\) when the heading has some sections, a reader stops after completing reading each section and makes sure the question is answered or not. He does it for the whole heading. After completing reading, a reader recites or recalls again making sure that the answer is obtained and stored well in mind.

R (Review) \(\Rightarrow\) after a reader has completed reading the whole text, s/he has to go back to each heading recalling the question and trying to answer it. When s/he fails, s/he can look back to the heading and find the answer, and then repeat again the action.

Here, repetition is the key. A reader, in this case a student, repeats reading through the effort of answering the questions s/he has prepared when beginning reading. With such training, the logic and organization of thinking of students will develop better and better that in the end this will influence them to have good and logical writing/essays.

**Conclusion**
The four areas of logic i.e. sentence structure, language usage, factual evidences, and way of thinking as discussed previously become the major obstacles that many students are dealing with. Their errors in producing sentences in academic writing cannot be separated from any of those four aspects. As the result of those various errors, the ideas presented in the writing do not develop smoothly and the organization of the ideas flows in a mess and frequently uncontrolled. In other words, digressions dominate the discourse. Finally, the writing is not worth reading.

Reading habit as the cause and effect of writing skill mastery becomes crucial for students. A great number of errors in students’ writing relating to logic show that students need encouraging more to increase and extend their reading as the basis for their more qualified writing, and SQ3R is then considered to be a proper way to improve students’ both reading and writing skills. Thus, through reading a lot and practicing SQ3R students learn logic and thus write logically. Through this, teachers of reading comprehension and writing can make coordination and start to integrate their syllabi for the sake of students’ skill development.

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CONTEMPORERIZING THE SIGNIFICANCE
OF DANTE’S INFERNO FROM HIS THE DIVINE COMEDY:
A READER RESPONSE - MIMETIC READING
WITH SPECIAL REFERENCE TO INDONESIA

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Abstract

Words do not talk but they say a lot; they are mute but mean a lot. Poets use them to write, talk, and create their literary works, their mirrors for us to see ourselves. These mirrors are everlasting; for centuries they have kept showing us our nakedness in its clearest form which we very often do not want to admit but ignore. One such mirror was created by the Italian poet Dante Alighieri back in the 14th century called the Divine Comedy comprising three parts: Inferno, Purgatorio, and Paradiso. This paper takes up the first part: the Inferno. Using Reader-Response Criticism, this paper revisits and brings back the Seven Deadly Sins as stated in Catechism of the Catholic Church (1995): superbia, avaritia, invidia, ira, luxuria, gula, acedia which are the main religious topics in the Inferno to indicate their significance in contemporary Indonesia. Although Reader-Response Criticism is a collective term, the critical theories that come under it agree that it is the readers who create the meaning of the text. In other words, it is the individual reader who produces the meaning of the text; it has its existence in the mind of the reader and therefore there is no one fixed correct meaning of a text. This paper makes use of Mimetic Criticism as well since this paper looks at the sins in the Inferno and observe them in realities of contemporary Indonesia.

Keywords - contemperorizing, significance, inferno, the Divine Comedy, the Seven Deadly Sins

Introduction

The discussion starts with some introduction to the epic poem beginning with a brief elaboration about the poet, Dante, and some general information about the poem, then it goes on to give some short explanations about the nine circles and what each one contains in the poem. This brief elaborations are from Campbell (2000:195)

The Poet and the General Information about the Epic Poem

The poet Dante takes an imaginary journey through hell (inferno), which is the first part of the Divine Comedy, in order to understand the nature of sin. Dante (1265-1321) was born in Florence, Italy. He was exiled from Florence in 1302 for political reasons for which he became a wandering poet and never returned to his native country.

There are actually two Dantes, both poets: the author (real) and the traveler in hell (fictitious). The traveler Dante is the voice for the poet Dante’s ideas. Through assistance of the Virgin Mary, Dante has been chosen for this journey to save his individual soul. He represents all of mankind.

The key characters in the epic are the two Dantes, Virgil, the Roman poet (70-19 B.C.), author of the epic poem the Aeneid and role model for the poet Dante, a factual historian of ancient Rome and represents human wisdom and reason; Beatrice, who in life Dante’s ideal woman, in death, his saintly inspiration. Dante met her in 1274 and they fell passionately in love. Her death at age 25 plunged Dante into a profound despair. In the Inferno, she takes pity on him from heaven; she contacts the Virgin Mary and arranges for Virgil to guide Dante through hell, away from sin. Beatrice is a major character in the Paradiso section of The Divine Comedy as well. She represents divine grace.
The poem comprises 34 cantos, set in the empty funnel-shaped pit of hell made of nine circles completely underground with no sunlight, located beneath Jerusalem and the lowest point of hell is the exact geographic of the earth. Each circle has a spirit guardian from ancient mythology and contains countless sinners; some of them tell their stories to Dante. The entrance to the hell is through a cave. The lower the circle, the worse the sin. Dante hears the wailing of the damned and smells their foul odors. Hell is the poet’s visualization of the state of sinners in eternal sufferings.

**The Nine Circles**

Circle 1 is the *Limbo*, which is the first circle in the *Inferno* contains the virtuous unbaptized pagans; they therefore live with no salvation.

Circle 2 contains the lustful - they are blown around by a strong wind, without the hope of ever resting. This is because lust is so powerful, that it can blow one around without need or aim. Circle 3 is filled with the gluttonous. There, they are forced to lie in a kind of slush, made by freezing rain, black snow, and hail. This used to symbolize what they made with their life. Circle 4 has the misers and spendthrifts - the Greedy are in this circle. There they are boiled in hot oil. Circle 5 is full of the wrathful and the sullen - it is a combined circle of Sloth and Wrath. Their limbs are ripped apart, because the furious use their arms and or legs in their act of violence.

Circle 6 contains the heretics who are condemned to eternity in flaming tombs. Circle 7 is filled with the violent (murder and suicide) and is divided into three rings. The Outer Ring houses murderers and others who were violent to other people and property. In the Middle Ring, the poet sees suicides who have been turned into trees and bushes which are fed upon by harpies. But he also sees here profligates, chased and torn to pieces by dogs. In the Inner Ring are blasphemers and sodomites, residing in a desert of burning sand and burning rain falling from the sky.

Circle 8 has the fraudulent. This circle is divided into 10 *Bolgias* or stony ditches with bridges between them. In *Bolgia* 1, there are panders and seducer. In *Bolgia* 2 there are flatterers. *Bolgia* 3, there are those who are guilty of simony. *Bolgia* 4 contains sorcerers and false prophets. In *Bolgia* 5 are housed corrupt politicians, in *Bolgia* 6 are hypocrites. Hypocrites are in *Bolgia* 7, thieves are in *Bolgia* 7, evil counselors and advisers are found in *Bolgia* 8, divisive individuals are met in *Bolgia* 9, and various falsifiers such as alchemists, perjurers and counterfeits are housed in *Bolgia* 10.

Circle 9 is divided into 4 Rounds according to the seriousness of the sin though all residents are frozen in an icy lake. Those who committed more severe sin are deeper within the ice. Each of the 4 Rounds is named after an individual who personifies the sin. Thus Round 1 is named Caina after Cain who killed his brother Abel, Round 2 is named Antenora after Anthenor of Troy who was Priam’s counselor during the Trojan War, Round 3 is named Ptolomaea after Ptolemy (son of Abubus), while Round 4 is named Judecca after Judas Iscariot, the apostle who betrayed Jesus with a kiss.

One can see that circles 1-5 contain souls with sins that are without malice; these souls did not hurt others. Circles 6-9 are filled with souls whose sins are related to violence, either with self or to others.

<table>
<thead>
<tr>
<th>Circle</th>
<th>Description</th>
<th>Sin Type</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>LIMBO</td>
<td>Sin without malice</td>
</tr>
<tr>
<td>2</td>
<td>The Lustful</td>
<td>Sin without malice</td>
</tr>
<tr>
<td>3</td>
<td>The Gluttonous</td>
<td>Sin without malice</td>
</tr>
<tr>
<td>4</td>
<td>Misers and Spendthrifts</td>
<td>Sin without malice</td>
</tr>
<tr>
<td>5</td>
<td>The Wrathful and Sullen</td>
<td>Sin without malice</td>
</tr>
<tr>
<td>6</td>
<td>Heretics</td>
<td>Sin with malice</td>
</tr>
<tr>
<td>7</td>
<td>The Violent (Murder &amp; Suicide)</td>
<td>Sin with malice</td>
</tr>
</tbody>
</table>
Now we can look at our own situations and ask, "How many of the Seven Deadly Sins have we committed?" and, then ask another question, "Where do we belong in the Circles?"

**Inferno and the Seven Deadly Sins**
We have all committed deadly sins both individually and collectively so they become both individual and collective sins for us. That is why we are often punished by God in tragic proportions. We often say that our religions teach us to be totally submissive to the will of God but what can be observed so far is that faith is fading and almost gone. What remains is religious vanity, showing off of religious attributes with little spiritual significance. *Inferno*, and the *Divine Comedy* as a whole, confronts us with the Seven Deadly Sins, also called cardinal or capital sins, we have always committed. These sins were from St. John Cassian and St. Gregory the Great. The structure of the *Inferno*, with the Seven Deadly Sins in the nine circles, may be seen as follows:

The order of the Seven Deadly Sins presented here is according to the contemporary Catholic Church teaching: pride, avarice, envy, wrath, lust, gluttony, and sloth as found in the Catechism of the Catholic Church (1995:509). The order of the sins in the *Inferno* are not 100% the same but mostly the same. Let us have a look at these deadly sins and our situations in this brief paper.

**Questions and Objectives**
The issue to become the focus of this paper is ethical precepts and moral values in the *Inferno* of Dante’s *The Divine Comedy*. Questions to be addressed are the following:
1. What ethical precepts and moral values are there violated in contemporary Indonesia in connection with the *Inferno*?
2. What cardinal sins are being committed by contemporary Indonesian societies in connection with the Seven Deadly Sins?

In line with focus of the paper, purpose of the paper is to find out and explain: 1). the main ethical precepts and moral values violated in connection with the *Inferno* in contemporary Indonesia; 2). the main cardinal sins that have been violating the precepts and moral values in contemporary Indonesia.

**Methodology**
Focus of this paper are the ethical precepts and moral values and their contemporary significance with special reference to Indonesia. With this focus in mind results from the epic poem is textually evidenced, that is, discussion is supported by quotes as they appear in real day to day events in the Indonesian context. Theoretically, the general literary approach from Abrams’ classification (1971) used in this study is Pragmatic and Mimetic Criticisms. The specific criticism for this paper is Reader-Response-Mimetic Criticism (Barry, 1995). It is assumed that there are significant violations of the ethical precepts and moral values in Indonesia. The steps to follow to find out whether or not the assumption is correct will be by going through reading the epic poem closely. The first steps are: First, the poem will be read very carefully and thoroughly. Second, the epic poem will be repeatedly read to find out the possible ethical precepts and moral values that are
violated in Indonesia. Third, coding the verses in the cantos in which the precepts and moral values found. Fourth, the referents found in the epic poem will be used to find dogmas and doctrines.

FINDINGS AND DISCUSSION
3.1 The Seven Deadly Sins and Contemporary Indonesian Situations

Superbia is the source of all vice with the most powerful influence to propel us to commit sins. It is the rejection of God's authority and the refusal to submit to God and accept His truth. It is what Lucifer did with his followers. Superbia can lead to ambition, hypocrisy, disobedience, etc. The person with superbia rebels against God and resists God's efforts to bring him or her back to virtue. Thus, people with superbia need to observe some humility in their life.

Avaritia is a too much desire for wealth or for some other person's possessions. The word stresses lack of discrimination in desire. See how true it is with the parliament members who ask for more pay ignoring the so many poverty stricken people we have. And when they have it they will either sin to retain it or will use it to commit other sins. Avarice in Indonesia may be found in many areas, in fuel subsidy, in deforestation, in fake vaccine, counterfeit money, etc. One example is quoted in the following - about forest fires because of obsessive greed for personal wealth:

Raging forest fires across Indonesia are thought to be responsible for up to half a million cases of respiratory infections, with the resultant haze covering parts of Malaysia and Singapore now being described as a “crime against humanity”. (“The Guardian”, accessed on 15 June 2016)

Invidia is discontent at the excellence, good fortune, or success of another person. Invidia makes one thinks that the other person's possession brings disgrace on him or her. In the history of Indonesia we may remember how the ethnic Chinese who have been treated unjustly just because they work harder and therefore they prosper more as indicated in the following quote from “The Washington Post”:

No country harboring a Chinese minority possesses a blacker record of persecution and racial violence than Indonesia,” according to “Sons of the Yellow Emperor,” a study of overseas Chinese communities written by Lynn Pan, a leading authority on the subject. (“The Washington Post”, accessed 15 June, 2016)

Ira in the good sense is a natural human reaction to obstacles. It is meant to mobilize us to accomplish things that demand effort and to equip us to fight through hindrances to what is right and good. Ira can lead to good or evil. Ira is morally righteous if it is directed against wrongdoing and is expressed under the control of reason and will, but in Indonesia, very often, Ira brings violence and ends in community unrest as depicted here:

Tensions are high among the ethnically and religiously diverse population of the town of Aceh Singkil, where last week a mob burned down a church leaving one person dead and forcing thousands of Christians to flee. (“ABC News”, accessed on 22 June, 2016)

If we see in our everyday life our envy for the West or anybody else leads to Ira which results in evil acts that the world has witnessed: killing through bombings, shootings, poisonings, etc. That is why we need to learn to be meek.
Luxuria is defined as the disordered or unrestrained seeking of sexual pleasure. *Luxuria* invites us to pursue sexual pleasure for its own sake. *Luxuria* is a capital vice because it leads to other vices or sins such as rashness, inconstancy, self-love, pornography, etc. as may be witnessed when:

In the latest case, a 13-year-old girl, a junior high school student, was reportedly gang raped in Surabaya, East Java. The most alarming fact is, according to the Surabaya Police report, eight perpetrators of the crime are all still underage. Five perpetrators are reportedly junior high school students while the three others are elementary school children. (“The Jakarta Post”, accessed on 15 June, 2016)

Disorder and the Great Chain of Being

Like every other object in the universe, human beings are believed to have his or her degree, or place. He or she is ranked between angels and beasts in what is known as the Great Chain of Being (see the concept of *scala naturae*, or Jacob’s ladder in *Genesis* 28:12, see the golden chain with which Zeus threatened to hang earth, see Rivers, 2002, Chapter 6 on Cosmology; see also the concepts of *ma’at* in ancient Egypt or *yin and yang* in Chinese culture). Human's earthly situation is thought to have been destined in the moment when Adam and Eve were seduced by Satan. For eating the forbidden fruit of the tree of knowledge, they were exiled from Paradise. In consequence, all mankind was subjected to sin, fallibility, infirmity, and mortality. The biblical account of Adam and Eve is explained as a story of their disobedience to God. Lucifer, Adam, and Eve is featured as disobedience and willful rebellion. Obedience is the principal virtue of all virtues, and the very root of all virtues, and the cause of all felicity.

The Great Chain of Being was the virtue in the Renaissance but I think it is still true today and apply to our situations with a slight different ways of interpreting it.

As the universe is sustained by God, so the well-being of the state depends on the personalities of some certain leaders(s). There is an active correspondence: disturbances in the heavens, through natural

Gula is the excessive desire for the pleasure connected with food or drink. It may become sinful in various ways. The greedy pursuit of food and drink can lead to other sins, such as theft, robbery, lies, and injustice. This is what is evident with corruption that goes rampant in Indonesia. Corruption is everywhere reaching both poor and rich, powerful and weak. According to the journal “Republika”, August 21, 2015, Indonesia was ranked as the fifth country with the most diabetes sufferers.

Acedia means not caring, indifferent. It is indifference towards responsibilities. Acedia can easily lead to the neglect and disregard for works or the spirit of sacrifice. Acedia may be seen in the unwillingness to do work or carry out duties. Throughout Indonesia nobody denies that the Chinese work harder and more disciplined about what they do. Because of this they are more successful. Natives also work hard but not as hard.

Indonesia today is going through all the problems because we have lost what we used to have. Now we do not trust enough, we are always full of suspicion.
warnings, foretells disorders in the state, and disorder in the political realm produces similar disorder in the natural realm. From different kinds of disasters we have been suffering from today, we may see how this Chain still applies.

A similar correspondence exists between the human constitution and that of the state. Man is a little kingdom in which the hierarchy of the faculties resemble that of the different ranks in society: reason rules over the will, which in turn controls the desires. In our country today everything is reversed: will rules over reason now that people’s desires cannot be controlled and as a result there is murdering, bombing, vandalism, rioting, irresponsible demonstrations etc.

If Indonesia is proved to be the most corrupt, with the most natural disasters (tsunami with the most dead in the history of mankind), with the most dangerous types of disease with the most numbers of victims (bird flu virus is the most dangerous type in the world) - never mind it is over - with the most floods, with the most land slides, with the most environmental/forest destruction (according recent records of Gueness Book of Records report) we had better learn something from the Great Chain of Being.

Disorder and the Triumph of Evil
If we remember the outrages of Nero’s court in Rome, it describes a world that is radically evil (see Koval, 2003; see also Rivers, 2002, Chapter 4 on Stoicism). It depicts a world that Evil always won. Seneca, for example, in his works, the works start with Evil, followed by the defeat of Reason by Evil, and finally Evil comes back to triumph. Then we can see that ethical and moral values are at stake here. Seneca’s works teach the values in Stoicism, among others: universal humanity, brotherhood of men, the shunning of ostentatious living, and providing only a narrow path between integrity and hypocrisy. The very issues like these, that are very closely related to other religious teachings, like Christianity, Hinduism, Buddhism, etc. But these teachings are the ones being violated in Indonesia.Is Indonesia a model of the evil which triumphs over good?

Disorder and Disobedience
If we observe ideas about the design of the cosmos, the nature of mankind, the necessity of government, the organization of society, we can understand what are still widely spread in Indonesia. These elements of thoughts emphasize divine order, human fallibility, and hierarchical relationships. We then remember the Great Chain: the planets in the sky, the angels in heaven, nations on earth, each family, even the human body is constituted of ranked elements, each element subordinated to the one above it. The various hierarchies are so closely interrelated in their analogous structures. A violation of degree in any one sphere resonates in all. The Christian story of the origin of evil involves a violation of degree as well as an act of disobedience said earlier. In his ambition, Lucifer dared to challenge his place in the hierarchy of God’s angels. In consequence, he and his compatriots were thrown out from heaven. Since then on, Lucifer has been known by his fallen name, Satan. What is happening in Indonesia today is because we do not accept our place in the hierarchy and therefore we create the disorder.

Disorder and Attitude Change Towards Religion
Blinded piety is fake spirituality which has been blended into Indonesian cultural system which often has destructive impact. Not only are all Indonesians taken to belong to a certain religion, they are indeed legally required to be members of the national faiths. The attitude towards religion now is more like a display type of faith through physical appearances. We witness too many sermons and homilies through media every day with arrogant preachers. Religiosity seems to be
increased in quantity but spirituality looks decreased. The destructive power of this blinded piety can be seen in many places throughout the country.

Conclusion
In the Nutshell 1: The Seven Deadly Sins
Superbia is the ardent desire to high position or to attain rank, influence, distinction. It is selfish, ardent desire for one’s own sake and glory. Selfish superbia is a serious disorder unleashing great evil in the world because it earthly and demonic since it is not that which comes down from above. It fuels our desire to rise above the crowd and be recognized in a way that demonstrates our superiority to others. Superbia comes before our fall; avaritia destroys relationships; invidia leads to unhappiness and dissatisfaction; acedia leads to an unproductive life; gula leads to diseases; ira leads to violence and war; luxuria leads to sexual transmitted diseases. These are all deadly sins which leads to destruction and death. This list of deadly sins has withstood the test of time and truth and led to many centuries before and after our time if we carefully observe.

In the Nutshell 2: Unwise and Irresponsible Use of the Free Will
It has been found out that the epic poem brings up the specific ethical precepts and moral values, that is, the Seven Deadly Sins. These precepts have been proved to have been violated because we have failed in an extremely important issue: use of the free will. We have failed to use our free will wisely and responsibly and thus this has caused all the catastrophes.

In general, predestination refers to God’s sovereign will over all things, for He accomplishes everything according to the counsel of His will (Eph. 1:11). According to Catholic teaching, predestination and free will are not mutually exclusive. Freedom of the will holds a necessary place in the mystery of God’s eternal, sovereign and predestined plan, which is to unite all things in heaven and on earth in Him (I Cor. 15:28; Eph. 1:10).

In conclusion, answers to the queries as stated in the two questions indicate that actually the embodiment of vices and virtues in us reflected in our everyday speech and deeds, embellished by the main images we witness, all refer to the Seven Deadly Sins which are violations of the hierarchies. For us who have committed the Seven Deadly Sins, let us carry out the Seven Heavenly Virtues: humilitas (humility) to battle superbia (pride), benevolentia (generosity) to confront invidia (envy), castitas (love) to combat luxuria (lust), patientia (kindness) to fight ira (anger), temperantia (temperance) to conquer gula (gluttony), and industria (zeal) to defeat acedia (sloth). The Seven Deadly Sins committed by Indonesians, some case examples and the virtues they sin against, may be seen in the following table:

<table>
<thead>
<tr>
<th>The Seven Deadly Sins</th>
<th>Case Examples</th>
<th>The Virtue It Sins Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superbia</td>
<td>All sins below are because of an access of Superbia</td>
<td>Humilitas</td>
</tr>
<tr>
<td>Avaritia</td>
<td>Rampant corruptions, illegal logging, forest fires</td>
<td>Caritas</td>
</tr>
<tr>
<td>Invidia</td>
<td>Attempts to stop Joko Widodo for presidency or Basuki Tjahaja Purnama for governor candidacy</td>
<td>Benevolentia</td>
</tr>
<tr>
<td>Ira</td>
<td>Rampant violence: sexual, ethnic, etc. in many places</td>
<td>Patientia</td>
</tr>
<tr>
<td>Luxuria</td>
<td>Rampant rapes: gang rapes both adults and children</td>
<td>Castitas</td>
</tr>
<tr>
<td>Gula</td>
<td>Indonesia is the fifth in rank for diabetes sufferers</td>
<td>Temperantia</td>
</tr>
<tr>
<td>Acedia</td>
<td>Compared to native Indonesians, the Chinese, for example, are more industrious.</td>
<td>Industria</td>
</tr>
</tbody>
</table>
The 5th ELTLT CONFERENCE PROCEEDINGS  
October 2016

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WHAT DO THE STUDIES SAY ABOUT THE FACTORS OBSTRUCTING EFL/ ESL STUDENTS’ PARTICIPATION?

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Abstract

Many studies documented the majority of EFL/ ESL students as passive learners as they tend not to speak in class. This fact attracted many researchers in conducting the studies to investigate the factors obstructing the students’ participation. This study was a meta-analysis aimed at describing the factors obstructing the students’ participation in EFL/ ESL class based on the current empirical studies. There were two points concluded in this study. First, the empirical studies indicated that the majority of EFL/ ESL students did not participate in language classrooms due to various reasons associated with affective, cultural, psychological, linguistic, and pedagogical factors. Second, there was lack of consistent results of the relation among cultural and affective factors with EFL/ ESL students’ participation. In comparison, the studies examined psychological, linguistic, and pedagogical factors affecting EFL/ ESL students’ participation had similar findings in which they were not contradictory to each other. In conclusion, EFL/ ESL students’ participation was more consistently influenced by psychological, linguistic, and pedagogical factors than affective and cultural factors.

Keywords: EFL and ESL students’ participation, language classrooms

Introduction

Student active participation is defined as students speaking in class to convey their thoughts, ideas, arguments, or opinions during the teaching and learning process without being called on by the teachers (Delaney, 2007; Lee, 2005; Lee, 2007; Liu, 2005). A number of studies have shown that students’ participation plays an important role in EFL / ESL settings because of three reasons, as follows: (1) it can help learners in developing their language acquisition (Aidinlou & Ghobadi, 2012; Delaney, 2012), (2) it facilitates students’ interest, motivation, learning and academic performance (Murray & Lang, 1997), and (3) it can foster student cognitive development based on socio-cultural theory which states that children develop their cognitive skills when they are involved in activities with their peers or adults (Freeman & Freeman, 2011; Lightbown & Spada, 2013; Vygotsky, 1986). In short, students’ active participation during language teaching learning process is believed to have an important role in developing students’ acquisition in the target language.

However, many studies documented that the majority of EFL/ESL students are passive during the teaching and learning process (e.g., Aljumah, 2011; Cutrone, 2009; Campbel, 2007; Exley, 2005; Hamouda, 2013; Li & Liu, 2011). Asian EFL/ESL students are usually described as passive learners as they tend not to speak in class. The fact that a lot of EFL/ESL students are passive during teaching and learning process receives a lot of attention in EFL/ESL education so that many researchers have conducted empirical studies to examine factors that influence their participation.

This paper is a meta-analysis aimed at describing the factors obstructing EFL/ ESL students’ participation in language classrooms based on the current empirical research. By investigating the pattern shaped
by the current empirical research related to the factors obstructing EFL/ ESL students’ participation, this study is expected to contribute to the attempts of describing student reticence in language classrooms. Understanding the factors affecting the Indonesian EFL/ ESL students’ participation helps teachers in constructing their instructions to minimize the influences of those factors during the teaching and learning process so that they can foster their students’ participation.

Methodology
A number of studies related to the factors obstructing EFL/ ESL studies were collected from ERIC and EBSCO. The collected studies were analyzed using inductive analysis by Burns (2002). I developed categories for the studies by looking at the patterns from the studies. There were four steps in analyzing the data in this study. First, the collected studies were reviewed related to my research question. Second, the studies were examined by looking for broad patterns or trends addressed by the studies. Third, the studies were classified into more specific categories. Fourth, I built meanings and interpretations of the data. Then, based on the result analysis, I drew conclusion to answer the research question examined in this study.

Finding and Discussion
Based on the data gathered, the studies show that EFL/ESL students did not participate in language classrooms due to various factors associated with affective, cultural, psychological, linguistic, and pedagogical factors.

The first category of factors affecting EFL/ESL students is affective factors. The affective factors are related to students’ personality such as shy and unconfident (Champbell, 2007; Liu, 2005). Champbell (2007) asserts that the students who are shy and unconfident feel uncomfortable if they have to speak up in front of many people. Moreover, Ellis (1999, cited in Liu, 2005) claimed that extrovert students tended to be more active while introvert students to be quiet and listen to others.

The belief that introverts students have lower level of participation is challenged by a study conducted by Lee (2005). Lee found that introvert students had a high level of participation. The participants in Lee’s study were 20 students consisting of 10 Chinese, 5 Indonesian, 1 each from Iran, Cambodia, Japan, Guatemala, and Armenia. Lee collected the data from three parts of questionnaires including the demographic conditions, learning styles, and personality type and three video types of whole class discussions. The findings showed that the introvert students had a higher participation rate compared to the extrovert students. Thus, the results of Lee’s study was contradictory with a number of studies showing that introvert students tended to be quiet in language classrooms.

The second category is related to cultural practices. Li and Liu (2011) contended that several cultures discourage students from speaking in a classroom setting. For example, in Liu (2005: 9-10), one of the male Chinese students said the following statements showing how Chinese culture affected him with respect to being silent in the classroom.

In Chinese opinion, the wisest thing for a person is that he shouldn’t show his outstanding abilities even if he has the ability. Chinese people don’t like to show their views in public. Culture is deep in everyone’s mind. It is passed from generation to generation. So in our mind, it is alright to be reticent. It needs a lot of courage to change to be open.

This statement shows how culture influences students’ perceptions of active participation. The student justified his perception of not participating in classrooms from a cultural
point of view. A culture has certain values which shape people’s beliefs. In this case, the Chinese student viewed active participation during teaching and learning processes as an undesired activity based on his culture.

On the other hand, Lee (2007) indicated that there were no significant relations between culture and students’ participation. Lee conducted a survey study in EFL settings with 131 university students consisting of 31 from China, 34 from Hong Kong, 41 from Japan, 8 from South Korea, and 17 from Taiwan. The participants completed 69 items in a self-reported questionnaire. Then, Lee analyzed the data using the horizontal and vertical individualism-collectivism data analysis technique by Triandis (1995, cited in Lee, 2007). The findings indicated that cultural factors were not significantly related to EFL students’ participation. Even though this study was limited since it only used a single data collection technique, this study was strong in terms of various samples that Lee used in her investigation. She chose the participants from different cultures from several countries in this study which enabled her to see the connections of various cultures to students’ participation.

Similar to the studies investigating affective factors and EFL/ESL students’ participation, there is no general agreement that culture is related to students’ participation because some of studies showed that culture affected students’ participation (e.g., Exley, 2005; Liu, 2005; Li & Liu, 2011) whereas other studies have failed to show a relation between culture and students’ participation (e.g., Lee, 2007). In brief, the assertion that culture defines students’ participation is still dubious due to the inconsistency in results in studies related to the connection between culture and EFL/ESL students’ participation.

The third category is psychological factors. There are a number of studies indicating that psychological conditions related to fear affect students’ participation. EFL/ESL students are afraid of: (a) making mistakes (Juhanna, 2012; Hamouda, 2013), (b) speaking in front of the class (Cutrone, 2009; Hamouda, 2013; Juhana, 2012b); (c) negative evaluation from their teachers and peers (Hamouda, 2013; Li & Liu, 2011), and (d) being laughed at (Hamouda, 2013; Juhana, 2012b; Li & Liu, 2011; Liu, 2005). Juhana (2012b) argued that fear of making a mistake was a common reason for EFL students to keep silent. They were afraid if they made mistakes, they would get negative feedback from their teachers and peers. In addition, they did not want to be laughed at or look foolish in front of their peers so they decided not to speak during the class (Hamouda, 2013; Juhana, 2012; Liu, 2005; Liu, 2011). Thus, teachers need to provide their students with the understanding that making mistakes is something common in language classrooms and is a part of learning the language. They have to encourage their students to use the language and give supportive feedback for their students’ speaking efforts instead of delivering negative evaluations if students make mistakes.

The fourth category influencing EFL/ESL students’ participation is linguistic factors, such as lack of vocabulary, poor pronunciation, lack of understanding of grammar, and low English proficiency (Hamouda, 2013; Juhana, 2012; Liu, 2005; Liu & Jackson, 2009, Lee, 2007). Juhana (2012a) reported that most of Indonesian EFL students believed that the lack of vocabulary was the main obstacle in their oral participation. The lack of vocabulary confused them in choosing what words or expressions that they had to use to convey their intention. Thus, teachers are encouraged to allow their students to use their first language in their language classrooms although allowing students to use their native language while learning English is still debatable in EFL/ESL education.
In addition, there was a study conducted by Liu and Jackson (2009) which showed a correlation between English proficiency levels and EFL students’ participation. They conducted an empirical study in EFL classrooms in one of universities in Beijing. There were 500 first year students with three different English proficiency levels in this study. The data were gathered through questionnaires, reflective journals, videotaped observation, and interviews during 14 weeks. The findings indicated that the most proficient students were those most willing to engage in interaction and in classroom activities. This study has a high level of trustworthiness since it drew from a large sample and used data triangulation in terms of employing various data collection techniques. However, there is a need to complete more studies to investigate the linear relationship between English proficiency levels and students’ participation before concluding that there is a relationship between language proficiency and the level of participation because the number of studies examining this relationship is limited.

The last category is pedagogical factors. Several studies have reported that the teaching strategies used by teachers affect students’ participation (Aljumah, 2011; Aidinlou, & Ghobadi, 2012; Aubrey, 2011; Brooks & Thurston, 2010; Li & Jia, 2006; Thaliah & Hashim, 2008; Walsh, 2002). Teaching strategies such as small group discussions are claimed to be more engaging than whole class discussions (Brooks & Thurston, 2010). In addition, the teacher talk also influences students’ participation (Walsh, 2002). Walsh (2002) investigated the language use of teachers that obstructs or constructs student involvement in discussion in EFL classrooms. The researcher examined eight hours of recording of eight teachers’ lessons using conversation analysis methodology. There were two findings derived from the results of this study. First, Walsh explained the features of a teacher’s language use which can facilitate learners’ involvement: (a) direct error correction, (b) content feedback, (c) checking for confirmation, (d) extended wait-time, and (e) scaffolding. In contrast, the teachers’ language obstructing students’ involvement are: (a) turn completion, (b) teacher echo, and (c) teacher interruptions. In conclusion, Walsh emphasized that the need of reducing the teacher’s time talking was important to shift the classroom discourse to more student-centered learning and provide students more opportunities to practice their language skills.

Other studies related to pedagogical factors pointed out the importance of contextual learning materials used in teaching and learning to improve students’ participation (Aubrey, 2011; Li & Jia, 2006). Li and Jia (2006:192) argued that in order to enhance students’ participation teachers should create “a supportive classroom climate and context or space which allows them to actually speak up in class”. They emphasized the importance of contextual topics which enables students to participate during teaching and learning.

The studies indicating that teaching strategies influenced students’ participation (e.g., Aljumah, 2011; Aidinlou, & Ghobadi, 2012; Aubrey, 2011; Brooks & Thurston, 2010; Li & Jia, 2006; Thaliah & Hashim, 2008; Walsh, 2002) shed light on the fact that the reasons for not participating in language classrooms come from not only the students, but also from the teachers. Thus, teachers should not assume that the students’ participation exclusively depends on students’ conditions, but it also depends on the teachers. Consequently, teachers should adjust their teaching strategies to promote their students’ participation.
In short, a large number of studies have investigated the factors affecting EFL/ESL students’ participation. However, there is a lack of consistent results describing the relation between cultural and affective factors with EFL/ESL students’ participation. There is a gap among those studies because some of them indicated there were significant connections between affective and cultural factors with EFL/ESL students’ participation whereas some other studies did not show this connection. In my opinion, the inconsistent findings of those studies may be caused by the method that the researchers used in conducting their studies in terms of choosing the participants, data collection techniques, and data analysis. In the case of the inconsistency in findings from studies related to affective and cultural factors with EFL students’ participation, there is a similar pattern in which the sample of the studies determined the findings. The studies which sample from a particular population, (e.g., only Chinese EFL students) tended to show positive relations between affective or cultural factors with EFL students’ participation (e.g. Champbell, 2007). In contrast, the studies which participants came from various populations such as Lee (2005) and Lee (2007) challenged the belief that affective and cultural factors affected EFL/ESL students’ participation. Thus, in future research, researchers should be very thorough in deciding the methodology that they used including the method of choosing the participants, the data collection, and the data analysis.

In comparison, the studies that examined psychological, linguistic, and pedagogical factors affecting EFL/ESL students’ participation seem to have similar findings, such as the students felt fear at the prospect of making mistakes, speaking in front of others, negative evaluation, and being laughed at while participating. The empirical studies examining linguistic factors also appear to have general findings in which the students found barriers in their participation from linguistic factors such as a lack of vocabulary, poor vocabulary, lack of grammar, and low English proficiency. In a similar way, the studies analyzing the pedagogical factors influencing students participation were likely to have the same findings that show the teaching strategies used by teachers affected students’ participation. The findings of the studies investigating factors influencing EFL/ESL students’ participation including psychological, linguistic, and pedagogical factors were not contradictory to each other. In brief, it can be concluded that EFL/ESL students’ participation is more consistently influenced by psychological, linguistic, and pedagogical factors than affective and cultural factors.

**Conclusions**

Based on the results analysis, there were two points concluded in this study. First, the studies indicated that EFL/ ESL students tended to be passive in language classrooms because of affective, cultural, psychological, linguistic, and pedagogical factors. Second, there were inconsistent results of the relation among affective and cultural factors with EFL/ ESL students’ participation. On the other hand, the similar findings were found in the studies investigating psychological, linguistic, and pedagogical factors in relation to EFL/ ESL students’ participation.

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LANGUAGE POWER in THE CLASSROOM

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Abstract  
Language power is the power reflected through the use/unction of language. This paper is about the power reflected from the types of speech acts of the English Department lecturers’ in the classroom. In real situation, most lecturers still become the ones who are powerful person s and dominate most of the activities in the classroom. They dominate most of the activities; as a result there is always one way interaction. The lecturers’ power can be seen from the language they used when they communicate with the students. This research is qualitative research. The data were collected after the researcher did non participant observation and they were analyzed firstly using Austin and Searle’s theory of Speech Act and then by Fairclough’s Critical Discourse Analysis. The results show that the speech acts that the lecturers used are commissive, expressive, declarative and mostly directive which were performed in imperative and declarative sentences. The value of the directive speech act that they produced is the instruction, suggestion and asking question, however, the dominant types of speech act used representing their power are directive which are in the form of imperative and declarative sentences.

Keywords - Critical Discourse Analysis, Language power, Speech acts

Introduction  
Austin believed that when humans communicate, they do three kinds of actions, locutionary, illocutionary and perlocutionary acts; **Locutionary Act**: means the act of saying something (Levinson (1983: 236) says, “Locutionary act is the utterance of a sentence with determinate speaker’s mind as his intention when he produces certain utterance sense and reference”. This act is done by the speaker and referred to the hearers. Levinson added his explanation about locutionary act by saying the locutionary act appears that the three basic – sentence types – declarative, imperative and interrogative are universal – all languages appear to have at least two and mostly three of these (1983: 242). **Illocutionary Act**: what one does in saying it, it is the utterance the speaker says based on what he has in mind. Levinson (1983: 236) says that illocutionary act is the making of a statement, offer, and promise in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase). Each sentence produced by speaker has either implicit or explicit meaning that will give effect to the listeners. Searle (1979) classified utterances into five basic categories of actions, namely; 1) representative, the acts which commit the speaker to the truth of expressed proposition. 2) Directive; the act which is endeavoured by the speaker to get the addressee to do something, such as “after you” (Hurford & Heasley, 1983: 245), 3) Commissive: the act which commits the speaker to some future course of action. 4) Expressive: the act which expresses a psychological state. 4) Declarative: the act which affects immediate changes in the institutional state of affairs and which tend to rely on elaborate extra – linguistic institutions. **Perlocutionary Act** represents the hearer’s
The 5th ELTLT CONFERENCE PROCEEDINGS
October 2016

response towards what the speaker just uttered. The other meaning of perlocutionary act is the bringing about of effects on the audience by means of uttering the sentence, such as effects being special to the circumstances of utterance (Levinson, 1983: 236). In brief, perlocutionary act is the effect of an utterance to the hearer. The effect may appear in the form of verbal or non-verbal perlocutionary act.

Interaction is always happening between lecturers and students during the learning process however most lecturers still become the ones who dominate the in those activities because of the superiority they exercise, as a result there is always one way interaction. The lecturers’ power can be seen from the language they used when they communicate with the students. Most of the language style found is instruction, rejection, request, etc.

The term power in sociolinguistics study is usually used together with the term solidarity and this phenomena is in line with Hudson’s statement that the power and solidarity manifested in the relationship between the speaker and the interested audience are reflected in the form of language they use (1980: 122). Since language has the power, people can affect others, how people communicate their ideas and how they put their abstract feelings for others into words reflect the power of language (Beebe and Bebee, 1991: 287).

The power of lecturers’ language is interesting to be analysed therefore, used critical discourse analysis is used. This approach tries to uncover opaque relationship between two unequal groups (Van Dijk, 2006, Fairclough, 1995 ans Schiffirin, 2006). Fairclough (1989: 7) adds that the objectives of critical discourse analysis is to uncover the ideological assumptions that are hidden in the words of the written text or oral speech in order to resist and overcome various forms of power over or to gain an appreciation that the people are exercising” power over” unbeknownst to them. So the research done is concerned with the analysis of the hidden power as reflected through the language used by the lecturers in the classroom.

Research Methodology
Considering the research is qualitative, the data instrument used are the researcher herself and the tape recorder to record the data in the form of lecturers’ utterance. The method of the analysis is based on Fairclough’s CDA which consists of three stages; description, interpretation and explanation. In the stage of description the analysis of types of speech acts was done by using Levinson’s (1983), Austin’s and Searle’s (1979) theory of speech acts. In the stages of interpretation and explanation, the background of the lecturers’ way of communicating with their students in the classroom were analysed.

Finding and Discussion
From data analysis, it is found that the lectures produce three kinds of actions; locutionary, illocutionary and perlocutionary acts however, this research just focuses on the illocutionary and there are five actions found, as seen in the following:

1. Representative
This act commits the speaker to the truth of expressed proposition, for example:

  T: I think I don’t have to discuss this, everyone, I’m sure knows.
  T: You know strength, don’t you?

This powerful utterance shows the lecturer’s domination to control the class, he did not give the students’ opportunity to answer the questions. There was no
interaction in the class because the lecturer seemed to give no time for the students to respond her utterance.

2. Directive
This kind of speech act which is endeavoured by the speaker to get the addressee to do something. The directive speech act found in the research data are in the form of ordering or giving instruction, advice and asking questions

   a. Instruction
Instruction is something that somebody tells you to do. A teacher instructs the students to do the homework or exercise, for example;
   T : before we listen more about this dialogue, I would like you to look at the pattern first.
   T : yang lainnya.........rahayu? your friend has mentioned that ‘can’ can express ability and asking for help. There is one more that you can use with this kind of word.

   Power is sometimes hidden in face to face discourse (Fairclough, 1989: 54) as for instance in giving instruction as seen in the previous data. The lecturer used direct requests and marked the power explicitly; I would like you to look at the pattern first and the use of informal language such as yang lainnya....rahayu?

   The illocutionary act is that the lecturer was sure that the students had read the pattern using modal auxiliary. She wanted to check whether the students recognized the expression. Thus, the expected perlocutionary act would be the students learn the pattern of asking ability after that they listened to the cassette. This utterance carries power relationship between students and lecturer because the lecturer implicitly requested the students to focus in certain topic. Although it is spoken in a polite way, it shows how the lecturer controlled the class.

   T : would you please shut up

   This utterance is very rude and reflects the lecturer’s pragmatic competence that is the competence related to how to speak politely, how to use the right register (Brown, 2007; 221). The illocutionary means of this utterance was the lecturer wanted to listen to one of the students answering her question. The effect of this utterance was that all students in the classroom felt ashamed and tried to stop interrupting to each other. The power reflected in this utterance is very clearly stated in the phrase shut up for this one is used to express anger. Although it was combined with the phrase would you please. It kept showing the superiority of the speaker when he used this utterance because politeness lies not only in the form but also in word (Levinson, 1987).
   T : Right now I want you to look, listen to dialogue here, there are four dialogues. Answer the problem here with yes/no and give more information.
   T : I want you to find the number of student there in every country, in Malaysia, how many in hongkong.

   There is a power in that utterance because of the word, want. “Want” has a meaning of someone’s strong willingness and if this utterance is expressed and addressed to someone, it means that this word represents’ the speaker’s superiority. This utterance implicitly stated that the students did not know what they had to do if the lecturer did not show what they should do first. Most of the students were very noisy and talked to themselves. The expected perlocution effect was the class would be silent and all of the students read the instructions, so that they would not have difficulty in doing the exercise.
   T : I just warn you, ok I’ll remain you, please do yourself, don’t ask your friend.
The choice of words which is displayed in bold, gives an indication of the lecturer’s power for forbidding the students to cheat during the test because some of the students usually cheated during the examination. The perlocutionary effect which emerged was all of the students were afraid of cheating.

b. Asking Questions
Most of the interactions happened in the classroom are in the form of giving instruction and asking question. This is the common thing happens in the classroom but what is uncommon is the power relationship which reflected strongly between the lecturers and the students. For example:

T : Ok now page thirty three, the topic is ‘can you speak french’ before we listen, I would like you to look at the pattern first ‘can you speak french’ what does this expression mean? What is it for? What is it for? What is this used for? When do you use this kind of expression?
T : ya, gitu dong. ok ok ok he had to accompany his friend to hospital, well next one? ‘he speaks two languages’ which one?
S : English and Malay

The data above is enforcing explicitness, the lecturer wanted to know for sure whether her students had understood the function of modal auxiliary can. It is not a real question which means a question to someone who just recognized the expression using modal auxiliary can. This is the background why the lecturer is using these questions in stretch. Thus the perlocutionary effect was the students answered these questions briefly. The powerful speaker abused her power by repeating the questions several times.

T : now take a look at the method of education, one student one paragraph. Yeah…..roosna absent, novi absent, rita absent, suli paragraph one

The utterances in bold have an illocutionary force to instruct the students to be ready to be called by the lecturer to read the paragraph. Thus it has a perlocutionary effect that the students would listen attentively to the instruction. The power relation lies in the instruction which say one student one paragraph. It means that each of them was limited by the lecturer to read one paragraph, not more than that.

3. Commisive
The next speech act which can be found in the research data is commisive. It commits the speaker to some future course of action, such as the expression of agreeing which can be seen in the utterance below

T : Ok now page thirty three, the topic is ‘can you speak french’ before we listen, I would like you to look at the pattern first ‘can you speak french’ what does this expression mean? What is it for? What is it for? What is this used for? When do you use this kind of expression?
S : ability
T : yeah, good, to show? Ability

The word good itself is a kind of stimulus for the students; it can give motivation to them. However, this expression is not simply compliment. It has deeper meaning which refers to the lecturer’s to control the students’ contribution. Fairclugh (1989: 45) says that positive and encouraging as yeah, good, still shows techniques of control which would be regarded as presumptions or arrogant if they were addressed to someone more powerful. This expression is also categorised into expressive action because it is a type of utterance which expresses a psychological state (Searley, 1979)

The perlocutionary effect was that the lecturer would continue the discussion and for the students themselves felt happy. The commisive speech act was done by the
The lecturer in the purpose of offering the students to listen to the story again. It was done after the lecturer saw the mistakes made by the students. She drew a conclusion that they had not comprehended the story yet. That expression can be seen from the data below:

T: do you think it is necessary to repeat?
S: yes...................
T: only once

The power is expressed from the utterance “only once”. This shows the teacher’s power to control the students in doing the exercise. The illocutionary force from the data above is that the lecturer was not sure yet whether the students had comprehended the story or not. It also gave a choice to the students to listen to the story again. The effect of this offer was non verbal perlocutionary effect, they would more concentrate to listen to the story.

4. Declarative
It is type of utterance which affects immediate changes in the institutional state of affairs and which tends to rely on elaborate extra – linguistic institutions.

T: now look at the word ‘cook’
S: bukan itu bu....
T: I want to discuss this first
S: oh....

The powerful expressions are expressed through the way the lecturer refused the student’s information. This shows his power to control the student’s contribution – to stop him from interrupting the lecturer and blaming him.

In Indonesia, school is formal education, all the activity there should be based on the rules stated by the government. Thus the activities in the classroom should be formal including the language used for communication and the relationship between the students and teacher. Therefore this becomes one of the reasons for the lecturer to practice his power in the classroom. Formality is best regarded as a property of social situation which has peculiar effects upon language form (Fairclough, 1989: 65). As a property of social situation, it manifests in an accentuated form the exercise of power. However this research found that the lecturer did not only employed formal language but also informal language such as yang lainnya....rahayu. Lecturers did not show awareness of another person’s face as it was stated by Yule (1997: 60) that Politeness was the means to show awareness of other person’s face. Formal situations are characterized by an exceptional orientation to and marking of position, status and ‘face’ power and social distance are overt and consequently there is a strong tendency towards politeness (Fairclough, 1989: 66).

CONCLUSION
From data analysis, it can be drawn a conclusion reflected to the language power used by the English Department in the language and science Faculty in Wijaya Kusuma Surabaya University. The kinds of speech acts used by the lecturers are declarative, commissive, representative, declarative, and expressive. Among these kinds of speech act, the directive instructions are mostly applied in the classroom.

REFERENCES


INTERCULTURAL COMMUNICATION AND TRANSLATION: A STUDY CASE OF STUDENTS’ TRANSLATION PROJECT OF ENGLISH STUDY PROGRAM OF TRIDINANTI UNIVERSITY PALEMBANG

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Abstract
This paper attempts to discuss how intercultural competence affects translation process, as all people know that the students have to integrate the language produced by them with the culture of language itself. In doing the study, the writer did a descriptive method by analyzing the result of target language translation done by the students. Then, the fourth semester English study program students of Tridinanti University Palembang became the sample of the study. The result showed that though the students had different cultural backgrounds, they still had same capacity to translate the target language well. Because most of the students enabled to have same awareness to translate the text by looking at its cultural context, in fact the result of translation had good word choices, consisting of correct lexis and syntax, and could be comprehended by the readers.

Keywords - intercultural competence, translation, language.

Introduction
People need culture to live in the social life as culture is the way of people’s living. The life of people is supposed to be integrated with culture. If the learners are acquiring second languages or foreign languages, they also have to learn about the culture of those target languages because language, thought, and culture are in one set. In acquiring a language, the learner should put language as a media, culture as a way, and thought as a machine. In other words, the learners should use thought as a device to think properly about words or sentences and deliver them into a language as the product of thinking. After that, the learners have to integrate the language produced by them with the culture of language itself.

In learning a language, the learners will face the difficulties in comprehending the culture of the target language; they tend to have the differences between their local language and the target language. After the learners have understood the culture of the target language, they have to interchange it with they own culture. It means that they have to conceive the competence of intercultural communication.

The definition of intercultural was derived by Alwood (1985, p. 1) in the following statements:

The term intercultural is chosen over the largely synonymous term cross-cultural because it is linked to language use such as “interdisciplinary”, that is cooperation between people with different scientific backgrounds. Perhaps the term also has somewhat fewer connotations than cross cultural. It is not cultures that communicate, whatever that might imply, but people (and possibly social institutions) with
different cultural backgrounds that do. In general, the term “cross-cultural” is probably best used for comparisons between cultures (“cross-cultural comparison”).

Catford (1965) said that translation is the replacement of textual material in one language (second language) by equivalent textual material in another language (target language).

Intercultural communication studies and translation studies seem to have tight relationships. While people are acquiring second language or foreign language, they tend to comprehend oral and written product of language by translating words by words or sentences by sentences to gain their meanings. Based on the description above, the writer was interested to conduct a research aiming to investigate how intercultural competence affects translation process of English study program students of Tridinanti University Palembang.

**Theoretical Background**

**Intercultural Communication**

Intercultural communication or communication between people of different cultural backgrounds has always been and will probably remain an important precondition of human co-existence on earth (Alwood, 1985, p. 1). In other words, the interpersonal interaction between members of different groups, which differ from each other in respect of the knowledge shared by their members and in respect of their linguistic forms of symbolic behavior.

Robinson (1997, p. 232) stated that intercultural communication competence aims to train monoculture to get along better in intercultural situations; translation/interpretation studies begins where intercultural communication competence leaves off, at fluent integration. Robinson (1997, p. 231) also mentioned some models that should be included in intercultural communication. They are:

1. Ethnocentrism: the refusal to communicate across cultural boundaries; rejection of the foreign or strange; universalization of one’s own local habits and assumptions.

2. Cross-cultural tolerance: monolinguals communicating with foreigners who speak their language; members of different subcultures within a single national culture coming into contact and discovering and learning to appreciate and accept their differences; problems of foreign-language learning, and growing tolerance for cultural and linguistic relativism.

3. Integration: fluency in a foreign language and culture; the ability to adapt and acculturate and feel at home in a foreign culture, speaking its languages without strain, acting and feeling (more or less) like a native to that culture.

4. Translation/interpretation; the ability to mediate between cultures, to explain one to another; mixed loyalties; the pushes and pulls of the source and target cultures.

**Translation**

Translation is studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using lexicon and grammatical structure which are appropriate in the receptor language and its cultural context (Larson, 1984, p. 3).

Translation begins with a blind, intuitive, instinctive sense in a language, source or target, of what a word or phrase means, how
a syntactic structure works (instinct); proceed by translating those words and phrase, moving back and forth between the two languages, feeling the similarities and differences between words and phrases and structures (experience); and gradually, over time, simplify specific solutions to specific experiential problems into more or less subconscious behavior patterns (habit), which help her or him to translate more quickly and effectively, eliminating the necessity to stop and overcome troubles. Since troubles and their solutions are built into habit, and especially because every problem that disturbs the habitual process is it soon habitual, the translator notices the problem-solving process less and less, feel more competent and decreased gradually.

Translation Competence
Translation competence cannot be developed solely by practicing translating (learning by doing), but it needs to be fixed a theoretical framework in order to allow trainee translators to make informed decisions (Schafner, 2003, p. 93). It means that a program needs to include a module on translation theories, to familiarize students with various definitions of translation, various approaches and controversial concepts, and thus encourage critical reflection.

Translation competence also includes a meta-level (knowledge about translation, development disciplines of translation theories, and its disciplinary discourse). Here are the integrated aspects included in translation competence:

b. Reflecting on the Reception of the Target Texts
In intercultural communication, the translator has to negotiate at least two models of reality and make them logically and culturally compatible for the specified purpose of the target text. A comparison of source text and target text can serve as an exercise to identify translation decisions and reflect about their potential causes and effects.

c. Transactional inter(cultural) Competence
If the professional task of a translator is defined as enabling communication between members of different cultures, this means that translators need to have a bicultural competence.

Schafner (2003) listed four approaches to the study of culture: behaviorist, functionalist, cognitive, and dynamic approaches. Translation theories focus on cultures as systems of power, with dominant and oppressed groups, majority and minority groups, groups at centers and at peripheries. In other words, translation has derived various definitions of culture from other disciplines into its own discourse.

In their professional activity, translators are confronted with forms of behavior and their products (e.g. texts, in the widest sense). They must be able to relate behavior itself and the results of behavior to the culture-specific knowledge of the members of that
culture. In this way, they will be able to identify the function, relevance and value of such behavior and/or of its results in and for a culture.

Methodology
In this study, the writer used descriptive method to describe the effect of students’ cultural background to their translation competence. There were six students of English study program of Tridinanti University Palembang which became the sample of the study. Then, translation test and interview were the instruments to collect the data.

Finding and Discussion
This study was conducted as a small research done by the writer when she taught translation class in Tridinanti University Palembang. They were only six students there who were in same level of semester (fourth semester), English experience and competence.

Firstly, she interviewed each of the students asking about their cultural background in relation to their style of speaking English. Although they came from different regions, they still used Indonesian and Palembang language as their mother tongue to speak in daily communication. Their ways of speaking English in the classroom was affected It could found in They also have learned English for about 10-14 years. It means that they have already had large capacities in speaking English and translating some English texts. She also found that all of them had difficulties in translating language if they found new words which they had not found before; some students also felt difficulties in translating proverbs and idiomatic expression, and word synonyms.

After interviewing all of the students, she gave a passage to the students and assessed them to translate it. The result was analyzed by using special rubric. Here is the result:

<table>
<thead>
<tr>
<th>Student</th>
<th>Accuracy</th>
<th>Finding equivalent</th>
<th>Register, TL culture</th>
<th>Grammar, ST Style</th>
<th>Shifts, omissions, additions, dll</th>
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<td>Means</td>
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<td>20.5</td>
<td>16.7</td>
<td>13.1</td>
<td>9</td>
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</table>

According to above table below there were so many description could be drawn:

1. In term of accuracy, most of the students were in the score range of 24. It means that the students had virtually no problems of comprehension except with the most highly specialized vocabulary with no influence on translation readers’ understanding; some partial omission and additions. They tended to have little mistakes in translating some words but the meaning was still understood by the readers.

2. In term of finding equivalent, most of the students were in the score range of 20.5. It means that the students had understood all of lexical and syntactic elements of the text; they had chosen the most appropriate words so that the text looked like a good publishable version.

3. In term of register and translation culture, most of the students were in the score range of 16.7. In other words, they had fair degree of sensitivity to nuances of meaning, register, and cultural context.

4. In term of grammar and students’ style, most of the students were in the score range of 13.1. It means that the students gave the feeling that the translation needed no improvement form grammatical and stylistic points though one or two natural failings might be observed; native-like fluency in grammar. The students had master word structures
well so that they did not have difficulties in translating them.

5. In term of shifts, omissions, additions and inventing equivalents, all of the students were in the score of 9. In other words, they already used the correct relative clauses, verb forms, they also used parallel structure, they had had creative inventions and skillful solutions to equivalent and no fragment or run-on sentence.

Form the research conducted by the writer; it was found that though the students had different cultural backgrounds, they still had same capacity to translate the text well. Because most of the students enabled to have same awareness to translate the text by looking at its cultural context, in fact the result of translation had good word choices, consisting of correct lexis and syntax, and could be comprehended by the readers.

Conclusions

Intercultural means the existing or happenings between cultures. In other words, the second or foreign language learners may relate one culture to others in acquiring the language because learning language cannot be separated with learning its culture. However the learners may face some problems in comparing the first language they have with the target languages. The problems are: the similarities between first language and target language, the differences between first language and target language, and the sameness between first language and target language. One of the problems above is culture; the learner may face the difficulties conceiving the culture of target language. They must have the intercultural competence in order to try to negotiate between two systems. The learners need a conversation analysis in their mind to make sure the meaning of the language produced.

On the basis of the results of data analysis and interpretation, it could be concluded that the fourth semester English study program students of Tridinanti University Palembang had the same capacity in the process of translating a text. Their intercultural competence affected their translation competence. In other words, they should relate their knowledge of target language culture in order to avoid misconception of between the culture of source language of original text and the culture of language of translation text. Besides, they might consider some factors in the process of translation, some steps in translation to produce the best translation text of target language.

References


THE EFFECT OF INDUCTIVE DISCOVERY LEARNING THROUGH E- LEARNING AND THE INTERNET IN GRAMMAR TEACHING

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Abstract
This study proposes on how inductive discovery learning supported with technology used in learning environment can facilitate English grammar teaching to undergraduate education. It is hypothesized that students can learn grammar concepts better when they are engaged in the induction process with instructional technology in the form of e learning and the internet, including observing some instances of a concept, searching and testing the pattern behind those instances, and generalizing their findings with proper written words. With supports of the technology, students can devote their thinking efforts in such an individual learning task and discover on their own. To investigate the effect of inductive discovery learning with the use of technology, three third-grade classes were involved in the experiment. The result suggests that students have better concept retention, especially for the high and medium performance students through the learning material of inductive discovery.

Keywords - inductive discovery learning, e-learning, grammar teaching

Introduction
Inductive approach is superior in helping students’ learning and transferring (Mayer, R. E: 2004). It is a technique where a teacher provides examples of a language items and help the learners to find the rules themselves. The instruction begins with specifics- a set of observations or experimental data to interpret, a case study to analyze, or a complex real world problem to solve, instead of beginning with general principles and eventually getting to application. In the classroom, inductive learning is regarded by many teachers as an important tool to encourage independency and make learning more memorable. In inductive learning, students are tackled with challenge and left to work out the solution on their own (Bruner: 1961). The feedback may be provided by the teacher but offers little or no direction. As a result students may be more likely to remember concepts or knowledge discovered on their own. Models that are based upon inductive learning model include: guided discovery, problem-based learning, incidental learning, among others.

Discovery learning is one of strategies that minimize teachers’ direct instruction and engage students with knowledge construction on their own. Olander and Robertson (1973) implied that students learning under the discovery approach could benefit more in concept understanding. In teaching grammar, students are not directly presented with a target grammatical structure or rule. Instead, students are given content in which the target structure is used. Students then discover the grammatical rule or figure out the pattern for themselves. The teacher’s rule is to guide students to their own discovery, not to give students the information on the grammar rule. So, although there is no direct lecture on a grammar point, the inductive discovery learning still stresses a target structure to be learned.
This current study implemented the use of internet to support inductive discovery learning on teaching grammar in the third-grade undergraduate classroom. The interest to involve internet is based on the widely used of this technology in transferring the knowledge and the consideration in utilizing technology to engage the students and the teacher in a virtual classroom; email, social network, website or any other e learning devices. In the early days, the progress of technology has developed which the medium of delivering the lessons may not merely received by the engagement between teachers and students but also include the internet as a media of e learning. More recently, the form of e learning and the internet have produced additional benefits to the learning environment as they enable the integration of virtually unlimited multimedia learning materials from external sources into the curriculum and make them available to students at any location in the world (distance education) where there is a computer, mobile phone, or tablet device with internet access (Alsunbul, 2002).

Having addressed on the benefits on using internet in learning environment, the present study attempts to examine whether an inductive discovery learning via e learning named edmodo and the internet can improve students’ grammatical errors and to investigate the students’ attitudes towards learning grammar through inductive discovery learning. Therefore, the purpose of this study was to observe the effect of inductive discovery learning through e learning named edmodo and the use of internet sources as a tool in gaining new information in grammar teaching.

Methodology
The subject of this study was third year undergraduate students at English Department of Nusantara PGRI Kediri University. The study was conducted in Advanced Grammar class where the subjects were devided into several groups in each class. The research lied heavily on qualitative study that focuses on examining the effectiveness of inductive discovery learning via edmodo and internet resources in grammar teaching. Various data collection instruments were used to assess language students’ attitudes such as interviews, observations, and questionnaires. In this study, questionnaire was used to assess the students’ perceptions on the learning experience. The inductive discovery treatment was included in teaching materials of the courses constructed by the researcher. It was designed in the form of analysing sentences including the word order and relative clauses as the topics at the treatment. The students were invited to turn in the questions of the topics given through edmodo and asked to analyse the grammatical form of the sentences and correct the error that were involved in the sentences (self discovery knowledge). After completing the assignments given, the students’ works were brought in the classroom and were discussed together with the groups under the teachers’ guidance.

Since the focus of the research was on the grammatical accuracy, the content of the questions formed was not counted. For each grammatical terms found were awarded by the teacher. It was marked and became the topic of discussion in the class. The result were compared to see to what extent students of varied ability could apply the benefit from inductive discovery learning via edmodo and internet sources. After the experiment, the interview was conducted to elicit interesting findings for a more in-depth analysis. The questions formed were based on students performance in the treatment.

Interview Questions
Q1: Did you find more interesting to you with inductive discovery learning via edmodo? Why?
Q2: Did you consider more useful? Why
Q3 : Why did you like learning with inductive discovery via edmodo?
Q4 : What were the difficulties encountered when learning grammar using inductive discovery and edmodo? How did you overcome the difficulties?
Q5 : What kinds of students do you think are suitable for an inductive discovery learning with edmodo? Why?
Q6 : Do you have any other comments or suggestions regarding the inductive discovery learning and edmodo?

Research Procedures
First, giving the students tasks in edmodo to find out the grammatical features such as word order and relative clauses in groups. Second, conducting a class discussion from the result of the works and marking of all students finding terms together by discussing and lecturing. Third, Conducting an interview to elicit interesting findings for a more in-depth analysis. Forth, drafting the research report and making finalisation.

Finding and Discussion
The result showed that most students gained greater knowledge of grammatical issues taught in the lessons and were able to form the patterns and find the grammatical features of the sentences correctly. This greater knowledge was possibly consequence of learning English grammar through inductive approach. The difference in English grammar knowledge before and after the experiment can be explained here. First, an inductive approach in the experiment involves questions asked by the teacher in class. The teacher gave sequences of questions until the students were able to aware of grammatical rules and concludes those rules by themselves. The teacher’s questions encourage the students to be enthusiastic to pay more attention to the lessons. As Fischer (1979) said, teacher’s questions help students induce or prompt the target rules in order to write complete sentences correctly. Second, learning English grammar through an inductive approach continuously by using examples of phrases or sentences can be one factor that helped students to learn the targeted skills better. The students liked it when the teacher gave examples of phrases or sentences which were easy to understand. Those examples motivated them to realize grammatical rules in these practical examples. Moreover, examples of phrases or sentences helped them to be able to notice their similarity of parallel structures in those examples. According to Winter (1989), with the inductive approach, the students learned by numerous examples of a structure until they can use that structure automatically. Third, teaching process is very important in learning English through an inductive approach. The teacher started the lesson up from difficult one to easier one, so the students were not confused about the lessons. From activities in this class, the students realized that understanding the constituents of sentence structures was more important than memorizing. Assigning to work in pair or group satisfied students because they were more enthusiastic and confident. At the end of the lesson, summarizing grammatical rules from sentence examples by themselves made students got the habit of summarizing the grammar rules whenever being stimulated. The students were able to gain grammatical rules, to correct them, and to conclude those grammatical rules by themselves correctly. Last, class participation is one of main activities in an inductive approach which allowed students to gain the knowledge of
grammar in class unconsciously. The students had enough opportunities in class participation given by a teacher in classroom. Activities helped them to think and be able to apply grammatical rules well. An opportunity to read parallel phrases or sentences given by a teacher satisfies students a lot because they could acquire and learned the similarities of those examples. Class participation reflects the acquisition process that student learn by being in contact with the language and using it, then finding rules and applying them to new contexts (Krashen, 2000) Most of the students have attained the right ways to form the grammatically structured by exploring various examples provided and fixed the error accurately. Among 56 students, 45 had near perfect performance. The others performed satisfactory, and only 1 student got tangled to learn with inductive discovery learning. In addition, the higher level students have done much better than the weaker counterparts in the learning. They were far more capable of following the inductive way of learning when attending the grammar lesson and learning various grammatical concepts independently.

The interviews furnished another source of evidence that the results were more accurate, trustworthy, useful and believable than students’ written comments. The researcher considered the interview results as most useful for teaching improvement.

Conclusion
The researcher thinks that inductive discovery learning and internet is better because, on one hand, if students can find a grammatical rules by themselves, it might be harder for them to forget the rules than just learning from the teacher. It is also visible that the inductive discovery learning is effective applied in language teaching based on the results in this study. The students had significant improvement on correcting the grammar errors and finding the form of grammar patterns from sentences given. The students improved their grammar better because the occurrence frequency of grammatical error issues in their sentences was reduced. It was found that issues of grammatical errors decreased while students’ grammatical knowledge increased significantly. That is to say, on the basis of the findings, the inductive discovery learning through e learning and the internet is an effective teaching technique in improving the students’ grammar knowledge and creating positive attitudes on students’ language learning.

Bibliography
REPRESENTATION OF WOMEN ANNIHILATION IN NADINE GORDIMER’S A FIND

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Abstract
This paper aims to find out how women are described in the story of A Find and how the description annihilates women by using feminism approach. The rapid development of science and technology nowadays is not in line with the development of social and cultural paradigm towards women since we can find practices confirming the superiority of men towards women and sustaining the women stereotypes. Various representations of women work to support and continue women role as wives, housewives, and their destiny in the patriarchal society. Women are also regarded based on their sexual attraction. These phenomena depict men who are always represented in the public sectors and annihilate women (Tuchman 1981). The result of the analysis shows that men are the representatives of ‘the competent’ and women are ‘the incompetent’. In other words, women are defined as dependent and subordinate. Men become superior while women become inferior. Consequently, women are socialized to acquire qualities of gentleness, passivity, submission, and trying hard to please men. This women incompetence leads to condition that they sometimes become victims of harassment. These evidences prove women subordination leading to women annihilation.

Keywords - women stereotype, sexual attraction, women annihilation, women subordination

Introduction
Women nowadays experience a much better life that puts them in significant positions. This cannot be separated with the struggle of feminists that asserts women to define themselves and take role in all arenas that are usually dominated by men. In many sectors of life it has been proven that women have competence that is not quite far with that of men. However, the society, even the women themselves, cannot fully accept the women existence in public sectors and loose from patriarchal dominance.

Practises that represent women on television is one example of how women still face discrimination done by their own society. Men are represented in the main sectors while and put women into nihilism, if women have existence, the existence is limited. Men are legalized as competence ones, but women are not. If the man is the doctor, the woman is the nurse. This phenomenon can also be found in the advertisement, magazines and other media.

This paper aims at finding out how women are described and how the description annihilates women as represented in a Nadine Gordimer’s story, A Find.

Methodology
This paper is a report of an analysis based on library observation using feminism approach. The data were collected by doing a close reading of the text under the analysis and of related references. They are in the form of words, phrases, clauses and sentences taken from the short story, A Find by Nadine
Gordimer. Underlying literature supporting the analysis is explained in the following.

**Representation**
The word representation is derived from Latin *reprasentare* meaning to make present or manifest or to present again (Lagarde and Hauck quoted by Pitkin in Ball, et al, 1989: 132). The English word represent means to bring before the mind that expands to me also to portray, depict or delineate. Meanwhile, German has three words that are usually translated into represent, they are *vertreten* (to act for as an agent), *darstellen* (to depict or stand for) and *reprasentieren* (close to *vertreten*, but more formal) (Pitkin in Ball, et al, 1989: 133-135). In this paper representation refers to the activity of depicting or describing women annihilation on a literary work.

**Feminism**
Feminism is a range of political movements, ideologies, and social movements that its goal is “to change degrading view of women so that all women will realize that they are not “nonsignificant Other”, but that each woman is a valuable person possessing the same privileges and rights as every man” (Bressler, 1999: 180). Women must define themselves and assert their voices in politics and society. This includes seeking to establish equal opportunities for women in education and employment.

The polarization between men and women, according to feminists, is not a natural polarization, but it is contructed socially and culturally by male-dominated society which then produces misogyny, stereotypes and also various negative images embodying in social, cultural, and political life (Arivia in Budianta et al, 2005:10). By fragmenting woman’s life, patriarchal society makes women isolated from public. In short, male-dominated society puts women in a very disadvantageous and also they subordinate women. However, women realized the subordination they experienced that later triggered feminism movement.

Mary Woolstonecraft in 1792 authored *A Vindication of the Rights of Women* maintaining that

“Women must stand up for their rights and not allow their male-dominated society to define what it means to be a woman. Women themselves must take the lead and articulate who they are and what role they will play in society. Most importantly, they must reject the patriarchal assumption that women are inferior to men” (Bressler, 1999: 181).

Meanwhile, Simone de Beauvoir in his publication *The Second Sex* insists that women must reject the societal construct that men are the subject and that women are the Other (Arivia in Budianta et al, 2005: 14). So, they have to stand up and define their lives by themselves, like what Feminist movements want to achieve. For example, they vote in election, work in factories and offices, get position in public sectors, etc.

**Annihilation**
In its development, feminism movement puts women in better individual and social lives. What feminists fight for seems not fully come true due to some sosial phenomena that symbolically put women in their inferiority or subordination again. Tuchman calls this kind of phenomenon as simbolic women annihilation (quoted by Mujianto, et al, 2010: 109). It is seen through the representation of women that neglects or marginalizes women together with their interests. Furthermore, women do not exist or are depicted in stereotypes based on their sexual attraction and domestic roles.

The symbolic annihilation of women (for example, practised in mass media) asserts the roles of women as wive, mother and housewive and women destiny in a patriarchal society. It arises assumption that women are vanished by considering them as having no existence, being cursed and being
underestimated. This, of course, turns women back in a condition that feminism movement wants to fight.

**Finding and Discussion**
The findings are discussed by following the problems formulated in this paper, how women are depicted in *A Find* and how the women depiction can be regarded as women annihilation.

**The description of women in *A Find***
Based on feminism point of view, women in the story are described as the ones with the stereotypes built by male-dominated society. The following are the detail discussion of it.
The first evidence that support the idea of women as passive and relaxed people is “On stones like boiled sweets, striped and flecked and veined, people—women—*lay on salt-faded mattresses and caressed themselves with scented oils*” (page 2). The italicized phrases is used to emphasize the stereotype of women who like doing unimportant activities to kill the time. They actually can do a more meaningful activity while they are laying on the beach, reading a book, for instance. The quotation also shows one feminine trait of them that is always “beautiful and fragrant” in everywhere they are.

The description of women as ones who very much care to their physical appearance is found in the quotation “*The hair was piled up and caught in elastic garlands of artificial flowers*, that year, or dripped—as they came out of the water with *crystal beads studding glossy limbs—from gilt clasps that flashed back and forth to the hoops looped in their ears*” (page 2). It can be interpreted that artificial flowers and hoops are used in the text to show that both become important things supporting women beauty even though they are not necessarily worn when they are swimming.

To keep them always looking good and beautiful, women will try ways that are not significant. In the story it is told that women put oil on their skin to make it not burning under the sun. It is in line with the image of a beautiful woman built in the society that she has light complexion as supported by the quotation “*But they were oiling themselves, they were towelling their infants, they were plucking their eyebrows in the reflection of tiny mirrors....*” (page 3). The last italicized expression of the quotation can also be inferred that women cannot miss the their make-up time and they cannot be separated from their make-up equipment. They will take them wherever they go.

The similar idea can also be found in the quotation “*Some darling, some rich man’s treasure (ensconded wife), driving off a yacht, out there, wearing her jewels while she fashionable jettisoned other coverings,...*” (page 3). The expression “*wearing her jewels while she fashionable jettisoned other coverings*” shows that women are not logical that they wear jewels when they are driving off a yacht. Moreover, yacht is “*a light boat with sails and usually also an engine, used for pleasure trips or for racing*” (in *Oxford Advanced Learner’s Dictionary*, 1995). From the definition of yacht, it can be inferred that to achieve the pleasure; moreover, the yacht is driven fast due to achieving pleasure feeling and winning the race. That is why it becomes illogical when we are driving off a yacht, we wear accessories that are easily loss, like jewels. The illogical action women do is to follow their emotion.

In the story, women are also described as sexual objects. Before it is discussed further, it is neccessary to explain the meaning of sexual object itself. It has relation with sexual physical activity, sexual intercourse, and their physical female organ, breasts for example.
The description of women as sexual objects can be seen in the quotation stating “Then he went on holiday without taking some woman along.” (page 2). The expression implies that the existence of women in men holidays merely become entertainment for men, particularly giving men comfort and pleasant. Spending the holidays by doing activities together, even living like a spouse. Moreover, the phrase “some woman” can be used to emphasize that it is a crystal clear that companying men is the job of women, one is not enough.

The quotation “Some darling, some rich man’s treasure (ensconded wife), driving off a yacht, out there, wearing her jewels while she fashionable jettisoned other coverings,...(page 3) also shows that women become the ones who are neglected. The focus of discussion lies on the expression “Some darling, some rich man’s treasure (ensconded wife)”. It can be interpreted that the wife is equal to men’s property that they can do anything to her, neglecting her feeling and emotions. The label "ensconded wife" is another evidence of social view that women are sexual objects of men. According to Online Merriam-Webster Dictionary ensconde means to firmly place or hide someone or something. Thus, it can be assumed that ensconded wife means a wife that is hidden by the husband. It can be interpreted further that she is hidden due to some reasons. One of the reason may be she is not the husband legal wife, called a mistress. Putting his wife in a such position the man possibly takes advantage of the woman as his sexual object.

The last evidence is the following quotation, “In his line of vision, as they walked away down to the sea they appeared totally naked; when they came up out of the sea, gasping with pleasure, coming towards his line of vision, their breasts danced, drooped as the women bent, laughing, for towels and combs and antointing oil” (page 2). This quotation contains how the main character (I, a man) tells the sexy women appearance. The word “naked” and the phrase “their breasts danced” can be associated with sex that can be regarded as ways of women attracting the other sex, men.

Women Annihilation Represented in A Find
From the previous discussion it is found that in the story women are described based on their stereotypes built by the society that they are passive, illogical, emotional, and like doing not meaningful activities. These stereotypes are the labels that feminism movement wants to erase from the figure of women and then stand up on themselves to be equal to men. On the other hand, if women are given opportunity to empower themselves, they can show their existence. They can do meaningful activities. In short, if the women are described following their labels, it brings women back to their inferiority or subordination again that Tuchman calls as women annihilation.

Conclusions
Women in Gordimer’s story, A Find, are described as passive, illogical and emotional. They also like doing unimportant activities showing their incompetence, their inferiority. Another description shows that women are viewed from their sexual attraction. This description can also be meant as the representation of women annihilation as what Tuchman call it.

References


CONSTRUCTING CONSTRUCTIVISM: HOW STUDENTS CONSTRUCT DEVELOPMENT AND KNOWLEDGE IN BILINGUAL LEARNING WITH BCCT APPROACH

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Abstract
This research aims to develop constructivism through a bilingual learning model with a BCCT (Beyond Center and Circle Time) approach. The theory of an English learning model through a BCCT approach can be used by teachers of early childhood education not only to improve children’s understanding and construction of language but also to unleash all the potentials of children’s language acquisition as a foundation for learning and development. The study begins with a preliminary study to map out the implementation of bilingual learning with a BCCT approach based on constructivism in early childhood education which consists of the study of literature and field studies. It is followed by the stage of planning based on the analysis of needs so as to make the design of bilingual learning model with a BCCT approach based on constructivism. The analysis and interpretation of data as a result of reflection and evaluation of the learning model are used as a reference guide to produce a bilingual learning model with a BCCT approach based on constructivism that can be used by early childhood education teachers in their respective schools. This new construction of childhood is oriented towards the child’s present rather than his/her future as children do not think in isolation; thinking is an everyday social activity and is culturally determined.

Keywords - Constructivism, Development, Knowledge, Bilingual, BCCT Approach

Introduction
Early childhood education or PAUD is a development effort aimed at not only educating but also nurturing children from birth to the age of six, which is done through the provision of educational stimulus to assist the growth and development of children physically and mentally in order to have the readiness to enter further education. (Act no. 20th 2003 about Education System).

Early childhood development is the key to a full and productive life for a child and to the progress of a nation where a person’s intelligence potential is developed by age four and that early childhood interventions can have a lasting effect on intellectual capacity, personality, and social behavior. One of the strategies in learning that can optimize such a process of early childhood
education is through the BCCT approach which is conducted on the center and in a circle that can go together with a constructivism approach. Constructivism is an approach that is centered on the needs of students so that students can master the competencies that must be achieved in the learning process by actively participating and becoming more creative (UNICEF, 2001; Diknas, 2006;).

A bilingual learning model-based on the BCCT approach supported with activities can improve the constructivistic learning of moral values and will develop the child's ability to speak and communicate as well. Early childhood is also a time of profound emotional, social, physical, and cognitive development. Bilingualism is only one way to promote successful early development, and second language learning is possible at any age. Language, in this case any language, is a window to the world. Thus, it will be much more better for both early childhood education teachers and parents to provide plenty of input and interaction in a language they are comfortable in, than to hold back because they are not fluent or comfortable in the language. (Santrock, 2002; Myers, 2008).

The research objective is the development of a bilingual learning model that integrates the BCCT approach, and produces the manufacture of learning models, and descriptions of a constructivism that are implicitly conducted in any activity that is applied in the bilingual learning process.

Methodology
This is an empirical Research and Development (R & D) Design with modifications. The method of data analysis is performed by using a triangulation mixed method design that is used to analyze simultaneously qualitative data. The data analysis technique used in this research is the analysis of qualitative data by using the interactive model. Miles and Huberman (1984) suggests that activity in qualitative data analysis is done interactively and continuously at every stage to the completion and until data is saturated.

Finding and Discussion
Children learn by constructing new knowledge from existing knowledge because of that the design of the learning environment and curriculum should consider and support the development of the whole child intelectually, physically, socially, and emotionally (Kimberly, 2007). In high quality of the learning environments in early childhood education, BCCT approach in PAUD Doa Ibu is trying to integrate several domains at the same time. A constructivist-centered approach focuses on students learning more than teachers teaching.

There are five centers as the programs of BCCT approch implementation in PAUD Doa Ibu. Those are Beam Center, Preparation Center, Nature Center, Fitness or Physical Education Center, and Role Playing center. Each center is maximized to develop the whole child at the point of personal and social development, approaches to learning, creative arts, early language and literacy, health and physical education, Mathematics, Science, and Social science (adapted from Maine Department of Health and Human Services, 2005).

At the point of personal and social development, children are hoped to be able to develop self control, self concept, and social competence. During the process of teaching learning in which the five centers as the programs are implemented, children develop self control by seeking adult help when needed for emotional support, demonstrating increasing competency in recognizing own and others’ emotions, showing progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves. On the other hand, in developing self concept children develop and
communicate a growing awareness of self as having certain abilities. Furthermore, in developing social competence, children demonstrate an understanding of and follows through with basic responsibilities (e.g., dressing, cleanup), interact respectfully and cooperatively with adults and peers, increase abilities to participate successfully as a member of a group through sustaining interactions with peers (e.g., helping, sharing, and discussing).

Next, at the point of approaches to learning, children are expected to be able to develop initiative and curiosity, persistence and reflection. During the process of teaching learning in which the five centers as the programs are implemented, children develop initiative and curiosity by expressing (verbally or nonverbally) an eagerness to participate in class activities. They also participate in an increasing variety of tasks and activities. In developing persistence and reflection, children persist in and complete an increasing variety of tasks, activities, projects, and experiences. They also show the capability of setting goals, developing plans, and completing tasks. Besides that, children also show the capabilities of applying prior experiences, senses, and knowledge to new learning situations, and considering and implementing different approaches to carrying out a task. In this case, the examples that can be observed are child finally succeeds in getting block structure to stand by not adding the block that would cause it to fall. Child asks his or her friend to hold base of block structure while selecting another block.

Then, at the point of creative arts, students are led to be able to develop skills, knowledge and appreciation of the arts by participating with increasing interest and enjoyment in a variety of music, movement, visual arts, drama activities (e.g., singing, finger plays, easel painting, and dramatic play). They are able to move in time to music, show increasing ability in keeping/moving in time to different patterns of beat and rhythm in music, use different art media and materials. In this section, children also develop how to use props to enhance role playing and dramatic play, and begin to understand and develop the vocabulary to share opinions about artistic creations and experiences. The examples of activities that can be observed are that child taps foot while listening to music.

Besides that, at the point of early language and literacy, children will be expected to develop knowledge and skills related to communicating and listening, book knowledge and appreciation, comprehension, sounds in spoken language, print concepts, alphabet knowledge, and early writing. During the process of teaching learning in which the five centers as the programs are implemented, children develop knowledge and skills related to communicating and listening by asking and answering simple questions about self and family. They are able to communicate clearly enough to be understood by familiar and unfamiliar listeners, use an increasingly complex and varied spoken vocabulary. Children also develop understanding and appreciation that books and other forms of print have a purpose by showing the capability of seeking out and enjoying experiences with pictures, books, and other print materials. They are also able to understand that a book has a title, author and illustrator. In understanding that spoken and written words have meaning (comprehension), children identify objects from books, retell information from a story, demonstrate understanding of basic plots of simple stories in a variety of ways (e.g., retelling, role play, illustrating, responding to questions). They are also able to make observations about the use of words and pictures, and understand the main idea of simple information.
After that, at the point of health and physical education, children are hoped to develop knowledge and skills related to healthy habits, gross and fine motor skills. During the process of teaching learning in which the five centers as the programs are implemented, children develop healthy habits by making known health-related needs and/or interests and considers possible options. Besides that, they are also able to practice safety skills for different situations, and link particular community helpers with given situations/needs. In developing gross and fine motor skills, children move with an awareness of personal space in relationship to others, demonstrate progress with nonlocomotor skills, show increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. Furthermore, they are also able to demonstrate increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.

Next, at the point of mathematics, children are encouraged to develop knowledge and skills related to numbers and number sense, shape and size, mathematical decision-making, and patterns. The following point that is science, here, children are led to develop knowledge and skills related to scientific knowledge, scientific process. During the process of teaching learning in which the five centers as the programs are implemented, children develop numbers and number sense by demonstrating an increasing ability to count in sequence to 10 and beyond, matching a number of objects with written numeral, and understanding that numbers have multiple uses [e.g., measurement, recipes, prices, and ages (self and peers), phone numbers and street numbers]. They can demonstrate increasing interest an awareness of numbers and counting as a means for solving problems and determining quantity, identify positions of objects in a sequence, use one-to-one correspondence in counting objects and matching groups of objects. In developing shape and size, children build increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front of, behind, on top of, under. They can recognize, name, match, and sort simple shapes. In developing patterns, children begin to recognize, copy, extend, and create simple patterns.

And the last point is Social Studies where students are expected to develop understanding of the larger world through activities related to families and communities. During the process of teaching learning in which the five centers as the programs are implemented, children develop understanding of self as part of a family, group, community, and culture, demonstrate a beginning understanding family/non-family, demonstrate a beginning understanding of the concept of generations, demonstrate a beginning understanding of why certain responsibilities are important (e.g., cleaning up, caring for pets). They are able to demonstrate the knowledge and skills needed to perform particular jobs and tasks, notice and express interest in different careers and workers’ roles. They can dramatize the ways people work and various aspects of their jobs, explore and discuss various ways people communicate, how they travel and how they live/work, identify tools and technology used at home, school, and work. Further more, they are also able to demonstrate interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape.

Conclusions
The early childhood learning environment offers many opportunities for young children to explore, experience, and question (Rohde, 2000; Santrock, 2002). The young child is, by nature, curious and inquisitive. A well-
designed, intentional learning environment in PAUD is one in which PAUD teachers and staffs play a key role in facilitating children’s play and in assessing and building on their strengths, interests, learning, and knowledge. To develop good thinking strategies, the early learning environment in early childhood education or PAUD must engage young children as active learners (Siraj-Blatchford, 2009; Nicholas & Gendron, 2005). Because of that PAUD teachers and staffs are expected to encourage active learning through both individual and cooperative exploration, building on children’s innate curiosity and desire to understand the world they live. They provide the child not only with the tools for lifelong learning, but also with the ability to become a critical thinker and effective communicator. Thus, the development of constructivism through the bilingual learning model with BCCT approach (Beyond Center and Circle Time) in early childhood education is able to give contribution to improve and unleash all the potentials of children by promoting freedom of choice, stimulation of creativity and character growth. Both teachers and parents or the family at home should give motivation to children that a child who has the opportunity to speak more than one language should find that it is an asset, not an obstacle. It means that later on when they reach their adolescents or young adults they will understand that knowing more than one language will give them more opportunities. It might be attractive to future employers, increase travel possibilities, and enhance new relationship.

Bibliography


IMPROVING TEACHING ENGLISH QUALITY ON HIGH BEGINNER LEVEL THROUGH LESSON PLAN ANALYSIS

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Abstract
The study analyzed the content of lesson plan. It included the topic, material, standard, procedure, application and assessment. The analyze also about the completeness of the lesson plan. It covers all of the teaching and learning or not. A lesson plan defined as a systematic design for the development, implementation, and evaluation of instruction. It is a rehearsal for delivering effective instruction in that it provides the teacher the opportunity to anticipate instructional and learning needs and make plans to address them before stepping in front of the students. This paper outlines the components of lesson design, and defines the following terms: student objective, initiation/set, procedures or activities, closure, evaluation, and list of materials. The sample is lesson Plan from Elizabeth KuizengaRomijn at high-beginner level. The topic of lesson plan is Live Action English. Qualitative research is used to describe the result of analysis. The source of the study is the lesson plan, then supported by the video. The finding shows that: (1) The topic, material, standard and procedure are suitable with the application, (2) There is not authentic assessment (3) there are not some steps in teaching and learning.

Keywords - Lesson Plan, Teaching English, High-beginner level and live action English.

Introduction
Lesson plans are important in the instructional process to be conducted in a given educational situation. Sometimes, some lesson plans do not have much instructional value. Such lesson plans are usable neither by the teacher who prepared it, nor by others who may substitute him/her. It is said that even the learners can learn using a properly prepared lesson plan provided that they are given clear objectives. Without such proper lesson plans, the instructional process will not succeed. When a teacher plans a lesson, he/she has good prior knowledge about the content, the procedure, and the materials to be employed in the teaching learning process. Since he/she has prior readiness and psychological strength, the teacher has good ground to present the lesson successfully. Several scholars agree that a teacher who has not planned to teach becomes restless and emotional. These restlessness and emotions are the results of poor preparation.

Planning is the initial step in teaching learning process in which the teacher designs his and that of his learner's activities, prepares and decides methods and materials that would be employed in the interaction with his/her students. One of the most important elements in good teaching is good lesson planning. Lesson planning is the mental readiness of the teacher to present an effective and valid lesson. However much a teacher is experienced, he/she could do little of teaching without prior planning (Aggarwal; 2002).

Some teachers have an opinion that lesson plans are of little value in guiding their activities in the classroom, and therefore, they enter the classroom without lesson plans. They put quite creditable
performances in the classroom with very little formal, written preparation. It caused the teachers do not give very effective lessons with little preparation. The belief that teachers give effective lesson without formally written or prepared lesson plans is quite controversial and questionable. These teachers might have accumulated a good knowledge of the content through long years of experience. Unless they decide what sort of content and points to present, method and materials to be employ, it is very difficult for them to make wise use of the allocated time, ensuring the understanding of content on the part of the learner. Methods and materials that used to be employed in previous years may not work at present. Psychological and physical conditions may interfere with the attention of the teacher to present a lesson effectively. Many reasons can be mentioned why planning is more powerful than experience. From the reasons above, the writer took the title “Improving Teaching English Quality On High Beginner Level Through Lesson Plan Analysis”.

This study was attempted to answer the questions: How appropriate are teacher made lesson plans in guiding the teacher towards successful classroom interaction in light of the formulation of instructional objectives, the contents, the organization of procedure, the selection and use of materials, the selection of assessment techniques and do teachers make use of lesson plans in the teaching learning process or not.

The objectives of the study were to investigate the quality of lesson plan, point out the strong and weak sides of the lesson plans see if teachers make use of the lesson plans.

Methodology
The methodology of this research is qualitative method. It will show the content Analysis of lesson plans. In this methodology, it was attempted to conduct the lesson plans by basing the analysis on theoretical and research findings of lesson planning.

The instrument of data collection that have been employed for this study were coding sheets and observation sheet. Coding sheets were used to indicate the presence or absence of each category in the lesson plans and to show the quantity or frequency of these categories. While observation sheet is used to show the result of analysis. It can be on the explanation (Wiersma: 2005).

The population of this study is lesson plans from a book entitled “Live Action English” fourth edition written by Elizabeth KuizengaRohjin and ConteeSeely. There are some topics in that book; Recurrent Action Grammar, Live Action English, Live Action English Interactive, more Live Action English Interactive, Live Action English Interactive Workbooks, Puppies or poppies? ESL Bingo and TPR is more that commands. From some topics above, the writer took one topic as a sample. That is Live Action English.

The analysis of the lesson plans was based on one of the formats given by Clark and Starr (1986: 183). This format encompasses five components in a lesson plan. These are: instructional objectives, content, procedure, instructional materials and assessment techniques. Data have been obtained through the analysis of the lesson plans.

The observation was carried out on the basis of an observation sheet developed with a purpose to check the complementarity of the findings of lesson plan analysis and observation of video. The observer was assigned to sit and fill in the observation sheet when the video run. It was not only the activities which conform to the observation sheet that were noted down, the observer might also take down relevant information to the study.
Findings and Discussion

In this study it was attempted to analyze teacher made English lesson plans. The main aim of the study was to answer the basic research questions;

a. How appropriate of lesson plans in guiding the teacher towards successful classroom interaction in light of: the formulation of instructional objectives, the indication of contents, the organization of procedure, the selection and use of materials, the selection of assessment techniques?

b. Do teachers make use of lesson plans in the teaching learning process?

Those question will be discussed below:

a. How appropriate of lesson plans in guiding the teacher towards successful classroom interaction.

Using content Analysis as the method of the study, the researcher found out that most of the lesson plans were not appropriate for successful teaching and learning interaction. Moreover, most teachers did not make use of their lesson plans in actual classes.

Table 1.1. show appropriate of lesson plans in guiding the teacher towards successful classroom interaction.

<table>
<thead>
<tr>
<th>No</th>
<th>Content of Lesson Plan</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Standards</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Application of materials</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Sub Topic</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Assignment</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Time allocation</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Performance objective</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Main Materials</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Media in teaching and learning</td>
<td>Yes</td>
</tr>
<tr>
<td>9</td>
<td>Teaching method</td>
<td>Yes</td>
</tr>
<tr>
<td>10</td>
<td>Teaching step</td>
<td>No</td>
</tr>
<tr>
<td>11</td>
<td>Assessments</td>
<td>No</td>
</tr>
</tbody>
</table>

Table 1.1. the appropriate of lesson plans.

Based on the table above, there are some items appropriate in the lesson plan. Those are standard, application of materials, sub topic, assignment, time allocation, performance objective, main material, and media in teaching and learning. But there are not some appropriate items. Those are teaching steps and assessment.

The absence of teaching step and assessment in lesson plan maybe because the teacher know about it and keep it in the mind. A well done lesson plan can also "save" the class if for some reason the teacher can't be there to teach. The lesson plan will provide invaluable guidance for the substitute teacher.

For the assessment, it is importance aspect in lesson plan. The teacher doing assessment along the semester. It means, he/she doing many kinds of assessment in a long time. For the better overall teaching, the teacher should mention the assessment in lesson plan. It can avoid the missing of kind and standard of assessment.

b. Do teachers make use of lesson plans in the teaching learning process?

After analyzed the lesson plan, the writer analyzed the teaching learning process from the video. When the video was going on, the writer filled the observation sheet and wrote what happened to get the more data.

Table. 2.1. Results of Classroom Observation.

<table>
<thead>
<tr>
<th>No</th>
<th>Teaching Steps</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher prepared a lesson plan.</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>The teacher entered the classroom with the lesson plan.</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>The teacher used the lesson plan.</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>The learners were informed about the objectives of the lesson.</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>The teacher used openers to gain the attention of the learners.</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>The teacher used instructional materials.</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>The instructional process was conducted as planned.</td>
<td>No</td>
</tr>
</tbody>
</table>
Based on the video, the teacher uses the lesson plan in teaching-learning process. All of the teaching was based on the lesson plan. But there are some improvisations in teaching. Those are some activities that didn’t mention in the lesson plan.

The result of the analysis showed that the steps of teaching-learning organized well. The steps are opening, building knowledge of the field, modelling of the field, joining of the field, individual construction and closing. Those steps didn’t mention in the lesson plan. That steps applied in Total Physical Responses (TPR).

More specifically, the analysis of lessons plans has indicated that these lesson plans have got both strong and weak sides of lesson planning in our teachers. Regarding the strong sides:

1. There is tendency that the teacher improves the existing format to formulate sufficient instructional objectives.
2. The teacher plan their lessons and enter the classroom with their lesson plans.
3. Most teachers use performance terms in their objectives.
4. The teacher used active verbs to express the activity of their learners in their lesson plans.

Regarding the Weak Sides:

1. In some / all teachers there seems to be carelessness or lack of skill in formulating instructional objectives in that they:
   - exclude condition and criteria from the objectives;
   - intermingle activity and objective;
   - formulate insufficient number of objectives for a given lesson.
2. All the teachers were found to use only one type of opener-revision of previous lessons.
3. In most cases class work is widely indicated whereas the frequency of other types of assessment techniques is minimal or neglected.
4. The expository method outweighed other type of methods.
5. The contents indicated in the lesson plans were found to be both general and unclear in which the teacher and the learners lack the opportunity to select points of attention.
6. Teacher and learner activities were not clarified or specified.
7. Almost all the teachers did not indicate instructional materials in their lesson plans. The ones who indicated gave emphasis to the symbolic instruction materials. In general, the lesson plans prepared by the teachers were not good materials of communication. The things written on these lesson plans seem to be carelessly selected; few substitutes, even the planners, may use these lesson plans successfully.

**Conclusion**

According to the findings of the study, the lesson plans prepared by teachers were one of dependable to guarantee successful instruction.

The lesson plan contained mostly of lesson plan part. But there is a few part of lesson plan that didn’t show in the lesson plan; teaching steps, motivation and assessment.

Lesson plan made the teaching easier. It is the guidance of teaching from begin until the of teaching. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future.

It helps the teacher conduct her lesson in an orderly fashion and it allows students to know what they are going to be learning and how it fits into the course syllabus.
Students also feel that the lessons are sequenced properly. Having a good lesson plan will also increase confidence in the teacher; on the other hand, not having a plan will result in complete failure for both teacher and students. In addition, a detailed plan clearly demonstrates that the teacher has taken the time, as well as, put in the thought and effort into making the lesson.

Teachers who do not produce a lesson plan are often lazy, or feel that they can create a lesson (known as jungle path lessons) based on what is happening in the room at that moment. This can sometimes work, but to continue to never have a lesson plan proves to be ineffective, besides, your students will become frustrated and feel a sense of negligence or carelessness on the teacher’s part as well as not getting their money’s worth.

Planning detailed lessons will avoid problems in class. This will give the teacher confidence that they have done their best to plan for any eventuality, or at least minimize some problems. That’s way, one of the way to improve teaching English is through lesson plan analysis.

References
THE USE OF EDMODO AS ONLINE MEDIA FOR BLENDED LEARNING

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Abstract
This current study had two objectives. The first objective was to identify the features of Edmodo as a website that was used as online media for blended learning. The second objective was to describe the students’ perception toward the use of Edmodo. To achieve the first objective exploration and application of Edmodo were carried out in eight classes. To achieve the second objective, a questionnaire survey was used. Two hundred thirty three students participated in the survey. It was found that generally Edmodo had two main features: communication feature and assessment feature. With communication features lecturers can post information and materials. With the assessment features, lecturers can give quizzes and assignments which could be graded on-line. Students submit and receive the grade on-line. In general, students had a positive perception towards the use of Edmodo. As many as 60.1% respondents agreed that Edmodo was effective. As many as 37.5% respondents expressed that they strongly agreed with the effectiveness of Edmodo. Many respondents stated that they like the use of Edmodo in their classes (57.5%). While 24.9% respondents expressed that they liked very much the use of Edmodo in their class (24.9%). Most respondents complained that the poor Internet access facilities hindered their effort to use the Edmodo. It is concluded that Edmodo had various useful features to support blended learning. In general students had a positive perception towards the use of Edmodo. It is suggested that the Internet access facilities are improved to promote blended learning.

Keywords - Blended learning, Edmodo

Introduction
The English Department of Semarang State University offers two technology-based subjects, ICT in Language Learning and Information and Communication Technology. The two subjects emphasize the use of ICT in English teaching and learning. Almost all lecturers in the department use the ICT in the class. This above fact is something promising as ICT enables lecturers to improve the effectiveness of the teaching and learning. Lecturers and students can conduct library research with it. Scientific periodicals with quality articles can be found and downloaded easily. There is a lot of teaching materials available on the Internet. Besides, students can independently study outside their class hours using online materials.

The ICT will not automatically replace conventional face-to-face class. The current trend is blending face-to-face learning and on-line learning. The combination of the two modes is known as blended learning. Blended learning requires preparedness of many components. From the system point of view, blended learning needs an on-line system which is easily accessible for lecturers and students. The system must have the capacity to run interaction between students and lecturers. From the lecturer point of view, the lecturers must be skillful in operating the system and synergize it with the face-to-face class. From students point of
The students must be able to access the system and able to operate it.

Edmodo has been used by over 50,000,000 educators, students, and parents all over the world. In the English Department of Unnes Edmodo is not yet widely known so that it needs to be introduced and explored. The current research is necessary to explore the features in Edmodo. The research is also needed to uncover the perception of the students toward the use of Edmodo.

Edmodo as a website with features that can be used as on-line class organizer has been used by 50,000,000 teachers, students, and parents. It is necessary to analyze the strengths and weaknesses of Edmodo. It is also necessary to know the perception of edmodo users to understand the effectiveness of Edmodo. The exploration of Edmodo’s features can help users to use the website effectively to promote the website as the compliment of face-to-face class. The perception of the users can be useful to formulate effective ways of using the website.

The study has two aims. First, to explore the features of Edmodo as online media to compliment face-to-face class. Second, to understand the perception of students towards the use of Edmodo.

Methodology
The study was conducted in the English Department of Semarang State University. One lecturer and 233 students were involved in the study. The observed variables are Edmodo features and the students’ perception towards Edmodo use. The research modelis mixed, qualitative and quantitative.

Steps of data collection
1. Eight classes were chosen to use Edmodo. The researcher had an account as teacher and the students as student. Students’ account were organized based on the students’ class group. One account is for one class. Students who attended more than one class had more than one account.
2. The eight classes applied blended learning by using edmodo as online media for one semester.
3. The researcher made a diary documenting findings from observation of the use of Edmodo. This step resulted in detailed description of features of edmodo and its real use.
4. At the end of the semester, the students were given questionnaire to reveal their perception towards the use of Edmodo.
5. The obtained data were analyzed quantitatively and qualitatively.

Finding and Discussion
Edmodo Features
Edmodo as social media which is specially designed for teaching and learning has many features. The features can be used by lecturers and students to run on-line classes. Apart from that, there is also parent account which enables parents to monitor their children. The following is a brief description of Edmodo’s features.

Teacher Sign Up
Before using Edmodo, one has to sign up. There are three options of registration: as teacher, student, of parent. A lecturer normally signs up as teacher. The actual use showed that it was good for a lecturer to make a trial account as student or parent to understand what the website looked like from the student of parent’s point of view.

Edit Profile/Account Setting
After registered as a user, a lecturer can adjust his/her account profile. A photo can be added to the profile.

Create a Class
The group in Edmodo is a closed group in which only members of the group can access information and get information from the
lecturer and classmates. This is different from other social media, for example, Facebook in which other internet users can read the upload posts. Besides closed in nature, Edmodo is also free from advertisement, so that it looks clean and secure.

**Group Setting**
It possible to form small groups within a group. The small group is useful especially if there is competitive activity among group. The small group can also be accessed by its members.

**Posting**

**Post Content**
Content can be sent in the form of text. It is also possible to send files in different formats (word, pdf, jpeg, etc.). It is also possible to insert a link. The content can also be taken from library. A post can instantly be uploaded or scheduled on a particular date or hour.

**Assignments**
Assignment is special feature in which a lecturer can give an on-line task. Students send answers of the assignment online. The lecturer can set a deadline for the assignment. The deadline can be locked that disables late answer. The lecturer can assess and give feedback to the assignment on-line.

**Quizzes**
The quiz feature enable lecturer to give an online quiz. The available test type are multiple choice, true false, short answer, fill in the blank and matching. The time of the answering the test can be limited. It is possible to insert link and and file from the library. The answer can be viewed or not viewed by the students. The question can be randomized, printed, and prepreviewed. Once a quiz is uploaded, it will go into the library and can be called for a different quiz. After a student answer a quiz, the score can viewed by the student.

**Calendar**

1) **Create Event**
   Lecturer can input plans of assignment or activity in a planner.
2) **Remove Event**
   Irrelevant event can be deleted.
3) **Filter by Group**
   Arranged event can be sent to different groups and can be tracked with the desired group filter.

**Library**
Uploaded files are automatically stored in library. The files can be searched again when necessary.

**Progress**
There are two submenus under progress menu, grades and badges. Under submenu of grades is summary of grades of the completed assignments. The grade summary can be exported in Microsoft excel for a further process. Using badges menu, the lecturer can award a badge to his/her chosen students. Badge already awarded can be revoked when necessary.

**Connection with Teachers and Communities**
The lecturer owning Edmodo account can choose to get connected with other lecturers who also use Edmodo from around the world. After connected with other lecturer, he/she can exchange a note. We can see the profile of the teacher we want to be connected with. We can also get connected with communities. There are several options: math, language arts, social studies, math, science, world languages, computer technology, vocational studies, health and PE, creative arts, special education, college readiness, dan professional development.

**The Students’ Perception towards the Use of Edmodo**

**Analysis of Closed-ended Questions**
There were 233 students participating in the survey.
In general, students had a positive perception towards the use of Edmodo. As many as 60.1% respondents agreed that Edmodo was effective. As many as 37.5% respondents expressed that they strongly agreed with the effectiveness of Edmodo. Many respondents stated that they like the use of Edmodo in their classes (57.5%). While 24.9% respondents expressed that they liked very much the use of Edmodo in their class (24.9%).

The Analysis of Open-ended Questions

Question 1: This class combines face-to-face and Edmodo as complimentary media. This method is called blended learning. What do you think of blended learning?

Answer: Blended learning is generally seen as positive. Students view that the use of Edmodo as complimentary media of the face-to-face is very good since this online media enable lecturers and students to keep communicating outside the class hours. The lecturer can send class materials, assignments, and announcements. Students can use the materials sent by the lecturer, answer the assignments send them online. The lecturer can grade students’ work and give a feedback quickly online.

Edmodo as complimentary media is seen to be especially useful when the lecturer is not able to attend the class. Without the help of online media, the class will just be canceled. With the help of the online media the class can run online. The lecturer can still send materials and assignments. Students can download the materials, answer assignments, and get feedback.

Question 2
What is the strength of Edmodo?
In general the respondents mention the following strengths of Edmodo:
1) With Edmodo lecturer and students can maintain communication outside of the class.
2) Edmodo can be accessed anywhere as long as there is Internet connection.
3) Edmodo is easy to operate. No special computer skill is needed to operate it. It looks similar to Facebook which is very familiar to the students. The difference is that Edmodo has special features to fulfill teaching and learning needs.
4) Edmodo enables students’ writing to be read by classmates so that they are motivated to write better.
5) The online assignment submission makes the work practical and paper saving.
6) Materials and assignments can be accessed anywhere so that students can stay on track with the lecturer’s instruction. When they need to look again at the instruction, they can refer back to Edmodo.
7) The assignment feature with automatic deadline setting helps students to submit the assignment on time. If they submit an assignment late, the system will reject it.

Question 3: What do you think is the weakness of Edmodo? Explain.

Answer: Almost all respondents mentioned that the weakness of Edmodo is not because of the website itself, but on the facility needed to access it, the Internet connection. There are quite many students who stated that they did not have a private Internet connection so they relied on the wifi on campus. Meanwhile the quality of wifi connection on campus is quite poor. This was seen as a serious obstacle of the effort to use Edmodo as online media complementing the face-to-face class in a blended learning.
Conclusion
1) Edmodo has many useful features to support blended learning class. Students can communicate with the lecturer online to carry out various activities which are conventionally done face to face, such as giving materials in various file formats, giving quizzes, giving assignments, grading assignments, giving announcements, etc.

2) Students have a very positive perception toward the use of Edmodo. Most students were of the opinion that Edmodo was effective to be used as complimentary media to the face-to-face class. Students were also happy with the use of Edmodo.

Suggestion
1) It is suggested that lecturers apply Edmodo as complimentary media to the face-to-face class in blended learning.
2) In order for the Edmodo to be applied well, it is suggested that the Internet connection is improved. Quality connection is a must because without a good connection it is impossible for students and lecturers to use Edmodo effectively.

References


Improving Students’ Translation Products by Applying Tripartite Cycle Model

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Abstract
Translating a text from one language to another is a very difficult and complicated activity. Many translators have difficulties and problems in running this process to produce a qualified translation that is accepted grammatically, syntactically, lexically, and mechanically by readerships. Hence they sometimes are not successful to fulfill their translation customers. This case also happens in daily teaching and learning process in translation classrooms. Many students individually have problems and difficulties in translating English texts into Indonesian and vice versa. Their translation products are not accurate, natural, and readable. Many errors on grammar, structure, and mechanics color their translation. This background inspires me to do an action research as a way to help them minimally reduce their difficulties and improve their translation products. Through this study I did one cycle that consisted of four steps: planning, acting, observing, and reflecting. In the planning step I made a set of translation test items, provided questionnaires, and used seven groups of students as participants. In the next step I did an action by applying Tripartite Cycle Model (TCM). After doing the two steps, I did observing to see the improvement of students’ translation products. Finally really I found that the TCM is an effective model that can help students do their translation process collaboratively well and produce their translation products significantly. From this research result I suggest all translation teachers to use the TCM for improving their students’ translation products.

Keywords - translation products, Tripartite Cycle Model (TCM), action research, qualified translation

Introduction
According to Nida (1969), 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). Based on this definition, translation is a natural reproducing process of the closest equivalence of the source language to the target language in meaning and style. Basically the meaning and style of the source language contains elements that should be reproduced into the target language with the closest natural equivalent by the translator. While Newmark (1988) states that translation is rendering the meaning of a text into another language in the way that the author intended the text (p. 5). It keeps meaning as the main point for translation. Principally it is an implicit meaning of language elements that translators need to understand and convey related to the author's intention in the source text. On the other had Bassnett-McGuire (1991) argues that translating is not just rendering the explicit notion in the sentences but understanding the implicit purpose beyond the sentences or statements, so translators should do translation process carefully (p. 115). Practically many translators in their job are careless when they translate texts, for examples, they do manipulation, in the term of making distortion, in transferring information. They sometimes add their own interpretation that is out of the original text. They usually do a narrow interpretation toward worth messages stated in the source text and finally they produce a bias translation, not matching between the source text and the target one. This situation also happens in my classes of
translation when students do translation from English into Indonesian or vice versa.

This phenomenon is very interesting for me to search, so it pushes me to conduct a research in order to help the students have good product of translation. It is in line with what Kovács (2008) says that 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 (p. 5).

The translation problems that students have are related to grammar, structure, vocabulary, and mechanics. They produce a translation product that has ungrammatical patterns, Indonesian nuance structure, inappropriate vocabulary or word choice, poor writing mechanism, such as incorrect punctuation, capitalization, and spelling. The four problems of linguistics that the students have can be seen in the following chart.

![Translation Problems Chart](chart.jpg)

Chart 1. Translation Problems in Translation Classes

Doing translation using a conventional model leads poor products of translation. The term of conventional model refers to the ways of translating texts by applying individual model not collaborative model. To anticipate the problems of translation and produce good products of translation, I tried to conduct and delivered a collaborative translation model named Tripartite Cycle Model (Hartono, 2009, p. 40). Hartono (2012) states that Tripartite Cycle Model of Novel Translation puts three parts: author, translator, and reader in a simultaneous cycle. The author of text is the source of information that should be known well by a translator because the author of the text has a will and purpose as a message stated in the original text. The original text itself is the broad message explored by the author. The message can be in the form of words, phrases, sentences, paragraphs, and texts. The message itself has both connotative and denotative meanings. It is a must for translators to understand, to know, and to recognize all well before they reproduce the message in the target language. So, there will be a collaboration among the the author of original text, translator and target readers in the translation process (p. 369). The figure 1 below describes how the Tripartite Cycle Model (TCM) runs in one integrated cycle process.

**Methodology**

The research method I used was action research with Ferrance Model (2000) that has steps of cycle as follows. Firstly, in identifying the problem, I identified the issues in detail of the students’ translation from English into Indonesian. Secondly, after the identification of the translation problems on the students’ translation products, I collected 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, I conducted the action by applying Tripartite Cycle Model (TCM). In this stage, I gave translation practice by applying the Tripartite Cycle Model (TCM) and questionnaires about translation assessment to see the quality of translation product after TCM application. Fifthly, I further tabulated the results of translation tests. Sixthly, after I gave the questionnaires to translator raters, I did a reflection about the impact of Tripartite Cycle Model (TCM) application towards the
The 5th ELTLT CONFERENCE PROCEEDINGS  
October 2016

translation process from English into Indonesian.

The data I used were the preliminary test and final test scores and students’ responses from the questionnaires. 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 componential (Spradley, 1980).

In relation to the data taken from the translation test, data analysis was analyzed by using the scale of translation quality assessment (Table 1) proposed by Machali (2009, pp. 156-157). This scale was used to justify and determine the students’ translation quality. The data from the questionnaires were analyzed descriptively and tabulated in the form of percentage table.

Table 1. Translation Quality Assessment Scale

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Translation</td>
<td>86-90</td>
<td>(A) There is no distortion of the meaning, reasonable delivery of meaning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>almost like a translation; no spelling mistake; there is no error/deviation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of grammar; there is no mistake the use of the term.</td>
</tr>
<tr>
<td>Very Good Translation</td>
<td>76-85</td>
<td>(B) There is no distortion of meaning; no rigid literal translation; no</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mistake in the use of the term; there are one or two grammatical errors/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>spelling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is no distortion of meaning; no rigid literal translation, but</td>
</tr>
<tr>
<td></td>
<td></td>
<td>comparatively no more than 15% of the entire text, so it does not feel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>like a translation; grammar and idiom errors relatively no more than 15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of the entire text; had one or more terms of using nonstandard/ general;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>one or two spelling mistakes.</td>
</tr>
<tr>
<td>Good Translation</td>
<td>61-75</td>
<td>(C) The whole translated text is like as a real translation; some literal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>translation is rigid, but comparatively no more than 25%, some idiomatic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>errors and/or grammar, but relatively no more than 25% of the entire text;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>one or two uses of the term are not common and/or less clear.</td>
</tr>
<tr>
<td>Fair Translation</td>
<td>46-60</td>
<td>(D) The whole text is felt as a real translation; too many rigid literal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>translation (relatively more than 25% of the entire text); distortion of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the meaning; errors of term are more than 25% of the entire text.</td>
</tr>
<tr>
<td>Poor Translation</td>
<td>20-45</td>
<td>(E)</td>
</tr>
</tbody>
</table>

Finding and Discussion

Results of the preliminary and final tests

Here is the result of the initial tests were performed to the application of Tripartite Cycle Model (TCM) in the class of translation. This initial test was given to seven small groups of students who took the class of translation. The groups were arranged from 1 to 7 as the participants in this study. The initial test was in the form of translation test translating a free text from English into Indonesian without using Tripartite Cycle Model (TCM). 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 texts from English into Indonesian without using Tripartite Cycle Model (TCM).
Table 2. The progress of translation test result

<table>
<thead>
<tr>
<th>No.</th>
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Average of the progress score  71.57  83.43  11.86

After the action research was taken by applying the Tripartite Cycle Model (TCM), the progress of translation was very significant. Many changes in grammar, structure, vocabulary, and mechanics 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 Tripartite Cycle Model (TCM). 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 3. The progress of translation test result

<table>
<thead>
<tr>
<th>No.</th>
<th>Group</th>
<th>Initial test score</th>
<th>Final test score</th>
<th>Progress score</th>
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</table>

Average of the progress score  71.57  83.43  11.86

Assessment results by translation raters

In this section I report the results of translation assessment done by the raters. There are three charts that describe the accuracy, readability, and naturalness levels. Each chart shows the result of the translation quality after the implementation of Translation Cycle Model (TCM) in collaborative translation activities.

1) Accuracy

Chart 2. Translation Assessment of Accuracy Level

The chart 2 shows that there are 5 groups of translators that produced accurate texts of translation, while 2 groups only reached fairly accurate on their translation products. It means there 72% of translation products are accurate and 28% of them are fairly accurate.

2) Readability

Chart 3. Translation Assessment of Readability Level

The chart 3 shows that there are 6 groups of translators that produced high readability texts of translation, while only 1 group reached middle readability on their translation products. It means that there are 43% of translation products are natural and 14% of them are fairly natural.
3) **Naturalness**

The chart 4 shows that there are 3 groups of translators that produced natural texts of translation, while 4 group reached fairly natural on their translation products. It means that there are 86% of translation products are high and 14% of them are middle.

In general, students who performed the translation before the application of Tripartite Cycle Model (TCM) showed a good product of translation with an average value of 71.57 (Good), but the translation was still stiff. There are some non-standard grammar and structure, inappropriate vocabulary, and a little mistake on mechanics.

On the contrary, after the application of the Tripartite Cycle Model (TCM) 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 11.86. It means that the translation after the application of the Tripartite Cycle Model (TCM) increased up to 83.43 (Very Good). This indicates that the students’ translation after the application of the Tripartite Cycle Model (TCM) 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 are one or two grammatical errors or mechanics but not too significant.

**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 Tripartite Cycle Model (TCM) the scores increased progressively up to 11.86 in ratio. The result shows a very significant improvement as the impact of the TCM application. The average of the initial test score is 71.57 (Good) and the final test score is 83.43 (Very good).

**Bibliography**


TRANSLATION AS DISCOURSE

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Abstract
As the par excellence site for intercultural encounters, translation demonstrates the need for the interface of language and culture in the exploration of the complex processes inherent in translating across cultures. The complexity stems from the fact that translation involves the carrying-over of specific cultural input (texts as cultural goods) to and recuperated by particular target constituencies. These constituencies have at their disposal an established discourse with its own norms for the production and consumption of meanings (as texts) vis-à-vis the self, others, objects, and events. Under the constraints and disciplinary demands of this culturally defined discourse, cultural identity, similarity and difference are identified, negotiated, accepted and/or resisted through translation. Drawing on translation from Arabic, this contribution explores the culture of translation in the translation of culture.

Introduction
The 5th International Conference on English Language Teaching, Literature, and Translation (ELTLT 2016), held in Semarang, Indonesia, brought together researchers to exchange and share experiences in/on English language teaching, literature, and translation. It also provided an interdisciplinary forum for researchers, practitioners and educators to share and discuss trends, concerns, challenges, and solutions adopted in the fields of English language teaching, literature, and translation. The conference addressed a plethora of timely topics such as language teaching and assessment, cross-cultural communication, literacy, teacher training, translation, and many others. All these topics involve in one way or another mediation across cultures and traditions.

The literature of mediation, (inter)cultural, (post)colonial, and translation studies is replete with calls for an ethical accommodation of cultural diversity and otherness. Still, practices within these disciplines and allied others indicate that mono-isms have reigned supreme over multi-isms. Within this context, it is a truism to say that different cultures have historically represented each other in ways that have reflected the type of existing power relationships between them. Over the past four decades or so, intercultural, post-colonial and translation studies, in particular, have contributed a great deal to the issues of the formation of cultural identities and/or representation of foreign cultures, what the late André Lefevere (1999: 75) named ‘composing the other’ through different communication media.

Taking translation as intercultural mediation par excellence, this article examines the constraints and pressures of the discourse through which translation is carried out, demonstrating the complexity inherent in the process of interlingual communication. This complexity stems from the carrying-over of specific cultural products (texts) to receivers who have at their disposal an established system of representation with its own norms for the production and consumption of texts, including translations. This system ultimately evolves into a master discourse (MD) through which similarity and difference are identified, negotiated, accepted and/or resisted. Drawing primarily on textual import from Arabic, through translation as intercultural mediation, the purpose here is to
explore how a culturally defined MD with its pressures affects the act of knowledge mediation. In a rapidly globalized world, a MD emerges as the all-powerful in its hegemonic discursive norms, resulting naturally in the emergence of desperate and often violent measures from ‘other’ equally self-perceived MDs.

**Translation as discourse.**

*Culture and language in/of translation*

The two fundamental components of transcultural communication as translation are culture and language, and because it brings the two together, it is by necessity multi-faceted, multi-problematic processes with different manifestations, realizations and ramifications. Street (1993: 25), for example, provides the following definition for culture:

In fact there is not much point in trying to say what culture is .... What can be done, however, is to say what culture does. For what culture does is precisely the work of defining words, ideas, things and groups. ... We all live our lives in terms of definitions, names, and categories that culture creates. ... Culture is an active process of meaning making and contest over definition, including its own definition. This then, is what I mean by arguing that *Culture is a verb.* (original emphasis).

Besides being a verb, doing or causing to do, culture is not one; it is two cultures, macro-culture (or mental culture) and micro-culture (or material culture). And, it is macro-culture that plays a major role in translation as well as education, including for example English language teaching/learning. In general terms, macro-culture can be defined as shared knowledge: what the members of a particular community ought to know to act and react in specific almost preformatted ways and interpret their experience, including contact with other cultures, but in distinctive ways.

Based on religion, social structures, beliefs, values, and history, macro-culture involves the totality of attitudes towards the world, towards events, other cultures and peoples and the manner in which the attitudes are mediated (Fairclough, 1995). In other words, culture refers to a system tacitly assumed to be collectively shared by a particular social group and to the positions taken by producers and receivers of information, during the mediation process facilitated by language: the system that offers its users the tools to realize their macro-culture.

The components of macro-culture.

The components of macro-culture are interrelated and are all animated and expressed by/through language. Through its language, a macro-culture becomes shared and learned behaviour that is transmitted across generations for the purposes of promoting individual and group survival, growth and development as well as the demarcation of itself and its group vis-à-vis other macro-cultures and their respective members. Micro-culture (material culture), on the other hand, is taken here to subsume acts and activities of a community that are regulated by macro-culture. Such activities

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[Religion](#)

[History](#)

[Values](#)

[Language](#)

[Social Structure](#)
include, not exclusively, food and eating habits, clothes and how they worn, sleeping patterns, marriage and divorce, death, transportation, and how the members relate and interact with the flora and fauna surrounding them.

The second main component of translation is language. A very basic definition of language is that it is no more than the combination of a good grammar book and a good dictionary. But these two do not refer to what users actually do with the grammar rules and the words neatly listed in dictionaries. The grammar rules and the words in the dictionary mean what their users make and want them to mean. So use depends very much on the user, and language as a whole assumes its importance as the mirror for the ways a culture perceives reality, identity, self and others.

Given its components and how it regulates the way its members behave and interact with others, macro-culture becomes vital in defining what identity is. Wenger (1998: 145) writes: Building an identity consists of negotiating the meanings of our experience of membership in social communities. The concept of identity serves as a pivot between the social and the individual, so that each can be talked about in terms of the other. It avoids a simplistic-social dichotomy without doing away with the distinction. The resulting perspective is neither individualistic nor absolutely institutional or societal. It does justice to the lived experience of identity while recognizing the social character – it is the social, the cultural, the historical with a human face.

One may coin the term *culguage* to capture the intrinsic relationship between macro-culture and language; two sides of the same coin whereby a coin is rejected as legal tender if one side comes with no inscriptions - blank.

The norms of producing, classifying, interpreting, and circulating texts within the contexts of one *culguage* tend to remain in force when approaching texts transplanted through translation from other *culguage* contexts. As with native texts, the reception process of translated texts is determined more by the shared knowledge of the translating community than by what the translated texts themselves contain, i.e., the master discourse.

While languages and micro-cultures are generally prone to change over time, macro-cultures do not change fast, they remain by and large attached to and determined by a past or even pasts. Edward Said (1993: 1) succinctly argues: Appeals to the past are among the commonest of strategies in interpretations of the present. What animates such appeals is not only disagreement about what happened in the past and what the past was, but uncertainty about whether the past really is past, over and concluded, or whether it continues, albeit in different forms, perhaps. This problem animates all sorts of discussions - about influence, about blame and judgement, about present actualities and future priorities.

When macro-cultures cross and mingle, different interpretations of a past or pasts clash and a struggle for power and influence becomes inevitable. Old formulations and modes of mediation appear on the surface and their realization is made possible by language: the data bank of discursive options. The use of language as discourse is invested with ideologies in the production, circulation and/or challenging of stereotypes and/or power relationships between translated and
translating communities (different *culguages*). In this process of communication, producers and receivers have at their disposal established systems of representation, with norms and conventions for the production and consumption of meanings vis-à-vis people, objects and events. These systems ultimately yield a master discourse through which identity and difference are marked and within which [representation] is carried out. (Faiq, 2006: 43).

Translation as communication (production, reception, message, medium, and context) is effected for the purpose of representation, transmission and hopefully transculturation of information, leading ultimately to the formation of a body of knowledge base that serves as a power base for the community in dealing with itself and with others. So, how does macro-culture (through its master discourse) affect translation?

**Translation as discourse in action ... the case of Arabic**

Mediation (between two or more parties or across cultures) requires knowledge of the biases that predate the mediation process itself. In order for intercultural mediation to succeed, mediators need to be aware of issues that relate to identity ((self, us, we) and (other, them, they)), representation enterprise (patronage, agencies), and the cultural system of representation (master discourse).

In his discussion of human interaction, Barber (1992: 53) posits two futures for the human race. One future is dictated by the forces of globalisation through

… the onrush of economic and ecological forces that demand integration and uniformity and that mesmerize the world with fast music, fast computers, and fast food – with MTV, Macintosh, and McDonald’s, pressing nations into one commercially homogeneous global network: one McWorld tied together by technology, ecology, communications and commerce.

The other future is driven by what he calls ‘tribalism’ and is seen as the complete extreme opposite of the former. This future represents … a retribalization of large swaths of humankind by war and bloodshed: a threatened Lebanonization of national states in which culture is pitted against culture, people against people, tribe against tribe – a Jihad in the name of a hundred narrowly conceived faiths against every kind of interdependence, every kind of artificial social cooperation and civic mutuality (53)

Barber’s choice of the words *Jihad* and *tribe* to describe the dangerous future for humanity immediately conjures up images of Arabs and Islam as the main causes of destructive nationalisms (tribalisms) that threaten the ways of life of the ‘civilized’ West.

Since translations are representations of cultures as understood and interpreted by translators, there is always an ideological dimension, albeit often camouflaged through source-attribution. So, source texts and their associated peoples are transformed from certain specific signs into signs that translators and others involved in the translation enterprise claim to know. As the antonym of the self (the translating *culguage*), the other (them, the translated *culguage*) is used to refer to all that the self perceives as mildly or radically different.

This is particularly apparent in the encounters between Arab culture and the West through translation. The encounters have been characterized by strategies of manipulation, subversion and appropriation,
leading to transcreated representations and images that fit the MD of the translating culguages (Western cultures). Such strategies have become nastier and dangerously topoied since the events of September 2001. The different media have played a major role in the rapid diffusion of subverted translations and coverage of this world – suffocating the diversity and heterogeneity of Arab culture, and portraying it instead as a monolith and a homogeneous entity. This situation not only distorts original texts but also leads to the influencing of target readers through transcreated realities that meet the expectations of the target audiences and their MDs. Carbonell (1996), for example, reports that in his comments on Burton’s translation of the Arabian Nights, Byron Farwell (1963/1990: 366) wrote:

The great charm of Burton’s translation, viewed as literature, lies in the veil of romance and exoticism he cast over the entire work. He tried hard to retain the flavour of oriental quaintness and naivety of the medieval Arab by writing as the Arab would have written in English. (cited in Carbonell, 1996: 80)

Such views of translation and by extension of readers, lead to translations that imply the production of subverted texts at all levels, “not only the source text, but also the target context experience the alteration infused by the translation process when their deeper implications are thus revealed” (ibid.: 93). This alteration ultimately leads to manipulations of the target text, thus, regulating and/or satisfying and agreeing with the expected response of and/or sought from the receivers of the translations within the pressures of the MD through which Arab culture is perceived prior to the translation activity itself.

Reporting on personal experience of translating contemporary Arabic literature into English, Peter Clark (1997: 109) writes:

I wanted ... to translate a volume of contemporary Syrian literature. I ... thought the work of ‘Abd al-Salam al-‘Ujaili was very good and well worth putting into English. ‘Ujaili is a doctor in his seventies who has written poetry, criticism, novels and short stories. In particular his short stories are outstanding. Many are located in the Euphrates valley and depict the tensions of individuals coping with politicisation and the omnipotent state. .... I proposed to my British publisher a volume of ‘Ujaili’s short stories. The editor said, “There are three things wrong with the idea. He’s male. He’s old and he writes short stories. Can you find a young female novelist?” Well, I looked into women’s literature and did translate a novel by a woman writer even though she was and is in her eighties.

This account shows how translation from Arabic into mainstream European culguages is essentially seen as an exotic voyage carried out through a weighty component of representation in the target culture, in which the objective knowledge of the source culture is substantially altered by a dialectic of attraction and repulsion. The Arabian Nights (a title preferred for its exotic and salacious resonance to the original A Thousand and One Nights), for instance, is more famous in the West than in the Arab East. The focus on producing transcreated realities through exotic and distorted translations have resulted in very little knowledge about the Arab World getting through translation to Western readers. Despite interesting junctures and despite excellent literary works and a Nobel Prize in literature (awarded to the Egyptian writer Naguib Mahfouz in 1988), there seems
to be what Edward Said calls an “embargo” (1995: 99). Said further aptly remarks:

For all the major world literatures, Arabic remains relatively unknown and unread in the West, for reasons that are unique, even remarkable, at a time when tastes here for the non-European are more developed than ever before and, even more compelling, contemporary Arabic literature is at a particularly interesting juncture. (1995: 97)

This in turn ultimately leads to the conclusion that translation becomes the site of conflictual relationships of power and struggle between the cultures being translated and those doing the translating, with potentially dire consequences and accusations and counter accusations of misrepresentation and subversion. Events of the first sixteen years of this century attest to this. These years have seen an unprecedented use and abuse of stereotypes of Arabs. The same old story has been repeated over and over again, often with damaging consequences, injecting the existing MD with more often deadly potency. But this has also led to the rise of counter (anti-) discourses in the translated culture and counter mediations of cultural realities in the Arab World about the West, in general (the rise of Islamist “terrorist” groups, for example).

A further example relates to André Miquel’s translation of Naguib Mahfouz’s novel Yawma qutila z-za’iim (The Day the Leader was Killed/Assassinated) into French, where he explains in the foreword that he kept footnotes to the very minimum. Yet, Jacquemond (1992) counted 54 footnotes in a translation of 77 pages. What transpires is that the translator-cum-orientalist expert assumes total ignorance on the part of readers, and proceeds to guide them through assumed authoritative knowledge of an unfathomable world where backwardness and the assassination of peace-makers are the norms. But this would be acceptable compared with Edward Fitzgerald’s infamous comment on the liberties he had allowed himself to take with his version of The Rubaiyat of Omar Khayam, “really need a little art to shape them” (Bassnett, 1998: 68).

Representations –translations from- of Arabic and its associated cultures and Islam are carried out through lenses that fall within what Sayyed (1997: 1) describes as:


go  

Ghosts are the remains of the dead. They are echoes of former times and former lives; those who have died but still remain, hovering between erasure of the past and the indelibility of the present - creatures out of time. Muslims (including Arab societies) too, it seems, are often thought to be out of time: throwbacks to medieval civilizations who are caught in the grind and glow of ‘our’ modern culture. It is sometimes said that Muslims belong to cultures and societies that are moribund and have no vitality - no life of their own. Like ghosts they remain with us, haunting the present.

The caricatures depicting Prophet Mohammed in some European newspapers, George W. Bush’s use of ‘shit’ to describe the July 2007 war in the Middle East, the many mis-translations (misrepresentations) of concepts such as jihad and fatwa into fixed meanings and references that deform their native meanings and references, are examples of authoritarian relationships between a culture (Western) and how it represents —translates, communicates— the Arab/Islamic source culture (although not translations as such, transliterations represent powerful strategies of fixing and popularizing in the target culguage particular connotations that sustain cultural conflicts).
Conclusion
Notwithstanding the complexities of intercultural communication, the ethics of translation, in theory, postulates that it should lead to a rapprochement between the *au-delà* (Bhabha, 1994: 1), the Arab World, for example, as this *au-delà*. But this is easy said than done. The cultural dimension of translation and the MD that underlies such intercultural encounters generally lead to the reconstruction of the foreign text in accordance with values, beliefs, and representations that pre-exist translation in the target culture, whereby, as Venuti (1996: 196) writes, the purpose of translation “is to bring back a cultural other as the same, the recognizable, even the familiar.”

In this context and given the uniqueness of the current politics and effects of globalization and what it entails in terms of the state and status of the concepts of nation, language, and cultural identity, the discourse of translation today plays the crucial role in forming and/or deforming cultural identities. In terms of power relationships, translation as intercultural mediation has mostly done the latter, deforming minorities and cultures for their audiences. If not rectified for better intercultural encounters and a celebration of cultural differences, this global world, as Bermann (2005: 7) writes, will “be less hospitable; in fact, it could founder.” Perhaps, the answer lies in a reassessment of the MDs that govern the translation and mediation across cultures.

Today and more urgently than ever before, the ethics of translation postulates that its aim should be intercultural communication between different *culguages* with a view to bringing both globalization (the *culguage* of the multinationals – often equated with the *culguage* of the United States of America and Western Europe) and localization (individual *culguages* – often equated with the rest of the World) together to celebrate differences. That is the aim should perhaps be *glocalization* (bringing the hegemonic global and the not-so-hegemonic local together in peaceful encounters)! But this can only be relatively achieved if carefully reassess the discourse of translation as it ultimately guides and regulates the translation of discourse.

References


E-PORTFOLIO: BEYOND ASSESSMENT FOR ENGLISH STUDENT TEACHER
(a Preliminary Study of E-portfolio Implementation in Micro Teaching Class)

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Abstract
Teacher preparation programs across the country are showing an increased interest in the use of electronic portfolios as valuable authentic assessment tools that can document students’ abilities and growth related to specific standards. The concept of developing e-portfolios is based on the fact that the reflective practice of creating portfolios enables students to document and track their learning; develop an integrated, coherent picture of their learning experiences; and enhance their self-understanding. This process enables the students to plan and proceed towards their future goals and allow them to showcase their skills and knowledge to prospective employers and research supervisors. The study employed descriptive qualitative study as a pilot project in using e-portfolio in micro teaching course. Student participants of this study developed e-portfolios where students’ provided critical reflection on the process of learning and supported their statements with appropriate artifacts. These portfolios included students’ skills and competencies during micro teaching class. Students can evaluate their own learning and therefore, are better prepared to pursue their classroom practices in teaching practicum the next semester. The study shows that the students’ feel positive and engaged to share their teaching reflective with the peers. E-portfolio prepares tomorrow’s teachers to use technology critically and reflectively, and improve current teachers’ practices. This study therefore suggest that design and development e-portfolios provide an appropriate platform for integrative learning where students can visualize the links between the different concepts learnt throughout their course of study and beyond.

Keywords - E-portfolio, Authentic Assessment, Micro Teaching, English Student Teacher

Introduction
The education world nowadays is in the level diametrically contradictory. On the one hand must play its role as guardian and preserver of values and moral teachings, on the other hand the education is required produce individuals who excel in science and technology.

The changes and reforms in EFL classroom practices to accommodate learners’ needs are very dependent on the teachers’ commitment to change the existing conditions. Teachers’ self-efficacy and beliefs as well as past experiences will determine their ways of making decisions to take any approach to their teaching pedagogy. Teacher education thus plays an important role in shaping their mind-sets through well-designed teacher preparation. In Indonesian context, the currently fast growing society demands to master English as a communication tool challenge the reform and refinement of EFL teacher education curriculum. English teachers in this era need to be competent in catering for their students needs for the sake of their safe and successful future in situating themselves as a member of global community without ignoring their own local identity.

The prospective teachers are demanded to be competent in creating interactive
classroom management that promotes student-centeredness. Richards (1990) recommends that the goal of teacher preparation be to impart strategies used in classroom interaction as “competencies to teachers-in-preparation”, which is referred to as competency- or performance-based teacher education.

The use of electronic portfolios (e-portfolios) in teacher education programs has become popular. Electronic portfolios are considered to be a manageable system for collecting, organizing, storing or displaying all of the writing, videos, presentations, project and artwork learners produce (Fahey, Lawrence, & Paratore, 2007; Barrett, 2007). E-portfolios can be used to foster transformation in teacher beliefs through critical reflection and ownership of their learning Barret (2007) claim that “e-portfolios are strategies of reflection both in the selection of artifacts and development of the portfolio, and in the statements of reflection imbedded with the artifacts and examples of learning”.

The issues above lead this present study to describe the English student teachers’ perception toward E-portfolio assessment in micro teaching class. This study tries to portray and reveal the phenomena in micro teaching class. This study is designed to reveal, examine and articulate the multiple layers of understanding of teachers’ point of view as beliefs, their professional practice, and how teachers realize their vision of teachers’ professionnalism.

The participants involved in this study were the English student teachers enrolling in microteaching class. The A and C classes are chosen purposively as only that class applies microteaching in the morning and evening regular session. Besides, the lecturer has implemented the use of E-portfolio for two years as the product of language teaching media and language teaching method subjects.

The number of English student teachers as the participants of this study is fifty-seven. However, not all participants were interviewed due to the research feasibility. Therefore, volunteer sampling is employed to select the English student teachers that would be interviewed. Their participation is based on their willingness to be participants of this research. The English student teachers who agree to do interviews wrote their names at the bottom of their questionnaire when it is given in the beginning of microteaching class. After that, they filled the consent form that informs that they agree to participate in this study starting from their enrolling in microteaching course.

Methodology
The study belongs to descriptive qualitative study, so that the data collected data via interviews, observations, and document analysis. Therefore, aiming to investigate effects of e-portfolio assessment on EFL student teachers’ learning of content knowledge, the researcher and research assistants conducted semi-structured interviews with each of the students.

Since the curriculum used is 2013 curriculum, so the researcher divided the classes into several group based on the skills they got in micro teaching practices. The English student teacher who got reading skill joined with the ones who got writing skill, as well as speaking and listening skill. After the group skills are created, they must have focus group in the school leve to make it easier in performing the teaching learning process. So there were three big group consist of jubior high school (SMP), senior high school (SMA) and vocational school (SMK).

Stage 1: project orientation and preparation
In the first two weeks, the prospective EFL teachers set up their e-portfolios at wordpress.com or blogspot.com. At this stage, participants also learned the fundamental concepts of e-portfolio assessment, including purposes, outcomes, processes, students’ and teacher’s roles, among others. Moreover, to allow for efficient peer feedback, they also formed groups of two to three persons.

Stage 2: implementation
At the second stage, spanning from the third week to the end of the semester, participants worked on their required assignments. The participants were required to complete six types of assignments:

**Findings and discussion**
Synthesizing all the data sources, the study uncovered a number of positive effects of e-portfolio assessment on EFL student teachers’ learning of content knowledge. Here are the e-portfolios created by the English student teachers as the final assessment to collect all the data they got during micro teaching classes:

Class A (morning class)
- Group 1 : (listening-speaking) evafirdiana55.wordpress.com
- Group 2 : (reading-writing SMP) etikhandayani41.wordpress.com
- Group 3 : (listening-speaking SMA) link video [https://youtu.be/MV1uwpaN40](https://youtu.be/MV1uwpaN40) link blog : pbi6b.wordpress.com
- Group 4 : (reading-writing SMA) link video [https://youtu.be/m9Pczc5TWbE](https://youtu.be/m9Pczc5TWbE). Link blog ammasafinasaradifa.wordpress.com
- Group 5 : ( Listening-Speaking SMK ) silvianandaputrierito.wordpress.com
- Group 6 : ( reading-writing SMK ) karangsiho.wordpress.com

Class C (evening class)
- Group 1 : SMK (Speaking-Listening Skill) Itsnakamila.wordpress.com

Group 2 : SMA (Reading-Writing Skill) Hidapages.blogspot.co.id
Group 3 : SMP (Listening-Speaking Skill) Rivansalam.blogspot.co.id
Group 4 : SMA (Listening-Speaking Skill) kinzmaroedo.blogspot.co.id
Group 5 : SMP (Reading-Writing Skill) Maylashofa.blogspot.com
Group 6 : SMK (Reading-Writing Skill) abdul949.wordpress.com

According to Pearson (1988), assessments’ effects will be positive if they are beneficial and encourage desired changes on teaching, learning, and curriculum. Similarly, Cheng and Curtis (2004) argue that positive effects will be generated when teachers and learners have a positive attitude toward the assessment and work willingly and collaboratively toward assessment and learning objectives.

The following are some highlighted comments from the students in interview session:
‘‘I think e-portfolio is one of the useful tools for me to learn from others. I could read other students’ assignments. I could learn from their ideas and their writing styles.’’

‘‘When I am teaching, I can always connect theories with teaching practices and try to find some ideas from those documents.’’

This e-portfolio-based community not only enhanced peer interaction through peer feedback but also exposed learners to different perspectives. It is reported that e-portfolios created a virtual classroom for them to discuss language teaching and assessment theories, review and comment on peers’ assignments and thus take responsibility for their professional development through constant engagement.
The following excerpts from the interview and reflective journal illustrate learners’ perceptions of the e-portfolio community: “E-portfolios created a learning space for the class members. In addition to classroom learning, we were given one more opportunity to exchange information and discuss pedagogical issues.”

It is clear that this community serves as an open space for language teachers to explore and describe their ideas. Similarly, it allows language teachers to experiment with content knowledge and express themselves in a relaxed environment. Therefore, as indicated by Wenger (1998), the community encourages these language teachers to take responsibility for information sharing and problem solving, to develop their personal identities in the community, and to foster unification of the community.

In the current study, a number of participants revealed that unlike other standardized testing where they were not allowed to discuss and collaborate with peers, portfolio assessment permitted them to use peers as resources to facilitate learning. Peer feedback on participants’ entries was highly regarded and thus encouraged them to improve the quality of their work.

The following excerpts from student interviews show participants’ reactions to peer learning in e-portfolio assessment:

“I think e-portfolio is one of the useful tools for me to learn from others. I could read other students’ assignments. I could learn from their ideas and their writing styles so that I can improve my assignments.”

“In this portfolio approach, I benefited a lot from others’ feedback. For instance, I found several constructive suggestions on my annotated journal articles from classmates. So, when I give feedback, I also need to be more responsible and serious, not just commenting on others’ assignments carelessly.”

Since e-portfolios empowered participants to give and receive more immediate feedback from peers to resolve professional issues, they enabled collaborative learning among peers to take place. The findings also revealed that e-portfolios do not merely enhance peer interaction as mentioned above, but they also enhance participants’ learning of content knowledge.

In this graduate course, Language Assessment, participants were introduced to types of language assessments, principles of constructing language tests, and theories and practices of large-scaled and classroom-based assessments.

After the systematic collection of assignments in the portfolios, these EFL student teachers found it easier to document their development of content knowledge.

The following quotes were extracted from reflective journal, self- and peer-assessment questionnaires and student interviews:

“I know more about the content knowledge after a semester of constructing e-portfolio. When I write entries in my portfolio, I have to review the principles of language assessment mentioned in class and in the textbook. I think my e-portfolio documents my learning progress in this content course.”

“Because e-portfolio documents all my entries, it helps me review what I have learned in this class.”

Therefore, it is evident that with the benefit of documentation the e-portfolio assessment project trained the prospective teachers to organize their content learning
systematically and thus encouraged them to be reflective learners.

In addition to content knowledge, e-portfolios also provided EFL teachers with a chance to link theories to their classroom practices. A number of them reported that since they had collected the learning products in their portfolios, they were able to refer to them when teaching and assessing their students. In other words, the construction process of e-portfolios strengthened EFL teachers’ professional knowledge and development, which can also be found in other assessment techniques such as collaborative projects and reflective journals but are hardly found in one-shot, decontextualized tests. The following excerpts from reflective journals illustrate the participants’ professional development in e-portfolio assessment:

“During the learning, I can see my improvement by looking at those documents that I collected. When I am teaching, I can always connect theories with teaching practices and try to find some ideas from those documents.”

Acting as a platform, e-portfolios paved a way for professional development, enabling prospective language teachers to translate knowledge into practice and heighten the level of pedagogical reflection. As noted by Sung et al. (2009), when teachers observe, review, and discuss the content of portfolios, they learn to clarify their previous conceptions about their own practices and think deeper on the merits and drawbacks of their own work. Moreover, some of these teacher trainees projected their future use of e-portfolios in their EFL classrooms. For instance, one noted that she would use e-portfolios in her children’s English classes to help pupils collect their learning products such as English journal entries and self-created glossaries. Another described his future plan of using e-portfolios as an assessment tool in a college writing class, saying that he would rate each of his students’ writing samples as a formative assessment and grade the entire e-portfolio at the end of semester as a summative assessment. Hence, it became clear that some teacher trainees were already planning and evaluating how e-portfolios could be integrated in their future classes.

Unlike conventional paper-and-pencil tests that emphasize rote memorization and attainment of discrete skills, e-portfolio assessment cultivates language teachers’ critical thinking ability. When giving feedback, they tended to approach the issues from more than one perspective. Meanwhile, when responding to peer feedback on classroom practices, they did not merely link practices to theories but also discussed foreseeable challenges and raised pedagogical implications.

**Conclusion and suggestions**

This preliminary study bridged the gap by examining if and what effect existed in one particular form of alternative assessments – e-portfolio assessment in a language teacher preparation program. The findings showed that e-portfolio assessment produces some positive effects on learning, such as building a community of practice, facilitating peer learning, enhancing learning of content knowledge, promoting professional development, and cultivating critical thinking.

Conversely, e-portfolio assessment also brought some negative effects on learning, such as anxiety from larger audiences and resistance to technology. Based on the findings, it is suggested to make judicious use of e-portfolio assessment to balance classroom assessment and foster socialization of online collaboration. E-portfolio assessment is recommended to supplement conventional paper-and-pencil testing in language teacher preparation.
courses. Since traditional testing solely evaluates the learning outcome and neglects the process of professional development, employing e-portfoli...132014 balanced assessment approach that places equal weight on the process and product of professional development. Hence, to tackle their concern about overt performance, guidance should be designed to sustain collaboration and socialization throughout the course. Alternatively, helping these English student teachers realize peers as learning resources rather than judges become crucial.

Bibliography
AN APPROACH TO DEVELOP WRITING SKILL THROUGH LISTENING

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Abstract
This research investigated how listening skill helps students to write a descriptive text well organized. Basically, listening and speaking always go together. However, the researcher tried to look for the best way for the students to write better and more fascinating. The participants of this research were obtained from the third semester students who took intermediate listening class by employing listening cycles proposed by Field (2009) to describe the steps of listening process and to motivate the students to learn to write a descriptive text by applying genre based approach. For the sake of the data collection, the researcher took five out of fifty eight students’ writings purposively. The findings of the analysis reveal that most students produced their writings systematically and well organized in term of the schematic structure and linguistic features of description text. Moreover, they also drew a picture of a city map along with its direction to describe their writings in order to make their writings understandable.

Keywords - descriptive text, genre based approach, intermediate listening, listening cycles

Introduction
Listening is one of English skills that need a lot of practices. It is a basic skill of communication that needs much concentration. However, to be a good listener is not an easy way to do because it needs a lot of efforts and exercises. In learning English skills, it cannot be separated from one another such as listening and speaking or reading and writing.

In relation to this, learning writing also needs concentration since it relates to the way how we express ideas and messages into written form. For many English students, to start writing is very hard because sometimes they do not know to start their writing or they do not have idea of what they want to write. In this case, they need a guide to assist them. This research is trying to develop an alternative teaching writing through listening. By teaching listening, students can manage and develop their ideas into writing. Listening can be one of the alternative ways for students to enhance their writings because during writing a text, students can take a note of the vocabularies or specific participant needed to develop their writings. At this point, this research tries to answer the question of ‘how listening enables the students to create a description text?'

Listening plays an important role in communication (Gilakjani and Ahmadi, 2011). It means that listening can be a bridge for people to speak to one another. The total time spent on communicating proves that listening takes up 40-50%, speaking 25-30%, reading 11-16% and writing is the least with about 9% (Mendelsohn, 1994). Listening to their own writing and also their classmates enables students writers to cultivate their imaginative and detachment from their own writing (Clark, 2014).

Putting ideas into written form always needs a technique. In other words, students need to understand the knowledge of text types or genre such as descriptive, narrative, recount etc, in term of schematic structure and
linguistic features. Once they understand it, they can create a systematic and well organized text.

Methodology
This research employs qualitative research design and was undertaken at Intermediate Listening classes at faculty of Humanities Dian Nuswantoro University. The curriculum of English skills at Faculty of Humanities Dian Nuswantoro University employed genre-based approach in which all the English skills are integrated to one another. The students were taught description as the theme of the material given at intermediate listening classes. At the same time, in other English skill subjects, e.g in Intermediate Writing, they also learned description text. Description is one of the genres that seeks to describe a particular person, place or thing (Hammond et.al, 1992:78). At first, students were given listening material and then discussed the material including the questions in pair or in group by asking students to take note the important of specific participants and vocabularies. In gaining the data, the students were asked to write a description text at the end of the listening class. Writing was the final report in every meeting at Intermediate Listening classes. There were 78 students and for the sake of data analysis, the researcher took 3 students’ description writings as the samples of this research purposively. In analyzing the data, genre based approach was applied and systemic functional linguistics in term of schematic structure and linguistic features used in order to reveal students’ description writing development. In addition, listening learning cycle developed by Field (2008) covers: pre-listening, extensive listening, intensive listening and post-listening was implemented to guide students to write a text after they listened to the audio given as described in the figure 1 below:

Finding and Discussion
The findings of this research show that most students produce a systematic writing based on schematic structure and linguistic features of description text.

As it is mentioned in the previous, before the students write a description text, they involve in listening passage. During listening, students were given questions regarding to the audio they listened. In implementing the description genre in listening lecture, the researcher acted as the lecturer, applied listening cycles proposed by Field (2008) as follows:

1. Pre-Listening.
   In this part, lecturer establishes the context of material they discuss. So before they engage to listening exercises, they discuss some materials and theme they learn. The theme of genre they discuss is description. It is very important to explain the general idea of what will they hear. In addition, lecturer explains some vocabularies of the conversation or talks the students’ hear. Besides that, lecturer also gives and explains some critical words. As mentioned by Field (2009: 17) that “critical” is taken to mean those words without which the recording could not be understood. And the last one, the lecturer also mentions some names of the speakers or places where the conversation takes place. So it can help the students to label the specific place or names.
Furthermore, in pre-listening stage, a lecturer gives motivation to students. Giving motivation to students is very important since it leads the students to understand what listening passage is likely to contain. Moreover, lecturer points out the schematic structure and linguistic features of description text.

2. Extensive Listening
   This stage, lecturer gives some understanding questions referring to the topic of the discussion to build the students’ awareness of the topic. The lecturer gives general questions regarding to “direction” as the topic of the lecture, for example: how to get to the city center? or Where can I find the city hall?. Through these questions, lecturer guides students to understand detail of the topic and vocabularies related to “direction”.

3. Intensive Listening
   In this stage, lecturer provides questions to scaffold students understanding about the material they learn in group. While listening, the students answer all the questions provided by their lecturer or the text book they used and discuss the result together. Besides that, lecturer plays the audio over and over in order to make the students understand and catch the whole meaning of the listening passages. Also, in this part, the students tend to be critical because they discuss some critical vocabularies as well as difficulty words (words which cannot be heard by students clearly). Likewise, the lecturer checks the answers made by the students. In this case, lecturer acts as a facilitator and helps the students to make a note of vocabularies or terms and expressions of direction before they start writing.

4. Post-Listening
   The last stage is post-listening. At this stage, the students are working individually and reinforced them to find out the function of language the speakers used in their conversation or talks in term of useful expressions used by the speakers such as asking direction, refusing, apologizing etc as well as linguistics features of description text such as the use of simple present tense, specific participants, being verbs, noun phrases and adjectives. At the end of this stage, the students are invited to write a description text individually with a chosen topic that is “Dream Island”. In writing a description text, the students are also encouraged to draw a map of a location they described to make it easier and understandable.

After the listening cycles were implemented in the process of teaching and learning intermediate listening, the students can write a description text systematically and well organized along with a picture. It can be seen in the figure of the student’s description text below:

Before the student write his description text, he draws a map to help him write a text systematically. Besides that, this picture also helps the writer to write a description text well organized as it is described in the figure below:
As it is displayed in the figure above, the student can produce a well-organized text and systematically with a title ‘Silent Hill’ based on the schematic structure and linguistic features of description text. It can be seen that in the beginning of his sentence, he writes “I build my own ghost town as an amusement park, the biggest one ever in the world”. It can be classified as identification because it starts with general ideas about what he will write. Then, the rest of his writing is identified as description because it tells the location, the distance and what we can find there, for example ‘the entrance of the gate to the park is quite far, it’s about 25 kilometer’.

Meanwhile, the linguistic features of the above text are indicated by the use of specific participant namely “Silent Hill”, being verbs such as to be is, are, noun phrases e.g ghost town, amusement park, adjectives like curious and simple present tense such as build, go, come, is quite far, is the scariest etc.

Here is another example of the student’s description writing. The following writing also uses a similar concept with the previous one. He uses picture to help him to write better. The figure below is the map location of the student’s imaginative island.

The above picture illustrates the student’s imaginative dream island. He creates and draws a picture with his own imagination that leads him to write a description text systematically. He named his picture ‘Great Fort’ island. Therefore, the student can follow the schematic structure of description text in his writing. It can be seen in the beginning of his writing that he can produce ‘identification’ as indicated by “I would like to describe about my dream island above. It’s name is Great For. This country consists of six main places such as beach, airport, big house, big mountain, harbour, and metropolitan city”. Hence, he makes ‘description’ in the rest of his writing signified by employing some useful expressions of description text for example: “I could live in a big house which is located in small village”, “this island is surrounded by sea” and also “beautiful beach is located in western of this island”.

In addition, the student produces linguistic features in his writing and it can be found that there is specific participant which is specified by “Great Fort”. It describes the name of a place the student created. Furthermore, there are many being verbs indicated by to be is, and are. Another linguistic feature found is adjectives namely big, small, modern, and beautiful. Besides that, the student also employs simple present tense in his writing expressed by some verbs used e.g. consists of, draw, has, and the use of to be: is, are.

Below is another example of the student’s description writing along with a picture.

As described in the figure above, it can be seen that the student creates a description text beautifully. He adds a picture to make
him easier and to guide him in writing the description of the location he writes. Based on the student’s writing above, he produces systematically schematic structure of description text. The beginning of his writing is specified as ‘identification’ which is indicated by a sentence “This is Star island, it is located at Java sea approximately 80 km from Jepara city nearby Karium Jawa island”. In addition, the rest is considered as the description because it contains the location of the island, what can we find there, what can we do there and etc.

Likewise, he also produces linguistic features which are expressed by specific participant like “This is Star island. Also, being verbs to be such as: is and are, adjectives like: beautiful, enjoy, and fun. Besides that, the student also employs simple present tense in his writing which is shown by ‘it is located’, people can go, it is about, they go, and people visit.

Conclusion
After the implementation of listening cycles in students’ writings, it can be summed up that listening can be one of the alternatives for teachers or lecturers to teach writing. In listening, students do not only hear to the audio given but also they can take note critical words as the base of writing a text. Moreover, through listening, it also enhances the students’ knowledge to develop ideas in writing. It is suggested that combining English skills to one another can be great contribution to our students because they can learn at least two English skills at the same time.

Bibliography
PRACTICAL STRATEGIES TO IMPROVE STUDENTS' WRITING SKILL

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Abstract
Writing has been considered the most neglected one in Indonesian schools. Based on the advisors' analysis for the last three years, the last semester students of Business English study program of Politeknik Ubaya had written their final reports with abundant mistakes so that their advisors had to work hard in order to help them edit their writings almost totally. The other fact, the writer also saw that the first writing task of their first year students also had a lot of mistakes on especially accuracy (grammar and choice of words), coherence, unity, and content/idea. As a matter of fact, the students didn't acquire sufficient practice on writing when they were in their previous schooling. Moreover, it was also found out that the students English competence in the last three years was relatively low, their average TOEFL score was 439. Their poor writing skill might be improved by using practical strategies to achieve their best English writing skill. The participants of the research consist of the first and second years students of Business English study program of Politeknik Ubaya in the 2015/2016 academic year. In this research, the writer would like to provide the mapping of the participants' writing difficulties and set up some practical strategies to improve their writing skill. This is a part of his research road-map to improve the students' writing skill.

Keywords - writing skill, map of challenges, strategies

Introduction
Indonesia that is categorized in Kachru's expanding circle has English as a foreign language as cited in Wiyono, 2012:198. That's why, national schools in Indonesia usually provide English as a Foreign Language (EFL). Starting from Junior high schools to senior high schools. While elementary schools are usually optional to provide English lessons as their local contents. Like many international or 'SPK' (Satuan Pendidikan Kerjasama/Cooperative Educational Unit) schools in Indonesia, the English study programs or departments of the Universities/Polytechnics provide English as a medium of instruction and communication. They also try to create a conducive linguistic environment in English immersion program in class/at school so that their students could learn English as a Second Language (ESL).

In this research, the writer found out abundant writing mistakes in the final reports of the last semester students the Business English study program of Politeknik Ubaya Surabaya. there were also a lot of writing mistakes of the first semester students. Moreover, their average TOEFL score was also relatively low. It was not surprising because they were from national schools in Indonesia which learned English as a foreign language starting from Junior High Schools. They didn't acquire sufficient writing practice in their previous schoolings. As a matter of fact, they didn't have a solid foundation of their writing skill in their higher study. Writing has also been considered the most neglected English skill in Indonesian schools. This writing problem really became big challenges in learning English at the Business English study program of Politeknik Ubaya, Surabaya. This case study encouraged the writer to map the students' writing challenges and set up some practical strategies to improve their writing skill.
skill. In his research road map, there would be three phases. First, the writer would like to map the students' writing mistakes and set up some practical writing strategies. Second, he would like to implement the practical writing strategies. And third, by using more participants, the writer could test the validity and reliability of the practical writing strategies to be the writing guide model. And in this research, the writer would like to conduct the first phase.

In this case study, the writer would like to identify the writing mistakes of the first and second years students of Business English study program of Politeknik Ubaya, Surabaya. It is necessary to map their writing mistakes before finding out the practical strategies to improve their writing skill. Next, it is also essential to know their English competence and the background of their previous schooling to see how far they have mastered their writing skill and how they studied English, especially their writing skill practice. It means that writing can be learned. Writing is a skill like driving, cooking, or swimming. It needs sufficient practice with certain strategies/techniques. Writing is a skill that anybody can learn with sufficient practice. Writing is considered the most neglected English skill in Indonesian schools. It is also considered as a kind of productive skill. Writing is a process that takes a time to practice. Writing skill also needs other receptive skills (listening and reading). To scaffold the writing skill is a process that takes much time and practice. Writing skill needs inputs, such as, through reading and listening, learners gain ideas, words/dictions, and grammar for writing.

In writing, the students may have difficulties to explore/elaborate the idea of their writing. Writing is a skill that also needs cognitive process (Goh and Silver, 2006) so the students have to think and express their thoughts in right/relevant words. They may also have difficulties in unity and coherence (Oshima and Haque, 1999) and in accuracy - word choice, structure, spelling, punctuation, etc, so they need necessary direction/guidance (Oxford, 1990) and feedbacks (Lewis, 2002) and also the benefits of free writing or controlled writing (Doff, 1993) in order to find out alternative practical strategies/models to help students improve their writing. Feedbacks could also provide students with language inputs, be a form of motivation/encouragement, and lead students towards autonomy (Lewis, 2002: 4). Teachers also use the correction techniques (Harmer, 2000) as one of the strategies to improve the students' writing. The correction techniques could be student correct student or 'teacher corrects students'.

Moreover, it was also found out that the students English competence in the last three years was relatively low, their average TOEFL score was 439. A TOEFL score range from 420-453 is indicated as lower-intermediate/pre-intermediate category based on the Oxford Placement Test (Allen, 1992) and their competence is considered as adequate users of English. This TOEFL score is relatively low for learning, English as a Second Language (ESL). Ideally, the freshmen of the competent users of English with the range of TOEFL scores 493-537 or IELTS score = 6. On the other hand, most students have relatively good motivation and perseverance on learning English, therefore they have joined the Business English study program of Politeknik Ubaya, Surabaya. As a matter of fact, there are many factors contributing in the language students' competence, such as the frequency of using English, the class size, the competence of teachers, the linguistic environment, the number of slots, the use of English, the aim of learning English (Sadtono, 1995).

Methodology
In this research, the writer would like to use a survey. The participants of the survey were the first and second years students of
Business English study program of Politeknik Ubaya Surabaya in the 2015/2016 academic year. There were 30 students that consisted of 10 males and 20 females. In this survey, the writer used the questionnaires for the students and the students' writing works. He also asked some opinions from their English teachers/ advisors to triangulate the data from the students (participants). He conducted the survey from March 2016 till May 2016.

**Findings and Discussion**

Based on the advisors' analysis of the last semester students' final reports, there were also five advisors/English teachers that gave their opinions on the students' writing mistakes as follows: when asked about the most often writing mistakes of the last semester students' final reports, the advisors/English teachers replied that the five writing mistakes of their last semester students of Business English study program of Politeknik Ubaya Surabaya often did were poor ideas, the lack of coherence, the lack of unity, poor grammar, and poor choice of words. They also had poor analytical thinking and expressed their ideas in Indonesian-English translation style.

Based on the questionnaires from the students (the participants of the survey), the writer got the following findings:

- When asked about how long they used English each day, the participants replied that they used it for about four hours a day (47% of the participants) and about two hours a day (40%), and about three hours a day (13%). When asked about where they used their English, the participants replied that they used it in class (83%), at the campus (23%), at home (13%), and at work (7%). When asked about why they learned English, the participants replied that they learned it to improve their competence (50%), to use it for their career/work (47%), and to improve their hobby (13%).

- When asked about what they thought about learning English, the participants replied that they were beneficial (80% of the participants), easy (13%), and hard/difficult (7%). When asked about what they thought about writing English, the participants replied that they were hard/difficult (60% of the participants), beneficial (20%), easy (17%), and very hard (3%). When asked about how often they had to write English when they had been in their Junior High School, the participants replied that they had to write English once a month (50% of the participants), once a semester (33%) and once a week (10%). When asked about how often they had to write English when they had been in their Senior High School, the participants replied that they had to write English once a month (47% of the participants), once a semester (33%) and once a week (27%), and once a semester (13%). In their previous schooling, the participants had...
rare writing practice. They also thought that writing was difficult but beneficial for them.

- When asked about what their difficulties in writing English, the participants replied that they were grammar (67% of the participants), ideas (43%), vocabulary/choice of words (43%), and organization (10%). When asked about their difficulties in writing a paragraph, the participants replied that their difficulties in writing a paragraph were mentioned as follows: having the accuracy in grammar/structure (53% of the participants), choosing and writing a topic sentence (50%), developing the paragraph (37%), writing a unified paragraph, using punctuation (17%), and writing a paragraph with good coherence (13%). When asked about what helped the participants write a paragraph, the participants replied that they were as follows: main idea/topic (33% of the participants), making the writing outlines (30%), practicing to write (43%), and their peers’ help (20%). When asked about how they wrote their paragraph the participants replied that they used the translation techniques (81%) and outlining (43%).

In writing English, the participants also had some difficulties especially in grammar (67%) and in finding and developing ideas/topic, having the right choice of words (43%) and writing with good unity and coherence among the four English skills, writing was their least language competence when writing paragraphs, they used the translation technique (81%) and outlining (43%). These findings were also approximately in line with the feedbacks from the advisors/English teachers about their writing mistakes of their final reports.

- When asked about their strategies to improve their writing, the participants replied that they used the model of writing the teacher/lecturer gave (77% of the participants), they saw films (73%), they listened to the English news/songs (73%), they used a dictionary to find out the right words to write (70%), they discussed with their friends/peer to help their writing (70%), they browsed the internet to help their writing (60%), they revised their own writing (60%), they checked their grammatical accuracy in writing (57%), they sang English songs (53%), they read English (47%), they practiced writing (43%), they asked their teacher/lecturer (30%) and they used the internet to translate their writing (30%). The strategies that helped the participants write were providing a writing model/sample (77%), seeing films and listening English songs (73%), using a dictionary to find out the right words (70%), discussing their writing with their friends/peers (70%).

Therefore, the English teacher could provide graded writing practice from phrases and sentences till paragraphs and essays. In teaching paragraphs and essays, the English teacher should provide the structure and process of writing paragraphs and essays, then their clear writing sample/model so they could apply it in their writing.

- When asked about their suggestions on how to improve their writing, the participants replied that they had to practice writing (57%), read a lot (40%), practice using grammar correctly (27%), and watching TV/films in English (20%). In writing paragraphs/essays, the participants found out some useful strategies to improve their writing by doing some things, such as practicing to write (57%), reading a lot (40%), peer correction, and watching/listening TV/films in English. Reading and listening are also useful skills to gain some inputs and ideas for writing. Making the writing outlines is useful to plan their paragraphs/essays and
practicing to write is one of the best strategies to improve their writing skill.

Conclusion
In this case study, the writer would like to identify the writing mistakes of the students of Business English study program of Politeknik Ubaya Surabaya that study ESP. They still had a lot of writing mistakes because of some reasons. Most participants got rare writing practice in their previous national schools so they did not get sufficient practice in writing. Moreover, their English competence was relatively low for learning English. Their TOEFL average score was 439 that was indicated as pre-intermediate category based on the Oxford Placement Test (Allen, 1992) and their competence was considered as adequate users of English that were not yet competent users of English. They studied English mostly for about two till four hours a day in class. Their motivation to study at the Business English study program was because many of them wanted to improve their English and use it for their career/work. And most of them also had their belief that English was beneficial for them.

They also have their difficulties in their writing lesson, such as how to gain and develop ideas, how to apply grammatical accuracy, how to write paragraphs/essays with good qualities (unity, coherence, etc). But there are many things that helped them write paragraphs/essays, such as main idea/topic sentence, the writing outlines, their peer assistance, practicing writing, gaining ideas of writing from their reading and listening/watching English materials, and writing about what they experienced/did.

Moreover, their English teacher should help improve their students writing skill by the following practical strategies/ways, such as providing a writing model/sample, providing relevant reading/listening materials to give some inputs and ideas of the vocabulary and grammar for writing, providing teacher's assistance according to each student's needs, making use of the real-life experience of the students to help them get the idea of writing, providing graded writing practice, strengthening the weak parts of the basic writing process, asking the students to revise their classmate's or their own writing, and ways of correcting their writing mistakes effectively. In addition, the English teacher should also give more practice on the students' analytical thinking and the linear way of organizing their ideas in order to improve their academic writing skill.

References
TEACHERS’ PERCEPTION ON STUDENTS’ DISRUPTIVE BEHAVIORS: A QUALITATIVE STUDY

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Abstract
The motivating basis of this study was the fact that teachers were still confronted by variety of students’ resistive behaviors during the teaching-learning process. This study is designed to figure out teachers’ perspectives of the possible causes of students’ disruptive behavior as well as the possible strategies in dealing with the issues. Qualitative approach under case study design is chosen to get the depth of understanding about the investigated issue. The data obtained from semi-structured interview- the instrument of the study- was coded and analyzed descriptively. The findings showed that complexity of materials, lack of interactive activities, seating arrangement, tiredness, family condition, and lack of motivation were considered as the causes of students’ resistive behaviors. Moreover, establishing rules, promoting interactive activities, establishing good rapport and appropriate manner in handling the problem were found as possible strategies in dealing with students’ disruptive behaviors. Further research on different perspectives with more representative sample is recommended.

Keywords - disruptive behaviors, reasons for disrupting, strategies

Introduction
Numerous studies have been conducted in regard to understanding and managing the classroom disruptive behaviors, (Boyle (2013), Dodge (2011), Erdogan, et. al. (2010), Guardino & Fullerton (2010), Jacobsen (2013), and Sun & Shek (2012). However, despite the availability of the relevant literatures, the problem of classroom misbehaviors in junior high school classes still persists and teachers still have difficulty in coping with the issues.

The preliminary research conducted in one of Junior High Schools in Garut bears justification indicating that teachers are still confronted with many different students’ misbehaviors during the teaching-learning process such as students got out of their seat and walked around, made late arrival in class, made rude remark, created disturbance to other students, and so on. Consequently, teachers spent more time on disciplining and warning the concerned students rather than teaching as planned. It generally hinders the process of achieving optimal and effective learning. This is confirmed by Guardino & Fullerton (2010), and Storey, et. al. (1994) cited in Zondi (1997) emphasizing that disruptive behaviors which impede students’ learning and disrupt the ongoing routine of the classroom will have effect on students’ engagement in the learning process.

In addition, Harmer (2007b) explains that handling classroom misbehaviors has always been a part of classroom management. Teachers are expected to know not only contents; engaging lesson that meets the need of diverse learners, but also the ways to prevent the classroom misbehaviors. It is even clarified by Osakwe (2014, p. 59) saying that classroom management task consists of planning lessons, providing a conducive learning environment, teaching students and perhaps the most daunting task.
of all, is appropriately responding to students’ behavioral problems. As a result, these overwhelming demands and challenges cause stress and raise major concern among teachers because the conductivity of the classroom are likely to be reflection of their managerial expertise and competence. This assumption provides another reason to conduct the present study in attempt to figure out the ways to deal with the classroom misbehaviors so that positive learning environment can be generated.

The primary objective of the study is to investigate the possible causes of students’ disruptive behavior as well the possible solution to cope with the issue based on the view of teacher. Thus, the study is conducted under the following research questions: “What are teachers’ perspectives of the possible causes of students’ disruptive behaviors?” and “What are teachers’ perspectives of the strategies to deal with students’ disruptive behaviors?”

This present study is expected to provide meaningful contribution to English teachers about classroom disruptive behaviors. Understanding classroom behavior problems would allow educators to adjust their methods and create positive classroom environment that would facilitate a better learning.

**Methodology**

2.1 Research Design. Due to the focus of the study was to investigate the possible causes of students’ disruptive behaviors as well as the solutions to cope with the issue, this study was conducted under qualitative principles in which according to Fraenkel, Wallen, & Hyun (2012, p. 426), it has greater emphasis on holistic description- on describing in detail all of what goes on in a particular activity, situation, attitudes or behaviors of people. Specifically, this study applied case study design since it is used to uncover information on a single issue (Gray, 2004, p. 123), namely classroom disruptive behaviors: its possible causes and alternatives to coping with the issues.

2.2 Participants. The participants of the study involved 4 junior high school EFL teachers who have experiences raging from one up to seven years of teaching. They are one male and three females. They were selected purposively based on specific criteria (Cohen, Manion, & Morrison, 2007, p. 115) namely have experiences in teaching English in Junior High School classroom and have experiences in dealing with disruptive and resistive students.

2.3 Instrument. In collecting the data, semi-structured interview was chosen as the instrument of the study. It was conducted to answer the two research questions related to the possible causes of disruptive behaviors from teachers’ perspectives and the strategies to cope with the issues. 5 interview questions which was self-constructed and developed based on relevant theoretical frameworks was asked to each respondent in attempt to explore their perspectives in regard to the issue being investigated.

2.4. Research procedure. The study began with the selection of the respondents undertaken prior to data collection. Moreover, the semi-structured interview consisted of 5 questions was conducted to 4 junior high school EFL teachers from 4\textsuperscript{th}-5\textsuperscript{th} November 2015. The interviewees were first asked to describe the disruptive behaviors exhibited in their classroom. Then, they were asked to explain about the reasons that triggered the students to exhibit disruptive behaviors and the ideal strategies or ways to cope with the issues based on their own understanding and perspectives. The average time of the interview was 10 minutes, ranging from 8 minutes to 12 minutes. Each interview were recorded with the interviewees’ prior consent and transcribed to get clear explanation.
2.5. Data analysis. The data obtained from the interviews which have been recorded and transcribed were first coded based on the predetermined categories which in this case were possible causes of and strategies to cope with disruptive behaviors. Then, the data were analyzed descriptively based on its content so that the required information can be drawn. The results were then compared with the relevant theories for justification.

Findings and Discussion
In this section, the findings gathered from the interview were presented based on the predetermined research questions which are first about teachers’ perceptions of the possible causes of students’ disruptive behaviors and second the possible strategies to deal with the issues.

Reasons for Disruptive Behaviors
Based on the informants’ perspectives, there are several reasons that trigger students’ disruptive behaviors. The informants agreed that the complexity of materials, boring learning activities, seating arrangement, tiredness, family economic condition, and lack of motivation were the causes of students’ disruptive behaviors. These were represented by these responses: (R stands for respondent)

#R1: The first factor is maybe because they don’t really understand about the grammar things so they try to ignore me. The second one I think it happens due to seating arrangements. When they are seated such as in separate tables, the chances that they are going to talk with their friends are very big because they are seating very close to their friends.
#R2: In my opinion, their misbehaviors will have something to with their intrinsic factors.
#R4: I think the factors are probably because of economic problems in their family. Because of that, they need to earn money by themselves. And by the time they come to the class, they always feel tired, sleepy. Because of that too, the students didn’t get enough attention so that they misbehave to attract their friends’ and my attention.

These findings somehow go along with Harmer’s theory about the possible causes of classroom misbehaviors. Harmer outlines family conditions, learning expectations, approval of teachers, teachers’ behaviors, success and failure in learning, and external factors such as classroom physical conditions as the triggers of resistive behaviors (Harmer, 2007a). Moreover, these findings were also supported by the research conducted by Erdogan, Kursun, Tan Sisman, Saltan, Gok, & Yildiz (2010, p. 881) found that classroom environment, classroom size and lack of hardware, lack of rules, home environment and parents attitudes, lack of teachers’ management skills and students attitudes contribute significant effect to the students behavior in the class. The same idea was also founded in the study conducted by Miller (2007). The findings showed that the problematic problems are mostly triggered by family condition, and the need of attention.

Strategies to deal with students’ disruptive behaviors
The respondents listed some strategies that could serve as preventions of classroom misbehaviors. The two informants had the same ideas that one of the most important things to be done before the lessons was establishing the rules. Teachers and students have to both generate the behavior expectation and come up with agreement. This idea was represented in these following comments:

#R1: Teachers should make rules that established before the class begins. For example, teachers can say “when I am speaking you have to pay attention to me and then if you are speaking while I am explaining the materials, I will stop speaking”.
#R4: we have to make a deal with our students. For example, I will ask to them “this is our class and this is my rule. What do you think about my rules?” I will tell them the limit of their lateness for example is 10 or 5 minutes.

This finding was in line with Murphy (2007, p. 50) explains that establishing clear expectation of students’ behaviors and
appropriate rules is considered to be the first step in reducing, if not deterring, students’ misbehaviors and promoting good teaching practices. The rules should be explicitly communicated and negotiated so that the agreement can be generated (Harmer J., 2007a).

Moreover, the other two informants indicated that to prevent students’ disruptive behaviors, teachers have to execute interactive and engaging activities.

#R2: I’d observe what happening when they keep talking. If the cause of the behavior is because they are tired, I will give such as icebreaking or games.

#R3: teachers have to make the class and promote interactive learning. if not, for example, when I explain a lot, many time they feel sleepy or fall asleep, especially when I explain something that they do not like.

It is suggested that teachers be prepared and should plan variety of activities. It is better to over plan and run out of time than to run out of lessons. Because as it is reasoned by LaCaze, McCormick, & Meyer (2012, p. 2), when students are not engaged in fun and interesting activities they will develop their own fun and interesting activities that may not be cohesive to learning and following classroom rules.

Besides, contrary to the first informants’ responses suggesting that teachers have to remind and give students warning when the behaviors happened, the fourth informant conveyed that teachers should not confront the misbehaved students directly in the class. She suggested that the problematic behaviors should be discussed privately after the class. The same informant also elaborated that if the talk has no impact, teachers should involve parents’ supervision. These findings could be seen in these following responses:

#R4: For the first time students, I will talk this not in formal situation, I am not going to talk with them in the office or classroom. I prefer to talk like in the garden, in an enjoyable situation and we have chat like sisters and brother. And for the hardest disruptive behaviors, I will ask their parents’ help. I will try to make a phone call with their parent, telling them what my students (their children) do in the classroom.

This finding is in line with the outcome of LaCaze, McCormick, & Meyer’s research. The effective teacher avoids confrontations in front of students. The teacher should remain calm in handling the situation (LaCaze, McCormick, & Meyer, 2012, p. 2). Harmer (2007a) clarifies that confrontation is not always possible because disciplining a student in front of his or her classmates will not help that student's self-esteem at all. The more private teachers can keep it, by speaking quietly and approaching the student, the better.

In addition, the third respondent answered that in minimizing the stress caused by misbehaviors, teachers should promote a friendly and supportive environment. This could be done by establishing and maintaining good rapport. The suggestion was represented by this response:

#R3: I don’t push my students too hard but I appreciate and assess from the process. Our interaction and learning doesn’t stop only in the classroom, but we try to build good relationship and also establish fun learning for example through the social media.

It is in accordance with Levin and Nolan, (1991) in Osakwe, (2014, p. 64) first theoretical approach: non-interventionist (see part B) which means that teachers should be able to establish good and trusting relationship with students so that they can enhance their personal growth and freedom as an individual. The same idea was also emphasized by Fowler & Şaraplı (2010) who state that positive rapport enables students to feel safe and valued which likely lead students to express their ideas and feeling freely and comfortably. Harmer (2007a, p. 158) concludes that the rapport teachers establish with students is crucial to effective teaching and learning. Without good rapport, creating an appropriate classroom
atmosphere and identity is extremely difficult.

**Conclusion and Recommendation**

This study is designed to figure out teachers’ perspectives of the possible causes of students’ disruptive behaviors as well as possible strategies in dealing with the concerned issue. The basis that motivated the investigation was the fact that teachers were still confronted by variety of students’ resistive behaviors exhibited during the process of teaching and learning. The findings indicated that students’ disruptive behaviors were influenced by several factors. Those factors are complexity of materials, lack of interactive activities, seating arrangement; tiredness, family economic condition, and lack of students’ motivation. Moreover, establishing clear expectations/rules of students’ behaviors, promoting interactive activities, establishing good rapport and appropriate manner in handling the problem were found as effective strategies in preventing and overcoming students’ disruptive behaviors. Therefore, based on those findings, it can be concluded that promoting positive learning environment is challenging. Teachers are not only faced by thoughts of what to teach but also the need to address the question of how to generate engaging classroom atmosphere that will lead to good teaching and learning result.

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THE DISREGARD OF IDEAL WOMEN AS REPRESENTED IN LAHIRI’S THE NAMESAKE

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Abstract
This study aims at digging up contradictory of ideal women who have been socially created by the society. The objective of the study is to describe the contradictory of ideal women as represented in Lahiri’s The Namesake. This study is a qualitative study since it describes problems about women depictions. The data will be collected by reading, elaborating and analysing the novel by finding the binary opposition focusing on woman characterization, relations to authorship, and society class’ world vision represented in author’s idea. The result of the study is finding the contradictory of ideal woman who represented by woman character. As an impact of social construction, woman is forced to be ideal acting as she should be. The nature of woman who was pictured as married woman is socially constructed as ideal, kind, serving husband, loyal, obedient, sincere, mother like and mature. What happened towards the woman inside of the story, the woman is shown that she consciously betrays, breaks her own marriage, and decides to make affair which contradicts the ideal concept of woman in society. The influence of western lifestyle of that woman also leads her to rebel the constructed culture of eastern women to wreck her own marriage instead of keeping it like what eastern society believes, and it becomes the world vision of the society.


Introduction
The influence of western culture has dominated the globes, without exception Indian culture. Western culture belief such as rebellion, liberalism, freedom, individuals’ right and many more have took people outside western to follow them since their own cultures are claimed no longer suitable for their own social life. The conservative rules of their culture triggers Indian to be so western by breaking the rules and rebelling their own ideology. One of representation of this idea is the existence of women in Indian culture. Indian culture which is very conservative to women forces women to be labelled as secondary sex that makes them doing effort to equalize themselves to men. Rogus & Caroline (2003) stated that Women are trying to break the tradition, stated social law even their own religion to pursue what they want that makes them labelled as unideal among society. Society defines women as ideal when they obey the rules and doing what the rules say. In the fact, this conservative tradition only places women to react more into rebellion towards their own culture by doing some contradictory actions. The research question of this study are first, how is the explanation of contradictory actions done by the character. Second, how contradictory actions are developed in the story. This study is aimed to explain how the contradictory things done by the woman character and to describe to what extend this contradictory actions developed among society in the story. This study has benefits for writer to enrich the knowledge and insight and for readers, this study is aimed to contribute to the variation of meaning and understanding about The Namesake.

Methodology
The design of this study is analysing the story by using theory of sociology by
Goldman and then relate it to the authorship and social class in author’s idea. The target of this investigation is The Namesake novel written by Jhumpa Lahiri. The main focus of this study is finding the contradictory of ideal woman who represented by woman character. This study is a qualitative study since it describes problems about women depictions. The data will be collected by reading, elaborating and analysing the novel by finding the binary opposition focusing on woman characterization, relations to authorship, and society class’ world vision represented in author’s idea. The instruments of this study are certain text and transcription of the novel. It can be narration of the author, conversation, quotes, setting and situation. The procedures of the research is first, exposing the data. The data are exposed to reveal the context. The second is explaining, interpreting and reporting the theory related to the topic. The description and explanation of the data are presented in the analysis. The last is making conclusion.

**Findings and Discussion**

Marriage is one of the reflection of cultural ideas in certain state. The biggest problem in a marriage when it comes to the relationship is that the existence of betrayal in it. When marriage is counted in cultural ideas, there are contradictory act done by Moshumi as originally Indian who lives in America. It is proven by the action done by Moshumi as married woman consciously having sex with her former fiancé.

> Gogol doesn’t like to think about the fact that Moshumi’s connection to Graham persists through Astrid and Donald, that through them Moshumi has learned that Graham lives in Toronto now, is married and father of twins. Back when Moshumi and Graham were together they’d made foursome with Donald and Astrid, renting cottages together in Vermont, time-shares in the Hampston (238)

From this quotation it takes an idea that Moshumi consciously does a big sin by having sex by her former fiancé who was already married. Betraying the marriage is common thing happens in America, but not in India. India takes it as biggest sin ever in marriage. Whether men or women, betraying the marriage is not allowed. Caroline (2003) said tha when it comes to the women, those women are not only harming the marriage as cultural ideas but also destroying their own community as sinner who betray their own marriage. Indirectly, Moshumi shows herself as bad follower of Indian tradition which obliges its follower especially for women to respect the holy marriage, husband and the tradition itself. It shows that Moshumi does not represent the ideal women that most people right now believes. Not to mention, it signs her failure as women to keep the marriage, to place herself as the ideal woman who has the respectable position, to preserve her own identity as good Indian and importantly it is her failure to keep herself from external disturbance of her marriage. The failure happened in the life of Moshumi just simply as her lack of identity as Indian or American that seeing sex is public sphere in American culture, because she did foursome together with her friends, while in India sees it as private sphere. What Lahiri as the author would like to say is that, she tries to dig the sense of holy marriage in her perspective. She greatly tells to the readers that marriage is not easy to run, betrayal is one of the problems in the way of cultural aspect of different culture. Since Moshumi lives longer in America compared to India, the differentiation of each culture and tradition are well depicted by Lahiri since Lahiri grew up and lives, in India and took carrier in America. Indirectly she takes India as major stories where the main characters are described as Indian and having carrier in
America where she grew up and lives. (https://wikipedia.com//Jumpha-lahiri)
What happened in the story is never being experienced by Lahiri. She has successful marriage with his husband and never has big problems. Nevertheless, she tries to engage with western people mostly do. Since Lahiri grew up and lives, in India and took carrier in America, indirectly she has been influenced by the culture and tradition of America and reflect it into her writings.

The portrayal of betrayal as the part of unideal women is the representation of Indian people in 2003. According Stuart (2014) In 2003, India was promoting the concept of gender equality. Women and men should be treated equally, placed in same level of society. Lahiri presents the concept of gender equality through the existence of Moshumi which indirectly rebels what stated in cultural law. Moshumi is depicted as strong girl, passionate, clever and has high taste. This concept is inline with the idea of gender equality which emphasizes the strength of women to be equally recognized. Caroline (2003) asserted that betraying the marriage is one of action to show women’s strength that women are able to do like most men do. In social consensus, men are seen as subject of betrayal, doing affair and wrecking their own marriage and place women as the victim. Nevertheless, through the story Lahiri delivers her perspective about gender equality which emphasizes women can do like men do. Indirectly, Lahiri’s story is influenced by political and social condition of India in 2003 when India was promoting the concept of gender equality as the impact of discrimination towards women. The depiction of betraying the marriage in Indian tradition which is conducted by women is one of the issues that women are socially constructed to be good. Women are forced to be ideal like what culture and tradition want. This kind of ideology among society just leads women to be more oppressed by their own culture’s rule since women are placed as the one who should be ideal and ignored their existence to show more strength inside of the society. As the impact of this ideology, women nowadays are struggling enough to be seen as equal as men that’s why women are rebelling the condition and trying to break the law that constructed by society.

The highest stage of betrayal is the existence of contact body in term of sexual activity. The premise to support this idea is represented by this quotation

As the bus grew quiet, as everyone begin to fall asleep, she had let him lean his head against her shoulder. Dimitri was asleep or so she thought. And so she pretended to fall asleep too. After a while she felt his hand on her leg, on top of white denim skirt she was wearing. And then slowly, he began to unbotten the skirt. Several minutes passed between his undoing of one button and the next, his eyes closed all the while, his head still on her shoulder, as the bus hurled down the empty, dark highway. It was the first time in her life a man had touched her. She held herself perfectly still. She was desperate to touch him too, but she terrified. Finally Dimitri opened his eyes. She felt his mouth near her ear, and she turned to him, prepared to be kissed (page 258)

That quotation is also supported by the following quotation that proves the term of sexual activity is one important thing in cheating.

They listen WOXR, drink coffee and cognac and smoke a cigarette afterward. Only then he does touch her. Sunlight streams through large dirty windows into the shabby prewar apartment.
There are two spacious rooms, flaking plaster walls, scuffed parquet floors, towering stacks of boxes he has not yet bothered to unpack. The bed, a brand-new mattress and box spring on wheels, is never made. After sex they are always amazed to discover that the bed has moved several inches away from the wall, pushing up against the bureau on the other side of the room. She likes the way he looks at her when their limbs are still tangled together, out of breathe as if he’d been chasing her, his expression anxious before relaxing into smile. (Page 263)

In term of sexual, women are ideally seen as passive doer and socially constructed as the ones who are being ruled. This idea is no longer accepted in current status quo. Indian culture believes in an idea when sexual term is matter of men, while women are seen object who receive it as obligation to their husband. What happened in current status quo is that, Indian culture which is mentioned is no longer relevant. Both women and men take same chances and role in sexual. Current society believes no one serves or being served since current culture counts it as partnership and no one is forced to do. In the story, Lahiri also shows the term of betrayal in other ways with other doers. It shows that whether men or women in sexual term are equal. Both have same role in doing the action. Ironically, what happens in Moshumi and Dimitri are not a couple. Moshumi had married to Gogol while Dimitri is her other man. What actually Moshumi does is betraying his own marriage. Furthermore, in wider perspective, Moshumi is suspected for not being satisfied by Gogol in sexual. It might be true when Lahiri tells it indirectly through the saying “it was the first time in her life a man had touched her’.

Something weird when women directly feels it for the first time since she has already married. Thus, it shows the lack of sexual is felt by Moshumi along her marriage. The different ability to serve Moshumi in sexual term signs the differentiation between Dimitri and Gogol which indirectly as the reason why Moshumi does it. Nevertheless, she simply represents women’s current condition who brave to do to be more acknowledged among societiy even if what she does is wrong.

What Moshumi experienced is not experienced by Lahiri in the real life. Lahiri has no experiences in betraying her marriage and having sexual intercourse with someone else. Even if Lahiri does not experience it, but Lahiri tries to engage with current status quo in which she tells it in the story in simple way to show that women are no longer seen as secondary sex in sexual term. Not to mention that she also tries to experience it since she is also part of women. Indirectly, she gives her perspective as women and place herself as Moshumi. Equalizing women in term of sexual intercourse is one of the ways to make women to be more acknowledged. Even if in some sectors such as education and politics women are being more acknowledged, but still being underestimated in sexual term. What Lahiri tries to explain by taking the term of sexual activity is that she wants to reflect the issue happened in that era in the story. Stuart (2014) stated that India in 2003 was dominated by western culture. Western culture dominates the society in India in term of women roles. It might be in domestic relationship, lifestyle, politics, and social life even in education. What happened in India which is in line with story is that the way Lahiri tells to the readers in term of domestic partnership. Indian culture believes that domestic partnership is part of internal issues between the whole family and the couple. Everything in domestic partnership can’t be simply separated from the existence of family. The whole family socially has right
to interfere what happened to the couple including sexual activity. Even if the family does not directly manage how sexual activity conducted but they still take part in term of giving suggestion of time, place and how to make it successful for the couple. Nevertheless, the domination of western culture in that time makes this kind of culture no longer relevant with current status quo. Lahiri greatly explains it through the action of Moshumi which her domestic partnership is no longer supervised by her parents. Moshumi which has been living in America for years simply believes to the culture of America that domestic partnership and sexual activity are part of private things and no one can interfere it. It is well depicted when Moshumi does her sexual activity consciously with Dimitri even her husband does not know it. What Moshumi does is giving explanation that the domination of western culture significantly changes the Indian culture that she should believe.

Changing the culture of certain country is part of current trends. People simply ignore it because currently people take the culture rules which are no longer relevant towards people’s life. Modernization that happen inside of society simply signs the degradation of social construction in which people simply forget the culture which has rooted for centuries. Since culture is part of ideology, the story that written by Lahiri is signal to everyone to be more respected on their own culture and tradition. Thus, the problem of domestic partnership that shown is one of examples the modernization happened towards individuals in India since for centuries India has a tradition called as joint family system. For generations, joint family system is part of culture which extended members of family such as parents, children, the children’s spouses and their offspring to live in a home. This system is led by the oldest male member that makes all important decisions and rules and other family members should follow him. Nevertheless, this system is longer used by certain society in urban social life because it is claimed as the old system which is no longer relevant towards current condition. Western culture which massively entered to India makes this culture is being left slowly. Western culture believes in democracy and liberal system which against India joint family. Democracy’s value that represents all aspect of society, whether men or women are equal and have some chance to be the leaders. Nevertheless, India joint family only take men as the leader which democracy doesn’t apply it. The different treatment between Indian culture in joint family and western culture in democracy which contradictory makes society to choose which one is fit for them, so that Indian culture is left by their society since western culture is claimed more suitable for them which makes everyone in same level without differing their gender and role.

What happens right now, Indian culture has changed into something contradictory that makes women tend to be liberal like western people do. The influence of western makes them to be more expressive, leaving tradition that should they follow. The differentiation between western and Indian culture has changed the social life and lifestyle for each individual. Western culture seems so powerful to rule people in India because this culture is believed to respect individual’s choice and equalize individuals compared to Indian culture which places women as object who are ruled. In the fact, this idea triggers women to rebel and choose western culture as their new guidance that socially rejected in India. One of examples is the existence of Moshumi as married women who consciously living in one apartment of her other man. She as Indian should be very strict on that point because she should follow the rules of Indian culture to be respect on her husband, keeping her marriage, respecting family and importantly respecting the tradition for the sake of their betterment.
Nevertheless she does contradictory as the result of the influence of western culture that she believes.

She wonders if she is the only woman in her family ever to have betrayed her husband, to have been unfaithful. This is what upsets her most to admit; that the affair cause her to feel strangely at peace, the complication of it calming her, structuring her days.... She sits on an armchair, Dimitri’s only piece of living room furniture. It was here that she’d sat the first time she’d visited, and he he’d stood behind her, massaging a spot on her shoulder, arousing her, until she stood up, and they’d walked together to the bed. (266-267)

What Moshumi does is such kind of action that representing western culture. She represents the idea of liberalism which sees people freely to choose what they want. Liberalism is one of western culture which nowadays influences the culture of India. As a result, Indian tend to be more expressive, freely to choose their belief from Hinduism conservative to atheist and breaking the stated law that has been created. Indian who already well-known as conservative Hindus slowly changes their identity of religion to Atheist, modernized-Catholics and Jewish. Moshumi represents this idea because she admits herself for affair and being unfaithful to her family and husband. She is no longer represent her identity as conservative Hindus that ruling the marriage. Her action to do so is in line with the idea of liberalism which triggers her to freely choose her lifestyle of western, doing affair, breaking the rules of Hindus’ values that she should believe and change it into something contradictory. The way Lahiri tells to readers on the idea of liberalism is the way she represents herself on Moshumi character. Even if she does not tell herself as the doer of affair, but she tells herself in the way Moshumi changes her conservative Hindus to liberalism belief. The decision of Lahiri moving from India to America symbolizes her desire to move from patriarchal conservative society to the society whose freedom to choose, right to pursue happiness and right to be seen equal. Indirectly, her identity as Indian slowly changes to western. This idea is reflected by her career on Education sector till she pursued as PhD in literature in which in India it might be harder to achieve. Even if India in 2000s has promoted the idea of gender equality in all sectors but she experienced it as hard thing to achieve since India in that time still in the level of promoting compared to America which already apply it for long time ago.(Biography.com.com/people/Jhumpa-lahiri-2146)

India has achieved many progress in social sectors. It can be seen when India was promoting the idea of gender equality, education for all and democracy. Liberalism is very easy to feel in that era since the wave of moving from conservative India Hindus into something else. Stuart (2014) asserted that Liberalism leads people to pursue what they want without considering the norms of social and religion. This concept is getting stronger in India that makes Conservative Hindus left time by time since it emphasizes people’s need in current condition such as gender equality, acknowledgment towards minority, upholding individuals’ right and freedom to all.

Conclusion

Based on findings and discussion in the previous chapter, it can concluded that firstly, The Namesake successfully shows an idea that represented by Moshumi consciously betraying and doing affair to the marriage even if she will be labelled as unideal women, sinner and rule breaker. It sends message to current society about gender equality in term of wrecking the
marriage as result of different culture between India and America. Secondly, In term of sexual, woman is forced to ideally seen as passive doer and socially constructed as the one who are being ruled by India patriarchy system. This idea is no longer accepted in current status quo because the influence of western culture cannot be denied to freely choose her lifestyle of western, doing affair, breaking the rules of Hindus’ values that she should believe and change it into something contradictory which emphasizes people’s need in current condition such as gender equality, acknowledgment, towards minority, upholding individuals’ right and freedom.

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AN ANALYSIS OF THE 2013 CURRICULUM ENGLISH COURSEBOOK FOR THE 11TH GRADERS

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Abstract
Problems in using a coursebook (some coursebooks offer the activity which do not suit the learners’ level and are not flexible to be used due to the presence of too much exposure of the target language culture) arose from the effect of selecting the wrong coursebook. The purpose of the research is to find out how the 2013 curriculum English coursebook for the 11th graders meet criteria of a good coursebook based on a checklist and to find out whether it is categorized into a good coursebook. This research is categorized into descriptive qualitative research design. The main object of the data was the content of the coursebook. Eclectic Checklist for ELT Coursebook was used as the instrument to identify coursebook quality after the researcher overviews its content. The findings of the research described that the coursebook needs improvement in terms of the content. The study concluded that coursebook evaluation is needed to be conducted before choosing a coursebook. Hopefully it is recommended for the practitioners to be aware of it and make improvement toward the coursebook and it is hoped for teachers to be more selective to choose a coursebook to be used in the teaching and learning process.

Keywords - Coursebook, the 2013 Curriculum, evaluation

Introduction
Teaching and learning process requires a number of components. According to the Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia No 65 Tahun 2013 Tentang Standar Proses Pendidikan Dasar Dan Menengah, in chapter four, it is stated that there are three requirements needed to conduct the teaching and learning process. One of them is the use of coursebooks. Sheldon (1987) points out that a coursebook is a book which intentionally designed and published to be used in the classroom teaching and learning process to ensure the improvement of students’ knowledge and communicative ability. O'Neill (1982) states reasons why coursebooks are considered important and suitable to be used. They have a great deal of material, make it possible for learners to review the previous lesson and check out the next ones, and make it possible for teachers to adapt the material. Cunningsworth in Tsiplakides (2011) also points out that Coursebook is considered important to be used in the teaching and learning process because they play prominent roles in the teaching and learning process, some of the roles are; coursebooks becomes a source for learners to practice and communicate and self-access work, serves syllabus, and become a support for less experience teachers.

In implementing the 2013 curriculum, before its suspension in 2014, the Ministry of Education and Culture provided new changes to the teaching and learning process including the provision of coursebooks. Therefore, coursebooks published by the Ministry of Education and Culture play a prominent role to guide the teaching and learning process.
However, there are problems regarding the use of English coursebooks in teaching and learning process. Based on the result of interviewing three English teachers, different issues about using coursebooks in the teaching and learning process came up. First, the coursebooks used sometimes do not give balance exposure to the four language skills (speaking, listening, reading and writing). Second, coursebooks sometimes do not cover a complete lesson for the whole semester or year. It requires teachers to spare more time to develop material such as handout. The third one is that the coursebooks sometimes do not give balance exposure toward the target and local culture learning.

Since the 2013 curriculum is going to be implemented again after the revision of its elements (said Mr. Anies Baswedan in Press Conference in Jakarta 5 December 2014), the 2013 curriculum coursebooks are also going to be used again in classrooms. Therefore, the purpose of this study is to find out whether the 2013 curriculum English coursebook for the 11th graders meets the criteria of a good coursebook suggested by ELT experts by using an eclectic checklist, investigates its strength and weakness and to define whether the 2013 curriculum English coursebook is categorized into a good coursebook, this research was categorized as descriptive qualitative research design. Richards (2003) states that this type of research is conducted to make sense of phenomena in a natural setting (not artificial) based on how people perceive or make meaning about the phenomena. Deeper understanding and rich description were gathered, recorded and written in conducting this qualitative research. In other words, documents are interpreted to give meaning about a topic of the research.

Methodology
2.1 Research Design. Since the study was aimed at finding out how the coursebook analyzed meets criteria of a good coursebook and whether the 2013 curriculum English coursebook is categorized into a good coursebook, this research was categorized as descriptive qualitative research design. Richards (2003) states that this type of research is conducted to make sense of phenomena in a natural setting (not artificial) based on how people perceive or make meaning about the phenomena. Deeper understanding and rich description were gathered, recorded and written in conducting this qualitative research. In other words, documents are interpreted to give meaning about a topic of the research.

2.2 Data Source. The main object or source of the data is the content of the 2013 curriculum English coursebook for the 11th grade. The coursebook is published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. The coursebook is intended to be used for the 11th graders at the first semester. The coursebook consists of 111 pages which is divided into five chapters. The data (the coursebook) is collected by downloading it from http://bse.kemdikbud.go.id/.

2.3 Instrument. The instrument of the study is called Eclectic Checklist for ELT Coursebook adapted from Demir and Ertas’ (2014) research published in The Reading Matrix Volume 4 Number 2, September 2014?" This study is hopefully expected to give enlightenment to the teachers about the weakness and the strength of the 2013 curriculum coursebook for the 11th graders. Therefore, by knowing the drawbacks and the excellence of the book, teachers know how to deal with it. Furthermore, the study also intends to share ideas and information about the criteria of a good English coursebook which will be useful for the ministry of education in Indonesia in the attempt to revise the 2013 curriculum English coursebooks.
and Physical Make-up, and Practical Consideration). There are 46 questions in the checklist. There are three conditions defined after conducting the checklist, first, if the YES answer is more than 80% of the checklist, it means the book is considered a perfect one. Second, if the YES answer ranges from 60% to 80%, it means that the coursebook can be used but needs adaptation. Third, if the YES answer is below 60% the book is not suitable to be used in the teaching and learning process.

2.4 Data Analysis. After over-viewing the coursebook, the analysis focused on using the eclectic checklist to identify and check the quality of the 2013 curriculum English coursebook for the 11th graders. In analyzing the data collected, first the coursebook is evaluated by matching its content to every question in the checklist in the form of YES or No answer. After that, the percentage of the requirements met by the coursebook analyzed is counted. At the end, the interpretation about the findings is descriptively described.

Finding and Discussion
This study was conducted under the following research questions: “How does the 2013 curriculum English coursebook for the 11th graders meet the criteria of a good coursebook proposed by the checklist?” and “Does 2013 curriculum English coursebook for the 11th graders meet the criteria of a perfect coursebook proposed Demir and Ertas’ (2014) research published in The Reading Matrix Volume 4 Number 2, September 2014?”.

3.1 The first research question: “How does the 2013 curriculum English coursebook for the 11th graders meet the criteria of a good coursebook proposed by the checklist?”

Subject and Content
Gebhart (2000) explains that one of the disadvantages of a coursebook is that it is not flexible because it is designed for a wide variety culturally and geographically audiences. It means that Gebhart agrees that a coursebook should contain local culture learning. This 2013 English curriculum coursebook varies the content. Although the most portion is about local culture learning, this coursebook also serve target culture learning. Beside that, Harmer (2007) also states that insensitive text about religion, racism, or politics should not be presented as the content of a coursebook. The 2013 curriculum English coursebook for the 11th graders does not contain such insensitive topics or text.

A drawback of the coursebook in terms of subject and contents is that there are less variety of the activities. Most of the activities are about filling the blanks or taking notes. There are no games or songs to attract and motivate students to learn while Litz (2005) acknowledges that variety of activity helps students learn better. There are very few vocabulary of the target language in the book.

The subject and content of the book is interesting. It does not bore students with many monologue text. The topics of the content are closely related to students’ daily life. Gap filling activities provided with colorful pictures can attract students more to study. Every activity guides the students to do well on learning.

The content is not challenging enough and motivating. There is no listening activities, there is only a few speaking activities. Therefore, the communicative competence is not emphasized by this coursebook. The challenging content in the coursebook is in terms of memorizing technical vocabulary presented in some texts.

The coursebook does not offer variety of activities. Every chapter has the same activities putting on the same sequence, only the topics which are different. The theme is
culturally appropriate because the topics in the activities are all general topics. There is a relationship between the content of the coursebook with real life situation.

Sub-skills and skills
There are good points that this coursebook offers. Some of them are, first, reading sections are always presented in every chapter. Reading activities also challenging because it is integrated with writing and, sometimes, speaking. According to Ramzjoo (2010) appropriate reading exercise are needed to improve students’ learning skills. Second, writing skill is also emphasized. It is proven by the presence of personal journal writing in every chapter. Third, grammar aspect is explained briefly and in a simple way so it is understandable. Tok (2010) acknowledges that the explanation of the structure of grammar is understood by learners if it is brief, clear and simple. There are many transactional and interpersonal text provided.

However, this coursebook does not help students to achieve communicative competence. Speaking and listening skills are not emphasized in the book. There is only very few activities to conduct speaking skills while Demir and Ertas (2014) argue that the adequate activities in speaking is vital learning a language. There is no activity for listening. The two skills are the primary skills in doing communication.

Layout and physical make-up
Harmmer (2007) agrees that layout and physical appearance should be taken into account in choosing a coursebook. He also adds that one of the stages in choosing a coursebook is by finding out students’ preferences. Books filled with lots of pictures in it and colorful and attractive layout is preferred by students because they help students understand the lesson better. Physically, the layout of the book is attractive. The quality of the picture is good.

It looks interesting because there are many pictures, colorful and very tidy explanation because explanation is placed in boxes. There is no drawback for the layout and physical make-up of this book.

Practical Consideration
Harmmer (2007) acknowledges there are other thing that should be consider of choosing a coursebook. The first is availability. The 2013 curriculum English coursebook for the 11th graders is available as the government publishes them and distributes them to schools. The second is about add-on and extra. Unfortunately, this coursebook does not offer extra materials such as posters, online learning site or free self-study CD while extras will support students’ learning.

Communicative language teaching is not emphasized in the book. The book seems to focus on reading skills, writing skills, and transactional and interpersonal text in which they are not acted out. Students are only given the knowledge to construct a sentence and given less chances to speak. Meanwhile, the real objective in learning a language is for communication. Furthermore, self assessment part is given at the end of every chapter. It eases the teacher to determine whether students have understood the lesson.

3.2 The second research question: “Does 2013 curriculum English coursebook for the 11th graders meet the criteria of a perfect coursebook proposed Demir and Ertas’ (2014) research published in The Reading Matrix Volume 4 Number 2, September 2014?”

The checklist yields 29 YES answers out of 46 criteria and 17 NO answers out of 46 criteria.

The total of YES/NO answer

\[
\text{YES} \times 100\% = \text{Result}
\]

The whole criteria

Therefore the percentage of YES question is 63.04%. 
The 2013 curriculum English coursebook for the 11th graders meets 29 criteria out of 46 criteria of the eclectic checklist. In short, based on the requirements of result of the checklist, the finding of the study falls into the second category; 60% to 80%, as the finding yields only 63.04%. It means the coursebook is allowed to be used but needs adaptation.

Conclusion and Recommendation
Selecting a good coursebook needs careful consideration. As Harmer(2007) states, he states that choosing a good coursebook should consider four stages. The first one is analyzing, consulting friends, consulting students and piloting it. The analysis can take much effort to match the content of the coursebook with a number of criteria. This study investigates the content analysis of the 2013 curriculum English coursebook for the 11th graders. It tries to find out how the coursebook meets criteria of a good coursebook and defines whether the coursebook is categorized to a good coursebook or need improvement.

By analyzing the content using an eclectic checklist adapted from Demir and Ertas’ (2014), the research has come to answer the research questions mentioned earlier. There are strengths of the coursebook. Some of them are in terms of layout, the exposure of reading skills, the availability, different interesting topics of texts, the absence of insensitive materials and the brief and understandable concept of grammar.

However, there are also drawbacks of the coursebook. Regarding the purpose of learning a language that is for communicating, the coursebook does not expose students very much to speaking skills. Besides, an obvious weakness is that the coursebook does not have any single activity for students to practice their listening skills. After analyzing the content of the coursebook, it was found that the criteria met by the coursebook are only 63.04%. The percentage draws the conclusion that teachers can still use the book under adaptation. It means the book needs improvement.

Analyzing the coursebook whether the content meet the criteria of a good coursebook before selecting one is necessary and brings advantages for both teachers and students. One example is that if the coursebook meets criteria of the exposure of the four English skills, then the learning becomes meaningful. Therefore, selecting a coursebook affects both teachers and students.

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LOGICAL CONTINUITY: MANIFESTATION OF STUDENTS’ DISCOURSE COMPETENCE IN FINAL PROJECT WRITING

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Abstract
This paper reports on the findings of a discourse analytic study of the logical continuity in the final project drafts (henceforth, skripsi) of undergraduate degree students. The study focused on the examination on how the students manifest their discourse competence in their final project writing in terms of the logical relations between background of the study, research objective, and research question. Employing discourse analysis of written text, particularly the micro-level and macro-level of coherence (Thornbury, 2005), I analysed four skripsi drafts of four students of the English Language and Literature Department of a state university in a city in the Central Java Province. To complement the data analysis, the four students were interviewed to explore their opinions and perceptions after being shown the analysis of their writings. The finding shows that the most common and very significant challenge in the students’ writings was an inability to construct logical continuity or logical relations between clauses and paragraphs in their background of the study. The interview findings confirm that the students face difficulty with constructing coherent arguments. Finally, this paper proposes possible remedies to help the students.

Keywords - skripsi drafts, written discourse analysis, logical continuity, discourse competence.

Introduction
Logical continuity is the logical relations, the explicit links or connections of main ideas between clauses to clauses, paragraph to paragraph, or a larger text, as should be found in background of a study, research objective and research question in the introduction chapter of a research report.

Skripsi is a written discourse. It is a research report in which each chapter has certain communicative purposes. Writing a skripsi is a manifestation of students’ discourse competence as they should be able to show their linguistic competence (i.e. the use of grammar, diction, and lexical bundles in academic writing), content knowledge (i.e. their knowledge in the topic or subject matter they investigate), research competence (i.e. their ability and skills in conducting systematic research), not to mention, students’ oral presentation skills in skripsi defense.

The students involved in this present study are English language learners. They are learning the language, and at the same time they should demonstrate their ability to make their texts have sense so that the reader feels the quality of their texts. For undergraduate students, it might be the first experience to carry out research and make a research report. Some of them find it very difficult to start writing the background of their study. I have learned from my observations, my own experiences as a skripsi supervisor, from informal conversations with some colleagues, and from the students themselves, that the most challenging part of writing a skripsi is writing the background of the study.
Students often present jumping ideas in their texts. It might be because they were not aware that the ideas flowing in their text are not connected; or, they might be aware but they did not know how to fix it because they lack knowledge of what information should be explained in the background of the study. Many students did not know the function of the background of the study in a research report. At least in my case, most students began their introductory chapter with the statement: “Language is a means of communication. There are four language skills: speaking, listening, reading, and writing.” My preliminary research found that that they either copied from other skripsi displayed in the library, or that statement has already fossilized in their mind. Also, students are usually trapped by citing too many definitions of concepts from experts or other authors without giving adequate evidence and illustrations about problematization of their research which they are going to study.

In addition to the lack of coherence in background of the study, sometimes the formulation of the research objectives and research questions in students’ skripsi were not very well connected with the background of the study.

The purpose of this paper is to examine the ways students present the logical continuity or ordering of their ideas in their writings. Therefore, it is important to use the concept “coherence” in the analysis. According to Thornbury (2005, p. 35), a text’s coherence is “sense-making quality.” It is an essential element of discourse. Reinhart 1980 as cited in Yang and Guo (2014, p. 464) state that: Coherence is composed of the semantic and grammatical connectedness between discourse and context which comprises three elements: connectedness, consistency and relevance. By connectedness…the sentences in a text are interconnected with each other in semantics and grammar. Consistency refers to the fact that there is no contradiction between the propositions expressed by these sentences and they are true to a certain extent. By relevance… a text should be related to the context, the sentences in a text should be related to each other and the sentences should all be related to the general topic of the text.

This study aimed at examining the logical continuity in three sections of the introduction chapter in the first drafts of skripsi, that is, the background of the study, and its connection with research objectives and research questions. Therefore, the research question of this study is: How do the students structure their arguments and match linguistic forms to rhetorical purposes of background of the study, research objectives, and research questions.

Methodology
This research is a written discourse analysis. The main source of data was the first drafts of skripsi (i.e., the drafts before getting any feedback from me, as their supervisor), complemented with interviews with the students. I purposively chose skripsi which reported experimental research as this kind of quantitative research method has a common construction of research objectives and research questions. The four students in the eighth semester in the academic year of 2015/2016 were from the English language study program of a state university in a city in Central Java, Indonesia. I asked their voluntarily participation in my study by asking their permission to use their drafts as my data, as Lazaraton (2009, p. 247) states, “whether you are using written discourse or recorded speech be sure to get permission from the people who produced the language
before you analyze anything.” I explained to them the general purpose of my research and stated that if they wanted to withdraw from my study, it would not influence our rapport as supervisor and supervisee. Up to this research paper was produced, all the four students remained as my research participants.

To complement the data, I analyzed not only the students’ skripsi drafts but also I did interviews with the students. The purpose of the interview was, among others, to find out what the students know about background of the study, research objectives, and research questions, and what difficulties and challenges they faced in writing those parts. By giving interviews, I obtained richer data. For example, several students said that they knew what background of the study should contain, but what they said was not aligned to what they wrote in that section.

The unit of analysis was clauses/clause complexes and larger texts including paragraphs. To achieve the purpose of my study, I had to see the coherence of the texts, including the thematic development, and its internal cohesion (Thornbury, 2005). I identified the topic sentence or the main idea of each paragraph in the background of the study and examined whether the previous main idea connected smoothly to the following main idea. Also, I examined the contents of the text: to what extent it presented information as readers expect from background of the study. After analyzing this part, I investigated whether background of the study connected with research objectives and research questions.

To analyze the interview data, I used thematic analysis (Braun & Clarke, 2006). Thematic analysis is “a method for identifying, analyzing and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 79). I identified and analyzed commonalities of the students’ responses in the interviews. To achieve trustworthiness of this study - that is, validity of the data collection and analysis methods in qualitative research (Mills, 2007, p. 308), I employed two techniques: member checks and peer debriefing. After analyzing the texts, I went back to the four students to check my initial interpretations. In addition, I discussed my analysis with a colleague, who is also an English language lecturer, to seek for any alternative interpretations on my findings and incorporated the colleague’s interpretation in my analysis.

**Summary of Main Findings**

In respond to the main objective of this present study, I present the findings into four main discussions: a) communicative purpose b) generic structure, c) grammar and referencing, and d) logical continuity between background of the study, research objectives and research questions.

**A. Communicative purpose**

Contextualizing the study by explaining the key words in the title and implicitly illustrating the need for and importance of the research are the communicative purposes of background of the study. It is the substance or contents of this section. Most of the background of the study in the students’ drafts failed to achieve this communicative purpose. Most of them sounded like a literature review, too many citations from other authors.

Background of the study should tell the readers the context of the study, problematization, what phenomenon under investigation. All the students’ writings lacked descriptions of the situation behind the problem. For example: When the writers wrote in background of the study that a certain teaching technique was needed to improve students’ particular language skill, they had to address the existing English language teaching in the classes they were going to study. To able to write this situation confidently, the students needed to conduct
preliminary research. For example, they could do observations in the classes and make informal conversations with the English teachers to support what they read and explored from previous research studies related with their topics.

Most students need to learn how to support their arguments or their judgments by providing examples and illustration. It seems that their writings relied chiefly on statements from reference books. As a result, what they intended to mean was lack of clarity. The student writers should convince the readers that their research addressed an important clearly defined question pertaining to topic at hand. The students should have made background of their study present the relevant facts about the topic so that it links to the research objective and research question.

**B. Generic Structure**

Background of the study is a type of text, particularly the combination of exposition and persuasion. It has common structure. It usually starts with: a thesis introducing the topic of the research, indicating writer’s position, explaining key words; followed by arguments stating facts, illustrating, supported by evidence; and reiteration restating writer’s position (Gerot & Wignell, 1994, pp. 197-198).

The main idea of the first paragraph of background of the study in each student’s draft seemed to be “going around the bush.” For example, several students started the first paragraph by writing: “English is a foreign language in Indonesia”; “Language is a means of communication”; “In learning a language, there are four language skills that should be learned by learners.” In the background of the study, the writer should orient the reader to the context of the study, by presenting the situation and condition of English language teaching in a specific context (in the school or in the class being studied); then, by explaining the key words of the title so that the reader will gain the general understanding what the study was about.

I found that most of the students’ ideas were expressed jumpingly. It seemed that the students did not understand that a paragraph must work together to develop a main idea. As a result, it was quite difficult for the reader to catch the main idea of each paragraph, let alone the connections between paragraphs. This finding was evident when I asked them to identify the main idea of each paragraph in their background of the study. I observed that they took averagely more than one minute to state the main idea of each paragraph in the texts that they themselves wrote (observation, 12 June 2016).

**C. Grammar and referencing**

Many sentence structures and the English language expressions in the students’ skripsi drafts were poor which made their sentences meaningless. Some parts of their text, especially in background of the study lacked the use of grammatical and lexical cohesive devices which made their texts less coherent. For example, I found some students were confused of the use of linking words, including transitions, such as: in addition, therefore, as a result. Transitions are “words or phrases that help to connect sentences to one another. They may also help the coherence of a paragraph by indicating the order of the supporting sentences” (Boardman & Frydenberg, 2002, p.36).

The students seemed to have inadequate competence on the use of linkers (also called conjuncts). In addition, some students were confused of how to make direct and indirect citations. They were weak in quoting, paraphrasing, or making citations in their texts (in-text citations). This apparently influenced the flow of information and implicit logical connections that help create the feeling that the texts make sense.
D. Logical continuity between background of the study, research objectives and research questions

Despite the lack of coherence within the background of the study, it is very interesting to find out that all four skripsi drafts showed the implicit logical connections between the background of the study, research objectives and research questions. Moreover, all drafts showed that the research objectives and research questions cohere.

Although there were some minor grammatical mistakes in the construction of the research objectives and research questions, as first drafts, these two sections were acceptable, in terms of its substance or content. This shows that from the outset, the students understood well the purposes of their experimental research. They knew that their research objectives must have explicit connection with their research questions.

These findings suggest that the challenge is helping the students connect clause to clause within a paragraph and improve the connection of paragraph to paragraph so that their background of the study make sense.

Conclusion

To some extent, this study aimed at identifying and examining what aspects of the students’ skripsi drafts which could be improved to make their texts more coherent. The finding shows that the students needed to be assisted to develop the quality of their writings, particularly the flow of information or its logical continuity in the background of the study.

This finding has some pedagogical implications, especially in the teaching of Academic Writing, which in my university, students take the course in the fifth semester. Students need much more practices in writing and, Writing lecturers have to give them constructive feedback, not only ask the students to write without proper guidance.

Thornbury (2005, p. 11) asserts that “the ability to write connected and intelligible text is – like the ability to interpret text – a complex interaction of a variety of skills. It is clearly not simply a matter of stringing sentences together.” The students’ writings could be improved with a lot of writing practices with a particular focus on developing logical continuity and with intense exposure to samples of academic writing, such as journal articles, conference papers, and thesis.

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COMMUNICATION STRATEGIES IN A JOB INTERVIEW: A CASE STUDY OF MADUIN STATE POLYTECHNIC STUDENTS

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Abstract
This study aims at describing how students of Madiun State Polytechnic overcome the crisis which occurs when language structures are inadequate to convey their thought in a job interview and how it is that communication strategy is a potential conscious plan for solving what the learner presents itself as a problem in reaching a particular communicative goal. The findings suggest that regardless the lexico-grammatical weaknesses the learners were able to respond to the interlocutor’s move to keep the conversation going. To some extends they were capable to create spoken texts without the help of others. They could participate in the conversation independently. The learners in this study were found to make use of most of the strategies but the realizations of these, in detail, often proved to be problematic. The learners used interpersonal negotiation as a communication strategy more often than that of logico-semantic negotiation to overcome the crisis which occurred when language structures were inadequate to convey their thought in a job interview. Their ability to sustain conversation by applying interpersonal and logico-semantic negotiation proved that communication strategy is a potential conscious plan for solving what the learner presents itself as a problem in reaching a particular communicative goal.

Keywords - communication strategies, interpersonal negotiation, job interview, logico-semantic negotiation.

Introduction
This study is a case study the objectives of which are describing how students of Madiun State Polytechnic overcome the crisis which occurs when language structures are inadequate to convey their thought in a job interview and how it is that communication strategy is a potential conscious plan for solving what the learner presents itself as a problem in reaching a particular communicative goal. In conducting the investigation, the writer used a descriptive qualitative research. The analysis of the data was done with words to explain conclusions.

Related Literature
Negotiation is the basic thing the speakers do in conversation. The interactants need it to make a conversation going. Something to argue about and some way in which to argue are needed by the speakers so that they can interact each other. Negotiation can be made possible by the core elements of Mood namely Subject and Finite. The clause system of Mood, namely the grammar of Mood, makes the negotiations possible. Mood and residue are the elements of the clause system. Negotiations consist of interpersonal negotiation and logico-semantic negotiation. When the speakers are negotiating their feeling and attitudes they are involved in interpersonal negotiation. When the speakers are negotiating the mood element in the clause which are the Subject and the Finite, according to Eggins and Slade (1997:74) interpersonal negotiation has occurred.

Eggins and Slade (1997:75) pointed out that subject is the pivotal participant in the clause. It is the person or thing that the proposition is concerned with. Without its presence there could be no negotiation. Subject is generally a nominal element, i.e. a noun or pronoun. It can be a personal pronoun, an extended nominal group or an embedded clause.
The process part of the clause, according to Eggins and Slade (1997:77) is called Finite which makes it possible to argue about the Subject participant. The finite is always a verbal element. It is always realized through a verbal group. This mood element of the clause is negotiated by the speakers in interpersonal negotiations.

When the speakers are negotiating message or news they are involved in a logico-semantic negotiation. The residue elements of the clause which are Predicator, Complement, and Adjunct are negotiated to make logico-semantic negotiation possible. Eggins and Slade (1997:78) remarked that the action or the processes involved in the clause are encoded by Predicator. It gives content to the verbal element of proposition, telling listeners what is or was happening. Similar to Finite, Predicator is expressed within the verbal group. It means that part of the verbal group is expressing Finite, and the Predicator.

Complement, according to Eggins and Slade (1997:79), is a participant which is somehow implicated in the proposition. It is expressed by a nominal group, either pronoun or noun or by sequence of words dependent on a head noun. The presence of Complement in dialog enables the speakers to do the logico-semantic negotiation.

Adjunct, according to Eggins and Slade (1997:81), is used to add extra information about the event expressed in the core of proposition. There are three main types of adjuncts: circumstantial, interpersonal, and textual. Circumstantial adjunct are adverbs or prepositional phrases which express meaning about when, where, how, why, or with what the proposition occurred”.

Interpersonal adjunct expresses meaning which has something to do with judgments and opinions, including meanings about how likely or how intense something is. Some interpersonal adjuncts adjust probability, certainty, and usuality values in the clause and other include vocatives.

Textual adjunct are adverbs, prepositional phrases or conjunctions which express meaning about the logical links and continuities between one clause and the earlier clause. Adjuncts provide one means for interactants to expand the field of negotiation beyond the Subject-Finite. Probing for Circumstantial Adjunct is one common way of contributing to the dialogue.

A turn-taking activity is basically a conversation where every speaker takes a chance to speak. A turn, as Eggins and Slade (1997: 84) pointed out, is all the talk produced by one speaker before another speaker gets in. Although it is obviously a unit of discourse a turn cannot be used to analyze speech functions of a conversation because one turn may consist of more than one move and one move represents one speech function only.

Halliday (1984) argued that the discourse patterns of speech function are expressed through moves. In other words, a move is a discourse unit. It can be defined, therefore, that a move is a discourse unit through which a speech function is expressed.

A move is a discourse unit while a clause is a grammatical unit. It is, therefore, a move and a clause are distinct units. Eggins and Slade (1997:192) classify moves in a conversation (spoken discourse) into 4 major categories: (1) Opening moves; (2) Continue sustaining moves; (3) Responding react and sustaining moves; and (4) Rejoinder react sustaining moves.

We are working with clause complex in analyzing spoken language because we have no punctuation; intonation and pausing. When clauses are combined into clause complexes we need to look at the types of
relationships which can be established between clauses. Gerot and Wignell (1994:89) state that clauses can be combined through one of two logico-semantic relations: expansion or projection.

Expansion links processes by providing additional information. It involves three types of relationship: elaboration, extension and enhancement. An elaborating clause does not add any essential new element to the message, but gives more information about what is already there. It may relate to the whole message; and it may restate it or it may clarify or exemplify it, or it may add extra information about its attributes, including the speaker’s comment. The type of logical relationships covered under elaboration are the i.e., e.g and namely type.

The second clause is short or paraphrase or afterthought of the first. You can think of elaborations as the ‘that is to say’ relationship. If one clause extends another, it adds to it by simple addition (the ‘and’ relation), or by replacement (the ‘or’ replacement). Note that, in one of its meanings at least, ‘but’ can be included under the ‘and’ relation. So, it involves and, but and or type relationships.’

The second clause adds a new, but related meaning to the first. You could think of extension as the ‘moreover’ or ‘furthermore’ relationships. This involves circumstantial relationships where the circumstantial information is coded as a new clause rather than within a clause. This can be temporal, conditional, causal, cohesive, spatial or manner.

Projection links clauses by having one process projected through another either by quoting or reporting. Both meanings (ideas) and wordings (locutions) can be projected. Projection occurs through mental and verbal processes. The grammatical criterion for distinguishing between types of mental processes is whether they can project or not, and if they can project, what they can project: mental processes of perception (see, hear, etc.) do not project. Mental processes of cognition (think, remember, consider) can project propositions by both quoting and reporting.

Research Approach
In conducting this investigation, the writer used a descriptive qualitative research since the purpose of this study is how the learners overcome the crisis which occurs when language structures are inadequate to convey their thought in a job interview and how it is that communication strategy is a potential conscious plan for solving what the learner presents itself as a problem in reaching a particular communicative goal. The analysis of the data was done with words to explain conclusions.

The data in this research is in the form of conversation’s transcripts of Madiun State Polytechnic students in a simulated job interview. In adjusting to maximum words of the report, it was taken only two students at random as sample. The writer employed several steps in the procedures of data collecting. The writer used audio and video recordings also note-taking to obtain the data from the learners. Transcribing the video into written form based on transcription key by Eggins and Slade (1997:2) was then conducted. Finally, documenting all transcriptions to be analyzed further was carried out.

Negotiation of meanings was approached with an analysis of the relation between moves and speech function which indicates the function of the move(s). Therefore, the unit of the analysis is the move(s). The transcripts of conversation of Madiun State Polytechnic were then divided into moves. It was analyzed further using speech function network of conversations by Eggins and Slade.
In analyzing speech function network of conversations, it includes identifying turn-taking, identifying moves and clauses, and applying speech function classes to every move. After that, the result of identification was interpreted to produce descriptive qualitative analysis.

Furthermore, the writer focused in the moves to analyze the types of negotiation of meanings of the data. The moves were analyzed to find the negotiation of meanings’ types through the system of mood. The system of mood includes the definition of mood elements (subject and finite), residue (predicator and complement), the adjunct (mood adjunct, circumstantial adjunct, and comment adjunct). By identifying the mood, we can find the type of negotiation.

There are two types of analysis which were used in this study. They are the analysis based on speech function networks of conversations (Eggins and Slade, 1997) and types of negotiation of meanings.

The first step in the analysis is to divide the transcript into moves (shown by a, b notation) according the criteria suggested by Eggins and Slade (1997:186). Each turn is numbered using the Arabic numbers: 1, 2, 3 etc. to make it straightforward to determine the number of turns produced by the speakers. Commonly, one turn can have more than one move. Afterwards, each clause is labeled by the Greek numbers: i, ii, iii, iv, etc.

Once the transcript was divided into moves, each move was assigned a speech function label. In doing it, we have to look at the relationship to prior moves. Besides, it cannot be done in isolation. After the speech function analysis had been carried out over the transcripts, the analysis was then quantifying it in all moves by the speaker.

The results of the study were presented in Table 1 and Table 2. The tables include speech function column, type of negotiation of meanings, turn/move, discourse that would be broken down into speaker, clauses, and text, and mood choices.

Following the results of the analysis, which were presented in tables and their interpretation, is the discussion of the findings. The writer matched the findings with related literature.

**Table 1.** Negotiation of Meanings and Speech Function Coded in a Job Interview among Students of Madiun State Polytechnic Academic Year of 2016

<table>
<thead>
<tr>
<th>Speech function</th>
<th>Type of negotiation</th>
<th>Turn/Move</th>
<th>Discourse</th>
<th>Mood choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustaining:</td>
<td>Interpersona</td>
<td>1</td>
<td>Ir: May I see your CV?</td>
<td>Interpersonal-1</td>
</tr>
<tr>
<td>R. Answer</td>
<td></td>
<td></td>
<td>Ir: (i) Yes of course.</td>
<td>Full declarative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ir: What interests you to do for a job?</td>
<td>Logical-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ir: (i) I interest to my passion</td>
<td>Expansion/extension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustaining:</td>
<td>Interpersona</td>
<td>2a</td>
<td>(ii) and I think job can make my heart Happy</td>
<td>Logical-2</td>
</tr>
<tr>
<td>R. Answer</td>
<td></td>
<td></td>
<td>(ii) because I can do that</td>
<td>Full declarative</td>
</tr>
<tr>
<td>O:I:give opinion</td>
<td></td>
<td></td>
<td></td>
<td>Expansion/elaboration</td>
</tr>
<tr>
<td>Prolong:</td>
<td>Interpersona</td>
<td>2c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ISBN 978-602-73769-3-9
<table>
<thead>
<tr>
<th>Prolong:</th>
<th>Interpersona</th>
<th>2d</th>
<th>Full declarative</th>
</tr>
</thead>
<tbody>
<tr>
<td>elaborate</td>
<td></td>
<td></td>
<td>(iv) and I can do it well.</td>
</tr>
</tbody>
</table>

Ir: Can you tell me your experience?

| Sustaining: R. | Interpersona | 3a | Full declarative |
| R. Answer |              |   | Expansion/enhancement |
| Prolong: |              |   | Full declarative |
| extend |              |   | (ii) and I believe I can do it well. |

Ir: Did you do part time job before?

| Sustaining: R | Interpersona | 4 | Full declarative |
| R. Answer |              |   | Full declarative |

Ir: What do you dream of kind of job?

| Sustaining: R. | Interpersona | 5a | Full declarative |
| R. Answer |              |   | Expansion/extension |
| Prolong: |              |   | Full declarative |
| extend |              |   | (ii) and I really want to do it. |

Ir: How long have you been looking for a job?

| Sustaining: R. | Interpersona | 6a | Elliptical declarative |
| R. Answer |              |   | Expansion/elaboration |
| Prolong: |              |   | Full declarative |
| Enhance | Logico-semantic | 6b | Full declarative |
| Prolong: |              |   | Expansion/extension |
| elaborate | Interpersona | 6c | Full declarative |
| Prolong: |              |   | Elliptical declarative |
| extend | Interpersona | 6d | Full declarative |
| Prolong: |              |   | Expansion/extension |
| extend | Interpersona | 6e | Full declarative |
| Prolong: |              |   | Elliptical declarative |
| extend | Interpersona | 6f | Full declarative |
|             |              |   | Expansion/extension |

Ir: How did you prepare for this interview?

| Responding: stn: answer | Interpersona | 7a | Full declarative |
| stn: resolve |              |   | Expansion/extension |
| Prolong: |              |   | Full declarative |
| elaborate | Interpersona | 7b | Full declarative |
| Prolong: |              |   | Extension/elaboration |
| extend | Interpersona | 7c | Full declarative |
| Prolong: |              |   | Full declarative |
| extend | Interpersona | 7d | Full declarative |

Ir: What is your salary expectation for this job?
<table>
<thead>
<tr>
<th>Rsp: answer</th>
<th>semantic</th>
<th>Logico-semantic</th>
<th>Interpersona</th>
<th>9c</th>
<th>(iii) I want to learn and study again about the… about how to do my job well.</th>
<th>Full declarative</th>
<th>Expansion/elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prolong: Elaborate</td>
<td>8b</td>
<td>(ii) that is depend on my responsibility in my job</td>
<td>Full declarative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prolong: Elaborate</td>
<td>8c</td>
<td>(iii) that I do in my job.</td>
<td>Full declarative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustaining: Rsp: withhold</td>
<td>9a</td>
<td>(i) I afraid myself about my ability</td>
<td>Ie: Full declarative</td>
<td>Expansion/elaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustaining: Rsp: withhold</td>
<td>9b</td>
<td>(ii) and if I not, I think not good in my Job</td>
<td>Full declarative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prolong: Elaborate</td>
<td>9c</td>
<td>(iii) I want to learn and study again about the… about how to do my job well.</td>
<td>Full declarative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustaining: Rsp: answer</td>
<td>10a</td>
<td>(i) If there is any project first we must … (hmmm)</td>
<td>Ie: Full declarative</td>
<td>Elliptical declarative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prolong: Enhance</td>
<td>10b</td>
<td>(ii) first I must do it in how to…</td>
<td>Elliptical declarative</td>
<td>Expansion/enhancement/extension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prolong: elaborate</td>
<td>10c</td>
<td>(iii) I mean plan it first</td>
<td>Full declarative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prolong: Extend</td>
<td>10d</td>
<td>(iv) and about to organize it depend on my partner.</td>
<td>Full declarative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustaining: Rsp: answer</td>
<td>11a</td>
<td>(i) Sometimes I feel difficulties with the people</td>
<td>Ie: Full declarative</td>
<td>Expansion/elaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prolong: enhance</td>
<td>11b</td>
<td>(ii) who can’t manage her/his time</td>
<td>Full declarative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prolong: extend</td>
<td>11c</td>
<td>(iii) and about the people who play about his/her job.</td>
<td>Full declarative</td>
<td>Expansion/extension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prolong: extend</td>
<td>11d</td>
<td>(iv) and underestimate her/his job.</td>
<td>Full declarative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustaining: Rsp: answer</td>
<td>12a</td>
<td>(i) I think there is a problem with that</td>
<td>Ie: Full declarative</td>
<td>Expansion/enhancement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1 and Table 2 demonstrate the speech function choices which were produced by the speakers. The speakers involve 2 students and 1 teacher, but the writer mainly focused on the students’ production. All speech function classes in speech functions network whether are used or not by any of the speakers are shown on the table. This is because it would be useful to show the overall patterns in the data. The speech function analysis are presented feature by feature involving number of turns, number of moves and clauses, and categories of moves produced by the speaker.

Table 1 shows that the speaker produced more moves than their turns. Almost all of speech function choices based on Eggins and Slade (1997: 192-213) could be found in the data analysis which is shown in Table 1. Meanwhile, Table 2 also shows that the speaker produced more moves than their turns. Table 2 also shows that almost all the
speech function choices could be found in the data analysis.

Both Data 1 and Data 2 show that full declaratives clauses are typically used to initiate conversational exchanges by putting forward information for negotiation. Full declaratives can present both factual information and attitudinal information.

The speech functions produced by the learner in Data 1 includes sustaining respond answers which occurred 14 times (30.43%), O:I:give opinion which occurred once (2.1%), prolong enhance which occurred 5 times (15.21%), prolong elaborate which occurred 8 times (17.39%), prolong extend which occurred 13 times (28.26%), rejoinder sustaining resolve which occurred once (2.17%), and sustaining respond withhold which occurred twice (4.34.%). In Data 2, the learner produced sustaining respond answers 15 times (31.26 %), prolong elaborate 14 times (29.16 %), prolong extend 7 times (14.58), prolong enhance 10 times (20.83 %),

The type of negotiation preferred by the learner in Data 1 includes 35 interpersonal negotiations and 11 logico-semantic negotiations. Table 2 shows that most of negotiation of meanings used in the conversation are in the form of interpersonal negotiation. Meanwhile Data 2 shows that the learner used interpersonal negotiation 29 times (61.70 %) and logico-semantic negotiation 18 (38.29 %). Table 3 shows that most of negotiations of meanings used in the conversation are also in the form of interpersonal negotiation.

### Table 2. Negotiation of Meanings and Speech Function Coded in a Job Interview among Students of Madiun State Polytechnic Academic Year of 2016

<table>
<thead>
<tr>
<th>Speech function</th>
<th>Type of negotiation</th>
<th>Turn/Move</th>
<th>Discourse</th>
<th>Mood choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interpersonal</td>
<td>Logical</td>
</tr>
<tr>
<td>Data 2</td>
<td>Sustaining: R. Answer</td>
<td>Interpersonal 1</td>
<td>Ir: May I see your CV?</td>
<td>Elliptical declarative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ir: What interests you to do for a job?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sustaining: R. Answer Prolong Enhance</td>
<td>Interpersonal 2a</td>
<td>Ir: (i) I interest for this job</td>
<td>Full declarative Expansion/enhancement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(ii) because I have many experience about this job.</td>
<td>Full declarative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(iii) Maybe in my ‘Praktek Kerja Lapangan’ I have many experience in PLN and KP2KP</td>
<td>Expansion/extension</td>
</tr>
<tr>
<td></td>
<td>Sustaining: R. Answer Prolong Elaborate</td>
<td>Interpersonal 3a</td>
<td>Ir: Can you tell me your experience?</td>
<td>Full declarative Expansion/ elaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(i) In PLN I work in Umum staff</td>
<td>Full declarative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(ii) and my job I maybe input data Information</td>
<td>Full declarative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(iii) and make some resume for a</td>
<td>Elliptical Expansion/ela</td>
</tr>
</tbody>
</table>
Elaborate ‘Laporan Perjalanan’ like that and many others.

Sustaining:R. Answer Logico-semantic 4 
Ir: Did you do part time job before?

Sustaining:R. Answer Interpersonal 5a 
Ir: What do you dream of kind of job?

Sustaining:R. Answer Logico-semantic 6a 
Ir: What computer skills do you have and what programs are you comfortable using?

Prolong: Elaborate Interpersonal 6b 
Ir: Are you comfortable using a phone with multiple lines and handling a high volume of telephone calls?

Responding: stn: answer Interpersonal 7a 
Ir: At this company, we like to think of ourselves as a team that works together towards the same goals. How do you feel about working in a team environment?

Prolong: Enhance Logico-semantic 8b 
Ir: How would you feel supervising two or three other employees?
<table>
<thead>
<tr>
<th>Sustaining:</th>
<th>Logico-semantic</th>
<th>9a</th>
<th>Ie: (i) Maybe two or three another employees in... I feel maybe so</th>
<th>Full declarative</th>
<th>Expansion/ elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prolong:</td>
<td>Interpersonal</td>
<td>9b</td>
<td>(ii) maybe can enjoy</td>
<td>Elliptical declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Logico-semantic</td>
<td>9c</td>
<td>(iii) but I have a high...</td>
<td>Elliptical declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Elaborate</td>
<td></td>
<td>(iv) must have a high performance</td>
<td>Elliptical declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Interpersonal</td>
<td></td>
<td>(v) because if I saw the other</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Elaborate</td>
<td></td>
<td>(vi) I must be better good than the other.</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Enhance</td>
<td></td>
<td></td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Rsp: Answer</td>
<td>Logico-semantic</td>
<td></td>
<td>Ir: What is your greatest strength and how will it help your performance in this position?</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Rsp: answer</td>
<td>Logico-semantic</td>
<td>10a</td>
<td>Ie: (i) Maybe with my experience in organisation I have experience to be a leader.</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Interpersonal</td>
<td>10b</td>
<td>(ii) It can make me believe</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Elaborate</td>
<td></td>
<td>(iii) able to work on this position.</td>
<td>Elliptical declarative</td>
<td></td>
</tr>
<tr>
<td>Rsp: answer</td>
<td>Logico-semantic</td>
<td>10c</td>
<td>Ir: What is your greatest weakness?</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Interpersonal</td>
<td></td>
<td>Ir: How do you handle stress and pressure?</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Rsp: answer</td>
<td>Logico-semantic</td>
<td>11a</td>
<td>Ie: (i) Maybe my weaknesses is I can’t feel my false</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Logico-semantic</td>
<td>11b</td>
<td>(ii) because If I false I think what I do is true.</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Interpersonal</td>
<td>11c</td>
<td>(iii) Maybe I can’t to control my emotion.</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Rsp: answer</td>
<td>Logico-semantic</td>
<td></td>
<td>Ir: If I have a stress and pressure</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Logico-semantic</td>
<td>12a</td>
<td>(ii) maybe if I have stress</td>
<td>Elliptical declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Interpersonal</td>
<td>12b</td>
<td>(iii) I am not to use my time to out of my Stress</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Logico-semantic</td>
<td></td>
<td>(iv) because if I stress</td>
<td>Elliptical declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Interpersonal</td>
<td></td>
<td>(v) I can take a break From</td>
<td>Full declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Logico-semantic</td>
<td></td>
<td>(vi) make my mind to be good</td>
<td>Elliptical declarative</td>
<td></td>
</tr>
<tr>
<td>Prolong:</td>
<td>Interpersonal</td>
<td></td>
<td>(vii) and if I have pressure</td>
<td>Full declarative</td>
<td></td>
</tr>
</tbody>
</table>

**Ir:** What is your greatest strength and how will it help your performance in this position?
From the conversation, it can be seen that the learners produce either interpersonal or logico-semantic negotiation. Interpersonal negotiation happens when the speakers negotiate feelings or attitudes whereas logico-semantic negotiation happens when they negotiate message.

Furthermore, Table 2 and Table 3 indicate that the learners demonstrate both interpersonal and logico-semantic negotiation. It implies that the learners prefer to use interpersonal negotiation in developing conversation. Besides, the data also suggests that the conversation belong to normal conversation because interpersonal and logico-semantic negotiation occurred proportionally.

Table 3: Frequency of Negotiation of Meanings Occurrence

<table>
<thead>
<tr>
<th>Types of Negotiation of Meanings</th>
<th>Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Data 1</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>35 (76.08%)</td>
</tr>
<tr>
<td>Negotiation</td>
<td>%</td>
</tr>
<tr>
<td>Logico-semantic</td>
<td>11 (23.91%)</td>
</tr>
<tr>
<td>Negotiation</td>
<td>%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>46 (100%)</td>
</tr>
</tbody>
</table>

Table 3 shows that the type of negotiation of meanings includes interpersonal negotiation that occurred 35 times (76.08% of total data).
in Data 1 and 29 times (61.70 %) in Data 2. Meanwhile, logico-semantic negotiation occurred 11 times (23.91 %) in Data 1 and 18 times (38.29 %) in Data 2.

Discussion
A dialogue, as Halliday (1984: 11) stated, is a process of exchange involving two variables namely a commodity – either goods or service – and roles associated with exchange relation – either giving or demanding. In speech function analysis, as shown in Table 1 and Table 2, it is found that the learners perform meaningful conversation because there are processes of exchange as suggested by Halliday. They prefer to respond the initiation by providing the information demanded in either full declaratives or elliptical declaratives. Those two moves are produced the most by the learners. It means that the negotiation happened as evidenced by the reactions to sustain the conversation.

This study is focused on the communicative competence of Madiun State Polytechnic students. As Eggins and Slade (1997:6) stated, we negotiate meanings about what we think is going in the world, how we feel about it, and how we feel about people we interact with in any conversation. Every time we are conversing, we negotiate our feelings and information. Grammatically, negotiations of feelings are conveyed when the speakers choose the mood element of the clause, which consist of Subject and Finite. Whereas, the negotiations of information or context are realized when participants choose to negotiate the residue elements, can be predicator, complement, or adjunct. The result of analysis shows that Madiun State Polytechnic students are able to acquire both interpersonal and logico-semantic negotiation. However, from the data it was found that the students prefer to use the interpersonal negotiation. It implies that there is a proportional frequency of the negotiation types which is a nature of conversation.

In addition, it clearly shows that the learners who participate in the conversation have a fair ability to negotiate meanings. They attempted to respond to the interlocutor’s move to keep the conversation going regardless the length of the exchange. It is reasonable to argue that they are able to create spoken text independently, sometimes without any other speakers’ help.

The learners also negotiated message or news less than giving judgments. It gives content to the verbal element of proposition, telling listeners what is or was happening which is somehow implicated in the proposition. It is expressed by a nominal group, either pronoun or noun or by sequence of words dependent on a head noun. They are used to add extra information about the event expressed in the core of proposition. The learners were able to use adverbs, prepositional phrases or conjunctions which express meaning about the logical links and continuities between one clause and the earlier clause. They could expand the field of negotiation beyond the Subject-Finite by probing for Circumstantial Adjunct as one common way of contributing to the dialogue.

To some extent, the learners could links processes by providing additional information. Although they did not add any essential new element to the message, they gave more information about what is already there. It may relate to the whole message; and it may restate it or it may clarify or exemplify it, or it may add extra information about its attributes, including the speaker’s comment.
The learners could also make one process projected through another either by quoting or reporting. Both meanings (ideas) and wordings (locutions) have been projected. Their projection was carried out through mental and verbal processes.

Conclusion and Implication
The findings of this study suggest that the learners used all types of negotiation in the data. There are interpersonal negotiation and logico-semantic negotiation. However, the frequency of interpersonal negotiation is higher than logico-semantic. This suggests that the learners prefer to use interpersonal negotiation in the data. It has something to do with judgments and opinions, including meanings about how likely or how intense something is. The students of Madiun State Polytechnic also used logico-semantic negotiation although the frequency is less than interpersonal negotiation. It means that the learners also negotiated message or news although the frequency is less than giving judgments and opinions.

The learners used interpersonal negotiation as well as logico-semantic negotiation as a communication strategy to overcome the crisis which occurred when language structures were inadequate to convey their thought in a job interview. Their ability to sustain conversation by applying interpersonal and logico-semantic negotiations proved that communication strategy is a potential conscious plan for solving what the learner presents itself as a problem in reaching a particular communicative goal.

The learners could participate in the conversation independently. Regardless the lexico-grammatical weaknesses, the learners were able to respond to the interlocutor’s move to keep the conversation going. They make use of most of the strategies but the realizations of these, in detail, often proved to be problematic. Considering the learners’ shortcomings, it implies that they should be reinforced on how to negotiate judgments, opinions including how likely or how intense something is as well as how to negotiate message or news lexico-grammatically.

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DISTURBING THE INDONESIAN HUMAN ECOLOGY IN FORESTS, PHOTOGRAPHY, HISTORY, AND FICTION

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Abstract
The earth lives in harmony until man destroys, cuts down trees, drains the water, or in short alters and wears down nature. Though this ecological fact pervades every aspect of our life, this essay will only trace it through photography, history, and a novel. The photographer tends to shoot his model from an angle that he thinks is artistically good without realizing that in doing so he might go against the original nature of the model and disturb human ecology. In history such makeover could be scary. During the beginning of the New Order Era the authorities thought of altering the human ecology by literally killing off the Reds to turn Indonesia into a new kind of society. This ecology of genocide is analogous to the cutting down of trees to turn a forest into a new industrial area. This essay will also trace a political makeover in Christopher Koch’s The Year of Living Dangerously to show that the interpretation of literature should not ignore the basic ecological principles that underlie all life. The discussion will rely heavily on Glen Love’s Practical Ecocriticism, Greg Garrad’s Ecocriticism, and Fritjof Capra’s Web of Life.

Keywords - slash-and-burn mindset, photographic editing, makeover, interconnected whole.

Introduction: The Web of Life
As a culture, Capra says, we are discovering that we cannot understand the major problems of our time in isolation. They are systemic problems; they are by nature interconnected and interdependent (Capra, 1997: 7). For example, from the viewpoint of deep ecology the extinction of plant and animal species is inextricably linked to third world debt. To illustrate this point is The University of Maryland study, which collected satellite data and published them in Nature to show Indonesia as probably the largest deforester in the world, and that most destruction is in lowland and peat forests in Sumatra and Kalimantan, the only habitat in the world where tigers, orangutans, elephants and rhinoceroses live together (https://blogs.ntu.edu.sg/hp331-2014-32/?page_id=57).

The Indonesian government tried to impose a moratorium on deforestation but it did not succeed very well. As Capra puts it this problem cannot be seen in isolation. It is interconnected and interdependent with the global demand for logs, pulp for paper and palm oil. Moreover, the Maryland study concludes that in Indonesia “Large wetland
clearings are probably not caused by small holders, but by agro-industrial land developers.” Capra would most probably explain Indonesia’s ecological problem as “a pattern in an inseparable web of relationships.”

This is why Capra’s “ecological literacy” is important. An understanding of reality based on the essential interdependence and interconnectedness at the heart of things restores our human connection to the entire web of life. This essay will cover the cost of disturbing the human ecology in Indonesian forests, Indonesian model photography, Indonesian history and The Year of Living Dangerously - a novel set in Indonesia. The three of them exhibit the same basic principles of networks that are not organizationally closed, but are determined by interdependence and interconnectedness. When someone wants to make over a forest, a photo model, or a community, he/ she will disturb the entire web of interconnected lives, and thus he/ she should not forget the cost involved.

The Cost of High Scale Ecological Degradation in a Forest Makeover
The dark wild forests in many parts of Kalimantan have been turned into beautiful, neat oil palm plantations. At first sight this looks like a remarkable thing to do since it not only beautifies but also turns the land into a huge source of income. This project of making over nature, however, is not without ecological cost. There are many interconnected and interdependent elements that will be disturbed such as the animal and human ecology. First of all it is not easy to clear a dense forest to turn it into a plantation and so unfortunately in Kalimantan, people still resort to the horrible slash-and-burn method. They do not care if the fire gets out of control and completely disrupts the ecology. For example the peat land fires in the Kapuas district of Kalimantan was brought about by the plantation companies which intentionally continued to clear forests, and drain wet, carbon-rich peat lands. Since everything is interconnected and interdependent in ecology, this fire takes its toll on human and animals as well. The uncontrolled fire lasted for many months and caused a tremendous haze that made all living creatures, including humans, suffer. The Indonesian minister Khofifah Indar Parawansa said that the haze death toll continues to rise as efforts to extinguish the
blazes covering Sumatra and Kalimantan were hampered by continuing dry conditions (http://www.todayonline.com/world/asia/haze-death-toll-indonesia-climbing-says-minister). She also added that deaths from haze related respiratory illnesses reached a total of 19 people across Central Kalimantan, South Kalimantan, Jambi, South Sumatra and Riau. All of those five provinces were declared a state of emergency. The haze crisis continued to worsen as over 43 million people had been exposed to smoke from the wildfires, with over half a million cases of acute respiratory tract infections recorded.

School children walking in the haze in Jambi (September 29, 2015, Antara Foto)

The Cost of Low Scale Ecological Degradation in a Photographic Makeover
The mindset of disturbing nature to beautify and get money from it pervades all aspects of Indonesian life. One clear daily example is how girls willingly undergo a makeover to make themselves beautiful in front of a camera and try to get a better prospect of life through their new beauty.

―Lookism,‖ or the prejudice based on physical appearance and attractiveness, is a problem against equal-opportunity in jobs. Although work productivity has not been scientifically correlated with beauty, one study found that bosses claim that good looks help the success of their companies (Tietje, Louis, and Cresap, Steven, 2005: 31-50). Photographers understand this fact very well and offer their services to makeover a girl’s appearance with their camera and editing techniques. After all a pretty photograph on a resume or application letter may well put the candidate on the short list.

This sort of Lookism is very much behind model photography though the photographer will put a psychological and sociological risk on the photo model. For example when I first met this college girl, she was still a tomboy athlete with a very natural look.

Tomboy village girl

Then I introduced her to a makeover through cosmetics and photoshop editing until she turned into a mature sophisticated woman according to my kind of aesthetic taste as a photographer.

Sophisticated City Girl

Finally she became a well known model among photographers. She completely lost her village girl look and many admired the new beauty and personality reflected in my picture. But which then is now her true self?
Is it the one reflected in the picture of the tomboy village girl or in the mature city girl? This metamorphosis of her true self is not without a psychological and social cost.

In the tradition of makeover stories such as Cinderella, it always turns out that the transformed self is somehow more authentic than the original self, a point often concluded in analyses of the makeover genre (Tait, 2007: 119 – 135; Heyes, 2007: 17 – 32; Banet-Weiser and Portwood-Stacer, 2006: 255 – 272). The following candid shot of the girl shows her transformed self emerging more clearly than her old one even when she is not doing any conscious posing.

In the world of biology, this is very common and Charles Darwin, the father of evolutionary theory, would probably classify it as the survival of the fittest. In fact Nancy Etcoff calls it “The Survival of the Prettiest (2000)” which is the title of her book in which she explains that beauty is an inevitable and universal “basic instinct” (Etcoff, 2000 : 7). She also firmly argues for the chameleon attitude with the question “isn't it possible that women cultivate beauty and use the beauty industry to optimize the power beauty brings? (Etcoff: 4).” Along these lines the photographer can be seen as just helping her to show herself favorably in job application letters. After all her photograph is the first glimpse that some HRD manager will see. This looks very much the same with the slash and burn of a virgin forest with the goal of beautifying it into an oil palm plantation which would ultimately bring profit in meeting foreign demand for palm oil. But at what cost? Obviously the photographer did not consider the ecological cost of ‘editing’ his model into a K-Pop looking modern girl. The model is after all, as Capra puts it, living within “an inseparable web of relationships.” By having a makeover, she will go against the religious and cultural web of society around her. This is an example of a photographer disturbing the harmony of human ecology.
The Cost of High Scale Ecological Degradation in Human Makeover

Photographic editing, however, is only a very mild slash-and-burn in the sense that the photographer is performing a complete makeover of the model just for artistic purposes. Moreover his object is a single individual. What if someone wants to makeover millions of people? This took place when the Nazi wanted to makeover the whole Aryan race or when the Indonesian authorities wanted to alter the human ecology by literally killing off people to turn Indonesia into a new kind of society in 1965.

The connection between ecology and the politics of mass killing is actually nothing new and most probably the Indonesian regime of 1965 was inspired by Ernst Moritz Arndt, the German philosopher whose concept of ecology is actually very close to the present day view of Capra since just like Capra, Arndt believed that: "When one sees nature in a necessary connectedness and interrelationship, then all things are equally important -- shrub, worm, plant, human, stone, nothing first or last, but all one single unity (Krügel, 1914:18).

Ernst Moritz Arndts
Unlike Capra, however, Arndt's ecology was colored with extreme fear and hatred of strangers or foreigners or of anything that is strange or foreign. His philosophy of ecology was always in terms of the well-being of the German soil and the German people. He repeatedly warned that foreign immigrants would pollute German soil. Immigrants, especially Jews, would also be a threat to Teutonic racial purity through intermarriages. This was the beginning of the deadly 19th century connection between love of land and militant racist nationalism that was to become Hitler's Fascist Ecology.

This notion of seeing racism as part of ecology is also demonstrated in the slogan "The unity of blood and soil must be restored," as proclaimed by Richard Walther Darré in 1930 (Darré, 1939: 28). This shocking expression signifies a mystical relationship between 'blood' (the race or Volk) and 'soil' (the land and the natural environment) in the sense that the soil belonged to the Germanic peoples by blood right and consequently the Jews did not have any true relationship with the German land. German blood, in other words, made Germans the exclusive possessor of the German soil. Darré's term "blood and soil" became the guiding principle of Nazi ecofascism in which "genocide developed into a necessity under the cloak of environment protection (Staudenmaier, http://www.spunk.org/texts/places/germany/sp001630/peter.html)," namely, to keep the soil clean from foreign racial pollution. In 1933, Adolf Hitler and the National Socialist German Workers’ (Nazi) Party assumed power in Germany and began plans for war. The party wanted to rid Germany, and eventually the world, of “impure” Jews. Ernst Lehmann, a professor of botany, characterized National Socialism as "politically applied biology (Lehmann, 1934: 10-11)."

This philosophy of a clean, racial environment was made legitimate in 1935 by passing the Nuremberg Laws (Allen, 2010), which defined individuals as Jews based not on their religious practices but on bloodlines. In other words, a person raised Christian who had at least three Jewish grandparents was
considered Jewish and therefore impure. These laws also called for the separation of the “pure” Aryan race from the Jews.

Around 1941, to realize Arndt’s and Darre’s ecology, the Germans implemented the “Final Solution” to exterminate all the Jews, Gypsies, and other “impure” groups in Europe (Browning, 2004: 36–110). Today, it stands as one of the darkest periods in human history. The Nazis evacuated Jews violently from the ghettos, sending them to Auschwitz, Treblinka, and other death camps to face the gas chambers. Bodies of the murdered were then cremated in large ovens. Greg Garrard, the foremost echocritic, sums up the terrifying cost of this large scale}

Djiwandono as quoted by Hadiwinata reported that applicants for positions in the civil service and the military were asked to produce a special letter called Surat Keterangan Bersih Lingkungan (Bill of Clean Environment) issued by the sub-district military office which traced a possible involvement of their extended families or associates with the Communist Party (Hadiwinata, 2003: 76). It is interesting to note how this political branding in Germany and Indonesia are both connected to ‘lingkungan’ or ecology. This again illustrates Lehmann’s concept of “politically applied biology.” This large scale human makeover in Indonesia is the background of Christopher Koch’s novel The Year of Living Dangerously.

The Conservationist against Human Ecological Degradation in The Year of Living Dangerously

Where on earth are the Conservationists then? This is the question that would naturally come to one’s mind. When it is just a matter of low scale human ecodegradation such as the makeover of the photographer’s model there is no problem. The model herself is also the conservationist who can temper the photographer and succeed to get a job as well with her pretty makeover. How about high scale ecodegradation? This is where the tragicomedy starts. At the height of the Kalimantan forest fires, for example, some desperate self appointed conservationists tried to put out the huge blaze with simple watering cans or buckets of water.

The problem of ecological degradation is indeed immense. The question that comes to mind is how conservationists respond to it. A short look at various responses to the forest fires can be very touching and even very tragicomical. At the height of the Kalimantan forest fires people got so concerned that they spontaneously

Suitcases of the persecuted Jews at Auschwitz

human makeover as “the pursuit of harmonious dwelling [environment] for the German people was ultimately extended ... into industrial total war and genocide as the invasion of the East secured Lebensraum or ‘living place’ ... Even the extermination of the Jews could be justified in part ...not only by their [Jewish] ‘blood’ but by their supposed lack of allegiance to German soil (Garrard, 2004:112)” as well.

Thirty years later a Nazi like ‘slash-and-burn’ genocide and political branding based on bloodline found its way into Indonesia. Just like the way Jews were defined by their bloodlines, so were the Reds during the Indonesian New Order era. For example,
tried to put out the huge blaze with simple watering cans or buckets of water.

I just don’t know whether to cry or laugh at the futile efforts of these people who were desperate after being trapped in the haze for more than two months.

Now you might well think that the silly firefighters are just villagers without many resources to rely on. It might surprise you that actually this mindset of oversimplifying solutions to human ecology also belongs to elite powerful public figures. The most frequently quoted example is the top military and government leaders of Nazi Germany. In spite of being highly educated, they solved the threat of ecological contamination of Jews on the purity of the Aryan race by simply killing off all the Jews in Europe.

When I took a walk in the Auschwitz concentration camp where Jews from all over Europe were taken to be exterminated in gas chambers, I was again not sure whether I should cry or laugh at these oversimplifying conservationists in trying to solve the problem of Aryan ecodegradation.

Such a final solution in the style of Arndt’s and Darre’s philosophy of ecology was also reflected in the violent extermination of Indonesian Lefties to purge the environment and build a new society. This extermination is actually very analogous to the slash-and-burn method of clearing the dense forest with the intention of turning it into a beautiful oil palm plantation. However, as Capra puts it, everything is interrelated in “an inseparable web of relationships." As foreign demand for palm oil increases, so do palm oil plantations, and so do forest fires. Analogously the ‘slash-and-burn’ of Indonesian people in the past was also interrelated with a foreign interest in Indonesian natural resources. Richard Nixon, for example, eyed Indonesia as “the region’s richest hoard of natural resources” and “by far the greatest prize in the South-East Asian area (Nixon, 1967: 111).” Along these lines U.S. foreign aid was delivered in large quantities of rice and cloth to strengthen Suharto’s rule. It was meant to prove that Suharto’s government was better than Sukarno’s. How these all are
interconnected can be seen in the 1982 movie *The Year of Living Dangerously*, which was based on Christopher Koch’s novel.

The pathos of these oversimplifying conservationists is the prime signifier in Christopher Koch’s *The Year of Living Dangerously*. It is first and foremost seen in Billy Kwan, the news photographer who got very involved with the fate of the Indonesians poor. Billy even took care of a poor woman with a sick child in the slums and says: “What then must we do? We must give with love to whoever God has placed in our path (Koch, 1978: 122). “ It is a very touching scene but it is just like trying to put out a forest fire with a single watering can or bucket of water. The movie is full of such tragicomedy. The tragicomedy is that Billy and the man with the watering don’t see the big picture. In Billy’s case it is even a bigger tragicomedy since he actually is aware of the big picture but chooses to ignore it when he says “Well, I support the view that you just don’t think about the major issues. You do whatever you can about the misery that’s in front of you…You think that's naive, don't you?”

Billy’s naiveté comes out more clearly in the scene where he tried to make the President to improve poverty and hunger just by hanging an anti-Sukarno banner from the window of a room at the luxurious *Hotel Indonesia* and unveiling the banner just as President Sukarno was about to visit the hotel. Again this banner is analogous to the watering can that is used to put out a gigantic fire. Instead of achieving his goal, Billy was shot by security personnel and then his dead body was pushed from the window to make it look like a suicide.

Another main character in the *Years of Living Dangerously* is Jill Bryant, a beautiful young diplomat at the British embassy. She found out that the People’s Republic of China was secretly sending a shipment of weapons to Indonesia to arm the Reds. Concluding that violence would soon break out, Jill warned Guy Hamilton, her Australian lover, about the arms shipment and urged him to leave Indonesia. Here again we see the motif of someone trying to put out a big fire with a watering can. Jill naively thought her information would extinguish Guy Hamilton’s fire of ambition to be the champion journalist to cover the Indonesian dangerous year. However unlike Billy, Jill did not fail completely. Though Guy indeed became even more obsessed about publishing the news before his rival reporters did, he finally yielded and agreed to leave the dangerous turmoil of Indonesia to join Jill who was pregnant with his baby. In terms of ecocriticism, Jill represents what Catriona Sandilands calls “motherhood environmentalism” for those women who are bearers of children and guardians of “family sanctity” and who are actually very aware of ecological destruction. It is women who will ‘green’ society and improve the environment primarily from the private sphere (Sandilands, 1999: XI). This mood of “motherhood environmentalism” brought peace to Guy’s burning ambition, as he was watching her on the plane to London, his mind was on “the woman with whom he would spend his life; and his joy did not recede… (Koch, 1995: 276 – 277).”

Initially disappointed with Hamilton who chose to release the secret information for the sake of his career, Jill broke up with him. Billy also broke his friendship with Hamilton after seeing how the latter betrayed Jill’s trust. Having lost the support of Jill and Billy, Hamilton relied on his Indonesian driver Kumar (who was secretly a Red activist) for information. Kumar took him to a deserted Dutch plantation house in the hills near Jakarta, where they spent the weekend drinking. When Kumar disclosed his identity as a Red activist, Hamilton warned him of
the upcoming danger, Kumar declined to give up his determination to struggle for his political conviction. Kumar is another conservationist who pitifully tried to extinguish a gigantic fire with a watering can. Just relying on the rumor that a Chinese shipment of arms would arrive and foolishly believing that an uprising of untrained farmers and workers could defeat a well trained and well armed army, Kumar was ready for a showdown.

The showdown did take place on 30 September 1965 when the Reds were maneuvered into a coup d'etat by misleading rumors that the President was sick and about to die. Hamilton drove to the Presidential Palace to get the latest coverage for his breaking news. He tried boldly to enter by bluffing the guards but unfortunately he was hit in the face with a rifle butt. He returned to his car and the driver drove him to an empty apartment rented by the British Embassy. Upon examination, the doctor discovered Hamilton suffered from a detached retina, and advised him to rest completely to avoid getting blindness. When Kumar came to see him, Hamilton persuaded Kumar to leave the dangerous situation, but Kumar stubbornly insisted to reorganize in Jogjakarta and pursue his cause. Later Cookie, the narrator, reflected that “in circles of lanterns in the paddy fields at night, the cane-knives will chop and chop at figures tied to trees; and trucks will carry loads of human heads… (Koch, 1995: 276).” The novel Years of Living Dangerously is a painful recount of a pathetic Watering Can attempt to put out a powerful Slash and Burn mass killing. The Watering Can is represented by the novel as the Wayang of the Left while the Slash and Burn force is the Wayang of the Right. “The hopeless effort of the Left who believed themselves as the conservationists able to put out the dangerous political fire was commented by Cookie, the narrator, with his words that “… the conspiracy of September the thirtieth had been beaten at the outset, it seemed. No pitched battles had been fought; few shots had been fired; but the Wayang of the Right had already triumphed over the Wayang of the Left … (Koch, 1995: 264).”

Conclusion
Ecological Makeover At Any Cost
Disturbing The Indonesian ecology can happen on a high scale or low scale. A high scale disturbance may involve either a terrifying slash and burn of a forest to turn it into a plantation or even a terrifying mass killing to bring about a makeover of society. On a low scale it can be a simple daily action of making over a village girl into a beautiful sophisticated city girl. Both high and low, however, are not without their spiritual costs. Ecology and spirituality, as Capra puts it, are fundamentally connected, because “deep ecological awareness, ultimately, is spiritual awareness (Capra, 1997:7)” of the cost in disturbing nature.

The pathos of this ecological cost takes place when pitiful ineffective conservationists are pitched against gigantic disasters such as a man with a watering can trying to put out an enormous forest fire or a band of untrained farmers and workers trying to confront the mass killing of a powerful army. These pathetic efforts are usually due to an inability to see the big picture. This tendency to miss the big picture is not only limited to putting out fires with a watering can. It also applies to such a common affair as a girl searching for a hard to get job with a physical makeover. Obviously she fails to see all the interconnected economic factors that bring about the scarcity of jobs. This is in line with Capra’s philosophy of ecology which stresses that “At the deepest level of ecological awareness you are talking about … being embedded in a larger whole… (Capra, 1997: 7).”
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THE STUDENTS’ ATTITUDE TOWARDS LEARNING ENGLISH IN RELATION TO THEIR LEARNING STRATEGIES AND ACHIEVEMENT

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Abstract
The objectives of this research were to find out (1) the students’ attitude towards learning English, (2) the students’ language learning strategies, and (3) students’ language learning strategies related to their achievement. The research employed mixed method design. The subjects of this research consisted of second semester of Deck (Nautical) department of Politeknik Ilmu Pelayaran Makassar. The data were collected using attitude scale, strategy inventory for language learning, and interview. The quantitative data were first tabulated and then classified according to the given score ranges, and finally categorized in regard to the given criteria. The data interviews were used to support the quantitative data. The Chi-Square was used to know the correlation between language learning strategies and achievement. The result of this research showed that (1) the student had positive attitude towards learning English, (2) the dominant language learning strategies that the student used was metacognitive, and (3) there was no relation between the students’ language learning strategies and their achievement. In conclusion, the students enjoyed learning English and realized the need of English in their department.

Keywords - attitude; learning strategies; achievement

Introduction
Education is the powerful tool which helps to modify the students' attitude according to the needs of the society. Attitude towards learning is believed to influence student's motivation and finally can improve their achievement by choosing the good learning strategies as the effect of their positive attitude. The students’ attitude will be varying from one to another. Gardner (1968:141) believes that students' attitudes are influenced by the parents. Gardner views that parents have the important roles in the learning situation of the students. Students will face good result in learning if their parents are active in monitoring their children in their language performance. In relating with foreign language learning, the students' attitude towards learning English can be influenced by their English lecturers and English material.
that the result of the research could be a good motivation to other students in learning.

In connection with the purposes, Oxford (1990:8) views that learning strategies help learners participate actively in such authentic communication. This is supported by Ellis (1997:73) mentions several factors such as personalites, learning styles, language aptitude, motivation and also differences in learning strategies as factors that strongly affect the learner's development in learning. According to Freeman (1991:179) views that lecturer's attitude can also affect the quality and quantity of the learning which take place. In addition, Harmer (1998:1) said that lecturer should make their lesson interesting. This can be concluded that the relationships between lecturer and students could not be separated in process of learning and teaching. This is because they support each other to gain the goals.

This research is important to find the students' attitude towards language learning because there still less information about the students' attitude in learning language especially for Nautical Department students in Maritime polytechnic. The lecturers need for the research result to help them make the suitable or relevant English teaching and learning for Nautical. The relevant English learning and teaching will prepare Nautical department students who are hoped that after graduating from the school, they have special competence to face the real workplace.

English is a compulsory subject in Maritime polytechnic. Nautical department students of this school have to learn English because they need English for communication in the job. They are prepared to have the huge opportunities after graduating in this school. Therefore, this research is feasible to be conducted in order to find out students' attitude towards learning English in relation to their learning strategies and achievement. Based on the background above, the researcher formulated the research questions as follows:

1. What is the attitude of Nautical department students of Politeknik Ilmu Pelayaran Makassar towards learning English?
2. What learning strategies do they apply based on their attitude?
3. What is students' achievement relating with their strategies?

**Literature Review**

**Previous Related Studies**

(1) **Related studies about attitude:**
Marwan (2012) conducted a research study about Researching Indonesian Students’ Attitude towards Foreign Language and found that the result of the study, overall, indicated that Indonesian students had positive attitude towards foreign language. The students are happy to learn foreign language. People who feel forced in learning will not benefit much in learning process. Gajalaksmi (2013) conducted about High School Students' Attitude towards Learning English Language. The researcher found that there is significant difference based on gender, locality of the school, type of school, type of management. Hence it was concluded that more classroom activities in the study of English enhance pupils' attitude to learn English.

(2) **Related studies about language learning strategies:**
Said (2013) conducted the research study under the title Learning Strategies Used by the Students of English Department of Tarbiyah Faculty at STAIN Palopo found that 1) the strategies applied by high achievers in memory strategies were "review English lessons". 2) metacognitive strategies is the most frequently strategy used by sixth semester students of English department of STAIN Palopo. 3) there is a significant different in using language learning strategies between high achievers and low achievers. The most frequently used by high achievers is metacognitive strategies and the lowest
frequently used is affective strategies. Furwana (2012) researched about Learning Strategies of Sixth Semester Students of English Department of Tarbiyah Faculty at UIN Alauddin Makassar researched about the most dominant strategies that used by Tarbiyah Faculty at UIN Alauddin Makassar and that the metacognitive strategies was the most dominant language learning strategies used by sixth semester students of English department of Tarbiyah Faculty at UIN Alauddin Makassar.

(3) Related studies about achievement: Rachmawati (2013) in her thesis under the title The Application of Language Learning Strategies and their Correlation with Students' Achievement, found that there were correlation between students' strategies and their achievement. Bouirane (2015) conducted a correlation study among metacognitive language learning strategies use, gender, and learning achievement at Farhat Abbes University Algeria, found that the third year EFL students used metacognitive language learning strategies that linked to their success in language learning.

In relation to this research study, some researchers above discuss about students' attitude, language learning strategies and achievement, but the difference of this research that tried to correlate the students' attitude towards learning English, students' learning strategies and the students score in Nautical department of Politeknik Ilmu Pelayaran Makassar.

Pertinent Ideas

Attitude has a close relationship with motivation. O'Malley and Chamot (1990:160) emphasize that the students who have experienced success in learning have developed confidence in their own ability to learn. This is in line with McDonough (1991:153) stated that no relationship between achievement and attitudes for the students who have direct experience of the language. Students' attitude is the behavior to learning activities which can influence the students' performance in learning.

Attitude is rather permanent way of thinking, feeling or behaving towards someone or something Rasyid (2015). The students have response tendency by relatively way to people, thing or etc. with the positive or negative attitude. If the students have positive attitude, it becomes the good beginning for the learning and teaching process. In accordance, Syah (2013:150) notes that lecturer must have the positive attitude to her/his self and to the lesson in order to make the students have the positive attitude too to the lecturer and to the material will be learnt.

In general, the concept of attitude in psychology defined as an evaluation of positive or negative toward thing or people. Rasyid (2015) defined attitude is learned and acquired before it becomes a predisposition which comprises cognitive, affective and skill aspects. 1) Cognitive aspect involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. 2) Affective aspect refers to the positive or negative feeling. In fact, learners express whether they like or dislike the situation or materials of learning and teaching process. 3) Skill aspect deals with the way one react in particular reaction.

In Oxford Advanced Learner's Dictionary (1995:1179), the word strategy means a plan designed for a particular purpose. And according to Oxford (1990:7-8) "Strategy" comes from the ancient Greek term strategia refers to generalship or the art of war. In more specific sense, strategy entails the optimal management of troops, ships or aircraft in a planned campaign. In addition, Oxford (1990): stated that learning strategies are specific actions taken by the learner to make learning easier, faster more enjoyable,
more self-directed, more effective, and more transferable to new situations.

In other hand, Brown (1994:4) refers the strategies as specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. While Cook (1991:78) refers the learning strategies to a choice that the learner makes while learning or using the second language that affects learning, as distinct therefore from discourse moves or communication strategies, both of which aim at language use.

O’Malley and Chamot (1990:1) states that learning strategies are the special thought or behaviors that individuals use to help them comprehend, learn, or retain new information. And in other statement, Chamot (2004:16) defines learning strategies as the conscious thought that learners take in order to achieve a learning goal. Another expert, Ellis (1997:76), notes that learning strategies are the particular approaches or techniques that learners employ to try to learn a second language. They can be behavioral (for example, repeating new words in order to help remember them) or they can be mental (for example, using the linguistic or situational context to infer the meaning of the new word). They are typically problem-oriented. In addition, learners employ learning strategies when they are faced with some problem, such as how to remember new word. Learners are generally aware of the strategies they use and, when asked, can explain what they did to try to learn something.

Generally Oxford (1990:14) classified learning strategies into two categories; they are direct strategies and indirect strategies. Language learning strategies that directly involve the target language are called direct strategies. Indirect strategies support and manage language learning without directly involving the target language. These two categories of learning strategies support each other in order to help students in learning language.

Direct strategies. All direct strategies require mental processing of the language, there are three group of direct strategies (Oxford, 1990:37) memory, cognitive and compensation strategies, but the three groups of direct strategies do this processing differently and for different purposes. (1) Memory strategies have been used by people for thousand years for remembering or differentiating things. To achieve fluency, learners have to remember the large amount of the vocabulary with different meanings; memory strategies help language learners to cope this difficulty. In these learning strategies involves brain activity to acquire the language. Many ways that learners do in memorizing the language, Oxford (1990:38) divided memory strategies into four sets: Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, and Employing Actions. (2) Cognitive strategies are the practical for language learning (Oxford, 1990:43). There are four set of cognitive strategies; practicing, receiving and sending message, analyzing and reasoning and creating structure for input and output. (3) Compensation strategies enable learners to use the new language for comprehension or production despite limitations in knowledge (Oxford, 1990:7). There are two strategies in compensation strategies, they are guessing intelligently and overcoming limitations.

Indirect strategies. All direct strategies require mental processing of the language, there are three group of direct strategies (Oxford, 1990:37) memory, cognitive and compensation strategies, but the three groups of direct strategies do the this processing differently and for different purposes. (1) Metacognitive strategies according to Oxford (1990:136) are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies help learners
focus in learning target language. There are three sets of metacognitive strategies based on Oxford (1990:136) centering your learning, arranging and planning your learning, and evaluating your learning. (2) Affective strategies. The learners can gain emotions, attitudes, motivations, and values through affective strategies (Oxford, 1990: 140). There are three main set of affective strategies exist: Lowering your anxiety, Encouraging yourself, and Taking your emotional temperature. (3) Social strategies. Language is a form of social behavior; it is communication, and communication occurs between and among people (Oxford, 1990: 144). People are needed each other to communicate or for social interaction. Social strategies are very important in the process of interaction. Thus, learner needs the ways in learning target language. Social strategies divided into two set such as asking question, cooperating with others and empathizing with others.

In Oxford Advanced Learner's Dictionary (1995:1179), the word achievement means a thing done successfully. According to Kusaeri and Suprananto (2012:7) that achievement is knowledge or individual skill in a material which had been learnt. In relation to the English achievement, it can be conclude that the students’ mastery in English knowledge or English skill which had been learnt. In the end of learning and teaching process, Lecturer has to evaluate the students' mastery in current subject. It aims to determine the students' achievement in order to prepare the good preparation in teaching for the next learning and teaching process (Sardiman, 2012:174).

Research Method
This research employed mixed method design. This research used QUAN-Qual model, also known as the explanatory mixed methods design, in which the quantitative data are collected first then supported by qualitative data.

In order to collect data, the researcher used four instruments, they are: (1) Attitude scale (2) Interview (3) Adapted Strategy Inventory for language Learning (SILL) version 7.0 by Oxford (1989); and (4) Documentation. This research used the Attitude scale to measuring the attitude towards learning English. It aimed to explore the differences in the participants’ attitude by their information based on the questionnaire. There were 15 items concerning language attitudes in terms of: cognitive aspects (5 items), affective aspects (5 items) and behavioral aspects (5 items). The items were put in 5 point Likert scale. Interview was used to support the attitude towards learning English. The interview was used as a crosscheck to see the consistency of the students' reply questionnaire. This study used LLS of Oxford's (1990) Strategies Inventory for Language Learning (SILL). This is the most popular strategies inventory in studies conducted to investigate the language learning strategies used by the learners. The instrument specifies six learning strategies represented by a number of statements each with a corresponding Likert scale between 1 and 5. Memory strategies comprise 9 items, Cognitive strategies: 14 items, Compensation strategies: 6 items, Metacognitive strategies: 9 items, Affective strategies: 6 items, and Social strategies: 6 items. The total numbers of the items were 50 items. In this research, the researcher asked the Lecturers' documentation of students record of their English achievement. In this case the document here was the students' record in the last semester.

The population of this research was the Second Semester students of Politeknik Ilmu Pelayaran Makassar that consists of six classes. The total number of the population is 197 students. To determine sample of this research, the researcher used purposive sampling. The present researcher took 2 classes of Nautical department students as the sample in even semester academic year 2014/2015, because the students were demanded to use more English for supporting their skill later. Therefore, the total number of the sample was 52 students.
After tabulating and analyzing the data from the two data collection instruments, the data analysis were continued to the correlational analysis between the language learning strategies that the students use and their English achievement. The analysis is intended to answer the given hypothesis as follows:

H0 : the students’ English achievement doesn’t correlate to their language learning strategies.
H1: the students’ English achievement correlates to their language learning strategies.

The computation of correlation coefficient of the data was assisted by SPSS 18 using Chi-Square technique.

**Findings and Discussion**

**Research Questions 1**: What is the attitude of Nautical department students of Politeknik Ilmu Pelayaran Makassar towards learning English?

**Finding 1**:
The finding is shown in the following table:

<table>
<thead>
<tr>
<th>Interval score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>63-75</td>
<td>Strongly positive</td>
<td>8</td>
<td>15.38</td>
</tr>
<tr>
<td>51-62</td>
<td>Positive</td>
<td>41</td>
<td>78.85</td>
</tr>
<tr>
<td>39-50</td>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27-38</td>
<td>Negative</td>
<td>3</td>
<td>5.77</td>
</tr>
<tr>
<td>15-26</td>
<td>Strongly negative</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total** : 52 100

Table 1 shows that answer students research questions number 1 is 78.85% of the students have positive attitude towards learning English. The interview result affirm the finding that that the students were interested to learn English because they choose Nautical Department and realized the importance of learning English. As confirm in the cited excerpt below:

Excerpt 1:

M : “Mengapa Anda tertarik belajar Bahasa Inggris?”
A : “Karena saya ambil jurusan yang banyak pakai Bahasa Inggris

M : “ Why are you interested to learned English?”
A : “It is because I choose Nautical department that using English more”

(B interviewed on 15th, April 2015)

Excerpt 2:

M : “Mengapa Anda suka belajar Bahasa Inggris?:
B : “ Karena saya ambil jurusan Nautika yang banyak pakai Bahasa Inggris"

M : “ Why do like to learn English?”
B : “ Because I choose Nautical department that using English more”

(B interviewed on 15th, April 2015)

Excerpt 3:

M : “Jadi bagaimana menurutta pentingkah itu dipelajari Bahasa Inggris lisan atau tulisan?”
C : “Kalau saya penting sekali, karena kelak ketika kami akan bekerja di kapal, semua instruksi dan buku manual menggunakan Bahasa Inggris”.

M : “How do you think about the importance of oral and written English?”
C : “ I think it is very important, because when we are going to work on board, all the instruction and manual book uses English”

(C interviewed 15th, on April 2015)

Excerpt 4:

M : “ Mengapa anda tertarik belajar Bahasa Inggris ?”
D : “ Karena saya suka cara gurunya mengajar”
M: “Why are you interested in learning English?”
D: “I like to learn English because of my teacher’s way in my teaching”
(D interviewed on April 16th, 2015)

The students like their teacher when he helped to solve the problem. It can be realized that English is foreign language and sometimes make the students confuse in learning, and the fact that, the interview result shows that the English teacher have important role to motivate the students in learning English. It is supported by O’Malley and the Chamot (1990) that the students who have experienced success in learning have developed confidence in their ability to learn.

Research Question 2: What learning strategies do they apply based on their attitude?

Finding 2:
The finding is shown in the following table:

<table>
<thead>
<tr>
<th>Learning Strategies</th>
<th>Strongly Positive</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory</td>
<td>0</td>
<td>3</td>
<td>7,32</td>
</tr>
<tr>
<td>Cognitive</td>
<td>1</td>
<td>12,5</td>
<td>5</td>
</tr>
<tr>
<td>Compensatio n</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>6</td>
<td>75</td>
<td>16</td>
</tr>
<tr>
<td>Affective</td>
<td>1</td>
<td>12,5</td>
<td>3</td>
</tr>
<tr>
<td>Social</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
<td>41</td>
</tr>
</tbody>
</table>

Table 2 shows the answer or research questions number 2 that the dominant learning strategy of students is metacognitive strategies (finding 2). Metacognitive strategies according to Oxford (1990,136) are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies help learners focus in learning target language.

This research is similar with Said (2013) in her research about learning strategies used by the Student of English department of Tabiyah Faculty at STAIN Palopo, Nurbiati (2014) found that the student used metacognitive strategies in SMA 12 Makassar, and Furwana (2012) found that the sixth semester student of English department of Tabiyah faculty at UIN Alauddin Makassar used metacognitive strategies too.

In other side, some of researcher found different language learning strategies used by the student. Abidin (2012) found the iranian EFL learners used cognitive strategies more than the other strategies. Ismail, et al. (2013) found that learning language strategies that the students at public university at Malaysia used social strategies. It is in line with Nurlaila (2012) who conducted research of Makassar, and a language learning strategies research in University at Taiwan.

Research Question 3: What is student’s achievement relating with their strategies?
Finding 3:

(1) The students ‘English Achievement’
The students’ English Achievement of Nautical department is shown in the table below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Interval Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very</td>
<td>90 - 100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Good</td>
<td>75 - 89</td>
<td>43</td>
<td>82.69</td>
</tr>
<tr>
<td>Average</td>
<td>60 – 74</td>
<td>9</td>
<td>17.31</td>
</tr>
<tr>
<td>Poor</td>
<td>0 - 59</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data from the teacher, students’ learning achievement in English subject showed good score of the students Most of
the students have good score that was 82.69%
student got good score and 17.31%
students got average score.

(2) *The Correlation between Students’LLSs with their English Achievement*

The result of analysis as seen in the table below:

Table 4. LLSs and Achievement Cross-Tabulation

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Memory</th>
<th>Cognitive</th>
<th>Compensatory</th>
<th>Metacognitive</th>
<th>Affective</th>
<th>Social</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Average</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>12</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5. Chi Square Tests Result

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asym.sig (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>5.125</td>
<td>5</td>
<td>.401</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>6.075</td>
<td>5</td>
<td>.299</td>
</tr>
<tr>
<td>Linear-by-linear Association</td>
<td>.979</td>
<td>1</td>
<td>.322</td>
</tr>
</tbody>
</table>

The table above shows that Pearson Chi square was 5.12 and the significance was 0.401. Because of the significant test is larger than 0.05, therefore, HO is accepted. It means that the dominant categories of language learning strategies that the students use do not correlate with their English achievement. Hence, it could not be assumed that a certain category of language learning strategies in only used by students with certain level of English achievement. This finding supported Ikhsan (2014) research in Palopo that the students learning strategies do not correlate with their language achievement. The students’achievement related closely to the students’achievement. This research support Djamarih and Zain (2006) statement that purpose, teacher, learner, learning and teaching process, evaluation tools, material for evaluation, and situation of evaluation are the factors can affect the students ‘achievement.

Other researchers (Rachmawati, 2013 and Bouirane, 2015), found that learning strategies correlated with their language achievement. Therefore, this issue is still debatable.

**Conclusion and Suggestions**

**Conclusions**

Based on the research findings and discussion in the previous chapter the researcher concludes that:

1. The students have positive attitude towards learning English because of they felt enjoy when learning and realized the need of English in their department.
2. The students used all language learning strategies in learning English although they have different attitude towards learning English.
3. The achievement is different among the students, no matter that they use language learning strategies or not, but they had different result in learning with different strategies.

**Suggestions**

Based on the conclusions above, the researcher addresses the following suggestions:

1. The students understand the need of English in their department, therefore, the teacher should direct the students to practice their English more based on their needs department.
2. Through learning strategies, teachers should help the low achiever students to maintain their motivation and confidence in learning target language.
3. The teachers should understand the students’ strategies towards learning English to compose the suitable activities in learning and teaching process.
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Students of SMA 12 Makassar. 


HOW TO GET STUDENTS’ ATTENTIONS? : LITTLE TRICKS FROM 15 ENGLISH TEACHERS IN LABUAN

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Abstract
All teachers aim to conduct a successful and an effective teaching. Teacher will use a variety of teaching techniques and methods to ensure that students achieve the learning objectives but often the teaching and learning processes interrupted by a number of things such as noisy students, students not paying attention, the students play and so on. Such disturbances must be addressed to ensure that students can concentrate on their learning activities. This qualitative study observed and captured a video of numerous tricks that teachers in Labuan have implemented in helping the students to pay attentions in the classroom. The tricks are such as Name Calling, Non-Verbal Clues, Body Language, Ask Question, Offer Assistance, Echo Clapping, Call and Response & Cues and Clues. All of these tricks are simple but yet interesting language learning strategies that helped students to focus on their learning activities.

Keywords—paying attentions, observation, tricks, learning strategies, classroom.

Introduction
In the world of education, a teacher is a person who always struggles dealing with many problems and challenges in implementing his lesson in the classroom. These challenges and problems may come from inside or outside of the classroom. Outside challenges might come from the parents, schools, administrations and education policies while the inside challenges are mainly from the teacher himself and the pupils. In any situation where a teacher has to communicate to a group of students, problems will inevitably arise.

A teacher has numerous distractions to compete with in the classroom. This could be for any number of reasons such as behavioral problems, poor energy levels, too much energy, lack of interest in the subject or peer pressure to misbehave. Many students are more interested in doing their own works than in paying attention. All teachers, regardless of ability and classroom management skill, will experience behavior problems.

Children with inappropriate or problem behaviors in the classroom will have difficulties in their learning processes. Correcting poor behavior choices early and often will redirect students and teach them appropriate behaviors and as well as helping them to excel in their studies.

Focus Of The Study
All teachers aim to conduct a successful and an effective teaching. Teacher will use a variety of teaching techniques and methods to ensure that students achieve the learning objectives but often the teaching and learning processes interrupted by a number of things such as noisy students, students not paying attention, the students play and so on.

Such disturbances must be addressed to ensure that students can concentrate on their learning activities. However, to stop students from making a noise and playing around but
to concentrate on teaching or learning activities are not an easy task. The teacher sometimes has to shout out loud repeatedly to control the situation and draw the attention of the students to concentrate on teaching and learning process. Why paying attention is important in the lesson?

Paying attention is the first step in the learning process. Not paying attention to what teacher is doing or saying can be a problem to the students. For example, not listening to the instructions in class can cause a student to do an assignment wrongly. When students don’t pay attention in class, they miss out on the vital information that will help them succeed in their learning process.

It is easy for almost anyone to pay attention to things that are interesting or exciting to him. It is hard for most people to pay attention to things that are not very interesting or exciting to them. Emotions such as feeling anxious, sad or depressed make it harder for students to pay attention. It is difficult to pay attention to things when students are tired, sick or not feeling well. Students differ in their ability to focus their attention at the right time on what is important, but it is possible for the teacher to manage their attention problems.

Methodology
This is a qualitative study where data was obtained through observation. 45 English language lessons were observed from 15 teachers in four primary schools in Labuan starting from April until the month of July 2015. Researcher observed how these teachers attract students’ attentions when students began to make a noise or not to listen to teachers’ instructions and explanations. The observations findings were collected and analyzed based on their categories.

Finding and Discussion
Today a teacher’s job is not only to teach students, what is inside the book, but to teach them how to implement his knowledge to serve others. It is common to see students are not paying attention in the class while the teacher is teaching.

![Finding and Discussion](image)

Figure 1: Chart of tricks to get students attentions.

It is the moral responsibility and duty of a teacher to make his presence felt and restrain the students from their imaginary world. The graph above showed 8 types of tricks to get students attentions that were implemented by the 15 observed English teachers in Labuan. There are Name Calling, Non-Verbal Clues, Body Language, Ask Question, Offer Assistance, Echo Clapping, Call and Response and Cues & Clues.

All of the teachers observed always used Name Calling, Non-Verbal Clues, Body Language, Ask Question and Offer Assistance in getting back their students’ attentions towards the lesson conducted. Name Calling is a trick where teacher will call the student’s name or group and ask him or them to pay attention.
Non-Verbal Clues is a trick of teacher doing a simple maneuvers without addressing the student and disturbing rest of the class while, Body Language is a trick of teacher walking around in the class and stand by the student.

Meanwhile, Ask Question is a trick where teacher will use verbal interruption by pointing out student and asking him a random study related question that is being taught in class, and Offer Assistance is a trick where teacher will ask student if he is having any issue in understanding the lecture or having any other problems.

Other than that tricks, there are 5 teachers who are always implementing Echo Clapping & Call and Response tricks in getting back their students’ attentions. Echo Clapping is a trick of introducing the rhythm and students response by clapping their hands while Call and Response is a trick of teacher calling out a word or phrase and students respond with another word or phrase.

The graph also showed there are 2 teachers who are always implementing the trick of Cues and Clues in getting their students’ attentions. Cues and Clues is a trick where teacher will give cue and teacher or students does/do some movements.

Conclusions
There are many strategies and techniques to get students attentions so that they concentrate on teaching and learning. Teacher may use the strategies of action and reaction, timer, humor, visual, auditory, kinesthetic and classroom routine to get students’ attentions but no matter what strategy is used, it must be designed to attract the attention of the students and not to punish them.

Some strategies are successful in attracting the attention of students, but there are times when the strategies used unsuccessfully control their behaviors.

The teacher should diversify strategies to ensure teacher meet the most appropriate strategy for the pupils that suit to their needs and interests. Interesting and enjoyable strategies are not only attracting students’ attentions but also make them more excited to follow the teaching and learning process.

Bibliography
USING L1 RETELLING STRATEGY TO IMPROVE STUDENTS’ COMPREHENSION IN READING NARRATIVE TEXT

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Abstract
Reading narrative text is one of learning tasks in senior high school. In this task, the students are expected to understand or comprehend meaning of essay in the form of narrative text (Depdiknas, 2006). Therefore, the students need a strategy to achieve this learning objective. One of excellent strategies that can be used is retelling. Retelling strategy can facilitate the students to transform a text into their own words. The students’ own words can be in L1 because the students use their L1 as a resource to understand an L2 (foreign) reading text (Upton and Lee-Thompson, 2001). In other words, retelling story in the students’ first language can help students to comprehend a text easily. Therefore, this study will use retelling strategy in Bahasa for reading task activity, with aim at knowing whether retelling strategy in Bahasa can improve students’ comprehension, particularly in reading narrative text. This study also uses experimental research with static group comparison design. The hypothesis of the result is there is a positive effect on students’ comprehension in reading narrative text by using retelling strategy in Bahasa.

Keywords – L1 Retelling Strategy, Students’ Comprehension, Reading, Narrative Text

Introduction
Nowadays, many studies on reading, especially teaching reading in second language try to find the best way to increase students’ understanding in reading texts. As Alyousef (2005) states that most research on reading now focus on the effective reading strategies for increasing students’ comprehension. The researchers focus on finding the reading strategies because reading is a fundamental skill in mastering a language. It becomes the effective way in getting information, besides listening.

In the simple way, reading is an ability to read text. However, reading it is not that simple. Reading is not only a reading activities, but also the most important activity in reading is a comprehension step. Reading comprehension is the ability to read text and understand its content. Wooley (2001) explain reading comprehension is the process of making meaning from text and it has a goal to gain an overall understanding of what is described in the text. Therefore, in teaching and learning reading subject, especially in second language, an ELT teacher has to teach comprehension strategy. Grabe (1991) states that one of the important area in researching teaching reading is comprehension strategy training. Comprehension in reading is needed to gather detailed information in text.

Reading is one of skill which is taught in senior high school and one of its learning tasks is reading narrative text. In this task, the students are expected to understand or comprehend meaning of essay in the form of narrative text (Depdiknas, 2006). Therefore, the students need an effective reading strategy to comprehend the narrative text. One of excellent strategies that can be used while reading narrative text is retelling strategy. Brown and Cambourne as cited by Mowbray (2010) states that the retelling
strategy can facilitate the students to transform a text into their own words.

In this context, retelling strategy is applied in the form of L1 to help students’ use their own language. Upton and Lee-Thompson (2001) explain that the students use their L1 as a resource to understand an L2 (foreign) reading text. It is ELT teachers’ responsibility to introduce and to apply the retelling strategy in reading by using students’ L1. In brief, students’ first language used in the retelling strategy because retelling story in the students’ first language can help students to comprehend a text easily. Therefore, this study will use retelling strategy in Bahasa for reading task activity.

Methodology

The method used in this study is experimental research with static group comparison design. In this study, the comparison is conducted in the form of text and subject of study (group). Two texts used and two groups are tested in this study to make comparison.

There are sixteen students as the subject of this study. They are senior high school students at Primagama Course. They are divided into two groups. The first group is asked to read and to answer the questions from the first text and the same with the second group, they are asked to read and answer the questions, but from the second text. Then, the first group is asked to read, retell (experiment), and answer the questions from the second text, and it is the same with the second group is asked to read, retell (experiment), and answer the questions from the first text.

To collect the data in this study, reading comprehension test is conducted. There are two texts of reading comprehension which is adapted from Interlanguage: English for Senior High School Students XI Language Study Programme (Priyana, Machfutra, & Muhammad, 2008). There are six reading comprehension questions for each text and for each question is scored 1 for correct answer (see appendix 1).

Some simple statistical procedures are used in administering this data. They are mean (M), degree of freedom (df=N-1) and critical value (t-Value). The differences of the two scores in group and for the text are calculated by using t-test formula.

\[
T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N} / N(N-1)}}
\]

The result from t-test compares to the degree of freedom (df) and the critical value (t-Value). It is to determine whether or not means from two different scores are significantly different. For significance, it is used significant value 5% (α=0,05) and 1% (α=0,01). As a result, based on on the degree of freedom, the critical value for df 15 at the level of significant 5% t-Value = 2.131 and for the level of significant of 1 % t-Value = 2.947 (Ary, et al., 2006).

Finding and Discussion

The result of this study shows that retelling reading strategy can help students improve their understanding in reading narrative text. It can be seen in the explanation below.

Text Comparison

These scores are taken from the first group. They read the first text about The Jackal who Saved the Lion and answered the reading comprehension questions. Then they were asked again to read the second text about The Necessity of Salt, but before they answered the reading comprehension questions, one of them were asked voluntarily to retell again the story in their own story and it was also in bahasa. He/she and the rest of them did not allow to read the story again. If they got lost some parts of the story, his/her friends could help them to correct or to add the lost parts.
After that, they were asked to answer the reading comprehension questions. The result from the first group is presented below.

Table 1. Mean of Text Comparison in Group 1

<table>
<thead>
<tr>
<th></th>
<th>Text 1</th>
<th>Text 2</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6</td>
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<tr>
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</tr>
<tr>
<td>Mean</td>
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<td>5</td>
<td>-2</td>
</tr>
</tbody>
</table>

Based on the table 1 above, the mean of the first text is 3 and the second text is 5 with -2 for difference. It means that the second text with retelling strategy get higher score than text 1 without retelling strategy.

The second group is treated like the first group, but the text is changed. The second text in the first group is read first. Then, the first text in the first group becomes the second text with retelling strategy. The result from this group can be seen below.

Table 2. Mean of Text Comparison in Group 2

<table>
<thead>
<tr>
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<th>Text 2</th>
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<th>Differences</th>
</tr>
</thead>
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<tr>
<td>Mean</td>
<td>3.25</td>
<td>5.375</td>
<td>-2.125</td>
</tr>
</tbody>
</table>

From the table 2 above, it can be concluded that the first text with retelling strategy get higher score than the second text with -2.125 for difference.

Group Comparison

These score are only administrated based on group. It is to see the comparison between scores in group 1 and scores in group 2. The score is taken from table 1 and table 2. The result of the first text for the first and second group is presented below.

Table 3. Mean of Group Comparison for Text 1

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
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<td>-1</td>
</tr>
<tr>
<td>Total</td>
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<td>43</td>
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</tr>
<tr>
<td>Mean</td>
<td>3</td>
<td>5.375</td>
<td>-2.375</td>
</tr>
</tbody>
</table>

Based on the table 3 above, it can been that the mean of the first group is 3 and the second group with retelling strategy is 5.375. It got the highest of difference, -2.375. It means that the retelling strategy which was applied in the first text for the second group has a positive effect to improve students’ comprehension.

The result of second text for the first and second group can be seen below.

Table 4. Mean of Group Comparison for Text 2

<table>
<thead>
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<th>Group 2</th>
<th>Group 1</th>
<th>Differences</th>
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</thead>
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<tr>
<td>Total</td>
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</tr>
<tr>
<td>Mean</td>
<td>3.25</td>
<td>5</td>
<td>-1.75</td>
</tr>
</tbody>
</table>

From the table 4 above, it can be seen that the mean of group 1 as the experimental group (with retelling strategy) for the second text is 5. It has difference -1.75 with group 1 (3.25) as control group (without retelling strategy).
strategy). It is the lowest score of difference, but it is still an improvement. In other word, the retelling strategy which was applied in the second text for the first group has a positive effect to improve students’ comprehension.

Furthermore, to find the improvement in statistical procedure, some statistical analyses are applied (see appendix 2). From the statistical analysis of t-test for the text, it shows that the result of two scores is 8.281. It is higher than \( t\)-Value at the level of significant 0.05 (2.131) and the level of significant 0.01 (2.947). It is the same result for t-test for the group, 4.992. Thus, it can be concluded that there is a significantly improvement effect on students’ comprehension in reading narrative text by using retelling strategy in Bahasa.

This finding is in line with some researches conducted by some experts, such as Mowbray and Kissner. Mowbray (2010) explain about the procedures of applying read and retell in reading comprehension class because he believes that retelling strategy is the powerful strategy in reading. In addition, Kissner (2006) also supports this finding by stating in his book that retelling is quite simple technique in reading; after reading a story, the students can retell the events to listeners or other students.

In brief, the retelling reading comprehension strategy can help students with low performance in reading to understand the text well. They can get some information from their friends who retell the story. Besides, their friends can correct their understanding about story when they are retelling the story or after retelling it.

Conclusions

The main objective of this study is to know effect retelling strategy in reading comprehension, particularly in narrative text. Based on the analyses, the research finding shows that the use of retelling strategy can improve students’ comprehension in reading narrative text. Besides, it also shows that students get some helps in their reading activities.

It is true, it needs time for teachers to teach reading strategies, as Farrell (2001) says, it takes some time before students are able to make use of effective reading strategies, but the ELT teacher must try to apply it. There are some limitations for this study. The limited sample is main point. The sample are only 16 student from one course. Then, the number of reading comprehension question is also limited, with 6 questions. Besides, the method used is not true experimental research, but it is pre experimental study.

References


APPENDIX 1
Instrument

READING I
READ the text carefully, (RETELL), and ANSWER the questions!

The Jackal who Saved the Lion

Once upon a time, there lived a lion in a forest. One day, when he went to drink water in a river, one of his feet got stuck into the damp mushy mud of the river. He tried a lot to get out of the mud, but didn’t achieve. He had to lie without food for days because he didn’t find any help. On one fortunate day, a kind jackal came to drink water from the river. When he saw the lion, he went closer to the lion and said, “What is the matter? Why are you resting here?”

The lion narrated him the pathetic story. The Jackal instantly made a way out from the sand but the lion was unable to move his feet. As he was set in the same posture for last several days, his body became stiff. The jackal understood the condition of the lion and helped him to get out of the mud with an extra effort. The Lion was really thankful to jackal for his kind help. He was very happy to get free after so many days.

The Lion appreciated the effort made by the jackal. He offered the jackal to live close to him and also promised to give food to him whenever he caught food. The jackal accepted the offer and started living with the lion. Thus, they lived happily sharing the food. With the passing time, they expanded their families. The lion had cubs and the jackal had kid jackals. Both, the lion and the jackal were passing their days happily. They didn’t have any idea that their friendship was not liked by their families.

One day after a long time, the lioness, lady of the lion’s house, told her cubs that she didn’t like the amity between the jackal and her husband. The cubs passed the message to the kid jackals. The kids complained the matter to the lady jackal. The lady jackal passed the complaint to her husband.

The jackal went to the Lion and asked, “I helped you without any thought in return. You had asked me to live with you, so I started living with you. Now, if you don’t want me to live with you, you should have told me yourself. What did you involve your wife and cubs to convey this?” The Lion was shocked to hear such words. He said, “My dear friend, what are you saying? I don’t find any problem with you or your friendship”. He assured the jackal that he had no such ill-feelings for the friendship between them.

The Lion also assured that he would talk to the lioness and solve the whole matter. The jackal was intelligent and understood the situation. He said to the lion, “Dear friend, I know you are sincere, but our families could not exactly respond the same level of friendship. So, let us stay apart and meet often as friends. We could also hunt together. It would be better, if our families stay apart”. The Lion agreed to the proposal with a heavy heart.

The two families parted from each other as friends. The Jackal and the Lion continued to share the friendship. They often met each other and hunt together. Thus, the two friends shared a healthy friendship throughout their life.

1. What is the story about?
   a. The friendship between the Lion and the Jackal family.
b. The rivalry between the Lion and the Jackal.
c. The evilness of the Lioness.
d. The friendship between a lion and the jackal.
e. The thoughtfulness of the Lion.

2. Who are the main characters of the story?
   a. The lion’s family and the Jackal’s family
   b. The Lion and The Jackal
   c. The Lioness and the Lady Jackal
   d. The lion cubs and the Jackal kids
   e. The Lion and the Jackal’s family

3. What does the lion do in return of the Jackal’s help?
   a. He told the Jackal to always hunt with him.
   b. He told the Jackal to live with him in his house.
   c. He told the Jackal to live near the Lion and give him food.
   d. He gave him a home.
   e. He gave him a present.

4. What did the lioness feels of the lion’s and the jackal’s friendship?
   a. She was not pleased.
   b. She was pleased.
   c. She was delighted.
   d. She was happy about it.
   e. She was content about it.

5. From whom did the jackal heard that the lion’s family doesn’t like the friendship between them?
   a. The Lion
   b. The lion cubs
   c. The kid Jackals
   d. The lady Jackal
   e. The Lioness

6. How did the story end?
   a. The Lion and the Jackal lived apart but still be friends.
   b. The Jackal’s and the Lion’s friendship ends.

---

b. The rivalry between the Lion and the Jackal.
c. The evilness of the Lioness.
d. The friendship between a lion and the jackal.
e. The thoughtfulness of the Lion.

2. Who are the main characters of the story?
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   e. The Lioness

6. How did the story end?
   a. The Lion and the Jackal lived apart but still be friends.
   b. The Jackal’s and the Lion’s friendship ends.
an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook’s reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king’s favorite dish arrived. Quickly taking a spoon he tasted it. “This has not been salted!” he cried out angrily. “Have the cook brought before me!”

They quickly ran for the cook, who entered the hall undaunted.

“Our cook, you careless girl?” snapped the king at her. The cook answered, “You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong.”

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful.

The king lived happily with his children for many years thereafter.
1. The text is about …. 
   a. A princess who wanted to celebrate her birthday.
   b. A king who became a famous cook.
   c. A princess who proved that salt was so necessary.
   d. A princess who finally got married with a famous cook.
   e. A princess who drove his own father out of their castle.

2. Why did the King ask his daughters to bring him a birthday present that was the most necessary thing in human life?
   a. To show that he was the most powerful man in the kingdom.
   b. To see who loved him most.
   c. To decide who would be his cook.
   d. To decide who would marry with the prince.
   e. To decide who would be the next queen

3. Why did the King drive his youngest daughter out of his castle?
   a. Because she wanted to become a cook.
   b. Because he thought that she did not respect him.
   c. Because the King did not want her to got married with the Prince.
   d. Because he wanted to prepare her to become the queen.
   e. Because she did not want to give him any birthday gift.

4. Where did the King’s daughter learn to cook?
   a. In the castle.
   b. In a villager’s house.
   c. In a famous restaurant.
   d. In an inn.
   e. In a course

5. Why did the King ask the famous cook to prepare the wedding fiesta?
   a. Because the King knew that it was his daughter.
   b. Because people believed that she was the best cook in the kingdom.
c. Because she applied for the position of King’s cook.
d. Because the King wanted to prove that salt was not so important.
e. Because the King did not any other cook in the kingdom.

6. How did the King’s daughter prove that salt is the most necessary thing in human live?
a. By giving the King a container of salt.
b. By telling the King that she is the famous cook.
c. By serving dishes cooked with much salt.
d. By serving very sweet dishes.
e. By serving dishes cooked without salt.

APPENDIX 2

Statistical Analyses
Calculation of t-test between Text 1 and 2

<table>
<thead>
<tr>
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<th>Group 2/1</th>
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</tr>
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</table>

\[ T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N}} \sqrt{N(N-1)}} \]

\[ T = \frac{-2.063}{\sqrt{\frac{83 - (-33)^2}{16}}} \sqrt{16(16 - 1)} \]

\[ T = 8.281 \]

Calculation of t-test between Group 1 and 2

<table>
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</table>

\[ \sum \]

\[ M \]

\[ \bar{D} \]

\[ T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N}} \sqrt{N(N-1)}} \]

\[ T = \frac{-2.063}{\sqrt{\frac{109 - (-33)^2}{16}}} \sqrt{16(16 - 1)} \]

\[ T = 4.992 \]
THE POWER OF STORY TELLING IN STORY WRITING
(the Case of Students of Islamic Preschool Teacher Education Department)

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Abstract
Story telling is familiar as a fashionable way of teaching at preschool. The method is still exist and selected by teachers because of its power as the magnet of keeping the students more interactive. At Islamic Preschool Teacher Education Department, story telling is usually practiced by the students in language class, including English. Most of them are faced by many marketable story books/media and do not realize that they truly know which one is the best. They also have to know how to put religious and moral values together as the aspects of Early Childhood Education Curriculum. At this time, they are of course challenged to make theirs by do story writing through story telling first. This study aims to describe whether the power of story telling is effective to do story writing. This action research has cycles in English class. While the subjects of the study are students of Islamic Preschool Teacher Education Department in English class. The findings showed that these non English students did story telling by using two types of media, online/printed story books and hand-made pictures. At the beginning, they have learnt Yes/No and WH Questions materials that are mentioned in the university curriculum. During the process, the writer asked some students that had high scores to assist her in story telling. This story telling creates a power and entails more powers in story writing.

Keywords - story telling, story writing, Islamic Preschool Education students

Introduction
Stories become powers and icons of Early Childhood Education. In teaching methods, stories are the media of all story telling processes. Each Early Childhood Education teachers need to learn how to story tell because they have to be story tellers at least to their students and children around them. The action of telling stories to children has different challenges. They need some stories which are educating and entertaining.

In line with the idea, Leicester (2007:8) says that stories both educate and entertain. We learn from them and the learning is fun. They also stimulate our imagination and thus our own creativity. Moreover, because children enjoy stories, they simultaneously learn to love learning.

Spaulding (2011:5) mentions “let’s prepare for giving entertainment to audiences, not for per-fec-tion. And let’s remain aware of the joy that comes with storytelling, for both teller and listener. It is this joy that makes the effort well worthwhile”. She (2011:8) adds that You can preach with story or sell with story or teach with story, but true storytelling should be a gift, with no demands that the story be interpreted in a particular way.

The writer deals with the initiative that there are plenty stories for children which have been available in the bookstores or even in the markets. Then, it also challenges students of Islamic Preschool Teacher Education Department to share how to put religious and moral values together on the thematic stories that relate to Early Childhood Education Curriculum. They have to make theirs by do story writing through story telling first. This study aims to describe whether the power of story telling is effective to do story writing for students of Islamic Preschool Teacher Education Department.
By doing this research, the writer hopes that:
1. The students of Islamic Preschool Teacher Education Department have an experience in both story telling and story writing.
2. As the preschool educator candidates, they could use story telling as an alternative method in teaching language aspect as well as introducing English as foreign language to preschool students.

**Story Telling**

Let us first consider together the primary matter of the aim in educational story-telling. On our conception of this must depend very largely all decisions as to choice and method; and nothing in the whole field of discussion is more vital than a just and sensible notion of this first point (Bryant, 2009:16).

As a storyteller, we can present stories composed by someone else and thus reflect that person’s idea; as listener, we can create the story in our own minds while mirroring back to the teller our experience of listening to the story Spaulding (2011:11). In this research, students of Islamic Preschool Teacher Education Department have done composing the available marketable stories in order to do storytelling. At this time they did the story telling in group and shared stories by applying online/printed story books and hand-made pictures.

The point of story telling activity is to introduce stories as a part of art. Bryant (2009:98) shows that to tell a story, then, is to pass on the message, to share the work of art.

The way of introducing art to children is probable for saying a message of dissability awareness. Leicester (2007:7) claims the nature of story that help us to understand our own experiences and those of others, providing access to inner thoughts and feelings. Thus they readily provide a springboard into greater disability awareness, both at a cognitive level and through deeper empathy at an emotional level.

Furthermore, no matter what messages are going to enlighten, story tellers need an extra to select stories. Pellowski (1984:2) argues that selecting stories is being the most difficult part of story telling. She says that there are no story tellers whom can or should have the same repertoire. This makes her using unusual objects [she explains more on string stories, picture drawing stories, stories with dolls or figurines, finger-play stories, riddling, and stories using musical instruments] as her storytelling type. It means that everyone are able to select their own story collection.

Additionally, there are some types of stories which are categorized by story tellers and story writers. Types of stories have simply been explained by Spaulding (2011:35-39) which are related to human cultures as follows: 1) Folklore, 2)Folk tales, 3)Wonder tales, 4)Pourquoi tales, 5)Myths, 6)Legends,7)Fables, 8)Parables, 9)Ballads, 10)Hero, 11)Epics, 12)Modern fantasy, 13)Drolls, 14)Tall tales ...

In finding the stories for children, teachers need to be selective. Based on the above type of stories, children usually listen to fables and parables dealing with those relate to their daily activities and human culture in funny characters. Although the characters are animals, the plot represents them acting like human living.

**Story Writing**

To create awareness of dissabilities, story writers possibly enter it as precious moral values. Because a part of story listeners are those whom could feel them. Leicester (2007:8) says that disabled children need and deserve to see that disabled characters are included in the world of books. (Disabled children will enjoy reading much more if they can read about children who share their
They need to identify with characters who share their experiences and who boost their self-esteem.

There are several themes in the story: you could focus on ‘the five senses’, ‘pets’, ‘guide dogs’, ‘the experience of blindness’ (Leicester, 2007:18):
1. Introduce the story and theme. The story is about Tom who is blind. In the story he makes good use of his sense of hearing. What are the five senses people have? (sight, hearing, touch, smell, taste).
2. Vocabulary. Make sure the children understand the words. Introduce some of these as they colour the picture and introduce some in context as you come to them in the story.
3. The story. Show the illustration and tell or read the story.
4. Talking about the story. Use some of the questions and discussion points given, and some of your own, to stimulate the children to talk about the story.
5. Fun activities for active learning. The activities include Circle Time games and discussion, things to make, including a cooperative poster for everyone to make together, and ‘awareness’ activities.

Besides, Cameron (2001:167) writes ‘real books or specially written ones?’ as one of her sub-sub chapters in teaching languages to young learners chapter. According to her, real books were those written by ‘real’ authors for parents to buy for children, and there was a so-called ‘golden age’ of young children’s literature in English in 1970s and 1980s, ....

**Story Telling in Story Writing for Students of Islamic Preschool Teacher Education Department**

The writer used some techniques, as follows: 1.) Pre and Post-Test, and 2.) Field Notes. The purposes of using both of the techniques are to gather the data of students’ achievement in mastering Yes/No and WH Questions materials mentioned in the university curriculum. These materials help much in making story telling questions to children and story writing for children. This story telling in story writing action research for educators (especially preschool ones) would be carried out through a model entail a cyclical inquiry adapted in Rossouw (2009:9) (www.scielo.org.za):

There has been two cycles in the implementation that are started by pretest related to the materials and ended with a posttest. In the first cycle, the writer asked some students (at Islamic Preschool Teacher Education Department) that had high scores to assist her in story telling. There are some groups that were led by them. Every leaders [those who had high scores] did peer teaching by selecting a story and do story telling to their friends whom acted as preschool students. They were freely selecting the story that related to children and using different media such as online/printed story books and hand-made pictures. Then, the leaders practiced asking by Yes/No and WH Questions as the materials in their English curriculum.

In the next cycle, the students who were familiar with story telling started to did simple story writing. The previous story telling created a power and entailed more powers in doing story writing. Some students chose to rewrite the old version of children story such as A Farmer and Mouse Deer or Snow White. However sometimes they had to revise them related to children and added religious and moral values.

The processes of story telling in story writing above are related to some theories. Spaulding, 2011:5 argues that as a storyteller, you are responsible for telling stories that
have value of some kind, whether by putting forth questions, supplying answers, or providing wonder, comfort, or plain old entertainment.

He (2009:59) mentions three marked characteristics common to three stories almost invariably loved by children,—action, in close sequence; familiar images, tinged with mystery; some degree of repetition. More over, Bryant (2009:19) says that the story-teller who has given the listening children such pleasure accomplished the one greatest aim of story-telling,—to enlarge and enrich the child's spiritual experience, and stimulate healthy reaction upon it. While Spaulding (2011:6) mentions “religion is one of the biggest and most important stories in many lives”.

It can be concluded that by repeating the previous religious or culture stories, children are common with them and able to learn something good for their present and future. Furthermore, Spaulding (2011:27-31) analyzes the ways of learning stories for storytelling as follows:
1. Memorizing (from a life not from recording)
2. Copying stories from books
3. Reading stories aloud into a recording device and playing them again
4. Listening a life storytelling or listening storytellers from website and comparing their styles
5. Using one or more senses
6. Drawing sketches of scene works
7. Visualizing by sticking figures representing characters
8. Choosing a room that one knows well and connecting corner to wall to next corner then using something familiar to remember.
9. Listening a simple story at least three times and doing repetitions
Spaulding also (2011:47) says that someone could not rewrite a story or delete a part without destroying the story and that she should choose another story. This performs some ideas for beginner story tellers and writers in non English departement as follows:
“Students can be listeners for a couple weeks during the story telling process. Then, they may select their favourite stories which are adapted from previous stories or make their own fantasy to create narrative or recount texts that relate to their meaningful experiences”.

Conclusion
Being a children story writers need experiences of being children story tellers for some times. During the processes of transferring information moral values of stories, story tellers face the main ideas to tell, to retell, and possibly to rewrite them according to their requirements. Some story tellers and writers love to close the stories by religious values as well.

References
AN ANALYSIS OF TEACHING-LEARNING PROCESSES ON REPORT TEXTS AT GRADE XI OF STATE MADRASAH ALIYAH (MAN) 2 OF SEMARANG

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Abstract
This study discusses an analysis of teaching-learning processes on report texts at grade XI of State Madrasah Aliyah (MAN) 2 Of Semarang in the academic year of 2015/2016. This is a descriptive-qualitative research which uses observation techniques to collect the data. The results show several findings. First, the quality of teaching-learning plan is very good since a percentage result of 55.56% is considered very good. Secondly, the quality of teaching-learning implementation is very good since a percentage result of 44.4% is considered very good. Thirdly, the quality of teaching-learning assessment is good since the percentage result is 100%. The quality of student activity assessment is also considered good as a percentage result of 66.67% is good. Thus, the teaching-learning processes analysis are concluded beneficial for students to improve their understanding as well as for the practicing teachers to improve their English teaching-learning processes, especially on report texts.

Keywords - teaching-learning processes, report texts

Introduction
State Madrasah Aliyah (MAN) 2 of Semarang is one high school which focuses more on the concept of Islamic education. At this level, this educational institution is required to improve its organizing quality as an effort to maximize its quality of education either directly or indirectly responsibility to equip their graduates with better religious qualification than the other schools.

To meet the global challenges and be able to continue their study to a higher educational level, the graduates of State Madrasah Aliyah (MAN) 2 of Semarang are expected to have various competences, including English. Consequently, one effort that State Madrasah Aliyah (MAN) 2 of Semarang strives to prepare and implement teaching-learning instruments based on a curriculum set by the government in order to be more flexible and meet the criteria of curriculum developed based on the conditions of the school and its environment.

In this study, the researchers have identified and analyzed the English teaching-learning processes conducted at grade XI of State Madrasah Aliyah (MAN) 2 of Semarang based on curriculum and syllabus through direct field observation to figure out more upon the quality of education including their teaching-learning problems, such as poor teaching-learning strategies and methodologies, poor teaching-learning media which are commonly used by the English teachers, poor English teachers’ competences, and poor facilities and infrastructure.

Research problem
How are the teaching-learning processes on report texts at grade XI of State Madrasah Aliyah (MAN) 2 of Semarang?
Teaching-Learning Processes

Hamdani (2011: 81), states that an activity occurs between teachers and students in teaching-learning processes which create an educative and interactive learning condition and atmosphere called a teaching-learning process.

The use of appropriate methods may also determine the teaching-learning effectiveness and efficiency. Teaching-learning may be conducted by lecturing and other teacher-centered methods, emphasizing more on student interactions. The use of various methods may help the students achieve the learning objectives that a teaching method should be selected and developed to improve learners’ activities and creativities (E. Mulyasa, 2005: 107).

From above statements, it can be concluded that teaching-learning is a process of interaction between learners, educators, and learning resources in a learning environment. Teaching-learning is assistance provided by educators to acquire the knowledge, skills, characters, as well as the formation of learners’ attitudes and beliefs. In other words, teaching-learning is a process to help students learn well. Learning is a lifelong process experienced by a human being applicable at any time and anywhere. Learning has a similar idea with teaching with a different connotation.

Teaching is generally conducted by teachers emphasizing more on knowledge and understanding. While the aspects of application, analysis, synthesis, and evaluation are only small part of learning undertaken. During this time, many teachers give more lectures and exercises directly to answer the questions without understanding the concepts in depth. Those result in poor students in developing their logical reasoning in solving the problems and to apply the concepts they have learned in their real life that their critical thinking skills are less developed.

Report Text

Board of Studies NSW (1994: 1400) states that a text which discusses the whole things, such as an object or animal and containing factual data, images and information of parts of a subject being discussed, is called a report text.

Based on above opinions, report text discusses matters related to explain parts in general by explaining parts of animals or objects.

According to Anderson and Anderson (1997; 86-87) a text has a social purpose to provide information on a subject, such as a computer, natural disaster, animal, sport and so on.

Methodology

This research is conducted at State Madrasah Aliyah (MAN) 2 Of Semarang. The population covers students of Grade XI of State Madrasah Aliyah (MAN) 2 Of Semarang for natural, social, and religious science program consisting of a total 8 classes. The researchers use a purposive sampling technique that Grade XI for religious science program which consists of 39 students is selected to become the research samples.

The data are obtained through observations and the teaching-learning instruments are particularly the report text materials, curriculum, lesson plans and syllabus of English for Senior High School Students.

The research results are described based on the assessment scales. The assessment scales used in this research is Likert Scale with four options to measure the ability of teachers in teaching upon the teaching-learning processes at State Madrasah Aliyah (MAN) 2 Of Semarang, as the following table:
The Table of Likert Scale Categories

<table>
<thead>
<tr>
<th>No</th>
<th>Score Range</th>
<th>Certification</th>
<th>Influence Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$\geq \frac{Mi}{1} + 1.5\ SDi$</td>
<td>Very Good</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>$\frac{Mi}{1} \leq \leq \frac{Mi}{1} + 1.5\ SDi$</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>$\frac{Mi}{1} - 1.5\ SDi \leq \leq \frac{Mi}{1}$</td>
<td>Fair</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>$\leq \frac{Mi}{1} - 1.5\ SDi$</td>
<td>Poor</td>
<td></td>
</tr>
</tbody>
</table>

Note:
- $\frac{Mi}{1}$: 1/2 (maximum score + minimum score)
- $SDi$: 1/6 (maximum score - minimum score)

Finding and Discussion

In learning to understand the report texts, there are three stages of teaching-learning processes undertaken by the teachers. This section presents the results of those three stages, including teaching-learning plan (RPP), teaching-learning implementation (teachers’ and students’ activities), and teaching-learning assessment.

Analysis on Teaching-Learning Plan

The first thing need to be prepared is teaching-learning plan. Teaching-learning plan covers syllabus and Lesson Plan (RPP) containing lesson identity, competence standard, basic competence, competence achievement indicators, learning objectives, teaching materials, time allocation, teaching methods, learning activities, learning outcome assessment, and learning resources. Teaching-learning plan is prepared by the teachers expresses in Lesson Plan (RPP). Lesson plan has some components which require much attention. The following is an analysis presenting results and discussions of teaching-learning plan made by the practicing teachers based on the analysis of teaching-learning plan instruments. Based on percentage calculation results of observation, it shows that the teaching-learning plan made by the practicing teachers is in accordance with the assessment indicators. Very good assessment indicator is shown by a percentage of 55.56%. Based on the percentage assessment results above, it shows that the teachers have implemented teaching-learning plan very well.

Analysis on Teaching-Learning Implementation

The teaching-learning activities in the classroom is the core of educational enrolment characterized by classroom management activities, the use of media and learning resources, as well as the use of teaching-learning methodologies and strategies. The teaching-learning implementation in understanding report texts consists of three stages, including preliminary, main, and closing activities.

The analysis preliminary activities consist of analysis on apperception and motivation and analysis on competence targets and activity plans. Next, there are several aspects need to be considered in the main activities, including mastery of teaching materials before explaining them to the students, well implementation of teaching-learning strategies that students may also absorb the materials well based on the objectives, implementation of scientific approaches, utilization of learning resources/media in teaching-learning processes, student involvements in teaching-learning processes, and the use of good and appropriate language in teaching-learning processes. The last, the closing activity is the final of a series of teaching-learning processes. The first closing activity is that the practicing teachers may have self-reflection or summarize the results of teaching-learning processes by involving the students. After having the main activities in the form of discussion and reading the report results of the last group of students, the practicing teachers should make a teaching-learning conclusion by involving the students. After having self-reflection, the practicing teachers ask the students to collect their group work in a portfolio. The practicing teachers then subsequently conduct a follow-up to give directions upon the following activities and provide...
enrichment tasks for the students to accomplish. Based on observations conducted by the researchers, the follow-up given by the teachers is in the form of directions to read the organization of a report text at home as a homework.

Based on percentage calculation results of observations, it shows that the teaching-learning implementation made by the practicing teachers is in accordance with the assessment indicators. Very good assessment indicator is shown by a percentage of 44.4%. Based on the percentage assessment above, it shows that the practicing teachers have conducted teaching-learning implementation very well.

**Analysis on Evaluation of Question Items**

Test items used by the teachers should be assessed that the inappropriate ones may be improved. Those question items may be qualitatively and quantitatively assessed (Wahyuni and Ibrahim, 2013: 53). The researchers examine the question items made by the practicing teachers based on a descriptive question item assessment sheet. The quantitative assessment is an analysis conducted after a test is examined or used. The assessment is conducted upon the domain of material, grammatical construction, and language used.

Based on percentage calculation, the results of observation made, it shows that the practicing teachers’ teaching-learning assessment has already been in accordance with the assessment indicators. The result is considered good shown by an assessment indicator percentage of 100%. Based on the result of above assessment percentage, it shows that the practicing teachers have conducted the teaching-learning assessments well.

**Analysis of Student Activities**

There are some major activities undertaken by the students in understanding a text report when teaching-learning processes are taking place in the classroom. Those activities include exploration, elaboration, and confirmation.

Based on the observational percentage calculation results, it shows that during the teaching-learning processes, there are student activities which are in accordance with the assessment indicators. The result which is considered good is shown by a percentage of 66.67%. Based on above percentage assessment, it shows that the practicing teachers have conducted student activities well.

**Conclusion**

Based on observation performed, it can be concluded that teaching-learning plan has been implemented very well shown by a percentage calculation result of 55.56%. The teaching-learning implementation has also been conducted very well shown by a percentage calculation result of 44.4%. The evaluation of question items has been conducted well shown by a percentage calculation result of 100%. The last is students’ activities which have been well conducted shown by a percentage calculation result of 66.67%.

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COHESION AND COHERENCE IN ESSAYS: AN ANALYSIS OF ESSAYS WRITTEN BY INTERMEDIATE STUDENTS

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Abstract
Essay is a piece of academic writing which is written by college or university students. It is a demand for them because they have to produce several writings to be published. The demand is not only the production of the writing but also the perfectness of the writing. It should be scientific and well-formed. This paper intends to analyze essays written by intermediate students. The present study has two objectives, namely 1) to examine the cohesion of the essay and 2) to investigate the coherence of the essay. The data gained from a course entitled Discouse Studies, even semester, academic year 2015/2016 in Semarang State University. The study employed qualitative approach. Three essays were selected based on purposive sampling. The analysis employed cohesive devices for cohesion and micro-level and macro-level coherence for coherence. The study revealed two major issues. First, the essays written by the students used cohesive devices, such as lexical cohesion, grammatical cohesion and rhetorical cohesion. Second, the essays used thematic development patterns in the micro-level and used key words in the macro-level coherence.

Keywords – cohesion, coherence, essay

Introduction
Writing a good academic text is a demand for college or university students because they have to produce several writings which are obligatory, such as final project, thesis, journal article, academic essays, etc. Thus, the demand is not in line with their ability to write. They tend to write a not-well-written text so that it is far from the expectation they should achieve.

The way out to solve the problem is paying attention on the rules of writing, namely cohesion and coherence.

Cohesion
A cohesive text is a text which hangs together (Thornbury, 2005). The way it hangs together is connected by cohesive devices. Thornbury (2005, p.23) suggests three level of classification, namely lexical cohesion (direct repetition, word families, synonyms and antonyms, words from the same semantic field, lexical chains and lists, and substitution with one/ones), grammatical cohesion (reference (pronoun, articles), substitution of clause elements using so, not, do/does/did, etc., ellipsis of clause elements, conjuncts, and tense), and rhetorical cohesion (question-answer and parallelism).
Coherence
A coherent text is a text which makes sense (Thornbury, 2005). There are two perspectives of coherence, namely micro-level coherence and macro-level coherence. The micro-level coherence can be done through theme-rheme analysis. There are three models of thematic development pattern proposed by Eggins (2004), namely theme reiteration, zig-zag pattern, and multiple-rhemes. Meanwhile, macro level coherence is realized by keywords.

This paper intends to analyze essays written by intermediate students. It has two objectives, namely 1) to examine the cohesion of the essay and 2) to investigate the coherence of the essay. The cohesion analysis is based on the three level cohesive classification devices and the coherence analysis is based on thematic development pattern analysis and keywords. The result of this present study aims at giving insight for practitioners in higher education.

Methodology
This study employed qualitative approach. There were three essays made by graduate students gained from a course entitled Discourse Studies in the even semester, 2015/2016 academic year. Then, the text was read and analyzed based on cohesion and coherence analysis. The cohesion analysis was based on the three level cohesive classification devices and the coherence analysis was based on thematic development pattern analysis and keywords. After analyzing the essay, the discussion part was drawn. Then, it was followed by the conclusion and recommendation.

Finding and Discussion
The analysis revealed two major issues. First, it is about the cohesion devices. The essays used three cohesive devices, namely lexical cohesion, grammatical cohesion and rhetorical cohesion. Therefore, some of the cohesive devices used were not appropriate.

The lexical chains used were repeated several times in a short paragraph. The grammatical cohesion used also did not go well. It is shown in the use of more than one tense in the essay. It was also less of conjunct and inappropriate reference. Meanwhile, rhetorical cohesion of the essay also was not in the expectation. For example, the clause should be parallel yet it was ruined because one of the tenses used was difference from others.

Table 1. Summary of cohesion analysis

<table>
<thead>
<tr>
<th>Essay</th>
<th>Lexical cohesion</th>
<th>Grammatical cohesion</th>
<th>Rhetorical cohesion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>repetition, synonym and thematically related word</td>
<td>Reference, conjunct and tenses</td>
<td>Parallelism</td>
</tr>
<tr>
<td>Essay 2</td>
<td>repetition, synonym, antonym</td>
<td>Reference, conjunct, comparative, and tenses</td>
<td>Parallelism, Question-answer</td>
</tr>
<tr>
<td>Essay 3</td>
<td>repetition, synonym, antonym</td>
<td>Reference, conjunct and tenses</td>
<td>Parallelism, Question-answer</td>
</tr>
</tbody>
</table>

Second, it is about the coherence. In micro-level coherence, the students used three models of thematic patterns, which were theme reiteration, zigzag theme, and multiple-rheme. Theme reiteration was used to create a focused text (Eggins, 2004). It reiterates the element in the theme, for example in essay 3, the student repeated the word “we” which referred to the writer and the readers. Zig-zag theme was used to give information which has been introduced in the previous clause (Eggins, 2004). It helped students to create a newly information which were from previous rheme so that it kept from a boring text. Multiple-rheme was used to introduce different information that would be explained in the following clauses (Eggins, 2004). Yet, those models did not help the students to produce a coherent essay because there were some rogue clauses found.
In the macro-level coherence, the keywords written should convey the sense of what the text is about (Thornbury, 2005 p.51). However, not all the keywords written in the essays realize what the text was about. There were number of keywords which were significant but it did not become keywords.

Table 2. Summary of coherence analysis

<table>
<thead>
<tr>
<th>Micro-level coherence</th>
<th>Macro-level coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>Essay 2</td>
</tr>
<tr>
<td>Thematic Development Patterns (Theme reiteration, zig-zag pattern, multiple themes)</td>
<td>Keywords (act, global issue, school bus, energy saving, and recycling equipment).</td>
</tr>
<tr>
<td>Essay 3</td>
<td>Essay 2</td>
</tr>
<tr>
<td>Thematic Development Patterns (Theme reiteration, zig-zag pattern)</td>
<td>Keywords (school, students, air condition).</td>
</tr>
<tr>
<td>Essay 3</td>
<td>Essay 3</td>
</tr>
<tr>
<td>Thematic Development Patterns (Theme reiteration, zig-zag pattern, multiple themes)</td>
<td>Keywords (energy, saving, it).</td>
</tr>
</tbody>
</table>

Conclusions
The findings and discussion show that three cohesive devices were used but those could not create the cohesive essays. It is because the improper usage of cohesive devices, such as tenses, reference, parallelism, repetition, etc. Meanwhile, thematic patterns and keywords also did not help to create coherent essays because of some reasons. The thematic patterns were not applied in all clauses. There were rogue clauses appeared in the essays. Besides, the keywords did not convey what the text was about. The conclusion is in line with the study conducted by Suwandi (2016). He found that the students’ writings were not hanged together that made the texts coherent nor made sense. Thus, there are some recommendations intended for students and for lecturers. The recommendation is for writers since many students often have difficulties in making cohesive and coherent essays. To solve the problem, the students need to practice writing with paying attention to cohesive devices and micro- and macro-level coherence. In order to realize it, lecturers need to support the writers by giving explanation and understanding how to use cohesive devices and micro- and macro-level coherent properly.

Bibliography
TEACHING LEARNING PROCESS ON INTERPRETING CLASS: AN INSIGHT ON DESIGNING THE MATERIAL, MEDIA AND LEARNING OUTPUT (A CASE STUDY)

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Abstract
This presented paper is based on mini class room research done at semester 6 of English Letters Department students taking Interpreting subject in 2015. This paper describes the processes of teaching and learning Interpreting to the students with no sufficient experience on the field, but interest. The data were taken from the observation over some interpreting tasks. The findings show that the students still have problem in memorizing the information they get from the source text: they could not easily restate the information exactly the same as uttered. Further, the teacher needs to find new media adjustable on setting the cut-passage and keep it in the same length. The implication toward the curriculum in the level of bachelor degree with only 2 credits in the subject argue that this student should only expose to consecutive mode of interpreting on novice level.

Keywords – Teaching Learning Process, Interpreting, Curriculum

Introduction
Teaching interpreting for undergraduate student is always challenging; it is mainly because the tension that might arise your adrenalin comes up then simply fade away along with the ending process of the interpreting process.

The ideal condition of training interpreter should be on specialized program or department (Niska, 2005) somehow increase the tension due to the fact that we do not have it here in our institution. So, the teacher should find the best formula in terms of the materials as well as the media to equip the students. Further, in Spain, interpreter training is on 4-year degree program (Niska, 2005) with coverage on delivering theories and providing practices (Ulrych, 2005). This presented paper is actually the continuation of my research in my Interpreting class which mainly talks about designing the curriculum best applied to teach interpreting in Indonesian context of curriculum of higher education where there is only one semester consisting of only 12 meeting the equip students everything students’ needs to performs interpreting tasks.

In the previous illustration of curriculum context, if we want to just divide every meeting with the theory and brief example of one type of interpreting, the students will only grab the surface understanding with low level of practice. There is also the demand to practice students on note taking. (Pujiyanti, 2013). If we try to find help to give or students practice by asking them to be volunteer in International events; this also
gives us no guarantee since they may spend more time to find the place than to practice itself. (Pujiyanti, 2014).

Looking at the illustration above, this paper wants to figure out (1) how is the implementation of a new syllabus in the teaching learning process, (2) how is the response of the students as the syllabus implemented, (3) how does teacher infer from the overall process.

**Methodology**

This research is qualitative research, mainly discussing on case study. Case study is one of strategies associated with qualitative where the researcher may dig deeper on an event, an activity, a process or one or more individuals. (Cresswell, 2002).

The subject of this research is six semester students of Interpreting class (2012 generation) of English Letters of IAIN Surakarta. This subject is elective course which means it consisted of only small number of students; they were 10 students. The data are in the form of utterances produced during the interpreting practices made in the class which are gathered by observation, unstructured interview and document analysis of the recorded utterances made by the students; so it is data triangulation. The instrument of this research is the researcher herself who also performed as he teacher in the Interpreting class.

**Finding and Discussion**

a. Implementation of the Syllabus

The 12-meetings of Interpreting were divided into two major sections: theories and practices. The theories simply cover the differences between oral and written language, types of interpreting, problems faced by the interpreter, strategies and technique in interpreting and quality assessment. In other hands, the rest was practicing times. It was consisting of 3 times of memorizing, 2 times of consecutive interpreting in short chunk and the next 2 meetings of longer chuck of consecutive interpretations. Here is the illustration for better understanding:

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The differences between oral vs written lang.</td>
</tr>
<tr>
<td>2</td>
<td>Types of interpreting</td>
</tr>
<tr>
<td>3</td>
<td>Problems faced by the interpreter</td>
</tr>
<tr>
<td>4</td>
<td>Strategies and techniques in interpreting</td>
</tr>
<tr>
<td>5</td>
<td>Quality assessment in interpreting</td>
</tr>
<tr>
<td>6</td>
<td>Practice 1: memorizing</td>
</tr>
<tr>
<td>7</td>
<td>Practice 2: memorizing</td>
</tr>
<tr>
<td>8</td>
<td>Practice 3: memorizing</td>
</tr>
<tr>
<td>9</td>
<td>Practice 4: consecutive 1</td>
</tr>
<tr>
<td>10</td>
<td>Practice 5: consecutive 1</td>
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<tr>
<td>11</td>
<td>Practice 6: consecutive 2</td>
</tr>
<tr>
<td>12</td>
<td>Practice 7: consecutive 2</td>
</tr>
</tbody>
</table>

**The Material**

The material for the half semester were from students’ paper, as they have to present the issue. The make agreement through the lottery on who would present first. This was done in purpose to equip them with willing to read a lot as they assumed to compress may sources they gathered on the issue to be presented in the paper. In the time the students presented the material, the discussion was opened to share more information

For the practice on the other hand, the teacher took audio form BBC Special English (available on www.bbc.co.uk). The titles of the audio were Butter Up and Message in the Bottle. BBC Special English provided the audio with the downloadable text which enable the teacher to more understand the issue.

The very first stage of the practice is the memorizing practice. This matters because we have to call the translation process which see that translator/ interpreter should get the sufficient message then transfer. This will not be having anything to transfer. So, in this stage, the teacher played them a bit of audio then ask them to restate what they had heard.
The second stage of practice was the students perform consecutive interpreting. The teacher played a chunk of a passage, then they had to transfer the message into the Target Language (TL). This also applied for the next higher level: consecutive 2. The difference was on the length of the Source Text (ST) and length of the chunk: the higher level means the longer the cut. However, all level had the same treatment where the teacher played the audio couple times while displaying the text through the LCD.

The Media
As mention before, the course was divided into two, this also implies to have two analyses. In the first half of the meetings is presentation from the students regarding the issue. The media are classic: LCD, laptop, speakers if necessary. In the second half of the semester, the media used in the practicing interpretation were almost the same: LCD, Laptop, and speakers.

What brings it different was how to use the media. As stated in the syllabus and agreed in the beginning of the course, that the practice would be on consecutive. The configurations were there was a text, a) the teacher should cut into chunk, b) let the students listen to the chunk, c) paused to give gap, d) gave the students time to reproduce then started the step from the a again. This ran the same for all 10 students.

The problem arises when the teacher played the audio using Media Player. The teacher had to cut the passage into phrase instead of clause or sentence, at first. Yet, to cut the passage into the same portion (phase) for 10 students was not an easy task.

b. The students’ response
There was some focus of this analysis in which all are grounded to the implementation of the syllabus. At the first stage of the course where students were demanded to present a paper, they found it fine. Some of them even consider that as something they really need to do as sixth semester.

The next is the memorizing performance. All of students found it very hard. Some of the event consider it was the toughest of all. The audio played were all from Native English. Most of the times, they asked to reply or even said “pass” when they had to restate what the speaker said. Actually, the audio chose had low level of speed, however, the students still claimed that it was very hard to grasp the message.

Consecutive interpretation. Every student was actually pleased with this kind of mode of interpreting. Compared simultaneous, they were more confident in doing this. However, the reality was not like what they expected. There were 3 students who did outstanding on doing this, the rest were doing on average. It seemed that all of the context provided (by playing the audio couple times and displayed the passage) were useless. When the come to laugh, they would fail continuing the next utterances. When I asked them: ‘why are you laughing?’, they simply answered: ‘I do not understand what she’s saying’ or ‘I am nervous’. If this happened, I stop then looked at the eyes of my student, then I motivated them by saying ‘it is only between me and you so no need to shy’; ‘no matter what happen do not laugh’; and the like.

c. The teacher analysis of the implementation
This section will be my contemplation side after implementing the curriculum elaborated on the curriculum. I have to say that almost every year, the Interpreting syllabus is changing. I need to make adjustment here and there so that the best way to teach and train students on interpreting is established.

The very first crossing my mind is the memorizing. The purpose of this activity is actually to train their brain in catching the idea then restate it. However, some of them
find it difficult since they have already believed that this is interpreting class, so I have to interpret, not to restate. The students need to understand that their listening skill is on the stake at this stage. If their listening skill is good, they would be easily grab the words or phrase. So here, the researcher would like to recommend on giving more English exposure towards the students before taking Interpreting as the elective course.

Looking at the result of the whole practices where students only touch consecutive mode with only low difficulty level of the text, this curriculum could not equip students in a sufficient way. There are actually bunch of text varied from narrative until scientific. Here, my students do not have the chance to feel it. So it will be the consideration for the next year class.

Last but not least, the teacher needs to find an app or program to set the chunk of the passage. This cutting should be consistent so that the playing audio heard by student A would be the same when it is played for student J. Working with Media Player was terrible because the teacher should play the audio, pause, replay (if the students demand it), then play again. I assure you, the students will have variations in the phrase cutting.

Conclusions
Talking about the curriculum of interpreting in the context of always developing atmosphere of teaching and learning is like a never ending journey. The reality, training for interpreting or even translator could be a 4-year program or equal to undergraduate level. Since this is not the case, the instructor needs to scaffold the best curriculum at least for basic skill in interpreting.

Providing theories before doing the task of interpreting is paramount. This implies never ask your students to interpret before the touch any theories necessary. Practice in other hand should also become the focus. Try to enrich the students experience in interpreting various discourse of text.

Dealing with the students feeling in on going interpreting practices, teacher should change her role as motivator also advisor. Last but not least find a reliable program to help the cutting of the passage.

Bibliography


COLA PEER EDITING IN ENHANCING
WRITING SKILL OF NARRATIVE (SHORT STORY) TEXTS
The Case of Tenth Graders of State Senior High School 2
Purbalingga in the Academic Year of 2015/2016

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Abstract
Writing is one of the important parts in teaching a language. The objectives of this study are to
find out the enhancing of writing skill of short story (narrative texts) by using cola peer editing to
tenth graders of State Senior High School 2 Purbalingga. This study is a classroom action research
(CAR). The research was conducted in 2 cycles. Each cycle consisted of four meetings. In the first
cycle, the students applied cola peer editing in large group and pair relying on the students’
chosen. In the cycle 2 the teacher chose the pairs based on their writing ability in doing cola peer
editing method. The activity improved the students writing skill and they got many advantages by
doing those activities especially for the tenth grader of State Senior High School 2 Purbalingga.
The improvement was proven by the improving score between pretest 76,76 total score and
posttest with 80,85 total score. In addition, the students attitude dealing with the writing ability
enhanced such as developing their ideas, the editing process and the creativity of choosing the
themes and the flow of short story.

Keywords - cola peer editing, writing skill, short story

Introduction
Recently English has a great role as a mean of communication in the world. The ASEAN
economics globalization will affect the senior high school leavers since their future competitor is not only from domestic but also from the ASEAN countries. Considering the
importance of English, people from various non-English speech countries, including
Indonesia, learn English either as a second or foreign language.

Dealing with the previous reasons, Indonesia begins to use English in aspect of life, mainly
in education system. Language learning in the School Based Curriculum (KTSP) was
implemented to emphasize communicative competence of the learners. Related to the
implementation of 2013 curriculum of KTSP curriculum, the English teacher tries to
facilitate the students’ writing skill. In line with this statement, students are aimed to get
and have knowledge of writing in order to make them easy in exploring and expressing
their thoughts, ideas or opinions.

Mangelsdorf (1992) states that “peer reviews achieve the following: provide students with
an authentic audience; increase students’ motivation for writing; enable students to receive different views on their writing; It means that the peer review strategy in teaching and learning writing encourage the learners to interact orally and written more to their peer and to communicate their works so that they can find out their self esteem and self confidence.

Furthermore, Al–Nafiseh (2013) examines that his study found the collaborative writing and peer editing techniques enhanced in-class interaction and improved students’ writings by raising their awareness on a text writer's choices. In line with his study, it can be said that students’ interaction and students’ activity have important role in enhancing the
communication among the learners so that the exchange knowledge among the learners effective to reach the goal of learning.

Peer editing process deal with group work, it means that the activity concern with the communication and interaction. In other words, classroom activities that emphasize interaction help the students to use the language. So the collaborative and peer editing are the attempts to make students to use the target language.

The objectives of this study are to find out (a) that cola peer editing is effective in enhancing the students’ writing skill in the term of narrative text, (b) the students’ attitude changes deal with applying cola peer editing in writing skill of narrative (short story) in teaching and learning process.

Al – Nafiseh (2013) examines the collaborative writing and peer editing techniques enhanced in-class interaction and improved students’ writings by raising their awareness on a text writer's choices. Questionnaires, samples of students’ edited drafts and teachers’ observations were used to collect data. The study found these techniques enhanced in-class interaction and improved students’ writings by raising their awareness on a text writer's choices.

Based on his study the writer believe that cola peer editing strategy in teaching writing can be a worthy strategy in enhancing students’ writing skill, in this term is narrative on short story texts. The beneficial impact and effectiveness of peer editing have been substantiated by a number of empirical studies; for example, Min (2006), Tsui & Maria (2000). It has been claimed that peer readers can provide useful feedback, as they revise effectively on the basis of feedback they receive from peer editors.

The Notion of Writing
Speaking and writing are the productive skills since these skills require the depth thinking of the learners and exploring the ideas in constructing the talks or the written text.

In addition, Brown (2001) describes writing as: A simplistic view of writing would assume that written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals. The writing process is the thinking process that goes on during writing” (Crowhurst, 1988). According to him, the writing process can be summarized as follows: Prewriting: Using pre-writing techniques to gather ideas, choosing a purpose and an audience, ordering ideas. Then, drafting: Putting ideas down on paper, exploring new ideas during writing. In addition, Revising: Editing, considering ideas and organization, proofreading: correcting errors including sentence structure, usage, spelling, punctuation, and capitalization, polishing. Presenting :Sharing writing

Teaching Writing
Teaching writing itself is also a complex problem. It requires teachers with a great interest as well as professionalism in writing activities. For the worst, as far as I am concerned, not many teachers are interested in teaching writing for there must be lots of burden on them correcting the students’ writing from time to time. Besides, most EFL students does not prefer to learn writing in depth, at least at first.

Brown (2001) states that teaching writing has to emphasis both on process and product. The product of writing is after all, the ultimate goal, but the process is the way to reach the goal. The process of writing includes prewriting, drafting, revising and editing. The learning process is carried out to help students to understand and produce various kinds of texts. What is meant by text here is any kind of communication form
learners find it difficult to speak English fluently and to write English well.

**Short Story (Narrative Texts)**

A narrative text is one of the genre or types of texts that should be mastered by the tenth graders in *Kurtilas* curriculum of *Lintas minat*. By learning narrative texts, the students are expected to train their critical thinking and their imagination deal with the story flows of the short story. The explanation about the narrative (short story) text will be discussed further.

Andersons (2003) state that the purpose of a narrative text is to amuse and entertain the readers or listeners. The narrative text types give the orientation, complications, resolutions and reorientations.

From the previous opinion, the writer concludes that narrative text (short story) is a story that flows depends on the writer's needs and creativity to make the readers or listeners to get something beneficial and feel amused of it. There are orientation that consists of the characters and and the characteristics of the story that will be explored, and then it is followed by the series of complications and resolutions to support the the flowing of the story, and the reorientation or the closing of the short story text.

**How Cola Peer Editing Enhance Students’ Writing Skill**

As described in the reasons of choosing the topic, cola peer editing consists of collaborative writing activities and peer editing activities. It is one of the ways to improve students’ writing skill. Collaborative writing here is students produce the writing of short story with his/her friend collaboratively. In other words, applying cola peer editing will encourage the students to be creative in their way of thinking, the way to give some creative complications, resolutions and the flowing of the story. Then, it will train the students to be a good writer and reader, instead.

The objectives of this study are to find out the enhancing students’ writing skill through cola peer editing strategy in teaching writing and to describe the changing attitude of students dealing with the prose of learning writing through cola peer editing.

In addition, it should also be noted that though cola peer editing activities cannot guarantee the overall improvement in a piece of writing, students can become more critical readers and revisers through reading others writings critically. Through applying the cola peer editing teaching and learning process, the teacher makes an opportunity for students to talk to her openly which made the class more interactive and effective as well.

**Methodology**

The design of this research is classroom action research (CAR), to counteract these limitations, this study used pre and post-test comparison to compare the effects of cola peer editing on students’ writing skill of short story texts.

Conducting a classroom action research always requires some steps, which have to be done in a chronological order. The procedure of classroom action research were: first, choosing the classes of the research. Then, conducting Pre test. After that, conducting the the first cycle of the research then the second cycle, conducting posttest, analyzing the result of the study and drawing conclusions.

It is stated by El-Taha (2003) sample is a subset of measurement selected from the population of interest. Subjects for the study were tenth science 2 grader. Since this is an action classroom research the subject of the study is one class. The class consists of 34 students, 15 males and 19 female students. The time in doing the research began from the second week of October 2015.
and it ended in the second week of November 2015. It was done in the odd semester of 2015/2016 academic year.

In line with the theory, this study is going to examine the enhancing of writing skill by using cola peer editing strategy as the independent variables, the students’ writing short story achievement as dependent variable

**Technique of Collecting the Data**
The main source of data obtained for analysis in this study is through students’ scores in pre test, post test, questionnaire and observation. Pre test was done before the first cycle done. Data obtained from the pretest and post-test of writing on short story texts were used to determine students’ achievement in writing skill. The statistical method used for analyzing the data analysis of variance using SPSS 17.

**Findings and Discussion**
The result of students’ writing was analyzed through scoring system. It is using rubric score for writing by Brown (2004). The researcher display the findings in the form of table and chart.

Implementing cola peer editing method in enhancing writing skills of the students is worthy dealing with the raise of the mean score of the students globally in the pre cycle, first and the second cycle as the posttest. Before applying of the method the students writing mean score is 76.18. It can be seen on the following figure.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
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<td>76.76</td>
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<td>78.00</td>
<td>88.0</td>
<td>80.85</td>
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<td></td>
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</table>

![Figure 1. The descriptive table of pre test and post test](image)

The figures is shown the results of students competence on writing short story both in pre test and post test. It can be explained that the lowest score of pre test is 70.00, the mean score is 76.76 and the highest score is 79.00. In addition, the most frequency of the result is 78. The conclusion of the learning achievement of writing short story frequencies at pretest can be described by the pie picture below.

![Figure 2. The pie chart of pre test](image)

Based on the figure 1 it can be said that the post test result are 78 for the lowest score, 80 for the mean score and the highest score is 88. Moreover, the most frequency of the result is 79. The conclusion of the learning achievement of writing short story frequencies at posttest can be described by the pie picture of figure 3.
Figure 3. The pie chart of post test

The mean score result of pretest is 76.18 and the posttest is 80.85. It can be said that the cola peer editing strategy is effective in enhancing students’ writing skill in narrative (short story) writing. In other words the process of cola peer editing method in enhancing students’ short story writing skills effective.

Moreover, the cola peer editing method in teaching writing not only improve the students’ score but also their attitude in learning writing were improved too. It can be seen from the results of the questionnaires and their journals of learning showed that they felt like to enjoy the method, they share every single thing that they did not know yet with their friends and teacher, they felt that their interaction were getting better in their target language (English), they felt that this method should be often applied in the writing learning process so they can learnt well. To sum up, the students attitude deal with the writing ability enhanced such as in developing their ideas, the editing process and the creativity of choosing the themes of short story.

From the research findings, it can be concluded that; first, cola peer editing strategy is effective to enhance the writing skill of short story texts to teaching and learning writing. The students felt enjoy in doing this strategy and felt not too hard in doing writing process. The findings in line with the previous study that done by Mangelsdorf (1992) , Siew (2011), the study found that there were a handful of them who were of high ability but there were also a few who were considered to be of lower ability in the language.

In addition, cola peer editing means score showed that the strategy is effective in enhancing writing skill of short story text to students. Tudge, (1990) states that if an adult or peer carefully provides a suitable level of support and guidance, learners are generally will be able to perform at a higher level than they can perform on their own.

In line with the previous statements, the researcher also based on the theory of Chaudron (1988) has pointed out the fact the term corrective feedback incorporates different layers of meaning. Corrective feedback can be either explicit or implicit. Explicit feedback types are overt and they offer clear information for students about their errors. Teacher provides the students with knowledge on the correct forms.

In conclusion, the use of cola peer editing strategy combined with being active in teaching and learning process is effective to enhance students’ writing skill of narratives (short story) texts and in addition, the students attitude dealing with the writing ability enhanced such as developing their ideas, the editing process and the creativity of choosing the themes of short story.

Conclusion

Based on the results of research and data analysis that has been done, it can be concluded as follows: First, cola peer editing is effective in teaching and learning process of writing short story texts to the students. In addition, the students attitude dealing with the writing ability enhanced such as developing their ideas, the editing process and the creativity of choosing the themes of short story.
References


A MODEL OF ALTERNATIVE ASSESSMENT IN READING FOR SENIOR HIGH SCHOOL

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Abstract
In Indonesian schooling, authentic assessment has become popular since the 2013 Curriculum was firstly introduced. However, the data derived from the interview with some English teachers of senior high schools in Semarang City indicates that teachers find it difficult to be applied for there is no clear guideline yet, nor special training on it. This paper is based on the research which attempts to investigate what assessments are presently used by English teachers, to know the teachers’ understanding about alternative assessment, and to provide the guidelines of implementing alternative assessment particularly in reading. To answer those three problems as well as result in a product of guidelines of alternative assessment, Research and Development (R&D) was employed. The data were in the forms of numeric and non-numeric. Nine English teachers from several senior high schools in Semarang City were taken as the samples. The result shows that teachers remain using traditional assessment (multiple choice and questions-answers) to measure the students’ reading competence. In addition, teachers’ understanding of alternative assessment, especially for teaching reading is still lack. They do not completely understand alternative assessments, its characteristics, its types and its application. As a result, the teachers need a guideline of implementing alternative assessment with the concrete steps and examples.

Keywords - model, alternative assessment, reading

Introduction
English is an international language which is quite important as a tool for communicating, transferring knowledge, technology, cultures and fostering relations between countries. Because of the significant role of English, Indonesian Government sets English as a compulsory subject in junior and senior high schools and as one of three subjects tested in national examination. Regardless of the pros and cons of the national examination, English learning in this country has not referred to the testing rules—in spite of measuring language skills, multiple choice that focuses on knowledge is applied. Meanwhile, Indonesian Government has just released regulation about assessment standards of using authentic assessment in learning process (Permendikbud No 66 Tahun 2013 about Education Assessment Standards)

In tests of English, both national and international such as TOEFL, TOEIC and IELTS, reading competence becomes the main content. This can be understood as a priority choice of language skills that should be mastered by any person in relation to the ability to access information from various sources. This shows the importance of reading ability in English learning. However, to measure the students’ reading ability, generally English teachers apply multiple choice and short answers which cannot reflect real reading ability of the students. Of course, these types of tests cannot measure the ability of students as a whole
(comprehensive) and authentic as required by the government standards above.

Regarding the use of 2013 Curriculum, the assessment done by a teacher should also include assessment of attitude. Meanwhile, it will be very difficult to achieve if teachers use traditional assessment like multiple choice and short answer. Further, by using traditional assessments, teachers cannot assess in detail the whole students' language ability. Otherwise, different from traditional assessment, authentic assessment does not only measure knowledge, but also skills and attitudes. This model is both process-oriented and product-oriented. Thus, it is important to develop the instruments of authentic assessment in English language learning skills, especially in reading. Stiggins calls authentic assessment as performance assessment. Stiggins mentions, "Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." (Stiggins, 1987, p.34).

Authentic assessments are performance assessments because of using real-world or authentic tasks or contexts. Meanwhile, O’Malley and Pierce (1996: 4) consider performance assessment to be a subset of authentic assessment. Also, authentic assessment is called under alternative assessment because it is an alternative or ‘other form’ to traditional assessments. If a student does well on a multiple-choice test we might infer indirectly that the student could apply that knowledge in real-world contexts, but we would be more comfortable making that inference from a direct demonstration of that application such as in the golfing example above. Meanwhile the researchers use the term of alternative assessment in this paper.

There are several types of alternative assessment that can be used to assess students’ reading ability. However, there comes up a problem among teachers. Most teachers have not known alternative assessments, its types, its characteristics, as well as the steps of the implementation. In addition, there is no guideline available to do so. This research is conducted with the following objectives: 1) to investigate if the assessments applied by the English teachers in assessing reading can reflect the actual reading competence of the students, 2) to find out how is the teachers’ understanding of alternative assessment in assessing the English language proficiency of students, and 3) to provide guidelines of alternative assessment on English reading learning in senior high schools.

Methodology

Because the research focus was on developing guidelines of alternative assessment instruments in reading learning, research and development (R&D) was applied. Nine English teachers from several senior high schools in Semarang City were taken as the sample. Those schools have applied alternative assessment as 2013 Curriculum recommended. Also, in this research, three kinds of instrument were applied: observation, questionnaires, and interview. Besides those three instruments, the method of literature review was also used. Literature review of alternative assessment was done to draft an alternative assessment instrument that is brought into discussion forums (focused group discussion - FGD).

Finding and Discussion

Kinds of Assessments Used by the Teachers in Teaching Reading

Based on an interview, it was found that in assessing reading ability, teachers often applied traditional assessment such as multiple choice and questions-answers. Also, multiple choice and questions-answers were often applied in assignments, daily tests, quizzes, midterms, and final semester tests. The teacher claimed that multiple choice is very practical and does not require much
time. In addition, besides knowing the fact that the teachers used traditional assessment in reading learning, we also tried to dig up information on whether teachers were implementing alternative assessment or not. The following table illustrates the extent to which teachers use alternative assessments in reading learning English.

Table 1. The Implementation of Alternative Assessment

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<thead>
<tr>
<th>Q</th>
<th>SD</th>
<th>Dis</th>
<th>Response</th>
<th>UD</th>
<th>Ag</th>
<th>SAg</th>
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<tr>
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<td>3</td>
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<td></td>
<td>33.3</td>
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</table>

Some examples of alternative assessments that can be applied in reading learning are cloze test, gap-filling format, writing sample, and retelling. Questionnaire number 23 indicated by the table above gives an overview of the application of alternative assessments in reading learning English. 2 (22.22%) teachers did not implement alternative assessment and 3 (33.33%) undecided. Meanwhile 3 (33.33%) teachers agreed and 1 (11.11%) strongly agreed. In line with this fact, referring to questionnaire number 24, 1 (11.11%) teacher said they were not able to design and implement a cloze test and gap-filling format, especially in learning reading, while 5 (55.55%) undecided, 2 (22.22%) agreed and 1 (11.11%) strongly agreed. Moreover, on the ability to design and apply writing sample, 2 (22.22%) teachers disagreed, 3 (33.33%) undecided, and 4 (44.44%) agreed. However, the teachers were familiar enough with retelling technique. This is evident from the results of questionnaire analysis number 26. 6 (66.66%) teachers agreed that they were capable of designing and implementing retelling in reading learning, while 3 (33.33%) undecided.

Teachers’ Understanding about Alternative Assessment

Having a thorough understanding of an assessment is very significant for a teacher. Understanding of assessment will determine how effectively an assessment functions.

Table 2. Teachers’ Understanding about Alternative Assessment

<table>
<thead>
<tr>
<th>Q</th>
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Questionnaire numbers 1 and 4 on understanding of alternatives assessment with its types, especially for teaching reading, 1 teacher (11.11 %) strongly disagreed, 1 (11.11%) disagreed, and 2 (22.22 %) undecided. The results of this questionnaire are also reinforced by the
statement of some teachers in the interview question 4 below:

Question: Do you know alternative assessment in teaching reading?

T5: I am not familiar with alternative assessment, specifically for reading.

T8: As I know, example of alternative assessments for reading is retelling, which retells the content of reading. I also sometimes apply cloze test, but I do not understand whether alternatives assessment include cloze test or not.

Further, the teachers did not understand the concept of writing sample as well as the steps. It is clearly stated in questionnaire number 9. Therefore, they were doubtful about the questionnaire statement number 10 and 11 on the concept of writing samples. To the questionnaire number 10, 1 teacher (11:11%) disagreed and 3 (33.33%) undecided about the capability of writing sample to reflect how far the level of students' understanding of reading thoroughly. On questionnaire number 11, 1 (11:11%) teacher disagreed and 3 (33.33%) undecided with the statement that writing sample is a good tool to record any progress and maturity of the students from time to time. Similar to writing samples, teachers' understanding of gap-filling format as another example of alternative assessment is still low as illustrated by the results of the questionnaire number 12. However, teachers have a positive perception of alternative assessment. 5 (55.55 %) teachers agreed and 2 (22:22 %) strongly agreed with statement “Alternative assessment is capable of assessing the results of complex learning and skills that cannot be assessed with traditional assessment (questionnaire number 2). They also believed that alternative assessments can facilitate students to conduct self-assessment. The concept of self-assessment as one of some characteristics of alternative assessment has a positive influence that cannot be ignored. Brown says, “Developing intrinsic motivation that comes from a self-propelled desire to excel is at the top of the list of the successful acquisition of any set of skills.” (2004: 270). In line with Brown’s opinion, Paris and Ayers (1994, p.26) quoted from O'Malley and Pierce (1996: 5) explains, “Student self-assessment is key element in authentic assessment and in self-regulated learning. Self-assessment promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitudes toward learning.”

In addition, 6 (66.66%) teachers agreed and 1 (11:11%) strongly agreed that the alternative assessment allows each student to explain their understanding and viewpoint to a reading passage (questionnaire number 17). It is inverted to the traditional assessment concept which does not give an opportunity to each student to explore their capabilities because the answers are determined by a question that has been designed by the teacher or test-maker. Such dissatisfaction with traditional assessments especially in reading learning is shown by the teachers through a response to a questionnaire number 16 in which 2 (22:22%) teachers disagreed while 5 teachers (55.55%) agreed and 2 (22:22%) strongly agreed. To conclude, teachers' understanding of alternative assessment, especially for teaching reading is still lacking. They do not fully understand the types of alternative assessments, its characteristics and its application in learning. However, they have positive perception on such assessment.

A Guideline of Alternative Assessment on Reading

Based on the literature review and analysis of the situation on the learning process of reading in senior high schools, there are 7 types of alternative assessment instruments that can be applied to teach reading. They are 1) writing sample, 2) retelling, 3) reader’s response journal, 4) dialogue journal, 5) graphic organizer, 6) KWL Charts, and 7) Content area logs.
The draft of the instruments has also been consulted and validated by 2 experts in the form of quantitative data. The calculation of quantitative data using the average value calculation adapted from Sudjana (2011: 109) is like the following:

\[
\bar{x}_1 = \frac{\sum x_1}{N} = \frac{84}{25} = 3.36
\]

\[
\bar{x}_2 = \frac{\sum x_2}{N} = \frac{85}{25} = 3.4
\]

Then the results of the average value of the validator are averaged with the calculations:

\[
\bar{X} = \frac{\bar{x}_1 + \bar{x}_2}{2} = \frac{3.36 + 3.4}{2} = 3.38
\]

In which:

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<th>x1 and x2: average values of validator 1 &amp; 2</th>
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<th>Description</th>
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Conclusions

Based on the findings outlined in the previous phase, some conclusions can be drawn. Instead of applying alternative assessment as 2013 Curriculum recommended, teachers use traditional assessment such as multiple-choice and questions-answers. Also, teachers do not understand the concept of alternative assessment, its characteristics, its types, and the application process to measure students’ reading ability due to the lack of socialization. However, they have positive perception of alternative assessment. In addition, based on the literature review and analysis of the situation on the learning process of reading in high school, there are seven (7) types of alternative assessment instruments that can be applied to teaching reading in high school. Those are writing sample, retelling, reader's response journals, dialogue journals, graphic organizer, KWL charts, and content area of logs. Further, the draft of the instrument has been tested and validated by 3.38 outcomes (good) to be applied.

References


THE IMPLEMENTATION OF DOMESTICATION STRATEGY TO MAINTAIN BAHASA’S ROLE IN ADOPTING NOVEL TERMINOLOGIES FOR SCIEN-TECH UNDERTAKING

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Abstract
The advancement of science and technology (scien-tech) is always accompanied by creation of novel terminologies. The more a language is used as a means of conveying information on new findings the more the language is enriched with new meaning, be it represented in a form of borrowing, new invention, blend, coinage, or common words with new meaning. This has necessitated scien-tech stakeholders to face the challenge of whether to borrow through transliteration or to adopt as well as adapt such terminologies for the benefit of utilizing information to flow effectively. A problem that appears is how to provide counterparts of such terminologies considering that the supply of scien-tech terminologies in Bahasa is relatively limited compared to that in English while borrowing can be inappropriate or even misleading. This paper intends to explain a number of ways in which endeavors to provide tentative supplies of terminologies through domestication strategy have always been made for scien-tech adoption as well as adaptation to proceed appropriately while enhancing the role of Bahasa in maintaining its function to deal with scien-tech undertaking.

Keywords - domestication, foreignization, scien-tech terminologies

Introduction
The advancement of science and technology (scien-tech) is always accompanied by creation of novel terminologies. The more a language is used as a means of conveying information on new findings the more the language is enriched with new meaning, be it represented in a form of borrowing, new invention, blend, coinage, or common words with new meaning. This has necessitated scien-tech stakeholders to face the challenge of whether to borrow through transliteration or to adopt as well as adapt such terminologies for the benefit of utilizing information to flow effectively.

A problem that almost always appear in the field of scien-tech is how to provide counterparts of such terminologies considering that the local supply in a community in which its members are merely scien-tech consumers or even laymen rather than creative producers. Bahasa, for instance, is among languages of developing countries that is relatively left behind in generating novel terminologies compared to that of advanced counties while adoption or borrowing can be inappropriate or even misleading.

This paper intends to explain a number of ways in which endeavors to provide tentative supplies of terminologies through domestication strategy have always been made for scien-tech adoption to proceed appropriately while enhancing the role of Bahasa in maintaining its function to deal with scien-tech undertaking.

Domestication Strategy
The terminologies ‘domestication’ and ‘foreignization’ are two foci that have long been exhaustively discussed in the field of translation. To quote Venuti (1995; also see among others Zare-Behtash 2009; Yang 2010; Schmidt 2013; Mujiyanto 2013),
Domesticating translation refers to the translation strategy in which a transparent and fluent foreign text is created for the convenience of the target-text readers. This style is adopted in order to minimize the strangeness of the foreign text for target language readers. It means making the text recognizable and familiar and thus bringing the foreign culture closer to that of the readers. Venuti (1995) points out that “all translation is fundamentally domestication and is really initiated in the domestic culture”. According to Munday (2008: 144), domestication is a translation strategy of using a transparent, fluent, ‘invisible’ style in order to minimize the foreignness of the target text. Machali (2012) suggests that “unless the foreign elements are ‘domesticated’, they would not be as accessible to the target readers”.

As opposed to domesticating translation, foreignizing translation refers to the type of translation in which a target text deliberately breaks target conventions by retaining “something of the foreignness of the original” (Venuti, 1995). It means to take the reader to the foreign culture and to make him or her feel the linguistic and cultural differences. It encourages a translation practice in which traces of the foreign are left as much as possible within the translated text.

Schmidt (2013) claims that both domestication and foreignization implicate manipulation of the text. Quoting Venuti (1995: General editors’ preface), “Translation is, of course, a rewriting of an original text. All rewritings, whatever their intention, reflect a certain ideology and a poetics and as such manipulate literature to function in a given society in a given way”. Therefore, from the ethical point of view, both strategies are equally biased. Whether one or the other strategy will be applied depends on variables such as the purpose of the translation, the status of the receiving literary system, i.e. the power relations between the source and the target literary systems, and other variables of the historical, social and cultural setting in which the translation takes place.

Schmidt (2013, quoting Wang 2002: 24) suggests that the conflict between domestication and foreignization is cultural as well as political rather than just linguistic. It is domesticating because the target text is rendered in a domestic language of the target culture, and it is foreignizing because what is being translated and presented to the target culture is a text originating in a foreign language and culture. If there are no differences in cultural connotations, translation is then simultaneously domesticating and foreignizing.

In practice, according to Machali (2012), power relation is unequal, and the inequality is shown by the fact that English is an international language while Indonesian is a language that does not have such a wide readership. Therefore, when there are formal correspondences (as in the use of honorifics) between English and Indonesian, the forms being used are English (as in the case of Harry Potter’s translation). Schmidt (2013) views that the dichotomous strategies are comparable to free vs. literal translation although those two dichotomies are not exactly synonymous; while the former concerns whether a source text is adapted to the target culture, or the foreign cultural elements are preserved, the latter refers to linguistic form. According to Venuti (1998: 240–241) the domestication strategy has been implemented at least since ancient Rome, when ‘translation was a form of conquest’ and Latin poets like Horace and Propertius translated Greek text ‘into the Roman present’.

Closely related to the concept of domestication and foreignization, House (N.D.) introduces the concept of overt as opposed to covert
translation. She points out that an overt translation is not as it were a second original, hence its new addressees are not directly addressed. In this type of translation, according to Venuti, “the original is tied in a specific way to the culture enveloping it; it has independent status in the source culture, and is both culture-specific and pointing beyond the source culture because the original text is also of potential general human interest.” A covert translation, on the other hand, is a translation which enjoys the status of an original text in the receiving culture. The translation is covert because it is not marked pragmatically as a translation at all, but may, conceivably, have been created in its own right. It is thus a translation whose original is not particularly tied to the target culture. An original and its covert translation are “universal” in the sense that they differ “only” accidentally in their respective languages.

In aiming at “originality” in covert translation, the translator employs a so-called cultural filter. With the use of this filter, the translator can make systematic allowances for culture specificity accommodating for differences in socio-cultural norms and differences in conventions of text production and communicative preferences. This cultural filter is thus the means with which the translator tries to compensate for the culture specificity that is foreign to the target community.

**Facts about Scien-tech Terminology Adoption**

The word ‘terminology’ is defined as ‘special words or expressions used in relation to a particular subject or activity’ (CALD). This particular word is also used to refer to the expressions and words, or a set of expressions and words, used by people involved in a specialized activity or field of work. Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation. All rights reserved. Based on the two definitions, the compound ‘scien-tech terminology’, can then be defined as terminology that covers special words or expressions used in relation to the fields of sciences and technologies.

In the field of translation, both domestication or dynamic or covert strategy and foreignization or formal or overt one are generally implemented to adopt terminologies in the two fields from English or other foreign languages as the source language to Bahasa as the target language. The former is implemented when the target language along with its socio-cultural as well as political and ethical background all support the application of cultural filter resulting in second original terminologies in the target language. On the other hand, the second strategy is implemented when stock of terminologies in the target language is inadequate to equalize those in the source language without much deviation or even nonequivalence. Hybrid strategy may of course be employed to adopt scien-tech terminologies providing that such strategy matched with the needs for equivalence, naturalness, and readability standard.

In the field of information technology, specifically in statistics, Suliyanto (2012; also see Minasi, 1993 for the use of such terminologies in *Hard Disk Maintenance Guide*) wrote a paragraph as extracted in Sample 1.

Sample 1:

… untuk itu, pasang tombol Open, Save, Sort Ascending, Sort Descending, Redo, Undo, Print Preview, dan Quick Print. Berikut cara menampilkan tombol-tombol tersebut: (1) Klik anak panah di sebelah kanan simbol Microsoft Excel sehingga muncul pulldown menu Customize Quick Access Toolbar, pilih More Command; (2) Setelah dipilih More Command akan muncul kotak dialog Excel Option, pilih Quick Access Toolbar; (3) Pada bagian Choose Commands from pilih opsi yang tersedia, misalnya Popular Command … (Suliyanto pp. 4-5)
In the extract above, out of 71 words, 38 (53%) words are in fact English terminologies while the rest (33 or 47%) are Bahasa’s words. In the extract, the terminologies which are generally used in the field of computer technology are directly borrowed from the source language without any modification. Words like ‘open’, ‘save’, ‘redo’, undo’ etc. are applied as they are in the Bahasa. They easily go hand in hand with terminologies that have been transliterated. For example, ‘klik’ (click), ‘simbol’ (symbol), ‘dialogue’ (dialog), and ‘option’ (opsi).

To be more extreme, Sample 2 which has been extracted from Winotopradjoko (2006) shows a lot number of medical terminologies that had been directly borrowed or transliterated from English or other foreign languages.

Sample 2:

In: Keputihan dengan berbagai etiologi, vaginitis,servisitis, ektopia, erosi bagian servikal, hemostatik setelah biopsi, pengangkatan polip di serviks, pendarahan, dekubitus, tukak krusis, kondiloma akuminata, mempercepat regenerasi jaringan nekrotik; hemostatik setelah tonsilektomi, polipektomi, epistaktis, stomatis, gingivitis, gingivitis ulceratif, nekrotik akut, osteitis alveolar, herpeslabialis, rhagades; hemostatik setelah ekstraksi gigi … (Winotopradjoko et al. 2006:437)

In the extract, there are only four out of 36 terminologies that have been translated to Bahasa, i.e. ‘keputihan’ (fluor albus), ‘pendarah’ (bleeding), ‘tukak’ (ulcus), and ‘jaringan’ (tissue) implying that efforts of domesticating medical terminologies can be in vain; it is hardly possible to keep up with the ever increasing number of novel terminologies in the source language.

On the other hand, in Suryanto’s paragraph (in Butler 1985), which is actually translation of an English text of Statistics in Linguistics, it is found that English terminology is capable of going hand in hand with their Bahasa counterparts, the translator of which has strived hard to invent terminologies in Bahasa to equalize their English counterpart minimizing the potentiality of deviation, mismatch, or nonequivalence in meaning.

Sample 3:

Ada kerumitan mengenai perbedaan antara parameter populasi dan statistik terok. Simpangan baku peubah dalam populasi dinyatakan dengan lambang σ, dan variansi dinyatakan dengan lambang σ² ( huruf Yunani digunakan untuk parameter populasi). Namun, sering kita tidak mengetahui ciri seluruh populasi, hanya mengetahui ciri terok. Kita mempunyai statistik yang dilambangkan sebagai s, yang merupakan taksiran parameter populasi σ, dan variansi terok s² … (Butler, 1995)

In Sample 3, English terminologies are used side by side with Indonesian terminologies as a result of adopting English terminologies as well as maintaining Bahasa’s role. Out of 60 words contained in the paragraph, only 12 words had been transliterated directly from English. In the extract, the words ‘parameter’ (parameter), ‘populasi’ (population), ‘statistik’ (statistic), and ‘variansi’ (variance), which are results of such transliteration, go hand in hand with ‘terok’, ‘simpangan’, ‘baku’, ‘peubah’, and ‘lambang’ which are actually the counterparts of ‘sample’, ‘deviation’, ‘standard’, ‘variable’, and ‘symbol’ respectively.

In Sample 4, more terminologies in Bahasa have been invented in order to equalize English terminologies no matter whether such equalization causes unfamiliarity to the readers compared to their counterpart in the source text.
Sample 4:

Untuk memahami akibat *prakiraan* itu pada pelaksanaan *uji kebenaan*, kita perlu menyadari bahwa semua nilai yang mungkin dicapai oleh *statistik uji* membentuk *sebaran kekerapan*, yang *dirujuk* oleh *tabel statistik* yang digunakan dalam *pengujian kebenaan*. Misalnya, kita akan *memerikan uji* yang menggunakan *sebaran normal* dan juga yang menggunakan *sebaran t*, yang kita jumpai ketika kita membahas *penaksiran dari terok* kecil... jika kita memilih *taraf kebenaan* sebesar \( \leq 0.05 \), hal ini berarti bahwa untuk *uji berarah nilai gawat statistik uji* akan memotong satu *ekor* yang memuat 0,05 dari luas daerah di bawah *lengkungan*; sedangkan untuk *uji tidak berarah* luas daerah yang dipotong akan terbagi pada dua *ekor* ... (Butler, 1995: 75)

For instance, the words like ‘prakiraan’, ‘uji’, ‘sebaran’, ‘kekerapan’, ‘ekor’ can easily be back-translated to ‘assumption’, ‘test’, ‘distribution’, ‘frequency’, ‘tail’. Meanwhile, it may take a little while to find out the counterparts of such words as ‘kebenaan’, ‘memerikan’, ‘uji berarah’, and ‘nilai gawat’ in English.

Noor Cholis (2008) listed 337 terminologies which are used in the translation of *Principles of Language Learning and Teaching* (Brown, 2007). They are in form of single words like ‘hipotesis’ (hypothesis) and ‘kefasihan’ (fluency) or compounds of two words such as ‘kompetensi heterogen’ (heterogeneous competence), ‘kesalahan global’ (global error), and ‘pandangan dunia’ (world view) or more words like ‘Pembelajaran Bahasa Komunitas’ (Community Language Learning) and ‘Pembangkit Masukan Rendah’ (Low Input Generators). The terminologies can be categorized into three classes, i.e. 129 terms (38.3%) in form of transliteration such as ‘dialek’ (dialect) and ‘bilingualisme subtraktif’ (subtractive bilingualism), 91 (27%) terms which are combination between transliteration and direct translation as the counterpart of the source terms like ‘daya ilokusione’ (ilocutionary force) and ‘kecemasan fasilitatif’ (facilitative anxiety), and 117 (34.7%) terms which are Bahasa’s terms like ‘gaya pembelajaran’ (learning style) and ‘lingkar dalam’ (inner circle).

All the facts presented above have led us to consider whether domestication strategy is still a significant tool to equalize foreign terminologies in various fields of study. If we still believe in the strength of Bahasa to keep up with the ever increasing advancement of scien-tech throughout the world, the implementation of such strategy may be quite useful to enrich Bahasa with invention as well as discovery of novel terminologies.

**Endeavor to Maintain Bahasa’s Role**

A number of endeavors have been employed to maintain Bahasa’s role in domesticating scien-tech domain by means of domesticating terminologies commonly used in the domain. Using Bahasa’s words which are commonly used in everyday or general situation can be an easy way of doing such effort of equalizing English terminologies providing that both refer to the same entity. For instance, the word ‘bahasa’ is used to equalize ‘language’; both of which refer to the same entity.

Indonesian monolingual Bahasa dictionaries such as KBBI can be considered as a relatively rich source of common as well as far-fetch words that can be used as counterparts of English terminologies. Common words like ‘gegar’, ‘gawat’ and ‘asing’ have been used to match ‘shock’, ‘critical’, and ‘foreign’ respectively. The problem rests on people’s habit of collocating them with other common words forming compounds with common references. For example, each of the three words collocates with ‘otak’ (brain) in
Words may be available in a Bahasa’s dictionary, but a lot may be unfamiliar to the language users; they may even be strange due to their rarity in scien-tech undertaking. Words like ‘terok’, ‘bena’ and ‘galat’ may challenge us to guess what do such words refer to. Their counterpart in the source language i.e. ‘sample’, ‘significant’, and ‘error’ may be more common among us. As a result, the English terminologies are more preferable than their counterparts in Bahasa.

It is of course possible to generate novel meaning to common words so as to equalize source language terminologies which refer to relatively uncommon entity. For example, the compound ‘nonlinear relationship’ is translated to ‘hubungan tan-gemaris’ in which the infix ‘em’ is inserted to the word ‘garis’ (line) resulting in new creation ‘gemaris’ which means ‘nonlinear’.

Local languages may also provide a rich source of words that can be used to equalize English words whose counterpart in Bahasa is very rare or even unavailable. The words ‘santai’, ‘begadang’ have long been used to equalize ‘relax’ and ‘stay up’ respectively. ‘gemaris’ (linear), ‘lamparan (spread), ‘tangkil’ (file)

Words that have been borrowed from foreign languages like Arabic and Dutch may also provide supply counterparts of English terminologies. ‘Azas’ (Arabic), ‘khuluk’ (Arabic) and ‘persneling’ (Dutch) may be appropriate to equalize the English terminologies ‘principle’, ‘nature’, and ‘gear’ respectively.

If it is impossible to find out any counterpart of foreign language terminologies, transliteration is generally employed. English common terminologies like ‘frequency’, ‘instruction’, and ‘statistics’, are commonly transliterated to ‘frekuensi’, ‘instruksi’, and ‘statistik’ respectively. The Language Center in Jakarta has published general guide to the formation of Indonesian terminologies which contains rules on how transliteration should better be undertaken in equalizing foreign terminologies (for the complete guide see Pedoman Umum Pembentukan Istilah 3rd Edition).

There can be chances in which it is quite hard or it may be impossible to find out the counterpart of such expression as ‘I am Lord Voldemort’ whose letters can be rearranged to create another expression ‘Tom Marvolo Riddle’. Facing his type situation, the only possible way is just directly borrowing it providing additional explanation or creating a new word. An expression ‘erised mirror’ has been equalized with ‘cermin tarsah’ in Bahasa in which the word ‘tarsah’, which looks like an Arabic word is only the reversal of ‘hasrat’ (desire).

In the effort of equalizing English terminologies with Bahasa, a number of problems or constrains may have to be anticipated. Such problems as inappropriateness of Bahasa’s term, additional meaning, lost of meaning, deviation, nonequivalence, or even unavailability/limitation in number of Bahasa’s words are common problems which translators have to face throughout their time. Besides, such psychological conditions like users’ attitude, prestige in using Bahasa, reluctance to struggle for Bahasa enrichment are among the constraints that have to be overcome in order
to encourage people to maintain or even enhance the role of Bahasa to occur side by side with foreign languages in creating terminologies to support the development of sciences and technologies.

**Conclusion**

In the field of scien-tech undertaking, experts everywhere in the world are faced with rapid scien-tech advancement. This has brought with it more and more novel terminologies. The inadequacy of stock in Bahasa to balance the ever increasing number of scien-tech terminologies English and other languages have hampered the development of scien-tech particularly with regard to its distribution among laymen who are Indonesian monolingual.

Among the efforts of providing the counterparts of foreign terminologies in Bahasa have been done by employing common as well as far-fetched words which have already been available in KBBI. Local languages as well as a number of familiar foreign languages may also be sources to supply the need of matching English terminologies. If invention of novel terminologies by employing common words with new meaning or engineering novel terminologies is not successful, adopting source language terminologies by means of transliteration or direct borrowing is unavoidable.

No matter which strategy is employed to present scien-tech terminologies in Bahasa – be it domestication or foreignization – a number of constraints tend to accompany the effort. They can be inadequacy or even unavailability of stock, inappropriateness in meaning, accept-ability, etc.

Availability of monolingual (encyclopedic) dictionary of novel terminologies in scien-tech fields may be quite significant. It may not only be useful to cater the thirst of scientists in this country for domestic terminologies but also enrich the scien-tech domain with native language resources. While inappropriety of meaning can be overcome by employing additional information, acceptability may be overcome by implanting a new habit of introducing as well as utilizing them.

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ANALISYING STUDENTS’ SPEAKING ACHIEVEMENT OF ACCESS - ES KAMPUNG INGGRIS BY USING NATURAL APPROACH

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Abstract
In modern life, English language has important role in daily communication. Most of 400 million people in the world using English to interact with each international business. For gaining a good ability in communication, people need to have good speaking skill. That's the reason why this part becomes the basic need in language learning. When the researcher found that the students of ACCESS - ES Kampung Inggris Pare learn to speak English by using Natural Learning makes her interest to analyze more. This research conducted to analyze students’ speaking achievement by using Natural Approach. The subjects of this study were Speaking class I students of ACCESS - ES Kampung Inggris Pare, Kediri, East Java. In obtaining an actual data, the researcher used descriptive qualitative research. Interview and questionnaire were used as instruments. After data have been analyzed, the result showed that Natural Approach effective in helping students to achieve their speaking skill. So, the hypothesis proposed in this research was accepted. In conclusion, it can be said that Natural Approach can be used to achieve the students’ speaking skill.

Keywords - Speaking, Teaching Language, and Natural Approach

Introduction
In this part the writer will present the reasons for choosing the topic, statements of the problem, the objective of the observation, the significance of doing the observation, the method of doing the observation

Reasons for Choosing The Topic
O’Malley and Pierce (1996) say that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation.

In fact, the English instruction in some Schools does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years. It show us that to make the students active in speaking, English tutors need to use special method because learning to speak a second language is a long process.

Nowadays, Kampung Inggris Pare which located in Telungrejo village, Pare district, Kediri Regent, East Java Province become a phenomena. Many people came there to improve their capability in English. Some people believe that Kampung Inggris Pare is an effective place to learn English more both oral or in written. Many courses provide an excellent and variable service in short course started from basic level until intermediate level. They used different methodology, approaches and techniques with a professional tutor. Students who want to learn English could only choose whether they are want to master Listening, Speaking, Reading or Writing. One of an English
course that located in *Kampung Inggris Pare* is ACCES - ES (American English School) Which used Natural Approach to increase the students’ ability in English. It made a researcher interested to analyze more, especially in speaking class I. She focuses only to find out how students’ speaking achievement by using Natural Approach.

**Statements of the problem**

Dealing with the issue, the following statements are two main research questions:

1) How is Natural Approach helps the students of ACCES - ES *Kampung Inggris Pare* achieve their speaking skill?

2) Is there any significant achievement by using Natural Approach toward students of ACCES - ES *Kampung Inggris Pare*?

**The objectives of study**

In accordance with the research questions, the objectives of study can be stated as follows:

1) To find out how Natural Approach helps the students of ACCES - ES *Kampung Inggris Pare* achieve their speaking skill.

2) To find out the significant achievement by using Natural Approach toward students of ACCES - ES *Kampung Inggris Pare*.

**The significances of study**

This research product may give some benefits as follows:

1) Teachers/ Lecturers those are concern in learning and teaching methodology.

2) The institution of ACCES - ES *Kampung Inggris Pare*; Director, Tutors (Coaches), Students

3) Give input to those who want to carry out another study with some field

**Methodology**

This research belongs to descriptive qualitative research. The researcher tries to analyze the students’ speaking achievement of ACCES - ES *Kampung Inggris Pare* especially Speaking Class I of teaching Period July 10th - August 10th 2015. The procedure of collecting data through Interview and questionnaire.

**Review Of Literature**

In this part of paper, the writer will present the explanation of Teaching Speaking and Natural Approach used by the teachers/ Coaches in the process of teaching and learning activities in speaking class.

**Teaching speaking**

**Definition of Speaking**

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Kayi, 2000). Speaking is one of the branch English skill which should be mastered by student. By speaking student may convey themselves in basic interactive skills such as greeting, apologizing, thanking, introducing, asking or offering for something. Some people suppose that somebody master English well if he or she have a good performance in speaking. Speaking is the process of building and sharing meaning through the use of verbal symbols, in variety of contexts.

**What is Teaching Speaking?**

What is meant by teaching speaking is to teach English language learners to: (a) Produce the English speech sounds and sounds patterns. (b) Use words and sentence stress, intonation patterns and the rhythm of the second language. (c) Select appropriate words and sentences according to the proper
social setting, audience, situation and subject matter. (d) Organize their thoughts in a meaningful and logical sequence. (e) Use language as a means of expressing values and judgments. (f) Use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan, 2003).

Natural Approach
The Natural Approach method of acquiring language skills was created by the linguists Tracy D Terrell and Stephen Krashen in the late seventies of the 20th century. The Natural Approach is the ability to distinguish between learning in the traditional sense and acquiring a language.

Types of learning and teaching activities
From the beginning of a class taught according to the Natural Approach, emphasis is on presenting comprehensible input in the target language. Teacher talk focuses on objects in the classroom and on the content of pictures, as with the Direct Method. To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions in other ways.

Finding and Discussion
Based on observation and research conducted by the researcher, it can be reported in different components as follows: (I) Interview (II) Questionnaire

According to Sugiyono (2009 : 222) states that there are two kinds of interview: 1) Structured Interview. It is an interview that researcher prepares written questions which an alternative answers are also provided. 2) Unstructured Interview. It is an interview that researcher does not use interview manual with arranged systematically

Tuckman (1999:237) stated the important of doing questionnaire in education research as one way to help researchers to convert into data the information they receive directly from people (research subject). Its mean that through questionnaire, the researcher gets the way to access into people's inside head

Natural Approach helps the students of ACCESS - ES Kampung Inggris Pare achieve their speaking skill

1) Interview
In this part, researcher choose unstructured interview to get the data. After the researcher did an unstructured interview to an English tutor and to speaking Class I students of ACCESS - ES Kampung Inggris Pare it could be concluded as follow:

(a) English Tutor (Coach)
Coach Alif as English Tutor explained that applying Natural Approach in the classroom help the students to increase their ability in Speaking. The reason is in learning process the tutor gives some point and then let students enlarge the material by themselves with their natural learning ability.

(b) Students of Speaking Class I
85 % of speaking class students that I interview answered that Natural Approach help them to increase their ability in Speaking. The reason is during learning process, students free to explore their ability naturally. It make them easy to achieve their speaking ability

2) Questionnaire
The researcher give a questionnaire to the students only, Questionnaire consisted by 20 questions (10 questions about Natural approach which help the students speaking
ability and 10 questions other about the significant achievement) were filled by 15 students of speaking class I of ACCESS - ES Kampung Inggris Pare about their responses learning speaking using Natural Approach. Is that approach helps the students to increase their speaking ability? The items and the result of questionnaire could be illustrated in the table below:

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<td>TOTAL</td>
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The significant achievement by using Natural Approach toward students of ACCESS - ES Kampung Inggris Pare.

1) Interview
In this part, researcher choose unstructured interview to get the data. After the researcher did an unstructured interview to coach (English tutor) and to speaking Class I students of ACCESS - ES Kampung Inggris Pare. She concluded that result of Interview both of them are significant. The tutor that I interview said that Natural Approach effective to increase students' speaking achievement. While, the students said that Natural approach help them to achieve their speaking ability. The tutor/coach taught speaking by some subjects and then let them understand material with what they call "Natural Learning Ability". The students felt that Natural approach guide them learning English especially speaking as natural as possible. There are significant achievement by using Natural Approach, it could be seen from significant changing from before and after they are leaning speaking.

1) Questionnaire
Questionnaire consisted by 20 questions (10 questions about Natural approach which help the students speaking ability and 10 questions other about the significant achievement) were filled by 15 students of speaking class I of ACCESS - ES Kampung Inggris Pare about the significant achievement. The items and the result of questionnaire could be illustrated as follows:

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<td>TOTAL</td>
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Conclusions
I have seen that the Natural Approach can be regarded as innovative teaching method. Natural Learning Ability means that students get her own passion and ability naturally. English tutor (coaches) guide them to learn speaking and let the student understand subject of material as natural as possible. The positive effects that got by some student are: Motivation and Self-confidence.

Bibliography


MULTICULTURAL LITERATURE IN AMERICAN CLASSROOMS
AND ISSUES OF DIVERSITY AND PLURALISM

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Abstract
This paper argues that multicultural literature is of utmost importance in heightening awareness of diversity and promoting pluralism in multicultural American society. In particular, this paper will discuss how multicultural literature is presented in the classroom and it will specifically address the question whether multicultural literature has the power to heighten awareness of diversity and promote pluralism. Multicultural literature is a kind of mirror and window to young students. It is a mirror where students can see the reflection of their lives in it; and it is a window through which they can see the lives of other students who are different from them. In addition, this paper describes the benefits and the challenges of asking students to read multicultural literature.

Keywords – multicultural literature, diversity, pluralism

Introduction
This paper argues that multicultural literature is of utmost importance in heightening awareness of diversity and promoting pluralism in American society. However, asking students to read multicultural literature can pose several challenges. To discuss these issues, this paper begins with how scholars define multicultural literature. After the discussion of the term, this paper will discuss how multicultural literature is presented in the classroom and it will specifically address the question whether multicultural literature has the power to heighten awareness of diversity and promote pluralism. The final part of the paper describes the benefits and challenges of asking students to read multicultural literature.

Definition of multicultural literature
The definition of multicultural literature is problematic. There is no single definition of it and every definition cannot embrace all multicultural texts. Every scholar may have his or her own definition; depending on the stance they take (Cai, 2002). In addition, every definition of multicultural literature has crucial implications for teachers and teacher educators.

Cai (2002) proposes two kinds of definitions of multicultural literature, namely literary and pedagogical definitions. Literary definition of multicultural literature concerns with literary works “that are explicitly about multicultural societies” or “are implicitly multicultural in the sense of inscribing readers from other cultures inside their own cultural dynamics” (p. 4). Based on Cai’s literary definition of multicultural literature, any works about multicultural societies and written by any author should be included in this kind of literature. However, it seems that Cai fails to satisfy this definition because he does not talk about literary works that are explicitly about multicultural societies. Instead, he discusses more about literary works “by and about people of color.” From the pedagogical perspectives, Cai asserts that multicultural literature is not intended to highlight the multicultural nature of a literary work, but to raise awareness of the pluralism in school curriculum. Different from his literary definition, this definition seems to be more acceptable for the advocates of
multicultural literature because they emphasize the importance of multicultural literature on educating students to be more open minded about race, class, religion, and gender issues.

The more common definition of multicultural literature is “books by and about people of color” (Bishop, 1992; Cai, 2003; Harris, 1992; and Kruse & Horning, 1991). These scholars state that multicultural literature refers to any literary work written by and about groups of people who are outside the socio-political mainstream in the United States. Among the above scholar, only Harris broadens the term “multicultural literature” by including books that feature the elderly, gays and lesbians, religious minorities, language minorities, people with disabilities, gender issues, and concerns about class.

**Multicultural literature in American classrooms**

Based on the pedagogical definition of multicultural literature offered by Cai (2002), the incorporation of multicultural literature in the curriculum is important in heightening awareness of diversity and promote pluralism in the U.S. Because the voice of every nonmainstream group needs to be heard, multicultural texts to be given to students should not only be emphasized on books by and about people of color, but also on books that feature the elderly, gays and lesbians, religious minorities, language minorities, people with disabilities, gender issues, and concerns about class. However, up to now most literatures have been discussing more books by and about people of color than books about other minority groups (Cai, 2002; Colby & Lyon, 2004; Cox & Galda, 1990; Fox & Short, 2003; Glazier & Seo, 2005; Godina, 1996; Harris, 1992; Landt, 2006; Margerison, 1995; Norton, 1995; and Ralph & Dietrich, 1995). These scholars view the importance of including multicultural texts in the curriculum. However, they put emphasis on books by and about people of color and hardly discuss multicultural texts related to other minority groups.

For the advocates of multicultural literature, multicultural literary texts are not merely narrative texts to enjoy but voices to be heard. People who are outside of the mainstream society and culture—in this case not only African-Americans but also other minority groups—began to voice their rights to be equal with the dominant society. From this point of view, from the beginning, the emergence of multicultural literature has been sociopolitical (Cai, 2002). The multicultural literature becomes a movement with the intent of giving voice to and representing minority groups because historically they have been silenced and underrepresented. It also gives true portrayal to those whose images have been distorted (Cai, 2002). These are among primary reasons why it is important to include multicultural literature in the curriculum. They view that in diverse and pluralistic American society, homogenous curriculum based on the values of the dominant group denies the diversity and pluralism.

These scholars argue that the inclusion of multicultural literature in the classroom does not necessarily mean a rejection to the classic. However, the teaching of the classics only, written by white—and predominantly male—authors, is no longer relevant. Robinson (2001) delivers a strong critique of the curriculum that only teaches the classic by saying, “We taught the works of ‘dead white guys’ in a world that was no longer predominantly white and male, and certainly not dead” (Robinson, 2001, p. 68). Robinson’s critique indicates that the movement to include multicultural literature is not only to introduce new literary genres into the classrooms but also to challenge the domination of the classics and the mainstream culture and values.
Purpose
Because multicultural texts are sociopolitical, the incorporation of multicultural texts into the classrooms has many purposes. One of them is to generate intercultural dialogues (Ralph & Dietrich, 1995). By reading multicultural texts, students will gain much information about other cultures. This knowledge will increase students’ awareness of different people and different cultures. The second purpose of giving multicultural texts to students is to create learning communities that accept and celebrate diversity (Colby & Lyon, 2004). Reading multicultural literature may become an important way to instill in students the feeling of accepting other people and other cultures. In this way, teachers can create learning communities where everybody feels that they are different but equal. Similar to this purpose, the third purpose of using multicultural texts in the classroom is to give information to students about the interrelationships and interactions among different cultures and to provide them with ideas and ideals of multiculturalism (Cai, 2002). In essence, these purposes are similar. These scholars imply that the inclusion of multicultural literature in the curriculum is to create an equal and pluralistic American society.

The power of multicultural literature
The above purposes of giving students multicultural texts is based on the belief that multicultural literature has the power of heightening awareness of diversity and promote pluralism in American society (Cai, 2002; Colby & Lyon, 2004; Cox & Galda, 1990; Glazier & Seo, 2005; Landt, 2006; Norton, 1990; Ralph & Dietrich, 1995; Robinson, 2001). Cai (2002) specifically points out that multicultural literature is “an important component of multicultural education and a tool to achieve the goal of diversity and equity in education” (p. 13). In general these advocates agree that by reading multicultural literature, students will have greater awareness about the existence of other cultures. This awareness will be very important in creating intercultural dialogues. Colby and Lyon point out that multicultural literature is able to help “children identify with their own culture, exposes children to other cultures, and open dialogues on issues regarding diversity” (2004, p. 24). Similar to Colby and Lyon, Cox and Galda (1990) emphasize the importance of multicultural literature as mirrors and windows on a global community. According to them, the metaphor of multicultural literature as mirrors is applicable to minority and immigrant children because books of multicultural literature reflect and validate familiar cultures and experiences. Meanwhile, the metaphor of multicultural literature as windows is applicable to mainstream, white children because it reveals “a multicultural vista that juxtaposes the familiar and the less familiar” (Cox & Galda, 1990, p. 582).

At another level, books of multicultural literature may become central to a conversation across cultures (Glazier & Seo, 2005). They argue that this will happen if teachers apply more dialogic rather than monologic instructions. In this way, they believe that multicultural literature will be able to “open a way for student voices to be heard in the classroom” (Glazier & Seo, 2005, p. 688). Norton (1990) also contends that multicultural literature provides students with different beliefs and value systems. Reading multicultural literature means that students will be able to develop their sensitivity to the others’ needs. In addition, students will also become aware that people have similarities and differences. Ralph & Dietrich (1995) also point out that multicultural literature is a primary tool to generate dialogues.

Advantages
By reading multicultural books, students have the opportunity to familiarize themselves with other cultures. They will learn how they are similar with and different
from other students. This exposure to multicultural books in turn will enhance their understanding of other cultures and other people.

In addition, intercultural dialogues and connections occur because everybody is willing to hear other people’s perspectives. In other words, mainstream and nonmainstream students will understand each other. Classrooms will become places where diversity and equity occur. At least, in theory we expect this to happen and it is the expectation of the advocates of the multicultural literature that this will happen. Reading multicultural literature will open students’ mind to different cultural norms and values. They will be able to develop respectful exchange or interaction among them, even though they have different cultural backgrounds or worldviews. This is the essence of cultural dialogues and this is the result of deeper understanding of diverse perspectives and practices. If this attitude continues, it is expected that equity will occur.

Disadvantages
First, multicultural literature may enhance stereotypes about a certain cultural group. One of the goals of giving multicultural texts to students is to eliminate a stereotype about a certain cultural group. However, no matter how culturally authentic it is, a multicultural text has the possibility of enhancing students’ stereotypical views about a certain cultural group. If students do not have cultural background knowledge about a certain cultural group and they have to read a book about it, their knowledge about the group will only be from that text they are reading. This could result in their having an idea that the people from a certain cultural group are like the ones in the text they are reading. Thus, cultural authenticity does not guarantee that it will eliminate stereotype of a certain cultural group.

Second, mainstream students could resist reading multicultural texts. This serious challenge occurs because not all white students are engaged with multicultural texts. Cai (2003) argues that it is not easy to engage mainstream students with multicultural literature because this literature does not reflect their experiences. In other words, white students do not want to read this literature. From the point of view of white students, this may be a normal attitude because they will engage in reading texts that reflect their experiences. Glazier & Seo (2005) reveal that the disengagement of white students with multicultural texts is due to their lack of understanding of the linguistic and cultural practices portrayed in the texts. Glazier & Seo also point out that dominant students “… feel uneasy in discussing issues such as racism. They also feel left out because teachers focus too much on minority students” (p. 698).

The third disadvantage is the issue of censorship (Stallworth et al., 2006). Their research indicates that there are many language art teachers who want to include these noncanonical texts in their reading materials for their students but they are afraid that parents, colleagues, administrators, students, and the community disagree with the inclusion of the texts. From this we learn that what is going on in the classrooms is not only determined by teachers and students but also by many parties who belong to the dominant culture. For the dominant culture, multicultural literature is a challenge to their privilege and some members of the dominant group—parents, administrators, students, and the community—just do not agree with the teaching of noncanonical texts or multicultural literature. This is what Gorski (2008) calls as systemic oppression of the dominant group to the dominated groups. According to Stallworth et al. (2006), many teachers give up teaching multicultural texts because for them the status quo is safer.
Conclusion

The need of multicultural literature in the classroom is increasingly important in the U.S. because multicultural texts contain significant information about people from different cultures. Students will gain much important information which will make them have broader world views and heighten their awareness of other people and cultures. In this way, multicultural literature can serve as a means for promoting diversity and pluralism.

However, there are challenges that teachers face in giving multicultural texts to their students. At the classroom level, teachers are faced with mainstream students’ disengagement with these kinds of texts. Outside the classroom, teachers are faced with systemic oppression. In the classrooms, teachers can do much to help their students engage with multicultural texts. Regarding the out-of-classroom challenges, teachers need support from the dominant or mainstream group. Robinson (2001) indicates that there has been positive attitude from the dominant group in the incorporation of multicultural texts into the curriculum. It will be great to see that in the future there will be equal yet diverse American community: there will be no dichotomy of dominant and dominated groups, or mainstream and non-mainstream culture; but there will be equal yet diverse cultures or parallel cultures, as Virginia Hamilton dreams (Mikkelsen, 1998).

References


HOBBIES OF LISTENING ENGLISH SONGS AND WATCHING ENGLISH MOVIES AND THE CORRELATION TO STUDENTS’ ACADEMIC LISTENING ABILITY

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Abstract
This paper presents the discussion about correlation between hobby of listening English songs and watching English movies toward Students’ listening ability, especially in listening to academic topics. The respondents are the students of Business Management Department who are randomly taken. Questionnaires about habits of listening English songs and habit of watching English movies, as well as the results of listening test of TOEFL are the data used for the discussion. The data obtained will be analyzed by comparing the data obtained from the questionnaires and TOEFL test results using SPSS application to see if there is a positive correlation between those data. These results indicate that both the habit of listening English song and watching English movies have negative correlation toward the students’ academic listening ability. Motivation and learning style of the students are two most common factors which contribute to the negative correlation.

Keywords: English song, English movies, academic listening topics, TOEFL

Introduction
In Indonesia, students learn English till they are at university level. In other words, the students in Indonesia have to learn English more than seven years. However, this system does not make all the students get good English communication skills or proficiency. Handayani, et al (2014) find that the students of Politeknik Negeri Batam even have learned English since they were at primary school. But this also did not guarantee that they have better English skills. This condition can be used as a reference in predicting the ability of hearing students in the English. It is predicted that their ability to listen and to understand the listening materials also vary.

The effect of Prior Knowledge can be counted as other factors that affect the level of one’s own understanding of the knowledge. Information and knowledge that have been obtained previously, at a different time course will help to gain good results. It is also likely to be found by Froyd and Symson on their research related to the influence of prior knowledge of the person's learning outcome in 2010. According to Cook (1997), differences in the pace and language learning experience to produce success differently to the acquisition of language itself. Each learner will have different learning outcomes in accordance with the step and their learning experience.

In relation to the level of listening comprehension in English lessons, students’ listening habit can also ease the students in understanding the information from the listening package. As noted earlier that the ability to listen can be influenced by the knowledge base that is already owned by someone. When a student has regular habit in listening or watching English program, he/she tends to have and understand more vocabularies in English. Referring to the age of college students (politeknik Negeri Batam), it is the era of them to spend more time in listening to song and watch TV or movies.
Therefore, the author would like to see the correlation of habit to listen to songs in English and the English listening proficiency. In addition, the author also wants to see the correlation of habit to watch films in English and the listening proficiency. This research is going to give information whether both habit, listening English song and watching English movie, positively or negatively correlate to the level of students listening proficiency, especially listening for academic topics.

**Methodology**

The object of research is a student majoring in business management in Politeknik Negeri Batam. Samples taken as a respondent are 150 students which are randomly selected in the three existing courses in business management majors (Accounting, Managerial accounting, and business administration).

The data collection method used in this research is through questionnaires which are distributed to approximately 150 respondents and English listening test using the TOEFL listening test models that are available in books store. This is due to the expensive cost of having the original institutional or international TOEFL test. The TOEFL model test from the book is decided to use since the content and type of the test are just alike the original one. The questionnaires are asking about the listening habit, the style of listening, as well as the internal purpose of the listening activities.

The data obtained are analyzed by comparing the data obtained from the questionnaires and data from TOEFL test result using SPSS application to see if there is a correlation between the two data. The theory about learning language is then used to analyzed the data qualitatively.

In details, the author do recapitulation to the information gather from the questionnaires by grouping the result of listening habit for listening the English songs and the listening habit for watching english movies. Then, the author continue the process to the recapitulation of TOEFL test result of the respondents. All recapitulation are made in excel in order to ease the author to import the data into SPSS application.

When all data, from questionaires and TOEFL test, are tabulated, the author do the quantitative analysis using SPSS. Moreover, the result showed by the SPSS is presented as the research result. Finally, the author also give some explanation qualitatively based upon the theory on why the result of the research is as it is presented.

**Finding and Discussion**

The data obtained from the questionnaires and the results of TOEFL test, Listening section are as followed:

*a. Listen to songs in English Habits*

The habit of listening to English songs of the respondents were generally at average level. Almost half of the total respondents (60 of 142 respondents) are at this level. There are very small number of respondents who are at the very high level. The number of respondents who are at low level even more than ones who are in very high level. There are 46 respondents at this level.

*b. The habit of watching movies in English*

The habit of watching movies with English subtitle is generally at average level. There are more than half of the total respondents (84 of 142 respondents) at this level. The number of respondents who is in very high level is only one person and there are 11 respondents who are at high level. In addition, there are still big number of respondents who are in low level. There are 46 respondents at this level.
c. The ability to hear the material academic field

The listening ability with TOEFL test of the respondents using Cambridge University standard is generally at the beginner level. There are more than half of the total respondents (82 of 142 respondents) are at this level. The number of respondents whose listening ability at intermediate level are only half of them who are at the beginner level (42 respondents).

Just like the previous leveling, Figure 4 shows that the listening ability of the respondents with TOEFL listening test is generally at elementry proficiency and elementry proficiency plus, which are notably low level ones. There are 107 respondents in total at these two level. It is equal to two third of the whole respondents. The figure indirectly shows that the listening ability of the students of politeknik negeri Batam related to academic topics is still low.

d. Results of Pearson Correlation Test of SPSS Output

<table>
<thead>
<tr>
<th>Variable</th>
<th>Type of Correlation</th>
<th>The habit of listening to English songs</th>
<th>The habit of watching movies</th>
<th>TOEFL Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The habit of listening to English songs</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.180*</td>
<td>0.180*</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.00</td>
<td>0.037</td>
<td>0.037</td>
</tr>
<tr>
<td>The habit of watching movies</td>
<td>Pearson Correlation</td>
<td>0.96*</td>
<td>1</td>
<td>0.490**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOEFL Score</td>
<td>Pearson Correlation</td>
<td>0.180*</td>
<td>0.490**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.037</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Table 1: output of SPSS test

The results of SPSS data analysis as it is presented above explain that the significance value of correlation between the listening song habit (X1) and watching movies habit (X2) is 0.000 <0.05, which means that there is a strong correlation between those to aspects. The SPSS result for the that the significance value of the correlation between Listening song habits (X1) and TOEFL listening score (Y1) is 0.037. It means that there is a correlation between X1 and Y1. Furthermore, the SPSS result for the that the significance value of the correlation between watching Movie habits (X2) and TOEFL listening score (Y1) is 0.000 . It means that there is a correlation between X2 and Y1.

Based on Pearson correlation values, Listening song habit (X1) has a correlation rate of 59.6% with watching movie habit (X2). This result shows that if X1 and X2 has a positive correlation. If the level of X1 increase, the X2 will increase too, and vice versa. Moreover, Listening song habit (X1) has correlation rate of 18% with a TOEFL listening score (Y1). It means that if X1 and Y1 has a positive correlation. If the level of X1 increase, the Y1 will increase too, and vice versa. In addition, watching movie habit (X2) has a correlation rate of 48.9% with a TOEFL listening score (Y1). It means that if X2 and Y1 has a positive correlation. If the level of X2 increase, the Y1 will increase too, and vice versa.

From the results of data processing (pearson correlation) carried out by the researchers, it is known that the habit of listening to English songs and watching English movie with English subtitle have positive correlation on the results of the TOEFL listening exam. Respondents who have high score related to their listening english song habit also have high TOEFL listening test result. However, the correlation value is low. It is only 18%.

In addition, respondents who have high score related to the habit of watching movies have high score too on their TOEFL listening test. The correlation value it better than the previous one. It is...
48.9%. However this correlation is not yet strong enough.

Referring to the theories of language learning and SLA / ALA, the weakness of the correlation between habit of listening to English song and TOEFL listening test results, and the habit of watching English movies and TOEFL listening test result obtained in this research results is caused by several factors, such as:

1. Motivation and attitude of Language Learners (LL)

From the answers given through the questionnaire, it is known that all the respondents do the habit of listening English songs and watching English movies are merely to enjoy their spare time, not specifically to practice their English. In other words, The motivation of doing the activities is just for their pleasure. Therefore, when they are listening to the songs and watch to the movies, they do not really play attention to the vocabularies and sentence structures. The following samples of answers can show how the respondents do not do the activities for their English improvement:

- Do not know / notice the spelling of words in the lyrics of songs they heard
- Do not seek to know the meaning of new words in the songs is heard.
- Do not use the new vocabularies in the lyrics in their daily life.
- Watch the movie with Bahasa Indonesia subtitle.
- Watch movies in English with the help of text Indonesian.
- Do not to repeat the words spoken in the movie.

2. Learning styles

Respondents do not take advantage of the listening English song and watching English movies as part of their Learning Styles. As it is mentioned above, the do the activities just for fun and spend their spare time.

While other factors such as age, level of intelligence has not been proven in this study because the data of this study do not include the two variables into the data source of this research.

Conclusions

From the research result and discussion, it can be concluded that:

The habit of listening English songs of the respondents are generally still considered low and the habit of watching English movies is just the same. In addition, the result of listening Ability to listen topics related to the academic field by using TOEFL test models of the respondents are also quite low. More than half of the respondents below average level of proficiency. Moreover, the results of SPSS output to see the correlation between the habit of listening to English songs and TOEFL is positive but has weak correlation.

The results of SPSS output to see the correlation between the habit of watching to English movies and TOEFL is positive with average rate of correlation.

Motivation and learning styles of the respondents are two factors which affect much to the correlation strength. The respondents do not take the activities as part of their language learning process

Bibliography


THE IMPACTS OF GLOBALIZATION ON HIGHER EDUCATION POLICY IN INDONESIA

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Abstract
The main goal of education in Indonesia, as stated in The 1945 Constitution of the Republic of Indonesia, is to educate the life of the people and to participate toward the establishment of a world order based on freedom, perpetual peace and social justice. This goal leads to an understanding that a single Indonesian should alternate his identity and participation from being a good citizen of the nation to be an active world citizen. Given that Indonesia is a multicultural country with various ethnics and hundred languages and cultures, understanding toward diversity is paramount in a globalized world. This study aims to critically analyze the developments of education in Indonesian Higher Education, particularly on how the education policy in higher education has been executed to respond the globalization and to facilitate learners to be world citizens.

Keywords - Globalization, Indonesian Higher Education, Education Policy

Introduction
One of the most important topic in this modern life, recently, is globalization. Globalization brings developments which cover interdependence that affect all dimensions and sectors of human life (Osler and Vincent, 2002; Andrzejewski and Alessio, 1999). The world now has turned to be borderless and interconnected. The power of capitalism has also controlled modern professions. It drives university graduates be more than just knowledgeable and skillful. They need to be able to demonstrate their attitudes and values to cooperate and mingle with others from any background culture in order to survive (Qiang, 2003).

It is now the job of higher education to prepare their graduates to be more competitive not only among Indonesians but also across nations (Paige and Mestenhauser, 1999). The way higher education integrate global citizenship toward their graduates is a crucial issue. To find out the process by which Indonesian higher education institutions build global awareness in their undergraduates, I examined the hierarchical level of staff from administrative, professional to academic strata. The decision of choosing executive and academic staff was intended to deeply examine the top-down views from policy makers and the executive ones. Interview and focus group discussion with the students resulted the information about their perspectives toward the policy applied in their institutions as well as the description on how their lecturers tried to teach global citizenship to them. A case study of a state higher education was undertaken to find out the global education citizenship to its graduates.

This paper aimed at finding out some information related to:
1. How globalization has impacted upon teaching and learning program in Indonesian higher education.
2. How globalization has impacted the students’ development to be global citizens

Framework of Thought
The approach used in this research paper was a qualitative approach. It applied social constructivism and case study to build thorough understanding of the phenomena. Constructivism theory used to deeply find
meaning of the phenomena and its reality (Patton, 2002). In collecting the data, I used the case study approach.

Discussion
Focus group discussion was used to gather information from students. Two groups of students were asked to have discussion about globalization and its impact on education. This was considered to be the most efficient way to gather data from the students at the same time. This group discussion gave benefits from the point of view that the data given by the students were more contextual and direct. Unlike questionnaire which does not give any context and further information from the participants, this group discussion has provided detailed information given by the students or participants. This group discussion’s topic was about globalization and how to integrate it to education in higher education. I acted as the moderator of the discussion.

In addition to focus group discussion, I also conducted classroom observation. This classroom observation gave more information about what was going on in the classroom descriptively. A field not was done to record the data.

To gather more data, document analysis was done. This was used as supplementary to interviews and observations. This document analysis used some written documents such as written rules and policies, strategy plans, curriculum, syllabus, vision and mission statements, teaching medias and materials, and course outlines. Some other sources for document analysis were gathered from online sources.

Administrators and Lecturers Perspectives on Globalization and Its impact to Education
By using interview, the information and data about administrators’ and lecturers’ perspectives on globalization and education were gained. Both administrators and lecturers agreed that society and cultures play significant roles in reacting and responding globalization. Indonesian society are generally considered to have the basic eastern cultures such as the culture of collectivism, being grateful, degree of nationalism and holding the moral value.

In short, both administrators and lecturers believe that inserting those cultures in the classrooms or applying it directly during the classroom session will give benefits to students in terms of how they would behave after they graduate. They considered that globalization has been so influencing to youth. Thus, going back to the main cultures of the nation will help them in the future.

In terms of perceptions on the impact of globalization on the society, both the administrators and lecturers agreed that some impact such as economic discrepancy, educational changes, political changes, social gaps and problems, knowledge economy to the society. These impacts have changed the way society see and run life.

Preparing the Students to Compete in Globalization Era
This part describes the university’s method in supporting and preparing the students to be more competitive in global era. The university have used its strong departments to promote its internationalization. The departments such as medicine, engineering and law have been used and to promote high quality teaching program and prospected to create best graduates.

Some statements stated by the top management of the university are as follow.

…. Our medical department is very strong. We have used it to promote our university, especially in international level. However for some other departments which are not as
strong as it, we are working on preparing them to follow the medical department….

The next statement is about how the lecturer incorporate local values to students in order to face globalization. In the classroom, I always try to ask students to think globally but do not leave the local values behind. This is important for them to hold since in this globalization era, their very basic and strong identity will help them survive….

The university also has a policy which motivates the students to gain international experiences through some activities such as sending them overseas for some weeks or months. This program was offered for excellent students.

… if our students show excellent performance during their study, they will get chance to take exchange program for some months, usually three to four months. And when they come back to the university, finish their study, they can have further chance to get scholarship for their further study in the university.

Teaching Content

The classroom observation and interviews resulted some information about the content of the teaching. Ethic and moral values were considered to be the most prominent entities to incorporate to the teaching materials and contents.

Conclusion

This paper shows some general aspects to consider in preparing the students to face globalization. To gather the data, a case study was applied. Through interview and classroom observation, some information about students’, administrators’ and lecturers’ as well as policy makers’ perspectives were gained.

Bibliography


THE COMPARISON OF USING TPR AND PICTURE TO IMPROVE THE FIFTH GRADE STUDENTS’ VOCABULARY MASTERY AT SDN 179 PALEMBANG

Yuyun Hendrety

Abstract
The objective of this study was to find out whether or not there were any significant differences on students’ vocabulary mastery between the students who use total physical response (TPR) and the ones who use Picture. The writer used one of the quasi-experimental designs, the non equivalent control group design. The design involved both experimental and control groups. The students in experimental group were taught by using TPR and while the other group was taught by using picture. The population of the study was all the fifth grade students at SDN 179 Palembang in the academic year 2015/2016. At this school there were 5 classes of the fifth grade students. In this study, the writer determined the sample by using purposive sampling; two classes were chosen out of five classes. The instrument used in collecting the data was a vocabulary test. It was used to measure the students’ achievement in vocabulary mastery. The data obtained from the test was analyzed using independent sample t-test. Based on the result of the analysis, it was found that the significant level of pre-test was 0.213 while the significant level of posttest was 2.225 with the df value of 2.003. The result of the research showed that the students in experimental group tended to have more significant achievement in vocabulary mastery than their peers in control group.

Keywords - Total physical response, Picture, Vocabulary mastery

Introduction
Teaching English to young learners is different from teaching adult; teachers of English often find some problems. One of the problems is that they do not know how to meet the needs of young learners because they never attend any seminar or training dealing with how to teach English to young learners. The idea is also in line with what Suyanto (2004) found in his study that most teachers of English at elementary schools lack of competence to teach English to young learners.

Green (1995 et. al.) in Folse (2008) claims teachers need to know what kinds of classroom activities they can use to help their students gain new vocabulary. Not knowing a specific word can severely limit communication. In many cases, a lexical lapse can actually stop communication completely. They further states that language learners certainly recognize that insufficient vocabulary is one of their biggest frustrations.

On the basis of the above discussion, the writer was interested in doing a research by comparing the uses of total physical response and picture. In this research, the writer compared the students’ achievement after using the two techniques to the fifth grade of elementary school of SDN 179 Palembang. The writer investigated whether TPR contributed more significant achievement in vocabulary mastery than picture did.

As it is stated by Schindler in 2006, one important part of language development is vocabulary development, and fun vocabulary activities can be used to develop a positive affect in the young learner English language classroom. Further, he mentioned that Total Physical Response is a great way to teach and practice classroom vocabulary and verbs. The physical action of carrying out a command is often very helpful for learning,
especially for those students who learn by actually doing.

There are some procedures of using TPR for teaching vocabulary to young learners. They are as follow (Schindler, 2006): 1. decide what vocabulary and verbs to review. 2. pre teach the verbs right before to start by acting them and have the students to imitate. 3. have the students stand up, 4. demonstrate the verb touch by touching things and saying, 5. give a command and have students actually do it. For example: “Touch the desk!”, 6. encourage the students to run to the item and touch it. “Touch the door!” , 7. for more advanced students, teachers can give more complex commands, such as "Touch the doo...r, touch your shoes and then touch the window!” depending on your tolerance for noise and controlled chaos.

Another way of teaching vocabulary is using picture. A picture is worth a thousand words. People experience the wealth of possibilities offered by visual stimuli every day. People use pictures to teach, practice or review vocabulary, to do guided oral and writing practice, as visual clues to help in listening-comprehension and as starters for activities such as role plays and class discussions. People also choose to use images because they realize that they actually make explanations simpler, save students lots of effort and add a touch of color to their classes.

Further, Kang shin (2006) mentions that young learners tend to have short attention. One way to capture their attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects. In this study, the researcher used colored pictures as the other technique for teaching vocabulary to students.

**Methodology**

In this study, the writer used one of the quasi-experimental designs, the non equivalent control group design. The design involves experimental and control groups which both are given a pretest and a posttest. The writer used both experimental and control group in which both of them were given treatments for eight meetings for each of the group. The experimental group was taught using TPR technique and the control group was taught using picture.

The population of the study was all the fifth grade students at SDN 179 Palembang in the academic year 2015/2016. At this school, there were 5 classes of the fifth grade students. The total population in this study was 130 children. The writer determined the sample by using purposive sampling. In purposive sampling, the researcher does not simply study whoever is available, but uses his or her judgement to select the sample for a specific purpose. The sample of the study were two classes of the fifth grade students; V.c and V.d. There were some considerations to choose these two classes, such as: they were taught by the same teacher, the average scores of English subject of these two classes were quite similar and the total number of students were also quite similar. In conclusion, eventhough the students were not selected individually, but they shared quite similar characteristics.

The writer used test as a means of collecting the data. Both experimental and control group were tested using pretest before the treatment and posttest after the treatment. The results of both pretest and posttest were compared to see which method that gave significant difference on students’ vocabulary mastery. The writer used multiple choice question in order to measure students’ comprehension on vocabulary. Split half method with Alpha Cronbach formula was used to find the reliability of the test since the even number of the test items. To calculate
the data, the writer used SPSS for windows. After tried the test out, the writer found that the reliability coefficient of the vocabulary test was 0.773 which was higher than 0.70. Meaning that the test was considered reliable.

The data obtained from the results of both pretest and posttest of the two groups was analyzed using T-test; Independent sample t-test. The test was used to compare two means and measure whether the two groups were different on certain variable. To run the analysis, SPSS program was used in order to get the result of the study. The writer analyzed the pretest scores of both groups. Then, the writer also analyzed the posttest of the two groups. From the two analyses, the writer made a conclusion of the research.

The test of homogeneity of variance was not done because the sample of the study shared quite similar characteristics, such as: they were taught by the same teacher, the average scores of English subject of these two classes were quite similar and the total number of students were also quite similar. Therefore, the homogeneity test was not measured.

Finding and Discussion

The Score Distribution In Experimental Group
From the result of the pretest in the experimental group, it was found that 34% (10) students were in very good category, 28% (8) students were in good category, 21% (6) students were in fair category, 10% (3) students were in poor category and the rest 7% (2) were in very poor category. Then, the result of the posttest in the experimental group showed that 66% (19) students were in very good category, 24% (7) students were in good category, 7% (2) students were in fair category, 0% (0) students were in poor category and the rest 0% (0) were in very poor category.

The Score Distribution In Control Group
From the result of the pretest in the control group, it was found that 21% (6) students were in very good category, 45% (13) students were in good category, 31% (9) students were in fair category, 10% (3) students were in poor category and the rest 7% (2) were in very poor category. Then, the result of the posttest in the control group showed that 34% (10) students were in very good category, 59% (17) students were in good category, 7% (2) students were in fair category, 0% (0) students were in poor category and the rest 0% (0) were in very poor category.

Statistical Analyses Of Independent Sample T-Test
Based on the independent sample t-test, the mean of the pretest for the experimental was 74.2, and the mean of the pretest for the control group was 75.1. The standard deviation of the experimental group was 18.466 and the standard deviation of the control group was 11.561. Then, the standard error mean for the experimental group was 3.429 and the standard error mean for the control group was 2.147 as it is shown at the table below.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>29</td>
<td>74.2</td>
<td>18.466</td>
<td>3.429</td>
</tr>
<tr>
<td>Picture</td>
<td>29</td>
<td>75.1</td>
<td>11.561</td>
<td>2.147</td>
</tr>
</tbody>
</table>

Based on the analysis of independent sample t-test for pre-test in both experimental group and control group, it was found that the t-obtained was -0.213 which was lower than the t-table with the standard error difference 56, that was 2.003 and the significant level was 0.832 which was higher than 0.05. From the
analysis, it can be concluded that there were no any significant different differences on students’ vocabulary mastery between these two groups.

The Statistics of Posttest in Experimental and Control Group

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
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<td>87.0</td>
<td>8.642</td>
<td>1.605</td>
</tr>
<tr>
<td>Pictur e</td>
<td>29</td>
<td>81.4</td>
<td>10.507</td>
<td>1.951</td>
</tr>
</tbody>
</table>

Based on the analysis of independent sample t-test for post-test in both experimental group and control group, it was found that the t-obtained was 2.225 which was higher than the t-table with the standard error difference 56, that was 2.003 and the significant level was 0.030 which was lower than 0.05. From the analysis, it can be concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In other words, there were significant differences on students’ vocabulary mastery between these two groups.

On the basis of the above findings, it was found both TPR and Picture techniques were appropriate in teaching vocabulary to the fifth grade students’ at SDN 179 Palembang. The results showed that by using those techniques, students generally made progress in vocabulary since the scores of posttest for both experimental and control group tended to improve. The scores of the posttest for the students of the experimental and control groups were significantly different from what they had in the pretest.

Based on the results of posttests for the experimental group, it showed that the scores of the students who were in very good, poor and very poor category improved significantly. Then, the results of posttests for the control group showed that the scores of the students who were in category very good, good and poor also improved even though it was not very significant.

Conclusions

From the analyses of the data gathered from the research, there are several conclusions that can be made:

1. There were significant differences on students vocabulary mastery at the fifth grade students of SDN 179 Palembang between those who used TPR and those who used Picture.

2. Using TPR could improve the students’ vocabulary mastery. It can be seen from the test result and the statistical analysis. Therefore, TPR was effective in improving students’ vocabulary mastery at the fifth grade of SDN 179 Palembang.

3. Using Picture could also improve the students’ vocabulary mastery. It is showed in the test result and statistical analysis too. Therefore, Picture was also effective in improving the students’ vocabulary mastery at the fifth grade of SDN 179 Palembang.

4. The scores in students who were taught through TPR were better than the students who were taught through picture.

Suggestions

Based on the conclusion above, the writer would like to give suggestions:

1. Teachers of English can use both techniques as alternatives in teaching vocabulary. Some vocabulary that are used to express present continuous, imperative sentence and sport can be taught using TPR, but some other vocabulary like things in the kitchen, things in the bedroom, means of transportation, etc are more appropriate to be delivered by using pictures because of sometimes it is not always easy for teachers of English to provide the real objects. That’s why, pictures may replace
the inexistence these real objects. Therefore, teachers of English can you both of these as techniques in vocabulary teaching.

2. Since students are still developing in terms of cognitive, intellectual, emotion, language and physics. Teachers of English should always remember this in order that he/she can provide a good atmosphere for their optimal growing. He/she should be creative as well to provide interesting materials for for children.

References


ENHANCING STUDENTS’ WRITING ABILITY WITH PEER TUTORING

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Abstract
This study explores the technique of peer tutoring and discovers; (1) how peer tutoring enhance students’ writing ability; (2) what indicators of writing can be improved; (3) condition during teaching and learning process (4) the strength and the weaknesses of peer tutoring. The method applied in the research is action research which consist some activities such as, planning, acting, observing, and reflecting. The research involved ten students which was divided into two groups, each group has their own tutor who had been chosen based on the result of pre-test. The research consists of two cycles and each cycle consist of three meetings. The research result shows that peer tutoring gives a lot of contributions: (1) peer tutoring offers partnership relationship, help and advice. Tutors are not the central of knowledge but they tend to be the navigator of the writing process. There is a mutual relations among the individual in the writing group, for example one of the students has more knowledge in grammar but not in lexical competence, and the other student has good ability in organizing the ideas but not in grammar and vice versa; (2) peer tutoring enhances students’ writing ability especially grammatical competence and lexical competence that can be seen from the test conducted of each cycle, and it is supported by their confession from interview done by the researcher; (3) peer tutoring accommodate give-and-take during the process of teaching and learning; (4) Peer tutoring challenges students’ creativity and critical thinking skills, on the flip side open critique may cause a clash or hostility among students. Therefore, the role of teacher as a good supervisor is a necessary.

Keywords - peer tutoring, teaching and learning condition, writing ability

Introduction
Writing is one of language skills that must be considered as one of the most important subjects in educational field. According to Weigle (2000), “Writing which was considered the domain of elite and well educated has become an essential tool for people of walks of life in today global community” (p. x). Therefore, it has been a very important subject for the students in academic wall.

Based on pre-observation conducted at class, we found that 8 students got low score. After analyzing the results of students’ writing and asking them about the difficulties, we found that they have difficulties in grammatical competence and lexical competence. They are only at level 4 or lower than it of grammatical range and accuracy assessment, such as using only a very limited range of structures with only rare use of subordinate clauses, some structures are accurate but errorspredominate, and punctuation is often faulty. In lexical competence, they only uses basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word
formation and/or spelling; errors may cause strain for the reader. The score is the same as grammatical range and accuracy that is at 4 of 9 level.

Based on their confession, they are lack of knowledge in grammar and lexical competence because of their ignorance in studying. Sometimes, they are too lazy and shy to ask the teacher as well. Some students also confessed that they need fellow students to explain the materials because they feel free and comfortable to ask and share knowledge among them, different from asking the teacher which is more formal and has to keep always politeness.

In accordance with the problems above, we try to find out the solution how to improve students’ writing ability especially for the aspects of grammar and lexical competence whereas the students have difficulties in these aspects. In order that the students pass level 4 of the assessment, we consider a technique namely peer tutoring/teaching to enhance their grammar and lexical competence.

**Literature Review of Writing and Peer Tutoring**

There are some definitions of writing. According to Martens (2010), “Writing is a complex and cognitively demanding activity. To be successful, writers need an understanding of the components of a quality test as well as knowledge of writing strategies that can be used to shape and organize the writing process” (p. vii). He obviously says that writing is a complex activity, in order to be successful in writing those who write should understand the components of a quality test, but unfortunately he did not mention the aspects which must be tested and assessed in his definition.

Browne (2007) found “writing is a complex activity which involves many skills. It includes deciding what one wants to write, how best to say it, and how to put these ideas onto paper in a way that is intelligible to others” (p. 81); again, this definition describes that writing is complex and he stresses that many aspects should be considered before writing.

Patel & Jain (2008), “writing is a kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols” (p. 8). Meanwhile, Ur (2009), “Writing is a messy business. Most people progress through a number of untidy drafts before reaching a final version” (p.168). In his statement, he implies also that writing needs some processes that must be undergone to reach final version.

Meyers (2005), “writing is also a process of discovering and organizing ideas, putting them on paper, and reshaping and revising them” (p. 1); about putting the idea should be on the paper, it is debatable, whereas there are many tools such as e-mail, blogs and social media which provide space to write.

The definitions above meet the conclusion that writing is a complex linguistics behavior which needs some processes and skills to get a final version.

**Peer Tutoring**

These are some definitions of peer tutoring. According to Scruggs and Berkeley (2010), “Peer tutoring is an intervention in which students work in pairs to master academic skills or content” (p. 1). Meanwhile, Goodlad and Hirst in Dabkowski (2000), “Peer tutoring is a system of instruction in which learners help each other and learn (themselves) by teaching” (p. 1). The statements are basically the same that there will feedbacks among the learners, but the difference is about the number of the students involved in the technique. First statement says that it must be worked in pairs but the
second statement does not mention the number.

According to Bradford-Watts (2011), “Peer teaching is a suite practices in which peer instruct each other in a purpose-driven, meaningful interaction” (p. 31). There is an interesting words with meaningful interaction here in this statement. It means that the interaction is not merely a suite practices, but it must be beneficial.

Referring to the definitions above, peer tutoring/teaching is an activity of teaching and learning done by the learners at the same level. It is done either in groups or pairs.

**Method**

This research attempts to: (1) how peer tutoring enhance students’ writing ability; (2) what indicators of writing can be improved; (3) condition during teaching and learning process (4) the strength and the weaknesses of peer tutoring. The subject of this study is 10 students. I chose 2 students who have high scores in writing especially in grammar and lexical competence, to teach 8 students who have low scores. I divided them into 2 groups and each group has 1 tutor. The method applied in the research is action research which consist some activities such as, planning, acting, observing, and reflecting (McNiff and Whitehead, 2002, p. 46). The research consists of two cycles and each cycle consist of three meetings.

**Findings and Discussions**

Having done the pre-research, the students’ problems in writing both in grammar and lexical resource. It can be seen in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Student</th>
<th>Level/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S1</td>
<td>4</td>
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<tr>
<td></td>
<td>S2</td>
<td>3</td>
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<tr>
<td></td>
<td>S3</td>
<td>4</td>
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<tr>
<td></td>
<td>S7</td>
<td>4</td>
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<tr>
<td></td>
<td>S8</td>
<td>4</td>
</tr>
</tbody>
</table>

To achieve successful learning, in writing class, it concerns on two aspects: the condition of teaching learning while writing process and students’ skill and it is described in the table in the following table.

**Table 2 Criteria of Success, Data Source, and Instruments**

<table>
<thead>
<tr>
<th>The Criteria of success</th>
<th>Data source</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>The process:</td>
<td></td>
<td></td>
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<tr>
<td>1. The 8 students act positively during the teaching learning by peer tutoring</td>
<td>The students’ statements about their attitude toward the implementation of peer tutoring in writing subject</td>
<td>Interview Observation sheet (including field note)</td>
</tr>
<tr>
<td>2. The students are motivated during the teaching learning process of peer tutoring</td>
<td>The students’ involvement in the activities</td>
<td></td>
</tr>
<tr>
<td>The students’ writing achievement: All students pass level 4</td>
<td>The score of the students’ writing test seen from grammar and accuracy and lexical competence</td>
<td>Writing Test</td>
</tr>
</tbody>
</table>

**Cycle 1**

1) Planning the Action

We prepared lesson plans, instruments, observation sheets, and writing exercises for the students. In the
lesson plan, the technique used is peer tutoring.

2) Implementing the Action
   Teaching writing using peer tutoring was implemented in 4 meetings, February 26th, 4th, 11th, and 18th 2016.

3) Observing
   The scores of writing in the pre-test which has been obtained is 6 students got 4 in grammar and 2 students got 3 in grammar, and 7 students got 4 and 1 students got 3 in lexical competence and compared to the result of post test in cycle I. In the first meeting the tutor looks nervous but they looked well-prepared. Here is the enhancement of the scores as they are described on the table below.

4) Reflecting
   The criteria of success deals with two points: students’ writing achievements and teaching writing process. The result of post test shows that there are 6 students pass 4 and got into 5 in grammar and 3 of 8 students pass into 5 in lexical competence. It means that some students have successfully passed the test for grammar but not for lexical competence. Meanwhile, the atmosphere of teaching and learning were conducive and worked well.

#### Cycle 2

1) Planning the Action
   The instruments are also prepared consisting of some exercises and ended by writing test after this cycle has finished to be conducted.

2) Implementing the Action
   Peer tutoring was implemented in 4 meetings, November 1st, 15th, 29th, and 6th 2016.

3) Observing
   The scores of writing in the cycle 2 which has been obtained is 7 students got 5 and a student got 6 which means all students have passed. There are 7 students got 5 in lexical competence which means they have passed, but unfortunately there is still a student got 4 which means he did not pass. Condition of teaching and learning was conducive and the students enjoyed the situation more.

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**Table 3 Cycle 1 Summary**

<table>
<thead>
<tr>
<th>No</th>
<th>Student</th>
<th>Level/Score</th>
<th>Grammar, Accuracy and organizing the ideas</th>
<th>Lexical Competence and content</th>
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</thead>
<tbody>
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**Table 4 Cycle 2 Summary**

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<th>Lexical Competence and content</th>
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4) Reflecting
   The criteria of success deals with two points: students’ writing achievements and teaching writing process. The result
of post-test shows that there are 8 students passed and they got level 5 in grammar, and there are 7 students got level 5 in lexical competence and the rest got 4 which means that the student did not pass level 4 in lexical competence. Another part which has not been achieved was related to the process of teaching learning. Previously, it was successfully implemented; however, there were few students dominating in asking the materials.

Conclusion
The research reveals that the use of peer tutoring can enhance both writing ability especially grammar and lexical competence and teaching learning situation in students’ writing activity. The enhancement is shown by the result of the students’ test in every cycle. Other findings show that the writing activity was much more interactive which made all students get involved in teaching learning process, such as giving feedback actively, activating their fellow students to ask, motivating their fellow students to study, activating their self-esteem; however, there are some points that must be considered in using this technique first the teacher should choose a right students to be the tutor because if he fails, the method will not be effective. Second, this technique needs modification to suit students’ needs.

References
Patel, M.F & M. Jain, Praveen. 2008. English Language Teaching, Methods, tools and technique.Sunrise Publisher & Distributor
Scruggs, Thomas, Mastropieri, Margo and Berkeley, Sheri. 2010. “Peer Tutoring” In: www.education.com
# OVERSEAS PRESENTERS AND PARTICIPANTS

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<td>Adrian Rodgers</td>
<td>The Ohio State University</td>
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<td>Imron Wakhid Harits</td>
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<td>Said Faiq</td>
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<td>Suriani Alland Rice Oxley</td>
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## INDOONESIAN PRESENTERS AND PARTICIPANTS

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## STEERING COMMITTEES

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